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1000 Holt Avenue
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### Activism and Expression

Scott Novak '16, editor of *The Independent* magazine, is also the driving force behind the Rollins Coalition for Sustainable Investment.

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### Rollins Undergraduate

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### Graduate School of Business

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# Catalogue Revisions

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Rollins College
1000 Holt Avenue
Winter Park, Florida 32789-4499
(407) 646-2000

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## Arts and Sciences Catalogue Revisions

***Changes are listed by term, latest term first.***

| Catalogue Section | Sub Section | Date to Web |
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| | ***Effective Fall Term 2015*** | |
| Courses of Instruction | ANTHROPOLOGY - added ANT 310 | 9-3-15 |
| Courses of Instruction | BIOLOGY - major requirements | 4-29-15 |
| Courses of Instruction | BUSINESS & SOCIAL ENTREPRENEURSHIP - department name change | 5-27-15 |
| Courses of Instruction | BUSINESS & SOCIAL ENTREPRENEURSHIP - BUS 400 prerequisite change | 5-19.15 |
| Courses of Instruction | BUSINESS & SOCIAL ENTREPRENEURSHIP - major/minor requirements, prereq changes for BUS 352, BUS 354, delete SEB 245, credit hour and description change for SEB 345 | 5-1-15 |
| Courses of Instruction | COMMUNICATION - change COM 221 to COM 326 | 11-3-15 |
| Courses of Instruction | COMMUNICATION - major/minor requirements | 6-4-15 |
| Courses of Instruction | COMPUTER SCIENCE - major/minor requirements, course of study updates | 7-14-15 |
| Courses of Instruction | CRITICAL MEDIA & CULTURAL STUDIES - added new minor | 9-2-15 |
| Courses of Instruction | ENGLISH/WRITING - major/minor requirements, ENG 277 title/description change | 5-1-15 |
| Courses of Instruction | INTERNATIONAL BUSINESS - removed INB 302 and INB 340 | 9-22-15 |
| Courses of Instruction | INTERNATIONAL BUSINESS - added ANT/GBH 310 as Area Studies elective | 9-3-15 |
| Courses of Instruction | INTERNATIONAL RELATIONS - delete INB 311, 314, and 340 | 10-26-15 |
| Courses of Instruction | INTERNATIONAL RELATIONS - add HIS 130 to Global North | 9-8-15 |
| Courses of Instruction | MATHEMATICS - add MAT 105 | 10-26-15 |
| Courses of Instruction | PHILOSOPHY & RELIGION - add POL 306 and POL 307 to electives | 12-10-15 |
| Courses of Instruction | PHILOSOPHY & RELIGION - major/minor requirements | 10-15-15 |
| Courses of Instruction | PSYCHOLOGY - course of study updates | 7-14-15 |
| Courses of Instruction | SOCIOLOGY - major/minor requirements, course of study revisions | 4-30-15 |
| | ***Effective Spring Term 2015*** | |
| Courses of Instruction | ART & ART HISTORY - add ART 295, title change ART 300, delete ART 222 | 3-23-15 |
| Courses of Instruction | BIOLOGY - add BIO 123 | 3-5-15 |
| Courses of Instruction | CRITICAL MEDIA & CULTURAL STUDIES - add CMC 230 | 3-16-15 |
| Courses of Instruction | CULTURAL ANTHROPOLOGY - added new minor | 1-28-15 |
| Courses of Instruction | ECONOMICS - add ECO 312 | 3-16-15 |
| Courses of Instruction | ECONOMICS - add ECO 350 | 3-5-15 |
| Courses of Instruction | EDUCATION - major/minor changes, add RED 309, RED 371, RED 409, RED 409L, RED 369; delete EDU 309, EDU 371, EDU 409, EDU 409L, EED 318 | 1-29-15 |
| Courses of Instruction | GLOBAL HEALTH - add GBH 305A | 4-1-15 |
| Courses of Instruction | INTERNATIONAL BUSINESS - add INB 336 and INB 376 | 3-5-15 |
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| Courses of Instruction | MATHEMATICS - MAT 230 prerequisite change | 2-23-15 |
| Courses of Instruction | MUSIC - add MUS 201 and MUS 301 | 3-16-15 |
| Courses of Instruction | MUSIC - Introduction, major/minor requirements, course of study updates | 2-16-15 |
| Courses of Instruction | PSYCHOLOGY - add PSY 320, PSY 320L. Title change - PSY 200. | 3-16-15 |
| Courses of Instruction | SOCIOLOGY - add SOC 346 and SOC 350 | 3-16-15 |
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| Curriculum and Curricular Requirements | update to Transfer Students and rFLA | 3-19-15 |
| | ***Effective Fall Term 2014*** | |
| Academic Regulations | Changed title of Late CR/NC declaration | 11-6-14 |
| Academic Regulations | Class Attendance Policy update | 7-29-14 |
| Academic Regulations | Credit From Other Institutions - updated ICUF statement | 6-17-14 |
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| Campus Life | update Community Responsibility, Campus Safety | 4-17-14 |
| Courses of Instruction | AAAS - program title change | 11-21-14 |
| Courses of Instruction | ART & ART HISTORY - art history major/minor changes | 8-25-14 |

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| Courses of Instruction | ASIAN STUDIES - major and minor requirements | 9-22-14 |
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| Courses of Instruction | BIOLOGY - description update - *BIO 115* | 7-23-14 |
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| Courses of Instruction | BUSINESS & SOCIAL ENTREPRENEURSHIP - major and minor requirements; delete *BUS 130, BUS 132*; add *BUS 101, BUS 352*; title change *BUS 241, BUS 350* | 10-8-14 |
| Courses of Instruction | BUSINESS & SOCIAL ENTREPRENEURSHIP - prerequisite changes - *BUS 316, BUS 397, SEB 397* | 4-17-14 |
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| Courses of Instruction | COMPUTER SCIENCE - update courses of study | 5-1-14 |
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| Courses of Instruction | INTERNATIONAL BUSINESS - INB 397 prerequisite change | 9-16-14 |
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| Courses of Instruction | MATHEMATICS - corrected prerequisite for *MAT 390/490* | 10-3-14 |
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| Courses of Instruction | THEATRE ARTS & DANCE - change *THE 355* to *THE 255,* Change *THE 455* to *THE 355* | 5-20-14 |
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| Courses of Instruction | HISTORY - change course numbers for HIS 240, HIS 241, HIS 250, HIS 261, and HIS 263 | 2-7-14 |
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| Courses of Instruction | CLASSICAL STUDIES - *delete ARH 219, add ARH 236 and ARH 237 to electives* | 10-18-13 |
| Courses of Instruction | COMMUNICATION - *Mission Statement, Introduction, add COM 130, concentrations* | 5-28-13 |
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| Courses of Instruction | ECONOMICS - *add ECO 285, ECO 385* | 5-22-13 |
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| Courses of Instruction | WOMEN'S STUDIES - *add WMS 2xx and WMS 3xx descriptions* | 2-15-13 |
| Courses of Instruction | WRITING - updated minor requirements and approved electives lists | 3-28-13 |
| Curriculum and Curricular Requirements | Residency requirements | 1-31-13 |
| Curriculum and Curricular Requirements | Grade Point Average, Commencement, Minor Requirements | 1-31-13 |
| Introduction | Accreditation | 2-27-13 |
| ***Effective Fall Term 2012*** | | |
| Academic Regulations | LEAVES and WITHDRAWALS - changed which department LOA requests go to | 10-8-12 |
| Courses of Instruction | ANTHROPOLOGY - *Replace core requirement ANT 323 with ANT 228* | 12-6-12 |
| Courses of Instruction | ANTHROPOLOGY - *ANT 255 title* correction | 7-18-12 |
| Courses of Instruction | ASIAN STUDIES - *revise paragraph under International Experience* | 7-10-12 |
| Courses of Instruction | BIOLOGY - *changed prerequisites for BIO 342* | 12-6-12 |
| Courses of Instruction | BIOLOGY - *add BIO 111* | 10-1-12 |
| Courses of Instruction | BIOLOGY - *add BIO 101* | 8-20-12 |
| Courses of Instruction | COMMUNICATION - major requirements, minor requirements | 12-20-12 |
| Courses of Instruction | COMPUTER SCIENCE - *major requirements, CMS 167/167L course number change, minor requirements* | 7-17-12 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - add *ENV 350* | 10-23-12 |
| Courses of Instruciton | INTERNATIONAL BUSINESS - *remove INB 233 prerequisite from INB 300* | 11-14-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - changed prerequisites for *INB 230, INB 300, INB 311/311F, INB 337, INB 345, and INB 372* | 10-12-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 102, INB 302, INB 340, INB 350* | 7-19-12 |
| Courses of Instruction | INTERNATIONAL RELATIONS - major requirements | 10-23-12 |
| Courses of Instruction | MATHEMATICS - *add MAT 350* | 2-14-13 |
| Courses of Instruction | MIDDLE EASTERN AND NORTH AFRICAN STUDIES - added minor | 10-22-12 |
| Courses of Instruction | PHYSICAL EDUCATION - *add PEA 37* | 2-14-13 |
| Courses of Instruction | PHYSICS - *changed corequisites and prerequisites for: PHY 131, PHY 132, PHY 233, PHY 411, and PHY 412* | 12-6-12 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 333* | 2-14-13 |
| Courses of Instruction | THEATRE ARTS & DANCE - *course number change THE 211 to THE 112* | 7-19-12 |
| ***Effective Spring Term 2012*** | | |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 201, ANT 350, ANT 360* | 3-7-12 |
| Courses of Instruction | ANTHROPOLOGY - *add prerequisites to: ANT 315, ANT 351, ANT 362, ANT 370, ANT 380, ANT 426, ANT 452* | 12-2-11 |
| Courses of Instruction | ART & ART HISTORY - *change prerequisites on: ART 234/334, ART 300, ART 310* | 3-26-12 |
| Courses of Instruction | ART & ART HISTORY - *ART 210 course number change* | 3-13-12 |
| Courses of Instruction | ART & ART HISTORY - *add ARH 236, ARH 237, ARH 270, ARH 342, title change ARH 220* | 3-7-12 |
| Courses of Instruction | ASIAN STUDIES - *change course titles, CHN 101 and CHN 102* | 2-14-12 |
| Courses of Instruction | ECONOMICS - *add ECO 250* | 3-7-12 |
| Courses of Instruction | EDUCATION - *major requirements* | 12-2-11 |
| Courses of Instruction | ENGLISH - *add ENG 206, ENG 209, ENG 278, description change ENG 273* | 3-7-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 233 and INB 236* | 3-7-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *major requirements, area studies requirements, minor requirements* | 12-2-11 |
| Courses of Instruction | LATIN AMERICAN & CARIBBEAN STUDIES - *mission statement change* | 3-7-12 |
| Courses of Instruction | MARINE BIOLOGY - *Biology elective* | 12-2-11 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *add FRN 323* | 2-14-13 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - Spanish electives (non-native speakers program) | 3-12-12 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *add SPN 201, SPN 202, SPN 210R* | 3-7-12 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *change course titles, CHN 101 and CHN 102* | 2-14-12 |
| Courses of Instruction | MUSIC - *add MUS 121 and MUS 455, description change MUS 363* | 3-7-12 |

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| Courses of Instruction | PHYSICAL EDUCATION - *added Cycling to Electives* | 3-7-12 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 304, POL 306, POL 307, POL 308* | 3-7-12 |
| Courses of Instruction | SUSTAINABLE DEVELOPMENT - *core courses* | 12-2-11 |
| Curriculum and Curricular Requirements | Majors list | 3-12-12 |
| Introduction | Accreditation, Associated Programs | 3-12-12 |
| Special Degree Programs | Change Environmental Management Advisor to Katie Sutherland | 4-27-12 |
| Student Financial Aid | Changed title of Rollins Cornell Scholarship to Rollins Alfond Scholarship | 4-27-12 |
| ***Effective Fall Term 2011*** | | |
| Academic Regulations | Credit/No-Credit, Incomplete Work | 6-7-11 |
| Academic Regulations | Leaves and Withdrawals | 7-21-11 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 302* | 7-15-11 |
| Courses of Instruction | ART - *remove prerequisite from ART 223* | 9-6-11 |
| Courses of Instruction | ART - *add ART 391* | 7-15-11 |
| Courses of Instruction | BIOLOGY - *major requirements, minor requirements, delete BIO 385F, BIO 386F, and BIO 387F* | 6-21-11 |
| Courses of Instruction | BIOLOGY - *add BIO 301* | 7-15-11 |
| Courses of Instruction | CRITICAL MEDIA AND CULTURAL STUDIES - *add CMC 210, CMC 310* | 7-15-11 |
| Courses of Instruction | ECONOMICS - *add ECO 242, ECO 308* | 7-15-11 |
| Courses of Instruction | ENGLISH - *add ENG 216* | 7-15-11 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 200, INB 300* | 7-15-11 |
| Courses of Instruction | MARINE BIOLOGY - *major requirements* | 6-7-11 |
| Courses of Instruction | MATHEMATICS - *add MAT 410* | 7-15-11 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *add CHN 251* | 7-15-11 |
| Courses of Instruction | MUSIC - *add MUS 215* | 7-15-11 |
| Courses of Instruction | MUSIC - major requirements and minor requirements | 12-20-12 |
| Courses of Instruction | PHILOSOPHY AND RELIGIOUS STUDIES - *add PHI 242* | 7-15-11 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 314, PSY 324* | 7-15-11 |
| Courses of instruction | THEATRE ARTS & DANCE - *major requirements* | 11-4-11 |
| Curriculum and Curricular Requirements | Residency, Writing Reinforcement | 6-7-11 |
| Educational Programs and Opportunities | Office of Career Services | 6-7-11 |
| Educational Programs and Opportunities | International and Off-Campus Study | 9-1-11 |
| Special Degree Programs | Pre-Engineering Program | 6-7-11 |
| ***Effective Spring Term 2011*** | | |
| Academic Regulations | Delete Enrollment Deposit section | 5-17-11 |
| Admission | First-Year Student Admission; Accelerated Management Program Admission; Transfer Student Admission; International Student Admission; Special Student Admission | 12-6-10 |
| Courses of Instruction | ART AND ART HISTORY - *add ART 230* | 1-18-11 |
| Courses of Instruction | ASIAN STUDIES - *minor requirements* | 6-1-11 |
| Courses of Instruction | ASIAN STUDIES - *add major, update minor description, add ASA 400* | 3-29-11 |
| Courses of Instruction | BIOLOGY - *add BIO 104, BIO 122, BIO 388* | 1-18-11 |
| Courses of Instruction | CHEMISTRY - *major requirements; minor requirements* | 3-31-11 |
| Courses of Instruction | COMMUNICATION - *minor requirements; add COM 305 and COM 425* | 3-18-11 |
| Courses of Instruction | CRITICAL MEDIA AND CULTURAL STUDIES (CMC) - description, major requirements, course descriptions | 4-28-11 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 380* | 2-23-11 |
| Courses of Instruction | ECONOMICS - *add ECO 313, ECO 377* | 1-18-11 |
| Courses of Instruction | EDUCATION - *add EDU 470* | 1-18-11 |
| Courses of Instruction | ENGLISH - *add ENG 396* | 1-18-11 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *add LAC 200* | 1-18-11 |
| Courses of Instruction | MODERN LANG. AND LIT. - *add CHN 401/402* | 1-18-11 |
| Courses of Instruction | MUSIC - *major requirements* | 6-2-11 |
| Courses of Instruction | MUSIC - *add MUS 210* | 1-18-11 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 304* | 1-18-11 |
| Courses of Instruction | PHYSICS - *prerequisite change for PHY 411* | 2-9-11 |
| Courses of Instruction | PHYSICS - *add PHY 240* | 1-18-11 |
| Courses of Instruction | POLITICS - *add POL 313* | 1-18-11 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *major requirements; minor requirements* | 12-7-10 |
| ***Effective Fall Term 2010*** | | |
| Academic Regulations | Academic Warning System | 9-23-10 |
| Academic Regulations | Definitions of Honor Code Violations | 7-27-10 |
| Academic Regulations | Readmission Procedure | 5-24-10 |
| Courses of Instruction | ANTHROPOLOGY - *major/minor requirements* | 8-30-10 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 255, 301* | 2-15-10 |

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| Courses of Instruction | BIOCHEMISTRY - *delete BCH 431* and *BCH 432* | 8-11-10 |
| Courses of Instruction | BIOLOGY - *delete BIO 350* | 8-11-10 |
| Courses of Instruction | BIOLOGY - *add BIO 103* | 2-12-10 |
| Courses of Instruction | COMMUNICATION - *add COM 445* | 3-04-10 |
| Courses of Instruction | COMMUNICATION - *add COM 307* | 2-12-10 |
| Courses of Instruction | COMPUTER SCIENCE - *major requirements; minor requirements; description change CMS 151; title change CMS 375, 395, 450; prereq change CMS 375, 440; delete CMS 485, 495* | 5-17-10 |
| Courses of Instruction | COMPUTER SCIENCE - *major requirements, add CMS 151, CMS 380* | 2-12-10 |
| Courses of Instruction | ECONOMICS - *add ECO 331, 310, 370* | 2-12-10 |
| Courses of Instruction | EDUCATION - *add EDU 210* | 4-01-10 |
| Courses of Instruction | ENGLISH - *add ENG 291, 335, 341, 342, 344, 390, 392, 395, 440, 490; delete ENG 150, 205, 206, 220, 274, 425; title and description change ENG 325* | 4-01-10 |
| Courses of Instruction | FILM STUDIES - *add FIL 350* | 2-15-10 |
| Courses of Instruction | HEALTH PROFESSIONS - *title and description change HPA 150* | 2-12-10 |
| Courses of Instruction | HISTORY - *major requirements* | 4-20-10 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 214* | 3-04-10 |
| Courses of Instruction | MATHEMATICS - *change prereq MAT 110* | 3-04-10 |
| Courses of Instruction | MATHEMATICS - *add MAT 419* | 2-12-10 |
| Courses of Instruction | MODERN LANG. & LIT. - *add GMN 252, 352* | 4-01-10 |
| Courses of Instruction | MUSIC - major requirements; add *MUS 495* | 9-3-10 |
| Courses of Instruction | MUSIC - *add MUS 150, 153, 154, 292, 360; title and description change MUS 260* | 2-15-10 |
| Courses of Instruction | MUSIC - *number and description change MUA 201, MUA 202; add MUA 102, MUA 201C* | 7-12-10 |
| Courses of Instruction | MUSIC - major requirements | 8-19-10 |
| Courses of Instruction | PSYCHOLOGY - description change; major requirements; minor requirements; multiple course number, description, and prerequisite changes. | 8-11-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *delete REL 318; title and/or minor description change REL 135, 170, 220* | 4-06-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add PHI 312* | 3-04-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 237* | 2-12-10 |
| Courses of Instruction | POLITICAL SCIENCE - update description for POL 453 | 3-29-13 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 470, title change POL 358* | 2-15-10 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 312, 327, 329, 332, 342, 491, 492, 493, 494, 495; new title and description PSY 324* | 4-01-10 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 150, 155, 203, 250, 302, 309, 313, 314, 319, 345, 354; delete PSY 254* | 2-12-10 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 455* | 2-12-10 |
| Educational Programs and Opportunities | Academic Internship Program | 3-29-10 |
| ***Effective Spring Term 2010*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Academic Warning, Probation, Suspension, and Dismissal | 5-03-10 |
| Academic Regulations | Appeals of Academic Policies | 5-03-10 |
| Academic Regulations | Credit/No-Credit | 3-22-10 |
| Academic Regulations | Grade Appeals | 11-05-09 |
| Campus Life | Community Responsibility | 5-03-10 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 306* | 10-22-09 |
| Courses of Instruction | ANTHROPOLOGY - *delete ANT 253, 255, 256, 257, 258, 265, 338* | 10-08-09 |
| Courses of Instruction | ART AND ART HISTORY - *prereq change ART 251* | 1-21-10 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *introduction, major requirements* | 10-26-09 |
| Courses of Instruction | BIOLOGY - *major requirements, minor requirements, delete BIO 320, add BIO 211, 230, 325, prereq changes BIO 308, 311, 312, 335, 341, 360, 370* | 10-26-09 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *introduction, major requirements, CMC 205/305 change to 250/350, prereq change CMC 400* | 10-27-09 |
| Courses of Instruction | EDUCATION - *prereq change EDU 335* | 11-21-09 |
| Courses of Instruction | HISTORY - *add HIS 120* | 12-21-09 |
| Courses of Instruction | HISTORY - *add HIS 375* | 10-12-09 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *prereq change INB 397* | 10-22-09 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 225* | 10-16-09 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *introduction, major requirements, minor requirements* | 12-23-09 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *title and description change LAC 200* | 12-21-09 |
| Courses of Instruction | MARINE BIOLOGY - *major requirements* | 10-26-09 |
| Courses of Instruction | MATHEMATICS - *prereq changes MAT 110, 111, 140, 305* | 10-22-09 |
| Courses of Instruction | MATHEMATICS - *add MAT 108* | 10-12-09 |
| Courses of Instruction | MUSIC - *add MUS 286, 386, 388* | 10-16-09 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *Religious Studies: introduction, major requirements, minor requirements* | 10-26-09 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 300* | 10-16-09 |
| Courses of Instruction | PHYSICAL EDUCATION - *Electives* | 12-21-09 |

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| Courses of Instruction | PHYSICS - *add PHY 205* | 10-12-09 |
| Courses of Instruction | PSYCHOLOGY - *prereq changes PSY 265, 306, 322, 361* | 12-22-09 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 200, 300, 305, 405* | 10-16-09 |
| Courses of Instruction | SOCIOLOGY - *add SOC 345* | 10-16-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 295* | 12-21-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add DAN 210, THE 360, THE 391/2/3* | 10-12-09 |
| ***Effective Fall Term 2009*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Medical Leave | 9-03-09 |
| Academic Regulations | Incomplete Work, Hamilton Holt School Course Work, Appeals of Academic Policies | 8-14-09 |
| Courses of Instruction | AFRICAN/AFRICAN-AMER STUD - *extensive curriculum revisions* | 3-17-09 |
| Courses of Instruction | ANTHROPOLOGY - *delete ANT 208, 211, 212, 262, 314. 335, 355, 360, 475* | 2-06-09 |
| Courses of Instruction | ART AND ART HISTORY - Studio Art: *extensive curriculum revisions* | 2-13-09 |
| Courses of Instruction | BIOLOGY - *add BIO 100* | 2-26-09 |
| Courses of Instruction | BIOLOGY - *add BIO 240* | 2-12-09 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions* | 8-21-09 |
| Courses of Instruction | CHEMISTRY - *add CHM 121, 350, 445, 450; delete CHM 390* | 4-23-09 |
| Courses of Instruction | CHEMISTRY - *add CHM 103* | 2-12-09 |
| Courses of Instruction | CLASSICAL STUDIES - *add new major; Minor Requirements; title and description change CLS 203 and 305; add CLS 306* | 5-07-09 |
| Courses of Instruction | CLASSICAL STUDIES - *add CLS 204* | 2-12-09 |
| Courses of Instruction | ENGLISH - *description change ENG 201 and 202* | 3-24-09 |
| Courses of Instruction | ENGLISH - *Major Requirements; Minor Requirements; add ENG 304A, 304B, 304C, 306; number, title, and description change ENG 221; title and description change ENG 303, 305; delete ENG 304* | 2-19-09 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *renumber ENV 220 to ENV 225* | 10-01-09 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *add ENV 105* | 4-30-09 |
| Courses of Instruction | HISTORY - *title change HIS 350* | 3-24-09 |
| Courses of Instruction | HISTORY - *title change HIS 142, 143, 346, 373; delete HIS 247, 310, 333, 334, 338, 344/345, 351, 381, 392; course number changes HIS 108 and 109* | 3-12-09 |
| Courses of Instruction | MATHEMATICS - *add MAT 201, 320* | 2-12-09 |
| Courses of Instruction | MODERN LANG. & LIT. - *add ARA 201 and 202* | 2-19-09 |
| Courses of Instruction | PHYSICAL EDUCATION - *electives* | 4-09-09 |
| Courses of Instruction | PHYSICS - *extensive curriculum revisions* | 2-16-09 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 210* | 4-14-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *title and description change THE 480, delete THE 482 and 483* | 3-24-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *changes to Theatre Studies Emphasis; add THE 203, 205, 206, 220, 248, 260, 304; add DAN 220; delete THE 301, 303, 305* | 2-16-09 |
| Special Degree Programs | Pre-Engineering Program | 9-10-09 |
| ***Effective Spring Term 2009*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Dropping Courses | 1-13-09 |
| Courses of Instruction | ART AND ART HISTORY - Art History: *Introduction; Major Requirements; Minor Requirements; delete ARH 241, ARH 290; title change ARH 450* | 11-03-08 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *Introduction, Major Requirements, Recommendations* | 10-23-08 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *add BCH 335, 435* | 10-09-08 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *Introduction; Major Requirements; prereq changes: CMC 100, 200, 400* | 12-23-08 |
| Courses of Instruction | ENGLISH - *Policies in the Major, Minor Requirements* | 10-21-08 |
| Courses of Instruction | HISTORY - *add HIS 311* | 10-09-08 |
| Courses of Instruction | MATHEMATICS - *delete MAT 480* | 10-02-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *add CHN 151, CHN 152, GMN 161, GMN 261* | 10-07-08 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 324* | 10-02-08 |
| Curriculum and Curricular Requirements | Commencement | 11-06-08 |
| ***Effective Fall Term 2008*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Enrollment Deposit | 5-22-08 |
| Campus Life | Community Responsibility | 07-29-08 |
| Courses of Instruction | ART AND ART HISTORY - *ART 241 add to description, ART 450 add prereq* | 3-27-08 |
| Courses of Instruction | ART AND ART HISTORY - *add ART 440* | 2-25-08 |
| Courses of Instruction | BIOLOGY - *prereq changes to BIO 385F, 386F, 387F* | 7-22-08 |
| Courses of Instruction | BIOLOGY - *changed prereqs when ENV 120 to ENV 220* | 3-27-08 |
| Courses of Instruction | CLASSICAL STUDIES - *change to Minor Only, effective 4-10-08 as adopted by Executive Committee* | 4-29-08 |
| Courses of Instruction | COMPUTER SCIENCE - *Major Requirements; Minor Requirements; delete CMS 147, 157, 250, 370, 380; add CMS 230, 330, 450; changes to CMS 170, 270, 430, 480* | 2-19-08 |

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| Courses of Instruction | ENGLISH - *add Policies for the Major section* | 5-13-08 |
| Courses of Instruction | ENGLISH - *add ENG 412* | 3-27-08 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *Introduction; Major Requirements; Minor Requirements; delete ENV 101, 120, 216, 284, 330, 362, 383; description and/or prereq changes ENV 130, 205/305, 206, 240, 270, 289, 302, 323, 325, 343, 347,348, 353, 365, 372, 375, 377, 380, 385, 386, 389, and 413; title and description changes ENV 220, 308* | 4-04-08 |
| Courses of Instruction | HISTORY - *add HIS 352, 353* | 4-10-08 |
| Courses of Instruction | HONORS DEGREE - *entire curriculum revised* | 5-20-08 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *International Experience* | 5-20-08 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 315* | 2-25-08 |
| Courses of Instruction | MATHEMATICS - *add MAT 440* | 3-27-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *add ARA 101, 102; add HBR 101, 102, 201, 202; add SPN 337, 344* | 3-27-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *SPN 210C, 210G, 210S prereq changes* | 3-07-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *RSN 227 title change* | 2-19-08 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 385* | 2-25-08 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *remove all Hebrew language courses to add to Modern Languages and Literatures* | 3-27-08 |
| Curriculum and Curricular Requirements | Minor Requirements | 9-22-08 |
| Curriculum and Curricular Requirements | Majors | 4-29-08 |
| Special Degree Programs | The Honors Degree Program | 5-19-08 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Courses of Instruction | ART AND ART HISTORY - *ARH 101 title and description change and add to electives list* | 10-01-07 |
| Course of Instruction | ASIAN STUDIES - *minor requirements-REL 113 title change* | 1-31-08 |
| Courses of Instruction | BIOLOGY - *add BIO 201* | 9-27-07 |
| Courses of Instruction | CLASSICAL STUDIES - *CLS 105 title and description change, CLS 232 title change* | 9-27-07 |
| Courses of Instruction | COMMUNICATION - *add COM 304* | 9-27-07 |
| Courses of Instruction | EDUCATION - *EED 369 prereq change* | 1-17-08 |
| Courses of Instruction | EDUCATION - *EDU 470 coreq correction* | 10-04-07 |
| Courses of Instruction | ENGLISH - *ENG 273 prereq* | 2-07-08 |
| Courses of Instruction | ENGLISH -*Professional Writing Concentration Core Courses, ENG 210 title change* | 1-31-08 |
| Courses of Instruction | HISTORY - *add HIS 347, 360* | 12-04-07 |
| Courses of Instruction | HISTORY - *add HIS 235* | 9-27-07 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 365* | 9-27-07 |
| Courses of Instruction | MATHEMATICS - *MAT 211 prereq* | 11-06-07 |
| Courses of Instruction | MATHEMATICS - *add MAT 310* | 10-03-07 |
| Courses of Instruction | MATHEMATICS - *MAT 140 description change* | 9-27-07 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *Religious Studies: core courses and electives, minor requirements, REL 113 title change* | 1-31-08 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 236, 240, 241, 325, 340, and 490* | 10-04-07 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Leaves and Withdrawals | 6-12-07 |
| Academic Regulations | Academic Warning, Probation, and Dismissal; Minimum Academic Standards | 4-13-07 |
| Academic Regulations | Enrollment Deposit - *new section* | 3-12-07 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 208, 212, 314, 377, 451, 453; title and description change ANT 262* | 2-09-07 |
| Courses of Instruction | ART AND ART HISTORY - *add ARH 450* | 2-09-07 |
| Courses of Instruction | BIOLOGY - *double major policy* | 8-13-07 |
| Courses of Instruction | COMMUNICATION - *add COM 380* | 2-09-07 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *new major* | 3-14-07 |
| Courses of Instruction | ECONOMICS - *add ECO 371* | 2-09-07 |
| Courses of Instruction | ENGLISH - *major requirements* | 9-17-07 |
| Courses of Instruction | ENGLISH - *ENG 190 description change* | 6-05-07 |
| Courses of Instruction | ENGLISH - *add ENG 370; delete ENG 101 from all prereqs; change prereqs ENG 190, 303, and 304;* | 2-09-07<br>4-10-07 |
| Courses of Instruction | HEALTH PROFESSIONS - *add HPA 175F* | 7-17-07 |
| Courses of Instruction | HEALTH PROFESSIONS - *add HPA 150, 397.* | 5-11-07 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *INB 390 prerequisites* | 2-23-07 |
| Courses of Instruction | JEWISH STUDIES - *electives* | 7-19-07 |
| Courses of Instruction | MARINE BIOLOGY - *double major policy* | 8-13-07 |
| Courses of Instruction | MATHEMATICS - *MAT 140 prerequisites* | 7-03-07 |
| Courses of Instruction | MODERN LANG. & LIT. - *add SPN 335, 336, 338, 340; title change only SPN 321, 322, 330; delete SPN 331/333, replace with new SPN 331 and 333; delete SPN 332/334, replace with new SPN 332 and 334; new titles and descriptions SPN 431, 432* | 2-12-07 |

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| Courses of Instruction | MUSIC - *ensembles grading* | 8-13-07 |
| Courses of Instruction | MUSIC - *change MUS 123 to 223* | 2-12-07 |
| Courses of Instruction | PHILOSOPHY AND RELIGION: *delete REL 114, 221, 225, 424, 329, 341, 361; title change REL 223, 235* | 7-19-07 |
| Courses of Instruction | POLITICAL SCIENCE - *extensive curriculum revisions; add POL 240B, 375, 376, 377; delete POL 311* | 6-05-07 |
| Courses of Instruction | POLITICAL SCIENCE - *change INT 223 to POL 223* | 3-02-07 |
| Courses of Instruction | POLITICAL SCIENCE - *title and description change POL 333; add POL 323* | 2-09-07 |
| Courses of Instruction | THEATRE ARTS & DANCE - *major requirements change; title change THE 480, 481, 482, 483* | 7-26-07 |
| Curriculum and Curricular Requirements | Majors list - *add Critical Media and Cultural Studies* | 3-14-07 |
| Educational Programs and Opportunities | Internships | 6-08-07 |
| Endowed Chairs | *Removed page and linked to official Public Relations page* | 4-04-07 |
| ***Effective Spring Term 2007*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Courses of Instruction | ART AND ART HISTORY - *add ART 380/380F* | 9-27-06 |
| Courses of Instruction | BIOLOGY - *add BIO 335, 435; delete BIO 284* | 10-13-06 |
| Courses of Instruction | BIOLOGY - *add BIO 109* | 9-25-06 |
| Courses of Instruction | COMPUTER SCIENCE - *prereq ECO 430* | 10-06-06 |
| Courses of Instruction | ECONOMICS - *clarification in first paragraph* | 1-24-07 |
| Courses of Instruction | ECONOMICS - *prereq ECO 221* | 9-22-06 |
| Courses of Instruction | ENGLISH - *change ENG 496 to 475* | 1-30-07 |
| Courses of Instruction | ENGLISH - *delete prereqs for all ENG 367's* | 11-13-06 |
| Courses of Instruction | ENGLISH - *prereq ENG 260 , 303, 304* | 9-27-06 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *change BIO elective for Landscape/Environmental Track* | 10-13-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *title change INB 230* | 10-13-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 311F* | 9-27-06 |
| Courses of Instruction | MARINE BIOLOGY - *add new major* | 10-26-06 |
| Courses of Instruction | MATHEMATICS - *Typical Schedule, minor requirements* | 1-24-07 |
| Courses of Instruction | MATHEMATICS - *prereqs MAT 390/490* | 10-04-06 |
| Courses of Instruction | MODERN LANG. & LIT. - *add CHN 101, 102, 201, 202, 301, 302* | 9-25-06 |
| Courses of Instruction | MUSIC - *add MUS 330, prereq MUS 351/352* | 9-25-06 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 410* | 9-25-06 |
| Courses of Instruction | PSYCHOLOGY - *prereq PSY 474* | 10-06-06 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *title change THE 133, 136, 233, 236, 332, 333, 433; description change THE 331, 322* | 10-05-06 |
| Curriculum and Curricular Requirements | List of Majors - *add Marine Biology* | 10-13-06 |
| ***Effective Fall Term 2006*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Minimum Academic Standards | 8-18-06 |
| Academic Regulations | Other College and University Credit | 8-10-06 |
| Academic Regulations | Grades | 8-01-06 |
| Academic Regulations | Withdrawal and Readmission | 7-19-06 |
| Academic Regulations | Academic Standing; Academic Warning, Probation, and Dismissal; Readmission from Dismissal | 7-12-06 |
| Academic Regulations | Course Loads, Dropping Courses | 7-06-06 |
| Academic Regulations | Appeals of Academic Policies | 6-28-06 |
| Academic Regulations | Academic Honor Code, Other College and University Credit, Requirements for Second Bachelor's Degree | 6-15-06 |
| Admission | First-Year Student Admission, Accelerated Management Program Admission | 6-15-06 |
| Campus Life | Arts and Theatre, Counseling Services, Health Services, Office of Multicultural Affairs, Student Involvement and Leadership | 6-27-06 |
| Campus Life | Athletics and Intramurals | 6-15-06 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 217* | 3-17-06 |
| Courses of Instruction | ART AND ART HISTORY - *add ARH 203* | 3-17-06 |
| Courses of Instruction | BIOLOGY - *correction of major requirements* | 9-07-06 |
| Courses of Instruction | BIOLOGY - *change major requirements; change biology electives; add BIO 210, 350* | 3-17-06 |
| Courses of Instruction | CHEMISTRY - *add CHM 104, 109* | 3-17-06 |
| Courses of Instruction | ENGLISH - *major and minor requirements revisions; WRITING extensive curriculum revision; add ENG 221, 380, 496; delete ENG 170, 290, 390, 490* | 6-27-06 |
| Courses of Instruction | ENGLISH - *description change ENG 273* | 4-25-06 |
| Courses of Instruction | COMMUNICATION - correct *INT 399 to INT 397* | 6-21-06 |
| Courses of Instruction | ENGLISH - *add ENG 190, 211, 475* | 3-17-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *introduction* | 9-12-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *business minor renamed international business minor* | 5-12-06 |

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| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 201* | 3-17-06 |
| Courses of Instruction | MATHEMATICS - *title change MAT 455, title and description change MAT 460* | 3-17-06 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 330, 332, 355 (also added these courses to International Relations electives)* | 3-17-06 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add 6th emphasis to major requirements* | 4-28-06 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *prereq changes THE 133, 211, 233, 333; description change THE 418/419* | 4-06-06 |
| Curriculum and Curricular Requirements | Self-Designed Majors | 6-28-06 |
| Educational Programs and Opportunities | International and Off-Campus Study | 8-09-06 |
| Educational Programs and Opportunities | Olin Library | 7-19-06 |
| Educational Programs and Opportunities | Office of External and Competitive Scholarships | 7-12-06 |
| Educational Programs and Opportunities | Internships; Rollins in London, England | 7-05-06 |
| Educational Programs and Opportunities | Thomas P. Johnson Student Resource Center | 6-28-06 |
| Educational Programs and Opportunities | Career Services, Information Technology, Rollins Conference Courses | 6-15-06 |
| Introduction | | 7-18-06 |
| Special Degree Programs | Accelerated Management Program | 6-28-06 |
| Student Financial Aid | Introduction, Financial Aid Programs, Standards of Satisfactory Academic Progress | 6-27-06 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Admission | International Student Admission | 10-12-05 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 320* | 9-28-05 |
| Courses of Instruction | AUSTRALIAN STUDIES - *add AUS 240* | 9-28-05 |
| Courses of Instruction | ART - *correct prereqs on ART 342, ART 372* | 2-08-06 |
| Courses of Instruction | BIOLOGY - *add BIO 105, BIO 106; title and description change to BIO 330* | 9-28-05 |
| Courses of Instruction | CHEMISTRY - *add CHM 107* | 9-28-05 |
| Courses of Instruction | COMMUNICATION - *add COM 335* | 9-28-05 |
| Courses of Instruction | EDUCATION - *change Sociological Foundations requirements and EDU 100 description.* | 12-02-05 |
| Courses of Instruction | EDUCATION - *add EDU 390* | 10-04-05 |
| Courses of Instruction | ENGLISH - | |
| Courses of Instruction | ENGLISH - *add ENG 277* | 9-28-05 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *restructure major requirements* | 11-30-05 |
| Courses of Instruction | HISTORY - *add HIS 370* | 9-28-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *delete European Studies major* | 12-19-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *description change FRN 331* | 11-14-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *add SPN 342* | 9-28-05 |
| Courses of Instruction | PHYSICS - *add PHY 312* | 9-28-05 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 320* | 9-28-05 |
| Curriculum and Curricular Requirements | Major Requirements - *deleted European Studies* | 12-19-05 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Credit/No-Credit | 7-15-05 |
| Courses of Instruction | ANTHROPOLOGY - *title change to ANT 259, ANT 426* | 7-15-05 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 319* | 2-16-05 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *change chemistry major requirements* | 7-15-05 |
| Courses of Instruction | BIOLOGY - *change chemistry major and minor requirements and prereqs, add BIO 118, BIO 119* | 7-15-05 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements; course number, description, and title changes; course deletions; and prereqs changes* | 7-15-05 |
| Courses of Instruction | CHEMISTRY - *add CHM 301 and CHM 390* | 2-16-05 |
| Courses of Instruction | COMPUTER SCIENCE - *change CMS 167 to 167A/B, description change to CMS 270, and change to mathematics requirements.* | 7-15-05 |

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| Courses of Instruction | EDUCATION - *major requirements course count* | 7-27-05 |
| Courses of Instruction | EDUCATION - *changes to: admission requirements for teacher education program, elementary education sequence, secondary education sequence, student teaching requirements, ESOL designations.* | 7-15-05 |
| Courses of Instruction | ECONOMICS - *change mathematics requirement to new MAT 140 number* | 7-15-05 |
| Courses of Instruction | ENGLISH - *prerequiste changes to ENG 360s, 367s, 467.* | 9-02-05 |
| Courses of Instruction | ENGLISH - *electives* | 8-26-05 |
| Courses of Instruction | ENGLISH - *delete ENG 391* | 7-15-05 |
| Courses of Instruction | ENGLISH - *add ENG 345* | 2-16-05 |
| Courses of Instruction | HEALTH PROFESSIONS ADVISING - *change suggested courses for Biology, Chemistry, Mathematics, and English* | 7-15-05 |
| Courses of Instruction | HISTORY - *add HIS 265* | 7-15-05 |
| Courses of Instruction | HISTORY - *add HIS 349* | 2-16-05 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *extensive curriculum revisions, including new major, minor, area studies requirements; course number, description, and title changes; course deletions; prereqs changes; add INB 347* | 7-15-05 |
| Courses of Instruction | INTERNATIONAL RELATIONS - *changes to all major requirements* | 7-15-05 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *change department name from Affairs to Studies, add new minor, extensive curriculum revisions to major* | 7-15-05 |
| Courses of Instruction | MATHEMATICS - *major requirement change*, *change MAT 240 to MAT 140, title change to MAT 330, delete MAT 440, add MAT 485* | 7-15-05 |
| Courses of Instruction | MATHEMATICS - *add MAT 106* | 2-16-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *changes to native and nonnative curriculum requirements* | 7-15-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *change SPN 201 to SPN 110* | 2-22-05 |
| Courses of Instruction | MUSIC - *changes to major and minor requirements; title change to MUA 200, 200.3, 201, 202; delete MUS 125OL, 208, 490; add MUA 200.16/.17/.18/.19, MUS 385* | 7-15-05 |
| Courses of Instruction | MUSIC - *add MUS 190* | 2-16-05 |
| Courses of Instruction | PHYSICAL EDUCATION - *clarification of PEA and PEV requirements* | 7-15-05 |
| Courses of Instruction | PHYSICS - *major requirement sequence* | 8-03-05 |
| Courses of Instruction | PHYSICS - *changes to mathematics, chemistry, and pre-engineering requirements* | 7-15-05 |
| Courses of Instruction | POLITICAL SCIENCE - *addition to major additional requirements* | 7-20-05 |
| Courses of Instruction | POLITICAL SCIENCE - *title and course description change to POL 325* | 7-15-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *extensive curriculum revisions, including new major and minor requirements; course number changes; course deletions; and prereqs changes* | 7-15-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 136, 236* | 2-21-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 210, 221, 225, 234, 325, 336, 343, 480, 481, 482, 483* | 2-16-05 |
| Curriculum and Curricular Requirements | General Education Curriculum, General Education Areas, Personal Fitness Requirements, Minor Requirements | 7-15-05 |
| Educational Programs and | | |

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| Opportunities | Internships | 7-15-05 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Pre-Engineering Program* | 7-15-05 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Courses of Instruction | ANTHROPOLOGY - *title and description change to ANT 259, add ANT 317* | 10-14-04 |
| Courses of Instruction | ENGLISH - *change to Editing Proficiency requirement* | 10-14-04 |
| Courses of Instruction | HISTORY - *clarification of major requirements* | 1-21-05 |
| | Back to Catalogue | |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Registration - *Course Loads* | 3-8-04 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 277* | 3-9-04 |
| Courses of Instruction | ART - *department name changed to Art and Art History* | 5-7-04 |
| Courses of Instruction | ART - *description change to ART 222 and 223, add ART 392* | 3-8-04 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *BCH 431 corequisite change* | 3-9-04 |
| Courses of Instruction | BIOLOGY - *change to minor residency requirements events* | 10-4-04 |
| Courses of Instruction | BIOLOGY - *change to major residency requirements events* | 9-29-04 |
| Courses of Instruction | BIOLOGY - *add BIO 462 to core courses; prereq changes to BIO 107, 120/121, 223, 229, 234, 236, 237, 245, 246, 270, 284, 287/387, 308, 311, 312, 316, 330, 341, 360, 370, 381, 429 events* | 4-15-04 |
| Courses of Instruction | BIOLOGY - *add BIO 107 events* | 3-17-04 |
| Courses of Instruction | BIOLOGY - *add BIO 344* | 3-9-0 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements, course number and title changes, course deletions, prereqs, corequisites*events | 3-9-04 |
| Courses of Instruction | COMPUTER SCIENCE - *extensive curriculum changes, including new major and minor requirements, course additions, deletions, and number changesevents* | 3-9-04 |
| Courses of Instruction | ECONOMICS - *extensive curriculum changes, including new major and minor requirements; add ECO 202, 203, 204; delete ECO 212 and 213; changes to prereqs affected by new numbers* | 4-22-04 |
| Courses of Instruction | EDUCATION - *add EDU 409Levents* | 3-17-04 |
| Courses of Instruction | EDUCATION - *add EDU 311 events* | 3-9-04 |
| Courses of Instruction | ENGLISH - *description change to ENG 140* | 5-3-04 |
| Courses of Instruction | ENGLISH-WRITING MINOR - *changes to core and elective requirements, delete ENG 350 events* | 4-9-04 |
| Courses of Instruction | ENGLISH - *ENG 267 title and description change*; *ENG 276 description change; add ENG 140, 206, 260, 210, 268, 361, 374; delete ENG 100, 101, 102 events* | 3-8-04 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *change ENV 205 to 205/305 and change description*events | 3-8-04 |
| Courses of Instruction | HISTORY - *change title of HIS 373; add HIS 240, 241, 354 and 355*events | 3-8-04 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *changes to core courses/area studies/electives/minor requirements; delete INB 216 and 364* | 8-10-04 |
| Courses of Instruction | INTERNATIONAL RELATIONS - *changes to Economics requirements* | 5-4-04 |
| Courses of Instruction | LATIN AMERICAN AND CARIBBEAN AFFAIRS - *changes to Economics requirements* | 7-30-04 |
| Courses of Instruction | MATHEMATICS - *MAT 219 prereq change events* | 7-30-04 |
| Courses of Instruction | MATHEMATICS - *department name changed to Mathematics and Computer Science* | 5-7-04 |
| Courses of Instruction | MATHEMATICS - *changes to major requirements, title change MAT 107, MAT 360 to 455, MAT 380 to 475*events | 3-8-04 |
| Courses of Instruction | MODERN LANG. & LIT. - *SPN 302 replaces SPN 403* | 3-9-04 |
| Courses of Instruction | PHYSICS - *description change to PHY 114*events | 3-8-04 |
| Courses of Instruction | POLITICAL SCIENCE - *addition to major requirements, change title POL 354*events | 3-8-04 |
| Courses of Instruction | POLITICAL SCIENCE - *add prereq to POL 351 and 354* | 3-11-04 |
| Courses of Instruction | PSYCHOLOGY - *changes to major and minor requirements events* | 4-15-04 |
| Courses of Instruction | THEATRE ARTS & DANCE - *changes to major requirements/core courses events* | 5-10-04 |
| Curriculum and Curricular | General Education Curriculum - *list of core competencies events* | |

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|---|---|---|
| Requirements | | 5-17-04 |
| Curriculum and Curricular Requirements | Graduation Petition and Senior Audit, Commencement | 5-5-04 |
| Curriculum and Curricular Requirements | General Education Areas - *'W'* | 5-3-04 |
| Introduction | Heritage | 7-30-04 |
| Introduction | Mission Statement | 3-11-04 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Accelerated Management Program* | 3-8-04 |
| Student Financial Aid | Standards of Satisfactory Progress - *Completion Rate*events | 3-8-04 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| events | events | events |
| Courses of Instruction | ANTHROPOLOGY - *change ANT 238 to ANT 338* | 10/10/03 |
| Courses of Instruction | AUSTRALIAN STUDIES - *Sydney Program curriculum changes, add AUS 300, delete AUS 200 and 280.*events | 2/4/04 |
| Courses of Instruction | BIOCHEMISTRY - *delete BIO 499 from CORE, add laboratory required to BCH 431, 432* | 10/15/03 |
| Courses of Instruction | MODERN LANGUAGES AND LITERATURES - *change department name from Foreign Languages (and references to new department name in all sections of the Catalogue)* | 10/17/03 |
| Courses of Instruction | MODERN LANGUAGES AND LITERATURES - *change prereqs on SPN 290, 303, 321,322, 330, 331/333, 332/334, 341, 431, 432, 481. SPN major/minor elaboration for Asturias and Verano Español* | 10/28/03 |
| Courses of Instruction | PHYSICS - *add PHY 498 to major requirements* | 2/4/04 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Revisions to Academic Calendar, Advanced Standing, Transfer Credit changed to Other Course and University Credit, Summer Course Work, Academic Advisors, Registration section, Registration Changes, Auditing Courses, Transcripts, Retention of Records, Academic Standing, President's and Dean's List, Probation and Dismissal, Appeals of Academic Policies, Class Attendance, Academic Honesty, Withdrawal from College. Realignment of sections under new headings. | 7/30/03 |
| Admission | Freshman Admission, International Student Admission | 4/10/03 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 259, 370, 380; change prereq ANT 323* | 3/12/03 |
| Courses of Instruction | ARCHAEOLOGY - *change ARH 205&305 to ARH 315* | 4/10/03 |
| Courses of Instruction | ART - *Art History major and minor extensive revisions* | 3/12/03 |
| Courses of Instruction | BIOLOGY - *additional major requirements revisions* | 12/01/03 |
| Courses of Instruction | BIOLOGY - *major requirements revisions* | 8/05/03 |
| Courses of Instruction | BUSINESS ADMINISTRATION - *change to Business minor and move to International Business curriculum* | 6/12/03 |
| Courses of Instruction | CLASSICAL STUDIES - *change ARH 205&305 to ARH 315* | 4/10/03 |
| Courses of Instruction | EDUCATION - *change course titles and descriptions: EDU 324, 406, 407* | 3/12/03 |
| Courses of Instruction | EDUCATION - *major requirements revisions, ESOL designations, delete EDU 411* | 4/15/03 |
| Courses of Instruction | HISTORY - *change title HIS 260* | 5/28/03 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 215, 216, 425* | 3/12/03 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add the new Business minor, changes to INB major requirements* | 6/12/03 |
| Courses of Instruction | PHYSICS - *add PHY 115* | 3/12/03 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 270, change POL 324 to POL 240, change title POL 361, change title and description POL 390* | 3/12/03 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *change DAN 140 to DAN 300* | 3/12/03 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *change THE 201 to THE 302* | 3/12/03 |
| Curriculum and Academic Policies | Self-Designed Majors - *change GPA requirement* | 7/1/03 |
| Curriculum and Curricular Requirements | Title change to this main section. Revisions to Academic Requirements, Graduation Requirements, General Education Curriculum , Major Requirements, and Minor Requirements. | 7/25/03 |
| Curriculum and Curricular Requirements | Commencement | 8/13/03 |

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| Educational Programs and Opportunities | Academic Support Programs and Facilities - *The Thomas P. Johnson Student Resource Center* | 4/14/03 |
| Educational Programs and Opportunities | International and Off-Campus Study - *program revisions/additions/deletions* | 4/14/03 |
| Special Degree Programs | Accelerated Management Program - *revised section* | 8/15/03 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Pre-Engineering Program* | 3/12/03 |
| Special Degree Programs | Honors Degree Program - *change physical education recommendation, program coordinator* | 7/11/03 |
| Student Financial Aid | Grants and Scholarships, Standards of Academic Progress | 3/12/03 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Advanced Standing Credit | 12/13/0 |
| Academic Regulations | Credit/No-Credit | 1/28/03 |
| Academic Regulations | One-Time Late Credit/No-Credit Declaration | 1/28/03 |
| Academic Regulations | Repeated Courses | 12/16/02 |
| Academic Regulations | Transfer Credit | |
| Courses of Instruction | EDUCATION - *curriculum changes, prequisite changes, EDU 306 to 406, EDU 307 to 407, add EDU 335* | 10/18/02 |
| Courses of Instruction | ENGLISH - *curriculum changes to Writing, add ENG 231, 275, 373* | 10/3/02 |
| Courses of Instruction | FOREIGN LANGUAGES - *add EUR 120/320, change SPN 305 to SPN 290* | 10/4/02 |
| Courses of Instruction | MATHEMATICS - *description change to MAT 240* | 10/4/02 |
| Courses of Instruction | MUSIC - *major requirements changes* | 12/06/02 |
| Courses of Instruction | MUSIC - *add MUS 285* | 10/11/02 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *title changes REL 113 and REL 114* | 9/23/02 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 230* | 10/4/02 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 387* | 10/4/02 |
| Educational Programs and Opportunities | Internships | 12/12/02 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
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| Academic Regulations | Academic Warning System - *new section replaces Mid-Term Progress Reports section* | 6/25/02 |
| Academic Regulations | Probation and Dismissal | 4/3/02 |
| Academic Regulations | Summer Course Work | 7/16/02 |
| Campus Life | Office of Community Engagement - *new section* | 5/30/02 |
| Courses of Instruction | ANTHROPOLOGY - *title change ANT 228* | 4/18/02 |
| Courses of Instruction | AUSTRALIAN STUDIES - *requirements correction* | 9/23/02 |
| Courses of Instruction | BUSINESS ADMINISTRATION - *curriculum changes* | 3/25/02 |
| Courses of Instruction | ENGLISH - *curriculum changes* | 3/26/02 |
| Courses of Instruction | ENGLISH - *description changes ENG 235, 310/410, delete ENG 236* | 4/12/02 |
| Courses of Instruction | FILM STUDIES - *new minor* | 4/19/02 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *curriculum changes* | 3/22/02 |
| Courses of Instruction | MATHEMATICS - *description change MAT 240* | 4/10/02 |
| Curriculum and Academic Policies | General Education Areas - *'V'* | 7/17/02 |
| Curriculum and Academic Policies | Self-Designed Majors | 6/25/02 |
| Curriculum and Academic Policies | General Education Areas - *'W'* | 9/3/02 |
| Educational Programs and Opportunities | Special Curricular Opportunities - *Service-Learning* | 5/30/02 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
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|---|---|---|
| Academic Regulations | Academic Standing | 1/15/02 |
| Academic Regulations | Late Credit/No-Credit Declaration | 1/17/02 |
| Curriculum & Academic Policies | Personal Fitness Requirements | 1/11/02 |
| Special Degree Programs | Pre-Engineering Program | 1/11/02 |
| Courses of Instruction | ANTHROPOLOGY - *new course ANT 452* | 2/21/02 |
| Courses of Instruction | ANTHROPOLOGY - *new course ANT 219* | 3/6/02 |
| Courses of Instruction | ART - *new course ART 300* | 1/10/02 |
| Courses of Instruction | ART - *curriculum changes to Studio Art* | 2/2/02 |
| Courses of Instruction | AUSTRALIAN STUDIES - *curriculum changes* | 1/10/02 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *new courses BCH 440, 498/499* | 3/6/02 |
| Courses of Instruction | BIOLOGY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | BIOLOGY - *change course numberBIO 408 to BIO 308* | 1/28/02 |
| Courses of Instruction | CHEMISTRY - *moved BCH 431, 432 to Biochemistry section* | 3/6/02 |
| Courses of Instruction | CLASSICAL STUDIES - *new course CLS 105* | 3/6/02 |
| Courses of Instruction | EDUCATION - *curriculum changes* | 1/10/02 |
| Courses of Instruction | ENGLISH - *curriculum changes* | 1/10/02 |
| Courses of Instruction | ENGLISH - *curriculum changes to Writing Minor* | 1/10/02 |
| Courses of Instruction | ENGLISH - *new courses ENG 303, 304, 305, 307* | 2/21/02 |
| Courses of Instruction | ENGLISH - *change course number ENG 374 to ENG 274* | 3/6/02 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *curriculum changes* | 1/15/02 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *new course ENV 330* | 3/6/02 |
| Courses of Instruction | FOREIGN LANGUAGES - *curriculum changes* | 1/10/02 |
| Courses of Instruction | FOREIGN LANGUAGES - *new course SPN 330* | 3/6/02 |
| Courses of Instruction | HISTORY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *new courses INB 364, 480 and course description and title changes* | 1/10/02 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *new courses INB 150, 230, 373, 374* | 3/6/02 |
| Courses of Instruction | MATHEMATICS - *new courses MAT 107, 340/440* | 1/10/02 |
| Courses of Instruction | MUSIC - *new courses MUS 125OL, 202* | 1/10/02 |
| Courses of Instruction | MUSIC - *new courses MUS 230, 355, 364, 391, 392* | 3/6/02 |
| Courses of Instruction | PHYSICAL EDUCATION - *curriculum changes* | 1/11/02 |
| Courses of Instruction | POLITICAL SCIENCE - *new course POL 310* | 1/10/02 |
| Courses of Instruction | POLITICAL SCIENCE - *new courses POL 325, 394, 395* | 3/6/02 |
| Courses of Instruction | PSYCHOLOGY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | WOMEN'S STUDIES - *title change WMS 205* | 2/21/02 |
| Administrative/Teaching Staff | Board of Trustees | 1/10/02 |
| Administrative/Teaching Staff | Endowed Chairs | 1/10/02 |

***Effective Fall Term 2001***

| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Credit/No Credit | 10/26/01 |
| Academic Regulations | Information Technology | 7/11/01 |
| Courses of Instruction | AFRICAN/AFRICAN AMERICAN STUDIES - *curriculum changes* | 7/11/01 |
| Courses of Instruction | ASIAN STUDIES - *new minor* | 7/11/01 |
| Courses of Instruction | ASIAN STUDIES - *curriculum changes* | 8/28/01 |
| Courses of Instruction | BUSINESS ADMINISTRATION - *curriculum changes* | 7/11/01 |
| Courses of Instruction | CLASSICAL STUDIES - *curriculum changes* | 7/11/01 |
| Courses of Instruction | ENGLISH - *course description change* | 8/23/01 |

| | | |
|---|---|---|
| Courses of Instruction | INTERNATIONAL BUSINESS - *curriculum changes* | 7/11/01 |
| Courses of Instruction | MUSIC - *MUA 201 (letter grade)* | 7/12/01 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *curriculum changes to Religious Studies* | 7/11/01 |
| Courses of Instruction | WOMEN'S STUDIES - *faculty additions* | 7/11/01 |
| Educational Programs | Olin Library | 7/11/01 |
| Administrative/Teaching Staff | Board of Trustees | 7/11/01 |
| Administrative/Teaching Staff | Emeriti List | 10/12/01 |
| | | |



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# Introduction to Rollins College

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## Introduction to Rollins College

Rollins College stands among those small, coeducational, independent liberal arts institutions that contribute distinctively to the vitality and diversity of American higher education. Founded in 1885 under the auspices of the Congregational Church, and designed to bring the educational standards of New England to the Florida frontier, Rollins was the first college in Florida. In 1885, admission requirements were similar to those of other good liberal arts institutions of the day: Latin and Greek, language and composition, plane geometry, history of Greece and Rome, and so on.

Rollins is nonsectarian and independent, and is supported through tuition, investments, and gifts from alumni, friends, and foundations. The College offers a challenging curriculum leading to the Artium Baccalaureus (Bachelor of Arts) degree. This curriculum, which includes thirty-one major fields of study and more than sixteen hundred courses, reflects a distinctive and innovative approach to education.

The College is located in Winter Park, an attractive residential community adjacent to the city of Orlando. Fifty miles from the Atlantic Ocean and seventy miles from the Gulf of Mexico, the seventy-acre campus is bounded by Lake Virginia to the east and south. A traditional Spanish-Mediterranean architecture characterizes the College facilities.

## Accreditation

Rollins College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at http://www.sacs.org for questions about the accreditation of Rollins College.* Rollins obtained its SACSCOC accreditation in 1927 and has had no lapses in accreditation. Rollins' accreditation was last reaffirmed in 2005; Rollins' next reaffirmation of accreditation is scheduled for 2015.

Rollins College also holds additional program-level accreditations, approvals, or memberships. The College's undergraduate and graduate business programs are accredited by The Association to Advance Collegiate Schools of Business (AACSB International). The undergraduate music program has been a full member of the National Association of Schools of Music since 1931. The chemistry program has received approval by the American Chemical Society since 1974. The undergraduate and graduate programs in education and teaching are approved by the Department of Education of the State of Florida, and the graduate counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs. Additionally, the College's Cornell Fine Arts Museum is accredited by the American Association of Museums.

Rollins also holds institutional memberships in the Association of American Colleges and Universities, the American Council on Education, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, Associated Colleges of the South, the College Entrance Examination Board, the Florida Association of Colleges and Universities, the Association of Governing Boards of Universities and Colleges, and Independent Colleges and Universities of Florida, Inc.

**The contact information for SACSCOC is provided in order to enable interested constituents to (1) learn about Rollins' accreditation status, (2) file a third-party comment at the time of the College's decennial review, or (3) file a complaint against Rollins for alleged non-compliance with a standard or requirement. Standard inquiries about the College, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Rollins College and not to the Commission's office.*

## Academic Programs

### *UNDERGRADUATE PROGRAMS*

The College of Arts & Sciences offers day courses in a variety of studies that lead to baccalaureate degrees. Day baccalaureate programs in communication, education, and international business are offered through the College of Professional Studies. The Hamilton Holt School offers evening courses that lead to baccalaureate degrees in a variety of majors.

### *GRADUATE PROGRAMS*

In addition to undergraduate degrees, the Hamilton Holt School offers graduate programs leading to master's degrees in counseling, education, human resources, liberal studies, teaching, and planning in civic urbanism. The Roy E. Crummer Graduate School of Business offers the Master of Business Administration degree through its early advantage (3/2), executive, and professional MBA program tracks. The Crummer Graduate School also administers the Centers for Management & Executive Education, Leadership, Entrepreneurship, and Philanthropy & Nonprofit Leadership.

## Purpose

Consistent with the purposes set forth in the 1885 Charter of the College, Rollins continues to prepare students for "virtuous and useful lives." The future of Rollins College depends on its excellence -- the quality of the educational experience, the quality of students and faculty, the quality of individual performance, and the quality of our life and work together.

## Mission Statement

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate and selected graduate programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

*Approved by the Board of Trustees, May 9, 2014*

## Heritage

One afternoon in 1880, in a garden in Daytona, Florida, Lucy Cross had a vision -- a college in Central Florida. Five years later she had garnered the support of the Congregational Church and in January 1885, representatives from five Central Florida communities competed for the privilege of becoming the College's home. The three-year-old town of Winter Park emerged as the undisputed winner, benefiting from a generous gift offered on its behalf by a Chicago businessman, Alonzo Rollins. Named in his honor, Rollins College was incorporated on April 28, 1885. The Rev. Edward Payson Hooker, who helped establish the College, served as its first president (1885-1892).

From its inception the College has been coeducational and has attracted students both from the local communities of Central Florida and from the North. Its two objectives were to serve Florida's educational needs and "to provide an opportunity for youth of the North, whose health demands that they should spend a considerable portion of the year in a more genial climate to pursue their studies" (Annual Catalogue, 1905-1906).

Early years saw the addition of "tasteful buildings," including residence halls that were built on the notion of a "cottage plan." One of these structures, Pinehurst Cottage, still occupies a visible place on the campus and ties the modern Rollins, with its Spanish-Mediterranean architecture, to its roots in turn-of-the-century Florida.

President George Morgan Ward (1896-1902), who later served as pastor of financier Henry Flagler's chapel in Palm Beach, Florida, guided the College through the devastating financial times following the citrus freeze of 1894-1895.

William Fremont Blackman was a faculty member at Yale University when he was called to the Rollins presidency in 1902. During his term in office (1902-1915), President Blackman faced a national depression and diminishing enrollment, yet he substantially increased the College's endowment, added to its facilities, and won the support of the Carnegie Foundation.

These early years also included strong ties to the country of Cuba. During the Spanish-American War, more Cuban students studied at Rollins than at any other American institution, and even in the 1920's, Rollins football and basketball teams competed against the University of Havana.

President Hamilton Holt (1925-1949), a nationally recognized journalist, editor, and internationalist, brought national visibility to the College in its middle years, and left a legacy which includes a distinguished tradition of "experimental" education. During Holt's administration Rollins College established the Conference Plan, which emphasized close teacher-student contact. Under this plan, teachers and students shared the learning experience around a conference table, an activity that led students to develop clear standards by which to judge their work. The College retains aspects of this method, particularly in its program for first-year students, but not to the exclusion of other significant approaches to teaching.

The Holt years brought many national figures to campus including Nobel Peace Prize winner Jane Addams, author Majorie Kinnan Rawlings, Countess Alexandra Tolstoy, Justice William O. Douglas, and Edward R. Morrow. Perhaps most notably, in January 1931, Rollins hosted a Curriculum Conference, with the distinguished educator John Dewey as Chairman. The resulting recommendations -- which emphasized "Individualization in Education" -- were implemented by Rollins in the fall of 1931. So provocative were these innovations, that Sinclair Lewis, in his Stockholm address accepting the Nobel Prize in literature, listed Rollins *first* of all the colleges in the United States doing the most to encourage creative work in contemporary literature.

During the administration of Hugh F. McKean (1951-1969), the College developed the Honors Degree program for exceptionally well-prepared and qualified students. He also established graduate programs in education and business, the Hamilton Holt School, and the former Brevard Campus, which together provide evening education programs for nearly 2,000 adults annually. Although President McKean was a student and professor of art, his administration brought significant advances and general strengthening of the College programs in business administration, economics, and the sciences.

Jack B. Critchfield (1969-1978), elected president of Rollins from a position at the University of Pittsburgh, moved the College in new directions by establishing programs in environmental and interdisciplinary studies, graduate and undergraduate programs in criminal justice, and strengthening support from the business community.

Thaddeus Seymour (1978-1990) served previously as dean of Dartmouth College and president of Wabash College in Indiana. As Rollins celebrated its centennial, President Seymour defined its goal of providing superior liberal arts education in a personal and caring environment. During his administration, Rollins successfully completed a $43.9-million fund-raising campaign that provided facilities and endowment to support quality improvement and enhanced reputation. During this time, the faculty also completely reformulated the College's curriculum, based on the pioneering work of the well-known educator D.S. Bloom. Students pursued courses that fulfilled general education requirements in skills (composition, mathematics, foreign language, and decision-making), the cognitive area (social, natural, and physical sciences), and the affective area (arts and literature). The framework of this curriculum remains in place to this day, although it continues to be refined.

Under the leadership of Rita Bornstein (1990-2004), who was previously vice president of the University of Miami, the College focused on strengthening its commitment to excellence, innovation, and community. Standards were raised, innovative academic programs were introduced, and co-curricular activities were developed around themes of leadership education and civic engagement. In 1997, Rollins reaffirmed its role as a leader in the national conversation on liberal education, hosting leading educators for a conference entitled "The Rollins Colloquy - Toward a Pragmatic Liberal Education: The Curriculum of the Twenty-First Century." President Bornstein also oversaw the largest fundraising effort in Rollins' history. Widely considered to have transformed the College, The Campaign For Rollins secured $160.2 million, providing support for academic programs, scholarships, faculty chairs, and facilities, and significantly strengthening the College's financial health. Thanks to the generosity of donors and astute financial management, the College's endowment more than quintupled during Bornstein's presidency.

In March 2004, Lewis M. Duncan, formerly Dean of Dartmouth College's Thayer School and Senior Vice President for Academic Affairs and Provost at the University of Tulsa, was elected as the fourteenth president of the College. On his appointment, President Duncan remarked that the coming years are certain to be ones of extraordinary change, challenge, and opportunity in higher education. He has stated that the world has never faced greater need for quality liberal education for a rising generation of citizen leaders and that Rollins College is exceptionally well positioned to answer this call.

As national recognition of the College's quality has grown, both the number and quality of applicants for admission have escalated, permitting the College to be more selective while enrolling a larger, more diverse student body. Building on a tradition of excellence, innovation, and community more than a century old, Rollins College continues to offer rigorous, relevant higher-learning opportunities while holding firm to its commitment to personalized education in a nurturing environment.

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Community Engagement
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Fox Day
Greek Life
Health Services
Housing & Dining
Human Resources
Information Technology
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Reunion
Schedule a Visit
Virtual/Historic Tour

Tuition

Alumni
Parents
Neighbors
Faculty/Staff
Current Students



ROLLINS

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# Admission to Rollins College

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## Admission

Rollins College seeks applications from students with proven academic ability who demonstrate intellectual and personal promise. The Admission Committee sets admission policy for the College. Applications for admission are considered on the basis of the qualifications of each applicant without regard to race, color, religion, national or ethnic origin, ancestry, marital status, sex, age, sexual orientation, gender identity, gender expression, genetic information, physical characteristics, disability, veteran status, or any other category protected by federal, state, or local law. Rollins College is an equal opportunity institution that adheres to a non-discriminatory policy with respect to employment, enrollment, and programs. If an accommodation is needed, please contact the Office of Admission (407) 646-2161.

### First-Year Student Admission

Candidates for admission to the first-year student class should have a completed application on file with the Office of Admission by February 15. To complete the application file, candidates submit the admission application, an official transcript of grades nine (9) through twelve (12), and a recommendation from a guidance counselor.

In addition, applicants must submit either standardized test scores or the additional items for the Test Score Waived Option. Standardized test scores may be results of either the SAT I or ACT. Applicants should consider submitting results of both tests to maximize their acceptance probability.

Rollins participates in the group of colleges and universities using the Common Application, which can be submitted in place of the Rollins College application.

Candidates should have pursued a demanding high school curriculum in preparation for college entrance. Enrollment in advanced, honors, or Advanced Placement courses is strongly encouraged. In general, successful candidates for admission have completed, as a minimum, the following courses in secondary school:

- four (4) years of English;
- two (2) years of history or social studies;
- two (2) years of laboratory science;
- three (3) years of mathematics, including Algebra I, Geometry, and Algebra II;
- two (2) or more years of a foreign language.

Admission to the first-year student class is competitive. Typically, more than 4,500 applications are received for the 500 places in the freshman class. The Admission Committee evaluates each candidate on a variety of academic and personal factors. Academic factors include high school grades, rank in class, course selection, and standardized test results. Personal factors include recommendations, extracurricular activities or special talents, and the essay submitted with the application form.

Candidates are notified of their admission decision by April 1. Rollins participates in the Candidates' Reply Date of May 1, and accepted first-year students who intend to enroll must submit a nonrefundable tuition deposit of $500 by that date to hold their place in the class. Students who have received an application fee waiver from their secondary school on the basis of financial hardship and/or who will receive significant need-based financial assistance from the College may request a reduced tuition deposit. Late applications are considered on a space-available basis.

### Early Decision Admission

High school seniors may submit their junior year record and results of the SAT I or ACT with the request that the Admission Committee grant an Early Decision. Candidates for Early Decision should apply only if Rollins is their first choice. Early Decision candidates may apply to other colleges or universities but agree to withdraw these applications if their application to Rollins is accepted.

Two rounds of Early Decision review are available. Early Decision applicants whose applications are received by November 15 will be notified of their status by December 15. Early Decision applicants whose applications are received after November 15 but before January 15 will be notified of their status by February 1. A nonrefundable tuition deposit of $500 is due and payable upon notification of acceptance. Candidates not accepted under the Early Decision program may have their applications reconsidered for admission under the regular decision program.

### Accelerated Management Program Admission

In cooperation with the Roy E. Crummer Graduate School of Business, Rollins College offers a program leading to the A.B. and M.B.A. in five years. First-year students accepted into the Accelerated Management Program have the opportunity to apply to the Crummer School during their third year at Rollins. This unique dual degree program offers students the opportunity to acquire the breadth and depth of a liberal arts degree and a strong graduate management education, and also provides needed skills and practical experience through internships and relevant job exposure.

Students are competitive applicants to the Crummer School when they achieve at least a 3.2 cumulative grade point average, complete all general education, major, and credit hour requirements (108 semester hours) by the end of the third year, and meet program expectations during the first three years. A score of at least 600 on the Graduate Management Admissions Test must be earned by the end of the fall term of the junior year.

Applicants interested in the Accelerated Management Program should indicate this when they apply for admission to Rollins College. Admission is very selective.

### Spring Semester Admission

Each year there are a limited number of spaces available for first-year or transfer candidates seeking admission for the spring semester. Candidates interested in beginning their studies at midyear should contact the Office of Admission during the fall semester. Completed applications for spring admission should be on file by November 1. Decisions for spring admission are made in December, and candidates are notified of their admission status by January 1. A nonrefundable tuition deposit is required to hold a place in the spring class.

### Early Admission

Unusually well-qualified applicants may be considered for entrance prior to secondary school graduation, usually for entrance following their junior year. An interview with a member of the admission staff is recommended.

### Transfer Student Admission

Rollins encourages applications from qualified students transferring from accredited colleges or universities. Completed transfer applications should be on file in the Office of Admission by April 15 for the fall semester and by November 1 for the spring semester. Late applications are considered on a space-available basis. Applicants should be in good academic standing and eligible to return to the institution from which the transfer is proposed. To complete the transfer application file, candidates must submit the following:

- an admission application;
- official high school transcript or G.E.D. certificate;
- SAT I or ACT scores (optional);
- official college transcripts from each institution previously attended;
- an application essay stating the reason for the transfer.

Candidates are evaluated primarily on the basis of their college-level study. Grades and course selection are given the most weight in the admission process. Most successful candidates have achieved a minimum 2.7 grade point average from a four-year college or a minimum 3.0 average from a two-year school. The Admission Committee evaluates other academic factors, including high school preparation and standardized test scores. Personal factors, essay, academic recommendations, extracurricular activities, and special talents are also considered.

Applicants are notified of their status before the end of December for spring semester admission and by May 1 for the fall semester. Late applicants are notified on a rolling basis after these dates. Accepted candidates are asked to submit a nonrefundable tuition deposit of $500 to hold their place in the entering class.

## International Student Admission

International students are required to submit official secondary school records. These documents should include all official grade reports and the official external examination report or evidence of successful completion of studies. If the school records are in a language other than English, students must submit certified translations of their records in addition to the original report. Candidates whose native language is not English are required to submit an official score report from the Test of English as a Foreign Language (TOEFL). A score of 80 or higher on the Internet-based TOEFL (213 on the computer-based or 550 on the written version), is required for admission. English proficiency is crucial for successful study at Rollins College. The College does not offer a formal program in English as a second language.

Rollins College requires all international undergraduate applicants to submit the results of either the Scholastic Aptitude Test (SAT I) or the American College Test (ACT), or the required materials for the Test Score Waived Option. While the College does not require a minimum score for admission, it uses these examinations to evaluate applicants' strengths for placement purposes and for possible academic scholarship consideration.

Accepted international students are required to advise Rollins College of their current immigration status. The I-20 (certificate of eligibility for a student visa) is issued only after the student has submitted the nonrefundable tuition deposit and the Statement of Financial Responsibility with the appropriate documentation that sufficient financial resources are available to finance college education for a minimum of one full year at Rollins.

## Special Student Admission

Rollins College welcomes applications from candidates seeking admission as a transient, guest, or special student if they intend to take courses for credit and are not degree-seeking candidates.

Special students are limited to a maximum of two (2) courses per term and are eligible to take these courses on a space-available basis. Admission is granted for **one (1) term only.** Students who wish to continue their study in this status must make a formal request for readmission for each consecutive term. Candidates for special admission must submit the following:

- a special student admission application;
- official transcripts from all high school and college-level study;
- scores from all standardized tests (SAT I or ACT) if the tests have been taken;
- an essay explaining their reasons for study in the special student category.

Admission of special students is based primarily on the student's personal situation, motivation, maturity, educational attainment, and personal goals.

## Campus Visits

A visit to the campus is strongly recommended. Information sessions are normally scheduled Monday through Friday between 9 a.m. and 4 p.m. and on some Saturdays during the academic year. Candidates should write or call the Office of Admission at (407) 646-2161 to schedule an appointment. Daily campus tours are conducted, and appointments with professors or class visits can be arranged.

*For further information, contact the Office of Admission, (407) 646-2161, e-mail:* admission@rollins.edu.

Residential Life

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# Student Financial Aid

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**Student Financial Aid**

The mission of the Student Financial Aid Office is to assist students and their families in managing the cost of a Rollins education. Services include the following:

- financial aid awards to qualified students in the form of loans, grants, scholarships, and on-campus employment;
- coordination of scholarships and other assistance programs to insure proper credit to the student's account;
- counseling in financial aid for undergraduate and graduate education;
- student loan debt management counseling.

**Financial Aid Programs**

*Financial Aid recipients must enroll for at least twelve (12) semester hours per term to be considered* ***full-time.***

**GRANTS AND SCHOLARSHIPS**

**Federal Pell Grant** A program for needy undergraduate students. Eligibility is determined by the Federal government.

**Rollins Grant** A Rollins program for full-time students with demonstrated need and academic talent. The Student Financial Aid staff determines eligibility based on the Free Application for Federal Student Aid and the student's academic record.

**Federal Supplemental Educational Opportunity Grant** A program for undergraduate students with exceptional financial need. All eligible students are ranked according to family contribution determined by the Free Application for Federal Student Aid. Awards are made to those with the lowest family contribution.

**Florida Student Assistance Grant** This grant, of up to $2,500 per year, is provided by the State of Florida to needy students who are full-time and have been residents of the State of Florida for at least twelve (12) months immediately prior to enrollment. The Florida Office of Student Financial Assistance determines eligibility based on the Free Application for Federal Student Aid.

**Florida Resident Access Grant** This State program provides up to $2,500 to full-time students attending accredited private colleges in Florida. Students must be residents of Florida for at least twelve (12) months. Financial need is not a requirement. *A one-time application must be submitted no later than the first day of classes.*

**Rollins Alfond Scholarship** This is the top academic merit award on campus. Your scholarship is renewable provided you maintain at least a 3.6 cumulative grade point average and complete at least twenty-four (24) semester hours each academic year while remaining enrolled in the Arts & Sciences/College of Professional Studies program. To be considered, first-year applicants must complete the admission application prior to January 5.

**Dean's Scholarship** This award ranges up to $25,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.2 GPA or better. Awards are made by the Admission Committee based on the student's total record. To be considered, first-year applicants must complete the admission application prior to February 1.

**Alonzo Rollins Scholarship** This award ranges up to $22,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.2 grade point average (GPA) or better. Awards are made by the Admission Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Presidential Scholarship** This award ranges up to $18,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.0 GPA or better. Awards are made by the Admission Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Centennial Scholarship** This award up to $15,000 is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 2.8 GPA or better. Awards are made by the Admission Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Donald Cram Science Scholarship** This $5,000 award is offered to entering first-year students from Florida who plan to major in chemistry, physics, computer science, mathematics or pre-engineering. It is renewable providing the recipient maintains a 3.2 GPA or better and continues to major in the appropriate field. Selection is made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Rollins College Scholarships** A number of scholarships are part of the College's endowment, and the income is usually awarded annually to Rollins students. In addition, the College frequently receives expendable gifts designated for scholarships from individual donors, foundations, corporations and other organizations. Recipients of these grants are generally selected by the Student Financial Aid staff in consultation with the chairs of the various academic departments if so specified by donors in the scholarship agreements. Preference may be given to students with financial need.

**LOANS**

**Federal Perkins Loan** This loan allows needy students to borrow funds, repaying after graduation at a low interest rate. The Student Financial Aid staff determine eligibility from the Free Application for Federal Student Aid. The amount of the loan depends upon the student's need as well as the availability of funds.

**Federal Direct Subsidized Student Loan** Funds for this loan are provided by the Federal government. Repayment begins after graduation at a low rate of interest. Eligibility is based on the student's need and is determined from the Free Application for Federal Student Aid.

**Federal Direct Unsubsidized Student Loan** This loan is available from the Federal government. Interest accrues immediately. However, repayment may be deferred until after graduation.

**Federal Direct Parent Loans to Undergraduate Students** Parents may borrow up to the full cost each year from the Federal government. Repayment begins immediately.

**EMPLOYMENT**

**Federal Work-Study Program** This program provides on-campus employment to students with financial need. The Student Financial Aid staff determine

eligibility from the Free Application for Federal Student Aid.

**AID FOR OFF-CAMPUS PROGRAMS**

Rollins programs are those operated by the College and offered in cooperation with other colleges and universities. Please refer to the *International and Off-Campus Study section for the list of programs offered.*

Financial aid recipients (need-based and non-need-based) may apply to receive assistance for attendance in Rollins and affiliate programs. All aid programs used for attendance on-campus can be used for this purpose, except talent scholarships awarded by academic and athletic departments, which require departmental approval. Departments offering talent scholarships are not required to exempt students from performance obligations required of scholarship recipients or approve the scholarship for use in study abroad programs.

To qualify for assistance, students must meet the same eligibility criteria that are otherwise required of financial aid recipients.

**VERANO ESPAÑOL**

The *Verano Español* program is a Rollins summer program. Financial aid for summer study is not available through Rollins programs. Students qualifying for Federal Direct Loans or Parent Loans, who have not exhausted the maximum program eligibility during the regular academic year, may use the balance of their eligibility for study at Verano Español.

**Standards of Satisfactory Academic Progress**

To receive aid at Rollins College, students must maintain satisfactory academic progress. The following criteria are checked at the end of the spring semester.

**GRADE POINT AVERAGE**

A minimum grade point average of 2.0 is required for both initial and renewal awards (entering first-year students should normally have a high school grade point average of 2.0). Course taken outside of Rollins (with the exception of Rollins affiliated study abroad courses) do not count towards your Rollins cumulative gpa. Some programs require a higher GPA: Alfond Scholarship (3.6); Dean's Scholarship (3.2); Alonzo Rollins Scholarship (3.2); Presidential Scholarship (3.0); Centennial Scholarship (2.8); Florida Academic Scholars Fund (3.0); and Florida Merit Scholars (2.75). Grade point averages are checked at the end of the spring semester

**COMPLETION RATE**

Students must successfully complete 67% of coursework in order to meet SAP standards (defined as completion rate or pace). Transfer hours accepted into Rollins count as both hours attempted and hours completed. Incompletes and withdrawal grades count as attempted hours, but not toward completed hours.

$$\frac{\text{Completed Hours}}{\text{Attempted Hours}} = \text{Completion Rate}$$

Please note: if you have transfer hours, add the accepted transfer hours to Earned Hours and Attempted Hours in the calculation. An *'I'* or 'R' grade in a course is considered a successful completion only after the grade is officially changed. A grade of *'F'* is NOT considered to be a successful completion. A withdrawal is NOT considered to be a successful completion.

**MAXIMUM TIMEFRAME***:*

Students must complete degree requirements within 150% of the published semester hour length of the academic program. Undergraduate degree requirements are 140 credit hours and, therefore, the maximum degree completion time frame is defined as 210 credit hours attempted.

### Financial Aid Suspension

Students must meet all of the Qualitative and Quantitative Standards as outlined above in order to receive financial aid. If you do not meet one or more SAP requirements, a letter will be mailed to your permanent address on file as well as an email to your Rollins account. A notification in your Foxlink account will also appear. First time aid students are expected to meet these standards before any aid is awarded in their first year at Rollins.

### SAP Appeal Reviews

If you successfully complete coursework that improves your Rollins gpa and/or completion rate, please notify the Office of Financial Aid once grades are available. As noted earlier, you are evaluated on an annual basis. However, you may request a SAP review at the end of any semester of enrollment. Please note that if approved, need-based grants and scholarships may only be reinstated for the upcoming semester. Loans may be available for the entire academic year.

You may also submit an appeal to the Office of Financial Aid. Information on how to submit an appeal will be provided in the email and letter notification. The SAP Appeal instructions are located at http://www.rollins.edu/finaid/documents/SAP-Appeal-Instructions.pdf

- Please provide a typed personal statement explaining the mitigating circumstances and what actions you are taking to ensure future academic progress.
- Provide any relevant documentation to support your appeal.
- If approved, you will be placed on financial aid probation for the upcoming semesters. Your SAP probation letter will outline the requirements needed to continue receiving financial aid in subsequent semesters.

The committee will review your appeal within 10-15 business days after receipt of your completed appeal form and the required documentation. Decisions are made after a careful review of your circumstances, federal regulations, and Rollins guidelines. You will be notified of the outcome via your Rollins email account. Regularly monitor your Rollins email for additional information.

**Rights and Responsibilities of the Aid Recipient**

**APPLICANTS FOR FINANCIAL AID HAVE THE RIGHT TO**

- Confidentiality. Financial aid records are protected by the Family Educational Rights and Privacy Act.
- Appeal financial aid decisions about their application. Written appeals are submitted to the Student Aid Appeals Committee in care of the Student Financial Aid Office.
- Information about the terms and conditions of financial aid programs, provided in the Rollins College Catalogue or in the Student Aid Award Notice enclosures.
- Inspect your education records and request amendment of those records, if you believe them to be inaccurate, by contacting the Dean of Student Affairs.
- File a complaint with the Department of Education if you believe your right to confidentiality has been compromised.
- Defer direct loan payments for Peace Corps or other volunteer service after you graduate.

**APPLICANTS FOR FINANCIAL AID ARE RESPONSIBLE FOR**

- Submitting accurate applications and forms before the deadlines and according to the instructions provided.
- Following instructions for application, renewal of aid, or resolving problems.
- Providing the Office of Student Records with accurate permanent and local addresses and telephone numbers.
- Notifying the Student Financial Aid Office of changes in family financial situation and when receiving assistance from an outside source.
- Reading the provided information about the terms and conditions of all aid programs.
- Enrolling in a full-time course load of not less than twelve (12) semester hours for fall and spring terms.
- Requesting special assistance when it is needed.
- Maintaining satisfactory academic progress according to the established financial aid policies.

*For further information, contact Student Financial Aid, (407) 646-2395.*



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# Campus Life

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## Campus Life

As a residential liberal arts college, education at Rollins is not limited to the classroom. Rather, the discipline of academic study is enhanced by many other opportunities for learning and personal development. Residential life, student self-governance, and extracurricular activities contribute distinctively to a student's education.

The Rollins student lives and works in a cohesive, dynamic community formed for the sake of learning and marked by its diversity. Rollins makes a special effort to attract students with diverse backgrounds, interests, and experiences in order to enrich the educational experience available to students on campus. Many students come to Rollins from New England, the Midwest, the Middle Atlantic States, Latin America, and Europe. This geographically diverse mix, which is represented also in terms of cultures, languages, and ethnicity, forms the basis for a cosmopolitan community of learners on Rollins' beautiful lakeside campus.

### Community Responsibility

Rollins College is dedicated to fostering social responsibility as well as intellectual achievement and personal growth. For students to learn to live and work successfully with others, they must have respect for and be responsible to other members of the community, including other students, members of the faculty and staff, and residents of Winter Park.

*The Code of Community Standards,* created jointly by administrators, faculty, and students, is published annually on the Rollins web site (**http://www.rollins.edu/csr/policies/code.html**).

### The Office of Community Engagement

The Office of Community Engagement's vision is to create positive and meaningful relationships between Rollins College and the community at large through sustained involvement and service with and for each other. The Office supports this vision and the mission of Rollins by encouraging and promoting student, faculty, and staff involvement within our local and global communities. By providing the campus with innovative programs and resources, we help identify opportunities to volunteer and connect with the community, and help to educate and support service-learning in the curriculum. Through these services, the Office of Community Engagement is deeply committed to fostering lifelong civic engagement and social responsibility in every member of the Rollins community.

*For more information, please contact the Office of Community Engagement, (407) 691-1250, or* www.rollins.edu/communityengagement.

### The Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) connects students to opportunities for building relationships with others throughout Rollins and the larger community so that students can gain a greater awareness of themselves and others. Programs are created to foster dialogue and relationships around the intersections of race, national origin, religion, sexual orientation, ability, age, economic background, and gender. Being involved in the Cultural Action Committee or one of the thirteen (13) organizations underneath this umbrella group allows students to connect with one another through social and educational events. Students can also participate in Camp Alliance, a pre-orientation program for first-year and transfer students of historically underrepresented populations who pair with a "big brother or sister" to get acquainted with the Rollins community before the start of classes. Students can also continue on throughout the school year through Circle of Friends, a mentoring program addressing the concerns of historically underrepresented students through dialogues about identity, building community relationships, and fun social events. Through the Office of Multicultural Affairs and its collaboration with the Office of Admissions, students can assist in the recruitment of a more diverse student body through phone-a-thons, newsletters and Diversity Day, a day created to bring accepted students interested in issues of multiculturalism to campus to be a part of what Rollins has to offer.

The Office of Multicultural Affairs also houses a resource library of books, DVDs, CDs, and magazines supporting various identities. These resources are available to any student, faculty, or staff member. Students can also participate in any of the Habitat for Humanity work days that are coordinated through the office or one of the many courses offered in collaboration with the Office of Multicultural Affairs.

### Residential Life

Rollins students may select from three types of housing: traditional residence halls, residential organizations, and apartments. Most students live in one of the 18 residential facilities on campus. Residence halls accommodate from 18 to 250 students and are staffed by upper-class students who assist in developing community within the building. The staff helps students understand the basic rules and guidelines that are in place for positive community development and health/safety reasons. One Associate Director and two (2) Assistant Directors live on campus, providing a professional adult presence on campus. Residential organizations whose members share common interests include fraternities, sororities, Pinehurst, and the Service House. There are first-year Living-Learning Communities in McKean Hall, Rex Beach, and Strong Hall. Living in a residence hall provides challenges and opportunities that are an important part of the overall college experience.

*More information about living on campus can be found at the Residential Life web site,* www.rollins.edu/reslife.

### Student Involvement and Leadership

The Office of Student Involvement and Leadership is a group of staff, volunteers, and professionals who are dedicated to improving the quality of life on campus through student involvement and leadership opportunities. Please visit us in Chase Hall.

The Office of Student Involvement and Leadership supports the mission of Rollins College by providing intentional learning opportunities that prepare students for responsible citizenship in a global, diverse society. The office stands to promote citizenship, multiculturalism, and community involvement through leadership education, experiential learning opportunities, student organization involvement, and campus programming. Our

programs are aimed at creating innovative learning environments within and outside of the classroom, aiding the transition to college and beyond, and facilitating holistic development.

Students may benefit from the Office of Student Involvement and Leadership by:

- Developing new friendships,
- Connecting with diverse others,
- Exploring new leadership horizons,
- Connecting class and out-of-class experiences,
- Unveiling abilities and developing new skills,
- Building self-awareness, and
- Discovering that anyone can be a leader.

## Health Services

The DuBois Health Center provides on-campus health services with a staff of a part-time physician, and two nurse practitioners. The College also offers a health insurance plan for all students. All entering first-year and transfer students are required to have a completed current medical history and current immunization record on file in the Student Health Center prior to matriculation.

Student Health Services provides on-campus medical treatment for mild illnesses and accidents. Serious illnesses and accidents are treated at two nearby hospitals and an urgent care center. All sessions and medical records are treated with strict confidentiality. Routine health care is free to Arts and Sciences students. Fees may be charged for specific laboratory work, treatments, medication, and specific physicals (annual school, athletic, gynecological).

Student Health Services provides campus and community health promotion through its extensive peer health education curricula.

*For more information, contact Dubois Health Center, (407) 646-2235.*

## Counseling Services

The College's Personal Counseling Center provides counseling for a range of student problems including adjustment to college, depression, substance abuse, and other personal concerns. Counseling services are free for Arts and Sciences students. Sessions are treated with strict confidentiality.

*For more information, contact Counseling Services, (407) 628-6340.*

## Arts and Theatre

The arts have always been a highly visible part of the Rollins experience. Each year the college calendar is filled with concerts, exhibitions, lectures, readings, and performances that draw audiences from campus and the larger Central Florida community.

The Department of Music offers an eclectic array of concerts and showcases each year featuring distinguished visiting artists, faculty, and students. More than a dozen student groups, such as the Rollins Singers, the Rollins College Choir, the 10 O'Clock Jazz Ensemble, and the Percussion Ensemble provide performance experiences for majors and nonmajors. The Annie Russell Theatre and the Fred Stone Theatre present plays and dance productions throughout the academic year. Each February, Winter with the Writers, a Festival of the Literary Arts, brings distinguished authors to campus for readings, interviews, and master classes. The Cornell Fine Arts Museum presents several exhibitions each year and holds a collection of nearly 6,000 objects from ancient to contemporary. The Museum works closely with the Department of Art and Art History, offering student internships, serving as a resource for study and inspiration, and exhibiting the work of graduating studio art majors and minors in the annual Senior Art Show.

## Athletics and Intramurals

Sports are a significant part of life at Rollins. Students have the opportunity to become involved in a variety of athletic activities and be part of the diversified intramural program for men and women which includes basketball, bowling, flag football, table tennis, surfing, soccer, softball, swimming, tennis, kickball, yoga, pilates, group exercise, and volleyball. Many intramural activities are co-ed.

The Alfond Sports Center contains basketball courts, volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alfond Boathouse, Bradley Boathouse, Alfond Pool, Harper-Shepherd Field, Cahall Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts. These facilities are available to students at designated times.

The College has achieved considerable national recognition in intercollegiate competition with the aid of a modest scholarship program and solid academic standards. The varsity athletic program encourages individual participation in twenty-one intercollegiate teams: baseball, basketball, cheerleading, crew, cross-country, golf, sailing, soccer, softball, swimming, tennis, volleyball, and waterskiing. Rollins is a member of the Sunshine State Conference and Division II of the NCAA.

*For further information, contact Pennie Parker, Director of Athletics, (407) 646-2365.*

## Religious Life

The mission of Knowles Memorial Chapel and the United Campus Ministries, led by the Dean of the Chapel, is to nurture the religious life in the Rollins community. The character and programs of the Chapel are interdenominational and interfaith, seeking to serve and support persons in a variety of faith traditions and to emphasize the conviction and commitments they share with one another. Each Sunday at 11:00 a.m., students help lead and participate in interdenominational services in the Chapel. Students, faculty, and others may relate to the Chapel as associates. Services of meditation, vespers, gatherings for spiritual responses to special crises or celebrations, weddings, and memorial services are offered.

The United Campus Ministry offers programs and a variety of religious services to Roman Catholics, Christians of all denominations, Jewish, and Muslim students.

The Dean of the Chapel is also the Director of the Center for Public Service, which offers a variety of volunteer opportunities.

*For further information, contact Patrick Powers, Dean of the Chapel, (407) 646-2115.*

## Campus Safety

Rollins College has enjoyed a relatively safe and secure environment throughout its existence. Within this small, liberal arts institution, students, faculty, and staff enjoy daily positive interactions within a tightly-knit community setting. As a service-oriented department of the Vice President and Treasurer, Campus Safety has maintained the goal of serving the needs of the college community and ensuring everyone's safety, while exerting considerable effort in continuing to build a strong sense of community.

As a relatively small department that is comprised of 24 staff members, we function in essentially 6 roles: Safety Officers, Supervision, Dispatch

Personnel, Emergency Management and Planning, R-Card (I.D.) Management, and Administrative Staff. The role of the department is to protect life and property, preserve peace, recover lost/stolen property, perform support services, maintain a sense of community security and confidence, and ensure compliance with all college rules and regulations.

In maintaining our principal aim of service to the college community, our message is one of a team concept. Realizing that ours is a singular but progressive role, we want to communicate that it is important for us to have your understanding, cooperation and assistance in order to better serve you.

For more information on campus safety, compliance and services, please visit our website at www.rollins.edu/safety.



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# Educational Programs and Opportunities

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## Educational Programs and Opportunities

All Arts and Sciences students pursue either a Bachelor of Arts (Artium Baccalaureus) or Honors Bachelor of Arts (Artium Baccalaureus Honoris) degree. Requirements for these degrees are described in the *Curriculum and Curricular Requirements* and *Special Degree Programs* sections of this Catalogue. Both degrees are designed to ensure that students develop strong foundational skills as they pursue a course of study that is appropriately broad, but with an area of specialization. Foundational skills -- including expository writing, critical reading, quantitative reasoning, decision making and values, and oral communication -- are taught and reinforced in courses across the curriculum. Breadth of knowledge and an understanding of diverse methods of academic inquiry are encouraged through the College's other general education requirements. Specialization is emphasized within the College's majors, minors, and practical concentrations. Students may also construct and seek approval for a self-designed major that integrates courses from multiple departments.

### Choosing a Course of Study

All first-year students enroll in a *Rollins Conference Course* during the fall semester. The faculty member teaching this seminar course serves as the student's academic advisor. Upperclass peer mentors assist with *Rollins Conference Courses* and help first-year students make the transition to college life and work.

By the end of the first year, students are encouraged to choose an academic advisor in their probable, or chosen, major field of study. Advisors assist students in designing a thoughtful course of study in light of life and career goals. They work with students in regard to course selection and registration, dropping and adding courses, selecting a major area of study, and improving study skills. An important part of this process involves consideration of a student's interests, aspirations, and abilities. The Office of Career Services provides additional programs to help students reflect on and understand their individual abilities and interests.

In addition, students may seek assistance from the staff of the Thomas P. Johnson Student Resource Center. Academic counselors in this Center support and supplement the faculty advising system, while providing advice and counsel on a wide variety of academic and personal matters.

Although Rollins provides an extensive network of faculty advisors and professional staff, the responsibility for meeting all requirements for graduation, both in general education curriculum and major program requirements, rests solely with each student. The Office of Student Records provides on its web site (www.rollins.edu/studentrecords) academic advising transcripts and general education summary reports available to students and faculty advisors. These reports are updated each term after final grades are posted and after most transfer work has been received. Students are responsible for monitoring progress toward meeting all requirements.

**ROLLINS CONFERENCE COURSES**

The Conference is a seminar class in which approximately sixteen first-year students meet with a member of the faculty to explore a topic in the faculty member's area of expertise. Faculty instructors are drawn from the full range of academic disciplines -- encompassing the arts, the sciences, the humanities, and the social sciences -- and include some of Rollins most distinguished faculty.

Conference topics are selected to be interesting, relevant, and challenging. Students are encouraged to think rigorously through reading and writing assignments and in discussion; and skills are emphasized that enhance the students' ability to succeed at Rollins. Throughout the first semester, the Conference professor also joins students in educational and social activities, and experiences that supplement and enhance the course. These might include film and theatre excursions, field trips, dinners and other social activities, and career exploration activities.

### Academic Support Programs and Facilities

**THE THOMAS P. JOHNSON STUDENT RESOURCE CENTER**

The Thomas P. Johnson Student Resource Center, located on the second floor of Mills Memorial Building, is a comprehensive academic support center with programs designed to challenge students to take responsibility for their own learning, and to provide students with tools and feedback for developing learning strategies to achieve academic success.

**The Writing Center,** staffed by trained peer consultants from across the curriculum, welcomes writers at any stage of the writing process, from brainstorming, to revising, to final editing. Writers of all abilities benefit from putting their work before an audience. Through one-on-one conversations and occasional group sessions, consultants serve Arts and Sciences, Hamilton Holt School, and Master of Liberal Studies students, sharing strategies, questioning rhetorical choices, and summarizing their discussions for both clients and faculty members.

**The Peer Tutoring Program** hires and trains faculty-nominated peer tutors to help students understand and improve learning in specific courses. Since peer tutors have recently succeeded in these courses, they can often convince student clients to try more effective and efficient reading, learning, and problem-solving techniques. They then monitor students strategic use of these skills in later sessions, both individual and group. In addition, tutors give feedback on students understanding of course concepts in the early stages of writing. Professors and student clients receive copies of tutoring notes made during each session.

**Academic Advising Support Services** assist faculty advisors in helping students clarify and set academic goals, interpreting general academic requirements, and developing strategies for success. Professional staff provide advising support for students experiencing academic difficulty, students submitting academic appeals, first-year and transfer student registration, and for students pursing the Accelerated Management Program. Other services include workshops and instructional sessions on time management, study skills, academic and career planning, test anxiety, and reading and note-taking strategies.

**International Student Services** provides a variety of services for international students planning on enrolling or enrolled at Rollins College. The office acts as a resource center for students, faculty, and administrators and seeks to develop a supportive on-going relationship with each international student. The International Student Services Coordinator helps students understand how to maintain legal immigration status, obtain legal employment authorization, and learn more about U.S. culture and higher education.

**Services for Students with Disabilities** provides assistance to students with documented disabilities as they become independent and successful learners within the academically competitive environment of the College. It is the responsibility of the student who will be seeking accommodations for a disability to contact the Disability Services Coordinator. For more information on policies and procedures, please visit our web site (http:www.rollins.edu/student-success/disability-services/disability-services.html).

*For more information, or to make an appointment, call (407) 646-2354.*

**OFFICE OF EXTERNAL AND COMPETITIVE SCHOLARSHIPS**

The Office of External and Competitive Scholarships provides information and support to students applying for prestigious honor scholarships such as the Rhodes, Marshall, Truman, Goldwater, and Udall. Professional staff provide information on scholarship possibilities and deadlines, consultation on personal statements, and support during the scholarship process. Information about scholarships is available in the office as well as through the website at: http://www.rollins.edu/external-competitive-scholarships/.

**CAREER SERVICES**

The Office of Career Services assists students and alumni in the career development process, focusing on self-assessment, career exploration, and career decision-making. The center provides a variety of services and resources including career counseling and planning, career information programs, experiential education and identification of employment opportunities. These services and resources are delivered in ways designed to reinforce the personal, social and intellectual development fostered by a liberal arts education.

*For further information, contact the Office of Career Services, (407) 646-2195, or see the Career Services web site:* www.rollins.edu/careerservices.

**CAREERS IN LAW**

The Center for Prelaw Advising at Rollins is designed to help prepare students for admission to law school. Students who have an interest (even if tentative) in attending law school following graduation from Rollins are encouraged to register at the Center early in the freshman year. Students will, at their request, receive assistance during their years at Rollins in addressing questions, choosing courses, and otherwise preparing for law school.

The Center offers:

- programs designed especially for students interested in the study of law, including meetings with leading judges, lawyers, public figures, and others;
- practice LSAT examinations, individual conferences with analysis and guidance in preparing for the formal test (normally taken in the junior year);
- assistance in securing special internships, clerkships with local law firms, and summer employment in the courts or with law firms.

The Center keeps in touch with leading law schools and stays current with the law school admission requirements.
*For further information, contact Dr. Eric Smaw, Director of Prelaw Advising, (407) 691-1752.*

**CAREERS IN HEALTH RELATED PROFESSIONS**

The Rollins *Health Professions Advising Program* is designed to help students prepare for admission into schools of human medicine, veterinary medicine, dentistry, optometry, podiatry, physical therapy, physician's assistant, and other health-related graduate programs. As it takes a minimum of two years to meet entrance requirements of these professional schools, students are encouraged to register with the Chief Health Professions Advisor and begin the appropriate course of study early in their college careers. The Health Professions Advising Program is coordinated by the Health Professions Advisory Committee (HPAC), which may be composed of faculty from the natural sciences, humanities, or social sciences.

The Committee and the Chief Health Professions Advisor provide the following services.

- Furnishes information on the appropriate course of study for each type of professional school.
- Generates and disseminates data about health careers.
- Maintains communications with regional health professional schools.
- Promotes student interaction with community professionals and health organizations.
- Advises students on the value of extracurricular and experiential activities in professional school admission.
- Assists students in preparing for admission examinations.
- Provides information and help in the application process.
- Collects information on each pre-professional student and conducts a formal interview.
- Provides a formal Committee evaluation to professional schools for each student requesting one.

*For further information, contact Dr. Judy Schmalstig, Chief Health Professions Advisor, (407) 646-2340.*

**OLIN LIBRARY**

When Rollins College was founded in 1885, its library collection consisted of a Bible and a dictionary. More than 100 years later, students have at their disposal considerable library resources ranging from ancient tomes to the latest technology in information retrieval.

The Olin Library, a $4.7 million gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shores of Lake Virginia, the four-level, 54,000-square-foot structure retains the Spanish Colonial architecture that dominates the campus. A second gift of $2.7 million established the Olin Electronic Research and Information Center. The Center features the latest technology, including computer workstations, a variety of software applications, online databases, full Internet access, color printers, and digitizing equipment. These tools facilitate students creativity as they pursue research questions, and prepare multimedia presentations and Web pages.

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Holdings currently include more than 303,000 volumes, 1,600 periodical and serial subscriptions, 13,200 periodicals available through electronic resources, 42,000 government documents, a number of special collections, and hundreds of compact discs, digital video discs, and videotapes.

The College Archives and Special Collections Department, housed on the first floor of the Olin Library, provides further opportunities for research in rare books and manuscripts and the historical records of Rollins College. Special collections emphasize the liberal arts character of the Library. Examples include the William Sloane Kennedy bequest of Whitmaniana; the Jesse B. Rittenhouse library of modern poetry and literature, including her correspondence with many literary personalities; the Mead and Nehrling horticultural papers; and an outstanding collection of Floridiana. The Archives offer a wealth of information to local historians, collecting both documents of the institution and extensive holdings on the history of Winter Park.

The Library faculty are information professionals who, in addition to providing individual reference and research consultation, teach courses in research methods to Rollins undergraduate and graduate students. The Olin Library is an integral part of the instructional, intellectual, and cultural life of Rollins College.

*For further information, call (407) 646-2521.*

**INFORMATION TECHNOLOGY**

Rollins has made a significant investment in technology during the past several years. All residence hall rooms, as well as classrooms and labs are connected by wireless and wired to the campus network and to the Internet.

Several computer labs provide general and special-use facilities for students. Public labs are available in the Bush Science Center, Cornell Hall for Social Sciences, and the Olin Library's Electronic Research and Information Center. These labs are networked to printing facilities, the campus network, and the Internet. Computers for writing and quantitative learning instruction are available in the Thomas P. Johnson Student Resource Center in the Mills Memorial Center.

Public computers are also available in the Olin Library and Cornell Campus Center to provide convenient Internet and e-mail access. Most computer labs along with the Student Help Desk are available more than 90 hours each week, with 24 hour access available, in the Olin Electronic Research and Information Center.

More than 90-percent of Rollins students either bring their own computer to campus or purchase or rent computers through the College. Information on computer sales and rentals is provided to incoming students with their matriculation information and is offered to current students periodically during the school year. While both Macintosh and Windows computers are used on campus, preferences of Rollins faculty and students closely match those of the computer market in general; Windows PCs are the preferred platform for most, with the vast majority of computer software being used by faculty available in that format.

A variety of microcomputer software is available in the labs, including word processing, multi-media and web design, programming languages, statistical packages, and discipline-specific software for individual courses. E-mail and Web page storage for student web sites is provided to all students and accessible on the Rollins Web server at http://www.rollins.edu.

The Department of Information Technology offers courses throughout the year, both credit and non-credit, on topics such as *Using the World Wide Web for Research, Digital Video, and Creating Home Pages on the World Wide Web.*

Opportunities for student employment are varied within Information Technology, and include Web page design and writing, student lab assistants, and Help Desk and computer hardware consultants. In addition, IT grants are offered to about a dozen incoming students with strong interests in computer technology; information on this program is available from the Office of Admissions.

*For additional information, contact the Department of Information Technology at (407) 628-6326.*

**PRESENTATION SYSTEMS**

The College's Department of Presentation Systems, housed in the Bush Science Center, provides instructional support for a wide range of materials and information in audio, visual, and other non-print formats. The department supports various media-equipped classrooms and advises the student-operated cable television channel.

## Special Curricular Opportunities

The traditional, four-year curriculum offered at Rollins is enriched by many special academic programs, most administered by Rollins and some sponsored by other institutions. Students may participate in various programs while in residence at the College, or enroll in programs that involve living at other colleges or traveling abroad.

**INDEPENDENT STUDY**

Independent Studies offer students an opportunity for specialized study and are meant to encourage intellectual curiosity, initiative, and sustained effort. Independent Studies (classified either as tutorials or research projects) must be sponsored by a faculty member, and approved by an academic department and the Office of the Dean of the Faculty. Proposal forms for Independent Studies are available (in electronic form suitable for download) on the Student Records web site (www.rollins.edu/studentrecords).

**TUTORIALS**

Working under the close supervision of a faculty member, students read primary and secondary material, and/or work in a laboratory or studio setting. Evaluation is usually based on a paper, an examination, or both. A tutorial cannot normally duplicate a course that is offered regularly. The student must meet formally with the instructor a minimum of one hour per week. Normally, sophomore status is required.

**RESEARCH PROJECTS**

To qualify, students already must have acquired the knowledge and skills necessary to do the research. This implies that the research is in the major (or in a closely allied field), and that the student has achieved junior or senior status. Such projects usually involve original research with primary materials or original work in the laboratory or studio.

**ACADEMIC INTERNSHIP PROGRAM**

"An internship is any carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience" (The National Society for Experiential Education). Internships are viewed as being an integral part of a student' s academic program. The Rollins Academic Internship Program enhances students' internship experience through in-depth reflection and critical analysis of the work environment. Students are encouraged to take advantage of the numerous internship opportunities approved for academic credit through the Office of Academic Internships and the Office of Career Services. With the appropriate consents, students also have the option of developing their own internships locally, at home, or abroad for academic credit. In addition, students can earn academic credit for structured, study abroad internships approved through the Office of Academic Internships and Office of International Programs. Again, all internships for academic credit must be pre-approved and no credit will be granted retroactively.

Eligibility Criteria

In order to be eligible for the Academic Internship Program (AIP), a student must have earned a minimum of 30 (thirty) semester hours of credit and not be on academic or judicial probation during the semester in which they are enrolled for the internship. Students may enroll in one (1) academic internship per semester, and a maximum of four (4) semester hours of credit may be earned for any internship in a single semester. A student who completes the same internship multiple terms may only receive academic credit for that internship during one (1) term. A maximum of 12 (twelve) semester hours of internship credit may be applied towards graduation. Appeals to these academic policies should be submitted to the Academic Appeals Committee through the Thomas P. Johnson Student Resource Center.

Registration

A student may enroll in an academic internship during a regular semester (fall or spring) or during the summer. A student may earn two, three, or four (2, 3, or 4) semester hours of academic credit for an internship. Each credit hour requires a minimum of 40 hours of work at the internship site within the dates of the semester. Students should submit an *Intent to Register Form* and a *Credit Approval Form* to the Office of Career Services by the published registration deadline for each semester. If the internship has not previously been approved for academic credit, an *Internship Posting Form* must also be submitted before the published deadline. All forms and published deadlines may be found on the Office of Career Services' website http://www.rollins.edu/careerservices/ .

Course Requirements

The Director of Academic Internships or a designated faculty member supervises students enrolled in academic internships. This individual maintains contact with both the student and the host organization, and makes decisions regarding the granting of credit at the end of each semester. The requirements for the successful completion of an internship include, attending a mandatory orientation, working a minimum of 40 hours per semester hour earned, and submitting comprehensive reflection assignments that may include: writing reflective journals, establishing learning objectives, submitting evaluations, and a final paper. The summer internship course requires a matriculation fee. The semester dates for summer academic internships are set by the designated internship instructor, and may begin as early as the day after commencement and last up to nine (9) weeks. All credit requirements for summer internships must be completed within the nine-week time period.

Interdisciplinary, Major or Minor Credit

Students may earn interdisciplinary, major, or minor credit by completing an academic internship. Many students choose to complete internships for interdisciplinary credit that does not fulfill major or minor requirements. The grade for an internship is either credit or no-credit (CR/NC) and is listed on the student' s transcript as ***INTN*** (or a departmental prefix) ***397: Internship***.

To receive interdisciplinary credit for an internship, students should take a *Credit Approval Form* to their Faculty Advisor to secure his/her signature indicating that they are aware their advisee will be completing an internship for academic credit. To receive major or minor credit for an internship, the *Credit Approval Form* should be signed by both the student' s Faculty Advisor and the Department Chair/Internship Representative. Students should first check with their Faculty Advisor to ensure they have satisfied all department prerequisites to participate in an internship for major or minor credit. Departments approving internships for major or minor credit should adhere to the minimum standards of the Academic Internship Program. The Department Chair/Internship Representative should request to see the internship job description before approving the internship. The Department Chair/Internship Representative have the option to add supplemental requirements in order for the student to receive credit. These additions to the internship syllabus must be communicated both to the student and the Director of Academic Internships prior to starting the internship. Students who earn credit in the major or minor are typically registered for four (4) semester hours. The Department Chair/Internship Representative that has approved major or minor credit should give the final grade approval of CR/NC to the Director of Academic Internships or the designated faculty member supervising the internship course. An internship that is declined for major or minor credit may still be approved for interdisciplinary credit that counts towards students' general elective requirements. International Business majors must have the approval of the Director of International Business Internships prior to pursuing internships intended to fulfill the major requirement.

Approval of Transfer Credit

Internships taken pass/fail (P/F) or credit/no-credit (CR/NC) at other institutions will be awarded academic credit only if certain criteria are met. These criteria are as follows. 1) The internship must be pre-approved by the Director of Academic Internships. 2) The internship course must have a written syllabus stating

that it is an academic course, not just a work experience. 3) The requirements for receiving credit must be specified. 4) There must be an academic advisor assigned to the student who will provide continual supervision of the intern during the semester. 5) There must be a minimum of 40 hours of work for each credit hour earned. 6) A maximum of four (4) credit hours will be accepted for credit. 7) The student must establish learning objectives, and those objectives must be evaluated throughout the semester by both the student and the academic advisor to insure that the internship is progressing. 8) A final project must be required. This project could be a paper or a portfolio assessment of the internship experience. The project should stress the learning aspect of the internship and include an assessment of the learning objectives. A journal alone will not be acceptable. The project must be submitted to the Director of Academic Internships for evaluation. 9) The student must receive a satisfactory written evaluation from the internship site. 10) The student must complete all requirements as stated in the syllabus, and must submit a copy of the final project/ paper and written evaluation to the Director of Academic Internships before transfer credit will be approved.

*For further information, contact the Office of Career Services, (407) 646-2195.*

***INTERNATIONAL AND OFF-CAMPUS STUDY***

Rollins College is committed to enhancing its international opportunities abroad and on-campus. International study experiences equal in quality and rigor to Rollins' academic programs are an integral component of this mission. A variety of off-campus programs allows eligible Rollins students the opportunity to extend their education beyond the campus. International Programs offers study abroad advising, pre-departure orientation, materials and assistance, and comprehensive support for students before, during and after they are abroad, regardless of the program sponsor. For more detailed information, students may contact the Office of International Programs or visit its website, **www.rollins.edu/int-programs**.

Students must apply online for any and all programs through Rollins International Programs Application (RIPA), available through Foxlink. The application deadline for winter and spring programs is typically at the end of September or the beginning of October; the deadline for spring break programs is typically in November; and the deadlines for summer, fall and academic year programs are typically in February.

For information regarding financial aid for these programs, see "Aid for Off-Campus Programs" in the *Student Financial Aid* section of this Catalogue.

**Rollins College Approved Semester Programs.**

Rollins Approved Semester Programs are offered in a wide variety of locations around the world, including two programs in the US. These programs are offered in cooperation with institutions and organizations overseas and in the United States and they have been carefully reviewed, selected and developed with the Rollins mission and Rollins students in mind. Students are charged a comprehensive fee for all programs equivalent to standard Rollins tuition, room and board. Students accepted into these programs may apply their Rollins, Federal, and state financial aid (exceptions may include work study, academic department and athletic scholarships), to the program cost for the first semester abroad. Students who wish to participate in two Approved Semester Programs can only apply Rollins scholarships and grants to both programs if one of the two programs is an exchange program. If both semester programs are not exchange, the student may still participate and earn credits, but Rollins scholarships and institutional aid will not apply to the program costs, though Federal and State Financial Aid will still apply. All earned grades are factored into the Rollins grade point average and are counted towards President's List and Dean's List. Courses are either considered Rollins courses, or may be approved as transfer credits: this varies by program; see the individual program descriptions below for further details. For any credits that are accepted as transfer credits, grades lower than a C- will still display on the Rollins transcript and be factored into the Rollins grade point average. Unless otherwise noted below in the individual program descriptions, students may participate in an Approved Semester Program for either the fall or spring semester, or for the full Academic year.

General Requirements for Admission: good academic and social standing, clean conduct record at Rollins College, sophomore standing or above, minimum of a 2.5 cumulative grade point average.
Additional Requirements for Admission: individual programs may have additional requirements including program-specific GPA and language requirements. See the individual program descriptions below for further details.

**Rollins College Approved Summer Programs.**

Currently Rollins offers two Approved Summer Programs: Verano Español in Madrid, Spain, led by Professor Alberto Prieto-Calixto; and Live, Learn and Labor: Latin-America, led by Professor Cecilia McInnis-Bowers. Courses on these programs are considered Rollins College courses and grades are factored into the Rollins grade point average. General Requirements for Admission: good academic and social standing, clean conduct record at Rollins College, sophomore standing or above, minimum of a 2.5 cumulative grade point average.

**Dual-Degree Programs**

Currently Rollins offers one International Business Dual-Degree program with Reutlingen University in Germany. Students on this program spend the first four semesters at Rollins, the next three semesters in Germany, including a one-semester full-time internship, and then return to Rollins for the final semester. Students will develop strong business, cross-cultural, and language skills while earning a Bachelor of Arts in International Business from Rollins College and a Bachelor of Science in International Management from Reutlingen University. Students must apply before January 15 of the first year at Rollins. General Requirements for Admission: minimum 3.2 cumulative grade point average, International Business major, appropriate level of German language skills, endorsement by the DDP Faculty Director.

**Field Study Courses**

Short courses taught by Rollins faculty are offered each year in diverse international locations for one and a half to four weeks during winter break, over spring break, or at various points throughout the summer break. Field course offerings and credit varies from year to year. Field studies are either connected to fall or spring term courses or function as stand-alone courses; students typically earn two (2) to four (4) semester hours of credit for field study courses. Travel costs range from $1,500 to $4,500 per course and limited need-based scholarships are available. These courses are Rollins College courses and grades are factored into the Rollins grade point average. General Requirements for Admission: good academic and social standing, clean conduct record at Rollins College, minimum of a 2.0 cumulative grade point average.

**Academic Appeals for International and Off-Campus Study**

Students may consider submitting an academic appeal for the following issues that may arise before, during, or after the semester abroad:

- Petition to apply for an Approved Semester, Summer or Field Study program with a GPA below 2.5
- One-time late credit/no credit declaration
- Late withdrawals from courses taken abroad
- Appeal to count a course towards a specific graduation requirement
- Grade appeal ONLY for courses taken abroad for which you earn Rollins (not transfer credit)

Rollins College will NOT accept appeals for the following:

- Grade appeal for courses taken abroad for which you earn transfer credit. These are courses offered at another institution and Rollins College cannot fairly evaluate the student work outside of the context of the full course. You may, however, choose to pursue a grade appeal through your host institution. If you do this, staff and faculty at Rollins College can review the process at the host institution to insure that it meets Rollins expectations for a fair and ethical grade appeal process.
- Adjustments to the grade and credit translation for your program. When study abroad programs are approved, the curriculum committees on campus review and approve a fair and acceptable translation for grades and credits for all programs where the credit and grading scales used at the host institution are not comparable to standard US scales.

**Other Programs.**

International Programs coordinates transfer credit approval for other study abroad programs in cooperation with academic departments and the Office of Student Records on a case-by-case basis. Students take a leave of absence to participate and are responsible for a $550 fee for semester and academic year programs, and a $150 fee for summer and short-term programs; credits may be pre-approved as transfer credits but grades are not factored into the Rollins grade point average, and Rollins, Federal, and state financial aid may not be applied. All other transfer credit policies apply.

**ISA at the University of Belgrano, Argentina**

The semester program at the University of Belgrano through ISA (International Studies Abroad) provides students the opportunity to study for the semester at a highly ranked university in Latin America. Rollins students will have access to a wide variety of courses taught in English and Spanish in a broad range of fields including: Spanish, Latin American Studies, Political Science, Culture, Literature, and Business. Courses are taught by full time faculty at the University, and there are direct enrollment options, in addition to courses with foreign students. Students also have the opportunity to enroll in a month-long intensive Spanish language course which is available immediately prior to the semester. Students will live in homestays as a way to fully integrate into the community. Students will earn sixteen to twenty-two credits. All credits earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 2.5 GPA.

**TEAN at the University of Sydney, Australia**

Rollins College partners with The Education Abroad Network (TEAN) to offer this fall semester only program at the University of Sydney. Students enjoy the benefits of studying at the University of Sydney, with access to all campus courses, facilities and activities, as well as the support of a full time resident director through TEAN. The program emphasizes Australian Studies and students are encouraged to pursue the Australian Studies Minor in conjunction with their study abroad experience. This program allows students to make optimum use of their time "Down Under" through activities and excursions and through living with Australian hosts in Sydney's diverse neighborhoods. Students earn sixteen semester hours of credit and may fulfill general education and major/minor requirements. All credits earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.2 GPA; junior standing or above.

**TEAN at the University of Newcastle, Australia (Exchange Program)**

Rollins College partners with The Education Abroad Network (TEAN) to offer this spring semester only program at the University of Newcastle. Students enjoy the benefits of studying at the University of Newcastle, with access to all campus courses, facilities and activities. Students are fully integrated into the University, including living in on-campus residence halls with local and international students. The program emphasizes Australian Studies and students are encouraged to pursue the Australian Studies Minor in conjunction with their study abroad experience. Students earn sixteen semester hours of credit and may fulfill general education and major/minor requirements. All credits earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**Rollins in Shanghai, China**

The Rollins in Shanghai fall semester only program was designed for Rollins students pursuing Asian Studies, International Business and International Relations, but is also popular with other students in many disciplines because it allows them to make optimum use of their time in the "Middle Kingdom" through a range of cultural and curricular activities and excursions. The goal of the semester is to introduce students to all aspects China and Chinese life. The program is facilitated by the Alliance for Global Education. Students experience the benefits of studying on the campus of host institution, Shanghai University of Finance and Economics, with access to all campus facilities and activities, as well as the support of a full time Program Director and local staff. Students normally earn between fourteen and eighteen credits. All credits earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA; appropriate experience, one year of Chinese, and a successful interview for students who wish to do the internship component.

**Hong Kong Baptist University, China (Exchange Program)**

The Rollins exchange program at Hong Kong Baptist University offers students the opportunity to enroll directly at a prestigious institution in one of the premier economic and cultural centers in modern Asia. Hong Kong Baptist University offers courses in forty majors in the areas of arts, business administration, science, social sciences, and social work. Many classes are taught in English, and students take courses with local and other international students. Housing is provided in the international student dormitory and exchange students can take advantage of university services and co-curricular activities and opportunities for students. Students typically earn twelve credits. All credits earned at Hong Kong Baptist University will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 2.5 GPA.

**Hollins in Paris, France**

Hollins University was among the first colleges in the nation to offer an international study program in Paris in 1955. A distinctive study abroad program, it is designed to be flexible in curriculum and builds around the interests of students. Students experience the city of Paris with courses that take them right into the daily lives of its inhabitants. Most courses are taught in French but beginning spring 2015, English course options will be available. All credits earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA; two semesters of French or the equivalent.

**Jacobs University, Germany**

The Rollins College study abroad program at Jacobs University offers students the opportunity to directly enroll at a prestigious German University for the fall semester. Participants in the program are fully integrated—they live in residence halls on campus, take courses with Germans and other international students, and are able to take advantage of all the activities and services offered through the University. A semester at Jacobs is an excellent fit for students who are studying International Business, the natural sciences, the humanities, the social sciences and, of course, German language and German culture. All courses are taught in English with the exception of language courses. All credits earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**Junior Year in Munich, Germany**

Rollins College partners with Wayne State University to offer students to opportunity to spend the spring semester only immersed in German culture and language through Junior Year in Munich (JYM). Students on the JYM program will take language courses through JYM, as well as direct enrolling into standard University courses at one of Germany's premier institutions, Ludwig Maximilians Universität München (LMU Munich). Rollins students on this program will start the semester in Münster where they will take an intensive four-week German language course at the Kapito Sprachshule. After experiencing life in Münster, students will travel to Munich to begin the semester at JYM. All credits earned on this program appear on the Rollins transcript as transfer credits and the grades are factored into the Rollins GPA with the exception of the four-credit course at Kapito which will appear on the Rollins transcript as a Credit/No Credit Rollins course. Additional Requirements for Admission: minimum 3.0 GPA. Additional Requirements for Admission: minimum 3.0 GPA; junior standing or above; two years of German or the equivalent.

**College Year in Athens, Greece**

College Year in Athens (CYA) provides students with the resources to achieve a comprehensive knowledge of Greece and the Eastern Mediterranean. It is administered for Rollins by Southwestern University. Students studying the classics, as well as majors in anthropology/ethnography, art history, European studies, history, international relations, literature, philosophy, political science and religious studies will find excellent course options on the program. Classes are taught in English and include field trips to historical sites and museums as well as more extended field studies designed to introduce students to Greece and the Greek islands. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 2.8 GPA.

**National University of Ireland at Maynooth, Ireland (Exchange Program)**

Rollins College offers students the opportunity to study at the National University of Ireland at Maynooth for an academic year or a semester. Students will be fully integrated into the University with access to numerous courses in a wide range of fields including literature, business, music, biology. The University also offers unique certificate programs in fields like Irish Studies. In addition, students will be housed in on-campus residence halls and will have access to all University events, services and support. The program location in a small, historic town just thirty minutes outside Dublin allows students to experience both small-town Irish life and the cosmopolitan city of Dublin. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**Tel Aviv University, Israel**

Rollins College offers students the opportunity to study at Tel Aviv University for an academic year or a semester. Program highlights include: courses in English in a range of academic fields, language options in Hebrew and Arabic, program location in the vibrant cultural capital of Israel, and excursions to sites of interest around Israel. Visiting study abroad students at Tel Aviv University are housed within the Overseas Students Program. There are many

opportunities for integration with local and other international students and visiting students live in on-campus housing with other US and international students. Students start each semester with an intensive language course in Hebrew. Special program options at Tel Aviv include the "Voyage to Medicine" program for pre-med students and options for volunteering. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**The Intercollegiate Center for Classical Studies in Rome, Italy**

The Intercollegiate Center for Classical Studies in Rome (ICCS) was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100. It provides undergraduate students with an opportunity in Rome to study ancient history and archaeology, Greek and Latin literature, and ancient art. Many classicists currently in the field are alumni of the ICCS Rome program and look back fondly on their experience at the Centro. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.2 GPA.

**Trinity in Rome, Italy**

Trinity College's Rome Campus, established in 1970, offers an outstanding educational opportunity in the heart of one of the world's great cities, where glorious treasures and haunting ruins of several magnificent civilizations are stage to a vibrant, modern capital. Students enjoy a superb location, excellent teachers, a broad liberal arts curriculum, stimulating fieldwork in Rome, the city's lively cosmopolitan culture, and faculty-led academic excursions to Venice, Florence, and Naples/Pompeii/Capri. In a typical semester, the Rome Campus has approximately 60 participants, drawn from America's finest colleges. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**ISA at the American University of Rome, Italy**

ISA partners with the American University of Rome to provide students with an integrated study abroad experience at an accredited institution with a wide variety of quality courses. ISA staff members in Rome provide excellent student support and offer cultural activities and excursions for students within and outside of Rome. The American University of Rome is a small, internationally-recognized liberal arts institution with a diverse faculty and student body. All courses except language courses are taught in English. Academic fields at AUR include Art History, Archeology and Classes, Business Studies, Communications and English, International Relations, Italian Studies and Fine Arts. Students on the program live in apartments in Roman neighborhoods with other US students. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 2.8 GPA.

**Kansai Gaidai University, Japan (Exchange Program)**

The Rollins exchange program at Kansai Gaidai in Osaka, Japan provides an incredible opportunity for students interested in Japanese language and culture and students broadly interested in Asian Studies. Courses taught in English are offered in the Humanities, Social Sciences and Business/Economics, with a special focus on Asia in all courses. Many courses offer field trips that are integrated into the curriculum. Students can choose to live in on campus in the international student dormitory or at a homestay. Students have many opportunities to meet local students through Friendship Programs and other campus activities. Previous study of Japanese is not required, though students must take Spoken Japanese while studying at Kansai Gaidai. Typically students earn fourteen to sixteen credits for one semester. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**University of Oviedo, Spain (Exchange Program)**

The program at the University of Oviedo offers options for the intensive study of Spanish language and culture and direct enrollment (spring semester only) and a combination of the two. All courses in the language and culture program are taught in Spanish; direct enrollment courses are offered in both Spanish and English in a range of majors. The University of Oviedo is a major university located in Asturias in northern Spain and boasting more than 44,000 students enrolled in thirty-five departments. Students who complete the program earn academic credit equal to sixteen to twenty-four semester hours. Rollins students who are majoring or minoring in Spanish may apply up to three of their courses in Oviedo, with the exception of Spanish literature. Students live with Spanish hosts and participate in a varied cultural program during the semester. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 2.7 GPA.

**CAPA Semester and Internship in London, United Kingdom**

This program is facilitated by CAPA International Education, a leading provider of internship and study abroad programs. Students have the option of participating in an internship and internship course, and taking two other courses; participating in a service-learning course and experience and taking two other courses; or taking four to five courses. All courses are offered through CAPA. Internships are available in education, film, finance, government, health care, journalism, law, marketing, museums, radio, and social services, and many more fields. Students may choose to live in centrally located apartments in London with other program participants or in a homestay with a local family. Students who successfully complete all aspects of the program receive twelve to fifteen semester hours. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 2.8 GPA; appropriate experience and a successful interview for students who wish to do the internship component.

**Queen Mary, University of London, United Kingdom**

The Rollins Semester program at Queen Mary provides students the opportunity to study for the semester or the full academic year at an institution rated among the top fifteen in the United Kingdom. Queen Mary is located in the diverse East End neighborhood of London and is unique to central London institutions due to its lovely and contained urban campus close to all London has to offer. Rollins students will have access to a wide variety of courses in a broad range of fields including: English, Drama, Film, Biological Sciences, Psychology, History and Political Science. Students live in dormitories on the Queen Mary campus and are fully integrated into University life. Students typically earn twelve to sixteen credits for one semester. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.2 GPA; junior standing or above.

**Lancaster University, United Kingdom**

The Rollins Semester program at Lancaster University provides students the opportunity to study for the semester or the full academic year at a leading teaching and research university recently ranked ninth among all UK universities as a research institution. Rollins students will find a wide variety of courses in a broad range of academic fields, which makes the program a strong fit for students looking for fulfill major and minor requirements. Students live in residence halls on the beautiful campus located in the lake district of England, famed for its picturesque landscapes. Students are integrated fully into life on campus and can easily become involved in the many extracurricular activities available to students. Typically students earn twelve to sixteen credits for one semester. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**Washington D.C. Internship Program, United States**

The Washington semester program at American University lets students intern in Washington while taking seminars with guest speakers from the realms of foreign and domestic politics, law and jurisprudence, international business and trade, journalism, economic policy, peace and conflict resolution, and more. Students live on campus at American University located in the Georgetown area. A minimum grade point average of 3.0 is required. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**Duke Marine Lab, United States**

Duke Marine Lab is a campus of Duke University and a unit within the Nicholas School of the Environment. The mission is education, research, and service to understand marine systems, including the human component, and to develop approaches for marine conservation and restoration. Today, the Marine Laboratory operates year round to provide educational, training, and research opportunities to about 3,500 persons annually, including undergraduate, graduate, and professional students enrolled in the university's academic programs; visiting student groups who use the laboratory's facilities; and scientists who come from North America and abroad to conduct their own research. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**School for International Training (SIT), Varied Locations**

SIT offers more than 70 semester, summer, and academic year study abroad programs focused on a range of critical global issues. Programs foster

academic rigor, intensive cultural immersion, substantial community involvement, and an emphasis on field-based research. The program curriculum incorporates classroom instruction and field study. Students typically live in homestays; take intensive language classes; and conduct an Independent Research Project: an intensive case study, practicum, or community project. Students typically earn sixteen credits for the semester. All credits earned on this program will appear on the Rollins transcript and will be factored into the Rollins grade point average. Additional Requirements for Admission: minimum 3.0 GPA.

**Rollins Approved Summer Program: *Verano Español in Madrid***

Rollins offers a six-week faculty-led summer language and culture study program, and a six-week language study and internship program, both hosted by don Quijote Language School in Madrid, Spain. Local instructors teach courses in Spanish language at the beginning, intermediate, and advanced levels. Students live with Spanish hosts and participate in group lunches, excursions to historic and cultural sites in and around Madrid as well as a day trip to Toledo and a long weekend excursion to Candelario. A Rollins College Spanish faculty member accompanies the group and provides academic and program oversight. Students receive up to eight semester hours of Rollins credit. Additional Requirements for Admission for Internship Track: minimum 3.0 GPA; one 300-level Spanish course.

**Rollins Approved Summer Program: *Live, Learn and Labor: Latin-America***

Students on this faculty-led program will engage in site visits to International and local business enterprises, sustainability initiatives, cooperatives, eco-tourism initiatives, U.S. and Costa Rican government offices, and historical and cultural sites; and will attend guest lectures by area specialists. Students will experience language and cultural immersion via daily study of Business Spanish and homestays. Rollins College offers two tracks for the Latin-American Business Environments summer program in Costa Rica: Latin-American Business Environments is designed for students interested in business and Latin-America who wish to spend two and a half weeks in Costa Rica studying business and earn four INB credits; the Internship Extension offers INB majors the change to participate in an intensive, full-time five-week internship for four credits after the conclusion of the four-credit INB course. Additional Requirements for Admission for Internship Track: minimum 3.0 GPA; one 200-level Spanish course.

**Rollins Approved Summer Program: *Sommer Deutschland in Münster, Germany***

Rollins offers a four-week faculty-led summer language and culture study program hosted by Kapito Language School in Münster, Germany. Local instructors teach courses in German language at the beginning, intermediate, and advanced levels. Students live in flat-shares in Münster and participate in group activities, visits to historic and cultural sites in and around the town, and a day trip to a nearby city such as Hamburg. A Rollins College German faculty member accompanies the group and provides academic and program oversight. Students receive four semester hours of Rollins credit. Additional Requirements for Admission: GMN 101 or the equivalent.

**SERVICE-LEARNING**

Service-learning offers students an opportunity to combine classroom theory and knowledge with practical community experience. In service-learning courses, students will, as part of the class, spend time volunteering in the community. Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning. Students learn best not by reading the Great Books in a closed room but by opening the doors and windows of experience (Thomas Ehrlich, in Barbara Jacoby and Associates, Service-Learning in Higher Education: Concepts and Practices, San Francisco, California, Jossey-Bass, 1996).

For more information on service-learning courses at Rollins College, please contact the Office of Community Engagement, (407) 975-6406, or see www.rollins.edu/communityengagement.



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# Arts & Sciences Special Degree Programs

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## Special Degree Programs

### The Honors Degree Program

Rollins offers a highly selective program in the liberal arts for students with exceptional intellectual abilities. The Honors Degree Program creates a community of scholars who are encouraged to seek innovative ways to solve the pressing social challenges of the twenty-first century. Successful completion of the Honors curriculum leads to a distinct and separate undergraduate degree, *Artium Baccalaureus Honoris*--the Honors Bachelor of Arts Degree.

Honors students complete a core set of five courses designed to provide an integrated understanding of the liberal arts. These seminars, some of them interdisciplinary, introduce students to the different methods of inquiry in various fields and encourage students to take intellectual risks and apply a liberal arts understanding to critical issues of our time. These courses substitute for General Education requirements of the rFLA neighborhood program and are designed (1) to teach students to think and write critically across a broad range of disciplines; (2) to encourage a synthetic interdisciplinary understanding of the liberal arts; and (3) to challenge students to see the world in a new way.

In order to ensure that all Honors Degree Students have a broad exposure to all of the Liberal Arts, each seminar will fulfill one or more of the four divisional requirements: Arts (A), Humanities (H), Social Sciences (C), and Natural Sciences (S). Students should ensure that in choosing classes, they have met all four divisional requirements at some point before completing their Honors coursework. Depending on the disciplines of the faculty involved, seminars may have up to two divisional designations. All Honors students must have at least one seminar in each of these four areas. In addition, faculty advisors of first year Honors students will also work closely with their advisees to make certain that Honors students undertake the broadest possible exposure to the liberal arts.

To receive the Honors Bachelor of Arts Degree, candidates must satisfy course and credit, as well as grade requirements.

A. Course and credit requirements
   a. Honors Seminars
      HON 201 (4 hours)
      HON 202 (4 hours)
      HON 300 (4 hours)
      HON 350 (4 hours)
      HON 400 (4 hours)

   b. *Honors-in-the-Major Research/Independent Study
      [Department Code] 498HD/499HD (8 hours total)

   c. Competencies
      Mathematical Thinking (M)
      Health and Wellness (B)
      Foreign Language (F)

   d. Major Field
      Complete courses required for major (48-64 hours)

   e. Electives
      (32-48 hours) Includes an optional minor of 6-8 courses

Students must fulfill the above academic requirements in no fewer than 140 semester hours.

*Honors-in-the-Major thesis research is strongly encouraged, but in rare exceptions students may write a thesis outside their discipline, which will count as credit for the Honors program but which will not receive honors in the major. Any thesis topics outside the major must be approved by the student's advisor in their major, and the thesis proposal must also be approved by the Honors Advisory Board before or during the spring registration period.

B. Grade Requirements

Candidates for the Honors A.B. Degree must maintain a minimum cumulative GPA of 3.33 to continue in the program and earn the degree. They must also earn a grade of "B" or better for HON 498/499. Latin Honors at graduation (*Cum Laude, Magna Cum Laude* and *Summa Cum Laude*) are awarded in the Honors Program on the basis of cumulative GPA, with the same numerical criteria as in the rest of the College.

### Combined and Cooperative Degree Programs

The College offers three combined and/or cooperative degree programs:

**ACCELERATED MANAGEMENT PROGRAM (A.B./M.B.A.)**

Outstanding Rollins students have an opportunity to obtain both the College's Artium Baccalaureus (AB) degree and the Master of Business of Administration (MBA) degree in five (5) years through the College's Accelerated Management Program (AMP). The first three years of study are completed in the College of Arts and Sciences; the second two years are completed in the Crummer Graduate School of Business through the Early Advantage MBA program.

As part of the structure required by the Accelerated Management Program, students agree to adhere to specific academic and experiential requirements listed below. Acceptance into the Early Advantage MBA program is conditional upon the student's satisfactory completion of these requirements:

- Term grade point averages of 3.2 or better while participating in the program and a cumulative grade point average of 3.2 or better by the end of the third year.
- Attendance at all scheduled AMP seminars during the first three (3) years.
- Completion of all general education curriculum, major, and minor (if declared) requirements prior to the end of the third year.

- Completion of at least one (1) internship prior to the end of the third year.
- Completion of at least 108 earned semester hours by the end of the third year.
- Completion of graduation petition and graduation compliance audit forms (general education, major, and minor) in spring term of the third year.
- A score of at least 600 on the Graduate Management Admissions Test (GMAT) by the end of the fall term of the third year.
- Preparation of an accepted resume and videotaped mock interview prior to the end of the third year.
- A personal interview with the Director of Admissions, Crummer Graduate School of Business.

Students not accepted into the Accelerated Management Program as part of the admissions process may make application to the Program during the spring of their first year. The application is required by not later than April 15 and is available from the Program Coordinator. Students will be notified of acceptance by the fall of their second year. Application to the Accelerated Management Program may not be made in the second or third year.

*For further information, contact the AMP Program Advisor in the Thomas P. Johnson Student Resource Center at 407-646-2354.*

**PRE-ENGINEERING PROGRAM (A.B./B.S.)**

Rollins College cooperates with Auburn, Columbia, and Washington (St. Louis) Universities in combined programs designed for students who wish to become professional engineers. Students attend Rollins for three years in a program of liberal arts and science before transferring to the engineering school. Students receive a bachelor's (A.B.) degree from Rollins and a Bachelor of Science (B.S.) degree from the engineering school.

To receive the A.B. degree from Rollins College with a major in pre-engineering, students must complete a set of core requirements in the sciences and mathematics; must satisfy all general education requirements of the College; must complete an approved area of concentration in Physics, Chemistry, Mathematics or Computer Science; must successfully complete at least 105 semester hours of study at Rollins; and must complete at least 35 semester hours of study leading to the B.S. in engineering at one of the cooperative engineering schools. These requirements are normally met by the end of the fifth year of study. It is very important for students to understand that they cannot stay at Rollins for four years and major in pre-engineering. In order to satisfy the requirements of this program they must complete at least 35 hours of study at one of the cooperative engineering schools.

Fields of study available at the cooperating engineering universities include aerospace, biomedical, biosystems, chemical, civil, computer, earth and environment, electrical, electrical and systems, energy, environmental and chemical, industrial, materials, mechanical, operations research, software, structural, systems, and textile engineering. Other fields are engineering and management systems, engineering mechanics, and computer science and engineering.

The first- and second-year requirements at Rollins for all of these programs include the following courses.

**CORE REQUIREMENTS**

1. Mathematics (5 courses)

- *MAT 111 Calculus I*
- *MAT 112 Calculus II*
- *MAT 211 Calculus III*
- *MAT 230 Linear Algebra*
- *MAT 305 Ordinary Differential Equations*

**OR**

- *MAT 111-112 Calculus I and II* **AND** *PHY 220-221 Math Methods for Physical Sciences I and II*

2. Physics (4 courses)

- *PHY 120 General Physics I*
- *PHY 131 Principles of Physics II*
- *PHY 132 Experimental Physics I*
- *PHY 230 Modern Physics*

3. Chemistry (2 courses)

- *CHM 120 Chemistry I*
- *CHM 121 Chemistry II*

4. Computer Programming (1 course)

- *CMS 167A/167B Introduction to Computer Programming* **OR** *PHY 325 Computational Physics*

Additionally, all students must complete the requirements in one of the following approved areas of concentration.

**Physics**

PHY 220 Mathematical Methods for Physical Sciences I

PHY 221 Mathematical Methods for Physical Sciences II

PHY 232 Experimental Physics II

PHY 233 Modern Electronics

PHY 308 Mechanics

PHY 314 Electricity and Magnetism

**Chemistry**

CHM 220 Organic Chemistry I

CHM 221 Organic Chemistry II

CHM 305 Physical Chemistry I

CHM 306 Physical Chemistry II

plus two approved courses in chemistry at the 300 or 400 level.

**Mathematics**

MAT 111 Calculus I

MAT 112 Calculus II

MAT 140 Introduction to Discrete Mathematics

MAT 211 Calculus III

MAT 219 Probability and Statistics

MAT 230 Linear Algebra

MAT 305 Ordinary Differential Equations plus one additional course in mathematics at the 300 or 400 level.

**Computer Science**

MAT 140 Introduction to Discrete Mathematics

CMS 167 Introduction to Computer Programming

CMS 170 Computer Science Principles I

PHY 233 Modern Electronics

CMS 230 Introduction to Computer Systems

CMS 270 Computer Science Principles II

CMS 330 System Software Principles

During their sophomore year, students should meet with Dr. Kenneth Pestka II, Coordinator of the Cooperative Engineering (Pre-Engineering) Program, and plan a sequence of advanced courses that satisfy the concentration requirement at Rollins. The areas of concentration are similar to a minor in the field of study. Please refer to *The Rollins College Cooperative Pre-Engineering Program: A Guide for Students and Advisors* for details; it is available at http://www.rollins.edu/as/academics/departments-majors-minors.html within Pre-Engineering under Three/Two Programs.

*For further information, contact Dr. Kenneth Pestka II, Program Coordinator, (407) 691-1279.*

**ENVIRONMENTAL MANAGEMENT (A.B./M.E.M. or M.F.)**

This cooperative program offers an excellent opportunity to combine liberal arts with a graduate degree in environmental management or forestry from the Duke University School of the Environment. Duke's graduate program in these areas is one of the best in the country. Students spend three years at Rollins followed by four terms at Duke and receive the Rollins A.B. degree, and the Master of Environmental Management (M.E.M) or the Master of Forestry (M.F.) from Duke. The M.E.M. degree offers majors in resource ecology, water and air resources, or resource economics and policy. The M.F. degree represents a major in forest resource management. Concurrent graduate degrees in business administration, environmental law, or public policy are also available with two additional terms at Duke.

*For further information, contact Dr. Katie Sutherland, Program Coordinator, (407) 691-1075.*

**DUAL-DEGREE PROGRAM (A.B./B.S.)**

Outstanding Rollins students have an opportunity to obtain both the College's Artium Baccalaureus (AB) degree and the Bachelor of Science (B.S.) degree from Reutlingen University in Germany in four (4) years through the College's Dual-Degree Program (DDP). The first four semester years of study are completed in the College of Arts and Sciences; the next three semesters are completed at Reutlingen University; the eighth and final semester is completed at Rollins College.

As part of the structure required by the Dual-Degree Program, students agree to adhere to specific academic and experiential requirements listed below. The DDP Faculty Director will consult with German language faculty and with International Programs in February of the fourth semester to assess candidates for continuation to Reutlingen University. Completion of the DDP minimal expectations is a requirement of the DDP program; however, the official admissions decision is subject to final approval by Reutlingen University:

Following are the minimal expectations of participants in the DDP:

- Mandatory participation and attendance at required DDP events and meetings during the first four semesters
- Maintenance of a 3.2 or higher grade point average during the first four semesters
- Declaration of International Business as a chosen major before the second semester
- Appropriate level of German language skills as assessed by the German language interview in the third semester
- Completion of all International Programs requirements
- Endorsement by the DDP Faculty Director

Students not accepted into the Dual-Degree Program as part of the admissions process may make application to the Program during the first year. The application is required by not later than January 15 and is available from the Dual-Degree Program Faculty Director. Students will be notified of acceptance within one month of application. Application to the Dual-Degree Program may not be made in the second year.

*For more information, contact the Dual-Degree Program Faculty Director in International Business or the Office of International Programs.*

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# Curriculum and Curricular Requirements

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## Curriculum and Curricular Requirements

### Academic Requirements

To be eligible for the Bachelor of Arts degree, a student must complete the following requirements, in addition to courses outlined in the major. A student may fulfill the requirements specified in this Catalogue or any subsequent Catalogues maintained and updated regularly on the College's web site, while the student is continuously enrolled in the College of Arts and Sciences. However, a student who withdraws or is dismissed from Rollins may be required to follow any curricular policies in effect at the time of the return.

***STATEMENT OF RESPONSIBILITY***

Students are responsible for knowing and meeting all degree requirements and academic regulations listed in the College Catalogue. Academic advising transcripts and general education completion reports are available to all students on the Office of Student Records web site (www.rollins.edu/studentrecords) to assist them in keeping informed about progress made toward the degree. Questions concerning degree requirements and academic regulations should be addressed to the academic advisor or the Assistant Dean for Academic Administration and Records.

### Graduation Requirements

***CREDIT***

Students must complete a minimum of 140 semester hours of academic work, of which at least sixty-four (64) semester hours must be outside a single departmental prefix. All students must complete a minimum of sixteen (16) semester hours that are not used to meet either a general education curriculum or major requirement.

***GRADE POINT AVERAGE***

Students must earn a minimum academic average of a 2.00 ('*C*') for all courses taken at Rollins and achieve a minimum academic average of a 2.00 ('*C*') for all courses taken to fulfill major and minor requirements.

***GRADUATION PETITION AND SENIOR AUDIT***

Students must complete and submit a Graduation Petition to be considered for graduation. In addition, students are responsible for preparing, submitting, and obtaining approval for their Senior General Education, Major, and if appropriate, Minor Audits. The Senior Audits document, by academic advisor and major/minor department chair approval, that all general education curriculum and major/minor requirements have been met.

Students may not receive degrees (including diploma or final transcript showing degree completion) until all graduation forms have been submitted and all graduation requirements have been completed. The degrees are awarded in December, May, and August, therefore the degree completion date will be the next degree date following the completion of graduation requirements and receipt of all forms and transcripts.

***RESIDENCY***

Once admitted to full-time degree status in the College of Arts and Sciences or College of Professional Studies, students must complete at least seventy (70) semester hours in the College (including Rollins or Rollins-affiliated off-campus courses, and approved Hamilton Holt School courses). Moreover, students must be enrolled full-time in the College of Arts and Sciences or College of Professional Studies during the last two (2) consecutive semesters (excluding summer terms).

***HONORS AT GRADUATION***

Faculty of the College of Arts and Sciences make the distinction Cum Laude (with honors). In making such awards, the faculty requires that both of the following criteria be met.

- Grade Point Average
  - *Cum Laude: 3.50-3.69*
  - *Magna Cum Laude: 3.70-3.89*
  - *Summa Cum Laude: 3.90-4.00*
- Endorsement by the major department.

***COMMENCEMENT***

Graduating seniors participate in an annual Commencement ceremony held each May. Only students who have completed all graduation requirements may participate in the Commencement ceremony.

Petitions of Academic Appeal to participate in Commencement without all graduation requirements complete will be considered only when the following conditions are met.

1) The student has an overall GPA of 2.0 ('*C*') and a 2.0 ('*C*') GPA in the major and minor both at the time of petition and at the time of Commencement;
2) the student presents a viable plan, including documentation of course availability and an approved Request to Study Outside of Arts and Sciences, consisting of no more than eight (8) semester hours; and
3) the department chair of the student's major approves the plan submitted.

Students who file a Request to Participate in Commencement and subsequently participate in the May commencement ceremony may not then enroll in regularly scheduled Arts and Sciences courses during any future fall or spring term. Request to Participate in Commencement forms to make such academic appeals are available from the Office of Student Records.

College honors, honors in the major field, nor any other College awards to graduating students will be neither recorded in programs, ascribed to student academic records, nor announced during ceremonies for any student who has not completed all graduation requirements at the time of Commencement. Students may participate in only one (1) graduation ceremony for Arts & Sciences.

The President approves degrees for students completing graduation requirements in fall term in December, for students completing requirements in spring term in May, and for students completing requirements in summer term in August.

## General Education Curriculum

**This curriculum is for students matriculating before fall 2014 and transfer students starting before fall 2015.**

As preparation for "responsible citizenship and ethical leadership in local and global communities," as articulated in the February 2004 Rollins College mission statement, students need both breadth and depth in their learning experience. By majoring in at least one area of knowledge, students gain the depth necessary for disciplinary expertise, whereas the general education curriculum in the Arts and Sciences exposes students to varied perspectives and domains of knowledge. Additionally, in keeping with the mission of the College of Arts and Sciences, which is, in part, "to provide a rigorous liberal arts baccalaureate education of the highest quality," the general education curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other.

The faculty of the College of Arts and Sciences have identified the following set of core competencies within the general education program.

1. To obtain knowledge of the distinctive methodologies and subject matter of the sciences, social sciences, arts, and humanities.
2. Ability to read, think, write, and speak critically and analytically.
3. Ability to identify and articulate moral and ethical dimensions of a personal or social issue.

To be eligible for a Bachelor of Arts degree, students must complete one course from each of the general education areas listed below, with the possible exception of up to three courses to fulfill the foreign language 'F' requirement. Courses that meet these requirements are appropriately designated in the *Schedule of Classes*, published each term by the Office of Student Records. First-year students are also required to take a Rollins College Conference course, which may also fulfill a general education requirement.

Students may take an unlimited number of Foreign Language (F), Quantitative Reasoning (Q), Decision Making and Valuation (V), or Writing (W) courses within the major.

However, only one (1) additional general education curriculum course can be taken in the major from amongst the Expressive Arts (A), Non-Western Cultures (C), Western Society and Culture (D), Literature (L), Organic and Physical Sciences with Laboratory (O, P, and N), or Contemporary American Society (S), areas. Students may satisfy two (2) of this latter group of requirements within a self-designed major contract, but not within a single department.

Courses used to fulfill general education requirements must be taken for a letter grade, not on a credit/no-credit (CR/NC) basis. In addition, courses used to complete general education requirements may not normally be fulfilled through independent study - tutorial or research. The Office of Student Records may approve courses taken at regionally accredited institutions of higher education other than Rollins, or through International Baccalaureate (IB) or Advanced Placement (AP) courses, for general education curriculum credit. Approval designations will be noted on each student's Transfer Coursework Evaluation Form and Academic Advising Transcript (as provided on the Office of Student Records web site at www.rollins.edu/studentrecords).

## General Education Areas

***(A) Expressive Arts:*** Artistic creation is a central and enduring activity in all cultures. The arts attest to the fundamental human need for self-expression and for the transformation of human experience into lasting symbolic form. Furthermore, the great diversity of art forms across cultures is evidence of the degree to which human experience, while shared, is also culturally determined. Expressive arts classes provide students with an appreciation for aesthetic experience by teaching the skills necessary for individual aesthetic expression or by focusing on acquiring a critical vocabulary with which to articulate aesthetic experience, or both, depending on the discipline. The expressive arts thus encompass both primary aspects of artistic creation: its practice and its scholarly study.

***(C) Non-Western Cultures:*** Humans have adapted to a wide range of habitats and developed a rich variety of ways of interpreting and understanding the world. The diversity of these interpretations is part of what defines our species. By analyzing a non-western culture, students will better understand what is common to human nature and how societies differ from each other. Knowledge of other cultures will allow students, in addition, to recognize the dangers of cultural stereotyping.

***(D) Western Society and Culture:*** The ideas, arts, and institutions that define Western society and culture have emerged from a rich historical process. In order to understand, appreciate and critically evaluate any aspect of this culture, one must have an understanding of the context from which it arose. By studying the Western heritage in its historical development, students will be encouraged to see the historical dimensions of the issues they face as engaged citizens today.

***(F) Foreign Language:*** Foreign Language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures, a window through which students can learn to communicate in a language other than their native tongue, learn how other people live and what they value, or, in the case of ancient languages, delve into our rich culture and philological heritage. Second language study also provides insights into the nature of language and its power to shape ideas and expression. The 'F' requirement can be fulfilled by studying either an ancient or a modern language for one semester at the intermediate (200) and/or advanced (300) level.

Only the following students can be exempted from this requirement:

1. Foreign students who have been admitted to the College based on their TOEFL (*Test of English as a Foreign Language*) score.
2. Students, who transfer to Rollins, who have completed the intermediate level of a foreign language from a regionally-accredited institution of higher learning.

Students who have taken the SAT-II, AP, or IB exams, regardless of their performance on these exams, **are not** exempt from this requirement.

Students are allowed to enroll at any level of the language they deem appropriate based on their previous preparation in secondary school. They will receive academic credit for all successfully completed courses. They may choose to enroll in elementary-level courses even though they have taken four years of high school study of a particular language. Nevertheless, **students will fulfill the 'F' requirement only when they have taken at least one course at the intermediate (200) and/or advanced (300) level.**

***(L) Literature:*** Part of the reality and evolution of a mature culture resides in that culture's literary tradition, and the knowledgeable citizen will have read widely and understood that material. These courses expose the student to compelling contemporary writing as well as literary works that, by tradition and broad cultural consensus, have been deemed excellent in form or expression and of lasting, or even permanent, value and universal interest.

***(O, P, and N)*** **Organic and Physical Sciences with Laboratory:** Humans live in and are part of the natural world. Our survival and success depends on our ability to understand, draw sustenance from, and sustain this world. Together, these courses focus on understanding the nature of science: its discovery process, the scientific method, and the historical sequence leading to major discoveries. Where possible, these courses discuss the social context of the science courses, and give examples of the interplay between science and society. Students must complete two sciences courses, one from the organic (life) or experimental behavioral sciences (O) and one from the physical sciences (P). A laboratory (N) is required with at least one of these two courses.

***(Q) Quantitative Reasoning:*** Quantitative methods have become increasingly important in the natural and social sciences, business, government, and in many other activities that directly affect our lives. Furthermore, with the advent of fast computers with huge storage capabilities, it has become possible to collect, process, and disseminate large amounts of data. Playing an active role in the decision-making that shapes our society requires us to be able to interpret, analyze, and draw sound conclusions from the standard representations of data. This requirement may be satisfied by successful completion of a 'Q' course or by passing a 'Q' examination.

***(S) Contemporary American Society:*** Because of the global prominence of the United States, a critical understanding of contemporary American society is a central component of a liberal arts education intended to prepare students for effective citizenship. The knowledge students acquire about American history, culture, and social institutions will contribute to their ability to reflect critically on their social environment and will enable them to sustain and transform the communities in which they live.

***(V) Values:*** Through ethical values and moral principles, people find meaning in and justification of their actions as individuals, and as participants in their communities. Personal growth is encouraged by critically reflecting on one's own values, on the values of others, and on the values shaping society. Values courses improve students' abilities to articulate and evaluate the ethical principles involved in important decisions, in their own personal lives, or in society

(either contemporary or historical).

***(W) Writing*:** The communication of ideas, information, poetry, stories, intent, and even culture itself has been dependent on the ability of humans effectively to store facts and convert thoughts to written language. The ability to communicate ideas and information in writing is at the core of a liberal arts education and is essential for active citizenship. In covering both academic and (to a lesser degree) familiar writing, the W course focuses on understanding rhetorical strategies. Students will read the texts of others and learn to shape their own meanings by writing and editing a variety of forms.

***Also included in the College's general education curriculum, but infused into one or more courses in each major discipline of study, are the following requirements.***

***Communication Across The Curriculum:*** A liberally educated person should be articulate and capable of effective listening. Oral communication skills are best developed if emphasized in a variety of disciplinary contexts. Students who acquire skills in oral communication are better prepared to perform in professional and civic life.

***Writing Reinforcement:*** In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. *Writing Reinforcement* coursework requires students to produce a series of written assignments intended both to extend facility in English composition and to deepen understanding of course content. Students completing this requirement with ENG 140 must earn a grade of 'C' or better to receive the "W" general education designation.

## Personal Fitness Requirements

Entering first-year students, or transfer students who have completed less than thirty (30) semester hours in any field, must satisfactorily complete three (3) terms of physical education. This includes one (1) term of Basic Physical Education (BPE) and two (2) terms of elective lifetime recreational activities (PEA). Students may be excused from PEA requirements for medical reasons.Transfer students with at least thirty (30) semester hours must take two (2) terms of PEA at Rollins, but are exempt from the BPE requirement. Transfer students who have completed sixty (60) semester hours in any field are exempt from both the BPE and PEA requirements. Students may not earn more than four (4) semester hours of credit for lifetime recreational activities (PEA) or varsity sport (PEV) courses combined.

## Rollins Foundations in the Liberal Arts (rFLA)

**This curriculum is for students matriculating in fall 2014 or later and transfer students starting in fall 2015 or later.**

As preparation for "responsible citizenship and ethical leadership in local and global communities," as articulated in the Rollins College mission statement, students need both breadth and depth in their learning experience. By majoring in at least one area of knowledge, students gain the depth necessary for disciplinary expertise, whereas the rFLA curriculum in Arts and Sciences and the College of Professional Studies exposes students to varied perspectives and domains of knowledge. Upon successful completion of this general education curriculum, students will be able:

1. To demonstrate knowledge of the distinctive methodologies and subject matter of the sciences, social sciences, expressive arts, and humanities.
2. To read, think, write, and speak critically and analytically.
3. To identify and articulate moral and ethical dimensions of personal and social issues.

Additionally, in keeping with the mission of the College of Arts and Sciences, which is, in part, "to provide a rigorous liberal arts baccalaureate education of the highest quality," the rFLA curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other.

***rFLA has three components: the Rollins College Conference (RCC), Competencies, and Neighborhoods.***

### 1. The Rollins College Conference

All first-year students enroll in an RCC during the fall semester. Most students live in the same residence hall as their RCC classmates as part of the Living Learning Community program. The RCC is an interactive seminar class on a broad range of topics. Professors are drawn from all academic disciplines encompassing the arts, the sciences, the humanities, and the social sciences. Throughout the first semester, the RCC professor joins students in educational activities and co-curricular experiences that supplement and enhance the course. Upper-class peer mentors assist in the RCC and help first-year students with the transition to academics and life at the College. The faculty member teaching this seminar course also serves as the student's faculty advisor during their first year.

The RCC is not a prerequisite for any other course at Rollins, so students may advance if they fail their RCC course. However, no RCC may be taken for credit/no credit, so the grade earned in the RCC course will appear on the student's transcript.

### 2. The Competencies

***Writing:*** In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. Writing coursework requires students to produce a series of written assignments intended both to extend facility in English composition and to deepen understanding of course content.

Writing competency courses may NOT be double-counted toward a major or minor. Students will complete this requirement by earning a C or better in any ENG 140 course, earning a C or better in an approved Rollins transfer course, or achieving an AP English Language and Composition exam score of 4 or 5.

***Foreign Language:*** Foreign language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures, a window through which students can learn to communicate in a language other than their native tongue, learn how other people live and what they value, or, in the case of ancient languages, delve into our rich culture and philological heritage. Second language study also provides insights into the nature of language and its power to shape ideas and expression.

Foreign Language competency courses may be double-counted toward a major. Students will complete this requirement by earning a C- or better in any Rollins course that carries the foreign language competency designation, earning a C- or better in an approved Rollins transfer course, achieving an AP Language exam score of 4 or 5, achieving an IB Language exam score of 6 or 7, or being an International Student admitted to Rollins College based on TOEFL score.

***Mathematical Thinking:*** Responsible citizens make decisions that shape their lives, their society, and the world. Decision-making requires a variety of skills that will be strengthened as students complete a Mathematical Thinking competency course. Students will develop and sharpen their deductive reasoning and critical-thinking skills, enabling them to construct and articulate sound, precise, and convincing arguments and to evaluate the arguments of others. They will build and study mathematical and/or statistical models for real-world phenomena, and they will hone their ability to make estimates, develop the skills needed to draw well-founded conclusions and make reliable predictions. Students will demonstrate mastery of these skills as they apply to issues they will encounter in their subsequent course work, career, and daily life.

Mathematical thinking competency courses may be double-counted toward a major. Students will complete this requirement by earning a C- or better in any Rollins course that carries the mathematical thinking competency designation; earning a C- or better in an approved Rollins transfer course, achieving an AP Statistics exam score of 4 or 5, achieving an AP Calculus exam (A/B or B/C) score of 4 or 5, or achieving an IB Mathematics exam score of 4 or better.

***Health and Wellness:***

Personal health decisions are critical examples of people assimilating, understanding, and applying academic knowledge. In Health and Wellness courses students will learn to apply basic scientific, sociological and psychological constructs to everyday decisions that impact personal health. They will learn to discern facts from anecdotal stories in order to form intelligent models of behavior. Students will demonstrate mastery of these skills by assessing, on an individual basis, their own fitness level and lifestyle decisions and then analyzing those decisions using research-based models. This analysis will lead to an understanding of what constitutes a balanced and healthy lifestyle.

Students will complete this requirement by 1) earning a C- or better in any Rollins course that carries the Health and Wellness competency designation or earning a C- or better in an approved Rollins transfer course and 2) completing two (2) non-credit-bearing PEA requirements or participating in varsity sports for at least two years. Students may receive a medical exemption for the PEA requirement with appropriate documentation.

#### 3. The Neighborhoods

To be eligible for a Bachelor of Arts degree, students must complete five (5) courses from one (1) specific Neighborhood (see descriptions below). Neighborhood courses are appropriately designated in the Course Schedule published each semester by the Office of Student Records.

Students may take one (1) neighborhood course from another neighborhood, excepting the neighborhood practicum, which must be taken in their neighborhood. Students may double-count one (1) neighborhood course toward their major.

Students may complete neighborhood courses and thus advance in the neighborhood by achieving a C- or better in neighborhood courses. The Director of rFLA may approve courses taken at regionally accredited institutions of higher education other than Rollins for neighborhood credit.

Students will select their neighborhood during the fall semester of their first year. In the spring of their first year they will take their first neighborhood class at the 100-level. Subsequently, students must take three (3) classes at the intermediate level, with at least one (1) class at the 150-level and 1 (one) class at the 200-level. To complete the neighborhood, students must take the neighborhood practicum at the 300-level. All competencies must be completed BEFORE the student enrolls in the practicum.

#### Neighborhood Descriptions

##### *When Cultures Collide*

How do people, cultures, and environments change when different worlds and worldviews encounter and interact with one another? Is every corner of the earth destined to look the same, or is it possible to resist the homogenizing forces of globalization? The increasing emphasis on global integration has catapulted these longstanding questions to the forefront of contemporary discussions about the world and our place within it. This neighborhood encourages students to examine the scientific, artistic, literary, cultural and socioeconomic effects of our evolving world. Topics of inquiry and exploration include hybridity and diversity in religion, music, and philosophy; the effects of globalization on human, animal, and plant development; and the social, political and cultural ramifications caused by migrations of people around the world.

##### *Mysteries and Marvels*

Black holes. Mona Lisa's smile. Atlantis. Houdini. The Holy Grail. How to live forever. Why he/she won't return my calls. At the same time as we find comfort in all that we know, believe, and hold to be true, we instinctively are propelled forward by the quest for knowledge of that which eludes us. This neighborhood invites students to explore and interrogate what we *do not* know about our world, our community, our friends and families, and ourselves. Through a diverse array of courses, students will have the privilege of examining all kinds of mysteries ranging from artistic marvels and scientific wonders to political and cultural blind spots and literary whodunits in order to acquire the skills and experience necessary to unlock the enduring mysteries of the universe or at least of contemporary college life.

##### *Identities: Windows and Mirrors*

Our identities from our fingerprints and Facebook profile to our family trees fundamentally shape the ways that we think about, feel, and interact with the world. This neighborhood provides students with the opportunity to put themselves under the microscope (literally and figuratively!) by exploring the diverse components that factor into the construction of the self. Learning how we define our ethnic, gendered, religious and cultural identities will, in turn, open up new ways of thinking about and engaging with the larger social, economic, political, and ecological networks of which we all are part. As we take the path toward global citizenship, the following questions will serve as our guide: What does it mean to be human? Where do I belong? What is a family? What can I do to make a positive impact on the world, and how?

##### *Innovate, Create, Elevate*

Global progress relies on people who are creative, innovative, and flexible. This neighborhood will prepare students to develop these essential attributes by teaching them how to explore and enhance their creative processes. Students who choose this neighborhood will be challenged to experiment with and in their world by testing its boundaries, pushing conventions, and devising new ways of thinking and doing things in this rapidly changing world. Courses will invite students to study the history of innovative thought, belief and practice across the centuries as well as identify opportunities for development and change in their own local and global communities. Through the process of learning what a change maker is and does, students will acquire the knowledge and skillsets to become ones themselves.

#### Transfer Students and rFLA (starting Fall 2015 or later)

Students entering Rollins with an AA degree from a Florida state or community college will not have to complete any rFLA requirements except RCC 200.

Students entering Rollins with fewer than thirty (30) transferred credit hours must complete the entire rFLA curriculum including RCC 100.

Students entering Rollins with thirty (30) or more transferred credit hours BUT without an AA degree must take five (5) courses: a two-credit transfer RCC 200; a two-credit 100-level neighborhood class that will introduce them to all four neighborhoods, rFLA 100; one (1) 150 and one (1) 200-level neighborhood class; and the neighborhood practicum (300-level) class. They must fulfill the competency requirements either with transfer credits or Rollins courses. The Director of rFLA may approve courses taken at regionally accredited institutions of higher education other than Rollins for neighborhood credit.

Students planning to transfer out of Rollins College are still required to take rFLA courses.

## Major Requirements

Students must satisfactorily fulfill the requirements of an established major or the plan of study of a self-designed major. Department Chairs or Program Coordinators must approve course substitutions within the major. In addition, students must earn a minimum grade point average of 2.00 ('C') in the courses approved for the major as accepted on the senior audit.

Selecting a major does not imply a career choice. Concentration in a major field of study is designed to give students command of the content and methods of one discipline or field, acquaintance with recognized authorities in the field, and general competence in dealing with courses of research or analysis. A declaration of major must be filed in the Office of Student Records prior to registration for the junior year. Students who do not file declarations of major will not be allowed to register for subsequent terms.

Majors are noted on a student's official academic transcript, but not on the diploma.

#### HONORS IN THE MAJOR FIELD

Honors in the Major Field provides for independent research or special study during the senior year under the supervision of a three-member committee in the student's major. To be eligible for Honors in the Major Field, students must:

- achieve a minimum overall GPA of 'C+' (2.33) for all courses at Rollins,
- achieve a minimum overall GPA of 'B+' (3.33) for all courses taken in the major at Rollins, and
- receive endorsement of the committee for participation in the program.

Satisfactory performance on an approved thesis or individual project, an oral examination, and maintenance of the above averages qualifies a student for Honors in the Major Field, which is shown on the student's official academic transcript.

**MAJORS**

- American Studies
- Anthropology
- Art History
- Asian Studies
- Biochemistry/Molecular Biology
- Biology
- Business and Social Entrepreneurship*
- Chemistry
- Classical Studies
- Communication Studies*
- Computer Science
- Critical Media and Cultural Studies
- Economics
- Elementary Education*
- English
- Environmental Studies
- French
- History
- International Business
- International Relations
- Latin American/Caribbean Studies
- Marine Biology
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Studio Art
- Theatre Arts

**SELF-DESIGNED MAJORS**

Self-Designed Majors are intended for disciplined and highly motivated students who are clearly focused in their interests. These majors reflect the College's recognition that not every student's area of special interest will always fall neatly within the bounds of a single discipline as traditionally defined.

The Self-Designed Major is not intended as a way for a student to avoid the intellectual focus and methodological rigor required in the normal departmental major or to avoid certain difficult courses within majors. It should not be used to concentrate work in a narrowly preprofessional way. On the contrary, by successfully completing the courses and integrative research project that constitute the Self-Designed Major, the student is expected to achieve a depth of focused reflection and understanding at least comparable to that of a traditional major.

**Guidelines for Submission of a Self-Designed Major Proposal**

1. Students proposing a self-designed major must have a grade point average of 3.33 or better.
2. The proposal must include the names of three faculty members willing to serve on the senior research project committee. The faculty must represent the three disciplines represented in the major. The student must select a director, from among these three, who works with the student and the other committee members in preparing the proposal. The director also serves as an advocate in the approval process. Once the proposal has been approved, the director serves as the student's academic advisor, monitors the student's progress in completing the major, and chairs the committee which reviews the senior research project.
3. The proposed major program must have a coherent theme or topic that integrates at least three traditional disciplines. It must be different enough from a regular major that some combination of major and minor would not substantially achieve the same result. The student must include a rationale for choosing a self-designed major rather than a conventional major.
4. The proposal must include a list of courses, all related to and converging on the theme of the proposed major, from at least three disciplines.
5. The major must include a two-term, 8-semester-hour independent research project, (or combination of a 4-semester-hour upper-level seminar and a one-term, 4-semester-hour research project) integrating the major, to be completed in the senior year
6. The program must be at least sixty-four (64) semester hours (including the senior project) in length, of which thirty-two (32) semester hours must be at the 300 level or above

The proposal must be submitted to the Associate Dean of Arts & Sciences for approval prior to March 1 of the sophomore year. The Associate Dean then submits the proposal to the Academic Affairs Committee for final approval. An Amendment Form must be submitted to approve any changes from the original proposal.

## Minor Requirements

Students who declare a minor must fulfill satisfactorily the requirements of that minor as specified by the department or program, and must achieve a minimum academic average of a 2.00 ('C') for all courses taken to fulfill the minor. Minors normally involve twenty-four (24) to thirty-two (32) semester hours of study. As with majors, minors are noted on a student's official academic transcript, but not on the diploma.

Disciplinary minors are offered in conjunction with most of the majors in Arts and Sciences, plus communication, dance, German, Russian, teacher certification, and writing. Disciplinary minors are not offered in biochemistry/molecular biology, critical media and cultural studies, elementary education, international relations, or marine biology.

Interdisciplinary minors involve courses from more than one discipline or major. Interdisciplinary minors are offered in African/African-American studies, archaeology, Australian studies, classical studies, film studies, global health, Jewish studies, Middle Eastern and North African studies, neuroscience, sustainable development and the environment, women's studies, and writing.

A student may declare more than one minor but may not have a minor and major in the same discipline. Some interdisciplinary minors may require different course sequences for students from different majors.

## Double Counting of Classes for Majors and Minors

If students are enrolled in more than one major or minor, they may double count no more than half the number of courses in the smaller program. If the smaller program requires an odd number of courses, the student may round up. No course may be counted for more than two programs.

## Practical Concentrations

Students may also elect to complete sequences of courses identified as practical concentrations. Practical concentrations normally involve sixteen (16) to twenty-four (24) semester hours of study in at least two different disciplines, plus an internship. Practical concentrations both identify courses that are related in meaningful ways to specific vocational opportunities and make evident the connections among courses in different disciplines. Practical concentrations may require different course sequences for students, depending on their major.

Practical concentrations are offered on an 'as available' basis. Availability depends on the presence or absence of specific faculty. The College seeks to offer practical concentrations that will benefit its students, but does not guarantee that a particular practical concentration can be completed in each and every year. As with majors and minors, practical concentrations are noted on the student's academic transcript, but not on the diploma.



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# Courses of Instruction

CATALOGUE HOME
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ADMISSION TO ROLLINS COLLEGE
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COURSES OF INSTRUCTION
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EDUCATIONAL PROGRAMS AND OPPORTUNITIES
STUDENT FINANCIAL AID
CAMPUS LIFE
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
CATALOGUE ARCHIVE
MAJOR / MINOR MAPS

**Student Records**

Rollins College
1000 Holt Avenue
Winter Park, Florida 32789-4499
(407) 646-2000



## *College of Arts & Sciences*

**Minor Only*

- Africa/African American Studies*
- American Studies
- Anthropology
- Archaeology*
- Art and Art History
- Asian Studies
- Australian Studies*
- Biochemistry/Molecular Biology
- Biology
- Chemistry
- Classical Studies
- Computer Science
- Critical Media and Cultural Studies
- Cultural Anthropology
- Economics
- English
- Environmental Studies
- Film Studies*
- Global Health*
- Health Professions Advising Program
- History
- Honors Degree Program
- International Relations
- Jewish Studies*
- Latin American and Caribbean Studies
- Marine Biology
- Mathematics
- Middle Eastern and North African Studies*
- Modern Languages and Literatures
- Music
- Neuroscience*
- Philosophy and Religion
- Physical Education
- Physics
- Political Science
- Psychology
- Public Policy & Political Economy
- Sexuality, Women's, and Gender Studies*
- Sociology
- Sustainable Development and the Environment*
- Theatre Arts and Dance
- Writing*

## *College of Professional Studies*

- Department of Business
- Communication Studies
- Education
- International Business




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# Academic Regulations

## Academic Honor Code

**THE PHILOSOPHY OF THE ACADEMIC HONOR CODE**

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

**THE HONOR PLEDGE AND REAFFIRMATION**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

**DEFINITIONS OF ACADEMIC HONOR CODE VIOLATIONS**

Students are expected to conduct themselves with complete honesty in all academic work and campus activities. Violations of the Academic Honor Code include, but are not limited to the following.

1. PLAGIARISM. Offering the words, facts, or ideas of another person as your own in any academic exercise.

2. CHEATING. Using or attempting to use unauthorized materials, information, or study aids in an academic exercise. This includes sharing knowledge of previously administered or current tests. The keeping of tests, papers, and other assignments belonging to former students is prohibited. Use of external assistance (e.g., books, notes, calculators, conversations with others) in completing an "in class" or "take home" examination, unless specifically authorized by the instructor, is prohibited.

3. UNAUTHORIZED COLLABORATION. Collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, take home exams, essays, or other work for which you will receive academic credit.

4. SUBMISSION OF WORK PREPARED FOR ANOTHER COURSE. Turning in the same work, in whole or in part, to two or more instructors, without the consent of the instructors in both courses.

5. FABRICATION. Misrepresenting, mishandling, or falsifying information in an academic exercise. For example, creating false information for a bibliography, inventing data for a laboratory assignment, or representing a quotation from a secondary source (such as a book review or a textbook) as if it were a primary source.

6. FACILITATING ACADEMIC DISHONESTY. Helping another student commit an act of academic dishonesty.

7. VIOLATION OF TESTING CONDITIONS. Looking at other students' answers, allowing other students to look at your test, and working past allotted time are just a few examples where test conditions may be considered to be violated.

8. LYING. Lying is the making of a statement that one knows to be false with the intent to deceive. It includes actions such as (a) lying to faculty, administrators, or staff, and (b) lying to a member of the Honor Council.

9. FAILURE TO REPORT AN HONOR CODE VIOLATION. Failure to report occurs when a student has knowledge of or is witness to an act in violation of the Academic Honor Code and does not report it within five class days.

**REPORTING A VIOLATION**

Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. All students, faculty, and staff are required to report violations in writing to the Academic Honor Council for disposition. Referrals will be made through the Dean of Arts and Science.

1. If a faculty member has reason to believe that a violation of the Academic Honor Code has occurred, he/she may have an initial meeting with the student to determine if a violation has occurred. If the faculty member believes that a violation has occurred he/she is required to report it. This

initial meeting is to clarify if a violation has occurred and not to determine if a known violation is to be reported.

2. If a student has reason to believe that a violation of academic integrity has occurred, he/she is required to report it to the Academic Honor Council. The student that has witnessed a violation can, but is not required to, encourage the student suspected of the violation to self-report. If the student refuses to self-report, then the student that witnessed the violation must report it to the Academic Honor Council.
3. Staff members that believe they have witnessed a violation must refer the case to the Honor Council for disposition.

Complaints must be made in writing and filed through the Office of the Dean of Arts and Science. These complaints are then forwarded to the Academic Honor Council. Allegations must be submitted in writing within ten days of the discovery of the alleged violation. Complaints against graduating seniors must be submitted by the date senior grades are due to allow time for an investigation before graduation. The complaint should indicate all relevant details, including names of witnesses and must be signed. Submissions may also be made online.

For additional information, please visit the Rollins Academic Honor Code website at http://r-net.rollins.edu/academichonorcode/.

## Registration

### ACADEMIC ADVISORS

Along with selecting a major, students should select an advisor from their major program department by the end of the sophomore year. A Change of Advisor form must be filed with the Office of Student Records to accomplish such an assignment or to subsequently change advisors.

### ACADEMIC CALENDAR

The College's year consists of a 15-week fall and 15-week spring term. Included in either of these two terms are enriched educational programs, including study abroad courses, sometimes offered in early January, or in May or June. At the conclusion of regularly scheduled classes, there are usually four (4) days of examinations and up to three (3) reading days. Academic calendars and examination schedules are posted on the Student Records web site (http://r-net.rollins.edu/studentrecords/).

### ACADEMIC CREDIT

Academic credit at Rollins is awarded in semester hours. The standard course is defined as four (4) semester hours, which normally includes 150 minutes of in-class instruction per week.

Regular courses normally meet three times per week (typically Monday, Wednesday, and Friday) for fifty (50) minutes or two times per week for seventy-five (75) minutes. Some classes are offered for more semester hours and involve laboratories. Other classes are offered for fewer semester hours and normally meet for fewer hours in the course of a term.

As part of course requirements, Rollins faculty expect students to spend considerable time outside of class each week working on course-related activities. The work that occurs outside of and in preparation for class is essential for the learning that occurs in class. Students should expect to spend three hours out of class for every hour in class.

### CLASS ATTENDANCE

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between "excused" absences and "unexcused" absences, it must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to religious observances and college business. If a student misses a class because of either situation, then the student must confer with his/her professor as to how and when the make-up work will be done, which includes the possibility of turning work in early. Absences will be addressed by the faculty member in accordance with his or her attendance policy. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the competencies of the course. The student's class participation grade in the course, though, may be affected.

- In regard to absences due to religious observances, students must communicate any attendance conflicts to their professor before the end of the official add/drop period.
- In regard to absences due to college business, students must present to their professor written evidence of an upcoming absence as soon as they are aware of the conflict. It is the student's responsibility to discuss with his/her professor how and when make-up work should be completed before missing class.

If the student feels s/he must be absent from class for any other reason, it is the student's responsibility to confer with the faculty member to determine whether the absence is to be considered "excused" or "unexcused" as defined by the attendance policies. The Office of the Dean of Student Affairs will communicate when students must be absent from campus for hospitalization, family emergencies, or similar contingencies. Students will be responsible for all work missed.

#### FIRST DAY ATTENDANCE

Students are required to attend all classes beginning with the first scheduled class meeting. Students who do not attend the first class meeting are subject to removal from the class at the discretion of the instructor. **To ensure accuracy of registration records, students are responsible for verifying their registration each term and submitting an official drop form for all classes not attended.** Students unable to attend due to circumstances beyond their control must notify the Dean of Arts and Science or the instructor prior to the first day of classes.

### CLASS STANDING

Class standing is determined by the number of semester hours successfully completed.

| | |
|---|---|
| **Sophomore Standing** | **30 semester hours** |
| **Junior Standing** | **60 semester hours** |
| **Senior standing** | **100 semester hours** |

### COURSE AUDITING

Students may audit a course with the instructor's permission. Such arrangements are informal, and audited courses are not part of the official academic record in Arts and Sciences and do not appear on official academic transcripts.

### COURSE CANCELLATIONS

Rollins College reserves the right to cancel classes based on enrollment and/or instructor availability. In the event that a course is cancelled, a notation will be made on the list of course offerings. If a student is enrolled in a class that must be cancelled, the student will be notified by the registrar in a timely fashion and prompted to enroll in another class."

### COURSE LOADS

To graduate in four years, students must average seventeen-and-a-half (17.5) successfully completed semester hours each semester. A full-time student in the College of Arts and Sciences is normally registered for sixteen to twenty (16-20) semester hours during the fall and spring terms.

Minimum full-time status is defined as twelve (12) semester hours. However, individual financial aid, scholarship, and/or other requirements may impose different minimum requirements.

An overload consists of more than twenty-two (22) semester hours during a term. Students seeking to enroll in twenty-three (23) or more semester hours in a given term must have a cumulative GPA of no less than 3.0. Students who do not meet this requirement may request permission to enroll in twenty-three (23) or more semester hours by completing the Office of Student Records' Request For Course Overload form and submitting it to the Office of Student Records for consideration by the Appeals Subcommittee of the Academic Affairs Committee. This form must be submitted no later than 5 p.m. of the 3rd day of 'Add Week'. Students with a grade of 'I' (Incomplete), 'R' (Deferred), or 'Z' (No Grade Reported) must resolve this grade or explain it in a manner acceptable to the Appeals Subcommittee prior to being granted permission to register for more than twenty-two (22) semester hours. Under no circumstances will a student with a GPA less than 2.0 be permitted to carry an overload. Overloads will not be granted to students in their first semester at Rollins except by appeal. All students wishing to enroll in more than thirty (30) semester hours must employ the appeal process.

**Note:**
The Request For Course Overload form requires the support of the academic advisor.

All international students in F-1 or J-1 status are required by Federal immigration law to be registered full-time each fall and spring semester. Full-time is twelve (12) or more semester hours per term. International students must register and remain registered for at least twelve (12) semester hours each term. If you have a concern about your ability to stay registered full-time, you MUST see the International Student Services Coordinator PRIOR to dropping any courses that would bring you below the twelve (12) semester hour minimum.

**REGISTRATION**

A registration advisement period is set aside during the fall and spring terms of each year to allow students to consult with academic advisors and prepare registration materials. The Schedule of Classes published each semester provides details concerning registration procedures. Students must complete paperless pre-registration processes by the deadlines stated each term in the Schedule of Classes. Late registration fines will be assessed for all students who fail to meet deadlines.

**REGISTRATION CHANGES**

All changes in registration require the faculty advisor's signature and must be made during the first week of the term to add a course, or during the first two weeks to drop a course.

**ADDING COURSES**

Under exceptional circumstances, students may add courses, internships, or independent studies to their class schedules after the end of the official schedule change (add-drop) period, provided that the permission of both the instructor and the academic advisor is obtained. Late add fines will be applied to student accounts for each course, internship, or independent study added. Students who receive any form of Federal financial aid are reminded that they must be registered for a minimum of twelve (12) semester hours by not later than the tenth (10th) in-class day each term or their Federal financial aid awards will be compromised.

**DROPPING COURSES**

After the second week of class, the instructor's signature is required to drop a course. **Verbal notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a failing grade of 'WF.'**

A course dropped after the first two weeks of classes, but before Friday of the tenth week of classes (the "Drop without Penalty" deadline), is recorded on the student's permanent record as a 'W.' Withdrawal from a course after this deadline is possible only if approved by the Academic Appeals Committee. Students are responsible for consulting with the instructor regarding class standing prior to the final date for withdrawal from courses. Instructors are responsible for providing students with a graded report concerning class standing before the final date for withdrawal from courses. Students who withdraw from a course after Friday of the tenth week of classes (the "Drop without Penalty" deadline) receive a grade of 'WF.'

Students dropping Information Technology (IFT) short courses (those meeting three weeks or less) prior to the second class meeting will have no notation placed on their transcripts. Students dropping IFT courses after the second class meeting, but prior to the mid-point of the course will receive a 'W' notation. Students dropping after the mid-point of an IFT course will receive a notation of 'NC.'

Students dropping Intersession courses on the first day of class have no notation placed on their transcripts. Intersession courses dropped on the second class meeting day receive grades of 'W' on the student's permanent record. Intersession courses dropped on the third class day or later receive 'NC' (no credit) grades.

All international students in F-1 or J-1 status must receive permission from the International Student Services Coordinator PRIOR to dropping any courses that would bring them below the twelve (12) semester hour minimum. Failure to receive PRIOR permission may result in a termination of the student's immigration status.

**REPEATED COURSES**

Students may repeat courses regardless of the grades earned. However, students will only earn credit hours for the course one time. All grades will be calculated in the GPA, and all courses and grades will be part of the official academic transcript.

## Standards of Scholarship

**ACADEMIC WARNING SYSTEM**

Faculty complete academic warning forms for students who are performing at unsatisfactory levels in their courses during weeks four (4) to twelve (12) of each term. Unsatisfactory academic performance includes poor attendance, lack of participation, failure to complete assignments on time, poor test and quiz grades, poor quality of written work, studio work, or laboratory work, or an estimated grade of 'C-' or lower in the course. The withdrawal without penalty deadline occurs in the tenth week of each semester; students may exercise their one-time, late CR/NC option through 5 p.m. on the last day of classes each term.

Academic warnings are sent via campus e-mail to the student, faculty advisor, and professional advisors in the Thomas P. Johnson Student Resource Center. Students receiving warnings are directed to meet with the professor of the course, as well as their faculty advisor, to discuss issues of concern, strategies for improvement, and other options including withdrawal from courses or exercise of the Late Credit/No Credit (CR/NC) option. In addition to these interventions, the Academic Advising Services staff also contacts students when they have been referred to the Tutoring and/or the Writing Center, or if they are deemed academically "at risk" for other reasons (multiple academic warnings, students with learning disabilities, and those on academic probation).

**ACADEMIC STANDING**

Beginning Spring Term 2015, all students must maintain a cumulative Grade Point Average (GPA) of at least 2.00 and a single term Grade Point Average (GPA) of at least 1.5 to be in good academic standing.

**CREDIT/NO-CREDIT**

Students who wish to take a course on a credit/no-credit (CR/NC) basis rather than for a letter grade must complete the appropriate form, available on the Student Records webpage http://r-net.rollins.edu/studentrecords/Forms.html , no later than two weeks, ten (10) class days, after the beginning of the fall or spring terms. Courses normally offered for a letter grade, in which the student has elected to change to a CR/NC grade, may not be used to fulfill general

education, major, minor, or concentration requirements.

If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected. Courses taken CR/NC may not be used to fulfill general education, major, minor, or concentration requirements. No more than one (1) letter-graded course per term may be declared credit/no-credit, and a maximum of four (4) such courses may count toward graduation. Courses normally graded as CR/NC (internships, information technology, and applied music, for example) do not count toward the per term or graduation limits.

Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses, above.)

The Academic Internship course, normally graded as CR/NC, may be used to fulfill major or minor requirements with the approval of the Department Chair/ Internship Representative. Students should first check with their Faculty Advisor to ensure they have satisfied all department prerequisites to participate in an internship for major or minor credit. Departments approving internships for major or minor credit should adhere to the minimum standards of the Academic Internship Program. To receive major or minor credit for an internship, the Academic Internship Program s Credit Approval Form should be signed by both the student s Faculty Advisor and the Department Chair/ Internship Representative. The Department Chair/ Internship Representative should request to see the internship job description before approving the internship. The Department Chair/ Internship Representative have the option to add supplemental requirements in order for the student to receive credit. These additions to the internship syllabus must be communicated both to the student and the Director of Academic Internships prior to starting the internship. Students who earn credit in the major or minor are typically registered for 4 semester hours. The Department Chair/ Internship Representative who has approved major or minor credit should give the final grade approval of CR/NC to the Director of Academic Internships or the designated faculty member supervising the internship course. An internship that is declined for major or minor credit may still be approved for interdisciplinary credit that counts towards students general elective requirements.

**ONE-TIME LAST DAY OF CLASSES CREDIT/NO-CREDIT DECLARATION**

Students may also exercise a one-time option of Last Day of Classes Credit/No Credit. In this option, students are permitted to declare a class Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins.

If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected.

Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements. Courses with general education designations for which the CR/NC option is elected will not earn general education designations. Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses, above.)

**GRADES**

Student grade reports are based on the following definitions.

- Grade 'A' is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.
- Grade 'B' is given for work that is consistently superior and shows interest, effort, or originality.
- Grade 'C' is a respectable grade. A 'C' average (2.00) is required for graduation. It reflects consistent daily preparation and satisfactory completion of all work required.
- Grade 'D-' is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.
- Grade 'F' is failing.

Cumulative grade point averages are based on a four-point (4.00) scale. Letter grades are assigned the following numerical equivalents.

| | | | | | |
|---|---|---|---|---|---|
| Grade A | 4.00 | Grade A- | 3.67 | Grade B+ | 3.33 |
| Grade B | 3.00 | Grade B- | 2.67 | Grade C+ | 2.33 |
| Grade C | 2.00 | Grade C- | 1.67 | Grade D+ | 1.33 |
| Grade D | 1.00 | Grade D- | .67 | Grade F | 0 |
| Grade WF | 0 | | | | |

Physical education activity (PEA) courses are graded on a credit/no credit (CR/NC) basis.

**GRADE APPEALS**

Students wishing to appeal a grade will first consult with the instructor to determine whether an error has been made or the instructor wishes to reconsider the grade. If this is the case, the instructor submits a grade change request to the Dean of Arts and Sciences/Dean of College of Professional Studies. If the student is dissatisfied with the results of that consultation and wishes to pursue the matter further, s/he will meet with the chair of the department, who in turn must inform the instructor of the substance of the student's appeal. The department chair acts as a mediator to attempt to resolve any disagreements and consults with the instructor about the grading process. Only the course instructor has the authority to change the grade at this point. (Should the instructor be the chair of the department, a tenured member of the department will be selected by the department to serve as mediator. If this is not possible, then the Dean of Arts and Sciences/Dean of College of Professional Studies will serve in this capacity.)

Perceived or actual differences in grading policies or standards between instructors, which are not a violation of College policies, are not a basis for further appeal. Further appeals beyond the chair of the department will be allowed only when the student can furnish evidence that the final grade was affected by the student's opinion or conduct in matters unrelated to academic standards, bias based upon matters unrelated to academic standards, or the failure of the instructor to follow his or her own stated policies or College policies. The Dean of Students, Arts and Sciences/College of Professional Studies Faculty President, and chair of the faculty members department (should the instructor be the chair of the department, a tenured member of the department or division will be selected by the department) must agree by two-thirds that it can be plausibly argued that these conditions are met in order for the appeal to proceed to the Academic Affairs Committee.

If these conditions are met, the student may proceed with the appeal to the Academic Affairs Committee by submitting a letter describing the situation to the Dean of Arts and Sciences/Dean of College of Professional Studies. This appeal must be made within one (1) year of the conclusion of the course. The Dean of Arts and Sciences/Dean of College of Professional Studies will request from the department chair a written account of the mediation process described above and its results, if any. The Dean of Arts and Sciences/Dean of College of Professional Studies may also request any other appropriate documentation. The Dean of Arts and Sciences/Dean of College of Professional Studies prepares all documents related to the case for submission to the Academic Affairs Committee. These documents are made available to the student and instructor to review and respond. Their responses, if any, are included with the materials submitted to the Academic Affairs Committee. The Dean of Arts and Sciences/Dean of College of Professional Studies shall receive the recommendation of the Academic Affairs Committee, review all documents, and make additional inquiries if necessary before reaching a decision. After such review, the decision of the Dean of Arts and Sciences/Dean of College of Professional Studies is final.

**INCOMPLETE WORK**

A mark of 'I,' indicating that the work of a course is incomplete, may be assigned only when serious and compelling circumstances beyond the control of

the student -- such as illness or necessary absence from the campus -- have made it impossible for the student to complete the course work within the normal period. Students are responsible for completing the Contract for an Incomplete Grade form available available on the Student Records webpage http://r-net.rollins.edu/studentrecords/Forms.html. Students contracting for a mark of 'I' in the fall term must complete the course work no later than the end of the second week of the succeeding spring term. Students contracting for an 'I' in the spring term must complete the work no later than the end of the second week of the succeeding fall term. Failure to complete the course in the designated time will result in a grade of 'F.'

Faculty may not assign a grade of 'I' without the Contract for an Incomplete Grade, nor may a faculty member not assign a grade, a de facto Incomplete. Faculty who fail to submit a grade for a student by the deadline set by the College will be penalized at the discretion of the Dean.

**ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL**

Students who fail to meet minimum academic standards at the end of any term are placed on academic probation, academic suspension, or are dismissed permanently from the College. Students on academic probation are required to enroll in a minimum academic load of twelve (12) semester hours and may not normally withdraw from a course nor take a course on a credit/no-credit basis.

**Minimum Academic Standards**

Any student whose cumulative GPA falls below 2.00, or whose previous term GPA falls below 1.5, will be placed on academic probation. For the purposes of determining academic standing Maymester will not be considred a "term".

| A student with: | Cum below 2.0 | Cum above 2.0 |
|---|---|---|
| **Term below 1.5** | probation | probation |
| **Term above 1.5** | probation | good standing |

Students placed on academic probation will be asked to adhere to the General Requirements for Probation. Probationary students must complete a Contract for Academic Success that specifies an individualized plan for returning to good academic standing and an agreement to abide by all probationary regulations, including enrollment in a specialized course focused on academic success. Failure to follow the terms of the Contract will result in a student's immediate suspension or permanent dismissal, even during the course of the term in progress.

Students who fall within any of the following categories will be academically suspended from the College.

- Those who have been on probation and do not meet the minimum academic standards the following term.
- Those on probation who fail to follow the guidelines of the Contract for Academic Success.
- Those who have been on probation two non-consecutive semesters and fail to meet the minimum academic standards at third time.

An exception is made for first-year students. First-year students will be academically suspended from the College after their first semester if their GPA falls at or below 1.25. If these students would like to be considered for continuation for a second semester, they should appeal their academic suspension. If their appeal is accepted and they are continued in the Spring, these students will be required to meet a second semester GPA designated by the Academic Appeals Committee in order to enroll the following Fall.
Students who are academically suspended from the College are not permitted to continue in any Rollins College programs, including the Hamilton Holt School. **No academic credit earned during a suspension will be transferable back to Rollins.**

Students who have been academically suspended a first time may petition for readmission by writing a letter in which they articulate both insight into the factors which led to the poor performance and a realistic plan to improve academic performance and return to good academic standing. This letter is addressed to the Office of the Dean of the appropriate College after one (1) calendar year has elapsed. The student appeal is then forwarded to the Academic Appeals Committee. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to scholarship.

Students who are academically suspended a second time are dismissed permanently from the College and may not subsequently enroll in any program.

**PRESIDENT'S AND DEAN'S LISTS**

The President's and Dean's lists honor those students with a particularly high academic achievement in the previous fall or spring term. To be included on either list, students must complete a minimum of sixteen (16) letter-graded semester hours (no incomplete, 'I,' or deferred, 'R,' grades), and earn a GPA between 3.75 - 4.00 for the President's List and between 3.50 - 3.74 for the Dean's List. Upon removal of an incomplete or deferred grade, students who meet the requirements are added to the lists.

## Transfer and Other Credit

**ADVANCED STANDING CREDIT**

Students may receive advanced standing by several means. This includes but is not limited to credit for Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Credit granted for any of these or by similar means does not automatically exempt a student from the general education requirements of the College. Please contact the Office of Student Records for additional information.

**ADVANCED PLACEMENT (AP)**

Students are awarded four (4) semester hours of credit for each AP examination on which they earn a score of four (4) or five (5). Students who present scores of four (4) or higher on the AP English Language and Composition examination or the AP English Literature and Composition examination are exempt from satisfying the College's 'Writing general education curriculum requirement. Students who present scores of four (4) or five (5) on the AP Statistics examination are exempt from satisfying the College's 'Quantitative Reasoning general education curriculum requirement. Credit earned from other AP examinations does not exempt students from any other of the College's general education curriculum requirements.

**Caribbean Advanced Proficiency Examinations (CAPE)**

Each score of one (1) or two (2) on CAPE Examinations is worth four (4) semester hours of academic credit. Credit earned through CAPE Examinations does not exempt students from any of the general education curriculum requirements.

**INTERNATIONAL BACCALAUREATE (IB)**

Credit for IB course work is granted for students with an IB diploma, on a course by course basis. Students with an IB Diploma and a score of thirty (30) or better will be awarded one year (thirty-two [32] semester hours) of credit. Students without the Diploma, or with the Diploma and a score of less than thirty (30), will be awarded eight (8) semester hours for each higher-level score of five (5) or better and four (4) semester hours for each score of four (4) or better (on a higher or subsidiary level), to a maximum of twenty-four (24) semester hours. General education credit will be awarded as appropriate, to be determined by suitable bodies. Advanced placement will be awarded for major courses, subject to departmental approval. Students who present both IB and AP work in the same subject area will not be awarded double credit.

**OTHER EXAMINATIONS**

Grades of 'A' through 'C' on most British GCE A-level exams earn two course credits, eight (8) semester hours, per examination.

**HAMILTON HOLT SCHOOL COURSE WORK**

Sophomores, juniors, and seniors enrolled in the College may register for one undergraduate course per academic year in the Hamilton Holt School on a tuition-free basis, if approved by their academic advisor. During summer terms, Arts and Sciences and Professional Studies students are expected to pay full tuition and fees for Holt School courses taken.

Holt School courses have the same academic value as Arts and Sciences and Professional Studies courses, unless exception is made in writing. Grades earned are calculated as part of the student's grade point average. Academic adviser approval is required for registration in Holt School courses. Students interested in taking a Holt School course must initiate registration through the Student Records Office. Students academically or socially dismissed from Arts and Sciences or the College of Professional Studies are dismissed from all Rollins College programs.

In an effort to ensure the availability of Holt School courses to the student population they were designed to serve, approved Arts and Sciences and Professional Studies students are registered in Holt School sections on a space-available basis: a maximum of five (5) Arts and Sciences and Professional Studies students may register for any given course.

**OTHER COLLEGE AND UNIVERSITY CREDIT**

Transfer students must meet all general education curriculum and major requirements to earn a Rollins College degree. The Office of Student Records reviews and evaluates courses taken at other institutions, determines courses/credit to be accepted, and prepares a Transfer Course Evaluation. The evaluation lists all courses accepted and any general education requirements those courses fulfill. Students who enter Rollins College ready to declare their major program of study may request a major course evaluation from the Office of Student Records. The major department makes decisions regarding fulfillment of major requirements through transfer credit.

In the evaluation of transfer credit, four (4) semester hours equals one Rollins course. Transfer credit is awarded for coursework taken at regionally-accredited (Middle States, North Central, New England, Northwest, Southern, and Western Association) institutions, or the equivalent international institution. Transfer credit is not awarded for courses with a grade below “C-.” All transfer courses must be officially letter-graded by the originating institution, with the exception of internships which may be graded Pass/Fail or Credit/No Credit if they meet the specific criteria outlined in the Education Programs and Opportunities section of this Catalogue. No more than the equivalent of sixty-four (64) semester hours of credit are accepted from a two-year institution. Students with sixty (60) semester hours of credit enter Rollins College with junior standing, but may need additional time to fulfill the requirements of specific majors.

Rollins College participates in an articulation agreement between the Independent Colleges and Universities of Florida (ICUF) and the Division of Florida Colleges. Through this participation, students who enter Rollins with a completed Associate of Arts (AA) degree from a Florida community college matriculate with junior standing and are usually able to transfer a total of sixty (60) semester hours, provided that they meet the same standards and program requirements as native Rollins students.

For all transfer students accepted though the College's participation in the ICUF Articulation Agreement, transfer credit for courses completed at the community college will only be awarded for grades of “C-” or better, as is the standard for all transfer students in Arts & Sciences and the College of Professional Studies. No more than a total of sixty-four (64) semester hours will be awarded to a student for transfer work from a two-year college. Rollins College will not transfer credits obtained from a secondary institution via online, blended, or distance learning courses, if a student simultaneously is enrolled in full-time courses at a different institution (including Rollins). Rollins College reserves the right to not award transfer credit for courses that are not considered appropriate for a pragmatic liberal arts education.

As part of the College's participation in the ICUF Articulation Agreement, students with the A.A. degree from a Florida state or community college are considered to have met general education requirements.

A student’s previous grade-point-average (GPA) does not carry forward; a Rollins GPA is determined only on the basis of courses completed at Rollins.

Once admitted to full-time degree-seeking status in the College of Arts & Sciences or College of Professional Studies, students must complete at least seventy (70) semester hours in the College (including Rollins Approved Semester, Summer and Field Study programs, and approved Hamilton Holt School courses). Moreover, students must be enrolled full-time in the College of Arts & Sciences or College of Professional Studies (including Hamilton Holt School courses) during the last two (2) consecutive semesters (excluding summer terms). Students must complete a minimum of 140 semester hours of academic work, of which at least sixty-four (64) semester hours must be outside a single departmental prefix. All students must complete a minimum of sixteen (16) semester hours that are not used to meet either a general education curriculum or major requirement. If a course taken previously is repeated at Rollins, credit for the transfer course will be removed from the student's record.

**SUMMER COURSE WORK**

Students may take courses at other institutions, including the Hamilton Holt School, during summer terms, though these courses do not count toward the College of Arts and Sciences' residency requirements. Students must secure approval from their academic advisor, major/minor department chair, and the Office of Student Records regarding both the institution and specific courses prior to enrollment in another program. A Request for Permission to Study Outside of Arts and Sciences form is available on the Student Records web site (http://r-net.rollins.edu/studentrecords/) and must be used to obtain approval. Courses not pre-approved by the advisor, department chair, and Office of Student Records will not be accepted for transfer. Although grades do not transfer, with the exception of Rollins programs, courses must be taken for a letter grade. Academic credit is given only if a grade of 'C-' or better is earned. In addition, students must ensure that the institution attended, other than Rollins programs, sends an official transcript to Rollins after courses are completed. Students are responsible for requesting that an official transcript be sent directly to the Office of Student Records after completing summer courses.

**REQUIREMENTS FOR SECOND BACHELOR'S DEGREE**

Graduation requirements to receive a second bachelor's degree from the Arts and Sciences Program at Rollins College include the following. Upon completion, students will be awarded the College's Bachelor of Arts (Artium Baccalaureus) degree.

Two (2) full semesters in residence on-campus in Arts and Sciences for a total of not less than thirty-five (35) semester hours of course credit. Post-baccalaureate second degree special students are not eligible for on-campus housing. A major course of study that differs from that of the first degree, to be approved by the Office of the Dean of Arts and Science prior to admission. A minimum cumulative grade point average (GPA) of not less than 2.5 for all Rollins courses. Completion of all general education requirements of Arts and Sciences via courses undertaken at other regionally accredited institutions of higher education or while in residence. To be determined by transcript review in the Office of the Dean of Arts and Science.

## Transcripts and Academic Records

**ACCESS TO STUDENT EDUCATIONAL RECORDS (FERPA)**

Rollins College complies with the Family Educational Rights and Privacy Act (FERPA). The Act is as follows:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Parents or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by [Rollins College] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

- Parents or eligible students have the right to provide written consent before the university discloses personally identifiable information (PII) from the student's educational records. [Rollins College] must have written permission from the parent or eligible student in order to release any information from a student's education record. [Under FERPA, however, Rollins College is permitted] to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student seeks or intends to enroll;
  - Specified officials, such as Federal, State, or local educational authorities, for the purposes of audit or evaluation of supported educational programs, or enforcement of compliance with legal requirements relating to those programs;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies;
  - State and local authorities, within a juvenile justice system, pursuant to specific State law;
  - Parents of an "eligible student" to his or her parents if the student is a "dependent student," as defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax statement, the school may non-consensually disclose the student's education records to both parents;
  - A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding:
  - The general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her; and
  - Parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

[Rollins College] may also disclose, without consent, "directory information." "Directory information" is personally identifiable information that is not generally considered harmful or an invasion of privacy if disclosed and may include information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, [Rollins College] must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. [Rollins College] must notify parents and eligible students annually of their rights under FERPA. The actual means of notification...is left to the discretion of each school.

Under FERPA, Rollins College may define and disclose "directory information" provided that students and/or parents are notified of items that are deemed to be "directory information." As such, Rollins College defines "directory information" as including the following, as applicable:

- Name
- Address
- Telephone number
- E-mail address
- Date and place of birth
- Individually identifiable photographs of the student solicited or maintained directly by Rollins as part of the educational record
- Enrollment status, full-/part-time classification, and class level
- College/division, dates of attendance, and class schedule
- Major and minor field(s) of study
- Expected and actual graduation date
- Degrees, awards, and honors received
- Official athletic participation and athlete height and weight
- Name and location of most recent previously attended educational institution

Sources:

- U.S. Department of Education, http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html and http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html
- Cornell University Law School Legal Information Institute, http://www.law.cornell.edu/uscode/html/uscode26/usc_sec_26_00000152----000-.html

**RETENTION OF RECORDS**

The Office of Student Records at Rollins College retains records and registration documents according to the guidelines established by the American Association of Collegiate Registrar and Admissions Officers (AACRAO). Academic records, change of grade forms, original grade sheets, and graduation lists are considered permanent and are not discarded. Records are kept from one (1) to five (5) years after graduation or date of last attendance. Written records retention policies are available from the Office of Student Records.

**TRANSCRIPTS**

The Office of Student Records produces official and unofficial transcripts of students' academic work at Rollins College. Official transcripts of the College include the following information: course prefix and number, course title, grades, term and cumulative grade point averages, earned hours, academic standing, date of graduation and degrees, certifications or academic honors earned, and, if appropriate, transfer or affiliated coursework and transfer grades.

Written requests for transcripts with signature and other identifying information are required and may be submitted in person, by mail, or by facsimile. E-mail and/or telephone requests are not accepted in order to protect the privacy of students.

Payment of a nominal fee is required prior to processing of all requests and additional charges for rush services may be assessed. Current students may opt to have fees charged to their student accounts, all other requests must be prepaid by check or credit card. Specific instructions and fee schedules are available on the Student Records web page (r-net.rollins.edu/studentrecords/transcript.html).

Under no circumstances will transcripts be issued to any student who has an outstanding debt due to the College or any other hold on their College account.

Requests for official transcripts must be made **in writing** to:

Office of Student Records
Rollins College
1000 Holt Avenue - 2713
Winter Park, FL 32789

## Leaves and Withdrawals

**GENERAL GUIDELINES**

Students who wish to take a leave of absence must make this request through the Office of the Dean of Student Affairs, Warren Administration Building, Second Floor. A leave of absence may be granted for a program of work, study, or travel that demonstrably contributes to the student's personal development or program of study at Rollins, or for medical, financial, or personal reasons. Students may not remain on campus while on a leave of absence. Students who need to return to campus while on leave may do so only after coordinating with the Dean of Student Affairs.

Students may apply for a leave of absence for no more than one (1) academic year.

Requests for a leave of absence must be filed prior to the beginning of classes for a full refund for the first term of the leave and be approved by the Dean of Student Affairs. Requests filed after the start of classes will be subject to a prorated refund schedule. The Dean requires approval from the student's faculty advisor if the plans for a leave of absence contribute directly to the Rollins program of study.

Students studying off-campus in a Rollins or other affiliated program need not apply for a leave of absence. Such students register through the Office of International Programs.

Applications for readmission from a leave of absence are submitted to the Dean of Student Affairs. Readmission will only be considered by the Dean of Students for students who have been gone from the College no longer than one (1) academic year (two semesters). Students who are absent longer than (1) one year must reapply through the standard College admission process as a Transfer Student. Students who took a leave for medical reasons must furnish a physician's statement certifying that they are able to resume their studies. Any student readmitted after an absence may be subject to the academic requirements stated in the current College Catalogue. Requests for readmission from a personal leave of absence should be submitted no later than three (3) weeks before the first day of classes. Applications should include all appropriate supporting documentation.

Students may voluntarily withdraw from Rollins by filing a withdrawal form by appointment with the Dean of Student Affairs Office. After the second week of classes, the withdrawal is recorded on the student's transcript as a 'W.' Students who withdraw from the College after the Friday of the tenth week of classes (the "Drop without Penalty" deadline) are assigned grades of 'WF' for all their courses. After the Friday of the tenth week of classes (the "Drop without Penalty" deadline), students may not withdraw from courses without receiving failing grades, except for illness or other compelling reasons to be defined by the Academic Affairs Committee.

**MEDICAL LEAVE**

**For students who are temporarily unable to continue their studies due to medical or psychological issues.**

Medical Leave is a category of non-academic leave. While on leave the student is not considered to be currently enrolled in the College, but is considered to be in good standing with the College.

The Dean of Student Affairs grants a medical leave of absence to a student. Because a medical leave is sometimes needed to cope with sudden emergencies, a student may request a medical leave at any time during the semester. The medical leave must, however, be approved/granted prior to the end of classes for the academic semester in order to take effect for that semester.

The length of the medical leave depends on the nature and severity of the health concern. It is the concern of the Office of Health Services and the Office of Counseling and Psychological Services that the leave be long enough to allow a student to regain the health and energy required to manage a full-time academic load in a residential environment. In the case of physical medical leaves, the length of the leave is determined by the length of time needed to ameliorate the physical ailment. In contrast, due to the nature of psychological medical leaves, a student often requires at least one (1) additional semester for treatment and stabilization of the condition.

To take a medical leave, a student may speak with either the Dean of Student Affairs, someone in Health Services, or Counseling and Psychological Services. Before a leave is granted, a student must consult with either the Director of Health Services or the Director of Counseling and Psychological Services to determine whether or not the condition can be successfully managed. Requests for a medical leave require thorough and credible documentation by an appropriate health care provider. These professional staff will then make a recommendation to the Dean of Student Affairs as to whether the leave is warranted and create a written plan for what needs to be accomplished during the leave. When students are placed on medical leave, all grades for the semester are noted as 'W' withdrawn. Students found responsible for violations of the College's Honor Code will receive any grades that are a part of Honor Council sanctions.

Student athletes should consult with the Director of Athletics or the compliance officer to determine if a medical leave will impact their NCAA eligibility.

International students should consult with the Director of International Student and Scholar Services regarding the effect of a medical leave on their immigration status.

Students receiving financial aid (grants, loans, and/or scholarships) should consult with the Office of Financial Aid before requesting a medical leave to determine the impact on their financial aid when they return.

Students on any type of leave are not eligible to enroll in the student insurance plan. Eligibility requirements of the plan stipulate that the student must be a full-time undergraduate Arts and Sciences student taking a minimum of 12 credit hours and must actively attend classes for at least the first 31 days after the date for which coverage is purchased. These requirements are not established by Rollins College, but by the student insurance company and are standard across most if not all student insurance plans.

If students have other considerations, such as, Honors Degree Program status or course requirements for a major, they should consult with academic departments and advisors.

Students on medical leave are not automatically reinstated to Rollins College. The student will be asked to provide documentation and a written recommendation from an appropriate health care provider to the Dean of Student Affairs confirming the student has completed all treatment recommendations and that the student's health will support a successful return to full-time academic work on a residential campus. The Dean will present this information to the Reinstatement Committee for consideration of and planning for the student's return. Both student and parent must review and agree to the requirements outlined on the Contract for Success before reinstatement. No academic credit earned during a medical leave will be transferable back to the College.

All written documents for requests regarding a return from medical leave must be received by **June 1 for fall semester and November 1 for spring semester**.

If students are not prepared to return to the campus in the semester following 12 months of medical leave, they must request in writing an extension of the medical leave. This request should be submitted to the Dean of Student Affairs and should include specific information about the student's need for more time away.

The College may require a student to take a medical leave of absence if, in the judgment of the Dean of Student Affairs and the professional staff of the Division, the student: (a) poses a threat to the lives or safety of himself/herself or other members of the Rollins community; (b) has a medical or psychological problem which cannot be properly treated in the College setting; or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Rollins community.

Students will not be granted more than two (2) medical leaves, each of one (1) year duration, for a total of not more than two (2) years.

[Note: In making the decision to require a student to take a medical leave, the Dean of Student Affairs must act out of concern for the student and his or her rights, concern for the other students, and concern for the College as a whole. The Dean will have to consider whether the College is able to provide the level of care and guidance needed, whether there is a likelihood that the student will pose a threat to himself/herself or others, and/or to what extent the student seriously interferes with the rights of the others in the community to carry on their educational pursuits.]

For both voluntary and required leaves, the policy on refunds as posted by the Bursar will apply.

**READMISSION REQUIREMENTS FOR MEDICAL LEAVE**

If a student must leave Rollins for medical reasons, he or she must take sufficient time away to adequately address the issues that necessitated the leave. Students who depart the College after the tenth week of classes in any semester may not return until after the expiration of both the semester during which leave was taken and the next full fall or spring semester, i.e., a student who takes a medical leave in December, if readmitted on petition, may not return until the fall of the following school year.

During this absence, the College expects the student to undergo professional health-care treatment as the primary method of resolving the problem. Failure to seek ongoing treatment of a kind appropriate to the health problems will raise serious doubt as to the student's readiness to resume student status. In such a case, the College may withhold admission until such time that appropriate treatment has been received.

A student on medical leave who wishes to return, must initiate a request for readmission by writing a letter to the Dean of Student Affairs detailing what has been accomplished during the absence. The student must also provide supporting documentation from a healthcare professional that addresses the following: the specific diagnosis that precipitated the need for care; the treatment plan; gains that were made as a result of the treatment; the readiness of the students to return to Rollins and the potential impact of the intellectual, physical, and personal demands of being a full-time residential student; any special conditions under which the student should be readmitted; and a recommended treatment plan to support the student's transition back to campus. To facilitate the decision for readmission, the student must grant permission for the off campus healthcare provider to consult with the appropriate professional at Rollins, i.e., the Director of Counseling and Psychological Services or the Director of Health Services. Requests for readmission and the supporting documentation are due no less than three (3) weeks prior to the first day of classes for the fall and spring semesters.

The information gathered is reviewed by a committee comprised of the Dean of Student Affairs, the Director of Counseling and Psychological Services, the Director of Health Services, and the Director of Residential Life. When a student is permitted to return, special conditions or requirements may be outlined, and upon return, the student is expected adhere to the prescribed conditions or requirements. Failure to do so may result in the student's dismissal from the College. The decision to readmit a student from a health leave of absence is a provisional judgment which may be reversed if a student fails to be a responsible member of the Rollins community.

**COMPASSIONATE LEAVE**

A student may request a leave of absence when extraordinary personal reasons, not related to the student's physical or mental health prevent the student from continuing classes, e.g., death in the immediate family. Requests are made to and approved by the Dean of Student Affairs.

If the student departs after the start of the semester, the student will be granted grades of 'W' in all enrolled courses (even if the normal deadline for withdrawal without penalty has passed). A student on compassionate leave who wishes to return may do so by initiating a written request for readmission to the Dean of Student Affairs. Requests for readmission are due no less than three (3) weeks prior to the start of classes.

**PERSONAL LEAVE**

A leave of absence may be granted for a program of work, study, or travel that demonstrably contributes to the student's personal development or program of study at Rollins. A student may also request a personal leave for reasons related to financial hardship. Requests for personal leave are submitted to the Dean of Student Affairs. Requests for readmission are due no less than three (3) weeks prior to the start of classes.

**FINANCIAL AID**

Students leaving the College in the middle of the semester should pay particular attention to how this might affect current financial aid eligibility. Please refer to the FAQ's on the Student Financial Aid Office website, http://www.rollins.edu/finaid/, or speak with the Student Financial Aid Office directly.

Students who withdraw or leave the College for a duration greater than one (1) academic year are not guaranteed a similar financial aid award package upon their return. The policies and availability of financial aid might vary from one year to the next. Therefore, no student is guaranteed Rollins' grants and scholarships upon their return to the College. Students who have been gone for more than one (1) academic year will be considered for financial aid in comparison to all other Transfer Students being admitted in that same semester.

## Appeals of Academic Policies

Rollins College is committed to fostering the academic and social success of each student. In the event the College deems a student's work or behavior to be unacceptable, the student will be suspended academically and progress toward graduation will be disrupted. Students suspended academically from campus are advised to spend the intervening time addressing the scholastic and/or social issues that led to the suspension from Rollins College. Suspended students may attend another institution of higher learning, but Rollins College does not award credit for any academic work the student undertakes during the period of suspension.

Academic Suspension:

When a student's study and work habits do not meet the high standards required of Rollins College, a suspension may be well spent at another institution developing more effective habits. **No academic credit earned during an academic suspension will be transferable back to the College.**

Social Suspension:

When personal or social issues have led to the suspension, Rollins College requires the student to use the suspension to address the personal and/or social issues impeding academic success. In the case of a social suspension, enrolling in another academic institution for the suspension may not be to the student's advantage. **No academic credit earned during a social suspension will be transferable back to the College.**

Readmission Procedure:

Before a student will be readmitted to the College, s/he must present a case demonstrating s/he is prepared to resume academic work. Typically, this includes a letter from the student detailing how the issue(s) related to the suspension were successfully addressed. In addition, the student is required to arrange an interview with a representative from the Office of the Dean of Arts and Sciences or Professional Studies to discuss readmission to Rollins College.

Students may appeal to the Academic Appeals Committee the effects of any academic policy that applies to them. All appeals must be made within one (1) year of the conclusion of term for which the appeal is made. To submit an academic appeal, the student must complete the following steps.

Step I: Consult with their academic advisor, then schedule an appointment with the coordinator of academic appeals, Mae Fitchett (407-646-1559), to dicsuss their individual situation and to determine required documentation.

Step 2: **Submit a written Appeal using the online appeals process**.

Step 3: **Review their DegreeWorks academic audit for accuracy**. Report any discrepancies to the Office of Student Records.

Step 4: **Submit all supporting documentation to accompany the appeal to Mae Fitchett**, with an explanation or note that it is to accompany the appeal. **Students should follow-up to confirm that documents were received**.

The Committee will discuss appeals only after all required documentation has been submitted. Required documentation also may include information from the advisor and/or professor. It is the student's responsibility to ensure that all documentation is submitted by the dates outlined on the Academic Appeals web site; appeals received after the student deadline will be reviewed at the next Appeals meeting.

Additional information and procedures for academic appeals may be found on the Academic Appeals web site https://rpublic.rollins.edu/sites/ASCPS/SitePages/Academic%20Appeals.aspx .



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Rollins College
1000 Holt Avenue
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(407) 646-2000

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Presidents | Officers | Trustees

## Presidents of Rollins College

Edward Payson Hooker, 1885-1892

Charles Test Grandison Fairchild, 1893-1895

George Morgan Ward, 1896-1902

William Fremont Blackman, 1902-1915

Calvin Henry French, 1917-1919

Robert James Sprague, 1923-1924

William Clarence Weir, 1924-1925

Hamilton Holt, 1925-1949

Paul Alexander Wagner, 1949-1951

Hugh Ferguson McKean, 1951-1969

Jack Barron Critchfield, 1969-1978

Thaddeus Seymour, 1978-1990

Rita Bornstein, 1990-2004

Lewis M. Duncan, 2004-2014

*Frederick Wolcott Lyman, John Howard Ford, George Morgan Ward, Robert James Sprague, Hugh Ferguson McKean, Frederick William Hicks IV, and Craig McAllaster all served brief periods as Acting Presidents.*

## Officers of the College

David H. Lord
Chairman of the Board

Grant H. Cornwell
President

Craig M. McAllaster
Interim Provost

Jeffrey G. Eisenbarth
Vice President for Business & Finance and Treasurer

Ronald J. Korvas
Vice President for Institutional Advancement

Mamta M. Accapadi
Vice President for Student Affairs



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# Rollins College - Administrative Staff

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## Administrative Staff

*Mamta M. Accapadi*
Vice President for Student Affairs; B.A., M.Ed., Ph.D., University of Texas at Austin.

*Giselda Beaudin*
Director, International Programs; B.A., Brown University; M.A., Binghamton University.

*Scott Bitikofer*
Director, Facilities Management; B.S., University of Central Florida.

*Mandy Booker*
Director of Financial Services and Bursar; B.A., Butler University; M.B.A., Rollins College, Crummer Graduate School of Business.

*Steve Booker*
Interim Dean of Enrollment Management; B.A., Rockford College; M.B.A., Rollins College, Crummer Graduate School of Business.

*Lauren Bradley*
Director, Public Affairs; B.S., M.A., University of Florida.

*Connie Briscoe*
Director of Wellness, Wellness Center;

*Edward Bustos*
Director, International Admission; B.A., Rollins College; M.B.A., Rollins College, Crummer Graduate School of Business.

*Sharon Carrier*
Special Assistant to the President; B.A., M.A., Florida State University; Ph.D., University of Florida.

*Jennifer J. Cavenaugh*
Associate Dean of Arts & Sciences; B.A., Dartmouth College; M.F.A., Brooklyn College; Ph.D., University of Washington.

*Laura Cole*
Editorial Director; B.A., M.A., Rollins College.

*Jeffrey Eisenbarth*
Vice President for Business and Finance and Treasurer; B.A., M.B.A., University of Idaho.

*Mae Fitchett*
Senior Academic Enhancement Coordinator, Thomas P. Johnson Student Resource Center; B.S., M.Ed., Virginia State University.

*Nicholas Georgoudiou*
Director, Holt School Admission; B.A., University of Central Florida; MBA, Rollins College.

*Joanne Hanley*
Director, Advancement, Hamilton Holt School; B.A., University of Florida.

*Matthew Hawks*
Director, Human Resources; B.A., M.L.I.R., Michigan State University.

*Leon Hayner*
Director, Residential Life; B.A., University of Northern Colorado; M.Ed., Texas Tech University; M.B.A., Crummer Graduate School of Business.

*Meredith Hein*
Director, Center for Leadership and Community Engagement;

*Ena Heller*
Bruce A. Beal Director of the Cornell Fine Arts Museum; Ph.D., New York University.

*Meribeth Heubner*
Associate Dean, Hamilton Holt School; B.A., University of Georgia; M.A., Georgia State University; M.Ed., Georgia Southern.

*Toni Holbrook*
Assistant Provost for Institutional Effectiveness; B.S.J., University of Florida; M.B.A., Crummer Graduate School of Business, Ed.D., University of Florida.

*Abby Hollern*
Director, Center for Inclusion and Campus Involvement

*Connie Holt*
Director, Student Services, Hamilton Holt School; B.A., M.A., Rollins College.

*Tom Hope*
Associate Vice President of Marketing & Communications; B.F.A., University of Florida; M.B.A., University of Central Florida.

*Allisa Johnson*
Assistant Vice President for Student Affairs Career & Life Planning/Director, Academic Internships; B.A., M.S.W., M.B.A., University of Illinois at Urbana-Champaign.

*Elaine Kessinger*
Director, Advancement Research; B.A., Rollins College.

*Ron Korvas*
Vice President for Institutional Advancement; B.S., M.Ed., University of Toledo, Ph.D., University of Missouri-Kansas City.

*Lorrie Kyle*
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*Cindy Bowman LaFronz*
Director, Community Relations; B.A., Capital University.

*Udeth Lugo*
Director, Institutional Research; Director, Special Programs and Strategic Planning; B.A., Brooklyn College; M.Ed., University of Central Florida.

*Sharon Lusk*
Assistant Dean, Hamilton Holt School; B.A., M.A., Rollins College.

*Maria Martinez*
Assistant Vice President, Human Resources and Risk Management; B.A., Allentown College of St. Francis de Salles; M.A., Lehigh University.

*Robin Mateo*
Director of Student Records; B.A., M.B.A., Rollins College.

*Devon Massot*
Director, Grants and Contracts; B.A., University of North Florida.

*Craig McAllaster*
Interim Provost; MA, Alfred University; MA, EdD, Columbia University.

*Michele Meyer*
Lord Family Assistant Vice President for Student Affairs-Community; B.S., State University of New York College at Fredonia; M.A., Bowling Green State University.

*Jonathan Miller*
Director, Olin Library; B.A., University of Sheffield (England); M.L.S., State University of New York at Buffalo; Ph.D. (candidate), University of Pittsburgh.

*Kenneth Miller*
Director, Campus Safety; B.A., Norwich University.

*Joseph Monti*
Director, Foundation Relations; B.A., University of Pittsburgh at Bradford; M.B.A., St. Bonaventure University.

*Jill Norburn*
Director, Center for Lifelong Learning; B.S., M.A., Ph.D., University of Central Florida.

*Caroline Ocampo*
Director of Accounting; B.S., University of Central Florida; M.B.A., Crummer Graduate School of Business.

*Pennie Parker*
Director of Athletics; B.A., University of Georgia.

*Norah Perez*
Director, Student Employment; B.A., M.H.R., Rollins College.

*Holly Pohlig*
Director, Admission; B.A., Rollins College

*Maeghan Rempala*
Director, Community Standards and Responsibility;

*David C.S. Richard*
Dean of Hamilton Holt School; B.A., University of California, San Diego; M.Ed., Harvard University; M.A., Ph.D.,

University of Hawaii.

*Gail Ridgeway*
Director of Disability Services; B.A., M.Ed., Murray State University.

*Jennifer Ruby*
Director, International Student and Scholar Services; B.A., Gettysburg College; M.A., St. Johns University.

*Patricia Schoknecht*
Chief Information Officer; B.S., George Washington University; M.S., Virginia Tech; Ph.D., Cornell University.

*Jayashree Shivamoggi*
Director, External Scholarship Advising; B.S., M.S., Karnatak University, India; Ph.D., University of Central Florida.

*William Short*
Assistant Vice President, Finance and Assistant Treasurer; B.A., University of North Florida. Certified Public Accountant.

*Gail Sinclair*
Executive Director of Winter Park Institute; B.A., M.A., University of Missouri, Kansas City; Ph.D., University of South Florida.

*Robert Smither*
Dean, College of Arts & Sciences; B.A., Indiana University, M.A., California State University at San Francisco, Ph.D., The Johns Hopkins University.

*Debra K. Wellman*
Dean, College of Professional Studies; B.S., Illinois College; M.S., Eastern Illinois University; Ph.D., University of Toledo.

*Meghan Harte Weyant*
Assistant Vice President of Care & Dean of Students; B.S., Central Michigan University; M.Ed., Grand Valley State University.

*Tricia K. Zelaya*
Director, Student Success; B.S., M.A., Ohio University; Ph.D., The Ohio State University.

James Zimmerman
Director, Johnson Institute; B.S., University of Illinois at Urbana-Champaign; Ph.D., University of Michigan.

***Please click here to see***
***Crummer Graduate School of Business (Rollins MBA)***
***administrative staff listings.***

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# Rollins College

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Rollins Faculty

*Dates indicate (1) first appointment at Rollins and (2) year of receiving present rank.*

*Vidhu Aggarwal*
Associate Professor of English (2005;2005); B.A., University of Chicago; M.A., Ph.D., University of Southern California. Specializations: transatlantic modernism, 19th- and 20th-century American and British literature, Asian-American and minority literatures, and composition and rhetoric for native and non-native speakers.

*Barry S. Allen*
Associate Professor of Environmental Studies (1982;1982); B.A., University of Miami; Ph.D., University of Pennsylvania. Specializations: environmental economics, national park policy, and sustainable development.

*Joshua Almond*
Associate Professor of Art/Sculpture (2008;2014); B.A., Rhodes College; M.F.A., Arizona State University. Specializations: sculpture (traditional and contemporary), three-dimensional design, studio furniture, boat-building, and contemporary art and theory.

*Anna Alon*
Associate Professor of Accounting (2009;2015); B.S, Case Western Reserve University; M.B.A., Rollins College, Crummer Graduate School of Business; Ph.D., University of Central Florida. Specializations: financial and managerial accounting, accounting in transitional economies, adoption and implementation of international financial accounting standards, and transnational accounting regulation.

*Ilan Alon*
George D. and Harriet W. Cornell Professor of International Business, College of Arts and Sciences and Roy E. Crummer Graduate School of Business (2003;2007); B.A., M.B.A., Fairleigh Dickinson University; M.A., Ph.D., Kent State University. Specializations: international management, global franchising, political and country risks, pedagogy, emerging markets, and markets of East Asia, China, the Middle East, and Russia.

*Angelina Altobellis*
Digital Archivist, Olin Library (2013;2013); B.A., University of Massachusetts-Amherst; M.A., University of Texas at Austin; M.S., Simmons College Graduate School of Library and Information Science. Specializations: sustainable digital stewardship practices in small- and mid-sized libraries, web archiving, and personal digital archiving.

*Mark S. Anderson*
Professor of Mathematics (1988;2005); B.A., Houghton College; M.S., Ph.D., University of Virginia. Specializations: algebraic and differential topology, and topological graph theory.

Amy Armenia
Associate Professor of Sociology (2014; 2014); B.S., Ph.D., University of Massachusetts-Amherst. Specializations: sex and gender, care work, social inequalities, and research methods.

*Danny Arnold*
Professor of International Business (2012;2012); B.S., M.B.A., D.B.A., Louisiana Tech University.

*Richard (Wade) Arnold*
Visiting Assistant Professor of Business (2015;2015); B.A., M.S., Mississippi State University; M. Div., Baylor University, Ph.D., University of Florida at Gainesville. Specializations: workplace sense of community, employee engagement, organizational behavior, positive psychology in the workplace, psychological well-being in the workplace, and workplace spirituality.

*Benjamin Balak*
Associate Professor of Economics (2002;2007); B.A., The American University of Paris (France); Postgraduate Diploma, The University of Kent at Canterbury (United Kingdom); Ph.D., University of North Carolina at Chapel Hill. Specializations: ethics, history, and philosophy of economics; economics of ethics; economic rhetoric and modernity; comparative economic systems and cultures; and principles of macro and micro economics.

*Josephine Balzac*
Visiting Assistant Professor of Business (2015;2015); B.A., University of Central Florida, J.D., Florida A&M University College of Law, LL.M, George Washington University Law School. Specializations:

*Avraham Baranes*
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*Melissa Barnes*
Associate Professor of Theatre Arts & Dance (2013;2013); B.A., Loyola University; M.F.A., Roosevelt University. Specializations: somatic re-patterning through experiential anatomy and developmental movement explorations, physical integration applicable to acting, dance, and singing.

*Gabriel I. Barreneche*
Professor of Modern Languages and Literatures (2003;2015); B.A., Boston College; M.A., Ph.D., University of California-Los Angeles. Specializations: Hispanic languages and literature including 20th-century Latin American literature, peninsular drama and poetry, and golden age literature.

*Pedro J. Bernal*
Professor of Chemistry (1986;2006); B.S., Ph.D., University of Tennessee. Specializations: physical and general chemistry, and the philosophy of science.

*Gay Biery-Hamilton*
Associate Professor of Latin American and Caribbean Affairs (1994;2003); B.S., M.A., Ph.D., University of Florida. Specializations: Brazilian Amazon, economic and ecological anthropology, economic development, culture change, water resources, political ecology, medical anthropology, women and development, and ideology.

*Alexander P. Boguslawski*
Professor of Modern Languages and Literatures (1983;1992); M.A., University of Warsaw; Ph.D., University of Kansas. Specializations: Old Russian literature and painting, Russian culture and folklore, 19th- and 20th-century Russian literature, and problems of translation.

*William C. Boles*
Professor of English (1995;2006); B.A., Wake Forest University; M.A., University of Maine; Ph.D., University of Tennessee. Specializations: dramatic literature, contemporary British and American drama.

*Richard K. Bommelje*
Professor of Organizational Communication (1974;2013); B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Specializations: leadership, listening, and management.

*Dexter S. Boniface*
Weddell Chair of the Americas and Professor of Political Science (2003;2015); B.A., Miami University (Ohio); M.A., Ph.D., University of Illinois. Specializations: Latin American and Brazilian politics, politics of market reforms, political economy of development, authoritarianism and democratization, state-society relations, and knowledge accumulation and methodology.

*Rita Bornstein*
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*Michele Boulanger*
Assistant Professor of International Business (2011:2012); B.S., M.S., University of Paris, France; Ph.D., University of Rhode Island. Specializations: applied mathematics, statistics.

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Associate Professor of Education (1987;2004); B.S., University of Georgia; M.S., Central Missouri State University; Ed.D., Teachers College, Columbia University. Specializations: curriculum theory, critical theory, critical pedagogy, and service learning.

*Sharon L. Carnahan*
Professor of Psychology (1990;2001); Director, Rollins Child Development Center; B.A., Hope College; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: child development, psychology and religion, and early childhood interventions.

*Julie Carrington*
Associate Professor of Mathematics and Computer Science (1992;1998); B.S., University of Central Florida; Ph.D., University of Central Florida. Specializations: graph theory, design and analysis of algorithms, and computational theory.

*Gregory L. Cavenaugh*
Assistant Professor of Communication (2005;2012); B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Louisiana State University. Specializations: performance studies, rhetorical and cultural criticism, and communication studies.

*Jennifer J. Cavenaugh*
Winifred M. Warden Professor of Theatre Arts and Dance (2005;2009); B.A., Dartmouth College; M.F.A., Brooklyn College; Ph.D., University of Washington. Specializations: ancient, medieval, Renaissance, and 19th-century British and American theatre; theatre history; gender and performance; feminist theatre; and American musical theatre.

*Julian C. Chambliss*
Associate Professor of History (2003;2010); B.S., Jacksonville University; M.A., Ph.D., University of Florida. Specializations: U.S. urban history, race and ethnicity, African-American history, gender, popular culture, and urban politics.

*David A. Charles*
Associate Professor of Theatre Arts and Dance (2003;2009); B.A., Roosevelt University; M.F.A., Western Illinois University; Ph.D., Louisiana State University. Specializations: global improvisational movements and structures, marginalized traditions (psychodrama and oral poetry), and traditional performance modes (Apidan drama, Japanese renga poetry, and the Maori haka).

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*Head of Digital Services and Systems, Associate Professor and Reference Librarian, Olin Library (2000;2006); B.A., University of Dallas; M.A., Syracuse University; M.L.S., State University of New York at Buffalo. Specializations: 18th-century English literature, satire, science fiction, and library technology.*

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- Sexuality, Women's, and Gender Studies
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## College of Professional Studies

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**College of Arts & Sciences**

True to its name, a liberal arts education is a process of liberating the mind.
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Offering programs that employ a liberal education as a life-long foundation for professional growth.
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The Rollins MBA has been ranked among the finest graduate business programs in America by *Forbes* magazine.
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# Sustainable Development and the Environment

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## Sustainable Development and the Environment (minor only)

*Allen Gunter Lairson Lines*

The interdisciplinary minor in sustainable development and the environment examines whether transnational corporations can be both competitive and responsible by pursuing a strategy of sustainable development. The minor includes a set of courses that examine carefully the concept of sustainable development in an increasingly global economy. These courses are based on the premise that sustainable development means reconciling the need for economic growth, particularly in developing nations, with the need to protect both natural resources and the quality of life.

This minor will appeal primarily to students majoring in environmental studies or international business, but it will be available to other students as well. It includes a prescribed sequence of academic courses in conjunction with opportunities for practical applications of course theory through field study practical.

Students who complete this minor will gain an understanding of:

- the basic principles of environmental protection and sustainability;
- the emergence and consequences of globalization;
- the increasing role of international cooperation in managing environmental problems;
- the political economy of transnational corporations;
- the range of both positive and negative behaviors of transnational corporations in developing countries, and the ability to evaluate the environmental consequences of those behaviors; and
- recent attempts to measure and evaluate sustainable development, including indicators of corporate practice.

**MINOR REQUIREMENTS**

Twenty-eight (28) semester hours are required: four (4) core courses, worth four (4) semester hours each and two (2) seminar/practicum courses worth six (6) semester hours each.

*CORE COURSES*

- **INB 200 Introduction to International Business**
- **ENV 292 Political Economy of Environmental Issues**
- **ENV 348 Sustainable Development**
- **INB 225 Sustainable Business Practices**

*SEMINAR/PRACTICUM COURSES*

Seminar/practicum courses serve as case studies in sustainable development. Each is comprised of a semester-length seminar followed by a study-abroad practicum. All are focused on Latin America and the Caribbean, areas that serve as representative case studies to illustrate a wide range of issues in sustainable development. Two (2) courses with field study component are required.

- **ENV 365 Environment and Development in Central America**
- **ENV 365F Central America Field Study**
- **ENV 375 Island Economies and Sustainability in the Caribbean**
- **ENV 375F Caribbean Field Study -- Dominica**
- **ENV 385 Sustainable Development in the Amazon Basin**
- **ENV 385F Amazon Basin Field Study**
- **INB 375 Global Production Systems and Sustainable Development**
- **INB 375F Northern Mexico Field Study**

## Course of Study

**ENV 365 Environment and Development in Central America:** Studies the need for broad-based sustainable development using Central America as a case study. Considers how widespread deforestation and rapid population growth have combined with other factors to depress living standards throughout the region. Examines why Costa Rica has attained a high level of human development. Explores appropriate models of sustainable development for the region. *Co-requisite*: ***ENV 365F.***

**ENV 365F Central America Field Study:** The Central Highlands of Costa Rica provide an excellent case study in sustainable development. Students observe and analyze models of sustainability in the areas of agriculture, tourism, and ecosystem services, while examining a wide range of projects including a large-scale coffee plantation, an organic coffee cooperative, and the Monteverde Cloud Forest Preserve. *Co-requisite*: ***ENV 365.***

**ENV 375 Island Economies and Sustainability in the Caribbean:** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Conservation of these resources for future generations while meeting the legitimate material needs of people in the region also discussed. Explores the prospects for sustainable economic development. *Co-requisite*: ***ENV 375F***.

**ENV 375F Caribbean Field Study:** Dominica is currently experiencing a major transition from an economy based primarily on agricultural exports to a tourism-based economy. Examines the tension between various competing interests and identifies opportunities for achieving broad-based sustainable development.***Co-requisite: ENV 375.***

**ENV 385 Sustainable Development in the Amazon Basin:** Examines the Amazon Basin, the largest remaining tropical ecosystem on earth, considering the crucial ecological services it provides as well as the exceptional biological and cultural diversity it supports. Reviews historic attempts to exploit the rich biological and mineral resources of the region, which failed through a misunderstanding of tropical ecology and an inability to recognize environmental limitations. Discusses new approaches to development that generate income while protecting crucial ecological systems supporting economic development. Examines such efforts in the areas of tourism, agriculture, forestry, and fisheries. Optional field study component also available. *Co-requisite: ENV 385F.*

**ENV 385F Amazon Basin Field Study:** The Peruvian Amazon provides an excellent case study of how governments, nongovernmental organizations, and private companies can form partnerships to promote sustainable development. Students work with local naturalist guides and project managers to gain a

comprehensive understanding of the ecotourism industry. *Co-requisite:ENV 385.*

**INB 375 Global Production Systems and Sustainable Development:** Examines the emerging system of global production and its consequences for sustainable development. Considers the global production systems in apparel, autos, and semiconductors. Examines the impact of these production facilities on the social, economic, political and environmental systems of Mexico and Central America. *Co-requisite: INB 375F.*

**INB 375F Mexico Field Study:** Examines the impact of transnational firms on water quality, public facilities, and housing. Factors linked to corporate responsibility in these areas are studied, including international public pressure, corporate values in the home office, national origin of home office, and local political pressure. *Co-requisite: INB 375.*



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# Africa/African-American Studies

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## Africa/African-American Studies (minor only)

Changes effective Fall Term 2013

*Faculty teaching Africa/African-American Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The interdisciplinary Africa/African-American Studies minor centralizes, honors, and teaches the importance of the presence and contribution of Africans and their New World descendants in Western culture and society.

**MINOR REQUIREMENTS**

Six (6) courses, including two (2) core courses, three (3) electives, (two (2) of which must be at the 300-level) and a senior independent study research paper with a significant community engagement component.

CORE COURSES

- **HIS 240 African American History I or HIS 241 African American History II**
- **ANT 207 Anthropology of Modern Africa**

ELECTIVE COURSES

- **ANT 232 Archaeology of Africa**
- **ANT 233 Indian Ocean in Antiquity**
- **ANT 259 Contemporary Middle East and North Africa**
- **ANT 277 Gender in the Middle East and North Africa**
- **ARH 204 Introduction to African Art**
- **ARH 304 African Art and Colonialism**
- **ARH 275 The Art of African Textiles, Dress, and Fashion**
- **CMC 350 Critical Race Theory**
- **EDU 271 School and Society**
- **EDU 280 Diversity in American Education**
- **ENG 140 Composition: Writing about Selected Topic - Writing About Race and Gender**
- **ENG 210 Language and Power**
- **ENG 275/324 African American Narratives**
- **ENG 304B American Literature Fiction - Harlem Renaissance**
- **ENV 206 Caribbean Environmental History**
- **HIS 370 Race and Ethnicity in the United States**
- **LAC 200 Foundations of Latin American and Caribbean Culture and Society**
- **MUS 160 History of Jazz**
- **POL 252 American Civil Rights Policy**
- **POL 306 Muslims in Western Politics**
- **POL 387 Constitutional Law: Civil Rights and Liberties**
- **REL 135 Religion in America**
- **REL 251 Topics in Religion - Islam and Society**
- **SOC 311 Social Movements**
- **SOC 356 The State of Black America**
- **SOC 355 Poverty and Social Welfare**

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# American Studies

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## American Studies

Changes effective Fall Term 2013

*Faculty teaching American Studies courses include members from all four divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

American Studies is an interdisciplinary major/minor that educates students for responsible leadership and productive careers. It encourages students to use multiple academic disciplines and perspectives to explore the complexity and diversity of this nation's history, literature, and culture. Students learn the role of ideas, discourse, and events in creating American culture. They examine the interplay of race, regional identity, politics, capitalism, globalization, and popular culture in developing an American identity.

**MAJOR REQUIREMENTS**

Majors complete ten (10) courses from at least five disciplines, including at least one class from each of the four core departments (English, History, Political Science, and Sociology). Students must also take at least one class from a department outside the four core departments. While study abroad is encouraged, a maximum of five (5) transfer courses will be counted toward the major.

CORE COURSES

Complete both of the following courses:

- **AMST 200 Introduction to American Studies**
- **AMST 490 Senior Seminar**

Complete two (2) of the following lower-level courses:

- **ENG 229 Selected Studies in American Literature**
- **HIS 143 US from 1877**
- **SOC 102 American Society**
- **SOC 211 Social Problems**
- **POL 160 Introduction to American Politics**

Complete two (2) of the following upper-level courses:

- **ENG 303 Historical Approaches to American Literature (prerequisites ENG 201/202)**
- **ENG 304 Genre Study in American Literature**
- **ENG 329/429 Selected Studies in American Literature**
- **HIS 311 History of American Sexuality**
- **HIS 346 American since 1945**
- **HIS 347 History of Urban America**
- **HIS 370 Race and Ethnicity in the United States**
- **HIS 375 Aspects of War: History of the Vietnam War**
- **POL 252 American Civil Rights Policy**
- **POL 343 American Presidency**
- **POL 346 American Voting and Elections**
- **POL 353 U.S. Foreign Policy**
- **POL 363 American Public Policy**
- **POL 381 Congress**
- **POL 382 American Constitutional Law**
- **POL 395 Theories of Democracy**
- **POL 481 Political Biographies**
- **SOC 311 Social Movements**
- **SOC 355 Poverty and Social Welfare**
- **SOC 356 State of Black America**

ELECTIVE COURSES

Complete two (2) of the following lower level courses:

- **ARH 260 Modern American Art**
- **ECO 121 Economics of Contemporary Issues**
- **ECO 126 Economics and Public Policy**
- **ECO 140 Nonprofit Economics**
- **ENG 242 Contemporary American Short Fiction**
- **ENG 245 Selected Studies in Popular Culture**
- **ENG 275/324 African American Narratives**
- **ENV 289 Nature and the City**
- **HIS 241 African American History II**
- **HIS 235 American Graphic Media**
- **HIS 207 Women in the Modern United States**
- **MUS 160 History of Jazz Music**
- **MUS 165 History of Rock and Roll**
- **PHI 226 Philosophy of Education**
- **PHI 240 Pragmatism, The American Dream and Its Discontents**

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- **PHI 215 Social and Political Philosophy**
- **POL 120 Problems in Political Thought**
- **POL 252 American Civil Rights Policy**
- **REL 135 Religion in America**
- **SOC 112 The Family**
- **THE 203 History of American Film**
- **THE 205 History of American Musical Theater**
- **THE 206 History of Radio and Television in America**
- **THE 295 History of American Theater**

Complete two (2) of the following upper level courses:

- **Any of the upper level core courses**
- **ARH 365 Special Studies: Modern American Art**
- **ECO 321 Labor Economics**
- **ECO 325 Distribution of Income and Wealth**
- **ENV 305L American Rivers**
- **ENV 380 American Environmental History**
- **ENV 390 Culture and Landscape**
- **MUS 363 American Music**
- **PHI 302 American Philosophy**
- **PHI 308 Politics and Poverty**

**MINOR REQUIREMENTS**

Minors complete six (6) courses from at least four disciplines, including at least one class from three of the four core departments (English, History, Political Science, and Sociology). Students must also take at least one class from a department outside the four core departments. While study abroad is encouraged, a maximum of three (3) transfer courses will be counted toward the minor.

CORE COURSES

Complete the following course:

- **AMST 200 Introduction to American Studies**

Complete one (1) of the following lower level courses:

- **ENG 229 Selected Studies in American Literature**
- **HIS 143 US from 1877**
- **SOC 102 American Society**
- **SOC 211 Social Problems**
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- **MUS 165 History of Rock and Roll**
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- **PHI 308 Politics and Poverty**

## COURSE OF STUDY

**AMST 200 Introduction to American Studies**: Introduces students to the interdisciplinary study of American culture and history. Emphasizes critical reading skills and writing from an interdisciplinary perspective. Students will synthesize varied primary sources (such as literature, film, and art) and disciplinary perspectives to form a better understanding of American society and its connection to the larger world. Topics vary by semester.

**AMST 490 Senior Seminar**: Allows opportunities for reflection on the complexities of interdisciplinary study and the methods and strategies of American Studies. Students will develop an extended problem-based project on the American experience as they refine their skills of scholarly research and writing. Requires senior status.



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# Anthropology

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## Anthropology

Changes effective Fall Term 2014

*Biery-Hamilton* *Kistler* *Lauer* *Moore*

*Newcomb* *Walz*

The anthropology major exposes students to many related subdisciplines of the field. Undergraduates take courses in cultural anthropology, biological anthropology, archaeology, and linguistics.

The study of anthropology develops analytical and research skills necessary for understanding the complexities of the world's cultures. It also prepares students for careers in business, law, government, and medicine.

Because anthropology emphasizes field research, the department provides opportunities to visit and study other modern cultures, as well as to analyze fossils and archaeological materials.

Anthropology encompasses many interests and approaches -- from archaeology to primate behavior. Anthropology courses probe the biological basis of human society, cultural mores, social change, and the development of civilization.

Anthropology majors must declare their major early and choose an advisor in the department.

**MAJOR REQUIREMENTS**
Ten (10) courses are required, six (6) of which must originate within the Department of Anthropology at Rollins.

CORE COURSES
All core courses must be taken at Rollins.

- **ANT 200 Cultural Anthropology**
- **ANT 210 Human Evolution**
- **ANT 228 Introduction to Archaeology**
- **ANT 300 Development of Anthropological Thought**
- **ANT 351 Language, Culture, and Society**

ADDITIONAL REQUIREMENTS

- **One (1) anthropology course at any level**
- **Three (3) anthropology courses at the 300-400 level, one of which includes a fieldwork component**
- **One (1) capstone seminar, seniors only**
- **Satisfactory performance on a comprehensive examination**

Students seeking recommendations for graduate school in anthropology must complete a course in statistics (chosen in consultation with a departmental advisor).

**MINOR REQUIREMENTS**
Six (6) courses are required: the five (5) core courses required of the major and one (1) anthropology elective, which must be at the ***300-400 level***. At least five (5) courses must be taken within the Department of Anthropology at Rollins.

## Course of Study

**ANT 150 Cultures of the World:** Surveys past and present peoples of the world. Introduces students to diversity and underlying unity of human culture from evolutionary and ecological perspectives. Suitable for nonmajors.

**ANT 200 Cultural Anthropology**: Compares and contrasts pre-industrial and industrial societies while introducing concepts and methodology in study of culture and human socialization. Focuses on relationship between human behavior and cultural adaptation. Suitable for nonmajors.

**ANT 201 Cultures of the Caribbean**: Surveys Caribbean history, anthropology, art, culture, and literature. Addresses the region's prehistory, colonialism, slavery, kinship, music, dance, race and identity, tourism, transnational encounters, and globalization

**ANT 202 Foundations of Latin American and Caribbean Culture and Society**: Surveys Latin American and Caribbean history, anthropology, and literature. Addresses the region's prehistory, colonialism, slavery, kinship, music, dance, race and identity, tourism, transnational encounters, and globalization.

**ANT 204 Global Pop: Hybridity, Presentation, and Politics of World Music**: Examines critical issues concerning the politics and equality of the global exchange of songs and explores musical ideas that involve non-western musical cultures.

**ANT 205/305 Topics in Anthropology**: Introduces subdisciplines. Varies from year to year. May be repeated for credit.

**ANT 206 Anthropological Perspectives on Love and Marriage:** Investigates patterns of courtship and marriage from a cross-cultural perspective. Hypotheses about the biological/evolutionary bases of male-female relationships reviewed in brief. Texts on love and marriage in non-Western cultures, and several articles and excerpts from larger works included.

**ANT 207 Anthropology of Modern Africa**. Introduces contemporary Africa from an anthropological perspective. Addresses the sociocultural characteristics and dynamic practices of African communities in the 21st century. All regions of the continent are discussed.

**ANT 210 Human Evolution**: Introduces physical anthropology. Reviews genetics, including evolution, then turns to nonhuman primates for models for human physical and cultural evolution. Examines human fossils and changes in human form and material culture. Dissects debates among paleontologists to illuminate how science works. Suitable for nonmajors.

**ANT 215 Human Ecology:** Introduces the ecological and anthropological study of human adaptation in tropical and subtropical regions. Special emphasis on the ecology of Latin America (the Amazon and Caribbean Basins), but also includes studies of other tropical and subtropical regions of the earth.

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CULTURAL ANTHROPOLOGY

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1000 Holt Avenue
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**ANT 217 Anthropology, Fiction and Literature:** Explores the possibility of representing other cultures through the writing of fiction. Examines experimental and fictional works by both anthropologists and non-anthropologists that portray other cultures in a compelling manner.

**ANT 219 Cultures of the Amazon:** Study of indigenous groups and *caboclos* (or *riberinhos*) in the tropical lowlands of South America. Examines the ecology of the region and human adaptations to the various ecosystems there during pre-historical, historical, and contemporary periods. Also examines ways in which traditional *caboclo* and indigenous adaptations can assist scientists and policy makers in developing strategies to use resources more sustainably in tropical Latin America.

**ANT 228 Introduction to Archaeology**: Surveys origins and cultures of early civilizations, including hunter-gatherers, the Neolithic, Sumerians, Egyptians, Mayans, Aztecs, and Incas. Contrasts ancient customs and processes of cultural change with those of modern civilization. Suitable for nonmajors.

**ANT 232 Archaeology of Africa**: Highlights critical topics about Africa's unique, long-term past, including early domesticates, technologies, urbanism, and global interactions. Examines African heritage and the politics of representation in the modern world.

**ANT 234 Archaeology of South Asia**. Provides a critical introduction to the archaeology of South Asia since the Neolithic. Addresses material evidence and key intellectual debates as well as the role of archaeology in contemporary narratives about heritage.

**ANT 251 Native American Cultures**: Introduces North American Indian culture, both traditional and modern, through in-depth analysis of various Indian societies, their problems, and their adaptive responses to changing environments. Places both Native American and "Anglo" culture in anthropological perspective. Suitable for nonmajors.

**ANT 252 Cultures of China**: Surveys cultures, peoples, and history of mainland China from primitive times until present. Suitable for nonmajors.

**ANT 254 Cultures of Japan**: Surveys Japanese culture from origins to present configurations, touching upon social institutions such as family, traditional and modern state systems, and modern Japanese corporations. Evaluates effects of modernization, influence of West, and predictions about future of Japanese society. Suitable for nonmajors.

**ANT 255 Middle East Culture**: Explores everyday lives of people in the Middle East as they negotiate the challenges of globalization, new media, human rights discourses, religion, and the legacy of colonialism.

**ANT 259 Contemporary Middle East and North Africa:** Explores the diversity of social life and cultures in contemporary Middle Eastern societies. Examines contemporary social, political, and religious issues of the Middle East and North Africa from an anthropological perspective.

**ANT 275 Sex and Gender: Biology and Culture**: Weighs extent to which sex roles are culturally or genetically determined. Draws on biology, sociology, psychology, and anthropology. Examines gender roles in different cultures, including non-Western societies, and applies insights to contemporary American culture. Suitable for nonmajors.

**ANT 277 Gender in the Middle East and North Africa:** Explores the concept of gender in the Middle East and North Africa from an anthropological perspective. Examines how religion, cultural practices, media, politics, and social class affect men's and women's roles in work, family, and society.

**ANT 300 Development of Anthropological Thought:** Traces development of classic anthropological thought. *Prerequisites:* major and junior/senior standing, or consent.

**ANT 301 Nutrition and Health:** A course about what people need to eat, how those needs have evolved, and how peoples' choices across cultures effect their health and the health of the environment. Discusses basic human nutritional requirements, and how evolution and culture have both worked to shape traditional and modern diets resulting in different disease patterns in different cultures. Some attention given to current U.S. practices, including fast food and factory farming, and their implications for the health of U.S. populations. *Prerequisite*: one ***ANT*** course.

**ANT 302 The Maya:** Uses the Maya's own words to analyze their historical representation. Explores Maya language, personhood, and oppression in Pre-Columbian, colonial, Civil War, and post-Civil War eras. *Prerequisite*: one ***ANT*** or ***LAC*** course.

**ANT 303 Women's Global Health**: Examines the plight of women's health, globally, in both developed and underdeveloped countries. We will use several theories, including political economy, feminism and alternative (non-Western) medical perspectives to analyze how culture, poverty, ethnicity, social class, migration, location, diseases exacerbated by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and reproduction affect women's health. We will examine existing public policy on women's health, and explore a human-rights based approach to women's health. *Prerequisite*: one ***ANT*** course.

**ANT 306 Medicine and Culture:** Examines how different cultures view disease and illness, how they explain illnesses, what they do about them, and how they use disease and illness as social controls. Discusses these issues in general and then as they apply to several specific cultures -- including our own. *Prerequisite*: one ***ANT*** or ***BIO*** course.

**ANT/GBH 310 Introduction to Global Health**: Examines the roles of biological and social factors in global health issues, paying particular attention to the health needs and concerns of poor and disadvantaged populations. Students will learn about some of the major health concerns of the developing world and look critically at how local and international communities attempt to address those problems.

**ANT 315 Women in the Developing World:** Explores the role and status of women in the developing world by examining how historical and contemporary processes have affected women's livelihoods and those of their families. Examines these economic and political strategies women use to ensure their interests. *Prerequisite*: one ***ANT*** course (must have taken at least one ***ANT*** course prior to this one).

**ANT 317 Anthropology and Global Problem Solving:** Explores the contribution of anthropology to the understanding of contemporary social issues such as globalization, inequality, migration, and development. Examines global issues from an anthropological perspective. *Prerequisite*: one ***ANT*** course.

**ANT 319 Cultures Without Borders: Globalization:** Examines the history and meanings of globalization by exploring related phenomena: migration and diaspora, nationalism and transnationalism, the rise of non-state actors, technology and flows of capital, and human rights issues. *Prerequisite*: one ***ANT*** course.

**ANT 320 U.S.-Middle East Foreign Relations and Culture Since 1900:** Examines the history of contact between the United States and the Middle East since 1900, from the combined geopolitical and cultural perspectives of political science and anthropology. *Prerequisite*: ***POL 100***, or ***POL 130***, or one ***ANT*** course.

**ANT 323 Foundations in Archaeology**: Presents subdiscipline of archaeology, including fieldwork, laboratory analysis, and theory. Students interpret past human behavior and cultural change from stone tools, ceramics and other artifacts, dietary remains, and settlement patterns. *Prerequisite:* ***ANT 210*** or ***ANT 228***.

**ANT 345 Brazilian Amazon: Culture and Environmental Change:** Explores the relationship between the ecology of the Brazilian Amazon and human beings. Considers the complexity of Amazonian habitats and human strategies within those habitats. Examines the social, economic, and environmental impacts resulting from governmental efforts. *Prerequisite*: one ***LACA***, ***ANT***, ***ENV***, ***IR***, or ***SOC*** course.

**ANT 350 Anthropology and the Family**. Explores kinship as a cultural institution around the world. Examines how political controversies, new reproductive technologies, and immigration policies impact our definitions of the family.

**ANT 351 Language, Culture and Society**: Examines origin of language, linguistic change, variability of speech vis-à-vis social factors (sex, class, ethnicity), and functions of language in shaping and reflecting cultural beliefs and values. Also discusses meaning, metaphor, and special language systems such as jargons, naming, and slang. *Prerequisite*: junior or senior standing.

**ANT 355 Middle East: Film and Culture**: Examines the contemporary cultures of the Middle East through the lens of film, while also studying the history of filmmaking in the region.

**ANT 360 Anthropology and the Environment**. Examines impacts that we, human beings, have had on the physical environment, beginning with the "invention" of agriculture. Focuses on contemporary human-environmental relationships, including our impact on climate, water and major ecosystems.

Examines consequences of human-induced alterations to the environment.

**ANT 362 Urban Anthropology**: Discusses the city -- and human adaptation to it -- in various cultures. Follows evolution of early cities (Mesopotamian, Mayan) and modern metropolises. *Prerequisite*: one ***ANT*** course.

**ANT 365 Real and the Supernatural in Latin America:** Examines relationships between belief systems and the economic, social, and political components of their cultures. Focuses on Latin American folklore traditions of the supernatural, including the conditions under which incidences of witchcraft increase; the pharmacological and psychological causes of the Haitian zombie phenomenon; the uses of magic; ritual sorcery among tropical groups; and shamanism and healing. *Prerequisite:* one ***ANT*** course.

**ANT 370 Forensic Anthropology:** Considers the basics of human osteology and the application of osteology to modern skeletal and crime scene investigation. *Prerequisite*: one ***ANT*** or one ***BIO*** course.

**ANT 375 Monkeys, Apes, and Humans**: Enters world of monkeys, apes, and prosimians, with eye towards understanding ecology and social organization of living species. Uses insights to explain and interpret human behavior. *Prerequisite:* one ***ANT*** course, one ***BIO*** course, or consent.

**ANT 377 Morocco: Culture and Society:** Seminar and accompanying field experience focused on Morocco's history and culture, as well as its position as a developing nation. Students are expected to participate in an international service learning field experience. *Prerequisites:* ***ANT*** major and consent.

**ANT 380 Doing Anthropology: The Anthropologist at Work:** Teaches anthropology major and minors, and other interested students, how to carry out anthropological fieldwork and how to write an ethnography. Primarily for majors and minors in anthropology. *Prerequisite*: one ***ANT*** course.

**ANT 400 Ethnohistory of the Maya:** History and socio-cultural role of the Maya in Southern Mexico and Central America from pre-Hispanic era to present. Upper-division anthropology seminar that gives credit in the LACA program.

**ANT 426 Seminar: Youth Cultures**: Explores values, norms, and social behavior of adolescents and young adults in tribal, agrarian, and urban societies, both Western and non-Western. Compares patterns of development in youth cultures of modern Europe, North America, and Asia, especially 20th-century student cultures. Also considers gender differences. *Prerequisite*: junior or senior standing.

**ANT 451 Seminar: Applied Anthropology:** Examines how anthropology can be applied to the understanding of contemporary social issues such as globalization, inequality, migration, and development. Students will conduct their own applied fieldwork project. *Prerequisite*: ***ANT 200***.

**ANT 452 Seminar: Cinema and Society in China:** Considers the societies of the People's Republic of China (PRC), Taiwan, and Hong Kong through their portrayals in cinema, with attention to the political and social forces that shape the portrayals. *Prerequisite*: junior or senior standing.

**ANT 453 The Brazilian Amazon: Environment and Culture Change:** Explores the relationship between the ecology of the Brazilian Amazon and human beings who have lived there. Exposes students to the complexity of Amazonian habitats and human strategies within those habitats during different time periods of the region's history. In particular, examines the social, economic, and environmental impacts resulting from governmental efforts, initiated in the 1960's, to develop the region, and strategies used by different social groups to address these impacts. *Prerequisite:* ***ANT 200****. Registration preference to* ***ANT*** *majors.*

**ANT 499 Research/Internship/Field Experience**



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# Archaeology

CATALOGUE HOME
COURSES OF INSTRUCTION
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ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
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BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Archaeology (minor only)

Changes effective Spring Term 2013

*Faculty teaching Archaeology courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The archaeology minor combines courses in anthropology and art history for an overall study of human societies from great antiquity to the present. The program is interdisciplinary and multicultural with a variety of topical and methodological perspectives, including prehistoric, classical, and historical archaeology. Students aspiring to graduate studies in archaeology may combine the minor with a major in anthropology or classical studies.

**MINOR REQUIREMENTS**

Seven (7) courses: two (2) core courses, two (2) geographical courses, and three (3) electives.

CORE COURSES (required)

- **ANT 228 Introduction to World Archaeology**
- **ANT 323 Archaeological Field Methods and Research Design [Prerequisite: one (1) previous archaeology course or permission of instructor.]**

GEOGRAPHICAL COURSES
One (1) Western and one (1) Non-Western course.

- **ANT 231 Topics in Regional Archaeology**
- **ANT 232 Archaeology of Africa**
- **ANT 233 Indian Ocean in Antiquity**
- **ANT 234 Archaeology of South Asia**
- **ARH 235 Art and Archaeology of Near East and Egypt**
- **ARH 236 Art and Archaeology of Greek World**
- **ARH 237 Art and Archaeology of Roman Empire**

ELECTIVES
Any three (3). At least two (2) at the 300-level. One (1) elective may be satisfied with additional geographical course.

- **ANT 207 Topics in Anthropological Archaeology**
- **ANT 210 Human Evolution**
- **ANT 215 Human Ecology**
- **ANT 229 Tools, Technology & Time**
- **ANT 307 Topics in Anthropological Archaeology**
- **ANT 370 Forensic Anthropology**
- **ARH 315 Special Studies - Ancient Art**
- **CLS 306 Topics in Classical Archaeology**

Additional archaeology courses as approved by the coordinators of the archaeology minor.

SPECIAL CO-CURRICULAR OPPORTUNITIES

- Semester at Intercollegiate Center for Classical Studies in Rome, Italy
- Semester at College Year in Athens, Greece
- Rollins College overseas trips

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
- MODERN LANGUAGES AND LITERATURES
- MUSIC
- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
- PHYSICS
- PHYSICAL EDUCATION
- POLITICAL SCIENCE
- PSYCHOLOGY
- SEXUALITY, WOMEN'S, AND GENDER STUDIES
- SOCIOLOGY
- SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
- THEATRE ARTS AND DANCE
- PUBLIC POLICY AND POLITICAL ECONOMY
- CULTURAL ANTHROPOLOGY


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# Art and Art History

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COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
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ASIAN STUDIES
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HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



## Art and Art History

Changes effective Spring Term 2015

*Almond* *Dennis* *Hargrove* *Libby*

*Roe* *Ryan* *Simmons* *Vander Poppen*

Students may major in art history or studio art. Majors take a set of core courses, then choose electives. Minors complete six courses in art history or studio art.

This sequence of required core courses enables students to develop skills, concepts, and critical awareness about art and society.

**ART HISTORY**

The art history major familiarizes students with the visual culture of societies from prehistory to the present day; strengthening students' understanding of art and culture by examining, analyzing and interpreting works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms; emphasizes the development of strong critical thinking, writing, and presentation skills; teaches students a variety of scholarly art historical and archaeological methodologies; prepares students for a variety of careers, including those in the arts and archaeology, and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues.

**MAJOR REQUIREMENTS**

Students are encouraged to pursue internships and Honors in the Major. Students may opt out of either ARH 201 or ARH 202 with an AP exam score of 4 or higher. Transfer classes applied to the major will be considered on an individual basis. Graduate programs in Art History require specialized language training; students should consult with their advisor about appropriate language options. Graduate programs in the field of art conservations usually require applicants to have taken college-level chemistry through organic and have a strong studio art background. See the departmental website for further information: http://www.rollins.edu/art

TWELVE (12) courses are required: five (5) core courses, three (3) area specializations, and four (4) 300/400-level electives.

CORE COURSES

- **ARH 201 Introduction to Art History I**
- **ARH 202 Introduction to Art History II**
- **ARH 204 Introduction to African Art OR ARH 205 Introduction to Art Beyond the West**
- **ARH 450 Art History Capstone Seminar**
- **ART ____ Studio Art Course**
- **ART ____ One (1) course in Ancient/Medieval Art**
- **ART ____ One (1) course in Early Modern Renaissance/Baroque Art**
- **ART ____ One (1) course in Modern Art (1700-present)**
- **ARH ____ One (1) course in Art Beyond the West**

ELECTIVES

- **ARH 203 History of Western Architecture**
- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 220 Medieval Art**
- **ARH 230 Italian Renaissance Art**
- **ARH 231 Northern Renaissance Art**
- **ARH 236 Art & Archaeology of Greece**
- **ARH 237 Art and Archaeology of Rome**
- **ARH 240 Baroque and Rococo Art**
- **ARH 250 European Art: Royalty and Revolution**
- **ARH 260 American Art & National Identity**
- **ARH 275 African Textiles, Dress & Fashion**
- **ARH 281 Special Studies -- Ancient/Medieval**
- **ARH 283 Special Studies -- Modern**
- **ARH 284 Special Studies -- Beyond West**
- **ARH 304 African Art & Colonialism**
- **ARH 315 Special Studies -- Ancient/Medieval Art**
- **ARH 335 Special Studies - Early Modern**
- **ARH 342 Rome: Age of Caravaggio/Bernini**
- **ARH 356 Impressionism**
- **ARH 360 Women in Art**
- **ARH 361 History of Photography**
- **ARH 362 History and Theory of Museums**
- **ARH 363 Artists in Film**
- **ARH 364 Picturing War**
- **ARH 365 Special Studies - Modern American Art**
- **ARH 375 Special Studies -- Beyond West**
- **ARH 424 Contemporary Art and Theory**
- **ARH 499 Senior Thesis**
- **CLS Topics in Classical Archaeology**

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
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*** Special Note about the General Curriculum: Only one general curriculum requirement from the group A, C, D, L, O, P, S may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.**

**MINOR REQUIREMENTS**

The art history minor familiarizes students with the visual culture of societies from prehistory to the present day, strengthening students' understanding of art and culture through the analysis and interpretation of works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms. The minor teaches students a variety of scholarly art historical and archaeological methodologies; emphasizes the development of strong critical thinking, writing, and presentation skills; and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues. The minor also supports and adds valuable knowledge and skills to majors such as studio art, history, philosophy, critical media and cultural studies, English, modern languages, and classical studies, and anthropology.

Six (6) courses are required***: three (3) core courses and three (3) electives, one at the 300-level or higher.***

**STUDIO ART**

The studio art major includes a core of foundation courses that introduce students to the fundamental concerns of the art making process. Advanced level courses build upon this foundation and provide each student the opportunity to create individualized programs that reflect his/her interests. Through both practice and theory, developing artists refine their skills and techniques, expand their creative and imaginative capacity, and develop critical and analytical judgment. The major culminates in a senior-year group art exhibition at the Cornell Fine Arts Museum. The rigorous process involved in preparing for a professional-level exhibition provides students with the practice necessary to be working artists while also preparing them for advanced study at the graduate school level.

Students declaring a studio major should contact their advisor or the Art and Art History Department chair (in cases where an advisor belongs to another department) to discuss course sequencing and to complete the degree-planning sheet.

**MAJOR REQUIREMENTS**

Twelve (12) courses and a Junior Year Portfolio Review with the academic advisor are required.

CORE COURSES

- **ARH 201 Introduction to Art History I**
- **ARH 202 Introduction to Art History II**
- **ARH 424 Contemporary Art and Theory**
- **ART 110 Two-Dimensional (2D) Foundations**
- **ART 120 Three-Dimensional (3D) Foundations**
- **ART 230 Introduction to Digital Media**
- **ART 440 Senior Studio**
- **ART 450 Senior Seminar**
- **Junior year portfolio review, click here for requirements.**

ELECTIVES
Two (2) intermediate studio courses at the ***200 level*** or above, and two (2) advanced studio courses at the ***300 level*** or above.

**MINOR REQUIREMENTS**

Six (6) courses are required***: ARH 201 or ARH 202, ART 110, ART 120,*** one (1) intermediate studio elective, and two (2) advanced studio courses at the ***300 level*** or above. At least one elective must be an approved Digital Media Course (see below for list).

DIGITAL MEDIA COURSES

- **ART 223 Graphic Design I**
- **ART 230 Introduction to Digital Media**
- **ART 295 Photo I - Technique, Form & Content**
- **ART 300 Photo II - Theory & Practice**
- **ART 310 Introduction to Video Art**
- **ART 323 Graphic Design II**
- **ART 392 Digital and Mixed Media Printmaking**

## Course of Study

ART HISTORY

**ARH 101 Introduction to Visual Culture:** Introduces a wide variety of Western art forms in their aesthetic, cultural, and theoretical contexts. Visual material includes traditional art forms as well as popular culture.

**ARH 201/202 Introduction to Art History I and II:** Outlines history of visual art, architecture, sculpture, and painting: Western art from ancient times through Middle Ages in fall and visual arts from Italian Renaissance to present in spring.

**ARH 203 History of Western Architecture:** Traces the history of architecture in Western Europe and the United States from antiquity to postmodernity, emphasizing the relationship between form and function, and the impact of social, political, and religious forces on the evolution of built environments across time.

**ARH 204 Introduction to African Art**: Introduces a wide variety of African art forms in their aesthetic, cultural, and historical contexts, including sculpture, textiles, painting, photography, architecture, and multimedia works, such as masquerade.

**ARH 205 Introduction to Art Beyond the West**: Introduces the visual arts of the Islamic world, South and Southeast Asia, China, Korea, Japan, Oceania, Africa, and native arts of the Americas.

**ARH 218 Art and Archaeology of Egypt and the Near East:** Overview of the major art historical and architectural monuments of ancient Egypt and the Near East. Themes include artistic canons, pyramids, royal art, art of daily life and death, temple and tomb architecture. Legacy to the art of classical Greece noted throughout.

**ARH 219 Art and Archaeology of Ancient Greece and Rome:** Survey of the art-historical and architectural monuments from Bronze Age Greece to the late Roman Empire. Topics include representation of the human figure and narrative in art, development of Doric, Ionic and Corinthian architecture, urban planning, Roman portraiture, architecture, and painting, and the late antique style.

**ARH 220 Medieval Art:** Covers architecture, sculpture, painting, and minor arts, c. 300-1300, including decline of classical art, emergence of early Christian and Byzantine art, and relationship between arts of East and West. Examines development of Romanesque and Gothic styles as symbols of human life, belief, and ideas.

**ARH 230 Italian Renaissance Art:** Focuses on art and architecture in Italy from 1400-1530, with attention to social influences on the subject and style of the artists and with emphasis on Leonardo, Raphael, and Michelangelo.

**ARH 231 Northern Renaissance Art:** Follows evolution of painting techniques and styles during 15$^{th}$ and 16$^{th}$ centuries north of the Alps. Touches upon

iconography and analogies between visual arts and contemporary humanist ideas.

**ARH 236 Art and Archaeology of the Greek World**. Introduces the archaeology of the ancient cultures of the Greek-speaking Mediterranean from ca. 3000 - 30 BC. Explores the culture of ancient Greece in an effort to become familiar with the cultural, social, and artistic baggage that this tradition still attaches to modern life.

**ARH 237 Art and Archaeology of the Roman Empire**. Studies the material culture of Roman society from the 8th century BC to its demise in the 4th century AD. Emphasis on the social, economic, and ideological structures played in creating a cohesive political identity across the Mediterranean, as well as the ways in which Rome, the first globalized culture, negotiated some of the same problems of globalization that we face today.

**ARH 240 Baroque and Rococo Art:** Pursues 17th-century Baroque style in Italy, Holland, Flanders, France, England, and Spain, from Renaissance and Mannerist sources, though termination in 18th-century Rococo style, c. 1750.

**ARH 250 European Art: Royalty and Revolution:** Overview of the major artistic movements and theories of 19th-century Europe, primarily France, Great Britain, and Germany. Movements include Neoclassicism, Romanticism, the Pre-Raphaelites, Impressionism, and Symbolism. Examines the emergence of photography. Situates the arts in their social and political contexts.

**ARH 260 American Art and National Identity:** Overview of the major artistic movements and theories in art of 20th-century United States, including abstraction, cubism, abstract expressionism, and pop art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals.

**ARH 270 Arts of Buddhism**: Covers the history and development of art and architecture associated with Buddhism in Asia. Focuses particularly on India, China, Korea, and Japan.

**ARH 275 The Art of African Textiles, Dress and Fashion**: Studies textiles, dress and fashion across Africa, including techniques of textile production, clothing systems, and appearance in contemporary art. Situates material culture in its social, historical, religious, and political contexts.

**ARH 281 Modernism to Post-Modernism: 20th-Century Art**. Examines the art of the 20th Century, from the avant-garde movements of the World War I era to the disappearance of the art object in the 1970s and '80s. *Prerequisite: Sophomore status or instructor consent*.

**ARH 304 African Art and Colonialism**: Studies late nineteenth-century and early twentieth-century African art within the context of European colonialism, which informed its initial collection, display, and reception. Especial focus on sculpture, photography, and exhibition practices.

**ARH 315 Special Studies - Ancient Art:** Focused studies in specific areas of ancient art and archaeology. Topics vary, but include *Art and Archaeology of Pompeii* and *Roman Daily Life*, *Art and Archaeology of the Holy Land*, and *Power, Propaganda, and Empire: Art and Architecture of the Roman Provinces*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical and archaeological methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of ancient art and archaeology. May be repeated for credit where there is not topical overlap.

**ARH 325 Special Studies - Medieval Art:** Focused studies in specific areas of Medieval art from the conversion of Constantine to 1453. Topics vary, but include *Gothic Architecture*, *Manuscript Illumination in the Middle Ages*, and the *Art of the Crusades*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of Medieval art history. May be repeated for credit where there is not topical overlap.

**ARH 330 The HIGH Renaissance and Its Aftermath**: Traces the stylistic evolution of Italian art and architecture across the sixteenth century beginning with the 'High' Renaissance masters (Leonardo, Raphael, Michelangelo, and Titian) and progressing into the Mannerist era.

**ARH 335 Special Studies - Renaissance Art:** Focused studies in specific areas of Renaissance art. Topics vary, but include *The Age of Michelangelo*, *Art of Renaissance Florence*, and *Medici Madness*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of Renaissance art history. May be repeated for credit where there is not topical overlap.

**ARH 342 Rome in the Age of Caravaggio and Bernini**: Explores developments in painting, sculpture and architecture in the Roman 'High' Baroque through close examination of the careers of Michelangelo Merisi da Caravaggio and Gianlorenzo Bernini.

**ARH 355 Special Studies - Modern European Art:** Focused studies in specific areas of European art from 1789 to World War II. Topics vary, but include Impressionism and Post-Impressionism, Art of Revolution, and Dada and Surrealism. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern art history. May be repeated for credit where there is not topical overlap.

**ARH 356 Impressionism and Post-Impressionism**. Explores the origins, rise, and impact of French Impressionism and Post-Impressionism in the context of French 19th- and early 20th-century history, art theory, and culture. *Prerequisite: **ARH 202** or instructor consent*.

**ARH 360 Women in Art:** Examines the roles of women artists in Western art from the Renaissance to the present, focusing on how cultural conditions determined women's artistic production. Also addresses how women are portrayed in the arts, ranging from painting to contemporary mass media. Prerequisite: sophomore standing or consent.

**ARH 361 History of Photography:** Introduces students to the major contributors, movements, and technologies of photographic history. Primary focus on cultural, social, aesthetic, and commercial implications of photography concurrent with its invention and development through the present day. The photograph, as document and as aesthetic object, is analyzed through contemporary criticism, historical writing, and illustrated lectures.

**ARH 362 History and Theory of Museums:** Explores a wide variety of museums, the issues and problems they face, their contributions to society, and our relationship to them as visitor, staff member, or benefactor. Topics include: defining museums; what, how, and why museums collect; legal and ethical issues of collection; role of museums in society; and personal relationships to community museums.

**ARH 363 Artists on Film**. Examines ways in which artists and creativity are depicted in film. These include "Frida," "Basquiat," and "American Splendor." *Prerequisite: Sophomore status or instructor consent*.

**ARH 364 Picturing War**. Examines the historical contexts and rhetorical strategies of the imagery of war in the Western world, including painting, architecture, public monuments, and mass media. *Prerequisite: Sophomore status or instructor consent*.

**ARH 365 Special Studies - Modern American Art:** Focused studies in specific areas of American art from 1900-1960. Topics vary, but include *Pop Art*, *Culture Wars*, *Abstraction from O'Keefe to Pollock*, and *Primitivism*. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern American art. May be repeated for credit where there is not topical overlap.

**ARH 424 Contemporary Art and Theory:** An examination of postmodern art and theory (1960 - present) beginning with fine arts appropriation of popular culture in the 1960's and culminating with today's pluralistic range of traditional to virtual media. Themes include temporary art forms, constructions of national, ethnic, and gender identity in a post-colonial world, and recent arts controversies and censorship issues. *Prerequisite:* sophomore standing.

**ARH 450 Art History Capstone Seminar:** Addresses the history and theories of art history, focusing on either ancient, early modern, modern, or non-Western art history. Required for ***ARH*** seniors; open to ***ARH*** juniors. *Prerequisites*: ***ARH 201*** and ***ARH 202***.

STUDIO ART

**ART 110 Two-Dimensional (2D) Foundations:** Introduces students to various methods and concepts in the visual arts practice. Projects incorporate drawing, painting, printmaking, mixed media, and basic color theory. Required first course for studio art majors and minors. Appropriate for nonmajors who

wish to explore various media and basic visual art concepts.

**ART 120 Three-Dimensional (3D) Foundations:** Introduces fundamentals of three-dimensional (3D) design with an emphasis on spatial awareness, problem solving, and the development of ideas related to traditional and non-traditional approaches to making art. Readings, discussions, and group critiques complement the studio work. Suitable for majors and nonmajors.

**ART 215 Artist's Book: Concepts and Practice:** Examination of the book as an art object. Develops basic bookbinding, typesetting, and printing skills through individual and collaborative studio projects. Suitable for majors or nonmajors.

**ART 221 Drawing and Composition:** Develops basic drawing skills with an emphasis on principles of composition, proportions, linear perspective, and perception of form in space. Uses a variety of drawing materials, both traditional and contemporary. Experiential studio learning experiences with formal and informal critique sessions. Suitable for majors and nonmajors.

**ART 223 Graphic Design I:** Presents basic concepts and techniques associated with computer-based design. Emphasis is placed on the process of creative problem solving, research, and idea generation. Students will develop technical skills in this primarily computer based course using Adobe Photoshop and Adobe Illustrator commercial software applications.

**ART 230 Introduction to Digital Media:** Introduces students to digital workflow related to the studio art process. Students will work with Photoshop, and various web design, video editing, and blog applications to create studio projects addressing aesthetic, formal, and conceptual issues. Suitable for majors and nonmajors. Continuous access to a digital camera required.

**ART 232/332 Special Studies in Painting and Drawing:** Fosters technical improvement and critical thinking among intermediate and advanced painters and drawers. Studio work, individual and group critiques, and individual research. *Prerequisite:* ***ART 221*** **or consent**.

**ART 233/333 Special Studies in Sculpture:** In-depth investigation of themes, trends, and/or processes specific and pertinent to contemporary sculpture. Topics vary. Substantial reading and discussions complement the studio work. Attention paid throughout the course to understanding and articulating form in space and to helping students develop personal ways of working alongside, and in response to, current issues in contemporary sculpture. *Prerequisite: ART 120* or consent.

**ART 234/334 Special Studies in Photography:** Focuses on topics relevant to both the contemporary and historical discourse surrounding the medium of photography and, at times, other lens-based media. Seminar style course with heavy emphasis on relating assigned readings, lectures, and discussions to students' studio work. Suitable for majors and highly motivated nonmajors. *Prerequisite:* Any course with an ***ART*** prefix or consent.

**ART 240 Studio Furniture Design I**. Introduces the materials, processes, and evaluation of contemporary studio craft furniture design and construction through intensive studio projects. Readings and discussions offer further consideration of historical, conceptual, and theoretical frameworks. *Prerequisite:* ***ART 120***.

**ART 241 Sculpture I:** Explores the range of what sculpture might be and investigates creative approaches to perception, making, and critical analysis. Assignments expose students to both traditional and contemporary concepts, methods, and techniques particular to the medium of sculpture. Readings, discussions, and group critiques complement studio work. *Prerequisite: ART 120* or consent.

**ART 243/343 Human Figure Drawing:** Challenges intermediate and advanced students to incorporate human figures into artwork. Stresses studio exercises, such as gesture drawings and in-depth anatomical studies, as well as individual and group critiques, and discussions with individual research. *Prerequisites:* ***ART 110, ART 221****,* or consent.

**ART 251 Painting I:** Introduces the basics of oil and/or acrylic painting techniques while encouraging development of compositional and conceptual language of intermediate students. Intensive studio work, individual and group critiques, and individual research. *Prerequisite*: ***ART 110*** **or** ***ART 221*** or consent.

**ART 272 Relief Printing:** Introduces intermediate level relief printing techniques such as letterpress printing, multiple color linoleum printing, and collagraph. Suitable for majors or nonmajors. *Prerequisites:* ***ART 110, ART 221,*** **or** ***ART 222***.

**ART 295 Photo I - Technique, Form & Content:** Introduces technical best-practices in digital photography including camera and software operation, while simultaneously developing formal and conceptual image-making strategies. Emphasizes the practice of photography as a fine art through reading and discussion covering the medium's history. Suitable for majors and non-majors.

**ART 300/400 Photo II**: Advances development of photographic technique and practice formed in Photo I through intensive semester-long, individual projects. Applies the rigorous study of critical theory through seminar discussions to enhance conceptual understanding of the role of lens-based media in contemporary practice. *Prerequisite*: ***ART 295*** or consent. Reliable access to a digital camera highly recommended.

**ART 310 Introduction to Video Art**: Introduces the medium of digital video with primary focus on locating video art in contemporary fine arts contexts, as opposed to and/or in conversation with broadcast media. Discusses the medium's history alongside the larger categories of other time and lens-based media such as film and photography, and covers concepts and theories related to these media. Basic image capture and editing techniques taught using industry standard software. Suitable for majors and highly motivated nonmajors. *Prerequisite*: ***ART 230*** or ***ART 293*** or ***ART 295*** or ***ART 300*** or consent.

**ART 323 Graphic Design II:** Intermediate graphic design course stressing creative problem solving as applied to single and multiple page layout, as well as typography and website design. Strengthens students' graphic design portfolios while introducing Adobe, InDesign, and world wide web development software. *Prerequisites:* ***ART 222*** **and** ***ART 223***.

**ART 342 Sculpture II:**Provides further investigation into the history of making and thinking in sculpture and raises questions pertinent to contemporary art. Explores new techniques and materials while honing familiar skills. Designed to help students become self-directed in their work. Group discussion of student projects, readings, slides, and video addressing current art practice are core to the class. Regular individual and group critiques monitor the progress of each independent project. *Prerequisite:* ***ART 241*** or consent.

**ART 351 Painting II:** Probes problems presented in *Painting I.* Features studio work, individual and group critiques, and individual research. *Prerequisite:* ***ART 251***.

**ART 366F Field Study:** Making Art in Scotland: Two-week field study trip to Edinburgh, Scotland, led by Rollins studio art faculty during the world renowned Edinburgh Fringe Festival. Students choose and complete two art classes offered by Edinburgh College of Art.

**ART 372 Lithographic Printmaking:** Introduces the printmaking technique of lithography through both traditional and contemporary approaches. Utilizes design and drawing skills to build a unified body of work. *Prerequisites:* ***ART 110, ART 120*** **or** ***ART 130*** **and any** ***200-*** **or** ***300-level*** **studio art elective**.

**ART 380F Art in the City with Field Study:** A first-hand look into the masterpieces of modern and contemporary art and artists in New York City. Students visit institutions such as the Metropolitan Museum of Art and Museum of Modern Art, as well as galleries not seen anywhere else. Students produce artwork that responds to their experiences.

**ART 391 Screen Printing:** Students create portfolio based on an over-arching concept and create multi-layered images using drawing fluid, photo emulsion, autographic positives and photography. *Prerequisites*: ***ART 110*** **or** ***ART 120*** **or** ***ART 215*** **or*****ART 222*** **or*****ART 230*** **or** ***ART 293.***

**ART 392 Digital and Mixed Media Printmaking:** Reinforces the concept of printmaking through integration of traditional and non-traditional processes and tools. Mixed media projects develop students' visual design skills through integration of Adobe, Photoshop, traditional intaglio techniques, and lithographic printmaking. Suggested for majors, but suitable for nonmajors. Basic knowledge of Adobe, Photoshop is required. *Prerequisites*: ***ART 110, ART 120,*** **or** ***ART 130***.

**ART 440 Senior Studio:** Concentrated, advanced study in art concepts and mediums. Students produce a unified body of work for display during the *ART 450 Senior Seminar.* Required course for studio art majors in fall of the senior year and for minors who wish to participate in the Senior Exhibition. Students must submit a portfolio for faculty review in the spring of the junior year to be admitted to this course in fall of the senior year.

**ART 450 Senior Seminar:** Addresses career issues and helps students gain practical skills necessary for careers in the arts. Students learn discipline-specific resume writing, compose artist's statements, create an artist's web site, and photographically document and prepare their work for exhibition. Students take part in Senior Exhibition and gain design and curatorial experience by assisting Cornell Fine Arts Museum staff in preparing and hanging of the

exhibition. Required of majors in their final spring semester at Rollins and of minors who wish to participate in the Senior Exhibition. *Prerequisite:* ***ART 440***.



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# Asian Studies

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Asian Studies

Changes effective Fall Term 2014

| | | | |
|---|---|---|---|
| *Alon* | *Cook* | *D'Amato* | *Greenberg* |
| *Lackman* | *Lairson* | *Moore, R.* | *Ruby* |
| *Walz* | *Warnecke* | *Wei* | *Yao* |
| *Yu* | *Zhang* | | |

*Faculty teaching Asian Studies courses include members of the Humanities and Social Sciences Division in the College of Professional Studies and College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The Asian Studies major provides students the opportunity to study in depth one of the most important regions in the world. The importance of Asia derives from its large population, long history, complex and diverse societies and cultures, and rising economic significance. As the peoples and nations of the world become increasingly interconnected, successful leaders will benefit from a mastery of this key region.

The Asian Studies major combines courses in history, culture, politics, business, and economics with those from modern languages and an array of electives from other disciplines. Students majoring in Asian Studies are expected to:

- develop an understanding of the historical, cultural, political and economic forces that have shaped modern Asia,
- master the rudiments of an Asian language, and
- experience cultural immersion through study abroad in at least one Asian country.

Students will complete an international experience in Asia. Currently Rollins offers such experiences in Shanghai, Hong Kong, and Osaka.

The Asian Studies major is designed to educate Rollins students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The major spans a variety of academic departments and students are required to incorporate courses from different departments.

**MAJOR REQUIREMENTS**

Requirements for the Asian Studies major are: twelve (12) courses, including five (5) from the history and culture category, five (5) political economy, and two (2) courses in an Asian language beyond the 100 level. At least six (6) courses must be taken at the upper division (***300-400***) level and no more than three (3) courses can be in any single department. Capstone course may count towards history and culture or political economy categories as a required course. The required upper division seminar (***ASA 400***) can be taken only after both of the required lower division courses (***REL 113*** and ***HIS 263***) have been completed.

INTERNATIONAL EXPERIENCE

Students are highly encouraged to participate in a semester-long stay in one of the Asian Studies approved programs or universities, from which a maximum of four (4) pre-approved courses may be counted towards the major. At a minimum, however, students are required to complete a seminar course, followed by one (1) academically-based study trip to Asia.

RESIDENCY AND DISTRIBUTION

Asian Studies majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major must be at the ***300-400 level***.

FOREIGN LANGUAGE REQUIREMENT

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

- First, students may take and successfully complete two (2) college-level courses (eight semester hours) or the equivalent in a single Asian language at the intermediate **200 level** or beyond.
- Second, the two-course requirement may be waived by demonstrating 'native proficiency' in a modern Asian language, as determined by the Rollins College Department of Modern Languages and Literatures. If the language is not taught at Rollins, the two-course (**200 level**) requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

**Receiving a foreign language waiver does not reduce the total number of courses required for the Asian Studies major (12). Students receiving such a waiver are required to take two (2) additional courses in either the history and culture or political economy categories.**

ASIAN STUDIES COURSES

REQUIRED COURSES

All Asian Studies majors must take the following courses:

- **HIS 163 Modern East Asia**
- **REL 113 Asian Religions**

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

**Student Records**

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- **ASA 400 Senior Capstone Seminar**

HISTORY AND CULTURE COURSES

- **ANT 205 Asian Film & Culture**
- **ANT 233 Indian Ocean in Antiquity**
- **ANT 234 Archaeology of South Asia**
- **ANT 252 Cultures of China**
- **ANT 305 Topic: Sufi-Buddhist Mysticism**
- **ANT 452 Seminar: Cinema and Society in China**
- **CHN 301 Advanced Chinese I**
- **CHN 302 Advanced Chinese II**
- **CHN 401/402 Advanced Chinese III/IV**
- **EDU 346/546 Intercultural Studies: Student Teaching in China**
- **HIS 120 Decade of Decision: 1980's China**
- **HIS 120 Decade of Decision: China's May Fourth**
- **HIS 120 Decade of Decision: China's Cultural Revolution**
- **HIS 150 Modern Japan**
- **HIS 161 Modern China**
- **HIS 260 History of Chinese Civilization**
- **HIS 262 East Asia in Pre-Modern Times**
- **HIS 349 Mao and The Chinese Revolutions**
- **HIS 361 Contemporary China**
- **HIS 375 Aspects of War: The United States in Vietnam**
- **INAF Japanese Culture & Society**
- **PHI 211/211F Religion and Culture in Bali (Field Study)**
- **REL 212 India & the Infinite: Religion & Society**
- **REL 217 Jewish Life & Thought**
- **REL 221 Judaism & Islam Dialogue**
- **REL 230 Buddhism: Theory and Practice**
- **REL 240 Buddhist Philosophy**
- **REL 241 Buddhist Ethics**
- **REL 251 The Lost Tribes of Israel**
- **REL 300 Religion & The Body**
- **REL 304 Jerusalem: History, Religion & Politics**
- **REL 340 Zen Buddhism**

POLITICAL ECONOMY COURSES

- **ECO 203 Principles of Micro & Macro Economics**
- **ECO 323 Political Economy of Chinese Development**
- **ECO 327 Comparative Economic Systems***
- **ECO 351 Economic Development***
- **INB 200 Introduction to International Business**
- **INB 311 Asian Business Environment**
- **INB 315/SHA 315 Business & Economic Development in Modern China**
- **INB 340 Globalization & Gender**
- **INB 390 Inter Market and China**
- **POL 130 Introduction to International Politics**
- **POL 302 Politics in the Third World**
- **POL 325 Sustainable Dev. in Southeast Asia**
- **POL 331 International Political Economy**
- **POL 334 Political Economy of Japan**
- **POL 384 East Asian Politics**
- **POL 385/SHA 385 Politics in China**
- **POL 393 Vietnam Experience Online**

* Note that ECO 202 is a prerequisite for ECO 203, and both ECO 202 and 203 are prerequisites for ECO 327 and ECO 351.

**MINOR REQUIREMENTS**

Seven (7) courses are required for the Asian Studies minor, two of which must be HIS 263 East Asia in Modern Times and REL 113 Asian Religions. At least three (3) political economy, and one (1) course in an Asian language at any level. No more than three (3) courses may be taken in any one department and no more than three (3) language courses may be counted toward the minor. At least three (3) of the courses must be taken at Rollins, and of these at least two (2) must be upper division.

REQUIRED COURSES

All Asian Studies minors must take the following courses:

- **HIS 163 Modern East Asia**
- **REL 113 Asian Religions**

HISTORY AND CULTURE

At least three (3) courses from the following group:

- **ANT 205 Asian Film & Culture**
- **ANT 305 Topic: Sufi-Buddhist Mysticism**
- **ANT 233 Indian Ocean in Antiquity's**
- **ANT 234 Archaeology of South Asia**
- **ANT 252 Cultures of China**
- **ANT 305 Topic: Sufi-Buddhist Mysticism**
- **ANT 452 Seminar: Cinema and Society in China**
- **EDU 346/546 Intercultural Studies: Student Teaching in China**
- **HIS 120 Decade of Decision: 1980's China**
- **HIS 120 Decade of Decision: China's May Fourth**
- **HIS 120 Decade of Decision: China's Cultural Revolution**
- **HIS 150 Modern Japan**
- **HIS 161 Modern China**
- **HIS 260 History of Chinese Civilization**
- **HIS 262 East Asia in Pre-Modern Times**
- **HIS 349 The Chinese Revolutions**
- **HIS 361 Contemporary China**
- **HIS 375 Aspects of War: The United States in Vietnam**

- **INAF Japanese Culture & Society**
- **PHI 211/211F Religion and Culture in Bali (field study)**
- **REL 212 India & the Infinite: Religion & Society**
- **REL 217 Jewish Life & Thought**
- **REL 221 Judaism & Islam in Dialogue**
- **REL 230 Buddhism: Theory and Practice**
- **REL 240 Buddhist Philosophy**
- **REL 241 Buddhist Ethics**
- **REL 251 The Lost Tribes of Israel**
- **REL 300 Religion & The Body**
- **REL 304 Jerusalem: History, Religion & Politics**
- **REL 340 Zen Buddhism**

POLITICAL ECONOMY

At least two (2) courses from the following group:

- **ECO 203 Principles of Micro & Macro Economics**
- **ECO 323 Political Economy of Chinese Development**
- **ECO 327 Comparative Economic Systems**
- **ECO 351 Economic Development**
- **HIS 349 The Chinese Revolution**
- **HIS 361 Contemporary China**
- **HIS 375 Aspects of War: The United States in Vietnam**
- **INB 200 Introduction to International Business**
- **INB 311 Asian Business Environment**
- **INB 315/SHA 315 Business Economic Development in Modern China**
- **INB 340 Globalization & Gender**
- **INB 390 Inter Market Research and China**
- **POL 130 Introduction to International Politics**
- **POL 302 Poltics in the Third World**
- **POL 325 Sustainable Development in Southeast Asia**
- **POL 331 International Political Economy**
- **POL 334 Political Economy of Japan**
- **POL 384 East Asian Politics**
- **POL 385 Politics and Society in Contemporary China**
- **POL 393 Vietnam Experience Online**

FOREIGN LANGUAGE

One (1) course any level in a single Asian language is required. Students are encouraged to take these foreign language courses in the host-country. Three Asian language courses may count toward the minor and at least one Asian language at any level is required. Students can take up to two (2) additional Asian languages which may count for History and Culture or the Political Economy categories.

- **ARA 101 Elementary Arabic I**
- **ARA 102 Elementary Arabic II**
- **ARA 201 Intermediate Arabic I**
- **ARA 202 Intermediate Arabic II**
- **CHN 101 Elementary Chinese I**
- **CHN 102 Elementary Chinese II**
- **CHN 152 Elementary Chinese Conversation I**
- **CHN 152 Eelmentary Chinese Conversation II**
- **CHN 201 Intermediate Chinese I**
- **CHN 202 Intermediate Chinese II**
- **CHN 251 Chinese Conversation II**
- **CHN 301 Advanced Chinese I**
- **CHN 302 Advanced Chinese II**
- **CHN 401/402 Advanced Chinese III/IV**
- **HBR 101/102 Elementary Hebrew**
- **HBR 201 Intermediate Hebrew II**
- **HBR 202 Intermediate Hebrew**
- **JPN 101 Elmentary Japanese I**
- **JPN 102 Elementary Japanese II**
- **JPN 201 Intermediate Japanese I**

## Course of Study

**ASA 400 Senior Capstone Seminar**: Guides students in preparing, presenting, and writing a research paper on a topic related to Asia. Requires bibliographies, multiple drafts, and in-class oral presentation. Prerequisites: Senior standing and HIS 263 or instructor permission.

Study Abroad
Community Engagement
Facilities
Fox Day
Greek Life
Health Services
Housing & Dining
Human Resources
Information Technology
Residential Life
Reunion
Schedule a Visit
Virtual/Historic Tour
Alumni
Parents
Neighbors
Faculty/Staff
Current Students



ROLLINS

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# Australian Studies

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Australian Studies (minor only)

Changes effective Spring Term 2006

*Edge*

The Australian studies minor, based upon the Rollins Program in Sydney, fosters an intellectual and social understanding between Australia and the United States.

Thanks to the faculty exchange program begun in January 1981, one or two visiting professors from Australia spend time at Rollins each year. Recent lecturers have included Rosemary Broomham in history and Graham Boardman in Australian literature.

**MINOR REQUIREMENTS**

Six (6) courses are required (totaling at least 24 semester hours): four (4) completed for grade-point credit in Australia during the required term in Sydney and two (2) more taken at Rollins or in Australia.

THE ROLLINS PROGRAM IN SYDNEY
Two (2) core courses are required during the fall term in Sydney.

- **AUS 288 Australian History**
- **AUS 368 The Fauna and Flora of Australia OR AUS 388 Australia's Physical Environment**

Four (4) more courses are required from among the following group.

- **AUS 255 Australian Aboriginal Studies**
- **AUS 262 The Australian Economic and Political Systems**
- **AUS 300 International Business**
- **AUS 356 Australian Literature**
- **AUS 361 Australian Art**
- **AUS 368 The Fauna and Flora of Australia**
- **AUS 388 Australia's Physical Environment**
- **Courses at Rollins with the AUS designation**

### Sydney Courses

**AUS 235 Australia in the Global Context:** Globalization provides Australia not only with the promise of greater economic growth, but also with significant challenges to its traditional markets and alliances. This course examines the various responses to the challenges that Australia might make.

**AUS 240 Painting the American and Australian Environment: Likeness and Difference:** A comparative study of American and Australian art, including Aboriginal art. Investigates how art has evolved, examining the reasons, similarities, and the differences between the two environments.

**AUS 255 Australian Aboriginal Studies**: Presents historical overview of relations between Aborigines and Europeans in Australia and discusses contemporary social and political dimensions of Aboriginal life. Students may explore own interests in this field.

**AUS 262 The Australian Economic and Political Systems**: Studies structure and functioning of Australian economic and political systems -- dynamics, interactions, and mechanisms for adjusting to change. Applies concepts to current events.

**AUS 288 Australian History**: Surveys Australia's history from first human settlement to present with emphasis on European occupation of past two centuries.

**AUS 300 International Business:** A study of the strategies that firms use to compete globally. Topics include international competition, competitive advantage, international trade theory, international political economy, foreign direct investment, international operations, and globalization. Taught using case studies from Australia.

**AUS 356 Australian Literature**: Chronicles fiction and drama from realist writing about the Bush in 1890's to work of Patrick White, Elizabeth Jolley, and other contemporary writers. Students may follow up special interests such as feminist writing, writing by Aborigines, and recent poetry.

**AUS 361 Australian Art**: Introduces Australia's main schools and movements from 18$^{th}$ through 20$^{th}$ century from international art-history perspective. Supplements lectures with excursions to public and commercial galleries in Sydney and Canberra.

**AUS 368 The Fauna and Flora of Australia**: Examines unique character of Australia's plant and animal life. Emphasizes ecological fieldwork in variety of habitats in Sydney area.

**AUS 388 Australia's Physical Environment**: Acquaints students with climate, physiography, geology, and hydrology of coastal, estuarine, rolling uplands, and interior regions through lectures and field trips.

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
- MODERN LANGUAGES AND LITERATURES
- MUSIC
- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
- PHYSICS
- PHYSICAL EDUCATION
- POLITICAL SCIENCE
- PSYCHOLOGY
- SEXUALITY, WOMEN'S, AND GENDER STUDIES
- SOCIOLOGY
- SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
- THEATRE ARTS AND DANCE
- PUBLIC POLICY AND POLITICAL ECONOMY
- CULTURAL ANTHROPOLOGY


**Student Records**


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# Biochemistry/Molecular Biology

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Biochemistry/Molecular Biology

Changes effective Fall Term 2013

| | | | |
|---|---|---|---|
| *Bernal* | *Fokidis* | *Gregor* | *Gregory* |
| *Harper* | *Habgood* | *Kazmier* | *Klemann* |
| *Norbutus* | *Park* | *Patrone* | *Pieczynski* |
| *Riley* | *Schmalstig* | *Stephenson* | *Sutherland* |
| *Walsh* | *Yariz* | | |

The biochemistry/molecular biology major is an interdepartmental major offered by the biology and chemistry departments that provides students with a strong background in chemistry and biology with an emphasis on molecular aspects. Through selected electives, students may concentrate on specific areas of interest. Students have excellent opportunities within the departments of biology and chemistry to engage in independent research projects. Graduates are prepared to pursue employment in biochemical, pharmaceutical, and biotechnological laboratories, and further study in the health professions or graduate research institutions. **Note that biochemistry/molecular biology majors may not double major, or minor, in biology or chemistry.**

**MAJOR REQUIREMENTS**

Ten (10) core courses and an additional 14 semester hours of elective course credit are required. At least seven (7) courses must be at the ***300-400 level***. Satisfactory performance on a comprehensive standardized examination is required of all majors.

CORE COURSES

BIOLOGY

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 341 Molecular Biology**

CHEMISTRY

- **CHM 120 Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**
- **CHM 221 Organic Chemistry II**

BIOCHEMISTRY

- **BCH 335 Biochemistry**
- **BCH 435 Advanced Biochemistry**
- **BCH 440 Senior Seminar in Biochemistry or BCH 499 Independent Study Research**

ELECTIVES

Minimum fourteen (14) semester credit hours, comprising at least three courses, chosen from the following list.

- **BIO 308 Genetics**
- **BIO 311 Plant Physiology**
- **BIO 312 Animal Physiology**
- **BIO 325 Medicinal Botany**
- **BIO 342 Biostatistics**
- **BIO 360 Cellular Biology**
- **BIO 370 Developmental Biology**
- **BIO 429 Immunology**
- **BCH 498 Independent Study Library Research**
- **CHM 301 Intermediate Inorganic Chemistry**
- **CHM 305 Physical Chemistry I**
- **CHM 306 Physical Chemistry II**
- **CHM 320 Analytical Chemistry**
- **CHM 380 Instrumental Analysis**
- **PSY 324 Neuropsychology**
- **PSY 326 Physiological Psychology**

RECOMMENDATIONS

Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy, need a thorough introduction to physics and possibly calculus. Therefore, they should take ***PHY 120*** and ***PHY 121*** or ***131*** and (a) calculus course(s). Students contemplating careers and graduate study in biochemistry or pharmaceutical chemistry should include ***PHY 120*** and ***PHY 121*** or ***131***, ***MAT 111*** and ***MAT 112***, and a full year of physical chemistry -- ***CHM 305*** and ***CHM 306***.

**Course of Study**

**BCH 335 Biochemistry:** Introduces an integrated perspective of the chemical structure and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics include structural enzymology, molecular biology, and metabolism. Laboratory required. *Prerequisites:* ***BIO 121*** and ***CHM 221***.

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
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- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
- PHYSICS
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- CULTURAL ANTHROPOLOGY


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**BCH 435 Advanced Biochemistry:** Explores advanced experimental techniques to investigate complex biochemical problems. Topics include structural enzymology, nucleic acid biochemistry, mechanisms of transcription and translation, medicinal biochemistry, and integrated metabolism. Laboratory required. *Prerequisite:* ***BCH 335.***

**BCH 440 Senior Seminar in Biochemistry:** Students direct analysis and discussion of integrative biochemistry and molecular biology topics. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisite:* senior standing.

**BCH 498/499 Independent Study: Research I and II:** Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written report and seminar on work conducted. *Prerequisites:* instructor's consent for ***I*** and ***II***; senior standing and ***BCH 498*** for ***II.***

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COURSES OF INSTRUCTION
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HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



# Biology

Changes effective Fall Term 2015

*Fokidis* *Gregory* *Harper* *Klemann*

*Pieczynski* *Schmalstig* *Stephenson* *Sutherland*

*Walsh* *Yariz*

The biology major exposes students to a wide variety of field, laboratory, and classroom experiences fundamental to the life sciences. Through selected electives, students may concentrate on specific areas of interest such as marine biology, ecology, microbiology, botany, zoology, or molecular biology. The major also offers the flexibility for students to minor in another area or to fulfill requirements for secondary teaching certification. Students have excellent opportunities to engage in independent research projects. Graduates are prepared to pursue employment in biological laboratories, and for further study in the health professions or graduate research institutions. **Students may not simultaneously major or minor in biology and marine biology, or biochemistry/molecular biology.**

**MAJOR REQUIREMENTS**

Eleven (11) courses and an additional 10 semester hours of BIO prefix elective course credit are required: seven (7) core biology courses, four (4) core physical science courses, 10 semester hours of elective courses, and satisfactory performance on a comprehensive standardized examination. At least seven (7) of the eleven (11) courses required for the biology major must be taken at Rollins College or as part of a Rollins-sanctioned program (e.g., Duke Marine Laboratory, University of London). Of these seven (7), at least five (5) must be ***BIO*** courses beyond ***BIO 120/121***.

CORE BIOLOGY COURSES (seven courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **One course in molecular biology/genetics**
  - **BIO 308 Genetics**
  - **BIO 341 Molecular Biology**
- **One course in ecosystems/field study**
  - **BIO 210 Introduction to Marine Science and BIO 388 Marine Biology Laboratory**
  - **BIO 316 Ecology**
  - **BIO 330 Field Botany and Florida Ecosystems**
- **One course in physiology**
  - **BIO 311 Plant Physiology**
  - **BIO 312 Animal Physiology**
  - **BIO 360 Cellular Biology**
- **BIO 344 Biology Journal Club**
- **BIO 440 Senior Seminar OR BIO 499 Independent Study: Biological Research**

CORE CHEMISTRY COURSES (three courses)

- **CHM 120 General Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**

**OR**

- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**
- **CHM 221 Organic Chemistry II**

BIOLOGY ELECTIVES
Ten (10) semester hours.

- Any biology course above ***BIO 210.*** Courses from the core groupings, other than those used to satisfy the core, may be used as electives. One ***Biological Internship*** (***BIO 396***) may be used as an elective.
- Plants play a central role in our biosphere. However, our modern society often fails to recognize the significance of plants in biological systems, the scientific contributions of plant-based research, and the importance of plants in human affairs. Therefore, the department recommends that at least one (1) of the courses taken to fulfill the requirements for a major in biology be a plant-oriented biology course.

ADDITIONAL REQUIRED ELECTIVE
Six (6) semester hours

- One course of at least six (6) semester hours selected from the following: PHY 120 or above, CHM 301 or above, PSY 250 or above, MAT 111 or above.

RECOMMENDATIONS

Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy need a thorough introduction to chemistry, physics, and mathematics. Therefore, they are advised to take ***CHM 221*** and ***PHY 120*** and ***PHY 121*** or

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
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***PHY 130*** and ***PHY 131***, (a) calculus course(s), and a statistics course. In addition, some professional schools now require biochemistry. Students should be aware that requirements of different programs can vary and that they should seek guidance from advisors and program directors.

OFF-CAMPUS EXPERIENCES

Rollins College, has an agreement with Marine Biological Laboratories at Duke University and Woods Hole enabling students to spend a semester at these sites. Courses taken at the Duke lab can be used to fulfill two courses in the biology major (any combination of core and electives). Students participating in the Semester in Environmental Science at Woods Hole will be able to use courses taken there as the core course in ecosystems/field study and up to two (2) electives. Students need to petition and receive approval from the Department of Biology for this and any other off-campus program.

**MINOR REQUIREMENTS**

Six (6) core courses and an additional 10 semester hours of BIO prefix elective course credit are required: four (4) core biology courses, two (2) core chemistry courses, and 10 semester hours of elective courses. At least four (4) of the courses required for the biology minor must be taken at Rollins College or as part of a Rollins sanctioned program (e.g., Duke Marine lab, University of London). Of these four (4), at least three (3) must be ***BIO*** courses beyond ***BIO 120/121.***

CORE BIOLOGY COURSES (four courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**

**Two (2) courses satisfying two (2) out of the following three (3) clusters: molecular biology/genetics, ecosystems/field study, and physiology.**

- **Molecular biology/genetics**
  - **BIO 308 Genetics**
  - **BIO 341 Molecular Biology**
- **Ecosystems/Field study**
  - **BIO 210 Introduction to Marine Science and BIO 388 Marine Biology Laboratory**
  - **BIO 316 Ecology**
  - **BIO 330 Field Botany and Florida Ecosystems**
- **Physiology**
  - **BIO 311 Plant Physiology**
  - **BIO 312 Animal Physiology**
  - **BIO 360 Cellular Biology**

CORE CHEMISTRY COURSES (two courses in Chemistry selected from the list below.)

- **CHM 120 General Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**

BIOLOGY ELECTIVES

Ten (10) semester hours; at least one of the elective courses must be at the ***300-*** or***400-level.***

Any biology course above ***BIO 210.*** After satisfying core requirements in the cellular/molecular biology and ecosystems/field study, additional courses from these clusters may be used as electives.

## Course of Study

**BIO 100 Discover Biology:** Discussion course that introduces students to the variety of subdisciplines in the field of biology. Readings focus on historically important discoveries in biology and current issues and controversies. Prerequisite: entering new and new transfer students only.

**BIO 101 The Biology of Cancer for Non-majors**: Provides an understanding of the underlying causes of cancer in addition to preventative methods and available treatments. Basic biological principles (cellular, molecular, and physiological) will be examined to provide the proper framework for understanding cancer. This course is aimed towards those with little or no previous biology experience, and is intended for non-majors.

**BIO 102 Medical Terminology -- Language of Health Professionals**. Introduces the language of medicine utilized by health care professionals. Basic word structures (prefixes, sufixes, word root, combining forms), formation of medical terms, abbreviations, definitions, special endings, and plural forms are included in the content. Discusses major disease processes and pathological conditions of specific body systems. Emphasis on spelling, usage, pronunciation, and a systemic approach to learning word parts for constructing, or analyzing new medical terms. Prerequisites: One ENG course.

**BIO 103 Biology for Everyday Life:** Explores today's challenges from a biological perspective. Discussions focus on issues such as cancer, nutrition and health, infectious disease and immunity, and ecological diversity. Laboratory course designed for non-science majors.

**BIO 104 Animal Nutrition**. Reviews the ways animals digest and metabolize their food to fuel a variety of physiological states. Stresses the interconnections between anatomy, ecology, and physiology. Suitable for nonmajors.

**BIO 105 Ecological Basis of Environmental Issues:** Introduces students to ecological principles that form the basis for understanding environmental issues, and to scientific concepts, laboratory, and field techniques used to study and assess natural and human-induced changes in ecosystems. Lab course designed for non-science majors.

**BIO 106 Human Impacts on Marine Ecosystems:** Introduces students to marine ecosystems and the impacts of human activities on marine flora and fauna. Addresses contemporary issues of exploitation, pollution and conservation, and their ecological consequences. Lab course designed for non-science majors.

**BIO 107 Sustaining Biodiversity with Laboratory:** Investigates patterns of biodiversity across biomes, human impact on wild populations and habitats, social and political issues at the local and global level, and the search for sustainable solutions to a world of expanding human populations with finite resources. Lab course for nonmajors.

**BIO 108 Health and Disease**: Introduces key scientific principles underlying health and disease. Students will also gain familiarity with skills and techniques used by scientists to answer basic questions in the biological sciences.

**BIO 109 Wild Florida:** Interdisciplinary course that educates students about Florida's natural habitats, with an emphasis on botany, and provides students with an understanding of how humans historically interact with, and effect, these ecosystems. Suitable for nonmajors. Laboratory required.

**BIO 111 Human Genetics**: Discusses the general principles underlying basic human genetics. Explores current issues such as stem cells, genetic testing, heritable diseases, and cancer biology.

**BIO 112 Biological Aspects of Nutrition**: Examines foods, nutrients, and biological processes by which humans ingest, digest, metabolize, transport, utilize, and excrete wastes. Covers current concepts in scientific nutrition and how they apply to personal health. Lab course for nonmajors.

**BIO 113 Plants and Humanity**: Explores human dependence on plants through investigations of plant structure and function, development, inheritance, diversity, and environmental interactions. Weighs value and limits of scientific approaches to improving world's food and biodiversity crises. Lab course for nonmajors.

**BIO 115 Human Reproduction and Development**: Examines human reproduction, pregnancy, parturition, and lactation. Explores development from fertilization to birth. Discusses congenital abnormalities and their basis in genetics and the environment. Laboratory activities will highlight some of the

methodological and conceptual approaches used to address questions arising from molecular, evolutionary, and physiological perspectives on reproduction-related phenomena. For nonmajors.

**BIO 117 Bacteria, Viruses and Humans**: Introduces world of microorganisms and their impact on human life. Presents basic principles of biology while probing diversity, genetics, and ecology of microorganisms; their uses in food, agriculture, and industry; and their ability to produce disease. Lab exercises involve quantitative and qualitative analysis of bacterial nutrition and procedures for identification and control of microbes. Lab course for nonmajors.

**BIO 118 Introduction to the Forensic Sciences**: Survey of the major disciplines within the forensic sciences. Focuses on the use of basic scientific principles and the scientific method in crime investigations. Designed for nonmajors.

**BIO 119 Conservation of Florida's Freshwater Ecosystems**: Introduces students to the amazing diversity of Florida's freshwater ecosystems, while familiarizing them with the basic physical, chemical, biological, and ecological characteristics of these systems. Scientific concepts and laboratory and field techniques used to study, monitor, and conserve Florida's freshwater ecosystems also included. Lab course for nonmajors.

**BIO 120/121 General Biology I and II**: Includes cell structure and function, genetics and evolution, and diversity of organisms and ecology. Lab course intended for science majors.

**BIO 122 Human Biology**. General education combined course that is fully integrated with a laboratory for students not majoring in biology. Course includes study of human body systems with emphasis on major organ systems and process, and their links to biology concepts underlying major human evolution, genetics, reproduction, development, and diseases of man. Suitable for nonmajors.

**BIO 123 Sex on the Brain**. Examines the biology of sex, gender and sexuality. The class will investigate how sex and gender are determined, how various animals approach sexual reproduction, and how the brain shapes sexual and reproductive behaviors.

**BIO 201 Careers in Biology:** Introduces students to the variety of career opportunities available to biology majors. Course topics include internship and research opportunities, graduate school, resumes, and career preparation. Students will investigate possible careers and meet professionals in a variety of biological fields. Prerequisite: **BIO 120**.

**BIO 203 Biology for Teachers**: Prepares students to teach biology in elementary school. Incorporates principles and concepts of chemistry to demonstrate relationship to biology. Models integration of lab exercises, elementary activities, research projects, and educational technology. Lab course for education majors.

***BIO 210 Introduction to Marine Science:*** Introduction to biological, physical, chemical, and geological processes in the oceans and coastal environments and their interaction. Introduces scientific concepts used to study marine ecosystems. For biology majors and minors. *Prerequisite:* ***BIO 121***.

**BIO 211 Marine Botany:** Study of marine macro- and microalgae, and coastal vascular plants. Human impact and interaction with these ecosystems is also examined. Two weekend field trips are required. Prerequisite**: BIO 121**.

**BIO 223 Comparative Vertebrate Anatomy**: Surveys anatomy of major groups of vertebrate organisms. Students dissect lamprey, shark, mud puppy, and cat. Lab required. Prerequisite: **BIO 121.**

**BIO 229 Microbiology**: Emphasizes metabolism, genetics, reproduction, and ecology of bacteria and viruses and their relationship to infectious disease and immunology. Develops basic research and microbiological lab skills. Lab required. Prerequisite: **BIO 121.**

**BIO 230 Local Flora**: Study of local flora through field trips, directed observations, and plant collections. (Students who have successfully completed **BIO 330 Field Botany and Florida Ecosystems** may not receive credit for this course.) Prerequisite: **BIO 121** or **ENV 220.**

**BIO 234 Plant Kingdom**: Surveys evolution of plant and fungi kingdoms and algal protists. Covers plant anatomy, morphology, reproduction, and structure of plant communities. Fieldwork teaches use of taxonomic keys to identify plants. Lab and fieldwork required. Prerequisite: **BIO 121.**

**BIO 236 Invertebrate Zoology:** Examines animal kingdom from motile protists (protozoa) through invertebrate chordates, with emphasis on evolution and organization of animal diversity. Required lab and fieldwork use as much live material as possible, especially faunal groups from Central Florida and Florida Keys. Prerequisite: **BIO 121.**

**BIO 237 Vertebrate Zoology:** Surveys vertebrate chordates from jawless lamprey through fishes, amphibians, reptiles, birds, and mammals. Stresses structural and functional characteristics, evolutionary relationships, ecology, behavior, and distribution. Required lab and fieldwork focus on Florida fish and wildlife. Prerequisite: **BIO 121.**

**BIO 240 The Biology of Fishes:** Introduces ichthyology, the scientific study of the vertebrate organisms known as fishes. Major emphasis on fish classification, identification, anatomy, physiology, ecology, and evolution. Laboratory focuses on identification and biology of major fish groups found in Florida waters. Prerequisite: **BIO 121.**

**BIO 245 Human Anatomy with Laboratory:** Studies major human organ systems and their functional characteristics in normal and abnormal states. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other majors **not** planning to attend medical, dental, or graduate school. Laboratory includes study of human bones, microscopic slides of tissues, and dissection of cats and other mammalian organs. Prerequisite: **BIO 121.**

**BIO 246 Human Physiology:** Studies the function of human systems (cardiovascular, muscle, nervous, etc.) related to homeostasis. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other students **not** planning to attend medical, dental, or graduate school. Laboratory involves physiological studies on humans and other mammals. Prerequisite: **BIO 121.**

**BIO 270 Plant Growth and Development**: Examines structural, biochemical, and molecular aspects of growth and development of angiosperms from seed germination to flowering to seed formation. Lab required. Prerequisite: **BIO 121**.

**BIO 287/387 Tropical Field Biology**: Explores ecology, diversity, biography, and behavior of terrestrial and aquatic organisms of American tropics. Compares representative ecosystems of Central America (lowland and mountain rain forests, mangroves, cloud forest, paramo) and Caribbean (coral reefs, turtle grass, intertidal). Prerequisite: **BIO 121** or **ENV 220.**

**BIO 301 The Biology of Fungal Pathogens**: Explores diversity, ecology, physiology, and reproduction of common animal and plant pathogens. Incorporates general aspects of fungal biology and evolution. Prerequisites: **BIO 121.**

**BIO 302 Cellular Neuroscience**. Discussion-based course intended for juniors and seniors who are interested in understanding how neurons function and contribute to cognition or disease at the cellular level. Prerequisites: BIO 121 and CHM 121.

**BIO 308 Genetics**: Analyzes prokaryotic and eukaryotic genetics at the level of molecule, cell, organism and population. Uses quantitative approach in presentation of concepts and in genetic analysis. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 311 Plant Physiology**: Analyzes life processes of higher plants: water relations, mineral nutrition, cellular and long-distance transport, photosynthesis, carbon and nitrogen metabolism, and hormonal control of development. Required lab includes student-directed investigations. Prerequisites: **BIO 121** and**CHM 121.**

**BIO 312 Animal Physiology**: Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 316 Ecology**: Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. Prerequisite: **BIO 121** or **ENV 225.**

**BIO 325 Medicinal Botany:** Explores the botany, history, and conservation of major poisonous and medicinal plants, and the chemistry and mechanism of active compounds. Prerequisite: **CHM 220.**

**BIO 329 Microbial Physiology:** Explores the structure of prokaryotic cells through investigations of the diverse chemistry, genetics, and metabolism of these microbes. Required laboratory includes student-designed research. Prerequisite: **BIO 229**.

**BIO 330 Field Botany and Florida Ecosystems:** Examines taxonomy, evolution, ecology, and environmental significance of local flora through directed observations, identification, and experimental analysis. Explores Florida natural ecosystems and native species. Lab required. Prerequisite: **BIO 121** or **ENV 225.**

**BIO 335 Marine Biology with Laboratory:** Examines the adaptations of marine organisms to their environment, and the ecological principles and processes that structure their associations. Laboratory required and emphasizes studies of representative field areas on the Florida coasts. Prerequisites: **BIO 210**.

**BIO 340 Topics in Biology**: Focuses on specialized topic such as epidemiology, immunology, medical microbiology, nutrition, parasitology, physiological ecology, or virology -- depending on faculty interest.

**BIO 341 Molecular Biology**: Describes structure of chromosomes and organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. Prerequisite: **BIO 121** and **CHM 220**.

**BIO 342 Biostatistics**: Applies principles and practices of statistics to biological problems. Covers experimental design, descriptive statistics, parametric and nonparametric testing of hypotheses, regression, correlation, and interpretation of results. Prerequisite: **BIO 121.**

**BIO 344 Biology Journal Club:** Assists students in advanced biology courses in developing the skills necessary to read, comprehend, and abstract material from primary source journals.

**BIO 360 Cellular Biology**: Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 370 Developmental Biology**: Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 381 Vertebrate Histology and Microtechnique**: Discusses structure and function of vertebrate cells and tissues. Involves microscopic examination of tissues and preparation of slides. Lab required. Prerequisite: **BIO 121.**

**BIO 388 Marine Bio Lab: Location TBA**. Studies marine life at off-campus marine laboratories. Comprehensive, in-field-ecological analyses of representative temperate or tropical marine ecosystems, including coral reefs, rocky/sandy intertidal, mangroves, and estuarine areas. Prerequisite: **BIO 210**.

**BIO 429 Immunology:** Investigates structure and function of immune system; concept of "self" vs. "foreign," tolerance, and immunological memory. Focuses on host defense systems of mammals with emphasis on human adaptive and nonadaptive immunity. Also examines causes and effects of immune deficiencies. Prerequisite: **senior standing or consent.**

**BIO 435 Senior Seminar in Marine Biology:** Students direct analysis and discussions of integrative topics in marine biology. Emphasizes readings of classical and contemporary primary scientific literature. Prerequisites: marine biology major and senior standing.

BIO 440 Senior Seminar: Topics in Biology: Students direct analysis and discussion of integrative topics. Emphasizes readings of classical and contemporary primary scientific literature. Prerequisite: senior standing.

**BIO 462 Evolution:** Integrates previous coursework with new scientific and philosophical material on processes and mechanisms of evolution. Capstone seminar. Prerequisite: senior standing.

**BIO 296/396/496 Biological Internship:** Pairs students with professional scientists.

**BIO 297/397/497 Directed Studies in Biology:** Tutorial on subject of student interest. May include library, lab, or fieldwork.

**BIO 298/398/498 Independent Study:** Library Research: Investigates literature on specific topic determined by student in conjunction with faculty sponsor. May be taken separately or as prelude toBIO 399/499 for two-term research project. Students meet as group every other week to report on activities.

**BIO 399/499 Independent Study:** Biological Research: Pursues lab, field, or theoretical work on topic of student interest. Students meet as group every other week to report on activities.



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# Chemistry

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LATIN AMERICAN AND



## Chemistry

Changes effective Fall Term 2014

*Bernal* *Gregor* *Habgood* *Kazmier*

*Norbutus* *Park* *Patrone* *Riley*

*Zimmerman*

Chemistry explores matter and its properties, its physical and chemical transformations, and energy changes associated with these transformations. Bridging traditional humanities on one hand and modern physics on the other, chemistry is a central subject in a liberal arts curriculum. "Every aspect of our world today -- even politics and international relations -- is affected by chemistry," said Linus Pauling. Chemists search for new molecules in space; make new useful materials; solve problems of the environment, energy, health, and food production; and probe how organisms work.

The chemistry department offers a program of study leading to certification as a chemist by the American Chemical Society Committee on Professional Training and designed to develop critical thinking, problem solving, and communication skills. Many graduates continue their education in graduate or professional school and become chemists, teachers, doctors, lawyers, biochemists, pharmacists, veterinarians, engineers, and business people.

**MAJOR REQUIREMENTS**

The chemistry program requires a sequence of courses. The ***100-level*** courses introduce first-year students to the discipline and serve as prerequisites for future foundational and elective courses.

**CHEMISTRY MAJOR**

Fifteen (15) courses are required

FOUNDATIONAL COURSES

- **CHM 120 Chemistry I**
- **CHM 121 Chemistry II**
- **CHM 220 & 220L Organic Chemistry I**
- **CHM 301 Inorganic Chemistry**
- **CHM 305 Physical Chemistry I**
- **CHM 320 Analytical Chemistry**
- **BCH 335 Biochemistry**
- **CHM 350 Seminar**

DIVISIONAL COURSES

- **MAT 110 or 111 Applied or Calculus I**
- **MAT 112 Calculus**
- **PHY 120 or 130 General or Princicples of Physics I**
- **PHY 121 or 131 General or Principles of Physics II**

DEPARTMENTAL ELECTIVES (selected from the following)

- **CHM 221 & 221L Organic Chemistry II**
- **CHM 306 Physical Chemistry II**
- **CHM 380 Instrumental Analysis**
- **BCH 435 Advanced Biochemistry**
- **CHM 400 Advanced Analytical Chemistry**
- **CHM 401 Advanced Inorganic Chemistry**
- **CHM 417 Advanced Organic Chemistry**
- **CHM 460 Advanced Topics in Chemistry**
- **CHM 498 Chemical Research I and CHM 499 Chemical Research II**
- **CHM 445 Advanced Integrated Laboratory in Chemistry**

***N O T E***

Students interested in earning an ACS certified degree are required to take either *Chemical Research I* or *Advanced Integrated Lab*, and three additional electives from the in-depth course listing. Students interested in graduate school in chemistry are strongly advised to take *Organic Chemistry II (CHM 221)*; *Physical Chemistry II (CHM 306)*; and *Chemical Research (CHM 498)* as three of their electives and are, in addition, encouraged to consider additional mathematics courses such as *Introduction to Discrete Mathematics (MAT 140)*; *Calculus III (MAT 211)*; *Linear Algebra (MAT 230)*; and *Ordinary Differential Equations (MAT 305)*.

Students interested in earning a non-ACS certified degree are required to take three departmental elective courses.

This curriculum allows students to concentrate in certain areas, such as biochemistry, by selecting courses dealing with the areas of interest. For example, students who wish to emphasize biochemistry in preparation for graduate study should complete:

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 341 Molecular Biology**
- **BCH 435 Advanced Biochemistry**

RECOMMENDED SEQUENCE OF STUDY

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
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| FALL TERM | SPRING TERM |
|---|---|
| *Note: Divisional Courses may be satisfied by AP or transfer credit and should be completed in the first four semesters. (E) denotes an elective.* | |
| **CHM 120 Chemistry I**<br>**MAT 109 or 111** | **CHM 121 Chemistry II**<br>**MAT 112** |
| **CHM 220, 220L Organic Chemistry I**<br>**PHY 120 or 130** | **CHM 221, 221L Organic Chemistry II** (E)<br>**PHY 121 or 131** |
| **CHM 305 Physical Chemistry I**<br>**CHM 320 Analytical Chemistry**<br>**CHM 350 Chemistry Seminar** | **CHM 301 Inorganic Chemistry**<br>**BCH 335 Biochemistry**<br>**CHM 306 Physical Chemistry II** (E) |
| **Departmental Elective**<br>**CHM 498 Chemical Research I** (E) | **Departmental Elective**<br>**CHM 499 Chemical Research II** (E) |

**N O T E**

First-year students who have not had high school physics, or have deficiencies in mathematics and/or science background should consult with a member of the department.

Students interested in studying abroad should consult with a member of the department as early as possible.

**CHEMISTRY MINOR**

Six (6) courses are required.

FOUNDATIONAL COURSES

- **CHM 120 Chemistry I**
- **CHM 121 Chemistry II**
- **CHM 220 & 220L Organic Chemistry**

DEPARTMENTAL ELECTIVES (choose three)

- **CHM 221 & 221L Organic Chemistry II**
- **CHM 301 Inorganic Chemistry**
- **CHM 305 Physical Chemistry I**
- **CHM 306 Physical Chemistry II**
- **BCH 335 Biochemistry**
- **CHM 380 Instrumental Analysis**
- **CHM 400 Advanced Analytical Chemistry**
- **CHM 401 Advanced Inorganic Chemistry**
- **CHM 417 Advanced Organic Chemistry**
- **BCH 435 Advanced Biochemistry**
- **CHM 445 Advanced Integrated Laboratory in Chemistry**
- **CHM 460 Advanced Topics in Chemistry**

**N O T E**

Students interested in pursuing graduate studies or employment in a laboratory setting are advised to take both CHM 221 and CHM 320 as two of the three electives.

## Course of Study

**CHM 103 Crime Scene Chemistry:** Enables students to watch or read something in the popular media and thoughtfully analyze the case based on chemical and forensic principles. Designed for non-science majors.

**CHM 105 Chemistry and Society -- Applications and Issues:** Examines chemistry in daily life and decision making -- from nutrition, drugs, cosmetics, and household chemistry to environmental problems. Discusses data analysis and scientific methodology and its limitations. Designed for non-science majors.

**CHM 106 Chemistry of Life:** Introduces biochemistry and its relationship to people. Covers diets and fat metabolism, as well as action of steroids, carbohydrates, proteins, and nucleic acids. Analyzes data from lab or historical sources. Designed for non-science majors.

**CHM 107 Chemistry of Art:** Applies the concepts and methods of chemistry to art. Covers authentication, conservation, and artists' materials. Analyzes data from laboratory or historical sciences. Designed for non-science majors.

**CHM 110 Chemistry and the Environment:** Applies concepts and methods of chemistry to environmental problems. Weighs quantitative and qualitative data gathered from historical sources, demonstration, and lab experiments. Designed for non-science majors.

**CHM 120 Chemistry I:** Basic inorganic chemistry, including atomic structure and periodicity, stoichiometry, inorganic reactions (acid-base, precipitation, oxidation-reduction, complexation), and modern chemical bonding theories. Lab required. For science majors.

**CHM 121 Chemistry II:** Continues introduction to chemistry by discussing bonding in solids and liquids, thermodynamics, acid-base and solubility equilibria, phase equilibria and colligative properties, electrochemistry, coordination chemistry and chemical kinetics. Lab required. For science majors. Prerequisite: CHM 120 or consent.

**CHM 220/221 Organic Chemistry I and II:** This sequence introduces the principles of organic chemistry through the study of structure-activity relationships, properties and reactions of carbon compounds. The laboratory (**CHM 220L & 221L**) will involve the mastering of techniques and instrumentation used in the synthesis, separation and identification of organic compounds such as chromatography and spectroscopy. Lab required. Prerequisite: CHM 121.

**CHM 301 Inorganic Chemistry:** Basic descriptive chemistry of representative elements, with emphasis on transition metals chemistry (structure, properties, bonding, spectra, and reaction mechanisms), and an introduction to organometallic and bioinorganic chemistry. Laboratory will involve the synthesis, and quantitative and structural analysis of a variety of representative inorganic and organometallic compounds. Prerequisite: CHM 320 or consent.

**CHM 305 Physical Chemistry I:** Studies chemical thermodynamics and reaction kinetics. Introduces the laws of thermodynamics and their application to chemical and phase equilibria as well as solutions. Reaction kinetics is a basic treatment of reaction rates, mechanisms, and theories of why and how chemical reactions occur. Lab required. Prerequisite: CHM 121 or consent.

**CHM 306 Physical Chemistry II:** Studies quantum and statistical mechanics. Introduces quantum mechanics and symmetry and their application to chemical bonding, atomic, and molecular spectroscopy. Statistical mechanics is a basic treatment of the connection between microscopic states and thermodynamic properties. Lab required. Prerequisite: CHM 305.

**CHM 320 Analytical Chemistry:** Inorganic quantitative analysis, emphasizing free energy-equilibrium relationships, statistical treatment of data, solution equilibria and volumetric analysis based on precipitation, acid-base, complexation, and oxidation-reduction reactions, and spectrophotometric and chromatographic methods of analysis. Lab required. Prerequisites: CHM 121 and CHM 220.

**CHM 350 Chemistry Seminar:** The course emphasizes communication in chemistry including the reading of primary scientific literature and presentation of experimental findings. Engages students in discussions with faculty, fellow students, and visiting scholars centered on advanced topics surrounding the nature, presentation, and responsible conduct of chemical research. Prerequisites: CHM 220 or consent.

**CHM 380 Instrumental Analysis:** Applies variety of spectroscopic, electrometric, and chromatographic methods to such instruments as spectrometers (nuclear magnetic resonance, mass, and Fourier transform infrared) and gas and high-performance liquid chromatographs. Considers chemical, biochemical, and environmental problems. Lab required. Prerequisite: CHM 320.

**CHM 400 Advanced Analytical Chemistry:** Deals with advanced treatments of simultaneous and complex equilibria, electrochemistry, spectrophotometric analysis, and separation methods. Prerequisite: consent.

**CHM 401 Advanced Inorganic Chemistry:** Applies thermodynamics, kinetics, symmetry and group theory, and the theories of ionic, metallic and covalent bonding to the chemistry of nonmetallic, transition metal, organometallic and bioinorganic compounds. Projects based lab required. Prerequisite: consent.

**CHM 417 Advanced Organic Chemistry:** Interprets molecular structure and reactivity related by means of organic reaction mechanisms. Introduces organic synthesis strategies and their applications. Prerequisite: consent.

**CHM 445 Advanced Integrated Laboratory in Chemistry:** Provides students with experience in advanced experimental approaches to solve complex and real world chemical problems. Projects involve perspectives, skills, and instrumentation from each of the divisions of chemistry. Prerequisite: consent.

**CHM 460 Topics in Chemistry:** Explores subject chosen by faculty and student, such as environmental chemistry, polymers, stereochemistry, nuclear and radiation chemistry, phase relationship, inorganic synthesis, advanced electrochemical techniques, organometallics, photochemistry, natural products, special problems in chemical education, and current problems from the chemical literature. May be repeated for credit. Prerequisite: consent.

**CHM 498/499 Research I and II**: Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written thesis and oral presentation on work conducted. Capstone experience. Prerequisite: consent.



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# Classical Studies

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## Classical Studies

Changes effective Fall Term 2014

*Rubarth* *Vander Poppen*

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today -- not only for majors and minors, but also for students fulfilling general education requirements. In addition to language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

**MAJOR REQUIREMENTS**

Ten (10) courses are required.

CORE COURSES

- **CLS 203 The Greeks and the Good Life**
- **CLS 204 When in Rome: Identity and Empire in Ancient Rome**

ELECTIVES

At least three (3) of the following, two (2) of which must be at the ***300 level.***

- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 236 Art and Archaeology of the Greek World**
- **ARH 237 Art and Archaeology of the Roman Empire**
- **ARH 315 Special Studies - Ancient Art**
- **CLS 105 Ancient Rome in Contemporary Film and Media**
- **CLS 232 Greek Mythology**
- **CLS 305 Topics in Classical Studies**
- **CLS 306 Topics in Classical Archaeology**
- **CLS 321 Gender and Sexuality in Antiquity**
- **CLS 322 Classical Religion: Paganism and the Death of the Gods**
- **CLS 499 Independent Study**
- **HIS 108 Ancient History**
- **PHI 230 Greek Philosophy**
- **POL 390 Ancient Political Theory**
- **THE 241 Classical Theater**

ANCIENT LANGUAGE PROFICIENCY

Students are required to demonstrate proficiency in an ancient language through the ***202 (Intermediate II) level***. To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the major and will only be required to take a total of nine (9) courses and may not take ***LAT 101*** for credit.

- **GRK 101/102 Introductory Greek (tutorial)**
- **GRK 201 Intermediate Greek (tutorial)**
- **GRK 202 Readings in Greek Prose and Poetry (tutorial)**
- **GRK 391 Tutorial in Greek Literature (may be repeated)**
- **LAT 101/102 Introductory Latin**
- **LAT 201 Intermediate Latin**
- **LAT 202 Readings In Latin Prose and Poetry**
- **LAT 391 Tutorial In Latin Literature (may be repeated)**

CAPSTONE EXPERIENCE

At least one (1) of the following.

- **CLS 450 Capstone Methods Seminar**
- **Study Abroad**
- **Archaeological Excavation**
- **A Capstone Thesis (CLS 499) or Honors in the Major Field in Classical Studies**

**MINOR REQUIREMENTS**

Seven (7) courses are required.

CORE COURSES

- **CLS 203 The Greeks and the Good Life**
- **CLS 204 When in Rome: Identity and Empire in Ancient Rome**

ELECTIVES

At least two (2) of the following, one (1) of which must be at the ***300 level.***

- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 236 Art and Archaeology of the Greek World**
- **ARH 237 Art and Archaeology of the Roman Empire**

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- **ARH 315 Special Studies - Ancient Art**
- **CLS 105 Ancient Rome in Contemporary Film and Media**
- **CLS 232 Greek Mythology**
- **CLS 305 Topics in Classical Studies**
- **CLS 306 Topics in Classical Archaeology**
- **CLS 321 Gender and Sexuality in Antiquity**
- **CLS 322 Classical Religion: Paganism and the Death of the Gods**
- **CLS 499 Independent Study**
- **HIS 108 Ancient History**
- **PHI 230 Greek Philosophy**
- **POL 390 Ancient Political Theory**
- **THE 241 Classical Theater**

ANCIENT LANGUAGE PROFICIENCY

Students are required to demonstrate proficiency in an ancient language through the ***201 (Intermediate I) level***. To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of six (6) courses and may not take ***LAT 101*** for credit.

- **GRK 101/102 Introductory Greek (tutorial)**
- **GRK 201 Intermediate Greek (tutorial)**
- **GRK 202 Readings in Greek Prose and Poetry (tutorial)**
- **GRK 391 Tutorial in Greek Literature (may be repeated)**
- **LAT 101/102 Introductory Latin**
- **LAT 201 Intermediate Latin**
- **LAT 202 Readings In Latin Prose and Poetry**
- **LAT 391 Tutorial In Latin Literature (may be repeated)**

## Course of Study

**CLS 105 Ancient Rome in Contemporary Film and Media:** Introduces Roman history, politics, and culture through film, television, and popular fiction. Examines how cinema and popular media affect our understanding of ancient Rome by contrasting primary sources and contemporary representations.

**CLS 203 The Greeks and the Good Life:** Provides an introduction to ancient Greek history and culture by examining the central question in Greek Moral theory: "What is the Good Life?" Course provides a foundation for further studies of ancient Greek literature, history, and philosophy.

**CLS 204 When in Rome: Identity and Empire in Ancient Rome:** An introduction to the history, literature, and culture of ancient Rome focusing on issues of changing identity from the foundation of the Roman state (8th century BC) to the conversion of the Empire to Christianity (4th century AD).

**CLS 232 Greek Mythology**: Plumbs content, structure, and function of myths in classical literature -- from depths of chaos to divine machinations to labors of heroes -- and examines them against background of ancient religion. Draws upon primary literary sources in translation supplemented by materials drawn from ancient art and archaeology and later retellings in literature and art. Recommended for nonmajors.

**CLS 305 Topics in Classical Studies:** Focuses on such interdisciplinary topics as roots of Western sexuality, Greek medicine, Roman law, and rise of Christianity. Suitable for upperclass nonmajors. May be repeated for credit.

**CLS 306 Topics in Classical Archaeology:** Approaches the classical world using the disciplines of archaeology, and art history. Courses will be geared toward exploring aspects of the Classical World through a topical lens such as urbanism, colonialism, slavery, food, or citizenship.

**CLS 321 Gender and Sexuality in Antiquity:** Studies status of women in Greek and Roman world as context for discussion of misogyny, same-sex relations, and sexuality in literature, art, and religion. Assigns English translations of original sources and modern scholarly responses. Suitable for nonmajors.

**CLS 322 Classical Religion: Paganism and the Death of the Gods**: Examines religious thought of ancient Greek and Roman philosophers, "mystery" religions, and radically new Christianity. Suitable for majors and nonmajors from history, religion, or philosophy.

**CLS 450 Capstone Methods Seminar**

**CLS 499 Independent Study**

**GRK 101/102 Introductory Greek**: Presents grammar and syntax of ancient Greek, Classical and New Testament. Aims for reading texts as soon as possible. Available as tutorial only.

**GRK 201 Intermediate Greek**: Reviews and strengthens grammar and syntax. Increases speed and facility in translating prose and poetry of Xenophon, Plato, and Euripides. *Prerequisite:* ***GRK 102*** or equivalent (see instructor). Available as tutorial only.

**GRK 202 Readings in Greek Prose and Poetry**: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* consent. Available as tutorial only.

**GRK 391 Tutorial in Greek Literature**: Discusses readings chosen by students and instructor. *Prerequisite:* consent.

**LAT 101/102 Introductory Latin**: Emphasizes grammar, syntax, and translation of simple prose through oral and written exercises. Connects Latin roots to English words and introduces historical and cultural aspects of Roman civilization.

**LAT 201 Intermediate Latin**: Reviews grammar and syntax while expanding reading comprehension and speed and facility in translation. *Prerequisite:* ***LAT 102*** or two to three years of high school Latin (see instructor).

**LAT 202 Readings in Latin Prose and Poetry**: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* ***LAT 201*** or consent.

**LAT 391 Tutorial in Latin Literature**: Discusses readings chosen by students and instructor. *Prerequisite:* consent.

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# Computer Science

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## Computer Science

Changes effective Fall Term 2015

*Anderson, J* *Anderson, M* *Carrington* *Hughes*

*Myers*

The Department of Mathematics and Computer Science offers a computer science major that develops students' ability to design and implement computer programs to solve many types of problems. Based on curricula developed by the Association for Computing Machinery (ACM), the major prepares students for graduate study and for many interesting careers in the computer industry. The computer science minor complements any major for which computer applications are important. The minor also gives students excellent preparation for many computer-related occupations.

**MAJOR REQUIREMENTS**

Thirteen (13) courses are required, all nine (9) core courses and four (4) electives, including at least one from each of group 1 and group 2. A first-year student majoring in computer science will typically take ***CMS 167/167L*** and one of***MAT 111, MAT 109, MAT 110, or MAT 108*** in the fall, and***CMS 170*** and***MAT 140*** in the spring.

CORE COURSES

- **CMS 167 Problem Solving I with Selected Topics**
- **CMS 167L Problem Solving I Lab**
- **CMS 170 Problem Solving II with Selected Topics**
- **CMS 230 Introduction to Computer Systems**
- **CMS 270 Object-Oriented Design and Development**
- **CMS 330 System Software Principles**
- **CMS 484 Senior Computer Science Capstone**
- **MAT 140 Introduction to Discrete Mathematics**
- **MAT 310 Applied Discrete Mathematics**

ELECTIVES

GROUP 1: At least one is required.

- **CMS 375 Database Design and Development**
- **CMS 380 Simulation Design and Analysis**

GROUP 2: At least one is required. A student who is considering graduate studies should take CMS 460.

- **CMS 460 Algorithms Analysis**
- **CMS 450 Networks**

Additional Electives

- **CMS 340 Mobile App Development**
- **CMS 350 Web Application Development**
- **CMS 395 Special Topics**
- **CMS 430 Artificial Intelligence**
- **CMS 440 Advanced Computer Systems**
- **CMS 480 Programming Language Translation**
- **CMS 495 Special Topics**

For students considering graduate school in computer science, a minor in Mathematics is recommended.

**MINOR REQUIREMENTS**

Seven (7) courses are required: the following five (5) courses and two (2) additional courses chosen from the requirements for the major.

CORE COURSES

- **CMS 167 Problem Solving I with Selected Topics**
- **CMS 167L Problem Solving I Lab**
- **CMS 170 Problem Solving II with Selected Topics**
- **CMS 270 Object-Oriented Design and Development**
- **MAT 140 Introduction to Discrete Mathematics** (MAT 111 Calculus I OR MAT 110 Applied Calculus may be substituted, but MAT 140 may not be used as one of the two additional courses.)

## Course of Study

**CMS 167 Problem Solving I with Selected Topics:** Introduction to fundamental aspects of programming using high-level language, focusing on problem solving, software design concepts, and their realization as computer programs. Topics include: variables, using existing classes, selection and iteration, and arrays. Classroom activities are used to gain mastery of these principles. *Corequisite*: ***CMS 167L***.

**CMS 167L Problem Solving I Lab:** Develops proficiency in using the programming principles introduced in *CMS 167* and experience in incorporating those principles into working computer programs. *Corequisite: **CMS 167***

**CMS 170 Problem Solving II with Selected Topics**: Develops discipline in program design, problem solving, debugging, and testing, with an introduction to data structures. Topics include: abstract data types, complexity analysis, and recursion. Basic data structures (queues, stacks, trees, and graphs) and transformations (sorting and searching) are introduced as representative of the fundamental tools that are used to aid in software development. A high-level

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programming language is used to construct programs of a moderate size. *Prerequisite:* ***CMS 167/167L.***

**CMS 230 Introduction to Computer Systems**: Introduction to the study of how software controls the critical hardware components of a computer's architecture, the CPU and RAM. Topics include development of C language programs, comparison of high-order procedural languages to machine language programs, CPU organization and functionality at the register/bus level, instruction formats, and development of machine language and assembly level programs using multiple addressing modes, flow-of-control branching and subroutine calls. *Prerequisites:* ***CMS 170***.

**CMS 270 Object-Oriented Design and Development**: Object-oriented programming, event-driven programming, UML, unit testing, virtual machines, design patterns, exception handling, and user interfaces. Uses Java and assumes knowledge of a procedural or object-oriented language. *Prerequisite:* ***CMS 170***.

**CMS 330: System Software Principles**: Short history of programming languages and their construction. Techniques of language translation including lexical analysis, grammars, and parsers. Analysis of the structure and functionality of modern operating system software, with emphasis on concurrent processes. Topics include: process scheduling, communication, and synchronization; API services; and, design and development of concurrent program using OS features. *Prerequisite*: ***CMS 230***.

**CMS 340 Mobile App Development**: Covers the development of mobile apps using an emulation system. Topics covered include application architectures, user interface design, graphics, location services, data persistence, web and network services and sensors. *Prerequisites:* ***CMS 270.***

**CMS 350 Web Application Development**: Programming techniques and frameworks for Web-based applications. Topics include Javascript and server-side development using the model-view-controller design pattern. *Prerequisites:* ***CMS 270***.

**CMS 375 Database Design and Development**: Introduces design and implementation of database systems. Using a relational database as a backdrop, this course addresses design issues, structured query language (SQL), data integrity, normalization, transaction processing, writing triggers and stored procedures, and developing applications using a custom database language and with Java and JDBC. This course also explores NoSQL data models. Students will need access to a PC or Mac on which to load the database software that will be used in the course. Note: System requirements may vary from year to year. *Prerequisite*: ***CMS 270***.

**CMS 380 Simulation Analysis and Design**: Explores the use of probability theory and statistical methods in the development of computer simulations used to study/model real-world phenomenon. *Prerequisite:* ***CMS 270.***

**CMS 395 Special Topics**: An intensive introduction to a specialized area of computer science. Example topics are: user interface design, parallel and distributed processing, multimedia development, theory of computation, network programming, modeling and simulation, and software development tools. *Prerequisites:* ***CMS 270*** and consent.

**CMS 430 Artificial Intelligence**: Selective survey of key concepts and applications of artificial intelligence and an in-depth experience with a language commonly used for building AI systems (e.g., LISP or Prolog). Subtopics include knowledge representation, state space/searching, heuristic search, expert systems, expert system shells, natural language processing, propositional logic, learning and cognitive models, and vision. *Prerequisite:* ***MAT 310.***

**CMS 440 Advanced Systems**: Further topics in computer systems, including computer architecture, virtual memory, storage, and distributed systems. Substantial programming projects in the C language are required. *Prerequisite:* ***CMS 330***.

**CMS 450 Networks**: Study of the technology, architecture, and software used by systems of network-connected computers. Topics include data transmission, local area network architectures, network protocols, inter-networking, distributed systems, security, and network applications such as email, WWW, and FTP. Students will develop programs that run concurrently on multiple computers. *Prerequisite*: ***CMS 330***.

**CMS 460 Algorithm Analysis**: Detailed study of algorithm design and analysis, including greedy algorithms, divide and conquer, dynamic programming, backtracking, and brance and bound. Emphasis on verification and analysis of time space complexity. NP theory is introduced. *Prerequisites*: ***CMS 270*** and ***MAT 140***.

**CMS 480 Programming Language Translation**: An in-depth study of the principles and design aspects of programming language translation. The major components of a compiler are discussed: lexical analysis, syntactic analysis, type checking, code generation, and optimization. Alternate parsing strategies are presented and compared with respect to space and time tradeoffs. A course project consists of the design and construction of a small compiler. *Prerequisites:* ***CMS 270*** and***CMS 330.***

**CMS 484 Senior Computer Science Capstone:** The Senior Capstone course provides a culminating and integrative educational experience. While participating on a team with other students, students will design and implement a large-scale software project. Class meetings will be used for teams to demonstrate the progress of their project as well as for the teams to meet and work. Team meetings outside of class will be required. *Prerequisite*: one ***400-level CMS*** course.

**CMS 495 Topics in Computer Science**: An intensive exploration of a specialized area of computer science. *Prerequisite:* ***CMS 270***

**CMS 499 Independent Study**: Covers selected topics in computer science. May be repeated for credit.

Residential Life

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# Critical Media and Cultural Studies

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## Critical Media and Cultural Studies (CMC)

Effective Fall Term 2015

*Cummings Schoen Tillmann*

Active, responsible citizenship and civic participation are the core of Critical Media and Cultural Studies (CMC). This program exposes students to the world's most pressing challenges--for example, climate change, war, mass incarceration, and economic inequality--and helps them envision and enact strategies for change.

Our major and minor investigate: what forms of media and culture facilitate and undermine our participation as citizens in a free democratic society? Whose political and economic interests drive media and cultural systems? Who profits from the status quo, and at whose expense? CMC aims to cultivate a community of intellectually curious, socially aware, and politically engaged citizens who can both critically read media and cultural texts and produce evidence-based arguments in oral, textual, and mediated form.

Qualified students may be invited to participate in the department's honors degree program and/or independent study projects. Majors will work with an approved CMC faculty advisor to create an area of concentration and work toward a senior documentary project.

**MAJOR REQUIREMENTS**

Three five-semester-hour courses; seven four-semester-hour courses; and one of the following: an academic international experience, an approved CMC internship, or service to campus media. At least eight courses (including all core courses) must be taken at Rollins.

CORE COURSES

Complete ALL of the following.

**CMC 100 Media and Cultural Studies**
**CMC 200 Researching Media and Culture**
**CMC 400 Senior Seminar/Research Practicum** (after completion of all other core courses and 4 or more electives)

Complete ONE of the following.

**CMC 300 Critical Frameworks for Contemporary Culture**
**SOC 302 Sociological Theory**

ADDITIONAL REQUIREMENTS
Complete BOTH of the following.

**An academic international experience, four semester hours of an approved CMC internship, OR involvement with a campus media outlet (e.g., Sandspur, The Independent, or WPRK).**
**Six electives in an area of concentration, at least three of which must be 300- or 400-level courses.**

Notes:
See the Career Services website for a list of pre-approved CMC internships. In general, we approve internships with public media (e.g., NPR/PBS), independent media (e.g., Democracy Now, freepress.net), and some alternative media (e.g., the Watermark) as well as social justice organizations (e.g., Amnesty International).

Service to campus media might involve: a) a one year term as editor or staff writer for *The Sandspur* or *The Independent* OR no fewer than five published pieces reflective of CMC; b) a one-year term as staff member, DJ, etc., for WPRK OR no fewer than three original pieces reflective of CMC. A portfolio of work is due to the student's CMC advisor no later than the last day of class in the semester prior to the student's semester of graduation.

EXAMPLE AREAS OF CONCENTRATION

**1. International Media.** This concentration examines media in international contexts, helping students understand the history, scope, diversity, politics, and economics of global media.

Sample relevant courses:

**ANT 452 Seminar: Cinema and Society in China**
**CLS 105 Ancient Rome in Contemporary Film and Media**
**INB 215 The Global Entertainment Business**
**RSN 234 Russia in the Movies**
**SPN 341 Spanish Film/Cultural Trends**
**SPN 342 Latin American Film**

**2. Power and Persuasion.** This concentration focuses on links between political discourse, mass media, and public policy.

Sample relevant courses:

**CMC 320 Political Economy of Body and Food**
**CMC 325 Incarceration and Inequality**
**ENG 210 Language and Power**
**PHI 218 Argumentation and Media-Manipulation**
**POL 330 Peace and Conflict Studies**

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
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THEATRE ARTS AND DANCE
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CULTURAL ANTHROPOLOGY

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**POL 370 Comparative Modern Ideologies**

**3. Specialized Concentration.** We highly encourage each major to work with her/his approved CMC faculty advisor (contact CMC department chair for a list) to design a specialized area of concentration. Elective choices must be approved by a CMC faculty advisor or the chair of CMC in order to count toward an area of concentration, with the exception of the following electives, which count toward ANY area of concentration.

**CMC 110 Digital Storytelling**
**CMC 150 Topics in Media and Cultural Studies**
**CMC 220 Writing Lives**
**CMC 230 Media and Disability**
**CMC 250 Topics in Media and Cultural Studies**
**CMC 310 Media, Peace and Justice**
**CMC 320 Political Economy of Body and Food**
**CMC 325 Incarceration and Inequality**
**CMC 350 Topics in Media and Cultural Studies**
**CMC 397 Internship in Media and Cultural Studies**
**CMC 398/399/498/499 Independent Study in Media and Cultural Studies**
**ECO 142 Political Economy of the Media**
**ECO 242 Economics, Media and Propaganda**
**PHI 218 Argumentation and Media-Manipulation**
**SOC 302 Sociological Theory** (unless taken in lieu of CMC 300)

Other sample courses that, with CMC advisor approval, could count toward a specialized area of concentration include:

**ANT 277 Women and Gender: Middle East and North Africa**
**ARH 101 Introduction to Visual Culture**
**CLS 321 Gender and Sex in Antiquity**
**ENG 211 Visual and Verbal Text Design**
**FIL 150 Introduction to Film**
**HIS 337 American Graphic Media**
**HIS 370 Race and Ethnicity in the United States**
**PHI 312 Feminist Theory**
**SOC 345 Sociology of Gender**
**SOC 356 The State of Black America**
**SOC 360 Poverty and Social Welfare**
**SWAG 205 Introduction to Sexuality, Women's and Gender Studies**

ADDITIONAL RECOMMENDED COURSES
If a student wishes to study and/or utilize a particular medium (e.g., film), her/his CMC faculty advisor may recommend one or more additional media history and/or practice courses. These courses are encouraged, but, in general, do not count toward areas of concentration.

**Media History**
**ARH 361 History of Photography**
**MUS 160 History of Jazz**
**MUS 165 History of Rock and Roll**
**THE 203 History of American Film**
**THE 205 History of American Musical Film**
**THE 206 History of Radio and Television**

**Practice Courses**
**ART 223 Graphic Design I**
**ART 230 Introduction to Digital Media**
**ART 295 Photo I: Technique, Form and Content**
**ART 300 Photo II**
**ART 323 Graphic Design II**
**ENG 273 Journalistic Writing I**
**ENG 373 Journalistic Writing II**

**MINOR REQUIREMENTS**

**CMC 100 Media and Cultural Studies**
**CMC 200 Researching Media and Culture**
**CMC 300 Critical Frameworks for Contemporary Culture**
**Three CMC-prefix electives, including two at the 300-level or above***

***At the CMC department chair's discretion, one CMC-congruent course taught outside the department may count toward the minor.

**Courses and Descriptions**:

**CMC 100 Media and Cultural Studies**: We are immersed in media and culture that profoundly shape our lives, often in ways we don't even notice. This course examines the impact of media and culture on how we see ourselves, other people, social groups, and the world. We analyze how forms of culture and media reflect, reinforce, and potentially transform structures of power and inequality, and how they serve and fail to serve the public interest. Our goal is to be more active, effective, and critical consumers and producers of media and culture. The course includes a lab to build competency in photo, sound, and video editing.

**CMC 110 Digital Storytelling**: More and more, the stories we tell are digital, and *you* can have the skills to tell them! This course centers on multimedia expression. We will study the ways stories convey who we are and how we understand others and our world. Then we will practice telling evocative, creative, powerful stories that connect personally significant aspects of ourselves to important issues in the world. Projects will include a photo essay, short audio documentary, and short video.

**CMC 150 Topics in Media and Cultural Studies**

**CMC 200 Researching Media and Culture:** What issues keep us awake at night? How might we address pressing challenges like climate change, war, and economic inequality? What separates assumption, belief, and knowledge about those challenges? How can we best translate knowledge into evidence-based arguments? This course explores multiple ways of researching culture and media. Each of us undertakes a project on a topic of our choosing, bringing together both background (library) research and original research. The 1-credit lab builds information literacy, helping us find, evaluate, and synthesize information from multiple reputable sources. Prerequisite: **CMC 100** or consent.

**CMC 220 Writing Lives**: The title of this course has at least two meanings, and we will explore both. We will become more introspective about our *lives as writers*, and we will *write* creatively, analytically, and ethically about *lived experience*, our own and that of others. This class is for those who yearn to read and write in order to understand and bring meaning to their life journey.

**CMC 230 Media & Disability**: Using media as text, this course examines the (mis)representation of people with disabilities in TV, film, documentary, graphic novels, and digital media. We will analyze disability at the intersection of culture and identity, and consider how media vary when created by and for the non-disabled. Several problematic implications include able-bodied actors in disabled roles ("crip face") and acquired disability as a fate worse than death (Million Dollar Baby). Using a hands-on approach, we will engage in analysis to understand how emerging media challenge stigma and employs contemporary disability theory.

**CMC 310 Media, Peace, and Justice**: Develops and applies talents to realization of peace and justice through study of media and hands-on learning: Global Peace Film Festival Production, multimedia making, lab instruction in digital video. Prerequisite: **CMC** major, **FIL** minor, or consent.

**CMC 320 Political Economy of Body and Food**. What's wrong with the ways we relate to our bodies, to others' bodies, to eating, and to food - and what can we do about it? This course examines the political and economic interests behind body and beauty ideals, body image, body dissatisfaction, eating disorders, steroid abuse, our cultural fear and hatred of fat, anti-fat prejudice, and inequalities related to the current food system.

**CMC 325 Incarceration and Inequality**: The U.S. incarcerates more people than any other country. Class, race, nationality, and sex profoundly affect a person's interactions with official "justice" systems, influencing who gets stopped, patted down, searched, arrested, and/or charged; who receives what kind of legal representation (if any); who is prosecuted, pressured to plead guilty, and/or convicted; who does time and how much. This course examines ways privilege and inequality manifest in, for example, the War on Drugs; the militarization of policing; prison privatization; solitary confinement; the death penalty; and extrajudicial imprisonment, torture, and killing.

**CMC 350 Topics in Media and Cultural Studies**

**CMC 400 Senior Seminar/Research Practicum with Lab**: Involves synthesizing scholarly research, conducting original research, and producing a documentary film pertaining to the student's area of concentration. Lab builds competency in documentary filmmaking. Prerequisites: all core courses, plus at least four courses toward area of concentration.



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# Cultural Anthropology

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Cultural Anthropology

Changes effective Spring Term 2015

As American society becomes increasingly multicultural, a globalized workforce demands intercultural competence. The Cultural Anthropology minor explores the nature of culture in different settings and historical time periods, helping students to better understand diversity. Cultural Anthropology examines human behavior across cultures, focusing on cross-cultural similarities and differences in areas such as kinship, politics, economics, religion, youth culture, globalization, and gender. Coursework draws on professors' expertise in Latin America, the Middle East and North Africa, Africa, and Asia.

**MINOR REQUIREMENTS**

**Six (6) courses are required, including two (2) core courses and four (4) electives, two of which must be at the 300 level or above.**

CORE COURSES

Complete both of the following courses:

- **ANT 200 – Cultural Anthropology**
- **ANT 351– Language, Culture & Society**

ELECTIVE COURSES

- **ANT 205 Topics: Culture and Environment**
- **ANT 277 Women & Gender in the Middle East and North Africa**
- **ANT 255 Middle East Culture**
- **ANT 252 Cultures of China**
- **ANT 201 Cultures of the Caribbean**
- **ANT 202 Foundations of Latin American and Caribbean Culture and Society**
- **ANT 207: Anthropology of Modern Africa**
- **ANT 303: Women's Global Health**
- **ANT 306: Medicine and Culture**
- **ANT 350 Anthropology of the Family**
- **ANT 361 Anthropology and the Environment**
- **ANT 365 The Real and the Supernatural in Latin America**
- **ANT 355 Middle East Film & Culture**
- **ANT 317 Anthropology & Global Problem Solving**
- **ANT 319 Anthropology of Globalization**
- **ANT 302 The Maya**
- **ANT 305 Murder, Memory, and Maya**

## COURSE OF STUDY

CORE COURSES

**ANT 200 – Cultural Anthropology:** The purpose of this course is, first, to introduce you to the basic concepts and methodology in the study of culture and human socialization. Second, we will compare and contrast the cultural lifeways and patterns of people in both non-industrial and industrial societies. In this endeavor, we will explore how different cultures are structured and what is meaningful to the members of those cultures. Throughout the course, special focus is placed on the interrelationship between cultural adaptation and human behavior. The concept "culture" will be employed to refer to the behavioral and ideational codes people employ to conceptualize their world and interact with one another. In summary, the course is both comparative and phenomenological in its interpretations of human behavior and various cultural systems.

**ANT 351 Language, Culture and Society**: Examines origin of language, linguistic change, variability of speech vis-à-vis social factors (sex, class, ethnicity), and functions of language in shaping and reflecting cultural beliefs and values. Also discusses meaning, metaphor, and special language systems such as jargons, naming, and slang. *Prerequisite*: junior or senior standing.

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
- MODERN LANGUAGES AND LITERATURES
- MUSIC
- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
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# Economics

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
DEPARTMENT OF BUSINESS
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
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HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



## Economics

Changes effective Spring Term 2015

| | | | | |
|---|---|---|---|---|
| *Balak* | *Baranes* | *Kozel* | *Galvez* | *Kypraios* |
| *Peng* | *Rock* | *Taylor* | *Vidovic* | *Voicu* |

The required core curriculum provides economics majors with a foundation to pursue either economic theory or applied economics. Students must take core courses in the Arts and Sciences Program at Rollins, although transfer students may transfer core equivalents at time of enrollment.

Potential majors and minors should take a ***100-level*** course in the first year. Some ***100-level*** courses fulfill requirements only if taken prior to ***ECO 202.***

Since most economics courses have prerequisites, students should contact a member of the Department of Economics for academic advice in the first year to plan their course of study.

**MAJOR REQUIREMENTS**

Twelve (12) courses are required: eight (8) core courses, including a capstone course to be chosen from among three (3) ***400-level*** electives, and four (4) electives.

CORE COURSES

- **ECO 202 Introduction to Economics in Historical Perspective**
- **ECO 203 Principles of Micro- and Macroeconomics**
- **ECO 204 Alternative Economic Perspectives**
- **ECO 221 Statistics for Economics**
- **ECO 303 Intermediate Microeconomics**
- **ECO 304 Intermediate Macroeconomics**
- **ECO 442 History of Economic Thought OR ECO 448 Alternative Economic Theories OR ECO 404 Senior Seminar in Economics**
- **MAT 110 Applied Calculus OR MAT 111 Calculus I**

ELECTIVES

Four (4) courses in economics are required, three (3) of which must be at the ***300-400 level*** and only one (1) of which may be at the ***100 level***. An economics RCC counts as a ***200-level*** elective. Overseas programs and independent study may count for elective credit with the pre-approval of the department chair. Students finished with the core may develop a one-course independent study to explore special interests or to earn honors in the major.

**N O T E**

The department recommends the following courses for students preparing for graduate programs in economics:

- **ECO 381 Introduction to Econometrics**
- **ECO 403 Applied Microeconomics**
- **ECO 411 Introduction to Mathematical Economics**
- **MAT 111 / 112 / 211 Calculus I, Calculus II, and Calculus III**
- **MAT 140 Introduction to Discrete Mathematics**
- **MAT 219 Probability and Statistics**
- **MAT 230 Linear Algebra**

**MINOR REQUIREMENTS**

Six (6) courses are required.

- **ECO 202 Introduction to Economics in Historical Perspective**
- **ECO 203 Principles of Micro- and Macroeconomics**
- **ECO 204 Alternative Economic Perspectives**
- **ECO 221 Statistics for Economics**
- **Two (2) electives, which must be at the 300-400 level. A course from an overseas or special program may substitute for one elective with pre-approval of the department chair.**

## Course of Study

**ECO 121 Economics of Contemporary Issues**: Applies elementary tools of economic analysis to issues of national and social importance. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

**ECO 126 Economics and Public Policy**: Examines U.S.. macroeconomic policies and effects on inflation, unemployment, rate of growth of GDP, budget deficit, and other current policy questions. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

**ECO 130 Democracy and Economics**: Assesses difficulties, successes, and potentials of economic institutions with democratic rules. Evaluates nature of democratic control both for economic efficiency and alternative criteria. Highlights traditional analysis based on property rights. Suitable for all majors.

**ECO 135 The Global Economy**: Explores multilateral and bilateral political economy relationships. Touches upon historical development of global economic integration, global economic geography, major institutional features of contemporary international economic relations, current conflicts of interest, and likely future evolution of world system. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

**ECO 140 Nonprofit Economics: Analysis of the "Third Sector:"** Analyzes organizations neither government nor privately controlled for profit of owners, including charities, foundations, membership associations, cooperatives, mutuals, and other third-sector entities. Requires volunteer work at local third-sector organization.

CARIBBEAN STUDIES

MARINE BIOLOGY

MATHEMATICS

MODERN LANGUAGES AND LITERATURES

MUSIC

NEUROSCIENCE

PHILOSOPHY AND RELIGION

PHYSICS

PHYSICAL EDUCATION

POLITICAL SCIENCE

PSYCHOLOGY

SEXUALITY, WOMEN'S, AND GENDER STUDIES

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**ECO 142 Political Economy of the Media**: Dissects print, film, broadcast, cable, and new electronic media in U.S.. today. Questions economic structure of media institutions, differing viewpoints of media sources, and role of media in resolving current political/economic issues. Reviews journalistic and academic works, as well as video and audio recordings (including international short-wave news and program broadcasts), newspapers, magazines, and publications of citizen and government groups.

**ECO 181 Engines of Economic Changes: Making Innovation Work for Social Progress**: Examines how we can harness the power of technological and institutional innovations to create positive economic changes. Special attention is given to learning historical lessions to meet current challenges.

**ECO 202 Introduction to Economics in Historical Perspective:** Introduces students to economics as a social science in which ideas and issues grow out of a historical context. Examines the evolution of the relationships among societies and institutions in different economic systems. Principles and tools will be developed and applied for understanding historical and contemporary economic and social issues. Suitable for nonmajors. *Prerequisite:* second semester first-year student standing.

**ECO 203 Principles of Micro- and Macroeconomics:** Introduces mainstream theories of consumer and firm behavior. Covers utility, cost and production, market structure, and the allocation of resources. Also examines aggregate economic behavior, including determination of national income, sources of inflation and unemployment, the banking system and money supply process, fiscal and monetary policy, economic growth, and international economic issues. Suitable for nonmajors. *Prerequisite:* ***ECO 202***.

**ECO 204 Alternative Economic Perspectives:** Considers and applies alternative economic approaches to economic policy issues and problems. Compares the values, theories, methods, analysis, and policies of these different economic approaches. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 221 Statistics for Economics**: Presents descriptive statistics and probability, emphasizing inferential statistics. Also looks into measures of central tendency, dispersion, skewness, probability distributions, interval estimation, hypothesis tests, correlation, and regression. Computer projects required. *Prerequisites:* ***ECO 202*** and sophomore standing.

**ECO 233 Economics for International Business**: Introduces micro and macro-economic theory and research as they apply to international business. Examines the economic tools and concepts used to explain, evaluate, predict, and address key problems in international business. *Prerequisite*: ***INB 200***.

**ECO 239 Women and Work**: Deals with effects of increasing numbers of working women on households and employment policies, earnings differentials, company and government policies, comparison of women's work issues with those of minorities, and valuation of household work. Suitable for nonmajors. *Prerequisite:* sophomore standing or consent.

**ECO 242 Economics, Media, and Propaganda**: Examines how rhetoric in the media is shaping popular understanding of political-economic issues and public policy. Consider the following quote: "The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists." (Joan Robinson, 1955).

**ECO 250 The Great Recession in China and the U.S.**. Provides comparative analysis of the Great Recession in China and the U.S.. Examines the causes and consequences of the economic and financial crisis and comments on various measures deployed by the Chinese and the U.S.. governments to contain it.

**ECO 254 The Latin American Economies**: Stresses post-WWII economic issues of growth, inflation, unemployment, income and wealth distribution, and economic development, as well as connection between economic events and politics. Suitable for nonmajors.

**ECO 256 Limits to Growth**. Studies the critical limits placed upon economic expansion by our planet's energy, materials, and environmental resources -- i.e., peak oil, climate change, and economic decline -- and the implications for human life.

**ECO 263 Pressing Issues in Chinese Reforms**: Surveys critical issues that are emerging from and shaping China's ongoing economic reforms. Emphasis is placed on the sources, processes, outcomes, and implications of public policy changes.

**ECO 277 Economics and Cinema**: Focuses on how movies employ cinematographic artistry to address economic issues. Students create and present movie proposals including a narrative synopsis, economic context, and an analysis of social-economic issues. Production of short pilot movies highly encouraged.

**ECO 285 Introduction to Health Economics**. Provides students with an understanding of the microeconomic approach to resource allocation specifically in relation to the health sector. Introduces students to the use of economic tools in the analysis of the 'market' for health care, in terms of efficiency and equity. Provides an analytical framework for assessment of the U.S. health care system, and health policy generally, from an economic perspective.

**ECO 303 Intermediate Microeconomics**: Continues with mainstream theories of consumer and firm behavior, using mathematical as well as graphical techniques. *Prerequisites:* ***ECO 202, ECO 203, ECO 204,*** and***MAT 110. (ECO 204*** *may be taken concurrently with* ***ECO 303****.)*

**ECO 304 Intermediate Macroeconomics**: Uses mathematical and graphical techniques to analyze behavior and relationships among broad aggregates of economic activity. Topics include discussion of economic policy, policy alternatives, and alternative economic models of macroeconomy. *Prerequisites:****ECO 202, ECO 203,*** and***ECO 204. (ECO 204*** *may be taken concurrently with* ***ECO 304****.)*

**ECO 306 Monetary Economics**: Examines financial markets and institutions, monetary theory, and macroeconomic implications. Charts relationship between Federal Reserve and depository institutions, as well as effects of monetary and fiscal policies on economic performance.*Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 307 International Economics**: Focuses on theory and practice of international trade: comparative advantage, economies of scale, trade policy, international labor and capital movements, and economic integration.*Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 308 European Emerging Markets**: Analyzes economic developments within Central East Europe (CEE) from a historical perspective. Covers the communist period (1950-1989) and post-communist years (1990-present). Analyzes the CEEs transition and answers what best explains economic status today.*Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 310 International Finance**: Considers balance-of-payments adjustment mechanisms and impacts on domestic economies. Examines exchange rate regimes, international capital flows, and the objectives and effects of international monetary standards. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 311 Economic Journalism:** Examines current economic writing for general and specialized audiences. Applies economic knowledge to descriptive writing about contemporary issues and problems. Explores ideologies and their influence on economic topics selected by media and other writers. Required experiential component. *Prerequisites*: ***ECO 202, ECO 203***, and completion of "Q" requirement.

**ECO 312 Alternative Economic Perspective**: Considers and applies alternative economic perspectives to economic policy issues and problems. Compares the values, theories, methods, analysis, and policies of these different economic approaches. Prerequisite: **ECO 303** and **ECO 304**.

**ECO 313 Economic and Political Development in Eastern Europe**: Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements ***POL 358*** and ***ECO 305D***. *Prerequisites:* ***ECO 202***, ***ECO 203,*** and ***POL 130 or POL 100***.

**ECO 315 Radical Political Economics**: Outlines economic analysis of capitalism given by Karl Marx and other modern socialist theorists. Covers evolutionary rise of capitalism, alienation and other behavioral traits of people living in capitalist system, labor theory of value, concentration of capital, causes of capitalist economic crises, capitalist imperialism, and socialism as alternative economic system. *Prerequisites:* ***ECO 202*** and***ECO 203***.

**ECO 321 Labor Economics**: Highlights trends in employment, problems of unemployment, relevance of markets for labor services, and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and theory and practice of collective bargaining. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 323 Political Economy of Chinese Development**: Examines contemporary Chinese economic development in historical and global contexts, with an emphasis on the role of class relations and state policies in shaping economic changes. Prerequisites: ECO 202 & 203. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 325 Distribution of Income and Wealth**: Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in U.S.. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. *Prerequisites: **ECO 202*** and ***ECO 203***.

**ECO 327 Comparative Economic Systems**: Examines similarities and differences among ideal types of economic systems: capitalist, centrally planned socialist, decentralized market socialist, and communist. Undertakes case studies of individual countries (Japan, Sweden, Russia, China, and Yugoslavia) to compare and contrast real vs. ideal. *Prerequisites: **ECO 202*** and ***ECO 203***.

**ECO 330 Rationality and Economic Behavior:** Explores various conceptions of rationality as related to economic behavior and the efficacy of market allocation. Engages student in class experiments analogous to formal economic experiments to deepen understanding of rationality concepts and resulting economic behaviors, both expected and anomalous. *Prerequisites*: junior/senior standing and ***ECO 202, ECO 203***, and ***ECO 221***.

**ECO 331 Globalization and Gender**: Investigates how globalization interrelates with gender norms and socioeconomic outcomes. Considers economic, political, and cultural processes of globalization while exploring topics such as the effects of globalization on labor markets, migration, inequality, and international finance from a gender-based perspective. Examines the social and economic impact of increasingly-mobile capital and culture on different groups of men, women, and households. *Prerequisites: **ECO 202*** and ***ECO 203.***

**ECO 332 Industrial Organization**: Probes problems in control of industry performance in mixed economy. Surveys microeconomic theory and economic research on industry structure, conduct and performance; and antitrust litigation. *Prerequisites: **ECO 202*** and ***ECO 203***.

**ECO 335 Gender Issues in Latin American Economic Development**. Examines gender and economic development in Latin America. Considers the role played by gender in globalization and development, poverty, inequality, land and labor markets and the conomics of the household. Prerequisites: ***ECO 202*** and ***ECO 203***.

**ECO 340 Classic Works in Economics**: Focuses on works that helped shape modern economics. Draws upon such primary sources as Adam Smith's *The Wealth of Nations;* David Ricardo's *Principles of Political Economy and Taxation;* John Stuart Mill's *Principles of Political Economy;* Karl Marx's *Das Kapital;* Alfred Marshall's *Principles of Economics;* and J. M. Keynes's *The General Theory of Employment, Interest and Money. Prerequisites: **ECO 202*** and ***ECO 203*** or consent.

**ECO 347 International Trade and Finance:** Surveys theory and practice of international trade and finance. Topics include: comparative advantage, economies of scale and other explanations for trade, international factor movements, trade policy, exchange rate determination, international macroeconomic adjustment, and economic integration. Student essays and oral presentations based on current international events. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

**ECO 350 Mindful Economics: Economic Decision-Making and the Brain**: Examines economic decision-making from both a behavioral economic perspective and a neuroeconomic perspective, contrasting it with the approach used in standard economics. *Prerequisites*: three (3) previous Economics courses including ***ECO 203***.

**ECO 351 Economic Development**: Traces evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. Assesses current economic conditions and future prospects in less-developed countries through theoretical models and actual data. *Prerequisites: **ECO 202*** and***ECO 203.***

**ECO 355 Environmental Economics**: Approaches resource use and particularly pollution from economic standpoint. Examines economic impact of pollution and alternative proposals to deal with problems. Presents externalities, public goods, private and public property rights, and cost-benefit analysis. *Prerequisites: **ECO 202*** and ***ECO 203.***

**ECO 361 Urban Economics**: Stresses location theory and application of microeconomic theory to analysis of urban policy issues. May cover land-use controls, housing, urban poverty, transportation, and urban public finances. *Prerequisites: **ECO 202*** and ***ECO 203.***

**ECO 365 Economic Democracy and Economic Theory**: Contrasts alternatively structured organizations -- especially those based on one person/one vote -- with traditional capitalistic firm of West, which bases control on property ownership with primary goal of profit maximization. Examines democratic worker-managed firms, nonprofit and volunteer organizations, consumer or producer-controlled cooperatives, and publicly controlled enterprises or financial institutions. *Prerequisites: **ECO 202*** and ***ECO 203.***

**ECO 370 The Economics of Piracy**: From the high seas to digital video discs (DVDs), piracy surrounds us. Piracy evolves with changing technology and legal innovations. Explores economic implications of, and rationale for, piracy in detail. *Prerequisites: **ECO 202*** and ***ECO 203.***

**ECO 371 International Economic History:** Traces the evolution of economic institutions from antiquity to the present. Applies diverse approaches to understand historical processes and structures, concentrating on those relevant to current debates. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

**ECO 377 Economics and Cinema**: Focuses on how movies employ cinematographic artistry to address economic issues. Students create and present movie proposals including a narrative synopsis, economic context, and an analysis of social-economic issues. Production of short pilot movies highly encouraged. *Prerequisites: **ECO 202*** and ***ECO 203***.

**ECO 381 Introduction to Econometrics**: Presents regression theory, multiple regression, simultaneous equations, identification problems, time-series problems, selected estimating techniques, and basic econometric models. *Prerequisites:* economics major*, **ECO 202, ECO 203,*** and***ECO 221***.

**ECO 385 Economics of Health**. Uses economic concepts and tools to examine production, delivery and cost, access and utilization of heathcare services in the United States. includes demand for health care, the market for health providers and health insurance, and the role of government in the health care market. Discusses the relative merits of national reform efforts and current individual state reform efforts. *Prerequisites: **ECO 202 and ECO 203***.

**ECO 403 Applied Microeconomics**: Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. *Prerequisites: **ECO 202, ECO 203,*** and ***ECO 303***.

**ECO 404 Senior Seminar in Economics**: Probes theoretical, applied, or policy economics, as well as issues in historical, institutional, or critical economics studies. May be repeated for credit with consent of department chair. *Prerequisites: **ECO 221, ECO 303,*** and ***ECO 304,*** or consent.

**ECO 407 International Finance**: Considers balance-of-payments adjustment mechanisms and impact on national economies. Looks at alternative exchange-rate regimes, international movements of capital, foreign-exchange intervention, impact of exchange-rate variations, and objectives and effects of international monetary standards and financial institutions. *Prerequisite:**ECO 304*** or ***ECO 306***.

**ECO 411 Introduction to Mathematical Economics**: Uses mathematical tools from linear algebra, calculus, and difference equations to analyze economic theories and problems. Looks into consumer choice, production, partial and general equilibrium, economic growth, and macroeconomic models.*Prerequisites: **ECO 303*** and ***ECO 304***.

**ECO 435 Public Economics**: Applies microeconomic theory to analysis of government spending in market economy. Touches upon theory of welfare economics and market failure, principles of expenditure analysis, benefit-cost analysis, government and distribution of income, and public-choice theory. *Prerequisites: **ECO 202, ECO 203, ECO 303,*** and working knowledge of indifference curve analysis.

**ECO 438 The Economics of Taxation**: Examines principles of tax analysis and U.S.. tax system, especially effects of taxes on economic efficiency and distribution of income. Ranges from Federal individual and corporate income taxes to local property and sales taxes. *Prerequisite: **ECO 303***.

**ECO 442 History of Economic Thought**: Chronicles economic theories from ancient to modern times -- particularly from the mercantilist period (circa A.D. 1650) -- and links them to contemporary social and political systems. *Prerequisites: **ECO 221, ECO 303***, and ***ECO 304***.

**ECO 448 Alternative Economic Theories**: Surveys Marxism, Austrianism, Post-Keynesianism, institutionalism, feminism, bioeconomism. Contrasts methodology, analysis, and policy prescriptions with those of classical and Keynesian theories that guide economic orthodoxy. *Prerequisites:**ECO 221, ECO 303,*** and ***ECO 304***.

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# English

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## English

Changes effective Fall Term 2015

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|---|---|---|---|
| *Aggarwal* | *Boles* | *Cheng* | *Coffae* |
| *Cohen* | *Collins* | *Deaver* | *Driggers* |
| *Fleming* | *Forsythe* | *Frost* | *Jones* |
| *Littler* | *Mathews* | *Nordstrom* | *O'Sullivan* |
| *Reich* | *Russell* | *Zimmermann* | |

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature, film, and writing. The goal of the curriculum is to provide a developmental path emphasizing skills that will serve majors beyond graduation. The diversity in our course offerings provides each student the opportunity to create an individualized program that reflects her/his interests and passions.

**MAJOR REQUIREMENTS**

Students majoring in English are required to complete the following program of courses. A minimum of twelve (12) courses is required and must include the following distribution: two (2) courses in literature before 1850, two (2) courses in literature after 1850, one (1) course in transnational literature, one (1) course in advanced prose style or language studies, and six (6) electives. In fulfilling these distribution requirements, students must take classes at all levels to progressively develop skills and knowledge. At a minimum, students must fulfill courses at the following levels:

- **ENG 190 Texts and Contexts**
- **Two (2) courses at the 200 level: Interpreting language and literature**
- **Two (2) courses at the 300 level: Integrating language and literature**
- **One (1) course at the 400 level: Contributing to language and literature**
- **Six (6) elective courses, four (4) at the 300 level or above**

Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor.

Majors must also submit a representative senior portfolio on or before the second Friday in April for May graduation, the second Friday in July for August graduation, the second Friday in October for December graduation, and participate in a graduation conversation with faculty.

Notes: Only one course may count toward two distribution requirements. All students must take their advanced prose style or language studies requirement by the second semester of their junior year. Students in both the English major and Writing minor may count only one course toward both programs. English majors must take their 400-level courses at Rollins. **ENG 125, 140, 225,** or **300** may not be used as an elective in the English major.

POLICIES FOR THE MAJOR

Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.)

Students in both the English major and the writing minor may count only one (1) course toward both programs.

Arts and Sciences English majors must take their ***400-level*** required English elective course at Rollins.

**MINOR REQUIREMENTS**

**ENGLISH**

Students minoring in English are required to complete the following program of courses. A minimum of six (6) courses is required and must include **ENG 190 Text and Context**, two (2) courses at the 200 level, and three (3) courses at the 300 level or above.

- **ENG 190 Texts and Contexts**
- **Two (2) courses at the 200 level**
- **Three (3) courses at the 300 level or above**

POLICIES FOR THE MINOR

**ENG 125, 140, 225**, or **300** may not be used as an elective in the English major.

**WRITING**

Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: creative writing or professional writing.

I. CREATIVE WRITING CONCENTRATION

The concentration in creative writing complements Rollins' mission of liberal education by providing a sequence of courses emphasizing the writing of fiction, poetry, and creative nonfiction. For English majors and other appreciators of literature, the concentration provides a bridge between students' study of the literary canon and their understanding of the creative process that produced it. For students in any major, the literary genre-based courses of this curriculum examine the art and craft of producing good writing and, in addition, provide close study of the work of successful contemporary authors. The creative writing

LATIN AMERICAN AND CARIBBEAN STUDIES

MARINE BIOLOGY

MATHEMATICS

MODERN LANGUAGES AND LITERATURES

MUSIC

NEUROSCIENCE

PHILOSOPHY AND RELIGION

PHYSICS

PHYSICAL EDUCATION

POLITICAL SCIENCE

PSYCHOLOGY

SEXUALITY, WOMEN'S, AND GENDER STUDIES

SOCIOLOGY

SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT

THEATRE ARTS AND DANCE

PUBLIC POLICY AND POLITICAL ECONOMY

CULTURAL ANTHROPOLOGY

**Student Records**

Rollins College
1000 Holt Avenue
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concentration makes use of the workshop method, giving students extensive practice in producing and critiquing texts. Among the practicing writers teaching the courses of this minor are two writers-in-residence whose published works are nationally acclaimed.

Students seeking a minor in writing with a concentration in creative writing take six (6) courses: three (3) core courses and three (3) electives. In addition, students must submit a writing portfolio to the department in the semester of graduation.

CORE COURSES

- **ENG 167 Introduction to Creative Writing**
- **ENG 267 Topics/Techniques in Writing**
- **ENG 367 Creative Writing Workshop**

ELECTIVES

Three (3) of the courses (below) are required. Students must take a 300- and 400-level elective.

- **ENG 209 Introduction to Professional Writing**
- **ENG 210 Language and Power**
- **ENG 211 Show and Tell: Visual and Verbal Text Design**
- **ENG 260 Writer's Studio**
- **ENG 267 Topics/Techniques in Writing**
- **ENG 268 Writing Intensives**
- **ENG 271 Personal Writing**
- **ENG 273 Journalistic Writing I**
- **ENG 276 Writing for the Future**
- **ENG 277 Studies in Professional Writing**
- **ENG 295 Studies in Nonfiction Writing**
- **ENG 360 Creative Nonfiction Workshop**
- **ENG 361 Writing for the Professions**
- **ENG 367 Creative Writing Workshop**
- **ENG 373 Journalistic Writing II**
- **ENG 374 Editing Essentials**
- **ENG 375 The Critic's Role--Review Writing**
- **ENG 380 Language Studies**
- **ENG 385 Prose Style**
- **ENG 392 Environmental Writing**
- **ENG 396 Journal Production: SPECS**
- **ENG 397 Internship in Writing**
- **ENG 459 Writer's Portfolio**
- **ENG 467 Advanced Creative Writing Workshop**
- **ENG 482 Writing for Publication**
- **ENG 497 Internship in Writing**

II. PROFESSIONAL WRITING CONCENTRATION

The concentration in professional writing offers courses for students interested in writing in the public arenas of civic life, the academy, and the professional world. Grounded in rhetorical theory, the courses provide humanistic, critical, and practical study of writing in specific genres, disciplines, and media. Over the last half-century technological developments have provided radical new means of communication and led to significant cultural shifts. More than ever, writers need a critical understanding of the rhetorical processes underlying communication in various media and the problem-solving skills to face continual technological and cultural change. In addition to obtaining a rhetorical understanding of communication, students will gain basic practical knowledge of how new communication technologies work and hone their writing skills through practice in specific genres and disciplines. Successful students will emerge as reflective and articulate writers able to contribute effectively to civic, academic, and professional endeavors in the twenty-first century.

Students seeking a minor in writing with a concentration in professional writing take six (6) courses: three (3) core courses and three (3) electives. In addition, students must submit a writing portfolio to the department in the semester of graduation.

CORE COURSES

- **ENG 209 Introduction to Professional Writing**
- **ENG 211 Show and Tell: Visual and Verbal Text Design**
- **ENG 277 Studies in Professional Writing**

ELECTIVES

Three (3) of the courses (below) are required. Two (2) electives must be at the 300- or 400-level.

- **ENG 210 Language and Power**
- **ENG 260 Writer's Studio**
- **ENG 267 Topics/Techniques in Writing**
- **ENG 268 Writing Intensives**
- **ENG 271 Personal Writing**
- **ENG 273 Journalistic Writing I**
- **ENG 276 Writing for the Future**
- **ENG 277 Studies in Professional Writing**
- **ENG 295 Studies in Nonfiction Writing**
- **ENG 360 Creative Nonfiction Workshop**
- **ENG 361 Writing for the Professions**
- **ENG 367 Creative Writing Workshop**
- **ENG 373 Journalistic Writing II**
- **ENG 374 Editing Essentials**
- **ENG 375 The Critic's Role--Review Writing**
- **ENG 380 Language Studies**
- **ENG 385 Prose Style**
- **ENG 392 Environmental Writing**
- **ENG 396 Journal Production: SPECS**
- **ENG 397 Internship in Writing**
- **ENG 459 Writer's Portfolio**
- **ENG 467 Adv. Creative Writing Workshop**
- **ENG 475 Creative Writing Colloquy**
- **ENG 482 Writing for Publication**
- **ENG 497 Internship in Writing**

## Course of Study

**ENG 140 Composition: Writing about Selected Topics:** Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to satisfy the College's general education requirement for 'Writing, students must receive a grade of 'C' or better in the course. Students may take **ENG 140** a second time for credit, so long as a different topic is selected. Section topics are designated by individual instructors.

**ENG 167 Introduction to Creative Writing:** Writing in a variety of genres including fiction, creative nonfiction, and poetry. Focus on peer evaluation (oral and written) as well as that of the professor. Models of these genres are studied not as literature, but as writing samples.

***ENG 190 Texts and Contexts:*** Gateway to English major. Theme based course introducing students to the practice of literary analysis and writing. Focusing on skills in close reading using literary and critical terminology on multiple genres. Suitable for non-majors and potential English majors.

**ENG 201 Major English Writings I:** Critical and historical approaches to writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton.

**ENG 202 Major English Writings II:** Critical and historical approaches to writers of the long Eighteenth Century, the Romantic period, and the Victorian Age, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, and Hopkins.

**ENG 204 African Literature:** Introduces major writers and literary movements of Africa.

**ENG 206 Grammar Bootcamp**: Covers basic English grammar as well as more advanced grammar to prepare students for advanced writing courses. Topics include parts of speech, sentence structure, punctuation, diction, and cohesion.

**ENG 209 Introduction to Professional Writing**: Offers a foundation in professional writing theory and practice. Using a rhetorical approach, analyzes situations, texts, and audiences to understand and produce effective documents. Appropriate for non-majors.

**ENG 210 Language and Power:** Surveys rhetorical tools leaders have used throughout history to change their societies. Students will analyze how these tools function within speeches, letters, essays, and other literary texts that have persuaded audiences to think, feel, and act in new -- sometimes positive, sometimes destructive -- ways. By modeling such writing in their own essays, students will practice using these tools to address contemporary social issues while discussing the ethical concerns that responsible citizens must consider whenever they use rhetoric. Prerequisite: **ENG 140.**

***ENG 211 Show and Tell: Visual and Verbal Text Design:*** Investigates how visuals (pictures, graphics, color, and layout) interact with words to add or disrupt meaning in texts. Studies cutting-edge research on visual perception. Practices document design using InDesign software. *Prerequisite*: ***ENG 140.***

***ENG 216 Sandspur Production:*** Writing- and design-intensive course that supports production of The Sandspur. Covers various kinds of journalistic writing and news reporting: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce and edit well-written, accurate, insightful stories, and to do journalistic investigation and research. Classroom workshops are conducted before weekly newspaper staff meetings. Familiarizes students with contemporary journalistic practices and issues involving ethics and standards in the media.

**ENG 221/321 Topics in World Literature:** Introduces major writers and theoretical approaches in one or more more literary traditions other than - or in combination with - British and/or American. Specific topics vary. Prerequisite: **ENG 140.**

**ENG 229/329/429 Selected Studies in American Literature:** Studies forms, traditions, themes, and genres, varying from year to year.

**ENG 230 Literary Nonfiction:** Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. Prerequisite: **ENG 140.**

**ENG 231 The Bible as Literature:** A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays, and novels influenced by the Bible. Works range from black spirituals to Jesus Christ Superstar.

**ENG 232 Literature and Experience:** Focus may include drama, poetry, and prose. Designed for upperclass nonmajors.

**ENG 233 Women Writers:** Traces the literature written by women during the past several hundred years with particular interest in the 19th and 20th centuries. Examines, through various genres, the cultural climate and the authors' central thematic interests.

**ENG 234 Selected Studies in Literary Themes:** Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors.

**ENG 235 Selected Studies in Environmental Literature:** A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

**ENG 241 Film and Literature:** Studies the history and aesthetics of film and the relationship of film to literature. Material and focus will vary from year to year. Suitable for nonmajors.

**ENG 242 Contemporary American Short Fiction:** Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

**ENG 245 Selected Studies in Popular Culture:** Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Suitable for nonmajors.

**ENG 249 Darkness Visible -- Radio Drama:** Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollinsï¿½ WPRK (Tuesdays, 9:00 p.m.).

**ENG 260 Writer's Studio:** Students will learn about creative potential and how to nurture it. They will take up a writing "practice" that includes regular writing and attention to the conditions under which they are most creative and productive. Responding effectively to the writing of others and basic techniques of craft that good writers use to achieve effect and meaning will be explored. Prerequisite: **ENG 140.**

**ENG 267 Topics/Techniques in Writing:** "Topics" version of this course offers an introduction to a very specific genre of writing (fiction, autobiography, humor writing, etc.), giving close attention to the defining characteristics of the genre and offering a sequence of short reading and writing assignments designed to develop facility in producing the genre. "Techniques" version of this course offers a close study of a specific literary technique (point of view, character/dialogue, narrative design, voice), and requires practicing the technique in short, focused writing assignments with emphasis on both literary and technical excellence. Prerequisite**: ENG 140.**

**ENG 268 Writing Intensives:** Seven (7) intensive experiences in specific genres: memoir, short-short story, profile, sonnet, and writing about art. Each session introduces students to a particular type of writing and leads them in a series of exercises to practice writing the genre. Sessions are designed to be fun, informative, and inspirational. Instructors provide specific strategies for tackling a type of writing and for deepening and extending daily writing practice.

**ENG 271 Personal Writing:** Writing by self-discovery and self-expression. Explores writing as a means to discover thoughts, feelings, and intuitions, which would otherwise remain inchoate. Prerequisite: **ENG 140**.

**ENG 273 Journalistic Writing I:** Evolution of journalism and contemporary practices of news gathering and writing. Critical analyses of traditional and converging forms of journalism, the journalistic landscape, and student roles as reporters. Emphasizes journalism in the 21st century, and timeless tools essential for reporters. Prerequisite: **ENG 140** or equivalent.

**ENG 275 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

**ENG 276 Writing for the Future:** How do we depict ourselves when weï¿½re communicating on the Internet? How does our understanding of audience shift? This course in the genre of cyberspace writing explores how our own personal reading and writing are being changed by advances in technology, as well as how online forms and practices are reshaping corporate and academic writing. Focusing on new skills weï¿½d like to master, weï¿½ll consider whether our ability to learn is affected by our uses of technology. Previous experience is NOT a prerequisite.

**ENG 277 Studies in Professional Writing:** Studies select topics, genres, and practices in professional writing. Topics may include writing for digital media, writing for communities, business writing, and journalistic writing. Each class involves both theoretical study and skills development.

**ENG 278 The Beat: Writing and Reporting in the Community**: Explores interests with eyes and ears of journalists, picking a beat (e.g., Politics, Environment) to generate stories, identify stories off campus of interest to report on campus. Enables students to evaluate sources, enterprise content, write in lively journalistic styles. Submissions to Sandspur encouraged. Fulfills a core course in Professional Writing Minor. Prerequisite: **ENG 140** or equivalent.

**ENG 291 Magical Realism:** When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland -- what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. Prerequisite: **ENG 140** or equivalent.

**ENG 295/395 Studies in Nonfiction:** Focus on forms, themes, and techniques of specific nonfiction prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. Prerequisite: **ENG 140.**

**ENG 300 Expository Writing:** Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal studies curriculum. Develops writing strategies and forms that give meaningful shape to attitudes and experiences within the context of previously published ideas. Analysis of professional and anonymous student essays, as well as students' own writings. Prerequisite: **ENG 140.**

**ENG 303 Historical Approaches to American Literature:** Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 304A Genre Study in American Literature: Drama:** Examines drama in American literature, emphasizing the changing forms and conventions of the genre. Playwrights discussed include Treadwell, Miller, Williams, Hansberry, Shepard, Mamet, and Finley. Prerequisite: **ENG 140.**

**ENG 304B Genre Study in American Literature: Fiction:** Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 304C Genre Study in American Literature: Poetry:** Examines poetry in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Romanticism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation). Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 305 American Literature I: Beginnings through 1865:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 306 American Literature II: 1865 to Present:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 307 American Literature IV: African American Literature:** Explores African American literary forms from the seventeenth to the twentieth centuries, in the context of the social, historical, economic, and cultural politics of literary production in this specific racial community. Prerequisite: junior standing.

**ENG 310/410 Studies in Anglo Saxon and Medieval Literature:** Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus: Beowulf, Sir Gawain and the Green Knight, and Chaucer's Canterbury Tales.

**ENG 311/411 Studies in Renaissance Literature:** Examines English literature of the 16th and 17th centuries, excepting Shakespeare, in the context of the times. Focus varies from term to term, sometimes by genre (prose, lyric, epic, dramatic), sometimes by theme.

**ENG 312/412 Studies in Shakespeare:** Studies selected poems and plays by Shakespeare, viewed in the context of Elizabethan conventions and ideas. Focus varies from term to term, sometime by genre (comedy, tragedy, history, or romance), sometimes by theme, sometimes by emphasis on lyric and narrative verse.

**ENG 314/414 Topics in Restoration and 18th-Century Literature:** Examines major writers and writings of the Restoration and neoclassical periods. Focus on novel as a literary genre, comic potential of the war between the sexes, and poetsï¿½ efforts to offer the emerging middle class a sense of both the past and the world of ideas.

**ENG 315/415 Studies in 19th-Century British Literature:** Examines major writers and writings of the romantic and Victorian periods. Emphases may include works of either period, the forms of lyric poetry, the rise of the novel, or literary movements in their cultural contexts.

**ENG 319/419 Studies in 20th-Century British Literature:** Examines major writers and writings of the modern and contemporary periods. Emphases may include movements in poetry, fiction, or drama -- especially those that represent experiments in new modes of expression at the beginning and end of the century.

**ENG 324 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

**ENG 325 Modern Drama:** Focuses on American, British, and Continental plays written/produced from 1890 to 1945. Representative playwrights include Ibsen, Chekhov, Strindberg, Shaw, Synge, Oï¿½Neill, Treadwell, Pirandello, and Eliot. Emphasizes critical analysis, historical significance, and issues of performance.

**ENG 326/426 Southern Writers:** Studies selected Southern writers, including novelists, dramatists, and poets. Prerequisite: junior/senior standing.

**ENG 328/428 Contemporary American Literature:** Studies American literature in the last half of the 20th century, from the end of World War II and the emergence of the Beats, through the tumultuous 60's and 70's, and on into the fin de siècle.

**ENG 329/429 Selected Studies in American Literature:** Studies forms, traditions, themes, and genres, varying from year to year. Prerequisite: junior/senior standing.

**ENG 335 Critical Approaches to Literature:** Focuses on major works of critical theory as well as applications of critical theory to literary texts. Includes emphasis on literary terminology. Prerequisite: **ENG 140 or equivalent.**

**ENG 336/436 Twentieth-Century English and American Poetry:** Seminar on British and American poets of the 20th century, with emphasis upon the major poets.

**ENG 341 Film and Literature:** Focuses on the history and aesthetics of film and its relationship to literature. Specific topics vary. Prerequisite: ENG 140 or equivalent.

**ENG 342 Speculative Fiction:** Specific topics vary. May focus on science fiction; fantasy; utopias/dystopias; horror and the occult; magical realism; other; a combination thereof. Prerequisite: ENG 140 or equivalent.

**ENG 344 Literature and Cultural Studies:** Specific topics vary. Possibilities include The Postmodern; Visual Culture; Media Mixtures; Interactive Literary Venues; or some combination thereof. Prerequisite: ENG 140 or equivalent.

**ENG 345 Studies in Classical Rhetoric:** The Art and Science of Persuasion: A close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of rhetoric, how those theories differ and overlap, and how they have influenced modern notions of persuasiveness. Fulfills elective requirements in classical studies and communication.

**ENG 360 Creative Nonfiction Workshops:** Courses focus on the broad range of intellectual, rhetorical, and composition skills necessary to compose creative nonfiction prose characteristic of a single discourse form. Extensive use of a workshop approach to drafting, revising, and critiquing writing.

**ENG 360A Creative Nonfiction Workshop -- Autobiography:** Advanced writing course for upper-level students who wish to extend the basic intellectual,

rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing.

**ENG 360B Creative Nonfiction Workshop -- Travel Writing:** Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel not expected.

**ENG 360C Creative Nonfiction Workshop -- Literary Journalism:** This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles.

**ENG 361 Writing for the Professions:** Enables students to make the transition from student to professional. Gives students experience in developing the writing and presentation skills expected of them in their careers. Students will learn and apply specific communication principles typical of the forms and practices of professionals. Coursework is done both independently and in groups. Appropriate for all majors. Prerequisite: ENG 140.

**ENG 367 Creative Writing Workshops:** Emphasis on various writing genres (fiction, creative nonfiction, etc.). Requires strong, established creative writing skills and experience in writing workshops. Prerequisite: ENG 167.

**ENG 367A Creative Writing Workshop -- Poetry:** Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets. Prerequisite: ENG 167.

**ENG 367B Creative Writing Workshop -- Childrenï¿½s Writing:** Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of their original work. Prerequisite: ENG 167.

**ENG 367C Creative Writing Workshop -- Fiction:** Focuses on the writing of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers. Prerequisite: ENG 167.

**ENG 367D Creative Writing Workshop -- Screenwriting:** Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay. Prerequisite: ENG 167.

**ENG 370 Spiritual Autobiography:** Examines the life and work of autobiographers who have fostered social activism and profound spirituality in others. In addition to oral and written projects, students explore a variety of reflective practices. Prerequisite: ENG 140.

**ENG 372 Winter with the Writers:** Conducted in conjunction with the visiting authors series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of writersï¿½ visits. Provides opportunity to meet these writers and discuss their work in master classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. Prerequisite: ENG 140.

**ENG 373 Journalistic Writing II:** Students act as functioning journalists, researching and writing stories, dealing with sources, meeting deadlines, and working with fellow students in an editorial context. Prerequisite: ENG 273 or consent.

**ENG 374 Editing Essentials:** Focuses on editing writing at three levels: for correctness (grammar and punctuation); for precision (unity, order, coherence, emphasis, language); and for style (syntax, levels of detail, tone, diction, voice). Students will perform close analysis of surface features of their own and professional writing, and they will complete exercises designed to strengthen their ability to edit writing at the three levels mentioned above. This course is especially appropriate for students preparing to be teachers or engage in any profession that requires writing. Prerequisite: ENG 140.

**ENG 375 The Criticï¿½s Role -- Review Writing:** Considers the role that "professional" critics play in our world -- as "reviewers" and as shapers of our culture. Students practice writing techniques that critics use when discussing art forms such as cinema, music, and literature, or such issues as economic and social policies. Strongly recommended for students considering a minor in writing or a career in writing or publishing. Prerequisite: ENG 140.

**ENG 380 Language Studies: Readers and Writers:** Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. Prerequisite: ENG 140.

**ENG 385 Prose Style:** Writing exercises designed to increase understanding and control of fine elements of style: word choice, sentence variety, point of view, tone, rhythm, etc.

**ENG390 Major Author(s):** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

**ENG 392 Environmental Writing:** Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. Prerequisite: ENG 140 or consent.

**ENG 395 Studies in Nonfiction:** Challenges writers to experiment with various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

**ENG 396 Journal Production: SPECS**. Produces SPECS, a national journal of literature and culture. Includes reading, discussion, selection, and editing of material for the journal. Students review online submissions, readings on the journal theme, and participate in class discussion. Examines past issues of the journal and other national journals, discussing principles of design, content, and aesthetics. Requires final project based on the call for papers for the current issue.

**ENG 397/497 Internship in Writing**

**ENG 412 Studies in Shakespeare:** Topical course on Shakespeare's works, for advanced students. Topic to be advertised in advance of registration. Prerequisite: English major or consent.

**ENG 440 Topic in World Literature:** Specific topics vary. Possibilities include a theme; a period; a selection of authors. Prerequisite: ENG 140 or equivalent.

**ENG 444 Topics in Advanced Literature and Cultural Studies**. Offers advanced study in literature and culture with focus on critical theory. Specific topics vary. Possibilities include theories of gender and sexuality, critical race theory, postcolonialism, performance, and formal innovation.

**ENG 459 The Writers Portfolio:** Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing.

**ENG 467 Advanced Creative Writing Workshop:** Focuses on readings and writing in a chosen genre. Frequent deadlines and critiques in a workshop atmosphere emphasizing individual instruction. Revision and submission of works encouraged. May be taken three (3) times for credit. Prerequisite: ENG 367.

**ENG 475 Creative Writing Colloquy:** Capstone course that engages writing minors in a culminating workshop, facilitates an edited compilation of best work from the minor, and prepares them to continue writing and market their work. *Prerequisite*: must have completed the twenty (20) semester hours required for the creative writing minor except for this final course. *By permission, a student may take this course concurrent with one other course to fulfill the minor.*

**ENG 482 Writing for Publication:** Identifies the demands/restrictions of various publications (newspapers, magazines, literary journals, literary contests, etc.). Students conduct research on the genre, style, and audience of specific publications, write queries and proposals, and submit to at least two publications.

**ENG 490 Advanced Major Author(s) Study:** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

**ENG 498/499 Independent Study/Research**

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# Environmental Studies

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LATIN AMERICAN AND



## Environmental Studies

Changes effective Fall Term 2009

*Allen* *Lines* *Nodine* *Poole*

Siry Stephenson

The interdisciplinary environmental studies major examines natural and cultural systems from many perspectives -- ecological, economic, ethical, historical, geographical, and political. Students study the conservation and utilization of natural resources essential for economic development and public well being.

The curriculum analyzes the problems, processes, and possibilities of creating a more sustainable society. It also offers preparation for an environmental career, broad background in several related areas of study, or concentration in a particular thematic issue as a basis for graduate study.

Florida offers an ideal laboratory for environmental studies. Nationally recognized projects such as the Everglades restoration, Wekiva Geopark, and models in the New Urbanism place Florida in the forefront of environmental protection and sustainable design.

**MAJOR REQUIREMENTS**

Ten (10) courses required: six (6) core courses, one (1) required course in the origins of environmental thought, and three (3) environmental studies electives.

CORE COURSES; complete six (6):

- **ENV 130 The Geosphere with Lab**
- **ENV 189 The Environmental Crisis in its Cultural Context**
- **ENV 225 The Biosphere with Lab**
- **ENV 323 Conservation of Biodiversity OR BIO 316 Ecology**
- **ENV 389 Environmental Planning**
- **ENV 413 Senior Seminar in Environmental Issues**

ORIGINS OF ENVIRONMENTAL THOUGHT REQUIREMENT; complete one (1):

- **ENV 270 Environmental Literature**
- **ENV 353 National Parks and Protected Areas**
- **ENV 380 American Environmental History**

ELECTIVES; complete three (3):

- **At least two (2) of these courses must be at the 300 level or above.**

FIELD STUDY/COMMUNITY ENGAGEMENT REQUIREMENT:

- One of the ten (10) courses taken to complete the major must have a significant field study or community engagement component. Such courses are designated each semester by the Chair of the Environmental Studies department.

**MINOR REQUIREMENTS**

Seven (7) courses are required: the five (5) core courses shown below and two (2) electives in environmental studies, one (1) of which must be at the ***300 level*** or above.

- **ENV 130 The Geosphere with Lab**
- **ENV 189 The Environmental Crisis in its Cultural Context**
- **ENV 225 The Biosphere with Lab**
- **ENV 323 Conservation of Biodiversity OR BIO 316 Ecology**
- **ENV 389 Environmental Planning**

## Course of Study

**ENV 105/205/305 Topics: Environmental Studies:** Examines contemporary environmental issues. Topics vary from year to year.

**ENV 130 The Geosphere with Lab:** Introductory earth science course exploring the dynamic interactions between the earth's climate, landforms, water, ecosystems, and soils. Emphasizes key environmental topics such as global warming, tropical deforestation, and natural hazards.

**ENV 189 The Environmental Crisis in its Cultural Context:** Weighs humanity's responsibility to nature, technocratic drift of society, and conflicts between material and environmental values. Traces development of mechanistic worldview and re-emergence of organic or holistic perspective.

**ENV 204 Landscapes of Promise: The Ecological Transformation of the West:** Historical study of regional ecology with a critical analysis of economic change. Optional field study component focuses on regional landscapes that reflect the competing attempts to transform and preserve the natural world.

**ENV 206 Caribbean Environmental History:** Explores the tension among American, European, and African cultures in the Caribbean. Topics include the Spanish conquest, the slave economy, and the exchange of organisms between Old and New World environments.

**ENV 225 The Biosphere with Lab:** Introduces ecological principles forming the basis for understanding environmental issues and policy. Explores scientific concepts and laboratory field techniques used to study and assess ecosystems.

**ENV 240 Ecosystems of North America:** Examines the geographic distribution, characteristics, and present status of terrestrial biomes in North America. Emphasizes case studies of critical environmental regions including the Everglades, the Colorado Plateau, and the Pacific Northwest.

**ENV 260 History of Technology: Tools of Toil:** Chronicles history of mechanization and cultural change from ancient world to this century. Considers tool

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evaluation and design, as well as social and psychological influences of mechanical advances. Ties everyday use of tools to modern industrialism's roots and global influences on labor.

**ENV 270 Environmental Literature:** Features poets, novelists, and essayists who have spoken out strongly for preservation of the environment. May include Emerson, Thoreau, Whitman, Muir, Leopold, and Abbey.

**ENV 289 Nature in the City:** Examines the origins of suburban sprawl, its problems and ongoing solutions. Traces efforts of design professionals from Frederick Law Olmstead to the present and examines their efforts to harmonize urban and natural worlds.

**ENV 292 Political Economy of Environmental Issues:** Traces transformation of organic society into market society and resulting commodification of nature.

**ENV 302 Traditional Town Planning:** Explores movement to return to pedestrian-friendly communities built along natural lines. Examines problems of suburbanization: traffic congestion, pollution, visual blight, strip malls, and housing designed for autos at the expense of pedestrians and children.

**ENV 308 Science and Policy:** Critically questions the role of science in contemporary society and international relations.

**ENV 323 Conservation of Biodiversity:** Examines our present biodiversity crisis through the lens of biogeography, an integrative field of study focused on large-scale human interactions with the earth's ecosystems. Case studies presented throughout the semester sharpen our focus on specific regions. Prerequisites: ENV 130 or ENV 225.

**ENV 325 Natural Habitats of Florida:** In-depth look at Florida's natural habitats. Examines how human activity is changing the face of Florida's physical landscape and natural communities. Prerequisite: ENV 130 or ENV 225.

**ENV 343 History of Science:** Chronicles the major scientific discoveries that changed worldviews and the personalities that shaped them. Examines the social context in which these discoveries arose.

**ENV 347 Islands in the Stream:** Describes the literature, natural history, and settlement of our nation's subtropical region. Examines the protection of coral reefs, mangrove forests, and fisheries.

**ENV 348 Sustainable Development:** Explores both theoretical and actual development strategies that are ecologically and socially acceptable.

**ENV 350 Food, Culture, and Environment**: Is agriculture about more than simply producing food? Is modern agriculture sustainable? Is organic agriculture really as beneficial as is claimed? These questions guide our exploration of the relationships between food, culture, and the environment.

**ENV 353 National Parks and Protected Areas:** Discusses value of national parks as pleasuring grounds, genetic banks, working ecosystems, and symbols of national heritage.

**ENV 365 Environment and Development in Central America:** Studies the need for broad-based sustainable development using Central America as a case study. Explores appropriate models of development.

**ENV 372 Images of the Environment as Seen Through Film:** Reveals attitudes toward nature and wilderness, attitudes toward technology, exploitation of nature, and visions of the future.

**ENV 375 Island Economies and Sustainable Development in the Caribbean:** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Explores the prospects for sustainable economic development in the region.

**ENV 377 Wilderness and the American Mind:** Examines arguments for and against the preservation of wilderness and the role of these arguments in shaping environmental policy.

**ENV 380 American Environmental History:** Follows the changing patterns of land and resource use. Examines the displacement of Native Americans, expansion of the frontier, the progressive conservation movement, and development of contemporary environmentalism. Prerequisite: ENV 189.

**ENV 385 Sustainable Development in the Amazon Basin:** Explores the largest remaining tropical ecosystem on earth and considers the crucial ecological services it provides as well as its exceptional biological and cultural diversity. Examines new approaches to development that generate income while protecting vital ecological systems supporting economic development.

**ENV 386 Environmental Law:** Focuses on the interpretation and application of federal, state, and local environmental regulations.

**ENV 389 Environmental Planning:** Examines competing demands for urban growth and development and the need to conserve and protect limited natural resources. Prerequisites: ENV 130, ENV 189, and ENV 225.

**ENV 390 Culture and Landscape:** Analyzes American landscapes and human cultures that created them, particularly intensive development that has radically altered natural systems.

**ENV 399/499 Independent Study Environmental Research:** Designated for field-based or problem-centered topics. Prerequisite: sophomore or junior standing for ENV 399; senior standing and consent of advisor for ENV 499.

**ENV 413 Senior Seminar in Environmental Issues:** Senior capstone seminar. Concentrates on major themes in the discipline and their relationship to current environmental issues. Prerequisites: senior standing, environmental studies major, and ENV 389.

**BIO 316 Ecology:** Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. Prerequisite: BIO 121 or ENV 225.

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# Film Studies

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## Film Studies (minor only)

Changes effective Spring Term 2014

*Faculty teaching Film Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

More than a century old, film is an integral, omnipresent art form and a component of our day-to-day lives. The film studies minor examines how film reflects and affects the social, intellectual, cultural, ethical, economic, aesthetic, and political aspects of our world; encourages students to move toward critical thinking about how film influences values and ideologies as well as our views on gender, race, class, sexuality, religion, and nationality; and demonstrates that film is a medium which both reflects and produces social conflicts, desires, and power relations.

**MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses and four (4) electives. Students are advised to complete ***FIL 150*** as one of the first three courses counted toward the film studies minor.

CORE COURSES

- **FIL 150 Introduction to Film**
- **FIL 450 Film Seminar**

ELECTIVES

Choose four (4) courses from the schedule of courses that are noted as fulfilling the "**FIL** minor," which meet the following criteria.

- **At least two at the 300 level or above**
- **At least one must focus on foreign film**
- **One may be an internship**
  Film courses taken in the Hamilton Holt School or at other institutions may count toward the minor at the discretion of the Film Studies Program Director.

### Course of Study

**FIL 150 Introduction to Film:** Focuses on film literacy and the culture of film, using films from the history of film.

**FIL 245 Film as Art: The Florida Film Festival**: immerses students in a top regional film festival in the U.S., the Academy-screen Florida Film Festival. Through attending an orientation class meeting, experiencing two full weekends of film viewing and festival events, and undertaking writing assignments, students learn the hisotrical, cultural, and contemporary aspects of cinema and film festivals.

**FIL 350 Special Topics in Film Studies:** Experiential and/or traditional "classroom" courses that allow immersion in a specific area of film director, genre, national cinema(s), film making, film festivals and/or examination race, class, gender, sexuality, multiculturalism, globalization.

**FIL 450 Film Seminar:** Capstone course for the minor emphasizing film theory, history, and culture. Features an in-depth examination of a specific construct of film. *Prerequisite:* ***FIL 150.***

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# Global Health

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## Global Health (minor only)

Changes effective Spring Term 2015

*Faculty teaching Global Health include members of the Natural Sciences, Humanities, and Social Sciences Divisions in the College of Arts and Sciences and the Communications Department in the College of Professional Studies. Please see the schedule of classes for each academic term for specific assignments.*

The global health minor focuses on issues effecting community health at home and around the globe, revealing that health and poverty are frequently linked and that health issues may not respect political boundaries. The program draws courses from anthropology, biology, communication studies, critical media and cultural studies, economics, English, environmental studies, history, pre-medicine studies, mathematics, physical education, political science, and psychology to explore health related issues from a variety of methodological and topical perspectives.

**MINOR REQUIREMENTS**

Six (6) courses are required: three (3) core courses and three (3) elective courses. Two (2) of the required three (3) electives must be at the ***300 level*** or higher.

It is recommended, but not required, that students take PED Health and Wellness to meet their BPE requirement.

It is recommended, but not required, that students take a statistics course such as BIO 342, MAT 219, ECO 221, PSY 250, or INB 236.

CORE COURSES (required)

- **GBH 200 Introduction to Public Health**
- **GBH 300 Introduction to Epidemiology**
- **GBH/ANT 310 Introduction to Global Health**

ELECTIVES
Three (3) of the following courses

ELECTIVE COURSES

- **ANT 301 Nutrition and Health**
- **ANT 305 Women's Global Health**
- **ANT 306 Medicine and Culture**
- **BIO 117 Bacteria, Viruses and Humans with Lab**
- **BIO 229 Microbiology**
- **BIO 246 Human Physiology**
- **BIO 340E Medical Microbiology**
- **BIO 342 Biostatistics**
- **CMC 320 Political Economy of Body and Food**
- **COM 330 Health Communication**
- **COM 340 Health Policy and Advocacy Communication**
- **COM 350 Global Health Communication**
- **ECO 285 Introduction to Health Economics**
- **ECO 305 Health Economics**
- **ENG 190 Literature and Medicine**
- **GBH 305A Environmental Health**
- **PED 201 Physiology of Exercise and Performance**
- **PHI 308L Topic: Medical Ethics**
- **POL 223 Power and Diplomacy - The United Nations**
- **POL 316 Social and Political Applied Ethics**
- **POL 335 Global Health and Human Rights**
- **PSY 217 Psychology of Drugs and Addictions with Lab**
- **PSY 334 DEV: Foundations of Maternal and Child Health and Wellness**
- **SOC 311M Societies and Health through the Life Course**

REQUIRED COURSES

**GBH 200 Introduction to Public Health**: Introduces health and disease at the population level. Students will learn the concepts and methods for measuring health in populations. They will consider the impact of health care systems, public health systems and broad governmental policies on health and disease patterns.

**GBH 300 Introduction to Epidemiology**: Introduces the theory methods and practice of epidemiology. Students will learn to interpret epidemiological data and to use epidemiological approaches to investigate communicable and non-communicable diseases and other health problems.

**GBH/ANT 310 Introduction to Global Health**: Examines the roles of biological and social factors in global health issues, paying particular attention to the health needs and concerns of poor and disadvantaged populations. Students will learn about some of the major health concerns of the developing world and look critically at how local and international communities attempt to address those problems.

ELECTIVES

**ANT 301 Nutrition and Health**: A course about what people need to eat, how those needs have evolved, and how peoples' choices across cultures effect their health and the health of the environment. Discusses basic human nutritional requirements, and how evolution and culture have both worked to shape traditional and modern diets resulting in different disease patterns in different cultures. Some attention given to current U.S. practices, including fast food and factory farming, and their implications for the health of U.S. populations. *Prerequisite: One **ANT** course*.

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**ANT 305 Topics: Women's Global Health**: Examines the plight of women's health, globally, in both developed and underdeveloped countries. Our exploration will utilize a combination of conceptual approaches including political economy, feminism and alternative (non-Western) medical perspectives. Examines how culture, poverty, ethnicity, social class, migration, location, diseases enhanced by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and reproduction affect women's health. Analyzes the rule and impacts of existing public policy on women's health, and explores human-rights based approach to women's health.

**ANT 306 Medicine and Culture**: Examines how different cultures view disease and illness, how they explain illnesses, what they do about them, and how they use disease and illness as social controls. Discusses these issues in general and then as they apply to several specific cultures -- including our own. *Prerequisite: One **ANT** or **BIO** course*.

**BIO 117 Bacteria, Viruses and Humans with Lab**:Introduces world of microorganisms and their impact on human life. Presents basic principles of biology while probing diversity, genetics, and ecology of microorganisms; their uses in food, agriculture, and industry; and their ability to produce disease. Lab exercises include quantitative and qualitative analysis of bacterial nutrition and procedures for identification and control of microbes. Lab course for nonmajors.

**BIO 229 Microbiology**: Emphasizes metabolism, genetics, reproduction, and ecology of bacteria and viruses and their relationship to infectious disease and immunology. Develops basic research and microbiological lab skills. Lab required. *Prerequisite: **BIO 121***.

**BIO 246 Human Physiology**: Studies the function of human systems (cardiovasular, musicle, nervous, etc.) related to homeostasis. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other students **not** planning to attend medical, dental, or graduate school. Laboratory involves physiological studies on humans and other mammals. *Prerequisite: **BIO 121***.

**BIO 340E Medical Microbiology**: Introduces the basics of medical microbiology by applying basic microbiological principles to specific bacterial and viral pathogens. While the focus will be on the epidemiology and pathegenicity of specific diseases, discussions will also cover treatment and prevention. Student will gain detailed knowledge of one specific pathogen and the skills necessary to investigate disease origins, causes, treatment, and prevention.

**BIO 342 Biostatistics**: Applies principles and practices of statistics to biological problems. Covers experimental design, descriptive statistics, parametric and nonparametric testing of hypotheses, regression, correlation, and interpretation of results. *Prerequisite: **BIO 121***.

**CMC 320 Political Economy of Body and Food**: What's wrong with the ways we relate to our bodies, to others' bodies, to eating, and to food - and what can we do about it? This course examines the political and economic interests behind body and beauty ideals, body image, body dissatisfaction, eating disorders, steroid abuse, our cultural fear and hatred of fat, anti-fat prejudice, and inequalities related to the current food system.

**COM 330 Health Communication**: Introduces theory and research on communication in health and illness contexts, focusing on how messages from interpersonal, organizational, and media sources affect health and belief and behavior.

**COM 340 Healthy Policy and Advocacy Communication**: Introduces concepts and strategies for policy changes to improve health, based on current health issues. Includes situational analysis, communication strategies, and messaging to advocate for policies affecting health.

**COM 350 Global Health Communication**: Introduces important issues and key concepts of communication in global health. Focuses on determinants of health, the burden of disease, health disparities, risk factors, and communication strategies.

**ECO 285 Introduction to Health Economics**. Provides students with an understanding of the microeconomic approach to resource allocation specifically in relation to the health sector. Introduces students to the use of economic tools in the analysis of the 'market' for health care, in terms of efficiency and equity. Provides an analytical framework for assessment of the U.S. health care system, and health policy generally, from an economic perspective.

**ECO 305 Health Economics**: Uses concepts and tools to examine production, delivery and cost, access and utilization of healthcare services in the United States. Includes demand for health care, the market for health providers and health insurance, and the role of government in the health care market. Also discusses the relative merits of national reform efforts and current individual state reform efforts.

**ENG 190 Body Snatchers - Literature and Medicine**: Examines the ways that storytelling and medicine have shaped each other. For centuries, literature and visual culture have snatched from medicine thrilling or moving stories of death, illness, and god-like doctors. More recently, developments called "the medical humanities" or "narrative medicine" have infiltrated medical training, in which doctors read novels and are encouraged to write stories themselves in order to more fully connect with their patient's humanity. Explores both of these intersections to ask what reading fiction might bring to medicine and what the universal experience of having a body--a body that gets sick and will die--brings to the study of literature.

**GBH 305A Environmental Health**: Introduces students to environmental health topics with a primary focus on environmental factors impacting human health, sources of these factors, methods of identification, and regulatory measures. Topics include health hazards associated with contaminated water, food and air; vectors of disease; exposure to toxic chemicals; solid and hazardous waste; environmental justice; regulations; safety in the work place; and emerging global environmental health problems.

**PED 201 Physiology of Exercise and Performance**: Explains physiological fundamentals of physical fitness and training techniques. Discusses human energy systems, aerobic exercise, muscular fitness, and training techniques. Encourages students to design individualized programs

**PHI 308L Topic: Medical Ethics**: Examines a number of ethical dilemmas that arise in the practice of medicine – i.e. abortion, euthanasia, human experimentation, new reproductive technologies, confidentiality, and respect for patient autonomy. Some attention will be paid to issues arising from the practice of medicine in a multi-cultural context. We will conclude by exploring in a little more depth the contemporary question of bio-medical enhancement – where the intention is not to prevent or to cure disease but to “improve” people who are medically sound.

**POL 223 Power and Diplomacy - The United Nations**: Familiarizes students with the operations of the United Nations, its agencies and its affiliated organizations, introduces international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular. Special focus is placed upon the work of ECOSOC, the UNDP, and the WHO, and the interconnected issues of sustainable development, health population, and rights. Current needs and programs are evaluated; best practices are considered.

**POL 316 Social and Political Applied Ethics**: Focuses on particular social and political problems of actual societies. Studies moral judgments for and against particular issues such as abortion, the death penalty, affirmative action, immigration, the ethics of voting, food politics and genetically modified products, multiculturalism and women’s rights, (redistributive) taxation, the justness of war, world hunger relief, and healthcare as a right. These are all issues that motivate heated debates in current liberal democracies. Students will try to understand the analytical and reasoned arguments often invoked to justify or reject them.

**POL 335 Global Health and Human Rights**: Discusses the policy implications of viewing health care as a human right. Examines the legal, moral, historical, political and economic debates surrounding the question of whether health care should be deemed a fundamental human right. For example, does Obamacare expand poor people's access to a basic right, or does it take away American citizens' fundament freedoms? Students will investigate the practical application of the right to health through case studies at the local level (e.g., through the work of the NGO Partners in Health), at the national level (e.g., by comparing the U.S. health system with European social models), and at the international level (e.g., through the work of the United Nations Committee on Economic, Social and Cultural Rights). *Prerequisite: **POL 130***.

**PSY 217 Psychology of Drugs and Addictions with Lab**: Questions whether chemical addiction (drugs and alcohol) is a disease or an attempt to adapt to inner needs and external pressures.

**PSY 334 DEV: Foundations of Maternal and Child Health and Wellness**: This course introduces the major issues affecting the physical and mental health and well being of mothers, infants, children and adolescents around the world, and describes major international development efforts to improve their lives. *Prerequisite: **PSY 150** or instructor permission*.

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# Health Professions Advising Program

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
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FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Health Professions Advising Program

Changes effective Fall Term 2014

*Zimmerman*

Medical, dental, veterinary, optometry, podiatry, and other professional schools seek students with a broad education who can handle the rigors of basic science courses. The Health Professions Advising Program uses an interdisciplinary approach to prepare students for graduate study. While the program highlights the necessary preprofessional courses (science, math, and English), it also encourages students to major in liberal arts disciplines consistent with their interests and talents. Students should consider nontraditional health-related majors (such as history or philosophy), as well as fields like biology and chemistry.

Faculty from the natural sciences, humanities, and social sciences serve on the Health Professions Advisory Committee (HPAC), which coordinates the program. HPAC sponsors the following activities:

- generating and disseminating data about health careers;
- staying in touch with regional health professional schools;
- advising pre-health student organizations;
- promoting student interaction with community professionals and health organizations;
- providing a forum for discussion of problems, concerns, and stresses associated with preparation for professional school;
- advising students on course selection and the value of extracurricular and experiential activities;
- interviewing and evaluating each preprofessional junior who completes the HPAP requirements; and
- writing a committee evaluation for each student who completes the HPAP requirements.

**THE CURRICULUM**

Medical, dental, optometry, and podiatry schools specify a fairly uniform set of entrance requirements. Prerequisites vary for veterinary medicine, physical therapy, occupational therapy, nursing, etc. Students should seek out information on individual schools of interest, and confirm entrance requirement information with the health professions program advisor.

| SUBJECT | REQUIRED COURSES |
|---|---|
| BIOLOGY | **BIO 120 General Biology I**<br>**BIO 121 General Biology I**<br>Recommended: Two (2) additional biology courses from the following:<br>**BIO 229 Microbiology**<br>**BIO 308 Genetics**<br>**BIO 312 Animal Physiology**<br>**BIO 360 Cellular Biology**<br>**BIO 370 Developmental Biology** |
| CHEMISTRY | **CHM 120 General Chemistry** I<br>**CHM 121 General Chemistry II**<br>**CHM 220 Organic Chemistry I**<br>**CHM 221 Organic Chemistry II**<br>**BCH 335 Biochemistry** |
| PHYSICS | **PHY 120 General Physics I**<br>**PHY 121 General Physics II**<br>**OR**<br>**PHY 130 Principles of Physics I**<br>**PHY 131 Principles of Physics II** |
| MATHEMATICS | **MAT 111 Calculus I**<br>**MAT 112 Calculus II**<br>**OR**<br>**MAT 109 Pre calculus Mathematics**<br>**MAT 110 Applied Calculus** |
| ENGLISH | **ENG 140 Composition: Writing about Selected Topics**<br>**OR**<br>**ENG 170 Writing about Literature**<br><br>**AND**<br>**One literature course** |
| FURTHER | |

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
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SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

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| | |
|---|---|
| RECOMMENDATIONS | Choose at least one of the following:<br>**One Psychology Course**<br>**One Sociology or Anthropology Course**<br>**One Ethics Course (PHI 108 or PHI 290)** |

First-year students should meet with the advisor of the health professions program as soon as possible to plan their pre-professional curriculum.

**ADDITIONAL COURSES OCCASIONALLY OFFERED:**

**HPA 150 Careers in Health Sciences:** Explores various careers in the health sciences including human and veterinary medicine, dentistry, optometry, physical therapy, and other related fields. Provides students with information about the scope of disciplines through lectures, student research, and guest speakers from the medical fields. Requirements for successful application to programs and specific issues in medicine are discussed.

**HPA 175F International Medical Service-Learning Field Experience:** Through this international healthcare experience, students will explore how global citizenship, responsible leadership, and healthcare advocacy are related through clinical practice, theory, and reflection on being a healthcare professional. Course fee required. *Prerequisites*: application process, completion of ***HPA 150***, and instructor's consent.

**HPA 397 Health Sciences Internship:** Students interested in health-related careers should gain practical experience through summer or volunteer work. With HPA support, juniors may plan academic internships with working practitioners for credit.

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# History

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AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
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COMPUTER SCIENCE
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HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## History

Changes effective Fall Term 2014

*Chambliss Ewing Norris Strom*

*Yao*

The Rollins College History Department provides students with opportunities for intellectual growth, as well as skills vital for today's world. Our students achieve an understanding of the historical context of contemporary society and insight into their place in that society. Our students learn to think critically, to understand cause and effect, to observe patterns and trends, to develop inferential reasoning skills, and to appreciate multiple perspectives. Graduates of our program can research complex questions, read critically, and communicate effectively.

**MAJOR REQUIREMENTS**

Eleven (11) courses are required, six (6) of which must be at the ***300-400 level***. Students must complete TWO (2) researching history courses at the ***200 level***. At the ***100***, ***200***, and ***300 level***, at least TWO (2) geographic areas (Latin America, Asia, Europe, and United States) must be covered.

INVESTIGATING HISTORY —100 LEVEL (3)

- **HIS 120 Decade of Decision**
- **HIS 130 History of a City**
- **HIS 140 African-American History I**
- **HIS 141 African-American History II**
- **HIS 150 Modern Japan**
- **HIS 160 United States Planning History**
- **HIS 161 Modern China**
- **HIS 163 Modern East Asia**

RESEARCHING HISTORY—200 LEVEL (2)

- **HIS 201 Researching Asian History**
- **HIS 202 Researching European History**
- **HIS 203 Researching Latin American History**
- **HIS 204 Researching American History**

INTERPRETING HISTORY—300 LEVEL (3)

- **HIS 311 History of American Sexuality**
- **HIS 320 Mexico-United States Relations**
- **HIS 321 Colonial Mexican History**
- **HIS 322 Modern Mexican History**
- **HIS 323 Modern Latin American History**
- **HIS 337 American Graphic Media**
- **HIS 346 The United States Since 1945**
- **HIS 347 History of Urban America**
- **HIS 349 Mao and the Chinese Revolution**
- **HIS 350 U.S. and China Relations**
- **HIS 360 History of Chinese Civilization**
- **HIS 361 Contemporary China**
- **HIS 362 Foreign Policy in the Western Hemisphere**
- **HIS 365 Topics in History**
- **HIS 370 Race and Ethnicity in United States**
- **HIS 372 The Reformation**
- **HIS 375 Aspects of War**
- **HIS 383 The Decline of Europe**

APPLYING HISTORY—300 LEVEL (2)

Two (2) courses designed for flexible application of historical knowledge. These courses can be internships, independent research for honors, student/faculty collaborative research, immersions, and/or additional 300-level classes.

SENIOR CAPSTONE—400 LEVEL (1)

- **HIS 490 Senior Capstone Course**

The senior seminar electronic portfolio includes research papers, essay examinations, and critical essays from different courses. It should reflect the student's program in each year of the major.

**MINOR REQUIREMENTS**

The History minor requires the successful completion of six (6) history courses, three (3) of which must be at the 300-level or above. In addition, students must take at least two (2) courses at any level in at least two (2) geographic regions.

LATIN AMERICAN AND CARIBBEAN STUDIES

MARINE BIOLOGY

MATHEMATICS

MODERN LANGUAGES AND LITERATURES

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## Course of Study

**HIS 120 Decade of Decision**: Introduces the study of history through an examination of the political, economic, social, intellectual, and cultural events of a specific ten-year period (chosen by the instructor). Appropriate for nonmajors. BASED ON INSTRUCTOR: Chambliss (U.S.), Strom (U.S.), Norris (Teaches both U.S. and Latin America courses. Consult with professor for regional designations, Ewing (Europe), Yao (Asia).

**HIS 130 History of a City**: Introduces historical study through the examination of the political, economic, social, intellectual, and cultural history of a particular city (chosen by the instructor). Appropriate for non-majors. BASED ON INSTRUCTOR: Chambliss (U.S.), Strom (U.S.), Norris (Teaches both U.S. and Latim America courses. Consult with professor for regional designations, Ewing (Europe), Yao (Asia).

**HIS 140 African-American History I** -- Colonial Era to Reconstruction: Surveys the political, social, and economic issues shaping African-American experiences from the colonial period to Reconstruction. Appropriate for nonmajors. (U.S.)

**HIS 141 African-American History II** -- Reconstruction to Present Day: Surveys the political, social, and economic issues shaping African-American experiences from the Reconstruction Era to present day. Appropriate for nonmajors. (U.S.)

**HIS 150 Modern Japan**: Survey of modern Japanese history from Tokugawa era to present, including topics of the Western intrusion, Meiji Restoration, democratic experiement and rise of militarism, U.S. occupation, and economic take-off. Appropriate for nonmajors. (Asia)

**HIS 160 United States Planning History**: Examines the evolution of city planning in the U.S. from mid-nineteenth century to the present. Focuses on the changing spatial forms and functions of American cities, and how these changes relate to socioeconomic and political aspects of urbanization, as well as to changes in technology. Emphasis is placed on analyzing the relationships between historical developments associated with urban infrastructure, planning theory, and planning practice to understand how urban planning evolved into its current practices. Appropriate for nonmajors. (U.S.)

**HIS 161 Modern China**: Introduction to modern Chinese history from the Opium War to the present. Themes include the Western intrusion, rise of nationalism, cultural and identity crises, revolutions, and current economic reform. Appropriate for nonmajors. (Asia)

**HIS 163 Modern East Asia**: A survey of East Asian Countries -- China, Japan, Korea, and Vietnam -- their tradition and modern transformation after the Western intrusion. Appropriate for nonmajors. (Asia)

**HIS 201 Researching Asian History**: Teaches critical, transferable skills. Through the lens of Asian history, students will become expert in research, hone their analytical abilities, and learn to communicate fluently. (Asia)

**HIS 202 Research European History**: Teaches critical, transferable skills. Through the lens of European history, students will become expert in research, hone their analytical abilities, and learn to communicate fluently. (Europe)

**HIS 203 Researching Latin American History**: Teaches critical, transferable skills. Through the lens of Latin American history, students will become expert in research, hone their analytical abilities, and learn to communicate fluently. (Latin America)

**HIS 204 Researching American History**: Teaches critical, transferable skills. Through the lens of American history, students will become expert in research, hone their analytical abilities, and learn to communicate fluently. (U.S.)

**HIS 311 History of American Sexuality**: Examines American sexuality from colonial era to present. Traces societal attitudes toward premarital and teen sex, gendered sexual pleasure, prostitution, abortion, contraception, eugenics, pregnancy, and other sexual issues. (U.S.)

**HIS 320 Mexico-United States Relations**: Examines interactions of Mexico and the United States from the early 1800s through the contemporary period. (Latin America)

**HIS 321 Colonial Mexican History**: Examines the historical development of Colonial Mexico; the period from the arrival of the Spanish in the New World to Mexico's independence in 1821. (Latin America)

**HIS 322 Modern Mexican History**: Covers the historical development of Mexico from its independence from Spain in 1821 through the contemporary era. (Latin America)

**HIS 323 Modern Latin American History**: Covers the historical development of Latin America from the emergence of modern nation-states (ca. mid-1800s) through the contemporary period. (Latin America)

**HIS 337 American Graphic Media**: Explores the superhero comic book genre from its pulp origin to multimedia present in the U.S. Requires students to seriously consider underlying symbolism and deconstruct the meaning of comic art in the twentieth century. Taking the comic genre from the 1930's milieu to the sci-fi heights of the present day, explores the political, social, and economic concerns reflected in comic books. Situates the comic medium within the broader sweep of popular culture. (U.S.)

**HIS 346 The United States Since 1945**: Approaches post-WWII years thematically, emphasizing social and cultural trends. (U.S.)

**HIS 347 History of Urban America**: An analysis of the growth and development of urban space in the U.S. Special emphasis on how cities developed and their impact on politics, economics, and culture. Incorporates analysis of the technological transformation associated with urban life, infrastructure, and city planning in U.S. society. (U.S.)

**HIS 349 Mao and the Chinese Revolution**: Examines the origins, development and characteristics of the Chinese Communist Revolution with the focus on Mao Zedong' role. (Asia)

**HIS 350 U.S. and China Relations**: Examines historical evolution of the U.S. and China's relations and their current challenges. (Asia)

**HIS 360 History of Chinese Civilization**: Examines changes and continuities in Chinese history and culture from ancient times to the eve of the Western intrusion. (Asia)

**HIS 361 Contemporary China**: Examines China's recent reforms initiated by Deng Xiaoping that was responsible for its rise to a regional and world power. (Asia)

**HIS 362 Foreign Policy in the Western Hemisphere**: Presents patterns, themes, and developments in foreign policy, with emphasis on 20th century. BASED ON INSTRUCTOR: Chambliss (U.S.), Strom (U.S.), Norris (teaches both U.S. and Latin America courses. Consult with professor for regional designation.)

**HIS 365 Topics in History**: Probes narrow topic in American or modern European history. May be repeated for credit. BASED ON INSTRUCTOR: Chambliss (U.S.), Strom (U.S.), Norris (Teaches both U.S. and Latin America courses. Consult with professor for regional designations), Ewing (Europe), Yao (Asia).

**HIS 370 Race and Ethnicity in United States**: Introduction to racial and ethnic identity issues through critical examination of the social, political, and economic factors that helped to construct identity in the United States. Examines how America's racial and ethnic ideas were created, maintained, and what is at stake when we struggle to define race/ethnic identity. (U.S.)

**HIS 372 The Reformation**: Analyzes causes and consequences of Protestant Reformation in 16th and early 17th centuries. Ranges over religious, political, and social causes of Reformation in Germany, Switzerland, and England; reaction of Roman Catholic Church to Protestant challenge; and social, political, and intellectual consequences of the movement. Suitable for nonmajors. (Europe)

**HIS 375 Aspects of War**: Topics to Vary: Examines the political, social, economic, and personal impact of warfare. What has caused and resulted from this most brutal of human struggles? Conflict under consideration will vary according to the instructor as will the particular emphasis of the material covered. BASED ON INSTRUCTOR: Chambliss (U.S.), Strom (U.S.), Norris (Teaches both U.S. and Latin America. Consult with professor for regional designations), Ewing (Europe), Yao (Asia).

**HIS 383 The Decline of Europe**: Explains cultural and intellectual impact of Europe's loss of equilibrium and hegemony after 1914. Touches upon effect of WWI, rise of totalitarianism, sensation of anomie, disintegration of colonial empires, WWII, and Holocaust. Suitable for nonmajors. (Europe)

**HIS 480 Selected Studies in History**: Focuses on topic chosen in consultation with instructor. May be repeated for credit. Prerequisites: history major; junior/senior standing; 3.33 cumulative average or better; and consent of instructor and department head. BASED ON INSTRUCTOR: Chambliss (U.S.), Strom (U.S.), Norris (Teaches both U.S. and Latin America. Consult with professor for regional designations), Ewing (Europe), Yao (Asia).

**HIS 490 Senior Capstone Course**: Challenges majors to trace their intellectual growth from the first course to senior year: what and how they have learned; how their ideas have changed, been modified, or solidified; how they might approach issues with new insights and skills. Each student compiles portfolio and uses it to construct an academic autobiography, emphasizing methodology and historiographical skills they have acquired. Requires paper on historical origins of contemporary event, problem, or issue. Seminar.



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# Honors Degree Program

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JEWISH STUDIES



## Honors Degree Program

Changes effective Fall Term 2014

Rollins offers a highly selective program in the liberal arts for students with exceptional intellectual abilities. The Honors Degree Program creates a community of scholars who are encouraged to seek innovative ways to solve the pressing social challenges of the twenty-first century. Successful completion of the Honors curriculum leads to a distinct and separate undergraduate degree, *Artium Baccalaureus Honoris*--the Honors Bachelor of Arts Degree.

Honors students complete a core set of five courses designed to provide an integrated understanding of the liberal arts. These seminars, some of them interdisciplinary, introduce students to the different methods of inquiry in various fields and encourage students to take intellectual risks and apply a liberal arts understanding to critical issues of our time. These courses substitute for General Education requirements of the rFLA neighborhood program and are designed (1) to teach students to think and write critically across a broad range of disciplines; (2) to encourage a synthetic interdisciplinary understanding of the liberal arts; and (3) to challenge students to see the world in a new way.

In order to ensure that all Honors Degree Students have a broad exposure to all of the Liberal Arts, each seminar will fulfill one or more of the four divisional requirements: Arts (A), Humanities (H), Social Sciences (C), and Natural Sciences (S). Students should ensure that in choosing classes, they have met all four divisional requirements at some point before completing their Honors coursework. Depending on the disciplines of the faculty involved, seminars may have up to two divisional designations. All Honors students must have at least one seminar in each of these four areas. In addition, faculty advisors of first year Honors students will also work closely with their advisees to make certain that Honors students undertake the broadest possible exposure to the liberal arts.

To receive the Honors Bachelor of Arts Degree, candidates must satisfy course and credit, as well as grade requirements.

A. Course and credit requirements

a. Honors Seminars
HON 201 (4 hours)
HON 202 (4 hours)
HON 300 (4 hours)
HON 350 (4 hours)
HON 400 (4 hours)

b. *Honors-in-the-Major Research/Independent Study
[Department Code] 498HD/499HD (8 hours total)

c. Competencies
Mathematical Thinking (M)
Health and Wellness (B)
Foreign Language (F)

d. Major Field
Complete courses required for major (48-64 hours)

e. Electives
(32-48 hours) Includes an optional minor of 6-8 courses

Students must fulfill the above academic requirements in no fewer than 140 semester hours.

*Honors-in-the-Major thesis research is strongly encouraged, but in rare exceptions students may write a thesis outside their discipline, which will count as credit for the Honors program but which will not receive honors in the major. Any thesis topics outside the major must be approved by the student's advisor in their major, and the thesis proposal must also be approved by the Honors Advisory Board before or during the spring registration period.

B. Grade Requirements

Candidates for the Honors A.B. Degree must maintain a minimum cumulative GPA of 3.33 to continue in the program and earn the degree. They must also earn a grade of "B" or better for HON 498/499. Latin Honors at graduation (*Cum Laude, Magna Cum Laude* and *Summa Cum Laude*) are awarded in the Honors Program on the basis of cumulative GPA, with the same numerical criteria as in the rest of the College.

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
- MODERN LANGUAGES AND LITERATURES
- MUSIC
- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
- PHYSICS
- PHYSICAL EDUCATION
- POLITICAL SCIENCE
- PSYCHOLOGY
- SEXUALITY, WOMEN'S, AND GENDER STUDIES
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- SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
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# International Relations

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COURSES OF INSTRUCTION
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BIOLOGY
DEPARTMENT OF BUSINESS
CHEMISTRY
CLASSICAL STUDIES
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INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



International Relations

Changes effective Fall Term 2015

*Faculty teaching International Relations courses include members of the Humanities and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The international relations major asks questions about security, diplomacy, and power relations among nation-states as well as non-state actors; the nature of political life in other societies; the development of economic relationships within and between states; the historical and cultural origins of American, European, Asian, Latin American, and African countries; and requires a degree of proficiency in foreign language. International Relations majors typically graduate to careers in the foreign service, public and private sector internationally-focused organizations, or graduate and professional school.

**MAJOR REQUIREMENTS**

Majors complete fourteen (14) courses in the four different academic categories of political science, history and culture, economics, and modern languages, at least half of which must be at the 300-400 level. There are four (4) required core courses (**POL 130**, **POL 453**, **ECO 202**, and **ECO 203**) of which **POL 453** is the capstone taken during the last year of study. While we encourage study abroad, a maximum of five (5) transfer courses will be counted toward the major, and no more than two (2) transfer courses will be accepted in a single academic category for the major.

POLITICAL SCIENCE

Five (5) courses required for an understanding of comparative politics, international relations, and foreign policy.

- **POL 100 Introduction to Comparative Politics**
- **POL 130 Introduction to International Politics (Required)**
- **POL 232 World Issues of Our Times**
- **POL 301 Revolution in the Modern World**
- **POL 302 Politics of Global Poverty**
- **POL 304 Middle East Politics**
- **POL 306 Muslims in Western Politics**
- **POL 307 Islam and Politics**
- **POL 309 Global Democratization**
- **POL 312 Problems of Latin America**
- **POL 313 East European Development**
- **POL 315V Topic: Brazil's Political and Economic Development**
- **POL 315W Security and Democracy**
- **POL 315X Politics of Tourism**
- **POL 315Y Individual Ethics and Global Politics**
- **POL 317 Latin America and the U.S. in World Politics**
- **POL 319 U.S.-China Relations (SHA 350)**
- **POL 321 The Politics of Latin America**
- **POL 323 Global Environmental Affairs**
- **POL 330 Peace and Conflict Studies**
- **POL 331 International Political Economy**
- **POL 332 International Human Rights**
- **POL 333 Case Studies in Sustainable Development**
- **POL 334 Political Economy of Japan**
- **POL 351 International Security**
- **POL 352 International Law**
- **POL 353 Foreign Policy of the U.S.**
- **POL 354 International Organization**
- **POL 358 European Government and Politics**
- **POL 370 Comparative Modern Ideologies**
- **POL 384 East Asian Politics**
- **POL 385 Politics in China (SHA 385)**
- **POL 422 Seminar in Comparative Politics**
- **POL 453 Seminar in International Politics (Required)**

ECONOMICS

Three (3) courses required for a basic understanding of economic ideas and introduction to the world economy.

- **ECO 202 Economics in Historical Perspective (Required)**
- **ECO 203 Principles of Micro- and Macroeconomics (Required)**
- **ECO 204 Alternative Economic Perspectives**
- **ECO 254 Latin American Economies**
- **ECO 263 Issues in Chinese Reforms**
- **ECO 304 Intermediate Macroeconomics**
- **ECO 305U Economic Development of Latin America**
- **ECO 306 Monetary Economics**
- **ECO 307 International Economics**
- **ECO 308 European Emerging Markets**
- **ECO 310 International Finance**
- **ECO 323 Political Economy of Chinese Development**
- **ECO 325 Distribution of Income and Wealth**
- **ECO 327 Comparative Economic Systems**
- **ECO 331 Globalization and Gender**

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

**Student Records**

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- **ECO 335 Gender Issues in Latin American Economic Development**
- **ECO 351 Economic Development**
- **ECO 370 Economics of Piracy**

MODERN LANGUAGES

Two (2) courses are required in a modern language at the ***200*** intermediate level***.*** The courses must be conducted in that language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). If either intermediate level course is waived, an appropriate ***300- or 400-level*** course will be required.

**The two-course requirement may be waived** by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures). If the language is not taught at Rollins, **the two-course requirement may be waived** by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures. Receiving a foreign language waiver does not reduce the total number of courses required for the international relations major (14). Students receiving such a waiver are required to take two additional courses from the **lists of approved courses in international relations (political science, history, economics, and cultural area studies**). The international relations major does not grant waivers, exemptions, or substitutions for the two-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.

HISTORY AND CULTURE

Four (4) courses are required with an area emphasis on history and culture, at least two of which must focus on the developing world. Students must confirm this developing world focus with their advisor and professor in that course.

*Global North (Developed): US/Canada/Europe/Russia/Australia*

- **EUR 120/320 The European Union: A Cultural Evolution**
- **FRN 242 Imaginary Voyages in French Prose Fiction: Butor and Tournier**
- **GMN 221 Germany Today: East Meets West**
- **GMN 241 There's No Place Like Home**
- **GMN 252 Looking Back at the Third Reich**
- **HIS 113 Modern Europe 1500-1815**
- **HIS 114 Modern Europe 1815-present**
- **HIS 120 Decade of Decision**
- **HIS 130 History of a City**
- **HIS 142 U.S. to 1877**
- **HIS 143 U.S. Since 1877**
- **HIS 150 Modern Japan**
- **HIS 265J Topic: The Holocaust**
- **HIS 320 Mexican-US Relations**
- **HIS 346 U.S. Since 1945**
- **HIS 350 U.S.-China Relations**
- **HIS 355 History of the Soviet Union**
- **LIT 231 Survey of German Literature I**
- **LIT 243 19th- and 20th-Century French Novel**
- **LIT 251 Fiction into Film**
- **RSN 220 The Rise of Russia: From Its Beginnings to the First World War**
- **RSN 221 Introduction to Russian Culture**
- **RSN 222 History of Russian Painting**
- **RSN 227 Russian Folklore Through Film**
- **RSN 234 Russian in the Movies**
- **RSN 241 Masterpieces of 19th-Century Russian Prose in Translation**
- **RSN 242 Masterpieces of 20th-Century Russian Prose in Translation**
- **SPN 242 Masters of Latin American Film**

*Global South (Developing): Africa/Latin America/Asia*

- **ANT 201 Cultures of the Caribbean**
- **ANT 202 Latin American and Caribbean Culture and Society**
- **ANT 205 Asian Film and Culture**
- **ANT 207 Anthropology of Modern Africa**
- **ANT 215 Human Ecology**
- **ANT 219 Cultures of the Amazon**
- **ANT 252 Cultures of China**
- **ANT 255 Middle East Culture**
- **ANT 259 Contemporary Middle East and North Africa**
- **ANT 277 Women and Gender in the Middle East and North Africa**
- **ANT 302 The Maya**
- **ANT 305 Murder, Memory, and Maya**
- **ANT 319 Anthropology of Globalization**
- **ANT 345 Brazilian Amazon**
- **ANT 355 Middle East Film and Culture**
- **ANT 361 Anthropology and the Environment**
- **ANT 365 The Real and Supernatural in Latin America**
- **HIS 161 Modern China**
- **HIS 163 Modern East Asia**
- **HIS 201 Researching Asian History**
- **HIS 265 Topics in History: Introduction to Latin American History**
- **HIS 322 Modern Mexican History**
- **HIS 323 Modern Latin American History**
- **HIS 349 Chinese Revolutions**
- **HIS 361 Contemporary China**
- **HIS 365 Topics in Latin America**
- **HIS 365Y Modern Argentina**
- **HIS 375 Aspects of War**
- **LAC 200 Latin American Culture and Society**
- **LAC 305 Topics in LACA**
- **LAC 400 Seminar in Latin American and Caribbean Studies**

INTERNATIONAL EXPERIENCE REQUIREMENT

Finally, beginning with the Class of 2016, students must complete an international experiential learning component for the major. This requirement is fulfilled

by providing appropriate documentation and writing a 750-word essay based on your experience with Rollins College or other approved study-abroad programs, shorter field study trips attached to regular Rollins curriculum, study in an internationally-related program at American University in Washington, D.C., your experience in the U.S. as an international student, work or military service abroad, or a pre-approved internship or employment with an international focus.



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# Jewish Studies

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Jewish Studies (minor only)

Changes effective Fall Term 2007

*Faculty teaching Jewish Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The Jewish studies program focuses on the academic investigation of the religion, history, and culture of the Jewish people and the study of the interaction of this culture with the civilizations of the world.

This program identifies and combines courses in the departments of philosophy and religion, English, modern languages and literatures, art, music, and anthropology. Time periods and geographical areas covered range from ancient Israel to contemporary American society. The multidisciplinary approach of the program includes biblical studies, history of religions, intellectual history, European studies, art, music, archaeology, literature, women's studies, and philosophy.

The Jewish studies minor may be particularly beneficial for students interested in graduate studies in religious studies, international politics, history, comparative literature, modern languages, classics, or ancient Mediterranean studies. In addition, the Jewish studies minor would serve students who pursue the fields of education, social work, communal service, public administration, law, foreign service, the ministry and/or the rabbinate.

**MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses, three (3) electives, and a senior independent study research paper.

CORE COURSES

- **REL 125 Hebrew Bible**
- **REL 217 Jewish Life and Thought**

ELECTIVES

Three (3) of the following, two (2) of which must be at the ***300 level*** or higher.

- **ANT 338 Biblical Archaeology**
- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 305 Art and Archaeology of Classical Israel**
- **ENG 231 The Bible as Literature**
- **GMN 266 The Holocaust**
- **GMN 331 Survey of German Literature I: Germans and Jews**
- **HEB 101/102 Elementary Hebrew**
- **MUS 372 From Sinai to Symphony: A Survey of Jewish Music**
- **PHI 314 Spinoza: Secular Jewish Philosopher**
- **PHI 319 Evil and the Search for Meaning after the Holocaust**
- **REL 223 Contemporary Jewish Literature and Film**
- **REL 228 Women in Judaism and Islam**
- **REL 333 Modern and Contemporary Jewish Thought**

Additional electives to be approved by the coordinator include study abroad at Hebrew University and/or other Israeli institutions of higher education, summer study courses, and archaeological excavations in Israel, service learning courses, and internships.

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
- MODERN LANGUAGES AND LITERATURES
- MUSIC
- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
- PHYSICS
- PHYSICAL EDUCATION
- POLITICAL SCIENCE
- PSYCHOLOGY
- SEXUALITY, WOMEN'S, AND GENDER STUDIES
- SOCIOLOGY
- SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
- THEATRE ARTS AND DANCE
- PUBLIC POLICY AND POLITICAL ECONOMY
- CULTURAL ANTHROPOLOGY


**Student Records**


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# Latin American and Caribbean Studies

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Latin American and Caribbean Studies

Changes effective Spring Term 2013

| | | | |
|---|---|---|---|
| *Allen* | *Barreneche* | *Biery-Hamilton* | *Boniface* |
| *Diaz-Zambrana* | *Kistler* | *Lines* | *Prieto-Calixto* |
| *Siry* | *Taylor* | *Tomé* | |

The Latin American and Caribbean Studies (LACS) program is a holistic and interdisciplinary field of study that explores, among other themes, the diverse cultures, history, ideologies, languages, literatures, natural environment and political economy of Latin America and the Caribbean as well as the challenges facing this critical region in the twenty-first century. Latin America and the Caribbean are important in a local and national sense because of the region's many connections to Florida and the United States. Latin America and the Caribbean are also critical in a global sense because of the region's rising economic and geopolitical significance.

The program is designed to educate students for global citizenship and responsible leadership, and to prepare graduates for productive careers in business, government, and other professions. Students majoring in Latin American and Caribbean Studies are expected to:

- Demonstrate a breadth and depth of knowledge of the forces that have shaped the region of Latin America and the Caribbean.
- Learn to think critically about a region that is deeply connected to but also distinct from (North) American society.
- Achieve competence in Spanish, Portuguese or French.

Students are encouraged to experience cultural immersion by participating in one of Rollins' overseas programs to the region.

**MAJOR REQUIREMENTS**

Ten (10) courses (40 semester hours) are required. At least seven (7) of these courses must be completed at Rollins and five (5) must be at the ***300-400 level.*** The major consists of two core courses, at least one advanced course in modern languages, three divisional courses, and four elective courses (or sixteen semester hours in any combination). No more than five (5) courses taken to fulfill requirements in another major or minor from the departments listed below, and with a concentration on Latin America or the Caribbean, may count toward meeting the requirements of the major in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSES *(two courses required)*

- **LAC 200 Foundations of Latin American and Caribbean Culture and Society**
- **LAC 400 Seminar in Latin American and Caribbean Studies (capstone seminar)**

FOREIGN LANGUAGE REQUIREMENT *(one course required)*

- **Modern Languages (300- or 400-level, Spanish, French, or Portuguese)**

All Latin American and Caribbean Studies majors are required to take one (1) course in Spanish, French, or Portuguese at the ***300-*** or ***400-level***, *including* those students who have native proficiency. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the required ***300-400 level*** courses. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through courses in Spanish should select from the following list.

- **SPN 302 Spanish for Advanced Communication**
- **SPN 303 Business Spanish for Non-Native Speakers**
- **SPN 322 Peoples and Cultures of Latin America**
- **SPN 330 U.S. Latino Literature: Writings from Migration and Exile**
- **SPN 332 Colonial Spanish Literature: Language and Empire**
- **SPN 334 Latin American Identity in Literature**
- **SPN 336 Latin American Short Fiction: Telling Stories**
- **SPN 337 Performing Identity: Hispanic Theatre Today**
- **SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins**
- **SPN 340 Hispanic Caribbean Literature: Culture Clash**
- **SPN 342 Latin American Film**
- **SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics**
- **SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation**

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a 300-level course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
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THEATRE ARTS AND DANCE
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DIVISIONAL COURSES *(three courses required)*

- **Three (3) courses chosen from three (3) different disciplines, anthropology, economics, environmental studies, history, international business, political science, and humanities (as approved by the LACS Director, are required.)**

ANTHROPOLOGY COURSES

- **ANT 201 Cultures of the Caribbean**
- **ANT 302 The Maya**
- **ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)**
- **ANT 345 Brazilian Amazon: Culture and Environmental Change**
- **ANT 365 Real and the Supernatural in Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ECONOMICS COURSES

- **ECO 126 Economics and Public Policy**
- **ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)**
- **ECO 254 The Latin American Economies**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ENVIRONMENTAL STUDIES COURSES

- **ENV 206 Caribbean Environmental History**
- **ENV 305 Topic: Environmental Issues in Latin America**
- **ENV 323 Conservation of Biodiversity**
- **ENV 348 Sustainable Development**
- **ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)**
- **ENV 365 Environment and Development in Central America**
- **ENV 375 Island Economics and Sustainable Development in the Caribbean**
- **ENV 385 Sustainable Development in the Amazon Basin**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

HISTORY COURSES

- **HIS 120 Decade of Decision: Mexican Revolution**
- **HIS 265G Introduction to Latin American History**
- **300-400 level courses in Latin America or the Caribbean (approved by LACS Steering Committee)**

INTERNATIONAL BUSINESS COURSES

- **INB 390F Latin American Business Environments: Costa Rica**

POLITICAL SCIENCE COURSES

- **POL 312 Problems of Latin America**
- **POL 317 Latin America and the United States in World Politics**
- **POL 321 The Politics of Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

HUMANITIES COURSES

- **A course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**
- **MUS 225 Political Music of Latin America**
- **MUS 260 Music of Brazil and Caribbean**

ELECTIVE COURSES *(16 semester hours in any combination)*

Students must complete sixteen (16) semester hours of additional courses on Latin American and the Caribbean. These semester hours may be fulfilled by taking additional courses from the list above (including modern languages), or may be fulfilled by any of the following.

- **International field study courses in Latin American or the Caribbean**
- **Topical courses with a LAC course designation (i.e., LAC 205)**
- **Study abroad courses approves by the LACS Director**
- **SPN 290 Introduction to Hispanic Literature**

**MINOR REQUIREMENTS**

The minor in Latin American and Caribbean Studies is designed to complement a number of existing majors at the College by adding an international dimension. The minor is comprised of six (6) courses on Latin American and the Caribbean, including one (1) core course, and five (5) elective courses (or twenty semester hours in any combination); at least three (3) of which must be at the ***300- 400-level***. Only three (3) courses taken to fulfill requirements in another major or minor from the departments listed below, and with a concentration on Latin America or the Caribbean, may count toward meeting the requirements of the minor in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSE *(required)*

- **LAC 200 Foundations of Latin American and Caribbean Culture and Society**

ELECTIVE COURSES *(five courses or 20 semester hours in any combination)*

Five (5) courses chosen from the list below; no more than three (3) courses can be taken from the same discipline.

ANTHROPOLOGY COURSES

- **ANT 201 Cultures of the Caribbean**
- **ANT 302 The Maya**
- **ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)**
- **ANT 345 Brazilian Amazon: Culture and Environmental Change**
- **ANT 365 Real and the Supernatural in Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ECONOMICS COURSES

- **ECO 126 Economics and Public Policy**
- **ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)**
- **ECO 254 The Latin American Economies**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ENVIRONMENTAL STUDIES COURSES

- **ENV 206 Caribbean Environmental History**
- **ENV 305 Topic: Environmental Issues in Latin America**
- **ENV 323 Conservation of Biodiversity**
- **ENV 348 Sustainable Development**
- **ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)**
- **ENV 365 Environment and Development in Central America**
- **ENV 375 Island Economics and Sustainable Development in the Caribbean**
- **ENV 385 Sustainable Development in the Amazon Basin**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

HISTORY COURSES

- **HIS 120 Decade of Decision: Mexican Revolution**
- **HIS 265G Introduction to Latin American History**
- **300-400 level courses in Latin America or the Caribbean (approved by LACS Steering Committee)**

INTERNATIONAL BUSINESS COURSES

- **INB 390F Latin American Business Environments: Costa Rica**

LATIN AMERICAN AND CARIBBEAN STUDIES COURSES

- **Any topics class with a LAC designation (i.e., LAC 205)**

POLITICAL SCIENCE COURSES

- **POL 312 Problems of Latin America**
- **POL 317 Latin America and the United States in World Politics**
- **POL 321 The Politics of Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

MODERN LANGUAGES COURSES

- **Spanish, French, or Portuguese (300- or 400-level**)

Latin American and Caribbean Studies minors may take courses in Spanish, French, or Portuguese at the 300- or 400-level as electives in the minor. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the required ***300-400 level*** course. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through a course in Spanish should select from the following list.

- **SPN 290 Introduction to Hispanic Literature (prerequisite: 200-level SPN)**
- **SPN 302 Spanish for Advanced Communication**
- **SPN 303 Business Spanish for Non-Native Speakers**
- **SPN 322 Peoples and Cultures of Latin America**
- **SPN 330 U.S. Latino Literature: Writings from Migration and Exile**
- **SPN 332 Colonial Spanish Literature: Language and Empire**
- **SPN 334 Latin American Identity in Literature**
- **SPN 336 Latin American Short Fiction: Telling Stories**
- **SPN 337 Performing Identity: Hispanic Theatre Today**
- **SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins**
- **SPN 340 Hispanic Caribbean Literature: Culture Clash**
- **SPN 342 Latin American Film**
- **SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics**
- **SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation**

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a ***300-level*** course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

HUMANITIES COURSES

- **A course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**
- **MUS 225 Political Music of Latin America**
- **MUS 260 Music of Brazil and Caribbean**

INTERNATIONAL FIELD STUDY COURSES

- **International field study courses in Latin American or the Caribbean**
- **Study abroad courses approves by the LACS Director**

## Course of Study

**LAC 200 Foundations of Latin America and Caribbean Culture & Society**. Surveys Latin American and Caribbean history, anthropology, and literature. Addresses the region's prehistory, colonialism, slavery, kinship, music, dance, race and identity, tourism, transnational encounters, and globalization.

**LAC 325 Women in Latin America:** Explores women's experience in Latin America as they negotiate their lives within a context of constraints and

opportunities that range from how they conceive of themselves, to their status and role within the family and community, to global influences. *Prerequisite*: one ***ANT***, ***LAC***, or international relations course.

**LAC 400 Seminar in Latin American and Caribbean Studies:** Highlights research on contemporary problems. May delve into health of institutions in light of economic development (and underdevelopment); revolution and radicalization of masses; overpopulation, land scarcity, and hunger; human rights; role of elite in social and political life; social activism of the Catholic Church; and today's revolutions. Taught in English. *Prerequisites*: second-semester junior or senior standing and ***LAC 200*** .



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# Marine Biology

CATALOGUE HOME
COURSES OF INSTRUCTION
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BIOLOGY
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INTERNATIONAL RELATIONS
JEWISH STUDIES

Rollins.edu » Catalogue » Marine Biology

## Marine Biology

Effective Fall Term 2013

*Engstrom* *Fokidis* *Gregory* *Harper*

*Klemann* *Pieczynski* *Schmalstig* *Segarra*

*Stephenson* *Sutherland* *Walsh* *Young*

The major in marine biology provides students with a broad understanding of the basic biological and ecological principles as they relate to the marine ecosystems. Core courses will expose students to the discovery nature of science and educate them in their roles as global citizens in preserving the health of the marine environment. The major prepares students to enter careers and advanced studies in biological research, environmental science, and conservation.

**MAJOR REQUIREMENTS**

Thirteen (13) courses are required: eight (8) core marine biology courses, three (3) core chemistry courses, one (1) biology elective course, one (1) approved field experience in marine biology, and satisfactory performance on a comprehensive standard exam. At least eight (8) of the thirteen (13) courses required for the marine biology major must be taken at Rollins College or as part of a Rollins-sanctioned program. Of these eight (8), at least five (5) must be ***BIO*** prefix courses beyond ***BIO 120/121.*** **Students may not simultaneously major or minor in marine biology and biology. Students MAY simultaneously major or minor in marine biology and biochemistry/molecular biology.**

CORE BIOLOGY COURSES (eight courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 210 Introduction to Marine Science**
- **One course in marine organisms**
  - **BIO 211 Marine Botany**
  - **BIO 236 Invertebrate Zoology**
  - **BIO 237 Vertebrate Zoology**
  - **BIO 240 Biology of Fishes**
- **One course in molecular biology/genetics**
  - **BIO 308 Genetics**
  - **BIO 341 Molecular Biology**
- **BIO 316 Ecology**
- **BIO 335 Marine Biology**
- **BIO 435 Senior Seminar in Marine Biology OR approved BIO 499 in Marine Biology**

FIELD STUDY REQUIREMENT

An approved field experience in marine biology is required and may be satisfied by one of the following.

- **BIO 388 Marine Biology Laboratory (prerequisite BIO 210 Introduction to Marine Sciences) OR**
- **One (1) semester in residence at an approved marine field station OR**
- **One approved marine field course at the 300-level or above**

CORE PHYSICAL SCIENCE COURSES

- **CHM 120 General Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**

BIOLOGY ELECTIVE

Six (6) semester hours.

Any biology course above ***BIO 210***. Courses from the core groupings, other than those used to fulfill the core requirements, may be used to satisfy the requirement. One (1) Biology internship ***(BIO 396***) may be used as an elective. The course(s) used to fulfill the biology elective for the Marine Biology major may not be used to satisfy the requirements of other majors.

RECOMMENDATIONS

Students preparing for graduate programs in Marine Biology, Biology, or Professional schools in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy require a thorough introduction to physics and calculus. Therefore, they are advised to take ***CHM 221, PHY 120/130*** and ***PHY 121/131***, a calculus course and a statistics course.

- LATIN AMERICAN AND CARIBBEAN STUDIES
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# Mathematics

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LATIN AMERICAN AND



## Mathematics

Changes effective Fall 2015

*Anderson, M.* *Boyd* *Carrington* *Rejniak*

*Teymuroglu* *Vitray* *Yellen*

One of the distinguishing characteristics of the Department of Mathematics and Computer Science is its commitment to quality teaching, which promotes active learning on the part of students. Faculty work closely with students to ensure that each has a successful educational experience. To this end, the department has been involved in the calculus reform movement since its beginnings and, as a result, non-lecture methods, coupled with technology, are used in many classes.

The Rollins mathematics curriculum is flexible enough to prepare a major for a wide choice of career options, such as graduate work in pure or applied mathematics, statistics, economics, secondary education, actuarial science, government, industry, or law.

**MAJOR REQUIREMENTS**

Fourteen (14) courses are required: ten (10) core courses and four (4) electives.

CORE COURSES

- **MAT 111 Calculus I**
- **MAT 112 Calculus II**
- **MAT 140 Introduction to Discrete Mathematics**
- **MAT 211 Calculus III**
- **MAT 219 Probability and Statistics**
- **MAT 230 Linear Algebra**
- **MAT 330 Proof and Abstraction**
- **MAT 455 Real Analysis OR MAT 475 Abstract Algebra I**
- **MAT 485 Senior Seminar in Mathematics**
- **CMS 167/167L Problem Solving I with Selected Topics/Lab**

ELECTIVES

Four (4) additional courses in mathematics: two (2) at or above the ***300 level*** and two (2) at the ***400 level***.

TYPICAL SCHEDULE

There are a variety of ways in which students interested in mathematics can complete the major. However, by the end of the junior year, majors should complete all core courses numbered ***330*** or below and have taken one elective. This will leave ***MAT 455/475, MAT 485,*** and three electives for the senior year.

**MINOR REQUIREMENTS**

Eight (8) courses from the major requirements, excluding ***MAT 485***.

## Course of Study

**MAT 103 Quantitative Reasoning:** Covers collection of data and analysis of everyday quantitative information using spreadsheets or statistical packages. Touches upon population vs. sample, parameter vs. statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

**MAT 105 The Mathematics of Democracy**: Applies rules of formal logic and statistical analysis of data in analysis of campaign platforms and media reports during the national election season. Explores voting theory and apportionment theory. *Prerequisite*: ***HS Algebra II***.

**MAT 106 Geometry for Teachers:** Explores fundamental concepts of Euclidean geometry, transformational geometry, and graph theory, including area, volume, and scaling; polygons, polyhedra, and angles; and circles, spheres, and symmetry.

**MAT 107 Mathematics for Teachers:** Explores areas of mathematics of importance to elementary school teachers. Emphasis on developing students' ability to solve problems in the areas of set theory, number theory, algebra, and geometry.

**MAT 108 Essential Math:** Basic mathematical competency course required for Rollins Plan students. Covers displaying and describing data; functions including linear, exponential and multivariable; linear regression and correlation; and basic probability. *Prerequisite*: high school Algebra II. *Co-requisite:* ***MAT 108L.***

**MAT 108L Essential Math Lab**: Develops proficiency in the use of spreadsheets to prepare students for MAT 108. Topics include formulas, charts and graphs, autofill, tables and pivot tables, and sorting. *Co-requisite:* ***MAT 108***.

**MAT 109 Precalculus Mathematics:** Discusses function, including behavior and properties of elementary functions -- polynomial, rational, exponential, and trigonometric. Stresses understanding of graphs through use of graphing calculator. Requires review of algebra but no use of calculus. Prepares students for ***MAT 110*** and ***MAT 111.***

**MAT 110 Applied Calculus:** Applies concept of derivative to economics, business, and life sciences. Includes partial differentiation with applications. *Prerequisite*: High School precalculus or equivalent. Not open to students with credit in ***MAT 111***.

**MAT 111 Calculus I:** Investigates functions using fundamentals of calculus: limit, derivative, and integral. Uses current technology to support graphical, numeric, and symbolic approaches. *Prerequisite*: high school precalculus or equivalent.

**MAT 112 Calculus II:** Emphasizes applications of integrals, methods of integration, power series, and differential equations in the continuing investigation of functions. *Prerequisite:* ***MAT 111.***

**MAT 140 Introduction to Discrete Mathematics:** Provides the foundation essential for sound mathematical reasoning and computer science. Topics

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include, but are not restricted to, propositional and predicate logic; proof strategies and induction; sets, functions, and recursion; elementary counting techniques; and number systems.

**MAT 201 Mathematics of Gaming:** Uncovers the mathematics behind games of chance. Students will learn probability theory and statistical methods through the study of such games as roulette, craps, backgammon, poker, and blackjack. Suitable for nonmajors. *Prerequisite:* sophomore, junior, or senior standing.

**MAT 211 Calculus III:** Follows **MAT 112.** Explores vectors, directional derivatives, and gradient; functions of several variables; partial derivatives and applications; multiple integrals; and other coordinate systems. *Prerequisite: MAT 112*.

**MAT 219 Probability and Statistics:** Delves into sample spaces, conditional probability, random variables, expectations and distributions, moment-generating functions, central-limit theorem, and introduction to estimation, confidence intervals, and hypothesis testing. *Prerequisites:* ***MAT 112*** or ***MAT 140***.

**MAT 230 Linear Algebra:** Highlights connections between matrices and systems of equations. Uses technology extensively to examine Euclidean n-space, linear independence, spanning, bases, Gaussian elimination, matrix algebra, determinants, eigen values and eigenvectors, and Gram-Schmidt orthogonalization. *Prerequisite:* ***MAT 111*** or ***MAT 140.***

**MAT 301 Non-Euclidean Geometry**: Delves into the realms of Euclidean and Non-Euclidean geometries. Studies finite geometries, neutral geometry, Euclidean geometry, and hyperbolic geometry. *Prerequisite:* one *200-level* ***MAT*** course.

**MAT 305 Ordinary Differential Equations:** Examines first-order equations and theory of linear differential equations: series solutions, systems of linear differential equations, and basic boundary-value problems and eigen values. *Prerequisite:* ***MAT 112***.

**MAT 310 Applied Discrete Mathematics**: Builds on the foundation established in *Introduction to Discrete Mathematics*. Topics include, but are not restricted to, combinatorics and graph theory, Boolean algebra, digital logic circuits, functional programming, models of computation, and computational complexity. *Prerequisite:* ***MAT 140***.

**MAT 320 Math Methods for Physical Sciences I:** Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. *Prerequisite:* ***MAT 112*** or equivalent preparation.

**MAT 330 Proof and Abstraction:** Studies logic (including quantifiers) as well as sets, relations (including equivalence and order relations), functions (1-1, onto), and induction. Students test conjectures, write proofs, and provide counterexamples. *Prerequisite*: ***MAT 140*** or ***MAT 230***.

**MAT 340 Models and Algorithms in Graph Theory:** An applications-oriented course in graph theory. Topics include properties and representations of graphs, models, trees, connectivity, and traversal and graph-coloring algorithms. Applications are likely to include Chinese-Postman, Traveling-Salesman, software-testing, and time tabling. *Prerequisite:* ***MAT 140***.

**MAT 350 Actuarial Mathematics**. Introductory course in actuarial mathematics. An actuary is a professional who measures and analyzes the financial cost of risk. Describes and discusses the concepts and techniques used in interest rate theory and financial modeling. Students will gain expertise in interest rates and factors, level annuities and varying annuities, financial instruments, and stochastic interest rates. *Prerequisite*: ***MAT 112***.

**MAT 370 Mathematical Statistics I:** Introduces random variables, moment-generating functions, functions of random variables, limit laws, point estimations and statistical inference, tests of hypotheses, and interval estimation. Uses commercial statistical packages. *Prerequisites:* ***MAT 211*** and ***MAT 219***.

**MAT 390/490 Topics in Mathematics:** An intensive introduction to a specialized area of mathematics. *Prerequisite:* for ***MAT 390***, ***MAT 140*** or ***MAT 230***; for ***MAT 490***, ***MAT 305***.

**MAT 398 Directed Study:** Supervises individual study on such advanced topics as differential equations, linear programming, game theory, probability and statistics, and model theory. May be repeated for credit.

**MAT 410 Pure and Applied Graph Theory:** Topics include connectivity, traversals, network flow, and colorings, with balance given to theoretical aspects and their application to various areas in computer science, operations research, science, and engineering. *Prerequisites:* ***MAT 140*** and any *300-level* ***MAT*** course.

**MAT 419 Probabilistic Methods in Operations Research:** Applications-oriented operations research course that introduces a variety of probability models and solution methods to solve a broad range of real-world problems in science, financial engineering, economics, and management science. *Prerequisites:* ***MAT 219*** and one *300-* or *400-level* ***MAT*** course.

**MAT 440 Coding Theory:** Investigates means of encoding information in such a way as to be able to detect and/or correct transmission errors efficiently. *Prerequisite:* ***MAT 330***.

**MAT 450 Mathematical Modeling:** Emphasizes creation of mathematical models representing real-world situations and use of models to formulate reasonable solutions to problems. Explores concepts from graph theory, probability, linear algebra, and differential equations. *Prerequisites:* ***MAT 140***, ***MAT 219***, ***MAT 230***, and ***MAT 305***.

**MAT 455 Real Analysis:** Examines structure of real numbers, including completeness, topological properties, limits of sequences, continuity, uniform continuity, boundedness, and derivatives. Students write proofs and produce counterexamples. *Prerequisites:* ***MAT 112*** and ***MAT 330***.

**MAT 460 Complex Analysis:** A rigorous study of the functions of a complex variable. Topics include complex derivatives, contour integrals, series representations of analytic functions, residues, and some applications. *Prerequisites*: ***MAT 112*** and ***MAT 330*.**

**MAT 470 Mathematical Statistics II:** Continues Mathematical Statistics I with ranking and selection procedures, decision theory, nonparametric statistical inference, regression and linear statistical inference, multivariate analysis, and time-series analysis. Uses commercial statistical packages. *Prerequisites:* ***MAT 230*** and ***MAT 370***.

**MAT 475 Abstract Algebra I:** Acquaints students with large collection of groups and with Cayley's theorem, Lagrange's theorem, and fundamental homomorphism theorem. Emphasizes production of accurate, concise proofs. *Prerequisite:* ***MAT 330***.

**MAT 485 Senior Seminar in Mathematics:** Requires students to prepare, deliver, and evaluate oral presentations based on their readings of mathematical literature. *Prerequisite:* one *400-level* ***MAT*** course or consent.

**MAT 499 Independent Study:** Covers selected topics in mathematics. May be repeated for credit.

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# Middle Eastern and North African Studies

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## Middle Eastern and North African Studies (minor only)

Changes effective Fall Term 2012

*Faculty teaching Middle Eastern and North African Studies include members of the Humanities and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

Nationwide, there has been an increased interest in the Middle East and North Africa, a region not well understood by most Americans. The minor in Middle Eastern and North African (MENA) Studies offers a thorough survey of the cultures, politics, and religions of the region throughout history, with a strong focus on the contemporary period. Short-term or semester-long field studies are also encouraged, with students in recent years electing to spend time studying in Morocco, Jordan, and Israel.

**MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses and four (4) electives.

CORE COURSES

- **ANT 255 - Middle East Culture**
- **POL 304 - Middle East Politics**

ELECTIVES

Choose four (4) courses listed in the schedule of classes as MENA electives that meet the following criteria.

- **No more than two (2) language courses may count toward the minor**
- **No more than three (3) courses may be taken from any one department**
- **At least one elective must be at the 300-level or above**
- **Courses taken during semester-long field studies at universities in the Middle East and North Africa may also serve as electives, to be approved on a case-by-case basis**

ELECTIVE COURSES

- **ARA 101 Elementary Arabic I**
- **ARA 102 Elementary Arabic II**
- **ARA 201 Intermediate Arabic I**
- **ARA 202 Intermediate Arabic II**
- **ANT 277 Women & Gender in the Middle East and North Africa**
- **ARH 218 Archaeology of Egypt and the Near East**
- **FRN 320 Introduction à la civilization maghrébine**
- **HBR 101/102 Elementary Hebrew**
- **HBR 201 Intermediate Hebrew**
- **PHI 205 Middle Eastern Humanities**
- **POL 306 Muslims in Western Politics**
- **POL 307 Islam and Politics**
- **REL 125 Hebrew Bible (Old Testament)**
- **REL 217 Jewish Life and Thought**
- **REL 219 Islam: Religion and Society**
- **REL 223 Contemporary Jewish Literature and Film**
- **REL 228 Women and Religion**
- **REL 304 Jerusalem**
- **REL 351X Religion and Popular Culture**

## Course of Study

CORE COURSES

**ANT 255 Middle East Culture**: Explores everyday lives of people in the Middle East as they negotiate the challenges of globalization, new media, human rights discourses, religion, and the legacy of colonialism.

**POL 304 Middle East Politics**: Explores the politics of the Middle East and various approaches for analyzing its regional and international issues such as U.S. foreign policy in the region.

ELECTIVE COURSES

**ANT 277 Women and Gender in the Middle East and North Africa**: Explores the concept of gender in the Middle East and North Africa from an anthropological perspective. Examines how religion, cultural practices, media, politics, and social class affect men's and women's roles in work, family, and society.

**ANT 305 Middle Eastern Culture and Film**: Uses film as a lens through which we can understand Middle Eastern Cultures.

**ANT 377 Morocco: Culture and Society**: Seminar focused on Morocco's history and culture, as well as its position as a developing nation.

**FRN 323 Introduction à la civilization maghrébine**: Explores the cultural and artistic expressions of Morocco, Algeria, and Tunisia. Focuses on works in French, with an emphasis on what can be learned about identity, history, politics and religion. In French.

**PHI 205 Middle Eastern Humanities**: Explores topics such as Middle Eastern religions, philosophy, literature, architecture, visual arts, music, and the effects of modernity on the Middle East.

**POL 306 Muslims in Western Politics**: Explores the characteristics of Muslim populations and their role in politics in the U.S. and three West European

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countries from a comparative perspective.

**POL 307 Islam and Politics**: Introduces Islam and covers Islamic theology, spirituality, jurisprudence, culture, and political ideology.

**REL 125 Hebrew Bible (Old Testament)**: Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

**REL 217 Jewish Life and Thought**: Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and changing world of women in contemporary Judaism.

**REL 219 Islam: Religion and Society**: Explores religious, cultural, political, and social dimensions of Islam, from beliefs and practices to relationship of Islam to the Judaeo-Christian heritage.

**REL 223 Contempoary Jewish Literature and Film**: Draws upon short stories, novels, and films that depict modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe, immigrant Jews in Israel and U.S., Holocaust, establishment of Israel and contemporary Israeli society, and tradition vs. modernity.

**REL 228 Women and Religion**: Studies the status, experiences, and contributions of women in world religions. Focuses on women in Judaism, Christianity, and Islam, and on contemporary feminist ideology and spirituality. Readings include sacred texts, history, theology, and anthropology. Discussions center around topics such as male and female concepts of the divine, gender roles, creation of new rituals, and women's ordination. Prerequisite: one ***REL*** or ***WMS*** course.

**REL 304 Jerusalem: History, Relgion, and Politics**: Examines the history of Jews, Christians, and Muslims in Jerusalem from the biblical period to the present. Focuses on religious teachings that expound notions of sacred land and the subsequent political dominations of the city, modern nationalist movements, and current debates and dialogues on the future of Jerusalem. Prerequisite: One ***REL*** course.

**REL 351X Religion and Popular Culture**: Focuses on the portrayal and treatment of religion in popular culture, and examines some of the ways that religious and mythic themes are expressed in films, music, television, and other pop culture venues.

LANGUAGE COURSES

**ARA 101 Elementary Arabic I: Introduces students to the fundamentals of the Arabic language.**

**ARA 102 Elementary Arabic II: Continues fundamental introduction to Arabic language. Prerequisite: *ARA 101*.**

**ARA 201 Intermediate Arabic I: Reviews and builds on first year grammar and vocabulary. Prerequisite: *ARA 102*.**

**ARA 202 Intermediate Arabic II: Reviews and builds on first year grammar and vocabulary. Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written skills. Prerequisite: *ARA 201*.**

**HBR 101/102 Elementary Hebrew: Aimes for basic knowledge of modern Hebrew in both oral and written forms. Assigns readings on Jewish culture and history.**

**HBR 201 Intermediate Hebrew: Stresses reading, writing, speaking, grammar review, and lab. Offered alternate years as enrollment permits. Prerequisite: *HBR 102* or equivalent.**

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# Modern Languages and Literatures

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## Modern Languages and Literatures

Changes effective Fall Term 2014

| | | | |
|---|---|---|---|
| *Barreneche* | *Boguslawski* | *Decker* | *Diaz Zambrana* |
| *Lilienthal* | *Lima* | *Mésavage* | *Morales* |
| *Paniagua-Tejo* | *Prieto-Calixto* | *Smith* | *Tomé* |
| *Wei* | *Williams* | | |

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

The department offers majors and minors in French and Spanish, as well as minors in German and Russian.

**MAJOR REQUIREMENTS**

**FRENCH**

Eleven (11) courses are required above the ***100 level***: six (6) core courses and five (5) French electives at the ***300*** or ***400 level.***

*CORE COURSES*

- **FRN 201 Intermediate French I***
- **FRN 202 Intermediate French II****
- **FRN 301 Advanced French OR FRN 305 Business French OR FRN 311 Composition and Conversation**
- **FRN 320 Introduction to French Civilization**
- **FRN 331 Introduction to French Literature**
- **FRN 497 Senior Capstone Seminar in French**

*Students exempted from ***FRN 201*** must take either ***FRN 301*** OR ***FRN 305*** AND ***FRN 311***.
**Students exempted from both ***FRN 201*** and ***202*** must complete six (6) electives at the ***300*** or ***400 level***.

**SPANISH**

The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

NATIVE SPEAKERS PROGRAM

Eleven (11) courses are required above the ***100 level***.

- **SPN 290 Introduction to Hispanic Literature**
- **Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334**
- **Five (5) electives at the 300 level or above at Rollins or in the Asturias program in Spain**
- **Two (2) 400-level courses in Spanish**
- **SPN 497 Senior Capstone Seminar**

NONNATIVE SPEAKERS PROGRAM

Eleven (11) courses are required above the ***100 level***.

- **Two (2) electives at the 200 level**
- **SPN 290 Introduction to Hispanic Literature**
- **Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334**
- **Four (4) electives at the 300 level or above at Rollins or in the Asturias program in Spain**
- **One (1) 400-level course in Spanish**
- **SPN 497 Senior Capstone Seminar**

DIAGNOSTIC TEST FOR ALL SPANISH MAJORS

All prospective Spanish majors must take a diagnostic test, ideally in sophomore year. Faculty administer the test during spring term and discuss results with each student. Transfer students should take the exam as soon as possible after matriculating at Rollins.

SENIOR CAPSTONE SEMINAR IN SPANISH

**SPN 497 Senior Capstone Seminar**, a required, 1/2-unit course, meets once a week during the spring. It helps majors prepare for the final, comprehensive, capstone exam in Spanish, which tests student abilities in all areas of Spanish language and Hispanic literature and culture. Faculty provide suggested and required bibliography.

**MINOR REQUIREMENTS**

**FRENCH**

Six (6) courses are required: four (4) core courses ***(FRN 201, FRN 202, FRN 301*** and/or ***FRN 305*** and/or ***FRN 311, FRN 320***, and/or ***FRN 331)*** and two (2) electives in French. *NOTE*: *Students exempt from intermediate courses must take the four (4)* ***300-level*** *courses in the core and two (2) electives.*

**GERMAN or RUSSIAN**

Six (6) courses at the ***200, 300***, or ***400 level*** are required. At least three (3) courses must be taken on the Rollins campus.

**SPANISH**

NATIVE SPEAKERS PROGRAM

Six (6) courses are required.

- **Five (5) electives at the 300 level**

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- **One (1) elective at the 400 level**

NONNATIVE SPEAKERS PROGRAM
Six (6) courses are required.

- **Three (3) electives at the 200 level**
- **Three (3) electives at the 300 level**

**STUDY ABROAD**
Qualified Rollins students may participate in foreign study programs by:

- applying for admission to a foreign university;
- applying for admission to an approved foreign-study program administered by another U.S. college, university, or consortium; or
- participating in Rollins College's own overseas programs. Rollins offers a summer and semester program in Spain and occasional programs in places like Russia, Germany, and France.

Students who choose either of the first two options must complete request-for-study-abroad forms available at the Office of International Programs. With approval of the department, courses in accredited academic programs abroad may count toward a language major, if taken in the foreign language.

## Course of Study

**COURSES TAUGHT IN ENGLISH**

**EUR 120/320 The European Union: A Cultural Evolution:** Examines development of the European Union from the Treaty of Rome in 1957, to the Treaty of Nice in 2001. Explores institutions, focusing on various cultural aspects that have been integrated into the Union. *Prerequisite for **EUR 320** only:* a ***300-level*** course in French, German, or Spanish.

**FRN 242 Imaginary Voyages in French Prose Fiction:** Investigates genre's polemic. Concentrates on utopian motif, characterization of non-Europeans, and changing social, political and philosophical concepts presented by French authors from Middle Ages to present -- Chretien de Troyes, Rabelais, Voltaire, Verne, Celine, Butor, and Tournier.

**GMN 221 Germany Today: East Meets West:** Examines German society in 20th century: political institutions, political parties, educational system, media, industry and trade unions, role of women, youth, foreign workers, and cultural scene.

**GMN 241 There's No Place Like Home:** Contrasts German ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in folk tales, novels, and films.

**GMN 252 Looking Back at the Third Reich:** Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums.

**LIT 231 Survey of German Literature I:** Spotlights specific themes in German literature such as *Madness and Evil* or *Germans and Jews*. Students read works in English.

**LIT 243 19th- and 20th-Century French Novel:** Examines the major literary trends and ideas of the 19th and 20th centuries as defined by the classic works by Hugo, Flaubert, Zola, Proust, Gide, and Camus through novels and films. Novels in translation, films subtitled.

**LIT 251 Fiction into Film:** Explores the relationship between some key works of German literature/biography and their film versions. Students read works in English.

**RSN 220 The Rise of Russia: From Its Beginnings to the First World War:** Surveys political, social, economic, and intellectual forces which shaped Russia. Touches upon origins of Kievan state, Christianization of Russia, Mongol invasion and occupation, rise of monasticism, formation of strong centralized state, Napoleon's invasion of Russia, reign of Nicholas I and the Crimean War, emancipation of serfs, first revolution, and Russia's involvement in WWI.

**RSN 221 Introduction to Russian Culture:** Reviews selected achievements of Russian culture from inception through the early 20th century. Topics include principles of Russian medieval painting and architecture, iconography, Russian baroque and neoclassical architecture, Russian folklore (including Propp's theory of fairy tales), 19th-century Russian realist painting, and Russian avant-garde art.

**RSN 222 History of Russian Painting:** Surveys 700 years of icons, frescoes, and mosaics; neoclassical and romantic painting; realist art; Russian avant-garde; and contemporary developments. Discusses artistic developments in other countries to demonstrate influences, borrowings, and original contributions of Russian artists.

**RSN 227 Russian Folklore through Film:** Examines fairy and folk tales, heroic epic, mythology, folk architecture, and lacquer painting for insight into customs, beliefs, and the "Russian Soul."

**RSN 234 Russia in the Movies:** Examines movies from and about Russia, analyzing their historical, political, economic, and cultural background and discussing the issues which seem to be of utmost importance not only to the rapidly transforming Russian society, but also to every democratic country in the world.

**RSN 241 Masterpieces of 19th-Century Russian Prose in Translation:** Studies selected 19th-century Russian short stories and novels with emphasis on the intrinsic values of the works and their importance to the development of Russian and world fiction.

**RSN 242 Masterpieces of 20th-Century Russian Prose in Translation:** Highlights literary devices, experimentation, stylistic and compositional innovations, and importance of works by Babel, Bulgakov, Zamyatin, Olesha, Fedin, Sokolov, Nabokov, and Solzhenitsyn.

**SPN 242 Masters of Latin American Fiction:** Analyzes writing by Amado (Brazil), Vargas Llosa (Peru), Fuentes (Mexico), Allende (Chile), Borges (Argentina), and Garcia Marquez (Columbia). Places works in sociohistorical context.

**MODERN LANGUAGES**

**COURSES TAUGHT IN FOREIGN LANGUAGES**

Language determines prefix: Arabic (ARA), Chinese (CHN), French (FRN), German (GMN), Hebrew (HBR), Brazilian Portuguese (PTG), Russian (RSN), Spanish (SPN).

ARABIC

**ARA 101 Elementary Arabic I:** Introduces students to the fundamentals of the Arabic language.

**ARA 102 Elementary Arabic II:** Continues fundamental introduction to Arabic language. *Prerequisite: **ARA 101.***

**ARA 201 Intermediate Arabic I:** Reviews and builds on first year grammar and vocabulary. *Prerequisite: **ARA 102.***

**ARA 202 Intermediate Arabic II:** Reviews and builds on first year grammar and vocabulary. Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written skills. *Prerequisite: **ARA 201.***

CHINESE

**CHN 101 Elementary Mandarin Chinese I:** Introduces students to the fundamentals of the Mandarin Chinese language.

**CHN 102 Elementary Mandarin Chinese II:** Develops student's vocabulary and grammatical skills in the Mandarin Chinese language. *Prerequisite: **CHN***

***101*** or equivalent.

**CHN 151 Elementary Chinese Conversation in the Language Living and Learning Community:** Students in the Language Living and Learning Community work with the Chinese native-speaker tutor to make level-appropriate presentations.

**CHN 152 Elementary Chinese Conversation II:** Students work with the Chinese native-speaker tutor to make level-appropriate presentations and learn more about Chinese language, culture, and every day life. *Prerequisite:* ***CHN 101***.

**CHN 201 Intermediate Chinese I:** Reviews the basic structure of Mandarin Chinese grammar and the rules of pronunciation. Develops vocabulary, expression building, reading, and writing. *Prerequisite:* ***CHN 102*** or equivalent.

**CHN 202 Intermediate Chinese II:** Enhances student's skills in writing, reading, and comprehension of Mandarin Chinese. *Prerequisite:* ***CHN 201*** or equivalent.

**CHN 251 Chinese Conversation II:** Complements the grammatical and structural content of 200 and 300-level language courses. Focuses on verbal communication skills. *Prerequisite:* ***CHN 151***.

**CHN 301 Advanced Chinese I:** For students with intermediate level of Mandarin Chinese to develop their all-around skills of the language, with particular attention to speech and reading skills. *Prerequisite:* ***CHN 202*** or equivalent.

**CHN 302 Advanced Chinese II:** Enables students with an intermediate level of Mandarin Chinese to further develop conversation and composition skills. *Prerequisite:* ***CHN 301*** or equivalent.

**CHN 401/402 Advanced Chinese III/IV**: Further develops students language and cultural competence through selected readings of authentic materials and hybrid media content, emphasizing pragmatic Chinese, spoken and written. *Prerequisite:* ***CHN 302***.

FRENCH

**FRN 101 Elementary French I:** Stresses speaking through intensive oral practice of grammar and vocabulary. Includes short readings, cultural materials, and lab work. For beginners or those with one year of high school French.

**FRN 102 Elementary French II:** Drills grammar and vocabulary. Includes readings, cultural materials, and lab work. *Prerequisite*: ***FRN 101*** or no more than two years of high school French.

**FRN 201 Intermediate French I:** Reviews and builds upon grammar while emphasizing vocabulary and more challenging reading and writing assignments. Lab work. *Prerequisite*: ***FRN 102*** or no more than three years of high school French.

**FRN 202 Intermediate French II:** Focuses on reading, writing, and speaking to improve grammar, vocabulary, and cultural background. Lab work. *Prerequisite*: ***FRN 201*** or four years of high school French.

**FRN 301 Advanced French:** Discusses short literary texts. Assigns grammar exercises and compositions related to readings. *Prerequisite*: ***FRN 202*** or consent.

**FRN 305 Business French:** Provides the essential terminology of commerce and industry needed to function in the world of business: banking, stock markets, post office, commercial correspondence, or interning for a French company. Taught in French.

**FRN 311 Composition and Conversation:** Uses readings on French culture and literature as basis for class discussions. Requires compositions and oral presentations. *Prerequisite*: ***FRN 202*** or consent.

**FRN 320 Introduction to French Civilization:** Explores cultural, social, political, economic, religious, intellectual, and linguistic aspects of French civilization. Highlights conflict between traditional and modern values in education, family, employment, and status of women and minorities. Varies focus (metropolitan France or Francophone countries outside Europe) year to year. May be repeated for credit.

**FRN 323 Introduction à la civilization maghrébine**. Explores the historic, cultural, and artistic expressions of Morocco, Algeria, and Tunisia, particularly the ways that the region's literature reflects hidden facets of society. While the diverse languages of the region (Arabic, French, and Berber) have produced a plurality of literatures, the focus will be upon works in French, with an exphasis on what can be learned about identity, history, politics, and religion. In French. Prerequisite: ***FRN 202***.

**FRN 331 Introduction to French Literature:** Analyzes poetry, essays, drama, and fiction structurally and contextually. Varies period or genre. *Prerequisite*: ***FRN 202*** or consent.

**FRN 441 The French Novel:** Traces development of novel from 17$^{th}$ century to present. Includes such authors as Mme. de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. *Prerequisite*: one ***300-level*** French course.

**FRN 451 French Poetry:** Chronicles development of poetry from Middle Ages to present. Presents work by La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chenier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarme, Apollinaire, Valery, Eluard, and Prevert. *Prerequisite*: one ***300-level*** French course.

**FRN 461 Le Théâtre Français:** Follows French theatre from 17$^{th}$ century to present. Assigns plays by Corneille, Racine, Moliére, Beaumarchais, Marivaux, Musset, Vigny, Hugo, Monterlant, Anouilh, Genet, Cocteau, Girandoux, Salacrou, Pagnol, Sartre, and Ionesco. *Prerequisite*: one ***300-level*** French course.

**FRN 481 Seminar:** Explores such topics as history of ideas; French nonfiction, short stories, or new novels; avant-garde theatre; Francophone literature from Canada, Africa, or Caribbean. May be repeated for credit. *Prerequisite*: one ***300-level*** French course or consent.

**FRN 497 Senior Capstone Seminar in French:** Prepares French majors for the *Comprehensive Examination in French*, a final exam given at the end of the semester to evaluate student abilities in French language, literature, and both French and Francophone civilizations. Includes reading lists and guidelines for exam preparation. Required of all senior French majors. *Prerequisites*: French major and senior standing.

GERMAN

**GMN 101 Elementary German I:** Introduces basics of reading, writing, listening, and speaking in German. Includes lab work and computer drills. For beginners or those with only one year of high school German.

**GMN 102 Elementary German II:** Develops vocabulary and grammatical skills. Includes lab work and computer drills. *Prerequisite*: ***GMN 101*** or no more than two years of high school German.

**GMN 110 Münster Intensive Elementary German I:** Introduces the fundamentals of German. Emphasis on speaking and listening comprehension. No previous knowledge of German is presumed. Students with more than one year of high school German or any previous study of German at college should take ***GMN 120***.

**GMN 120 Münster Intensive Elementary German II:** Students continue learning fundamentals of German. Emphasis on speaking and listening comprehension with some basis reading and writing. Previous knowledge of German is presumed--either two years of high school or one semester of college German. Students with more previous exposure to German should enroll in ***GMN 210.*** *Prerequisite:* ***GMN 101*** *or equivalent.*

**GMN 161 Elementary German Conversation in the Language Living and Learning Community:** Students living in the Language Living and Learning Community work with the German native-speaker tutor to make level-appropriate presentations.

**GMN 201 Intermediate German I:** Reviews basic grammar while building vocabulary and reading comprehension. Includes computer drills. *Prerequisite*: ***GMN 102*** or no more than three years of high school German.

**GMN 202 Intermediate German II:** Enhances skills in writing, reading comprehension, and group discussion. *Prerequisite*: ***GMN 201*** or four years of high school German.

**GMN 261 Intermediate German Conversation and Culture:** Students work with the German native-speaker tutor to make level-appropriate presentations and learn more about German language, culture, and every day life. *Prerequisites:* ***GMN 101*** and***102.***

**GMN 310 Münster Intensive Advanced German:** Students continue learning the fundamentals of German. Emphasis is on speaking and listening comprehension with some basic reading and writing. Some previous knowledge of German is presumed -- either two years of high school or one semester of college German. Students with more previous exposure to German should join ***GMN 210.*** *Prerequisite:* ***GMN 202*** *or equivalent.*

**GMN 311 Advanced Composition and Conversation:** Builds vocabulary by providing extensive practice in writing and conversing in German. *Prerequisite*: ***GMN 202*** or equivalent.

**GMN 331 Survey of German Literature:** Spotlights specific themes in German such as *Madness and Evil* or *Germans and Jews*. Students read larger texts in English with supplemental works in German. See ***LIT 231***.

**GMN 332 Survey of German Literature II:** Concentrates on 20th-century writers such as Mann, Kafka, Brecht, Bobrowski, Seghers, Eichinger, Hesse, Böll, and Dürrenmatt, as well as on cultural and literary developments. *Prerequisite*: ***GMN 202*** or consent.

**GMN 341 There's No Place Like Home:** Contrasts Germans ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in fairy tales, novels, and films. Students read larger texts in English with supplemental works in German.

**GMN 351 Fiction into Film:** Explores the relationship between some key works of literature/biography and their film versions. Students read larger texts in English with supplemental works in German. See ***LIT 251***.

**GMN 352 Looking Back at the Third Reich:** Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums. *Prerequisite:* ***GMN 202*** or consent.

**GMN 391 German Business and Media Language:** Investigates and develops vocabulary used in newspapers, business correspondence, television, and radio. *Prerequisite*: ***GMN 202*** or equivalent.

**GMN 392 German Cultural History:** Surveys cultural achievements from 800 AD to present. *Prerequisite*: ***GMN 202*** or equivalent.

**GMN 481 Seminar:** Probes literary, cultural, historical, political, or linguistic topics. May be repeated for credit. *Prerequisite*: one ***300-level GMN*** course or consent.

HEBREW

**HBR 101/102 Elementary Hebrew**: Aims for basic knowledge of modern Hebrew in both oral and written forms. Assigns readings on Jewish culture and history.

**HBR 201 Intermediate Hebrew**: Stresses reading, writing, speaking, grammar review, and lab. Offered alternate years as enrollment permits. *Prerequisite:* ***HBR 102*** or equivalent.

**HBR 202 Intermediate Hebrew**: Continues ***HBR 201***with emphasis on reading comprehension and expansion of vocabulary; oral and written proficiency; enhancement of cultural background; and application of grammatical concepts. Offered alternate years as enrollment permits. *Prerequisite:* ***HBR 201*** or equivalent.

PORTUGUESE

**PTG 101/102 Elementary Brazilian Portuguese:** Develops speaking, listening, reading, and writing skills. For beginners. *Prerequisite for* ***PTG 102*** *only:* ***PTG 101*** or no more than two years of high school Portuguese.

RUSSIAN

**RSN 101 Elementary Russian:** Covers alphabet, pronunciation, basic vocabulary, and grammar. Lab work. For beginners or those who have taken one year of high school Russian.

**RSN 102 Elementary Russian:** Emphasizes vocabulary building, grammar, idiomatic expressions, reading, and translating. Lab work. *Prerequisite*: ***RSN 101*** or no more than two years of high school Russian.

**RSN 201 Intermediate Russian:** Reviews and builds upon first-year grammar and vocabulary. Aims to develop fluency in reading and translating. Acquaints students with Russia and former Soviet Union. *Prerequisite*: ***RSN 102*** or no more than three years of high school Russian.

**RSN 202 Intermediate Russian:** Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. *Prerequisite*: ***RSN 201*** or no more than four years of high school Russian.

**RSN 391 Tutorial in Russian Language:** Draws lessons in conversation, composition, grammar, and reading from materials chosen by student and instructor. May be repeated for credit. *Prerequisite:* consent.

**RSN 393 Tutorial in Russian Literature:** Features materials chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

SPANISH

**SPN 101/102 Elementary Spanish I and II:** Introduces speaking, listening, reading, and writing. For beginners. *Prerequisite for* ***SPN 102*** *only*: ***SPN 101*** or no more than two years of high school Spanish.

**SPN 110 Review of Elementary Spanish:** Reviews grammar and develops speaking, listening, reading, and writing skills. *Prerequisite:* ***SPN 102*** or no more than three years of high school Spanish.

**SPN 201 Intermediate Spanish I**: First of two-course sequence for intermediate-level Spanish curriculum. Develops writing, speaking, and reading skills through study of grammar and oral exercises. *Prerequisite*: ***SPN 102***, ***SPN 110***, or consent.

**SPN 202 Intermediate Spanish II**: Second of two-course sequence for intermediate-level Spanish curriculum. Develops writing, speaking, and reading skills through study of grammar and oral exercises. *Prerequisite*: ***SPN 201***.

**SPN 210R Review of Intermediate Spanish**. Review of intermediate-level Spanish curriculum. Develops writing, speaking, and reading skills through study of grammar and oral exercises. *Prerequisite*: Instructor consent only.

***SPN 290 Introduction to Hispanic Literature: Improves interpretation, comprehension, and vocabulary skills by exposing students to a variety of writing styles: short stories, one-act plays, poetry, and essays. Prerequisite: SPN 202, SPN 210R or consent.***

**SPN 497 Senior Capstone Seminar:** Helps majors prepare for comprehensive capstone exam in language and culture. Taught collectively by Spanish faculty.

COURSES OFFERED IN ALTERNATE YEARS

**SPN 222 Spanish for Heritage Speakers:** Course designed to satisfy the needs of students from Hispanic backgrounds, to reactivate the student's Spanish, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, and to develop or augment academic language skills. *Prerequisite*: consent. *Prerequisite*: consent.

**SPN 302 Spanish for Advanced Communication:** Students will master all communicative skills in Spanish -- speaking, writing, and comprehension -- at an advanced level and will attain near-fluency. *Prerequisites*: ***SPN 202*** or ***SPN 210*** or ***SPN 290*** or one 300-level ***SPN*** course, or consent.

**SPN 303 Business Spanish for Non-Native Speakers:** Introduces business terminology, usage, and commercial correspondence. Teaches sensitivity to and appreciation of cultural differences in Hispanic business world. *Prerequisites*: ***SPN 202*** or ***SPN 210*** or ***SPN 290*** or one 300-level ***SPN*** course, or consent.

**SPN 321 Peoples and Cultures of Spain:** Considers historical, cultural, sociological, and political factors influencing Spanish society. *Prerequisites*: ***SPN 202*** or ***SPN 210*** or ***SPN 290*** or one 300-level ***SPN*** course, or consent.

**SPN 322 Peoples and Cultures of Latin America:** Explores historical, cultural, and political factors influencing Latin American society. *Prerequisites*: ***SPN 202*** or ***SPN 210*** or ***SPN 290*** or one 300-level ***SPN*** course, or consent.

**SPN 330 U.S. Latino Literature: Writings from Migration and Exile:** Presents literary texts of fiction and non-fiction written and published in Spanish, in the U.S., by writers of Hispanic heritage. Explores issues of exile, colonialism, statehood, cultural hybridization and immigration. *Prerequisite*: ***SPN 290*** or consent.

**SPN 331 Medieval Spanish Literature: Arabs, Jews, and Christians from Frontier to Empire:** Analyzes significant impact of conflictive coexistence of Christians, Arabs, and Jews on Medieval Spain through literature. *Prerequisite*: ***SPN 290*** or consent.

**SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:** Early Chronicles of the discovery, exploration, and conquest of America by Spain. *Prerequisite*: ***SPN 290*** or consent.

**SPN 333 Golden Age of Spanish Literature: Imperial Spain and the Age of Conflict:** Studies literary responses to new constitution of Spain as Empire and new definitions of Spanish identity. *Prerequisite*: ***SPN 290*** or consent.

**SPN 334 Latin American Identity in Literature:** Examines theories of Latin American identity through regional, national, and Pan American literary movements. Varied works and genres are studied, from the time of conquest through the 21st century. *Prerequisite*: ***SPN 290*** or consent.

**SPN 335 Modern Spanish Literature:** *Visions of Spain through Narrative, Theater, and Poetry:* Study of representative poetic, narrative, and dramatic texts from the 19th to 21st centuries. Emphasis on the technical and thematic innovations of the poetry, novel, essay, short story, and written dramatic texts, as well as the social and historical contexts that have shaped literary production. *Prerequisite*: ***SPN 290*** or consent.

**SPN 336 Latin American Short Fiction:** *Telling Stories:* Study of Latin American short narrative, including short stories, novellas, and theater. *Prerequisite*: ***SPN 290*** or consent.

**SPN 337 Performing Identity: Hispanic Theatre Today:** Analysis of Hispanic culture and identity as presented through several theatrical plays and performances in the Spanish-speaking U.S. and Latin America. Explores the concepts of self-identity, nation/narration and "performativity" during the 20th and 21st centuries. Taught in Spanish. *Prerequisite*: ***SPN 290*** or consent.

**SPN 338 Race, Class, and Gender in Latin American Literature:** *Voices from the Margins:* Studies the representation of marginalized segments of Latin American society through literature. Explores the literary expressions of feminist, indigenous, Afro-Caribbean, and gay writers of Latin America. *Prerequisite:* ***SPN 290*** or consent.

**SPN 340 Hispanic Caribbean Literature: Culture Clash:** Analysis of Caribbean culture as presented through the literature of the Spanish-speaking Caribbean. Explores the concepts of colonialism, nationalism, cultural hybridity, the Diaspora, and the Neo-Baroque from the Spanish conquest through the 21st century. *Prerequisite*: ***SPN 290*** or consent.

**SPN 341 Spanish Film/Cultural Trends:** Taking the history of Spanish film from its beginnings to the present as a point of departure, this course emphasizes the political, social, economic, and cultural contexts from where these films emerge. It also analyzes the specific techniques and strategies used by the films to tell stories. The objective of this course is to raise awareness about the role of film in modern Spain and about the ways in which it reflects Spanish culture. *Prerequisites*: ***SPN 202*** or ***SPN 210*** or ***SPN 290*** or one 300-level ***SPN*** course, or consent.

**SPN 342 Latin American Film:** Explores the tendencies and practices in Latin American cinema. Examines some of the most representative films produced in Latin America, considering the cultural, political, economical, and social contexts in which they were conceived and produced. Analyzes the diverse representations of culture, the construction of gender, and ultimately, the connection between national identity and filmmaking. *Prerequisites*: ***SPN 202*** or ***SPN 210*** or ***SPN 290*** or one 300-level ***SPN*** course, or consent.

**SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics:** Explores the representations of crime, punishment, family structure, and national politics in Latin America during the 20th and 21st centuries. Examines the construction of national identity through the analysis of violence in different media, such as the detective genre, post-dictatorial fiction, film noir, and other expressions of popular culture. *Prerequisite:* ***SPN 290*** or consent.

**SPN 346 The Unexplainable: Fictions of Fear in Latin American Literature**: Studies the aesthetics and meaning of the unknown and fear in Latin American literature and and culture. Examines the representations of the Gothic, Magical Realism, the Fantastic, Science Fiction, Marvelous Realism, and horror as presented through literature and other cultural manifestations in the Hispanic American world. *Prerequisite*: ***SPN 290*** or consent.

**SPN 431 Spanish Literature:** *Fiction and Truth in Cervantes' Work:* Study of Cervantes' successful formula for the novel. Analyzes conflict between fiction and truth as basis for new realist novel proposed by Cervantes. *Prerequisite:* ***SPN 290*** or consent.

**SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation:** In depth study of the Latin American literary movements through a century of social and political change. Explores experimentalist writers, the Boom generation, post-modern literature, social realism, and testimonial literature. *Prerequisite*: ***SPN 290*** or consent.

**SPN 481 Seminar:** Probes literary, linguistic, or cultural topics. *Prerequisite*: one *300-level* ***SPN*** course or consent.

**Rollins in Asturias**

Rollins College offers an opportunity to study at the University of Oviedo, Asturias (Spain), for an academic year or a semester. The "Language and Culture Program" is offered in both fall and spring semesters and provides an intensive, in-depth experience in Spanish language, culture, and society, designed for intermediate to advanced students of Spanish who are eager to improve or achieve proficiency in their language skills. The "Direct Enrollment Program" is offered for the academic year or spring semester. It is for advanced or native speakers who want to take university courses in their major field of study. A third option allows students to combine the two programs.

Rollins students who are majoring in Spanish may apply up to three of their courses in Oviedo. Rollins students minoring in Spanish may apply up to two of their courses in Oviedo.

**Verano Español**

Rollins also offers a summer program in Spain, "Verano Español." This four- to six-week program is designed for students at all levels of language proficiency who want to experience a total immersion in Spanish language. Instructor's consent is required.

Rollins students who are majoring or minoring in Spanish may apply up to two "Verano" courses.

Library
Student Records
Study Abroad

Career Services
Clubs & Organizations
Community Engagement
Facilities
Fox Day
Greek Life
Health Services
Housing & Dining
Human Resources
Information Technology
Residential Life

Phone and Email Directory
Places to Stay
Reunion
Schedule a Visit
Virtual/Historic Tour

Transfer
Tuition

Alumni
Parents
Neighbors
Faculty/Staff
Current Students

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# Music

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
DEPARTMENT OF BUSINESS
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



## Music

Changes effective Spring Term 2015

*Archard Cook Crozier Foster*

*Grau Lackman Ray Roos*

*Sinclair*

The Virginia S. and W.W. Nelson Department of Music began as a conservatory of music even before the college's founding in 1885. The program is a charter member -- since 1931 -- of the National Association of Schools of Music, whose curricula guide the baccalaureate offerings.

Since the conservatory's restructuring as a liberal arts department in 1966, Rollins has continued to enjoy a reputation as one of the finest schools in the Southeast offering preprofessional music training.

The mission of the department is fourfold:

- to provide majors the best possible education in performance, historical literature, and theory -- the background necessary to pursue graduate work or a career in music;
- to offer the diverse population of students from both Rollins A&S and the Holt School an opportunity to pursue musical training leading to the baccalaureate/bachelor degree respectively;
- to open the curriculum to the wider campus community by encouraging nonmajors to take courses, including those designed specially for novices;
- to give all students -- majors and nonmajors--performance experience through choral and instrumental ensembles and individual training in applied music;
- to serve as a cultural center for the Central Florida community by presenting performances and master classes of outstanding merit by resident and guest artists; and
- to offer residents of the Central Florida community an opportunity to study music avocationally.

We are committed to music for all rather than music for the few.

**MAJOR REQUIREMENTS**

Fifty-six (56) semester hours are required: twenty-eight (28) in musicianship, twelve (12) in performance, and twelve (12) in electives, and four (4) in a senior capstone course.

MUSICIANSHIP AREA -- Twenty-eight (28) semester hours required.

- **MUS 152 Theory 2** -- Four (4) semester hours required.
- **MUS 153 Keyboard Harmony I** -- Two (2) semester hours required.
- **MUS 154 Keyboard Harmony II** -- Two (2) semester hours required.
- **MUS 251 Theory 3** -- Four (4) semester hours required.
- **MUS 252 Theory 4** -- Four (4) semester hours required.
- **MUS 360 Music in the Global Environment** OR one of the following Technology Courses -- **MUS 210 Designing Music w/Digital Media**, **MUS 215 Discovering Music Through Technology,** or **MUS 286 Introduction to Sound Recording** -- Four (4) semester hours required.
- **MUS 361 Music History: Renaissance/Baroque** -- Four (4) semester hours required.
- **MUS 362 Music History: Classic/Romantic** -- Four (4) semester hours required.

PERFORMANCE AREA -- Twelve (12) semester hours required.

- **MUA 200 Music Ensembles** -- Four (4) semester hours required.
- **MUA 201C OR 201P OR MUA 301 OR MUA 401 Applied Music** -- *Eight (8) semester hours required.*

MUSIC ELECTIVES/SENIOR CAPSTONE -- Sixteen (16) semester hours required.

- **Four (4) electives in music, three (3) of which must be at the 300 level or above. Seniors will do a 4 semester hour capstone project in place of a 300-level course -- (16) semester hours required.**

**MINOR REQUIREMENTS**

Twenty-eight (28) semester hours are required: eight (8) in musicianship, twelve (12) in performance, and eight (8) in electives.

MUSICIANSHIP AREA -- Eight (8) semester hours required.

- **MUS 152 Theory II** -- Four (4) semester hours required.
- **MUS 153 Keyboard Harmony I** -- Two (2) semester hours required.
- **MUS 154 Keyboard Harmony II** -- Two (2) semester hours required.

PERFORMANCE AREA -- Twelve (12) semester hours required.

- **MUA 200 Music Ensembles** -- Four (4) semester hours required.
- **MUA 201P OR 201C OR MUA 301 OR MUA 401 Applied Music** -- Eight (8) semester hours required.

MUSIC ELECTIVES -- Eight (8) semester hours required.

- **Two (2) electives in music, one of which must be at the 300 level or above** -- Eight (8) semester hours required.

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

**Student Records**

Rollins College
1000 Holt Avenue
Winter Park, Florida 32789-4499
(407) 646-2000

## Course of Study:

PERFORMANCE

**Applied Music**
The department offers private instruction in voice, piano, organ, guitar, all orchestral instruments, harpsichord, conducting, and composition.

**MUA 101 Applied Music for Enrichment I**: Involves one 30-minute, one-credit hour lesson per week, for twelve weeks in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward Music major/minor. Graded credit/no credit. Appropriate for beginners.

**MUA 102 Applied Music for Enrichment II:** Involves one 50-minute, two-credit hour lesson per week, for twelve weeks in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward Music major/minor. Graded credit/no credit. Appropriate for beginners.

**MUA 201C or 201P Applied Music for the Music Major/Minor**: Offers 50-minute, two-credit hour lesson per week, for twelve weeks in any major applied area. Jury and sight-singing exam required. No recital option. May be repeated for credit. Graded on letter basis.

**MUA 301 Applied Music for the Music Major/Minor**: Offers one 50-minute, two-credit hour lesson per week, for twelve weeks in any applied area. Jury and sight-singing exam required. May petition to recital. May audition usually no later than end of sophomore year.

**MUA 401 Applied Music for the Music Major/Minor**: Offers one 50-minute, two-credit hour lesson per week, for twelve weeks in any applied area. Jury or recital required and sight-singing exam required. May be repeated for credit. Graded on letter basis. Prerequisites: by full-time faculty invitation only. Available in senior year only.

ENSEMBLES

**MUA 200.01 Rollins College Choir**: Emphasizes performance of high-quality literature for large choral ensemble. Prerequisite: audition.

**MUA 200.02 Chamber Choir**: Focuses on music for the most select choral ensemble. Prerequisite: audition.

**MUA 200.03 Men's Choir**: Spans a wide variety of styles, especially composers who specialize in this voicing. Prerequisite: audition.

**MUA 200.04 Rollins Singers**: Concentrates on contemporary, popular and musical theater pieces for small music ensembles. Prerequisite: audition.

**MUA 200.05 Women's Choir**: Spans a wide variety of styles, especially composers who specialize in music in this voicing. Prerequisite: audition.

**MUA 200.06 Small Vocal Ensemble**: Varied repertoire appropriate for small vocal chamber ensemble. Prerequisite: audition.

**MUA 200.07 Bach Festival Choir**: Joins students and community members in performing primarily oratorio works with a prestigious, historical music organization. Prerequisite: conductor invitation only.

**MUA 200.10 Bach Festival Choir**: Joins students and community members in performing primarily oratorio works. Prestigious, historical music organization. Prerequisite: audition.

**MUA 200.11 Flute Choir**: Combines students and community members in performing flute ensemble music. Prerequisite: instructor consent.

**MUA 200.12 Orchestra**: Performs orchestral literature including concertos and symphonies. Prerequisite: audition.

**MUA 200.13 Wind Ensemble**: Combines student and community members to perform wind ensemble and light classical literature. Prerequisite: instructor consent.

**MUA 200.14 String Ensemble**: Tailors orchestral literature from all periods to string ensemble instrumentation.

**MUA 200.15 Woodwind Quintet**: Performs repertoire composed and arranged for Woodwind Quintet. Prerequisite: audition.

**MUA 200.16 Horn Ensemble**: Teams students with community members in performing horn music from the Renaissance through the 20th century.

**MUA 200.17 Brass Ensemble**: Joins students and community members in performing brass music from the Renaissance through the 20th century.

**MUA 200.18 Wind Ensemble**: Performs wind ensemble and light classical literature. Prerequisite: audition.

**MUA 200.19 Percussion & Mallet Ensemble**: Emphasizes music for percussion and mallet instruments. Prerequisite: instructor consent.

**MUA 200.20 Instrumental Chamber Ensembles**: Small instrument ensembles. Varies from term to term. Prerequisite: audition.

**MUA 200.21 Jazz Ensemble**: Performs jazz repertoire from all periods arranged, composed, or improvises for a Jazz Ensemble. Prerequisite: instructor consent.

**MUA 200.22 Guitar Ensemble**: Performs repertoire composed or arranged for guitar ensembles. Prerequisite: instructor consent

**MUA 200-23 Acoustic Ensemble -- Traditional**: Performs traditional Folk, Bluegrass, and World Music with an instrumental core consisting of, but not limited to, voice, fiddle, mandolin, guitar, bass, piano, and percussion. Prerequisite: instructor consent.

**MUA 200-24 Acoustic Ensemble -- Original**: Focuses on original compositions of ensemble members spanning various musical genres. Prerequisites: instructor consent.

CLASSROOM COURSES

**MUS 120 Musical Awareness**: Presents aspects of American folk music, jazz and rock, Western European art music, and non-Western music. Suitable for nonmajors. May not count toward the major in music.

**MUS 121 Introduction to Film Scoring**. Introduces students to facets of the music technology world. Utilizing recording software, notation software and MIDI sequencing, gives students insight into real world applications of these programs. Builds upon students' previous aural training to begin working on projects that could be useful in real world job opportunities.

**MUS 140 Introduction to Music Theory**: Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for nonmajors. May not count toward the major in music.

**MUS 150 Introduction to Keyboard Music Theory**: Teaches students to explore the language and skills of music performance through the study of music theory and beginning keyboard literature on a Triton LE Music Workstation. This technology gives students the opportunity to listen and play musical examples and understand the creative concept of music literature in a historical and cultural context.

**MUS 151 Theory 1**: A comprehensive approach to the study of theory fundamentals including a review of rudiments, an introduction to species counterpoint and fundamentals of tonal harmony as well as sight-singing and ear-training. Prerequisite: Placement test or consent.

**MUS 152 Theory 2**: Continues study of perceiving and writing music through exercises in diatonic harmony and voice leading expanded to include seventh chords, secondary harmony and modulation in the context of historical examples; includes sight-singing and ear-training. Keyboard Harmony/Secondary Piano laboratory required. Prerequisite: **MUS 151** or consent.

**MUS 153 Keyboard Harmony I**: Teaches students the skills of harmonization, transposition, and sight-reading leading to the study of standard classical piano repertoire. Designed for all music majors and minors who are enrolled in MUS 151. Skill emphasis placed on scale and chord constructions, chord progressions, diatonic harmonization, transposition, alto clef, and sight reading. Students must take this course concurrently with **MUS 151**.

**MUS 154 Keyboard Harmony II**: A continuation of MUS 153 Keyboard Harmony I. Emphasis on harmonization, transposition, modulation, improvisation, music dictation, and figured bass leading to four-part writing. Augmented and diminished triads, as well as major and minor seventh chords, also introduced.

Other skills, such as reading tenor and alto clefs and score reading, taught in the latter part of the course. Students must take this course concurrently with **MUS 152**. Prerequisite: **MUS 153.**

**MUS 160 History of Jazz**: Examines American popular musical styles from 1930 to present -- from musical components to musicians. Touches upon cultural, social, and historical milieu.

**MUS 165 History of Rock and Roll**: Probes sociological, cultural, political, and musical impact of rock and roll. Samples diverse style of "pop" music and discusses technology of electronic music.

**MUS 190 Introduction to Music and Technology:** Introduces musical uses of computers, synthesizers, and sound design. Students will learn to sequence, edit, mix, notate, and arrange music using modern techniques and computer applications. These applications include: Digital Performer, Sibelius, and Pro Tools. Knowledge of both computers and music is imperative.

**MUS 201 Survey of Orchestral Literature**: Study a large selection of major orchestral works from the late Baroque to the present to increase the understanding and appreciation of orchestral masterpieces.

**MUS 210 Designing Music with Digital Media**. Examines how technology has affected the history of music and how technology can be applied to the music of today's composer and arranger. Utilizes notation and recording software, to teach important real world applications of existing theoretical knowledge. Utilizes and strengthens the writing, arranging, and aural abilities of the non-performing musician. Prerequisite: **MUS 151**.

**MUS 215 Discovering Music Through Technology**. Introduces students to facets of the music technology world. Gives insight into real-world applications of recording software, notation software, and MIDI sequencing. Builds on previous aural training to begin working on projects that could be useful in real world job opportunities. Prerequisite: **MUS 151**.

**MUS 220 The Marriage of Music and Poetry**: Compares music ("language" of sound) and poetry ("music" of language) as expression: form, structure, syntax, articulation, and influences. Ponders how combination of music and poetry often results in a more expressive and fused art form.

**MUS 223 Singing Diction - English & Italian**: Reinforces the lyric diction skills in Italian and English based on the International Phonetic Alphabet (IPA) system. Students will study diction technique and will demonstrate accurate and stylistic pronunciation in and out of the context of a song or aria.

**MUS 224 Singing Diction -- German & French**: Reinforces the lyric diction skills in German and French based on the International Phonetic Alphabet (IPA) system. Students will study diction technique and will demonstrate accurate and stylistic pronunciation in and out of the context of a song or aria.

**MUS 224 Singing Diction - German & French**: Reinforces the lyric diction skills in German and French based on the International Phonetic Alphabet (IPA) system. Students will study diction technique and will demonstrate accurate and stylistic pronunciation in and out of the context of a song or aria.

**MUS 225 Topics in Music:** Ranges from popular music to masterworks of European art music. Courses offered in the "Topics in Area" can include Schumann and Brahms; Film Scoring; Music in the Movies; Studies in Counterpoint.

**MUS 227 Song Writing I**. Examines the tools and methods of the songwriter, and to inspire and encourage the creation of original compositions. Through the study of lyric structure, rhyme schemes, harmonic structure, song forms and song styles, the participants will become proficient in both the analytical and the artistic aspects of producing original works.

**MUS 228 Song Writing II**: Building upon the skills acquired in Songwriting I, this class will analyze works by the masters of songwriting, and using these existing works as a guide, new compositions will be written in a variety of styles. An additional primary concentration of the course will be on notating, arranging, recording, and performing the original work of each class member. As also stated in Songwriting I, the end goal of the study and exploration of songwriting is to provide a vehicle for individual expression.

**MUS 251 Theory 3**: Expands writing skills in counterpoint in two and three voices using historical models; introduction to chromatic harmony; sight-singing and ear-training. Prerequisite: **MUS 152** or consent.

**MUS 252 Theory 4**: Extends the harmonic vocabulary to embrace the full complement of chromatic harmonic functions. Investigates the extension and gradual breakdown of the major-minor system and the emergence of Twentieth Century compositional techniques. Prerequisite: **MUS 251** or consent.

**MUS 260 Music of the Caribbean and Brazil: From the Son to the Samba**: Through study of musical styles and traditions of five influential countries, examines historical, economical, sociological and technological factors that shaped their music. Extensive classroom listening and performances.

**MUS 286 Introduction to Sound Recording**: Examines the methods and technologies used to record, edit, format, manufacture, and distribute music. Students gain an understanding of how to produce their own recordings.

**MUS 290 Basic Conducting**: Introduction to the art of conducting. Includes basic technique and score reading. Laboratory format. Prerequisite: music major and sophomore standing, or consent.

**MUS 292 Introduction to the Business of Music**: An introduction to the music business including the interaction of corporations, creativity, copyright, compensation, and cyberlaw. Topics include history, MIDI, royalties, web applications, marketing, recording techniques, and common business structures.

**MUS 301 Recording Practicum: Experience for the Working Musician**: A versatile singer is a working singer. Students will get real life recording experience in the studio testing their versatility and musicianship. Prerequisite: Junior status or consent.

**MUS 305 Topics in Music**: Ranges from popular music to masterworks of European art music. Courses offered in the "Topics in Area" can include Schumann and Brahms; Film Scoring; Music in the Movies; Studies in Counterpoint.

**MUS 310 The Art of Performing**: This course is designed to identify skills necessary to compete viable in the "real world" of performing arts and to listen, process, and utilize the wealth of information we must comprehend to be successful.

**MUS 313 Opera Studio**: Offers students a method for learning and performing lyric stage roles by experiencing the preparation and performance process of a single scene or elements of an operatic production.

**MUS 314 Improvisation**: Presents the rudiments of jazz idiom improvisational techniques. Discussion, demonstration, and performance of scales, harmonic devices, and forms. Prerequisite: music major or consent.

**MUS 320 Writing About Music**: Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Prerequisite: **ENG 140**, sophomore status.

**MUS 340/341/342/343 Methods: Percussion/Brass/Strings/Woodwinds:** Study, discussion, and analysis of methods and techniques of all instruments in the (percussion/brass/string/woodwind) family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. Prerequisite: Music major or minor.

**MUS 355 Composition Practicum:** Emphasizes the development of a solid compositional craft to be attained through writing projects for a variety of media. Recent musical trends and literature will be discussed and each semester will culminate in a recital of student's works. May be repeated. Prerequisite: **MUS 152**.

**MUS 360 Music in the Global Environment**: Introduces the variety of native music and instruments throughout the world, as well as the effect of globalization on native culture, and native cultures on music throughout the world.

**MUS 361 Music History: Ancient through Baroque**: Spans Acient/Medieval through baroque era (500 BCE - 1750 CE). Prerequisite: **MUS 152**.

**MUS 362 Music History: Classic through Modern**: Spans classic era through early 20th century (1750 - 1940). Prerequisite: **MUS 361**.

**MUS 363 American Music**: Explores the soundtrack of United States history, from the music of Native Americans and early colonists, through the various styles, periods, and performers of American Music History: Tin Pan Alley; jazz mixed with blues; classical; Broadway and bop; Copland, country, and Coltrane.

**MUS 364 Music History: 20$^{th}$-Century Music:** Surveys concert music styles of the 20$^{th}$ century and their reflection of society and events of the time. Prerequisite: music reading skills preferred, but not required.

**MUS 372 Survey of Jews and Music: From Sinai to Symphony:** Surveys some of the definitions of what is "Jewish" in music, from liturgical chant, to folk songs, to music of the concert hall and Tin Pan Alley. Fulfills an elective requirement for the music major, music minor, and Jewish studies minor. Prerequisite: sophomore standing.

**MUS 380 Literature of the Instrument:** Surveys major works of a particular instrument. Requires historical research, examination, and performance of scores, and extensive listening to recordings.

**MUS 385 The Art of Accompanying**: The course is designed to teach piano students skills to analyze and perform collaborative repertoire. Through class discussions and playing assignments, students will learn to formulate concrete ideas regarding their approach to a musical work and to listen, recognize, and react to subtle nuances of the instrument(s) for which they are accompanying.

**MUS 386 Advanced Sound Recording**: Examines advanced methods and technologies used to record, edit, format, manufacture, and distribute music. Students produce their own stereo and multi-track music recordings, and CD masters. Prerequisite: **MUS 286**.

**MUS 390 Advanced Conducting and Repertory**: Features preparation and performance of compositions from standard repertory. Laboratory format. Prerequisite:**MUS 290**.

**MUS 391 Conducting Practicum**: Continues instruction for conducting students at an advanced level to further develop their knowledge of repertoire, performance practices, aural discrimination, and conducting technique. Prerequisite: **MUS 290** or consent.

**MUS 392 Introduction to Arts Management:** Introduces topics required to operate an arts organization, including and not limited to, public relations, financial management and accounting, marketing, fundraising, and intellectual property, culminating in the presentation of a business plan. Prerequisites: junior standing and consent.

**MUS 393 Piano Pedagogy I:** Introduction to the problems and psychology of teaching the beginning piano student. Emphasis on practical applications of pedagogical principles. Discussions of current methods and beginning materials, adaptation of the child to the instrument, and the development of the techniques and musicianship at the elementary level. Prerequisite: applied piano **201** or consent.

**MUS 394 Piano Pedagogy II Practicum:** Observation of private and group instruction at the Community School of Music and opportunity to teach private and group lessons under supervision of the instructor. Continuing discussions of appropriate teaching materials for more advanced students. Prerequisite: **MUS 393**.

**MUS 395 Pedagogy for the Singing Voice**: Details anatomy and operation of laryngeal and respiratory apparatus as applied to the singing voice. Examines standard voice nomenclature, fundamental acoustics, current singing science, care and hygiene for the voice, teaching methods, and current literature in vocal research. Prerequisite: at least three years of applied voice study or consent.

**MUS 396 Opera Production**: Teaches students how to prepare a lyric stage role through musical and character development, which culminates in a performance with orchestra, sets, costumes, and other production elements. By audition only.

**MUS 425 Topics in Music**: Focuses on single a topic, such as composer, genre, or artistic movement.

**MUS 451 Form and Analysis:** Examines basic principles of musical construction as seen through detailed analysis of representative compositions dating from the baroque to the present. Prerequisite: **MUS 252**.

**MUS 455 Paris, Moscow, Vienna 1890-1915**. Investigates various structural principles at work in music by Rachmaninov, Scriabin, and Stravinsky; Faure, Debussy, and Ravel; and Mahler, Strauss, Schoenberg, and Berg. Prerequisite: **MUS 252**.

**MUS 495 Senior Project:** This course is designed to tie together students' academic career at Rollins. Individual focus area may include a recital performance, student teaching, or a research project directed by the appropriate music faculty member. Prerequisite: senior standing.



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# Neuroscience

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Neuroscience (minor only)

Changes effective Spring Term 2014

*Faculty teaching Neuroscience include members of the Natural Sciences, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The neuroscience minor combines courses in biology, psychology, and philosophy for an integrated study of how the brain functions and the biological contributions to behavior. The program is interdisciplinary with a variety of topical and methodological perspectives. Students aspiring to graduate studies in neuroscience may combine the minor with a major in biology, biochemistry and molecular biology, marine biology, or psychology.

**ELIGIBILITY REQUIREMENTS**

Because prerequisites will be waived for admission to upper-level Psychology and Biology courses, students must apply to register as a Neuroscience Minor. Eligibility requirements include:

- Sophomore standing
- Declared Psychology, Biology, Biochemistry/Molecular Biology, or Marine Biology major
- Minimum of two courses in major sequence completed
- Major GPA of 3.0

Majors from another discipline may petition the Program Director for admission to the minor with additional requirements including:

- Statement of interest
- Statement of support from a faculty instructor

**MINOR REQUIREMENTS**

Ten (10) courses are required: five (5) core courses, four (4) elective courses, and one (1) capstone.

CORE COURSES (required)

- **BIO 121 General Biology II**
- **BIO 360 Cellular Biology**
- **PHI 348 Philosophy of Mind**
- **PSY 155 Perspectives in Psychology II**
- **PSY 326 Physiological Psychology**

ELECTIVES
Four (4) of the following courses, two from psychology and two from biology or biochemistry

ELECTIVE COURSES

- **BCH 335 Biochemistry**
- **BIO 308 Genetics**
- **BIO 312 Animal Physiology**
- **BIO 341 Molecular Biology**
- **BIO 370 Developmental Biology**
- **PSY 302 Brain & Language**
- **PSY 314 Sensation & Perception**
- **PSY 322 Cognitive Psychology**
- **PSY 324 Neuropsychology**
- **PSY 327 Evolutionary Psychology**
- **PSY 333 Mind/Body Problem**

CAPSTONE

One (1) course.

- INT 4xx Senior Seminar in Neuroscience

REQUIRED COURSES

**BIO 121 General Biology II**: Includes cell structure and function, genetics and evolution. Offered each Fall. Prerequisites: waived for registered minors with instructor's permission.

**BIO 360 Cellular Biology**: Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. Offered annually. Prerequisites: waived for registered minors with instructor's permission.

**INT 4xx: Senior Seminar in Neuroscience**: An intensive interdisciplinary investigation of theory, research, and practice relating to neuroscience; requires students to apply knowledge and skills from courses across the student's major and minor. Offered annually. Prerequisites: completion of Neuroscience Foundation and Elective Courses.

**PHI 348 Philosophy of Mind**: Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. Offered annually. Prerequisite: ***PSY 155***.

**PSY 155 Perspectives in Psychology II**: Thought and Behavior: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in behavioral, cognitive/physiological, and applied psychology. Offered each spring.

**PSY 326 BIO: Physiological Psychology with Laboratory**: Introduces the fundamentals of nervous system responses to psychological processes.

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

**Student Records**

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Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures. Offered annually. Prerequisites: waived for registered minors with instructor's permission.

PSYCHOLOGY ELECTIVES (Minors must take two (2) courses from list below)

**PSY 302 Brain and Language**: Examines language in a biological context, and investigates the relationship between brain mechanisms and language behavior. Includes aphasia and other language disorders, hemispheric specialization, aphasia in the deaf, critical periods and aphasia in children, and gender differences in brain organization and cognitive abilities. Offered every 2-3 years. Prerequisite: ***PSY 155***.

**PSY 314 Sensation and Perception with Laboratory**: Introduction to the psychophysical, physiological, and cognitive aspects of human and animal perception. Areas covered include visual, auditory, somatic, and chemical sensation; visual perception of color, objects, depth, and movement; and speech, pain, and flavor perception. Offered every 2-3 years. Prerequisite: ***PSY 155***.

**PSY 322 Cognitive Psychology with Laboratory**: Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory, imagery, knowledge, language, problem-solving, and logical reasoning. Offered annually. Prerequisite: ***PSY 155***.

**PSY 324 Neuropsychology**: A study of central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. Offered every other year. Prerequisite: ***PSY 155***.

**PSY 327 Evolutionary Psychology**: Draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist because they facilitated survival and reproduction during our evolutionary history. Offered every 2-3 years. Prerequisite: ***PSY 155***.

**PSY 333 The Mind/Body Problem**: Examines topics such as consciousness, sense of self, and freewill from both a philosophical and experimental psychological point of view. Focuses on recent experimental attempts to better understand these topics, including neuropsychological studies of synesthesia, hallucinations, and blindsight, and neurobiological approaches to binocular rivalry, subliminal stimuli, and optical illusions. Offered every 2-3 years. Prerequisite: ***PSY 155***.

BIOLOGY ELECTIVES (Minors must take two (2) courses from the list below)

**BCH 335 Biochemistry**: Introduces an integrated perspective of the chemical structure and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics include structural enzymology, molecular biology, and metabolism. Offered each spring. Prerequisites: ***BIO 121*** and ***CHM 221***.

**BIO 308 Genetics**: Analyzes prokaryotic and eukaryotic genetics at the level of molecule, cell, organism, and population. Uses quantitative approach in presentation of concepts and in genetic analysis. Offered annually. Prerequisites: ***BIO 121***.

**BIO 312 Animal Physiology**: Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. Offered alternate years. Prerequisites: ***BIO 121***.

**BIO 341 Molecular Biology**: Describes structure of chromosomes and organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. Offered each spring. Prerequisites: ***BIO 121***.

**BIO 370 Developmental Biology**: Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. Offered alternate years. Prerequisites: ***BIO 121***.

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# Philosophy and Religion

CATALOGUE HOME
COURSES OF INSTRUCTION
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AMERICAN STUDIES
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ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
DEPARTMENT OF BUSINESS
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
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INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



## Philosophy and Religion

Changes effective Fall Term 2015

*Cook* *D'Amato* *French* *Greenberg*

*Kenyon* *McLaren* *Musgrave* *Rubarth*

*Smaw*

Socrates said, "the unexamined life is not worth living." The disciplines of philosophy and religion examine our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary, sacred and profane.

Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing -- by engaging in argumentative dialogue with these philosophers. Nonmajors acquire valuable skills of analysis and argumentation while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

Religious studies examines the history, beliefs, practices, and role of religion in creating and shaping the world's cultures and societies. The department offers courses in Western and Asian religions, courses in scriptures such as the *Hebrew Bible* and the *New Testament*, as well as more advanced and thematic courses such as *Religion and Film*, *Women and Religion*, and *Buddhist Philosophy.* The objectives of the Religious Studies major are to explore the history of religions, to comprehend religious beliefs along with their philosophical and psychological underpinnings, to appreciate the varieties of religious experience and to assess the role that religions have historically played in shaping society's values.

The department offers majors and minors in both philosophy and religious studies.

**MAJOR REQUIREMENTS**

**PHILOSOPHY**

Ten (10) courses are required.

CORE COURSES

- One Philosophy course, from any of the following:
  - **100-level PHI course**
  - **100- or 150-level rFLA course taught by PHI faculty**
  - **RCC taught by PHI faculty**
- **PHI 223 Introduction to Formal Logic**
- **PHI 230 Greek Philosophy**
- **PHI 231 History of Modern Philosophy**
- **PHI 490 Senior Seminar OR PHI 499 Senior Independent Study**

ELECTIVES

Five (5) electives in PHI are required, with at least three (3) at the 300 or 400 level.

**RELIGIOUS STUDIES**

Ten (10) courses are required.

CORE COURSES

- **REL 113 Asian Religions**
- **REL 125 Hebrew Bible (Old Testament) OR REL 217 Jewish Life and Thought**
- **REL 126 New Testament OR REL 218 Christianity: Thought and Practice**
- **REL 490 Senior Seminar OR REL 499 Senior Independent Study**

ELECTIVES

Six (6) electives are required: four (4) at the ***300-*** or ***400-level*** and at least four (4) in REL.

- **ANT 259 Contemporary Middle East and North Africa**
- **ANT 365 Real and the Supernatural in Latin America**
- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **CLS 232 Greek Mythology**
- **CLS 306 Classical Archaeology**
- **CLS 322 Classical Religion: Paganism**
- **ENG 231 The Bible as Literature**
- **PHI 317 Philosophy of Religion**
- **POL 306 Muslims in Western Politics**
- **POL 307 Islam and Politics**
- **PSY 313 Psychology of Religious Experience**
- **REL or PHI courses not taken to fulfill above requirements**

**MINOR REQUIREMENTS**

**PHILOSOPHY**

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
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THEATRE ARTS AND DANCE
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CULTURAL ANTHROPOLOGY

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Six (6) courses are required, all in Philosophy.

- One PHI course, from any of the following:
  - **100-level PHI course**
  - **100- or 150-level rFLA course taught by PHI faculty**
  - **RCC taught by PHI faculty**
- **PHI 230 Greek Philosophy**
- **PHI 231 History of Modern Philosophy**
- **Three (3) electives in PHI are required, with at least two (2) at the 300- or 400-level.**

**RELIGIOUS STUDIES**

Six (6) courses are required.

- **REL 113 Asian Religions**
- **REL 125 Hebrew Bible (Old Testament) OR REL 217 Jewish Life and Thought**
- **REL 126 New Testament OR REL 218 Christianity: Thought and Practice**
- **Three (3) electives: two (2) at the 300- or 400-level and at least two (2) in REL.**

## Course of Study

PHILOSOPHY

**PHI 103 Introduction to Philosophy**: Presents aims, methods, and content of philosophy through important figures and perennial problems. Asks: How do we know ideas are true? What is reality? Does God exist? Why is there evil? Is mind distinct from body? Are we free or determined? What is our highest good? How do we know right from wrong? What distinguishes beauty? What is place of individual in society?

**PHI 108 Ethics**: Introduces moral philosophy (defining value) and metaethics (justifying ethical beliefs) and applies them to common problems. Ponders what actions are morally good -- and what makes them that way.

**PHI 140 Friends and Others**: Examines ways classical and contemporary philosophers have analyzed friendship so that students can develop and express their own understandings.

**PHI 212 Philosophy of the Arts**: Covers both theory of art and theory of aesthetic. Addresses 2,400 years of writings on imitation, significant form, expression, death of art, taste, psychic distance, beauty, and the aesthetic.

**PHI 214 Philosophy in Literature**: Investigates perennial philosophical issues in conflicts of literary characters and ideas. Considers works of Voltaire, Dostoevsky, Barth, Ellison, Camus, and Flannery O'Connor.

**PHI 215 Social and Political Philosophy**: Explores moral grounds for state, place and value of freedom, nature and justification of property, and rights of individual to classical and contemporary thinkers.

**PHI 218 Argumentation and Media-Manipulation: Critical Thinking for the 21st Century**: Introduces principles of critical thinking and their application to both traditional argumentation and the highly sophisticated use of persuasion in television and other mass media. Examines misleading and manipulative arguments in ethical, political, religious, and philosophical discourse, including the use of persuasion in advertising and journalism. Examines the logic and grammar of images, the use of tacit messages, and other attempts to influence beliefs or otherwise affect behavior that may or may not be in overt propositional form. Develops critical viewing habits.

**PHI 223 Introduction to Formal Logic**: Examines principles of deductive reasoning expressed in symbolic form. Begins with Aristotelian categorical syllogisms, then considers truth-functional propositional and quantificational logic.

**PHI 226 Philosophy of Education**: Compares differing views on aims and methods of education. Touches upon theories of human nature underlying educational models, education versus indoctrination, moral dimensions of education, "liberal education," and ideals of educated men and women.

**PHI 230 Greek Philosophy**: Chronicles development of philosophical thought in ancient Western world from 6th century BC until 300 AD, focusing on classical Greece and Rome. Students read primary sources in four areas: pre-Socratic philosophers, Socrates and Plato, Aristotle, and Late Hellenistic philosophy (Stoics, Skeptics, Epicureans, and Cynics).

**PHI 231 History of Modern Philosophy**: Investigates important philosophers in Britain and on the Continent during 17th and 18th century. Considers Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant as mediator of these two traditions.

**PHI 240 Topics in Philosophy**: Delves into philosopher's work, issue or concept, or specific tradition. Varies. May be repeated for credit. Suitable for first- and second-year students.

**PHI 242 Zombies, Serial Killers, and Madmen**: Subjects our everyday intuitions about cognition in moral reasoning and individual responsibility to scrutiny using the principles of logic and critical thinking. Investigates the modern phenomenon of zombies, serial killers and madmen in order to answer important moral/legal questions such as: Is rationality a necessary prerequisite for responsibility? What are we to do with irrational people who commit heinous acts?

**PHI 290 Medical Ethics**: Discusses moral problems of health care and medical technology: abortion, euthanasia, treatment of defective newborns, genetic screening, and human experiments.

**PHI 302 American Philosophy**: Emphasizes pragmatists -- from C. S. Peirce, William James, and John Dewey to Richard Rorty today. Prerequisite: one **PHI** course.

**PHI 308 Topics in Ethics**: Takes on varied topics in moral philosophy. Seminar. Prerequisite: **PHI 108** or consent.

**PHI 309 Environmental Ethics**: Considers duties to and value of animals, plants, entire species, ecosystems, and Earth as whole. Also connects environmental ethics to way we do business and live our lives. Prerequisite: **ENV 189.**

**PHI 310 Existentialism**: Links existentialism and phenomenology, two similar European movements of late 19th and 20th century. Tackles Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl, and Heidegger. Discusses fundamental existential problems -- meaning of life, nature and priority of self -- as well as phenomenological method. Prerequisite: **PHI 231** or consent.

**PHI 311 Philosophy of Science**: Analyzes presuppositions, methods, and leading concepts of natural sciences. Questions notions of truth and progress in science. Investigates how scientific account of the world relates to everyday understanding of life. Recommended for science majors. Prerequisite: one **PHI** course or consent.

**PHI 312 Feminist Theory**: Feminist theory foregrounds women and gender issues, taking the experiences of women seriously and using gender as a tool for critical analysis. Examines a variety of approaches. Prerequisite: one **PHI** or **WMS** course.

**PHI 313 Contemporary Analytic Philosophy**: Traces major 20th-century movement from Moore and Russell through Wittgenstein, Austin, and Ryle. Prerequisite: one **PHI** course.

**PHI 314 Topics in Philosophy**: Probes philosopher's work, issue or concept, or philosophical tradition. Varies. Suitable for juniors and seniors. Prerequisite: one **PHI** course.

**PHI 315 Gender, Rights, and Relativism**: Explores tensions between respecting cultural traditions, and respecting human rights, paying special attention to the role of gender, as many cultural traditions disproportionately affect women. *Prerequisite: **PHI 108***.

**PHI 317 Philosophy of Religion**: Challenges students to subject religious beliefs to rational tests. Explores nature and existence of God, evil, relation of faith

to reason, miracles, mystical experience, religious language, and meaning and verification of religious ideas. Prerequisite: one **PHI** or **REL** course.

**PHI 319 Evil and the Search for Meaning after the Holocaust**: Highlights philosophical, theological, and fictional works about Holocaust by Sartre, Camus, Buber, Arendt, Frankel, and Wiesel -- from 1945 to present. Prerequisite: one **PHI** or **REL** course.

**PHI 320 Postmodernism**: Takes on postmodern challenge to notions of truth, objectivity, and unity of self. Looks into limits of language and rationality, critiques of culture and technology, and impossibility of "grand theory." Students read representatives from French, German, and American tradition, such as Foucault, Derrida, Lyotard, Irigaray, Adorno, Horkheimer, and Rorty. *Prerequisite: **PHI 231*** or consent.

**PHI 325 Philosophy of Law**: Examines concept of constitutionality, "strict constructionism," nature and limits of law, justification of punishment, judicial reasoning, capital punishment, legal responsibility (strict liability and the insanity defense), legislating morality, and paternalism. Prerequisite: one **PHI** course.

**PHI 348 Philosophy of Mind**: Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. Prerequisite: one **PHI** or **PSY** course.

**PHI 398 Directed Study for Juniors**

**PHI 490 Senior Seminar**: Focuses on theme or philosopher. Requires substantial paper. Prerequisites: philosophy major/minor and senior standing, or consent.

**PHI 498/499 Senior Independent Study**

**RELIGION**

**REL 113 Asian Religions**: Explores forms, beliefs, and rituals of Hinduism, Buddhism, and religions of China and Japan through primary sources.

**REL 125 Hebrew Bible (Old Testament)**: Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

**REL 126 New Testament**: Introduces major themes and contemporary biblical scholarship.

**REL 135 Religion in America**: Surveys Native American religions, Judeo-Christian traditions of European immigrants, and African-American religion; religions originating in America; occult and metaphysical movements; Eastern religions; and regional religion. Examines dominance and unifying force of Protestantism, civil religion, and cultural religion. Also highlights conflicts and reconciliation between Protestants and Catholics, other Christians, and Jews.

**REL 170 The Search for Meaning**: Follows inner journeys of religious thinkers from a variety of traditions. Ponders process of search and discovery, its motives, and consequences.

**REL 217 Jewish Life and Thought**: Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and changing world of women in contemporary Judaism.

**REL 218 Christianity: Thought and Practice:** Introduces age-old issues: nature of God, evil, nature and work of Christ, redemption, sacraments, Christian living, and methods of theological reflection. Assigns writings of at least two key thinkers in Christian thought.

**REL 219 Islam: Religion and Society:** Explores religious, cultural, political, and social dimensions of Islam, from beliefs and practices to relationship of Islam to the Judaeo-Christian heritage.

**REL 220 Religion and Literature:** Discusses religious (and anti-religious) themes in recent writing from a variety of genres.

**REL 223 Contemporary Jewish Literature and Film:** Draws upon short stories, novels, and films that depict modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe, immigrant Jews in Israel and U.S., Holocaust, establishment of Israel and contemporary Israeli society, and tradition vs. modernity.

**REL 228 Women and Religion**: Studies the status, experiences, and contributions of women in world religions. Focuses on women in Judaism, Christianity, and Islam, and on contemporary feminist ideology and spirituality. Readings include sacred texts, history, theology, and anthropology. Discussions center around topics such as male and female concepts of the divine, gender roles, creation of new rituals, and women's ordination. Prerequisite: one REL or WMS course.

**REL 230 Buddhism: Theory and Practice**: Explores the origins and basic theoretical principles of Buddhism and some of its cultural manifestations. Tibetan Buddhism, Zen, and Buddhism in the contemporary world are focal points.

**REL 235 Religion and Science**: Documents 20$^{th}$- and 21$^{st}$-century developments in Western religious thought in response to contemporary science. Touches upon religious and scientific language, nature and the supernatural, creation in physics and theology, biological evolution and creationism, sociobiology and ethics, and ecology and religious thought.

**REL 236 Religion and Film**: Examines contemporary films that contain messages about the meaning of life and death, the ultimate aims of existence, and other topics that have traditionally belonged to the domain of religion.

**REL 237 Religion and Terrorism:** Examines issues such as whether religion is inherently violent, the definition of religious terrorism, the significance of 9/11, the religious justification for violence, and the psychology of religious terrorism.

**REL 240 Buddhist Philosophy:** An examination of Buddhist philosophical theories regarding the nature of the self, reality, knowledge, language, the ultimate goal of sentient existence, and the path to that ultimate goal.

**REL 241 Buddhist Ethics**: A study of Buddhism's ethical principles and the ways these principles are applied to ethical issues in the domains of nature, economics, war and peace, medicine, sexuality, and others.

**REL 251 Topics in Religion:** Focuses on topic of interest to students and faculty. Suitable for first- and second-year students.

**REL 300 Religion and the Body**: Explores concepts and practices of the body in Eastern and Western traditions. Topics include mind/body dualism, body and gender roles, sexual norms and taboos, modesty, purity, and impurity. Prerequisite: one REL course.

**REL 304 Jerusalem: History, Religion, and Politics**: Examines the history of Jews, Christians, and Muslims in Jerusalem from the biblical period to the present. Focuses on religious teachings that expound notions of sacred land and the subsequent political dominations of the city, modern nationalist movements, and current debates and dialogues on the future of Jerusalem. Prerequisite: One REL course.

**REL 325 Psychological Theories of Religion**: Focuses on the psychological theories of religion offered by James, Freud, Jung, and others; examines the theories from a philosophical point of view. Prerequisite: one REL or PSY course.

**REL 331 Religious Ethics**: Discovers how different traditions deal with ethical questions: personal behavior in promise keeping, truth telling, and sexuality, as well as social issues about war, peace, poverty, injustice, and oppression. Prerequisite: one PHI or REL course.

**REL 333 Modern and Contemporary Jewish Thought**: Treats major Jewish thinkers and ideas from Enlightenment to present: personal autonomy vs. peoplehood and authoritative tradition; nationalism; feminism; and morality after the Holocaust. Prerequisite: one REL or PHI course.

**REL 340 Zen Buddhism**: Philosophical assessment of Zen discourse, through reading and critically reflecting on texts attributed to seminal Indian, Chinese, Korean, and Japanese masters. Prerequisite: one REL course.

**REL 351 Studies in Religion**: Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit. Prerequisite: one REL course.

**REL 490 Senior Seminar**: Focuses on a particular theme in the study of religion. Requires substantial research paper. Prerequisites: junior or senior standing and REL major or minor.

**REL 498/499 Senior Independent Study**



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# Physical Education

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COURSES OF INSTRUCTION
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BUSINESS AND SOCIAL ENTREPRENEURSHIP
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INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Physical Education

Changes effective Spring Term 2013

*Pistor*

Students must complete three (3) terms of physical education: one (1) term of basic physical education (BPE) and two (2) terms of lifetime recreational activity electives. These coed courses: encourage students to maintain good physical fitness; emphasize that physical activity, done for pleasure, should become a way of life; teach new skills that enhance leisure time; provide basic health information; and develop neuromuscular systems. Usually, students take one (1) PEA course per term, although the chair may approve a second. Anyone who has finished four (4) terms may register for another activity as openings permit. Students may not earn more than four (4) semester hours of credit in lifetime recreational activity (PEA) or varsity sport (PEV) courses combined.

The college furnishes equipment for classes and intramural sports -- except tennis racquets and golf clubs. Sports participants assume a risk. Students should not undertake an activity for which they are not physically fit.

The director of Lakeside Health and Counseling Services, in consultation with the PE chair, may waive or alter requirements. The director must also endorse any certificates of disability from personal physicians. The chair reviews exceptional cases, which must also be approved by the assistant dean for academic administration and records.

**REQUIREMENTS FOR TRANSFER STUDENTS**

Transfer students who have completed sixty (60) semester hours in any field are exempt from the PE requirement. Transfer students with thirty (30) semester hours must take two terms of PE at Rollins but may skip the BPE course.

**BASIC PHYSICAL EDUCATION (BPE)**

A fitness program based upon Dr. Kenneth Cooper's aerobic system, BPE improves vigor and health through activities that demand oxygen consumption. BPE courses include *BPE Aerobic Fitness: Running*; *BPE Aerobic Fitness: Swimming*; *BPE Aerobic Fitness: Dance*; *PED 101,* and *PED 201*.

**PED 101 Behavioral Guidelines for Health and Wellness:** Emphasizes self-awareness and responsibility in maintaining health. Deals with consumerism, emotional health, intimate relationships, stress management, nutrition, fitness, disease prevention, and individualized behavior modification.

**PED 106 Sport and Society**: Examines social organization, social change, and connection of sport to structure and dynamics of social life. Does not fulfill BPE or electives requirement.

**PED 201 Physiology of Exercise and Performance**: Explains physiological fundamentals of physical fitness and training techniques. Discusses human energy systems, aerobic exercise, muscular fitness, and training techniques. Encourages students to design individualized programs.

**PED 202 Topics in Sport Psychology:** Focuses on selected topics and issues in sport psychology relevant to the psychological and mental factors that influence performance and personal growth, including development of appropriate psychological skills for performance enhancement. Other topics include aggression, audiences and performers, and arousal and performance. Does not fulfill BPE or electives requirement.

**ELECTIVES**

Ballroom Dancing*
Basketball
Canoeing
Cycling
Fencing
Golf*
Jazz Dance for Exercise
Lifeguard Training*+
Pilates
Sports Pilates
Racquetball
Sailing
Scuba*+
Softball
Stand-Up Paddleboard 101
Tae Kwon Do*
Tennis
Volleyball
Water Safety Instruction*+
Water-Skiing*
Weight Training
Windsurfing*
Varsity Sports

***Fee Courses, +Certification Courses**

The following academic courses may substitute for an elective.

- **DAN 170 Ballet I**
- **DAN 177 Jazz I**
- **DAN 179 Modern Dance I**
- **DAN 270 Ballet II**
- **DAN 277 Jazz II**
- **DAN 279 Modern Dance II**
- **DAN 394 Intermediate/Advanced Dance Technique**

**ATHLETIC COACHING COURSES**

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

**Student Records**

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Three professional preparation courses meet state Department of Education requirements, but **not the BPE or electives requirement.**

**PED 475 Athletic Coaching Theory**: Improves coaching skills by covering psychosocial development, biophysiology, legal concerns, sport management, and sport instruction. *Prerequisite*: junior/senior standing.

**PED 476 Theory and Practice of Coaching a Specific Sport**: Introduces recent advances. Highlights interscholastic coaching/teaching methods, trends, hands-on lab experiences, and safety procedures. *Prerequisite*: junior/senior standing.

**PED 477 Care and Prevention of Athletic Injuries (Sports Medicine)**: Treats injury detection and treatment, rehabilitation, reconditioning, counseling, and injury prevention. Includes hands-on lab experiences and off-the-field safety precautions. *Prerequisite:* junior/senior standing.

**INTRAMURAL ACTIVITIES**

Students choose to participate in the intramural program. These activities supplement PE classes and include some coed sports and one-day activities.

Fraternities and sororities, independents, first-year students, special groups, off-campus students, faculty, current graduate students, and administrative staff compete as teams. Sports include basketball, bowling, flag football, golf, sailing, soccer, softball, swimming, table tennis, tennis, and volleyball (beach and regulation).

**ATHLETICS**

Sports play a significant role in life at Rollins. The athletic program encourages individual participation in 20 intercollegiate sports--baseball, basketball, crew, cross-country, golf, sailing, soccer, softball, tennis, volleyball, and water-skiing. The college also fields club teams for women's soccer and swimming.

**FACILITIES**

The Alfond Sports Center contains basketball and volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alfond Boathouse, Bradley Boathouse, Alfond Pool, Alfond Stadium, Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts.

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# Physics

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LATIN AMERICAN AND



## Physics

Changes effective Fall Term 2014

*Coyle Fuse Moore Mortimer*

*Murdaugh*

Physics encompasses more than the study of matter and energy. It seeks general principles behind phenomena as diverse as wispy elementary particles and gigantic galaxies.

Physics courses provide a pathway towards that understanding through laboratory and computer analysis and mathematical and computer modeling. Our laboratories are especially well equipped and our major emphasizes the development of sound laboratory skills. The major also stresses mathematics, the language of physics.

Physics provides a foundation for students interested in engineering -- the application of physical principles to the design of products and processes needed in today's technological world. Future engineers may concentrate in physics for the first three years at Rollins and then transfer to one of the engineering schools with which the college participates in a 3-2 dual-degree program. *For further information, contact the coordinator, Christopher Fuse.*

Some graduates teach or work in industry while others pursue masters of business administration degrees (M.B.A.). Many physics majors go on to graduate school in specialized areas of physics, while others continue in such fields as astronomy, oceanography, materials science, and applied physics. Since physics majors know how to solve problems and use technology, they find interesting jobs with or without a higher degree.

**MAJOR REQUIREMENTS**

Fifteen (15) courses are required.

- **PHY 130 Principles of Physics I**
- **PHY 131 Principles of Physics II**
- **PHY 220 Math Methods for Physical Sciences I**
- **PHY 221 Math Methods for Physical Sciences II**
- **PHY 230 Modern Physics**
- **PHY 232 Experimental Physics II**
- **PHY 250 Thermodynamics**
- **PHY 308 Mechanics**
- **PHY 314 Electromagnetic Theory I**
- **PHY 315 Electromagnetic Theory II**
- **PHY 325 Computational Physics**
- **PHY 396 Physics Seminar**
- **PHY 411 Modern Optics**
- **PHY 412 Experimental Optics**
- **PHY 451 Quantum Physics I**

Students without a strong background in physics and mathematics may wish to take ***MAT 111/MAT 112*** and ***PHY 120*** before beginning the sequence for the major.
Students who wish to continue physics in graduate school should consider the following electives:

- **CHM 120 Chemistry**
- **CHM 305 Physical Chemistry**
- **PHY 452 Quantum Physics II**
- **PHY 498 Physics Research**

Students who intend to transfer to an engineering school via the 3-2 program with a concentration in physics must complete all required courses for a physics major below the ***400 level.*** Additionally, they must pass ***CHM 120 Chemistry, CHM 305 Physical Chemistry*** and***CMS 167A/167B Introduction to Computing.***

**MINOR REQUIREMENTS**

Nine (9) courses are required.

- **PHY 130 Principles of Physics I**
- **PHY 131 Principles of Physics II**
- **PHY 220 Math Methods for Physical Sciences I**
- **PHY 221 Math Methods for Physical Sciences II**
- **PHY 230 Modern Physics**
- **PHY 308 Mechanics**
- **PHY 314 Electromagnetic Theory I**
- **PHY 396 Physics Seminar**
- **PHY 451 Quantum Physics I**

## Course of Study

**PHY 105 Evolution of the Universe:** Examines characteristics of galaxies, red-shift and Hubble relationship, and quasars, then considers modern cosmological models of how universe has developed into present state. For non-science majors with little or no prior knowledge of physics.

**PHY 108 Nuclear Power, Nuclear Arms, and Nuclear War:** Measures impact of nuclear energy in today's technological world, presenting both sides of

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controversial issues. Intended for non-science majors with no prior knowledge of physics.

**PHY 112 Astronomy:** Describes characteristics and evolution of solar system, structure and properties of stars and galaxies, and evolution of universe. Requires one formal observing session each week for constellation and star identification through binocular and telescopic observations. Intended for non-science majors with no prior knowledge of physics.

**PHY 114 Contemporary Physics:** Explores basic ideas of time, motion, and forces, as well as atomic and nuclear physics. When offered with laboratory, hands-on exercises feature fundamental concepts and applications of physics. Intended for non-science majors with no prior knowledge of physics.

**PHY 115 The Physics of Music:** Explores the physical principles of music and musical instruments. Topics include the scientific basis for music and the physics of brass, woodwind, and string instruments. Intended for non-science majors with no prior knowledge of physics.

**PHY 117 An Introduction to Lasers and Light:** Touches upon paint mixing, stage lighting, visual illusions, random-dot stereograms, lenses and curved mirrors, optical interference, iridescence, mirages, rainbows, and aurora. Uses interactive demonstrations to explain common and unusual optical effects. Intended for non-science majors with no prior knowledge of physics.

**PHY 120 General Physics I:** Introduces motion, forces, work, energy, waves, and conservation laws to students interested in science. Stresses interactive teaching and learning in all meetings, including required lab. Highlights theory and problem solving.

**PHY 121 General Physics II:** Discusses electric and magnetic forces and energies, electric circuits, optics, and foundations of modern physics. Lab required. Prerequisite: **PHY 120**.

**PHY 130 Principles of Physics I:** Introduces the concepts of motion, forces, work-energy, and conservation laws using calculus. Lab required. Corequisite: **MAT 111** or equivalent preparation.

**PHY 131 Principles of Physics II:** Addresses electrostatics, direct and alternating currents, electric and magnetic fields, and geometrical and physical optics. Uses calculus. Corequisite: **MAT 112** or equivalent preparation. Prerequisite: **PHY 130**.

**PHY 200 Conceptual Physical Science**: Presents basic ideas of physics and selected topics in earth science and astronomy. Integrates required lab, practical activities, and computer work with daily discussions. Prerequisite: elementary education major or consent.

**PHY 205 Stellar Evolution and Cosmology:** Life cycles of stars including supernovae, white dwarves, neutron stars, and black holes. Characteristics of galaxies, red-shift and the Hubble relationship leading to modern models of cosmic evolution. Upper-level elective for science majors. Prerequisites: **MAT 112** and **PHY 121** or**131.**

**PHY 220 Math Methods for Physical Sciences I:** Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. Prerequisite: **MAT 112** or equivalent preparation.

**PHY 221 Math Methods for Physical Sciences II:** Continuation of PHY 220. Investigation of higher mathematics continues with vector analysis, integral transforms, ordinary and partial differential equations, and probability and statistics. Prerequisite: **PHY 220**.

**PHY 230 Modern Physics:** Investigates 20$^{th}$-century revelations about atoms and light, in contrast to the predictions of classical physics. Includes an in-depth quantitative analysis of Einstein's theory of relativity, quantum theory, statistical distributions, and nuclear physics. Prerequisite: **PHY 131.**

**PHY 232 Experimental Physics II:** Second course in experimental technique in which the design, construction, and analysis of experiments in modern physics are emphasized. Focus on experimental design; the collection, processing, and dissemination of data; the application of standard statistical models; and methods of interpretation and analysis of data. Strong laboratory component. Prerequisites: **PHY 132** and **PHY 230**.

**PHY 240 Introduction to Astrophysics**. Addresses the application of atomic and nuclear physics to the problems of galaxy formation and astronomical spectroscopy. Investigates the basic scientific principles of planet formation and observational astronomy. Prerequisites: **PHY 220** and **PHY 230**.

**PHY 250 Introduction to Thermodynamics**: Examines the laws of thermodynamics, Maxwell's relations, and illustrative applications of thermodynamics. Introduces kinetic theory, Boltzmann Equation, and statistical mechanics. *Prerequisite: **PHY 220***.

**PHY 308 Mechanics:** Discusses Newtonian, Lagrangian, and Hamiltonian mechanics of particles and rigid bodies. Analyzes nonlinear dynamical systems with computer simulations. Prerequisites: **PHY 131** and **PHY 220.** Corequisite: **PHY 221** or consent.

**PHY 314 Electromagnetic Theory I:** Applies advanced mathematical techniques to the study of electromagnetics, emphasizing the solutions to Laplace's equation, vector analysis, and multipole approximations. Gives vector treatment of electrostatic and magnetostatic fields in vacuum and in matter, based on Maxwell's equations. Prerequisites: **PHY 131** and**PHY 221**.

**PHY 315 Electromagnetic Theory II:** A continuation of PHY 314 with emphasis on electro- and magneto-dynamics and time-varying phenomena including electromagnetic radiation. Prerequisite: **PHY 314**.

**PHY 325 Computational Physics:** This course introduces the student to the methods of computational physics, emphasizing numerical solutions to integral and differential equations. Prerequisite: **PHY 221**.

**PHY 396 Physics Seminar:** Traces evolution of physics and its place in modern society. Discusses readings from classical literature and current journals. Prerequisites: junior/senior standing and physics major/minor or pre-engineering major.

**PHY 411 Modern Optics:** This course consists of a survey of geometric, physical and quantum optics. Subjects include the design of optical components, systems of lenses, polarization and birefringence, coherence, Fraunhofer and Fresnel diffraction, Fourier optics, laser physics, and nonlinear optics. Corequisite: **PHY 412**. Prerequisites: **PHY 221** and **PHY 230**.

**PHY 412 Experimental Optics:** This course introduces the students to experimental techniques used in the study of optics. Optical equipment, design criteria, and methodology are presented in class; then the students are expected to design and build optical instruments to specification. Corequisite: **PHY 411**. Prerequisite: **PHY 315** and **PHY 232**.

**PHY 451 Quantum Physics I:** This course begins with early atomic models, wave aspects of particles, Schroedinger equation, quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound-state systems. Prerequisite: **PHY 221** .

**PHY 452 Quantum Physics II:** This is a continuation of the study of quantum physics that emphasizes applications of quantum mechanics to atomic physics, solid-state physics, and nuclear physics. Students also examine elementary perturbation theory, theory of angular momentum and spin, and quantum statistics. Prerequisite: **PHY 451**.

**PHY 498/499 Physics Research:** Requires independent research in such fields as acoustics, optics, astrophysics, condensed matter, quantum, or computational physics.

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# Political Science

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LATIN AMERICAN AND



## Political Science

Changes effective Fall Term 2014

*Boniface* *Chong* *Davison, D.* *Davison, J.*

*Foglesong* *Gunter* *Lairson* *Maskivker*

*Tatari*

Why Study Politics? Life is already political. Politics, then, is not just something that we study and read about: it is something that we live. In ways large and small, abstract and particular, global and local, theoretical and practical, our everyday lives are shaped by powers, ideologies, and customs. Politics happens to us whether we see it or not. But by studying political science, we can become conscious of the forces that give meaning and shape to our condition while furthering our understanding of change and whether it is beneficial for society.

**MAJOR REQUIREMENTS**

To complete the major in Political Science students must pass twelve (12) courses. Students must complete the six (6) required Core courses and six (6) additional courses. Students may not transfer more than four (4) courses from another institution. Winter intersession courses do not count toward the major. The Department requires that students complete one upper-level course in at least two (2) different subfields for breadth.

The Department of Political Science allows students to pursue two tracks through the major. Each track offers students significant flexibility over their major course selections. Students should select a track and their course options through thoughtful deliberation.

HONORS IN POLITICAL SCIENCE

Students who satisfy the College's requirements for Honors in the Major Field (see "Curriculum and Curricular Requirements," Rollins College Catalogue may graduate with Honors in Political Science through one of the following methods. First, a student pursuing Honors in the Major Field in Political Science must successfully complete and defend an Honors in Political Science Research project under the supervision of a faculty member in the department.

Alternatively, students may complete a second senior-year seminar as a thirteenth (13th) course in Political Science and defend their research project before a panel of three (3) faculty members, per the curricular requirements of the College. Students in the College Honors Degree Program may use their senior-year research project for Honors in Political Science, with Departmental approval.

CORE COURSES

All students are required to take introductory course selections in Comparative Politics (**POL 100**), Political Theory (**POL 120**), International Relations (**POL 130**), and American Politics (**POL 160**). Students are also required to complete Public Policy Analysis (**POL 240A**) OR Research Methods in Political Science (**POL 240B**), and a seminar class at the **400-level** that includes the completion of a major research project.

**Students must complete all four (4) introductory level courses:**

**POL 100 Introduction to Comparative Politics**
**POL 120 Problems in Political Thought**
**POL 130 Introduction to International Politics**
**POL 160 Introduction to American Politics**

**Students must complete one (1) course in research methods:**

**POL 240A Pubic Policy Analysis**
OR
***POL 240B Research Methods in Political Science***
(Should be completed by the end of the sophomore year).

**Students must complete one (1) *400-level* seminar:**

***Seminar in Political Science (POL 410, POL 422, POL 470, or POL 481)***
(Normally completed during senior year)

*Additional Requirements:*

- All political science majors are required to complete one (1) upper-level seminar at Rollins. Students should normally have at least junior status, and have completed the introductory and upper-level courses in the respective substantive area as well as a research methods course to ensure adequate preparation for the seminar.
- A comprehensive examination and portfolio also are required of all graduating seniors.

Core courses serve as prerequisites to corresponding upper-division courses. For example, **POL 160** must precede all upper-division courses in American politics.

Students may choose one of the following two options to complete their major requirements.

*TRACK I - TRADITIONAL MAJOR*

After completing the four (4) introductory-level courses students may select ANY six (6) upper-level courses they prefer. Students are required to complete one course from at least two (2) different subfields at the upper-level.

*TRACK II - SUBSTANTIVE CONCENTRATIONS IN POLITICAL SCIENCE*

After completing introductory-level courses, students may use upper-level courses to concentrate in a substantive topic. Students are required to complete one course from at least two (2) different subfields at the upper-level. The Department of Political Science lists below five (5) possible options for substantive concentrations. A concentration is a topic that typically cuts across subfields and allows students to study an important substantive theme in greater depth. A concentration will be composed of six (6) courses. At least five (5) of these courses must be at the ***300-*** or ***400-level***. A final research project is required for all students completing a concentration and normally will be completed in the senior seminar. Students may also satisfy this research requirement by either

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

**Student Records**

Rollins College
1000 Holt Avenue
Winter Park, Florida 32789-4499
(407) 646-2000

pursuing Honors in Political Science or through the Senior Honors Research Project in the Honors Program.

It is possible for students to design a concentration which is different from those suggested below. ALL students who wish to pursue a concentration MUST receive Departmental approval. Normally, students should declare their concentration when they declare Political Science as their major, but NO LATER THAN registration for classes for their first semester of their junior year. The declaration should include a curriculum plan of study that outlines their concentration. The plan of study should state what is motivating the student to pursue a substantive concentration, the courses they have selected, and what separates those courses from the rest of the major.

SUGGESTED CONCENTRATIONS: (select six [6] courses from a concentration area, at least five [5] courses must be at the **300-** or **400-level**)

**1. Poverty, Inequality, and Development**

**POL 223 Power and Diplomacy: The United Nations**
**POL 240A Public Policy Analysis**
**POL 252 American Civil Rights Law and Policy**
**POL 270 Ethics and Public Policy**
**POL 301 Revolution in the Modern World**
**POL 302 Politics in the Third World**
**POL 304 Middle East Politics**
**POL 309 Global Democratization**
**POL 312 Problems of Latin America**
**POL 317 Latin American and US in World Politics**
**POL 321 The Politics of Latin America**
**POL 325 Sustainable Development in Southeast Asia**
**POL 327 Urban Policy Analysis**
**POL 330 Peace and Conflict Studies**
**POL 331 International Political Economy**
**POL 332 International Human Rights**
**POL 333 Case Studies in Sustainable Development**
**POL 336 Post-Communist Systems**
**POL 346 Voting and Elections**
**POL 354 International Organization**
**POL 370 Comparative Modern Ideologies**
**POL 376 Capitalism and its Consequences**
**POL 377 Gender and Political Theory**
**POL 384 East Asian Politics**
**POL 395 Topic: Israeli-Palestinian Politics**

**2. Democracy and Democratization**

**POL 240A Public Policy Analysis**
**POL 252 Topic: American Civil Rights Law and Policy**
**POL 301 Revolution in the Modern World**
**POL 302 Politics in the Third World**
**POL 304 Middle East Politics**
**POL 309 Global Democratization**
**POL 312 Problems of Latin America**
**POL 313 East European Development**
**POL 317 Latin America and US in World Politics**
**POL 321 The Politics of Latin America**
**POL 327 Urban Policy Analysis**
**POL 330 Peace and Conflict Studies**
**POL 333 Case Studies in Sustainable Development**
**POL 336 Post-Communist Systems**
**POL 343 The American Presidency**
**POL 346 Voting and Elections**
**POL 354 International Organization**
**POL 358 European Government and Politics**
**POL 375 American Political Thought**
**POL 376 Capitalism and its Consequences**
**POL 381 Congress and the Legislative Process**
**POL 382 Constitutional Law**
**POL 384 East Asian Politics**
**POL 391 Modern Political Theory**

**3. Law**

**POL 223 Power and Diplomacy: The United Nations**
**POL 252 American Civil Rights Law and Policy**
**POL 270 Ethics and Public Policy**
**POL 304 Middle East Politics**
**POL 313 East European Development**
**POL 323 Global Environmental Affairs**
**POL 332 International Human Rights**
**POL 333 Case Studies in Sustainable Development**
**POL 351 International Security**
**POL 352 International Law**
**POL 353 Foreign Policy of the U.S..**
**POL 354 International Organization**
**POL 370 Comparative Modern Ideologies**
**POL 375 American Political Thought**
**POL 376 Capitalism and its Consequences**
**POL 382 Constitutional Law**
**POL 391 Modern Political Theory**
**POL 392 Development of American Political Culture**

**4. Political Institutions and Policy**

**POL 304 Middle East Politics**
**POL 306 Muslims in Western Politics**
**POL 307 Islam and Politics**
**POL 313 East European Development**

**POL 323 Global Environmental Affairs**
**POL 327 Urban Policy Analysis**
**POL 333 Case Studies in Sustainable Development**
**POL 336 Post-Communist Systems**
**POL 343 The American Presidency**
**POL 351 International Security**
**POL 353 Foreign Policy of the U. S.**
**POL 354 International Organization**
**POL 358 European Government and Politics**
**POL 361 Urban Politics**
**POL 363 American Social Policy**
**POL 368 Comparative Public Policy**
**POL 381 Congress and the Legislative Process**
**POL 384 East Asian Politics**

**5. Globalization**

**POL 223 Power and Diplomacy: The United Nations**
**POL 302 Politics in the Third World**
**POL 304 Middle East Politics**
**POL 306 Muslims in Western Politics**
**POL 307 Islam and Politics**
**POL 309 Global Democratization**
**POL 312 Problems of Latin America**
**POL 317 Latin American and the US in World Politics**
**POL 319 China Relations**
**POL 323 Global Environmental Affairs**
**POL 325 Sustainable Development in Southeast Asia**
**POL 330 Peace and Conflict Studies**
**POL 331 International Political Economy**
**POL 332 International Human Rights**
**POL 333 Case Studies in Sustainable Development**
**POL 334 Political Economy of Japan**
**POL 351 International Security**
**POL 352 International Law**
**POL 353 Foreign Policy of the U.S..**
**POL 354 International Organization**
**POL 358 European Governments and Politics**
**POL 370 Comparative Modern Ideologies**
**POL 384 East Asian Politics**
**POL 391 Modern Political Theory**
**POL 395 Topic: Israeli-Palestinian Politics**

EXPERIENTIAL OPPORTUNITIES

Faculty in the Department of Political Science believe and encourage majors to pursue at least one non-traditional classroom learning experience, which can be accomplished through participating in a semester abroad program, the Washington Semester program, internships, or taking a course with a travel component. The Department's goal is to offer one course that includes an international trip each year.

WASHINGTON SEMESTER PROGRAM

Through a cooperative arrangement between Rollins and American University, a select number of students, usually juniors, may spend a semester in Washington, D.C., studying public affairs. (See *Special Curricular Opportunities* section of this Catalogue.)

Participants may select from separate programs in American politics, journalism, justice, foreign policy, peace and conflict resolution, economic policy, and art and architecture. Full-time faculty at American University direct the individual programs.

While enrolled in the Washington Semester Program, students live at American University and have full access to all library, cultural, and recreational facilities on campus. *For further information, contact Professor Michael Gunter.*

RESEARCH IN POLITICAL SCIENCE

Students also have the opportunity to conduct research in political science. This can be accomplished through a senior year research thesis for Honors in Political Science or as their final research project in their concentration. Students should have strong research and writing skills in order to complete a research project in Political Science.

**MINOR REQUIREMENTS**

Six (6) courses are required: three (3) introductory courses (**POL 100, 120, 130**, or **160**) and three (3) upper-level courses.

## Course of Study

CORE COURSES

**POL 100 Introduction to Comparative Politics**: Compares environment, structure, and process of politics in different nations. Suitable for nonmajors.

**POL 120 Problems in Political Thought**: Explores authority, legitimacy, power, democracy, ideology, equality, and political obligation as understood by major political thinkers in Western history. Suitable for nonmajors.

**POL 130 Introduction to International Politics**: Outlines decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. Places issues in 20$^{th}$-century context, stressing Cold War and its aftermath, international political economy, and international organizations. Suitable for nonmajors.

**POL 160 Introduction to American Politics**: Analyzes dynamics of American politics: underlying principles and institutions, relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, participation, and problems of liberal, capitalist state. Suitable for nonmajors.

**POL 240A Public Policy Analysis**: Introduces formal techniques -- some involving computer use -- for analyzing problems in public policy. Examines goals and difficulties in civil rights, discrimination, voting rights, and crime. Does not require background in public policy, politics, computer usage, or statistics.

**POL 240B Research Methods in Political Science:** Introduces students to the essential elements of research method in political science. Among the topics covered are understanding hypotheses formulation, structuring testable statements, measurement, types of data, casual thinking, and reporting results>.

**POL 410 Seminar in International Politics:** Presents the past, present, and future role of the sovereign state in the international system with a focus on issues such as economic globalization, non-traditional security threats, and the governance of transnational issues. *Prerequisites:* completion of core and distribution courses in international politics or consent**.**

**POL 422 Seminar in Comparative Politics**: Guides students in preparing, presenting, and writing research paper. Requires progress reports, outlines, bibliographies, and oral presentations. *Prerequisite:* completion of core and distribution courses in comparative politics or consent.

**POL 470 Seminar in Political Theory:** Provides context for students to examine in-depth topics of justice, freedom, welfare, and equality, and considers

contemporary issues against the arguments of political theorists. Requires extensive oral participation, independent work, and contribution of a major paper. *Prerequisite:* completion of core and distribution courses in political theory or consent.

**POL 481 Seminar in American Politics**: Compares competing interpretations of politics and polity. *Prerequisites:* completion of core and distribution courses in American politics or consent.

**AMERICAN POLITICS**

**POL 161 Issues in American Politics:** Uses contemporary issues to explain the enduring features of the U.S. political system. Intended for first-year students interested in exploring the major. Substitutes for POL 160-Introduction to American Politics within the major.

**POL 252 American Civil Rights Law and Policy**: Civil rights law and policy examines how the United States defines and practices equality a fundamental principle of American democracy. The course uses Supreme Court decisions to evaluate the development of the Fourteenth Amendment s guarantee of equal protection in civil rights policy areas. Policy topics include educational opportunity, voting rights, affirmative action and reverse discrimination, gender and age discrimination, disabilities, and gay rights.

**POL 314 The Political Theory of the Welfare State**: Reviews the normative reasons in support of the welfare state as a political entity. It also explores philosophical reasons against the ideals that justify it. In the process of studying these philosophical issues, we will concentrate on different institutional and political factors that differentiate welfare state models from one another.

**POL 327 Urban Policy Analysis**: Focuses on dilemmas of fast-growing urban areas: transportation, education, land-use planning, urban finance, and growth management.

**POL 341 Political Leadership**: Considers meaning of leadership, changing role of leaders, strategies and styles of effective leaders, and relationship between leadership and democracy. Stresses local government. *Prerequisite:**POL 160.***

**POL 343 The American Presidency**: Weighs logic and impact of constitutional design upon the office, including sources of power and constraint. Traces development of presidency through "imperial" to "postmodern" era, then turns to relationship between President and Congress, bureaucracy, and interest groups. *Prerequisite: **POL 160***.

**POL 346 Voting and Elections**: Investigates electoral behavior in U.S..: rational, contextual, retrospective, and economic explanations for voting, as well as contemporary trends. Considers effects of media and money on election outcomes. *Prerequisite: **POL 160***.

**POL 361 Urban Politics:** Examines impact on urban politics of decline of community in American cities, inequality of power among groups, and local and regional economy. Highlights economic decline in Frostbelt cities and problems of controlling growth in Sunbelt cities like Orlando. *Prerequisite:**POL 160*** or consent.

**POL 363 American Social Policy**: Treats relationship of politics and markets, reasons for government intervention in economy, and conflict surrounding policy implementation. Discusses pros and cons of government planning. Stresses problem of de-industrialization and efforts to formulate industrial policy. Prerequisite: ***POL 160.***

**POL 365 Power in America**: Explores how political power is created and maintained. Considers political parties and coalitions, interest groups (including differences in political interests within American capitalism), economic change and international politics, political and economic elite, and state role in supporting and strengthening capitalism.*Prerequisite: **POL 160***.

**POL 381 Congress and the Legislative Process**: Deals with organization and operation of U.S.. Congress: how representatives make voting decisions, importance of rules and procedures, political strategy, legislative oversight of executive branch, and relationship between Congress and President.

**POL 382 Constitutional Law**: Analyzes major U.S.. Supreme Court decisions in order to understand development of law regarding powers of national government. Addresses judicial review, federalism, separation of powers, national authority over commerce, and constitutional protection of property. *Prerequisite: **POL 160*** or consent. Suitable for nonmajors.

**POL 387 Constitutional Law: Civil Rights and Liberties:** Focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and the rights of the accused, reflected in constitutional amendments four through eight. *Prerequisite: **POL 120*** or ***POL 160*** or consent.

**POLITICAL THEORY**

**POL 270 Ethics and Public Policy:** Examines the ethical and moral implications of a wide array of cases and current events, such as use of the atomic bomb, presidential activity, racial profiling, and affirmative action. *Prerequisite: **POL 120*** or consent.

**POL 375 American Political Thought:** Analyzes the ideals of America, as imagined, cultivated, and practiced. Explores the forces that shape identity, analyzes the contours and exclusions of democratic citizenship, and focuses on how natural geography has uniquely influenced American political thought. *Prerequisite*: ***POL 120***.

**POL 376 Capitalism and Its Consequences:** Explores the dialectical critiques of the "Frankfurt School" theorists. Analyzes the ways that capitalism has affected 20th-century life in ways that extend beyond the economic sphere, shaping our social relations and our experience of the world itself. *Prerequisite: **POL 120***.

**POL 377 Gender and Political Theory:** Analyzes how idealized images of masculinity and femininity shape political theories, feminist theories, and influence public policy and law. Explores the gendered nature of the ideal liberal capitalist subject. *Prerequisite: **POL 120.***

**POL 390 Ancient Political Theory:** Surveys pre modern political theories with attention to their major theoretical innovations, historical contexts, and contemporary relevance. Major themes include the nature of political community and its relation to the cultivation of virtue, the origins of the ideas of law and freedom, the relation between knowledge and power and between politics and salvation. Readings include Thucydides, Plato, Aristotle, Augustine, Niccolo Machiavelli, and others. Prerequisite: POL 120, one PHI course, or consent.

**POL 391 Modern Political Theory**: Features such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Mill, Tocqueville, and Marx. Addresses questions about freedom, equality, revolution, private property, and public justice, origins of state, and purposes of political life. *Prerequisite: **POL 120***, one***PHI*** course, or consent.

**POL 392 Development of American Political Culture**: Explores relationship between republicanism and liberalism as core of American political thought and culture. Delves into human nature, individualism, civic virtue, public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and marketplace, success, progress, and social Darwinism. Suitable for nonmajors. *Prerequisite: **POL 120*** or consent.

**POL 394 Contemporary Political Theory:** Examines 20th-century political theory. Covers the moral and conceptual foundations of liberal democracy and critiques of liberalism from communitarian, feminist, critical theory, and postmodern perspectives. *Prerequisite*: ***POL 120*** or consent.

**POL 395 Topics in Political Theory:** Advanced investigation of selected problems or areas in political theory. Topics may include feminist political theory, American political thought, and conservative political thought. *Prerequisite*: ***POL 120*** or consent.

**POL 498-499 Independent Study**

**COMPARATIVE POLITICS**

**POL 202 The Americas:** A Political History of Latin America: Outlines from conquest and colonization to contemporary times. Emphasizes aspects of Latin American civilization with enduring effects on political culture and international relations.

**POL 301 Revolution in the Modern World**: Analyzes meaning, dynamics, and goals of revolution as part of politics of violence. *Prerequisite:**POL 100.***

**POL 302 The Politics of Global Poverty**: Examines political dynamics in developing areas such as Africa, Asia, and Latin America, paying special attention to policies that address extreme poverty. *Prerequisite: **POL 100*** or ***POL 130.***

**POL 304 Middle East Politics**. Explores the politics of the Middle East and various approaches for analyzing its regional and international issues such as U.S.. foreign policy in the region.

**POL 306 Muslims in Western Politics**. Explores the characteristics of Muslim populations and their role in politics in the U.S.. and three West European countries from a comparative perspective.

**POL 307 Islam and Politics**. Introduces Islam and covers Islamic theology, spirituality, jurisprudence, culture, and political ideology.

**POL 308 Immigration and Multiculturalism in the U.S.**. Critically examines immigration and multiculturalism in the U.S.. through extensive community engagement.

**POL 309 Global Democratization**: Examines theories and case studies of recent democratization across the globe in regions such as Latin America, the former Soviet Union, Asia, Africa, and the Middle East. *Prerequisite: **POL 100***

**POL 312 Problems of Latin America**: Alternates focus among different topics/regions depending on interest. *Prerequisite: **POL 100*** or at least two ***LAC*** courses.

**POL 316 Social and Political Applied Ethics**: Focuses on particular social and political problems of actual societies. Studies moral judgments for and against particular issues such as abortion, the death penalty, affirmative action, immigration, the ethics of voting, food politics and genetically modified products, multiculturalism and women's rights, (redistributive) taxation, the justness of war, world hunger relief, and healthcare as a right. These are all issues that motivate heated debates in current liberal democracies. Students will try to understand the analytical and reasoned arguments often invoked to justify or reject them.

**POL 321 The Politics of Latin America**: Discusses problems of underdevelopment, cultural traditions and socioeconomic conditions, and challenge of winning/maintaining political power and bringing about change in Latin American political systems. *Prerequisite: **POL 100*** or consent.

**POL 333 Case Studies in Sustainable Development:** Explores political concept of sustainable development, comparing how different states confront issues such as population growth, poverty, alternative energy, hazardous waste trade, deforestation, GMOs, ecotourism, sprawl, and invasive species. *Prerequisite*: ***POL 100*** or ***POL 130***.

**POL 335 Global Health and Human Rights**: Discusses the policy implications of viewing health care as a human right, including the legal, moral, historical, political and economic debates surrounding this topic. *Prerequisite: **POL 130***

**POL 336 Post-Communist Systems**: Discovers causes and consequences of changes in former Soviet bloc, particularly character and behavior of elites, parties, groups, and masses. Assesses possibility of democratization and likelihood of economic development. *Prerequisite: **POL 100.***

**POL 358 European Government and Politics**: Details goals, policies, institutions, and efficacy of European democracies. Treats funding of welfare state, prospects for uniting Europe, and future of NATO alliance. *Prerequisite: **POL 100.***

**POL 368 Comparative Public Policy**: Determines why certain governments cope better with common problems. Touches upon roles of political parties, bureaucracies, interest groups, political institutions, and public opinion. *Prerequisite: **POL 100*** or ***POL 160.***

**POL 370 Comparative Modern Ideologies**: Considers liberalism, conservatism, Christian democracy, socialist democracy, communism, fascism, and nationalism. Focuses on political programs of groups associated with these ideologies. *Prerequisite: **POL 100.***

**POL 384 East Asian Politics**: Compares political systems of China, Vietnam, Japan, and the Koreas. Looks into key regional issues and East Asia in post-Cold War global order.

**POL 385 Politics in China**: An examination of politics in modern China. Includes a focus on 19th and 20th century political and military struggles with the West, civil war and invasion, the development of Maoist politics, and the economic reform and process of political change in the post-Mao era. Contemporary political issues include the potential for democratization, relationship of the party-state and economy, evolution of the Chinese Communist Party, mass media, inequality, protest, and corruption. *Prerequisite: **POL 100***.

**INTERNATIONAL POLITICS**

**POL 203 Political Economy of Water in China:** Examines the varied water problems that China faces and the ways that the national government, local governments, the media and citizens groups are addressing these challenges.

**POL 223 Power and Diplomacy: The United Nations:** Familiarizes students with the operations of the United Nations. Provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular.

**POL 232 World Issues of Our Times**: Develops informed opinions on such issues as East-West and North-South relations, population, hunger, development, terrorism, and war. Encourages students to think of solutions to problems. Assigns Foreign Policy Association's annual *Great Decisions* as core text. Suitable for nonmajors.

**POL 310 Sustainable Development: Dominican Republic:** Provides students with a better understanding of sustainable development through studying the Dominican Republic. Examines area history of the DR and methodology of sustainable development. Using a number of case studies, from tourism and sugar cane industries, to urban sprawl and forest protection, identifies historical connections to sustainable and unsustainable practices.

**POL 313 Economic and Political Development in Eastern Europe:** Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements **POL 358** and **ECO 305D**. *Prerequisites:* **ECO 202, ECO 203,** and **POL 130 or POL 100**.

**POL 315 Topics in International Relations**: Examines selected topics and theories in international relations.

**POL 317 Latin America and the United States in World Politics**: Evaluates relationships of nations of Western Hemisphere. Treats U.S.. foreign policy in general, then relations with Latin America. *Prerequisite: **POL 100, POL 130,*** or two ***LAC*** courses.

**POL 319 US-China Relations**: An examination of the political, economic, military and security relations of the United States and China. Beginning with China's global strategic and economic realignment in the 1970s, the details of China's global power position, the nature and impact of economic interdependence on China, China's relations with Asia, Africa and Latin America, the potential for conflict and war, and the global strategic implications the China's rise are topics. *Prerequisite: **POL 130***.

**POL 320 U.S..-Middle East Foreign Relations and Culture Since 1900:** Examines the history of contact between the United States and the Middle East since 1900, from the combined geopolitical and cultural perspectives of political science and anthropology. *Prerequisite:* **POL 100, or POL 130**, or one ***ANT*** course.

**POL 323 Global Environmental Affairs:** Examines global environmental issues from climate change to biodiversity protection with international relations theories that explore the role of civil society, institutions, and markets, in both contributing problems and finding solutions. *Prerequisite: **POL 130***.

**POL 325 Sustainable Development in Southeast Asia:** Southeast Asia provides a striking example of the central challenge facing much of the developing world, balancing rapid economic development and environmental protection. Much of the region's tropical forests have been cleared to make way for agriculture, plantations, and industrial development. Yet despite these inroads, many nations, such as Vietnam and Malaysia, still support a spectacular diversity of natural habitats and species. This course examines the recent history of economic and environmental change in Vietnam, Malaysia and Singapore, focusing on the role of high technology industry, resource extraction, and environmental planning. Students will travel to Singapore to study urban environmental planning, visit semiconductor plants and sustainable development agencies in Malaysia, and explore development issues in Vietnam. *Prerequisite: **POL 130*** or consent.

**POL 330 Peace and Conflict Studies:** Introduces students to the theories of conflict and peacebuilding, trends in political conflict, and presents case studies of several ongoing conflicts. *Prerequisite: **POL 130.***

**POL 331 International Political Economy**: Follows development of international monetary system, multinational coordination of economic policy, functions of international economic organizations, role of multinational corporations, energy and international politics, and problems of economic development, exploitation, and dependence in Third World. *Prerequisite:**POL 130.***

**POL 332 International Human Rights:** Introduces students to the theoretical, political, and legal dimensions of human rights in the modern global system. Students will further engage the concept of human rights through case studies and the study of critical issues in human rights, including gender, culture, refugees, and modern slaves.

**POL 334 Political Economy of Japan**: Chronicles origins, development, and contemporary arrangements of Japanese political economy from Meiji Restoration to present. Delves into 19th-century commitment to economic modernization and national independence, military expansion, relationship with U.S.., and complex link of Japanese state with economy. *Prerequisite:* ***POL 100*** or***POL 130.***

**POL 351 International Security**: Analyzes how international security is changing global interactions and how the world can adjust accordingly in the 21st century. Examines both the causes of war and the conditions that promote peace, all within the context of notable contemporary crises, including economic, environmental, and cultural dimensions. *Prerequisite:* ***POL 130***.

**POL 352 International Law**: Uses case studies to survey nature, sources, and applications of international law, particularly to resolve conflict. *Prerequisite:* ***POL 130*** or consent.

**POL 353 Foreign Policy of the U.S..**: Assesses decision-making power of interest groups, Congress, President, and bureaucracy. Asks if U.S.. foreign policy is reactive. Discusses nuclear security and arms control, trade relations, foreign aid, new world order, and North-South issues. *Prerequisite:* ***POL 130.***

**POL 354 International Organization**: Examines the interaction of state associations such as the United Nations (UN), European Union (EU), World Trade Organization (WTO), and Organization of the Petroleum Exporting Countries (OPEC), as well as transnational corporations like DuPont and BP, non-governmental organizations (NGOs) such as Conservation International and Medicines Sans Frontiers, and terrorist networks like Al Qaeda. Analyzes international regimes and treaties, offering a political critique of global governance in the 21st century. *Prerequisite:* ***POL 130***.

**POL 355 Political Psychology:** Introduces students to the field of political psychology and engages students in an in-depth study of recent pioneering works in the field. Topics include leadership, decision-making, conflict, and terrorism.

**POL 385 Politics and Society in Contemporary China:** An overview of the development of Chinese political, social, and economic life in the 20th century.

**POL 393 Vietnam Experience On-Line:** Uses information technology to expand the arc of expertise, interaction, and collaboration among students and faculty so as to understand better the Vietnam War. *Prerequisite:* ***POL 130*** or consent.

**POL 453 Seminar in International Politics**: Analyzes contending theories and approaches in international politics with emphasis on realism, liberalism, and institutionalism. *Prerequisites:* completion of core and distribution requirements in international politics and consent. Senior seminar for International Relations majors only. Counts as seminar for International Relations major; Political Science elective.



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# Psychology

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
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AUSTRALIAN STUDIES
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BIOLOGY
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CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
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FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



## Psychology

Changes effective Fall Term 2015

*Carnahan* *Davidson* *Dunn* *Harris*

*Houston* *Luchner* *Queen* *Ray*

*Richard* *Ruiz* *Smither* *St. John*

*Woodward*

The psychology Major and Minor use the methods and content of psychological science to teach students to:

1. understand the reasons behind their own and others' behavior
2. become competent and critical decision makers
3. respect human diversity and
4. fulfill their social responsibilities.

With an emphasis on experiential learning and laboratory courses, scientific rigor, quantitative literacy, and verbal and written communication skills, the psychology major provides an excellent background for students planning to join the workforce upon graduation and for those planning to continue their education in graduate school.
Students need to consult a departmental advisor as early as possible to plan course selections. Because of the structure of the major, transfer students should expect to spend at least two (2) years in the Rollins program to complete major requirements.

**MAJOR REQUIREMENTS**

Twelve (12) courses and a comprehensive exam are required.

FOUNDATIONS

- **PSY 150 Perspectives in Psychology I: The Individual in Context**
- **PSY 155 Perspectives in Psychology II: Thought and Behavior**

SCIENTIFIC CORE

- **PSY 250 Statistics and Research Methods I with Laboratory**
- **PSY 255 Statistics and Research Methods II with Laboratory**

DOMAINS IN PSYCHOLOGY

- **Seven (7) courses, one each from five domains, three of which must be laboratory courses:**
  - **Domain I: Behavioral Perspectives (BEH Titles)**
  - **Domain II: Biological Perspectives (BIO Titles)**
  - **Domain III: Cognitive Perspectives (COG Titles)**
  - **Domain IV: Developmental Perspective (DEV Titles)**
  - **Domain V: Individual-Social Perspectives (ISP Titles)**

SENIOR CAPSTONE IN PSYCHOLOGY

- **A minimum of one (1) 400-level capstone course is taken during the senior year:**
  - **PSY 415 Advanced Topics in Psychology**
  - **PSY 491 Senior Seminar in Behavioral Psychology**
  - **PSY 492 Senior Seminar in Biological Psychology**
  - **PSY 493 Senior Seminar in Cognitive Psychology**
  - **PSY 494 Senior Seminar in Developmental Psych**
  - **PSY 495 Senior Seminar in Individual-Social Psych**
  - **PSY 499 Honors Research in Psychology (2 Semesters)**

ADDITIONAL REQUIREMENT

- **Completion of a comprehensive examination during the senior year.**

**MINOR REQUIREMENTS**

Nine (9) courses are required including the two (2) *Foundations* courses (PSY 150 & 155), the two (2) *Scientific Core* courses (PSY 250 & 255) listed above, and five (5) *Domains in Psychology* courses, one each from five domains, three of which must be w/Lab courses:

- **Domain I: Behavioral Perspectives (BEH Titles)**
- **Domain II: Biological Perspectives (BIO Titles)**
- **Domain III: Cognitive Perspectives (COG Titles)**
- **Domain IV: Developmental Perspective (DEV Titles)**
- **Domain V: Individual-Social Perspectives (ISP Titles)**

## Course of Study

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

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**PSY 101 Introduction to Psychology**: Surveys physiological, developmental, social, and personality psychology; sensation perception; learning; information processing; motivation; psychopathology; and research methods. Intended for nonmajors.

**PSY 150 Perspectives in Psychology I: The Individual in Context**: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in developmental, personality, and social psychology.

**PSY 155 Perspectives in Psychology II: Thought and Behavior**: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in behavioral, cognitive/physiological, and applied psychology.

**PSY 200 Stress Management**: Offers an approach to stress management whereby students gain a clear and in-depth understanding of its causes and effects as well as many adoptable management techniques. Suitable for nonmajors.

**PSY 210 Psychology Across Cultures**: Explores cultural components of several major areas in psychology, including research methods, human development, personality, social psychology, perception, and cognition. Empirical research on the interplay between individual and group beliefs and psychology forms the center of the course, which also includes guidelines to improve cross cultural relationships, and respectful research paradigms. Suitable for nonmajors.

**PSY 211 Social Psychology**: Presents broad account of how actual or imagined presence of others influences thoughts, feelings, and behaviors. Touches upon conformity, attraction, prejudice, aggression, group decisions, and attitude change, as well as advertising, law, and indoctrination. Suitable for nonmajors.

**PSY 213 Health Psychology:** Explores the interaction between the mind and the body as it relates to health with special emphasis on the physiological consequences related to healthy and unhealthy behavior. Investigates how psychological events, such as stress and other emotions, affect physical and emotional health. Suitable for nonmajors.

**PSY 215 Topics in Psychology**: Focuses on a specific topic or field in psychology which is not covered elsewhere in the curriculum. May be repeated for credit. Suitable for nonmajors.

**PSY 217 Psychology of Drugs and Addictions, with Laboratory**: Questions whether chemical addiction (drugs and alcohol) is disease or an attempt to adapt to inner needs and external pressures. Suitable for nonmajors.

**PSY 225 Careers in Psychology**: Designed for majors wanting to know more about careers in psychology. Students will research and present information about various careers in psychology, including job responsibilities, historical and current issues associated with different fields, educational requirements, availability of positions, and salary. Emphasis placed on careers that require graduate education, so part of the class will focus on strategies and requirements for applying to graduate school. Registration priority to sophomore/junior psychology majors.

**PSY 250 Statistics and Research Methods I with Laboratory**: Survey of descriptive statistical analysis and methodology. Covers frequency distributions, transformed scores, normal-curve model, linear correlation and prediction, as well as observational and survey methodological issues. Co-requisite: **PSY 250L**.

**PSY 250L Statistics and Research Methods I Laboratory**: Involves the application of descriptive statistics to two major research projects (one observational and one survey) and a series of minor projects. Co-requisite: PSY 250.

**PSY 255 Statistics and Research Methods II with Laboratory:** Survey of inferential statistics analysis and experimental methodology. Covers hypothesis testing using variance analysis in a variety of methodological designs. Seminar. Prerequisite: PSY 250**.** Co-requisite: PSY 255L.

**PSY 255L Statistics and Research Methods I Laboratory**: Involves design, execution, analysis, and presentation of experimental research. Co-requisite: PSY 255.

**PSY 300 ISP: Cross Cultural Psychology**: Explores the cultural components of several major areas in psychology, including research methods, human development, personality, social psychology, perception, neuropsychology, schooling, learning and memory, and cognition. Prerequisite: PSY 150.

**PSY 302 BIO-COG: Brain and Language:** Examines language in a biological context, and investigates the relationship between brain mechanisms and language behavior. Includes aphasia and other language disorders, hemispheric specialization, aphasia in the deaf, critical periods and aphasia in children, and gender differences in brain organization and cognitive abilities. Prerequisite: PSY 155.

**PSY 305 BIO: Sleep, Dreams, and Behavior:** We spend approximately a third of our lives engaged in sleep. The psychology of sleep and dreams is an important area of the discipline with implications for physiological psychology, neuroscience, personality, and clinical psychology. Lecture/discussion course in which students and instructor explore the recent scientific research on sleep and dreams and its impact on behavior. Prerequisite: PSY 155.

**PSY 306 ISP: Tests and Measurements:** Examines social role of tests, as well as methods of development and administration. Looks into achievement and intelligence testing, personality assessment, personnel selection, test bias, and vocational-interest testing. Prerequisites: PSY 150 and PSY 250.

**PSY 309 DEV: Adolescent Development:** Adolescence is characterized by rapid biological, cognitive, social, and psychological changes. Course addresses major topics in adolescent development (e.g., puberty, family, peers, sexual behavior, and romantic relationships). Prerequisite: PSY 150.

**PSY 310 ISP: Psychopathology:** Examines how psychological distress, dysfunction, and deviation impacts emotional, cognitive, and behavioral functioning. Defines and critiques the psychological disorders presented in the DSM-5. Introduces possible etiological factors and treatment options of specific psychological disorders. Prerequisite: PSY 150.

**PSY 312 ISP: Psychology and the Law:** Focuses on psychological research of direct relevance to the legal system. Topics may include police interrogation and confessions, the reliability of eyewitness testimony, scientific jury selection, competency, and the insanity defense. Prerequisite: PSY 150.

**PSY 313 ISP: Psychology of Religious Experience:** Provides an overview of historical and modern research and theory in the psychology of religion, focusing on empirical studies and religious behaviors. Discussions center on the relationships between religious and scientific world views. Topics include the relationship between religious beliefs and practices and child rearing, mental and physical health, brain functioning, and life after death experiences. Prerequisite: PSY 150.

**PSY 314 BIO-COG: Sensation and Perception:** Introduces psychophysical, physiological, and cognitive aspects of human and animal perception. Includes visual, auditory, somatic, and chemical sensation; visual perception of color, objects, depth, and movement; and speech, pain, and flavor perception. Prerequisite: PSY 155.

**PSY 314L BIO-COG: Sensation and Perception Lab**: Explores the application of perceptual phenomena and experiments. Pre-requisite: **PSY 255**; Co-requisite: **PSY 314**.

**PSY 315 Intermediate Topics in Psychology:** Focuses on a specific topic or field in psychology not covered elsewhere in the curriculum. May be repeated for credit.

**PSY 315L Intermediate Topics in Psychology Lab**: Involves the application of a specific topic or field in psychology not covered elsewhere in the curriculum. Course will always be a co-requisite with a PSY 300-level in the same semester. May be repeated for credit.

**PSY 317 ISP: Group Dynamics:** Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups. Prerequisite: PSY 150.

**PSY 319 ISP: The Psychology of Work:** Explores the psychological processes involved in organizational life. Drawing on current research and theory, examines issues such as employee selection, training, leadership, motivation and organizational change. Prerequisite: PSY 150.

**PSY 320 ISP: Psychotherapy**: Introduces theories of psychotherapy, emphasizing how each theory is used to foster change. Therapeutic skills are observed and practiced in the classroom, emphasizing common factors and specific techniques used in psychotherapy. Prerequisite: PSY 150 and 310.

**PSY 320L ISP: Psychotherapy Lab**: Involves the application of therapeutic theory, skills, and technique. Mock therapeutic sessions will be performed, recorded, analyzed, and critiqued. Prerequisite: PSY 255. Co-requisite: PSY 320.

**PSY 322 COG: Cognitive Psychology:** Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory,

imagery, gene knowledge, language, problem-solving, and logical reasoning. Prerequisite: PSY 155.

**PSY 322L COG: Cognitive Psychology Lab**: Explores the application of cognitive phenomena and experiments. Pre-requisite: PSY 255; Co-requisite: PSY 322.

**PSY 324 BIO-COG: Neuropsychology:** Studies central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. Prerequisites: PSY 155.

**PSY 326 BIO: Physiological Psychology:** Introduces the fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures. Prerequisites: PSY 155.

**PSY 326L BIO: Physiological Psychology Lab**: Hands-on exploration of the anatomy and physiology associated with psychological events. Prerequisite: PSY 255; Co-requisite: PSY 326.

**PSY 327 BIO-ISP: Evolutionary Psychology:** Draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist because they facilitated survival and reproduction during our evolutionary history. Prerequisites: PSY 150 and 155.

**PSY 328 DEV: Developmental Psychology:** Tracks human growth and changefrom conception through adolescence. Theories of human development, current research, practice, and interventions are integrated to understand the profound physical, cognitive, social, and emotional changes that occur in childhood. Prerequisite: PSY 150.

**PSY 328L DEV: Developmental Psychology Lab**: Involves two hours per week hands-on participation and observation in the Child Development and Student Research Center. Prerequisite: PSY 255; Co-requisite: PSY 328.

**PSY 329 ISP: Environmental Psychology:** Examines how environments (natural and built) relate to thoughts, feelings, and behavior. Topics include nature and mental health, environmental responsibility, identity display, disasters, home and work, and environment and crime. Prerequisite: PSY 150.

**PSY 329L ISP: Environmental Psychology Lab**: Exploration and application of research methods to study physical settings and environmental issues. Prerequisite: PSY 255; Co-requisite: PSY 329.

**PSY 332 ISP: Psychology of Social Behavior:** An in depth examination of research and theory in social psychology related to such topics as social influence, person perception, prejudice and discrimination, group behavior, interpersonal attraction, helping, and aggression. Prerequisite: PSY 150.

**PSY 333 BIO-COG: The Mind-Body Problem**. How can physical tissue -- the brain -- create subjective experiences like mood, emotion, color, and sound? Examines this fundamental question from the perspective of philosophy, psychology, neuroscience, and computer science. Prerequisites: PSY 150 and PSY 155.

**PSY 338 ISP: Clinical Assessment Procedures:** Presents principles of psychological testing and evaluation. Highlights referral setting, relationships among test scores, consulting outside sources, role of the clinician, interpreting test data, integrating client's history with observations, and age considerations affecting interpretation of test data. Attempts to establish elusive connection between results of psychological testing and psychotherapy. Prerequisite: PSY 150.

**PSY 341 BEH: Learning:** Introduces fundamentals of behavior acquisition and modification: reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasizes total competence learning, requiring student to advance beyond recognition and recall. Prerequisite: PSY 155.

**PSY 341L BEH: Learning Lab**: Explores the application of learning phenomena and experiments. Prerequisite: PSY 255; Co-requisite: PSY 341.

**PSY 342 BEH: Comparative Animal Behavior:** Surveys the research by comparative psychologists and ethologists regarding species-specific vs. species-general behaviors. Topics include migration and other seasonal behaviors, territorial behavior, communication, aggression, defense, and reproduction-related behaviors such as mate recruitment, nesting, caring for young, and offspring socialization. Social and group behaviors, including dominance and social-synchrony, also included. Prerequisites: PSY 155.

**PSY 342L BEH: Comparative Animal Behavior Lab**: Explores the application of comparative methodology and experiments. Prerequisite: PSY 255; Co-requisite: PSY 342.

**PSY 345 BEH: Childhood Disorders:** Surveys a wide range of childhood disorders including behavioral and emotional disorders, developmental disorders, social and health-related disorders, and adolescent problems. Also considers children at risk, and addresses child physical abuse and neglect, child sexual abuse, and substance abuse. Interdependence of biological, psychological, and developmental factors are stressed in developing an understanding of childhood disorders in the context of family, school, community, and cultural influences. Prerequisite: PSY 155.

**PSY 347 Modern Psychology -- History and Systems:** Chronicles development and decline of systematic positions within psychology since its establishment as a separate discipline in 19th century. Prerequisites: PSY 150 and 155.

**PSY 354 ISP: Personality:** Examines traditional and contemporary theories (psychoanalytic, behavioral, humanistic, and factor analytic) about how individuals organize personal and social selves. Students apply theories to autobiographical data. Prerequisite: PSY 150.

**PSY 491 Senior Seminar in Behavioral Psychology:** An intensive investigation of theory, research, and practice relating to behavioral processes in psychology; requires students to apply knowledge and skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 492 Senior Seminar in Biological Psychology:** An intensive investigation of issues in psychology analyzed predominantly from a biological perspective; i.e., research emphasizing physiological or evolutionary perspectives, and animal or neuropsychological models. Students will synthesize knowledge from across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 493 Senior Seminar in Cognitive Psychology:** An intensive investigation of theory, research, and practice relating to cognitive processes in psychology; requires students to apply knowledge and skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 494 Senior Seminar in Developmental Psychology:** An intensive investigation of theory, research, and practice relating to developmental processes; requires students to apply knowledge and skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 495 Senior Seminar in Individual-Social Psychology:** An intensive investigation of theory, research, and practice relating to individual and social processes in psychology; requires students to apply knowledge and skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 498 & 499 Honors Research in Psychology:** Intensive research on a selected topic in psychology in collaboration with a department faculty member. Two semesters required for consideration of Honors in the Major. Prerequisites: PSY 150, 155, and 255; and senior standing..

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# Public Policy and Political Economy

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## Public Policy and Political Economy

Changes effective Fall Term 2014

*Faculty teaching Public Policy courses include members of the Humanities and Social Sciences Division in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The interdisciplinary program in Public Policy and Political Economy studies substantive and theoretical ways in which economics and political science combine to shape public policies in various countries. Students in the major will become familiar with the theoretical approaches that political science and economics use to study and solve problems that can then be employed to frame and understand public policy issues. Public policy issues will be addressed within an individual and social values context by considering questions such as what is of value to society and its citizens? How best can those values be achieved? What tradeoffs are required when pursuing those societal values?

The program has the following educational goals:

- Often public problems exhibit recurring structures that inhibit their resolution through the political process. Students will understand the conditions that encourage and discourage effective human social and political cooperation including theories of collective action and organizational behavior.
- Students will acquire a framework for formulating and evaluating appropriate normative objectives, including liberty, social justice, social responsibility, efficiency, and other social values integrated in moral and political philosophies.
- Students will learn the analytical tools used to evaluate public policies and programs in terms of their efficacy in achieving given social objectives.
- Students will apply the principles and skills from the public policy major to research and propose practical solutions to decision-making problems in the real world.

Students majoring in Public Policy and Political Economy will acquire the analytical and practical skills that will prepare them for careers in business, law, Wall Street, or the public and/or private sector. Typical avenues after graduation will be to earn a Masters degree in Public Policy, Urban or Regional Planning; earn a J.D. degree, or an MBA; or work in the public or private sector, and enter politics. Students can also pursue graduate programs in economics or political science.

**MAJOR REQUIREMENTS**

Fourteen (14) total courses are required: five (5) foundation/core courses, one (1) methodological course, two (2) citizenship and responsibility courses, five (5) substantive policy courses, and one (1) senior year experience.

FOUNDATION/CORE AREAS

*Analytical Foundation for Policy and Political Economy Requirement*

Complete all five (5) of the following courses:

- **PPE 119 Contemporary Issues in Public Policy and Economics**
- **POL 160 Introduction to American Politics**
- **ECO 202 Economics in Historical Perspective**
- **ECO 203 Principles of Micro- and Macroeconomics**
- **POL 363 American Social Policy**

*Methodological Requirement*

Complete one (1) of the following courses:

- **ECO 221 Statistics for Economics**
- **POL 240 Public Policy Analysis**

*Citizenship and Responsibility*

Complete two (2) of the following courses:

- **ECO 204 Alternative Economic Perspectives**
- **POL 120 Problems in Political Thought**
- **POL 227 Ethics and Public Policy**
- **POL 391 Modern Political Theory**
- **POL 316 Applied Political Ethics**

SUBSTANTIVE POLICY AREAS

Students must complete five (5) electives. At least two electives must be from two different departments.

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
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**CMC 320 Political Economy of Body and Food**
- **ECO 239 Women and Work**
- **ECO 242 Economics, Media and Propaganda**
- **ECO 256 Limits to Growth**
- **ECO 304 Intermediate Macroeconomics**
- **ECO 306 Monetary Economics**
- **ECO 307 International Economics**
- **ECO/POL 313 Economic and Political Development in Eastern Central Europe**
- **ECO 321 Labor Economics**
- **ECO 325 Distribution of Income and Wealth**
- **ECO 332 Industrial Organization**
- **ECO 351 Economic Development**
- **ECO 355 Environmental Economics**
- **ECO 365 Economic Democracy and Economic Theory**
- **ECO 370 Economics of Piracy**
- **ECO 371 International Economic History**
- **ECO 385 Health Economics**
- **ENV 292 Political Economy of Environmental Issues**
- **ENV 348 Sustainable Development**
- **ENV 353 National Parks and Protected Areas**
- **HIS 320 Mexico-U.S. Relations**
- **POL 252 American Civil Rights Policy and Law**
- **POL 302 Politics of Global Poverty**
- **POL 325 Sustainable Development in Southeast Asia**
- **POL 327 Urban Policy Analysis**
- **POL 331 International Political Economy**
- **POL 353 U.S. Foreign Policy**
- **POL 361 Urban Politics**
- **POL 368 Comparative Public Policy**
- **POL 382 Constitutional Law**
- **SOC 211 Social Problems**
- **SOC 355 Race and Ethnic Relations**
- **SOC 356 The State of Black America**
- **SOC 360 Poverty and Social Welfare**
- **SOC 367 Economy and Society**

SENIOR YEAR EXPERIENCE

All students majoring in Public Policy and Political Economy are required to complete one senior year capstone course. This requirement may be satisfied through an independent study, a capstone seminar, or an applied internship with a mandatory policy research component. The purpose of the senior year experience is to enable students to integrate the concepts and principles from the major into a single project.

**PPE 119 Contemporary Issues in Public Policy and Economics**: Introduction to the intersection of economic and political ideas and processes as these relate to the creation and implementation of public policy. Possible public policy issues include public health policy, education standards, climate change and energy initiatives, immigration proposals, financial regulation and federal debt limits. No prerequisites. Can be taken by 1st year students.

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# Sexuality, Women's, and Gender Studies

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## Sexuality, Women's, and Gender Studies (minor only)

Changes effective Fall Term 2014

*Faculty teaching Sexuality, Women's, and Gender Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

Sexuality, Women's, and Gender studies explores the nature and creations of women often neglected in traditional academic offerings. The multidisciplinary curriculum draws faculty from many departments – anthropology, biology, economics, religion, history, English, political science, sociology, and other disciplines.

Sexuality, Women's, and Gender studies minors learn to evaluate cultural forces that have formed contemporary perceptions and expectations of women. Students investigate biological sexual differences, culturally assigned gender roles, theories about female consciousness and behavior, and restraints imposed by law and social conventions. The field covers an exciting range of topics, from the history of feminism to women's art and literature.

**MINOR REQUIREMENTS**

Six (6) courses are required: three (3) core courses, three (3) electives, **AND** a service-learning component.

CORE COURSES

- **SWAG 205 Introduction to Sexuality, Women's, and Gender Studies**
- **PHI 314 Topics in Philosophy: Feminist Theory**
- **SWAG 350 Feminist Methodology OR an independent research project**

ELECTIVES

Choose three (3) courses listed in the schedule of classes under sexuality, women's, and gender studies that meet the following criteria.

- **At least one at the 300 level or above**
- **At least one in the humanities**
- **At least one in the social sciences**
- **May be independent studies**
- **May count toward student's major**

SERVICE LEARNING

Students must complete twenty (20) hours of service learning as part of one (1) or two (2) courses.

- **May be part of core courses or SWAG electives**
- **May be part of other courses with approval of Sexuality, Women's, and Gender studies coordinator**

## Course of Study

**SWAG 2xx Topics in Sexuality, Women's, and Gender studies**: Explores issues within the field of Sexuality, Women's, and Gender studies; may be from a range of disciplinary perspectives and cover issues including, but not limited to, sex, gender, and sexuality. Topics vary. May be repeated for credit. Suitable for first- and second-year students.

**SWAG 3xx Topics in Sexuality, Women's, and Gender studies**. Explores issues within the field of Sexuality, Women's, and Gender Studies; may be from a range of disciplinary perspectives and cover issues including, but not limited to, sex, gender, and sexuality. Topics vary. May be repeated for credit. Suitable for third- and fourth-year students.

**SWAG 205 Introduction to Sexuality, Women's, and Gender studies**: Presents feminist theory and origins of Sexuality, Women's, and Gender studies. Discusses classic texts of contemporary feminist movement. Raises consciousness about sexual stereotypes, anger, female friendships, lesbianism, mothering, violence against women, and economic power.

**SWAG 350 Feminist Methodology**: Explores questions debated within academy. Examines feminist critique of and innovations in methodology in many fields, from the humanities to the social sciences.

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# Sociology

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## Sociology

Changes effective Fall Term 2015

*Armenia McClure Nichter*

The Sociology Program at Rollins College consists of a rigorous curriculum designed to promote sociological literacy and engaged citizenship; to enhance students' awareness and understanding of twenty-first century social problems, including the enduring presence of class, race, and gender inequalities; and to cultivate among students the theoretical and methodological skills to investigate the connections between individuals and society, and the possibilities for social change.

Students interested in the major/minor should consider beginning with any 100-level course or SOC 201.

**MAJOR REQUIREMENTS**

Ten (10) courses are required, at least six (6) of which must be taken at Rollins. All core courses must also be taken at the College.

*CORE COURSES*

**Take all of the following.**

- **SOC 201 The Sociological Perspective**
- **SOC 301 Methodology (fall of junior year)**
- **SOC 302 Sociological Theory (spring of junior year)**
- **SOC 418 Senior Seminar**

ADDITIONAL REQUIREMENTS

- **Six (6) courses in sociology, at least three (3) of which must be at the 300- or 400-level**

Students interested in graduate school in Sociology are encouraged to take a Statistics class (chosen in consultation with the departmental advisor) to satisfy their Mathematical (M) competency.

**MINOR REQUIREMENTS**

The Sociology Minor consists of six (6) courses, four (4) of which must be taken at Rollins College.

*CORE COURSES*

**Take all of the following.**

- **SOC 201 The Sociological Perspective (recommended prior to junior year)**
- **SOC 301 Methodology (fall of junior/senior year, SOC 101 as pre-requisite)**
- **SOC 302 Sociological Theory (spring of junior year)**

*ELECTIVES*

Three (3) additional Sociology courses, at least one (1) of which must be at the 300- or 400-level.

## Course of Study

**SOC 108 Self and Society**: Introduces theories and research findings on socialization, identity formation, and presentation and actualization of self. Explores question of identity in contemporary American society and in everyday life. Suitable for nonmajors.

**SOC 111 Social Problems**: Follows traditional areas of social problem analysis (poverty, sexism, racism, and crime) as they evolve and transform society as a whole. Suitable for nonmajors.

**SOC 112 The Family**: Examines how political, economic, and social changes affect marriage and family. Highlights comparative family structure, divorce, abortion, homosexuality, and changing sex roles in light of larger social changes. Suitable for nonmajors.

**SOC 201 The Sociological Perspective**: Covers scope, methods, and general principles of the discipline. Focuses on group behavior, race relations, inequality, social institutions, and social change. Suitable for nonmajors.

**SOC 301 Methodology**: Focuses on collecting, analyzing, and interpreting social data. Addresses research strategies and their ethical implications. Prerequisite: **SOC 201** or permission of instructor.

**SOC 302 Sociological Theory**: Examines concerns of early founders in light of contemporary trends within field. Addresses values in sociological inquiry, problem of applying general scientific model to sociology, and biases of researchers. Prerequisite: sociology major or consent. Prerequsite: **SOC 201** or permission of instructor.

**SOC 311 Topics in Sociology**: Analyzes such contemporary topics as emerging social movements, global society, and the female heroic. Varies from year to year. May be repeated for credit. Prerequisite: One **SOC** course or permission of instructor.

**SOC 315 Sociology of Childhood:** Examines childhood as both a social construct and lived experience. Addresses the various cultural and structural factors that shape conceptions of childhood, the structure of childhood in contemporary society, children's "social worlds," and children's perceptions and experiences of everyday life. Prerequisite: one **SOC** course or permission of instructor.

**SOC 323 Sociology of Culture**: Includes various theories of culture. Emphasizes field research and observation of phenomena such as fads, fashions, and media themes and characters. Prerequisite: one **SOC** course or permission of instructor.

LATIN AMERICAN AND CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

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**SOC 325 Political Sociology**: Reviews recent developments in American politics: structure of power in society, political significance of large corporations, relationship between business and government, and nature of American democracy. Prerequisite: one **SOC** course or permission of instructor.

**SOC 345 Sociology of Gender**: Examines gender in American society, with an emphasis on the construction of femininity and masculinity in the context of major social institutions. Reviews various approaches to the study of gender that include elements of symbolic interactionism, constructionism, post-modernism, conflict theory, and feminist theory. Specific institutional contexts of the construction and management of gender, including science, schools, family, the economy, and sport, also considered. Prerequisite: one **SOC** course or permission of instructor.

**SOC 346 Sexualities**: Understanding sexual matters requires considering how sexuality is modeled, molded, and manipulated. We will consider historical, legal, and cultural contexts of sexuality; highlighting themes of social construction and social control. Prerequisite: Any prior **SOC** course or consent.

**SOC 350 Class Inequality**: Focuses on socioeconomic inequality with emphasis on the contemporary United states, sociological theories to explain inequality, and the mechanisms and consequences of social class inequality in social instutions. Prerequisite: one **SOC** course or permission of instructor.

**SOC 355 Race and Ethnic Relations**: Explores colonization and immigration, assimilation and pluralism, prejudice and discrimination, and inequality and conflict past and present. Prerequisite: one **SOC** course or permission of instructor.

**SOC 356 The State of Black America**: Examines political, economic, social and cultural standing of African Americans (both historical and contemporary), relationships between blacks and whites, and internal differentiation of black population. Prerequisite: one **SOC** course or permission of instructor.

**SOC 360 Poverty and Social Welfare**: Focuses on changing composition of poverty population, war on poverty, public and academic debates, present-day American welfare system, and relationship between poverty, welfare, and inequality. Prerequisite: one **SOC** course or permission of instructor.

**SOC 367 Economy and Society**: Analyzes American economic institutions, particularly the modern corporation, and the modern state. Relates shifting patterns of production and consumption to structural changes in late industrial capitalism. Measures impact of multinational corporations on community, environment, workers, and U.S. foreign policy. Prerequisite: one **SOC** course or permission of instructor.

**SOC 371 Deviant Behavior**: Investigates deviant behavior as the inverse of power: The more power a particular class of people possesses, the less likely they will be defined as deviant. Challenges students to redefine "deviance" and examine "normal" workings of U.S. institutions. Prerequisite: one **SOC** course or permission of instructor.

**SOC 418 Senior Seminar**: Develops common grounding in a specific subject to serve as a framework for individual projects. Requires oral reports. Prerequisites: **SOC 301** and **SOC 302** and senior standing.

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# Sustainable Development and the Environment

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COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
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ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Sustainable Development and the Environment (minor only)

*Allen Gunter Lairson Lines*

*Rogers*

The interdisciplinary minor in sustainable development and the environment examines whether transnational corporations can be both competitive and responsible by pursuing a strategy of sustainable development. The minor includes a set of courses that examine carefully the concept of sustainable development in an increasingly global economy. These courses are based on the premise that sustainable development means reconciling the need for economic growth, particularly in developing nations, with the need to protect both natural resources and the quality of life.

This minor will appeal primarily to students majoring in environmental studies or international business, but it will be available to other students as well. It includes a prescribed sequence of academic courses in conjunction with opportunities for practical applications of course theory through field study practical.

Students who complete this minor will gain an understanding of:

- the basic principles of environmental protection and sustainability;
- the emergence and consequences of globalization;
- the increasing role of international cooperation in managing environmental problems;
- the political economy of transnational corporations;
- the range of both positive and negative behaviors of transnational corporations in developing countries, and the ability to evaluate the environmental consequences of those behaviors and
- recent attempts to measure and evaluate sustainable development, including indicators of corporate practice.

**MINOR REQUIREMENTS**

Twenty-eight (28) semester hours are required: four (4) core courses, worth four (4) semester hours each and two (2) seminar/practicum courses worth six (6) semester hours each.

CORE COURSES

- **INB 200 Introduction to International Business**
- **ENV 292 Political Economy of Environmental Issues OR POL 323 Global Environmental Affairs**
- **ENV 348 Sustainable Development OR POL 333 Case Studies in Sustainable Development**
- **INB 225 Sustainable Business Practices***

***Or any INB elective or topics course focused on sustainability (pending approval by Sustainable Development coordinator)

SEMINAR/PRACTICUM COURSES

Seminar/practicum courses serve as case studies in sustainable development. Each is comprised of a semester-length seminar followed by a study-abroad practicum. All are focused on Latin America and the Caribbean, areas that serve as representative case studies to illustrate a wide range of issues in sustainable development. Two (2) courses with field study component are required.

- **ENV 365 Environment and Development in Central America**
- **ENV 365F Central America Field Study**
- **ENV 375 Island Economies and Sustainability in the Caribbean**
- **ENV 375F Caribbean Field Study -- Dominica**
- **ENV 385 Sustainable Development in the Amazon Basin**
- **ENV 385F Amazon Basin Field Study**

## Course of Study

**ENV 365 Environment and Development in Central America:** Studies the need for broad-based sustainable development using Central America as a case study. Considers how widespread deforestation and rapid population growth have combined with other factors to depress living standards throughout the region. Examines why Costa Rica has attained a high level of human development. Explores appropriate models of sustainable development for the region. Co-requisite: **ENV 365F.**

**ENV 365F Central America Field Study:** The Central Highlands of Costa Rica provide an excellent case study in sustainable development. Students observe and analyze models of sustainability in the areas of agriculture, tourism, and ecosystem services, while examining a wide range of projects including a large-scale coffee plantation, an organic coffee cooperative, and the Monteverde Cloud Forest Preserve. Co-requisite: **ENV 365.**

**ENV 375 Island Economies and Sustainability in the Caribbean:** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Conservation of these resources for future generations while meeting the legitimate material needs of people in the region also discussed. Explores the prospects for sustainable economic development. Co-requisite: **ENV 375F**.

**ENV 375F Caribbean Field Study:** Dominica is currently experiencing a major transition from an economy based primarily on agricultural exports to a tourism-based economy. Examines the tension between various competing interests and identifies opportunities for achieving broad-based sustainable development. **Co-requisite: ENV 375.**

**ENV 385 Sustainable Development in the Amazon Basin**: Examines the Amazon Basin, the largest remaining tropical ecosystem on earth, considering the crucial ecological services it provides as well as the exceptional biological and cultural diversity it supports. Reviews historic attempts to exploit the rich biological and mineral resources of the region, which failed through a misunderstanding of tropical ecology and an inability to recognize environmental limitations. Discusses new approaches to development that generate income while protecting crucial ecological systems supporting economic development. Examines such efforts in the areas of tourism, agriculture, forestry, and fisheries. Optional field study component also available. **Co-requisite: ENV 385F**.

**ENV 385F Amazon Basin Field Study:** The Peruvian Amazon provides an excellent case study of how governments, nongovernmental organizations, and private companies can form partnerships to promote sustainable development. Students work with local naturalist guides and project managers to gain a comprehensive understanding of the ecotourism industry. **Co-requisite: ENV 385**.

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
- MODERN LANGUAGES AND LITERATURES
- MUSIC
- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
- PHYSICS
- PHYSICAL EDUCATION
- POLITICAL SCIENCE
- PSYCHOLOGY
- SEXUALITY, WOMEN'S, AND GENDER STUDIES
- SOCIOLOGY
- SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
- THEATRE ARTS AND DANCE
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# Theatre Arts and Dance

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COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
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HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



## Theatre Arts and Dance

Changes effective Fall Term 2014

| | | | |
|---|---|---|---|
| *Barnes* | *Cavenaugh* | *Charles* | *Cody-Rapport* |
| *Cooperman* | *DiQuattro* | *Griffin* | *Miller* |
| *Ouellette* | *Zivot* | | |

The theatre major offers a comprehensive education in the art and craft of the theatre. The curriculum exposes students broadly to theatre history, literature, theory, and criticism, and provides rigorous training in acting, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

**Philosophy**

The Rollins College Department of Theatre Arts and Dance believes that theatrical productions and classroom study are of equal and complementary value.

The faculty of the Department of Theatre Arts and Dance embraces the liberal arts mission of Rollins College. The study of theatre comes most fully to life when integrated with other disciplines, for example, psychology, English, sociology, art, music, classical studies, and history. The faculty strongly encourages its majors to complement their studies with those of other departments.

**Performance**

The department produces eight (8) theatre and dance productions per year at two on-campus venues: the Annie Russell Theatre, a 377-seat proscenium theatre listed on the National Registry of Historic Places, and the Fred Stone Theatre, a 90-seat black box space.

Majors take a set of courses and concentrate in performance, design and technical theatre, musical theatre, dramaturgy, or theatre studies. The department issues a comprehensive reading list of theatre literature for majors. Faculty evaluate student progress at the end of the sophomore year, and seniors must complete a senior capstone experience.

**MAJOR REQUIREMENTS**

Fifty-four (54) credit hours are required, including:

- a core of eleven (11) courses,
  all majors take a core sequence of seven (7) four-hour courses and four (4) two-hour production courses; and
- an emphasis in one (1) of six (6) areas,
  all majors select an area of emphasis consisting of five (4) four-hour courses and a two-hour capstone course.

CORE COURSES

- **THE 111 Introduction to Technical Theatre**
- **THE 112 Fundamentals of Theatrical Design**
- **THE 133 Acting I: Fundamentals**
- **THE 201 Script Analysis**
- **THE 210 Survey of Western Dramatic Literature**
- **THE 341 History of the Theatre I**
- **THE 342 History of the Theatre II OR DAN 200 Dance in America**
- **Four (4) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.**

CONCENTRATIONS

- Design/Technical Theatre
- Directing
- Performance
- Musical Theatre
- Dramaturgy
- Theatre Studies

Design/Technical Theatre CONCENTRATION

- **THE 221 Design/Technical Theatre Studio**
- **THE 333 Directing I: Fundamentals**
- **Two (2) of the following:**
  - **THE 321 Scene Design**
  - **THE 322 Lighting Design**
  - **THE 323 Costume Design**
  - **THE 324 Sound Design**
- **THE 481 Senior Design/Technical Theatre Portfolio/Capstone**

Directing CONCENTRATION

- **One (1) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 136 Voice and Speech I: Free Voice**

CARIBBEAN STUDIES
MARINE BIOLOGY
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- **THE 234 Movement I: Body Dynamics**

- **One (1) of the following:**
  - **THE 321 Scene Design**
  - **THE 322 Lighting Design**
  - **THE 323 Costume Design**
  - **THE 324 Sound Design**
- **THE 333 Directing I: Fundamentals**
- **THE 433 Directing II: Advanced**
- **THE 480 Senior Theatre Directing Project/Capstone**

Performance CONCENTRATION

- **Two (2) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 136 Voice and Speech I: Free Voice**
  - **THE 234 Movement I: Body Dynamics**
- **One (1) of the following:**
  - **THE 225 Improvisational Theatre I: Fundamentals**
  - **THE 236 Voice and Speech II: Vocal Dynamics**
  - **THE 255 Acting for Musical Theatre I**
  - **THE 333 Directing I: Fundamentals**
  - **THE 336 Theatre for Social Change**
- **THE 233 Acting II: Character w/Laboratory**
- **THE 480 Senior Theatre Performance Project/Capstone**

DRAMATURGY CONCENTRATION

- **THE 341 History of Theatre I (in core courses)**
- **THE 342 History of Theatre II (in core courses)**
- **One (1) of the following:**
  - **THE 328 Fundamentals of Playwriting**
  - **THE 343 Dramatic Theory and Criticism**
- **One (1) of the following:**
  - **ENG 312 Studies in Shakespeare**
  - **ENG 319 Studies in 20$^{th}$-Century British Literature**
  - **ENG 375 The Critics Role: Review Writing**
- **Two (2) of the following:**
  - **THE 241 Classical Theatre**
  - **THE 260 Feminist Theatre**
  - **THE 294 History of American Theatre**
  - **THE 360 Forbidden Acts: The Queer Aesthetic in 20th Century Theatre and Film**
- **THE 480 Senor Theatre Thesis/Capstone**

Theatre Studies CONCENTRATION

- **One (1) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 136 Voice and Speech I: Free Voice**
  - **THE 234 Movement I: Body Dynamics**
- **One (1) of the following:**
  - **THE 321 Scene Design**
  - **THE 322 Lighting Design**
  - **THE 323 Costume Design**
  - **THE 324 Sound Design**
- **One (1) of the following:**
  - **ENG 312 Studies in Shakespeare**
  - **THE 205 History of American Musical Theatre**
  - **THE 225 Improvisational Theatre I: Fundamentals**
  - **THE 328 Fundamentals of Playwriting**
  - **THE 336 Theatre for Social Change**
- **THE 333 Directing I**
- **THE 480 Senior Theatre Thesis/Capstone**

MUSICAL THEATRE CONCENTRATION

- **One (1) of the following:**
  - **MUS 151 Theory I**
  - **MUA 101/102 Applied Music for Enrichment I/II**
- **One (1) of the following:**
  - **DAN 177 Jazz Dance I**
  - **DAN 175/275 Tap I and II**
  - **DAN 394 Intermediate/Advanced Dance Technique**
- **THE 255 Acting for Musical Theatre I**
- **THE 355 Acting for Musical Theatre II**
- **THE 480 Senior Theatre Performance Project/Capstone**

**MINOR REQUIREMENTS**

The minor offers a basic education in the art and craft of theatre. Students become familiar with theatre history, literature, theory, and criticism, and become competent in acting, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

Twenty-eight (28) credit hours are required.

- Six (6) four-hour courses
- Two (2) two-hour production courses

- **THE 111 Introduction to Technical Theatre**
- **THE 112 Fundamentals of Theatrical Design**
- **THE 133 Acting I: Fundamentals**
- **THE 210 Survey of Western Dramatic Literature**
- **One (1) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 234 Movement I**

    - **DAN 170 Ballet I**
    - **DAN 177 Jazz I**
    - **DAN 179 Modern Dance I**
- **One (1) elective at the 200-400 level**
- **Two (2) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.**

## Course of Study

**THE 100 Introduction to the Theatre**: Surveys history of theatre art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

**THE 111 Introduction to Technical Theatre:** Introduces scenery, properties, scene painting, costumes, lighting, stage management, and drafting. Includes lecture and production projects in each area.

**THE 112 Fundamentals of Theatrical Design**: Examines through weekly projects the creative process fundamental to designing for stage. Focuses on visual communication and critical response. Includes drawing, painting, collage, and research projects.

**THE 113 Fundamentals of Makeup for the Theatre**: Explores basics of makeup application, creation of character makeup, and masks for stage. Combines one-hour lecture/demonstration with two-hour lab each week.

**THE 131 Introduction to Acting: Nonmajor**: Combines study and practice of basic rehearsal and performance techniques. Emphasizes evolution of performer's role.

**THE 133 Acting I: Fundamentals**: Focuses on development of actor in audition and performance. Develops concentration, imagination, relaxation, and voice production through individual and ensemble exercises. Prerequisite: consent.

**THE 135 Dance for Actors**: Covers stage movement for actors. Features exercises in coordination, rhythmic ability, and body mechanics.

**THE 136 Voice and Speech I: Free Voice**: Investigates the fundamental principles and functionality of voice production and speech mechanics. Suitable for nonmajors.

**THE 201 Script Analysis**: Analyzes structure, style, theme, and characterization in plays from a variety of historical periods. Discusses stage worthiness of scripts and theories affecting creative interpretation and performance. Suitable for nonmajors.

**THE 203 History of American Film**: Chronicles development of movies and political and socioeconomic impact of film industry from early 20th century to present. Requires evening movie viewing. Suitable for nonmajors.

**THE 205 History of American Musical Theatre**: Traces development from early and current European influences to present American musicals. Analyzes political, social, and musical styles. Suitable for nonmajors.

**THE 206 History of Radio and Television**: Surveys broadcasting from 1900 to present: inventions, trends, programs, events, and personalities. Suitable for nonmajors.

**THE 207 American Dreams: Interrogating Identity Through Drama**: Surveys American Dramatic Literature from the last 100 years to discover the myriad of ways in which American identities have been variously formed, disrupted, negotiated, and transformed. Using dramatic literature and accompanying criticism as a lens, students will interrogate mythologies of "The American Dream" and investigate the ways in which playwrights explore and construct American identity in various cultural and social contexts.

**THE 210 Survey of Western Dramatic Literature**: Covers major playwrights, genres, and dramatic texts from Ancient Greek tragedy to modern American realism and beyond. Evaluates the ways in which Western culture has (mis)represented itself and others onstage and given meaning to the human experience. Suitable for nonmajors.

**THE 220 History of American Musical Film**: Historical overview of the American film musical from its inception in the 1920's to the present. Suitable for nonmajors.

**THE 221 Design/Technical Theatre Studio:** Addresses the communication between theatrical design and technology. In a studio setting, students learn advanced techniques to design, draw, construct, paint, sculpt, sew, and light a variety of projects. Prerequisites: THE 111, THE 211, or consent.

**THE 225 Improvisational Theatre I: Fundamentals:** Investigates the fundamental concepts and principles of improvisational theatre that enable collaborative, spontaneous play. Particular emphasis is given to issues of storyline, scenic structure, and team-based creativity. Suitable for nonmajors.

**THE 233 Acting II: Character w/Laboratory:** Prepares actor to express believable, repeatable actions in scene work and monologues through text analysis, improvisation, and exercises. Stresses techniques of finding and playing objectives and intentions. Prerequisites: THE 111 and THE 133.

**THE 234 Movement I: Body Dynamics:** Explores the physical demands placed on the actor. Techniques learned are for finding a basic knowledge of the body's energies. Skills taught may include: dance technique, improvisation, mime, Pilates, unarmed combat, and physical improvisation. Prerequisites: THE 133-required, THE 136-suggested.

**THE 236 Voice and Speech II: Vocal Dynamics:** Investigates advanced principles and functionality of voice production and speech mechanics. Intended for THE majors/minors. Prerequisite: THE 136.

**THE 241 Classical Theatre:** Follows development of classical tragedy and comedy through readings in translation -- drama from Aeschylus to O'Neill and theory from Plato to Nietzsche. Considers mythology, architectural and scenic innovations, and connections between religion and theatre. Suitable for nonmajors.

**THE 248 Audition Techniques:** An in-depth study of the conditions surrounding and within the audition experience. Examines various audition environments and the techniques, knowledge, and skills required to be effective in both theatre and media auditions.

**THE 249 Acting for the Camera**: Classes build from the student's use of Stanislavsky's System and the Triune Brain. Aims to train the actor for the technical demands of acting on a film or television set. *Prerequisite: **THE 133** or consent*.

**THE 255 Acting for Musical Theatre I**: Delves into textual/lyric analysis and history and context of different writing styles (including classical aria, 19th-century patter song, American standard, and Broadway and West End musical). Prerequisite: consent.

**THE 260 Feminist Theatre:** Examines theatre companies and practitioners throughout the world who have committed themselves to telling "women's stories" in various types of performances, ranging from traditional plays to performance art. Explores the ways in which a feminist perspective shapes both the content and form of theatrical practice.

**THE 295 History of American Theatre:** The history of American theatre from 1665 to the present day. Examines trends, productions, dramatic texts, and theatre personnel who have helped to shape theatre in America.

**THE 321 Scene Design:** Applies creative concepts, text analysis, research, and visual communication techniques to scenic design. Draws texts from varying time periods and styles. Develops drawing and painting skills. Prerequisites: THE 111 and THE 211, or consent.

**THE 322 Lighting Design:** Applies creative concepts, text analysis, research, and visual communication techniques to lighting design projects in varying mediums. Develops drafting skills. Prerequisites: THE 111 and THE 211, or consent.

**THE 323 Costume Design:** Applies creative concepts, text analysis, research, and visual communication techniques to costume design. Draws texts from varying time periods and styles. Develops drawing and painting skills. Prerequisites: THE 111 and THE 211, or consent.

**THE 324 Sound Design:** Explores the role of sound in theatrical production as both an artistic and technical discipline. Develops a working knowledge of the equipment and vocabulary associated with theatrical sound. Integrates this working knowledge with the artistic theory and practical application of designing sound for the theatre. Prerequisite: THE 111 or consent.

**THE 325 Improvisational Theatre II:** Focus and Spontaneity: Explores a specific area of improvisational performance such as focus and spontaneity, characterization and status, physicality and environment, verbal skills and styles, or long-form and advanced structures. May be repeated for credit. Suitable for nonmajors. Prerequisite: THE 225 or consent.

**THE 328 Fundamentals of Playwriting:** Critiques student scripts and established work. Stages scenes from student plays or exercises in collaboration with acting/directing courses.

**THE 331 Acting III: Period Styles:** Explores acting in various periods and styles through reading, research, and scene work. Expands performer's agility through exercises in physical theatre and mask work. Requires journals reflecting research. Prerequisite: THE 233 or consent.

**THE 332 Acting IV: Scene Study:** Emphasizes actors skills in oral interpretation through exercises in energy and language imagery. Continues work in scene study and characterization. Introduces International Phonetic Alphabet (IPA) and use of dialects. Prerequisite: THE 331 or consent.

**THE 333 Directing I: Fundamentals:** Introduces directing terminology, formulation of ground plan, communication with actors, and concepts such as visual pause, beats, and blocking. Requires students to prepare exercises and scripted scenes from contemporary plays. Prerequisites: THE 111, THE 133, THE 201, and THE 211.

**THE 336 Theatre for Social Change:** Introduces and explores modern theatrical practices that utilize performance to facilitate heightened social awareness and/or change. May consider a variety of performance practices, such as: theatre of the oppressed, community-based theatre, psycho/sociodrama, theatre-in-education, and playback theatre. Prerequisite: THE 133, or THE 225, or consent.

**THE 337 Voice III-Dialects**: Covers the process of speech mechanics associated with patterns of speech other than Standard American. Requires knowledge of the International Phonetic Alphabet and Standard American Speech. *Prerequisite: **THE 136** or consent*.

**THE 340 Rollins Improv Players Laboratory:** An improvisatory laboratory for students interested in exploring the boundaries of spontaneous and service-centered performance. Prerequisite: audition and consent. Graded on a credit/no-credit (CR/NC) basis. May be repeated for credit.

**THE 341/342 History of the Theatre I and II:** Surveys major periods beginning with classical Greek, focusing on theatre architecture, styles of production, key personalities, and relationship of dramatic literature to production styles. Suitable for nonmajors.

**THE 343 Dramatic Theory and Criticism:** Surveys important trends in performance theory and criticism from the pre-Socratic and Plato, to postmodernism and queer theory. Examines the ways in which the art of representation has been viewed, pursued, and misconstrued. Prerequisite: THE 210 or consent.

**THE 350 Topics in Theatre:** Explores practitioners, theorists, and historians in the field of theatre and dance. Second Stage series is the capstone of the course -- student directed, designed, and performed productions in the Fred Stone Theatre.

**THE 351 Shakespeare Dramaturgy**: Students will read, analyze, and explore a broad range of Shakespearian drama and tropes as a means and inspiration for generating written critical analysis and embodied creative performance.

**THE 355 Acting for Musical Theatre II**: Continued investigation into textual/lyric analysis and history, and context of different writing styles (including classical aria, 19$^{th}$-century patter song, American standard, and Broadway and West End musical). Emphasis on musical theatre theory and terminology, text and sub-textual characterization, and the audition process. Prerequisite: THE 255 or consent.

**THE 360 Forbidden Acts: The Queer Aesthetic in 20$^{th}$ Century Theatre & Film:** Introduces students to aesthetics and theories through an examination of plays and films made by contemporary queer artists. Course develops students' abilities to read, view, and write about dramatic literature and film, as well as scholarly articles through a Queer Theoretical lens. Culminates in a performance piece that is conceived or adapted, rehearsed, and produced as a response to the material presented.

**THE 391/392/393 Second Stage: Production:** Departmental laboratory for student directors, designers, stage managers, and performers. Provides hands-on experience in all areas related to the production of a play. Prerequisite: consent.

**THE 418/419, 420/421 Theatre Production -- Technical:** Provides practical experience in technical/design work on major productions at Annie Russell Theatre. Assigns students to crews: scenic construction, props, painting, stage management, lights, sound, costumes, and make-up. Requires minimum 10 hours per week and attendance at weekly production meetings. Note: Majors must work in each of the following four areas: painting/props, stage management/lighting/sound, costumes/make-up, and scenic construction.

**THE 422/423, 424/425 Theatre Production Performance A/B, C/D:** Offers practical rehearsal/performance experience for major production at Annie Russell Theatre. Requires journal and final character analysis. Prerequisite: consent.

**THE 433 Directing II: Advanced:** Focuses on artistic collaboration, historical research, themes, and directorial vision. Emphasizes preparation and presentation of period scenes: Greek/Roman, Shakespearean, absurdist, and postmodern. Culminates in presentation of scenes for public viewing. Prerequisite: THE 333.

**THE 440 Senior Studio Workshop:** Prepares students for postgraduate study by developing auditions and portfolios. Culminates in public presentations. May be repeated for credit. Prerequisite: senior standing or consent.

**THE 480 Theatre Capstone:** Serves as the culminating project, performance, or document for theatre majors in the acting, musical theatre, directing, theatre studies, or dramaturgy concentrations. With approval and guidance from faculty, students may elect to complete their capstone experience as a portfolio, performance, or critical/historical document.

**THE 481 Design/Technical Theatre Capstone:** Focuses on designing and developing an aesthetically pleasing portfolio that incorporates a capstone and demonstrates the student's capabilities and achievements for presentation at graduate school and professional interviews. Prerequisite: senior standing or consent.

**THE 398-399, 498-499 Senior Project/Research/Internship/Tutorial:** Offers four types of individual study:

- **Senior Project -- Focuses on independent production project in acting, directing, design/technical theatre, or management. A comprehensive examination is given in the spring term of the senior year. Prerequisites: senior standing and theatre major.**
- **Research Project -- Involves independent research in theatre history, criticism, literature, design, playwriting, acting, or directing. Culminates in major research paper. Prerequisites: junior standing and theatre major**
- **Internship -- Places student with professional performing arts organization for one semester. Host or faculty advisor monitors student's work. Prerequisites: junior/senior standing, theatre major, and approval by career services and department in semester prior to enrollment.**
- **Tutorial -- Involves intensive research, writing, or production with instructor. May not duplicate regular course offering. Meets weekly and requires presentation and exam. Prerequisite: sophomore standing or consent.**

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## Dance (minor only)

This program gives students the opportunity to experience dance as an art form. They can take studio classes in ballet, jazz, tap, and modern dance, as well as courses in history, notation, and composition. Minors develop an awareness of history, an understanding of composition, and a competency in several forms.

**MINOR REQUIREMENTS**

**Six (6) courses are required, four (4) core courses and two (2) electives.**

**CORE COURSES**

- **DAN 200 Dance in America OR DAN 203 Dance History**

- **DAN 300 Dance Composition**
- **DAN 394 Intermediate/Advanced Dance Technique (taken twice)**

**ELECTIVES**

**Two (2) of the following courses are required.**

- **DAN 170 Ballet I**
- **DAN 175 Tap Dance I**
- **DAN 177 Jazz I**
- **DAN 179 Modern Dance I**
- **DAN 200 Dance in America**
- **DAN 203 Dance History**
- **DAN 220 Women Leaders in American Modern Dance**
- **DAN 270 Ballet II**
- **DAN 275 Tap Dance II**
- **DAN 277 Jazz II**
- **DAN 279 Modern Dance II**
- **DAN 300 Dance Composition**
- **DAN 380 Studies in Dance**
- **DAN 394 Intermediate/Advanced Dance Technique**
- **DAN 420 Labanotation**
- **DAN 422 Dance Production**
- **THE 135 Dance for Actors**

## Course of Study

**DAN 170 Ballet I:** Introduces fundamental concepts and historical background. Presents positions and barre exercises to build correct alignment, flexibility, strength, coordination, and ballet vocabulary.

**DAN 175 Tap:** Introduces fundamental concepts and historical background. Covers basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, and soft-shoe, along with tap vocabulary.

**DAN 177 Jazz I:** Introduces fundamental concepts and historical background. Works in studio on body placement and alignment through highly-structured classical jazz warm-up (LUIGI). Values clarity and quality of movement, rhythm, style, and use of dynamics.

**DAN 179 Modern Dance I:** Introduces fundamental concepts and historical background. Focuses on style, phrasing, mood projection, and changing dynamics.

**DAN 200 Dance in America:** Studies relationships of choreographers, critics, and performers to historical trends in the art form. Links dance to contemporary political and social issues.

**DAN 203 Dance History:** Follows evolution of Western concert dance from primitive times to late 20$^{th}$ century: dance in ancient Egypt, Greece, and Rome; Ballet Comique; Opéra Ballet; Ballet d'Action; and romantic ballet.

**DAN 210 Dances of Other Cultures:** Explores various regional and ethnic dances with a focus on non-Western dance as an expression of culture. Participation in selected dances will be augmented by lecture and film.

**DAN 220 Women Leaders in American Modern Dance: Transcending from Sylph to Heroine:** Examines the women who led the modern dance movement from 1900 to present. Focuses on choreographic works and politics surrounding the development of modern dance in America through its leaders -- Isadora Duncan, Ruth St. Denis, Doris Humphery, Martha Graham, Catherine Dunham, and Twyla Tharp.

**DAN 270 Ballet II:** Drills pirouettes and longer and more complex "adages" and "allegros." Completes ballet theory and essentials of technique. Prerequisite: DAN 170 or consent.

**DAN 275 Tap Dance II:** Explores technique on an intermediate level, including all time steps (buck, soft-shoe, traveling, wing), Irish-over, Cincinnati, draw-backs, pick-ups, wings, maxiford, and riffs. Stresses speed, accuracy, and performance ability. May be repeated for credit. Prerequisite: DAN 175 or consent.

**DAN 277 Jazz II:** Concentrates studio work on more complicated combinations, changes of direction, and initiation of pirouettes. Includes historical research, critical studies, and vocabulary building. Prerequisite: DAN 177 or consent.

**DAN 279 Modern Dance II:** Builds on technique and includes history, theory, and vocabulary. Prerequisite: DAN 179 or consent.

**DAN 300 Dance Composition:** Introduces dance composition. Highlights personal invention, solo and group focus, and evaluative process in basic choreography. Includes readings and writings on choreographers and choreography. May be repeated for credit. Intended for dance minors. Prerequisite: DAN 394 or consent.

**DAN 380 Studies in Dance:** Delves into particular period, choreographer's work, or special issue, depending on interest of students and faculty. May be repeated for credit.

**DAN 394 Intermediate/Advanced Dance Technique:** Offers heightened movement experience with greater emphasis on technical development and performance. Includes weekly classes in ballet, jazz, and modern dance. May be repeated for credit. Prerequisite: consent.

**DAN 420 Labanotation:** Teaches system of movement notation invented by Rudolph Van Laban and used in dance, sports, science, and other research areas. Does not require knowledge of dance. Consists of lecture, studio work, and movement-recording exercises.

**DAN 422 Dance Production:** Assigns students to performing or technical/design role in production. Prerequisite: consent.

Student Records
Study Abroad

Clubs & Organizations
Community Engagement
Facilities
Fox Day
Greek Life
Health Services
Housing & Dining
Human Resources
Information Technology
Residential Life

Places to Stay
Reunion
Schedule a Visit
Virtual/Historic Tour

Tuition

Alumni
Parents
Neighbors
Faculty/Staff
Current Students



ROLLINS

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# Department of Business

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
DEPARTMENT OF BUSINESS
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES
LATIN AMERICAN AND



## Department of Business

Changes effective Fall Term 2015

| | | | |
|---|---|---|---|
| *Agee* | *Arnold, D.* | *Arnold, W.* | *Balzac* |
| *Heileman* | *Houndonougbo* | *McInnis-Bowers* | *Mourino* |
| *Murphy* | *Parris* | *Pett* | *Rogers* |
| *Stecker* | *Warnecke* | | |

The Department of Business (BUS) through the College of Professional Studies (CPS) offers a major in Business (with a concentration in Management), a minor in Business, a major in Social Entrepreneurship & Business, and a minor in Social Entrepreneurship & Business.

The BUS programs are grounded in Rollins' commitment to educate students for global citizenship and responsible leadership, preparing graduates to pursue meaningful lives and productive careers. BUS programs are anchored in the Rollins values of Excellence, Innovation, and Community and the AACSB-International values of Innovation, Impact, and Engagement. BUS programs provide opportunities for students to develop a strong set of basic business skills combined with an understanding of current economic, political, cultural, and environmental issues consistent with the Carnegie Foundation's (2012) definition of the purpose of liberal learning "…to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means toward responsible engagement with the life of their times."

Key themes of the BUS programs are

- The Primacy of the Triple Bottom Line (TBL) in decision making
    1. Economic growth and development,
    2. Social responsibility and ethics, and
    3. Environmental sustainability

- Contemporary theories, practices, content, and applications in business from the Common Body of Knowledge (CBK)
- The global, ethical, responsible, economic, social, environmental, legal, and technological implications of course content
- Problem solving through analysis, critical thinking, creativity, innovation, and entrepreneurship through classwork and community engagement
- Applied liberal arts skills (analytic, reflective, and strategic thinking; problem solving; legal and ethical reasoning, quantitative reasoning; and effective communication)
- Leadership, interpersonal communication, coordination, cooperation, conflict resolution, teamwork, and team building
- Application of information technology skills for research, composition, communication, calculation, and presentation
- Broad global and strategic perspectives on contemporary business, social, and environmental issues
- Reflective examination of self in relation to the global and local communities, and to the diversity of people with whom they will work
- Application of knowledge through experiential learning opportunities (internships, service learning, community engagement, business projects, and case studies)

**The Business Major**

The Business Major requires ten business core courses (40 credit hours), three concentration courses (12 hours), three elective courses (12 hours), and a global experience (total = 64 credit hours).

BUSINESS CORE COURSES (10 courses, 40 hours)

- **BUS 101 Business, Innovation, & Entrepreneurial Thinking**
- **BUS 135 Business Law and Ethics**
- **BUS 215 Micro and Macro Economics**
- **BUS 230 Financial and Managerial Accounting**
- **BUS 241 Business Analysis & Decision Making**
- **BUS 310 Management and Organizational Behavior**
- **BUS 320 Entrepreneurial and Corporate Finance**
- **BUS 330 Entrepreneurial Marketing**
- **BUS 350 Supply Chain Management**
- **BUS 400 Strategic Management**

MANAGEMENT CONCENTRATION COURSES (3 courses, 12 hours)

- **BUS 312 Responsible Business Leadership**
- **BUS 352 Project Management**
- **BUS 354 High Performance Organizations**

ELECTIVE COURSES (Choose three, at least two at the 300-400 level, 12 hours)

- **BUS 316 Critical Thinking and Problem Solving**
- **BUS 317 Personal Finance**
- **BUS 342 Human Resource Management**
- **BUS 348 Investments**
- **BUS 369 Global Business**

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

**Student Records**

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**BUS 375 Advertising and Promotion**
- **BUS 397 Business Internship**
- **COM 220 Interpersonal Communication**
- **COM 221 Small Groups and Leadership**
- **COM 301 Designing Effective Organizations**
- **COM 305 Listening**
- **COM 306 Intercultural Communication**
- **COM 312 Persuasion Theory**
- **COM 319 Leadership and Effective Communication**
- **COM 324 Self-Leadership and Communication**
- **COM 331 Communication and Social Change**
- **COM 345 Leadership, Film, and Communication**
- **COM 421 Organizational Communication**
- **CMC 300 Critical Frameworks for Contemporary Culture**
- **ENV 205 The World at 7 Billion**
- **ENG 210 Language and Power**
- **INT 107 Leadership and Social Change**
- **INT 260 Foundations of Leadership**
- **INT 261 Leadership and Citizenship in Action**
- **PHI 218 Argumentation and Media Manipulation**
- **PSY 317 Group Dynamics**
- **PSY 319 Psychology of Work**
- **PSY 330 Organizational Behavior**
- **PSY 337 Organizational Dysfunction**
- **SEB 200 Social Entrepreneurship: Leading Change**
- **SEB 220 Global Development Challenges and Opportunities**
- **SEB 320 Strategies for Changemakers**
- **SEB 325 Gender and Globalization**
- **SEB 340 Designing and Planning for Social Entrepreneurship**

*GLOBAL EXPERIENCE*

All Business majors are required to have a global experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students may be required to document their global experience. If a Global Experience is not appropriate for a specific individual, the student may petition the BUS Department for approval to substitute ***BUS 398***.

*RESIDENCY AND DISTRIBUTION*

Business majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins); must take at least one-half of all courses for the BUS major at Rollins (no exemption for transfer students); must take at least one-half of all business core courses from the BUS curriculum (no exemptions for internal transfers); must take at least 16 semester hours that are not used to meet a general education or major requirement; and must take at least one-half of all courses for the major at the ***300-400 level***.

**MINOR REQUIREMENTS**

Requirements for the Business minor are seven (7) courses (as follows):

- **BUS 101 Business, Innovation, & Entrepreneurial Thinking**
- **BUS 135 Business Law & Ethics**
- **BUS 215 Micro and Macro Economics**
- **BUS 230 Financial and Managerial Accounting**
- **BUS 310 Management and Organizational Behavior**
- **BUS 320 Entrepreneurial and Corporate Finance**
- **BUS 330 Entrepreneurial Marketing**

The Business minor may be combined with almost any major (except Business, Social Entrepreneurship & Business, or International Business) to give the student a better understanding of the role of business in today's world, current knowledge of business practices, and career related skills.

**The Social Entrepreneurship & Business Major**

The Social Entrepreneurship & Business (SEB) major requires seventeen courses (68 semester hours), including ten core courses (40 hours), four social entrepreneurship & business core courses (16 hours), three elective courses (12 hours), an immersion experience, and a global experience.

BUSINESS CORE COURSES (10 courses, 40 credit hours)

- **BUS 101 Business, Innovation, & Entrepreneurial Thinking**
- **BUS 135 Business Law and Ethics**
- **BUS 215 Micro and Macro Economics**
- **BUS 230 Financial and Managerial Accounting**
- **BUS 241 Business Analysis & Decision Making**
- **BUS 310 Management and Organizational Behavior**
- **BUS 320 Entrepreneurial and Corporate Finance**
- **BUS 330 Entrepreneurial Marketing**
- **BUS 350 Supply Chain Management**
- **BUS 400 Strategic Management**

SOCIAL ENTREPRENEURSHIP AND BUSINESS CORE COURSES (4 courses, 16 hours)

- **SEB 200 Social Entrepreneurship: Leading Change**
- **SEB 220 Global Development Challenges and Opportunities**
- **SEB 320 Strategies for Changemakers OR COM 331 Communication and Social Change**
- **SEB 340 Designing and Planning for Social Entrepreneurship**

ELECTIVE COURSES (Choose three; at least two at the 300-400 level, 12 hours)

The electives enable students either to design an 'impact track' targeting their personal SE passion (health, education, environment, development, poverty, inequality, gender, race/ethnicity, etc.) or to broaden their understanding of a variety of issues. Faculty in the Department of Business and Social Entrepreneurship can assist students interested in designing an 'impact track'.

- **ANT 215 Human Ecology**
- **ANT 277 Gender in the Middle East and North Africa**
- **ANT 360 Anthropology and the Environment**
- **BIO 105 Ecological Basis of Environmental Issues**

- **CMC 310 Media, Peace, and Justice**
- **CMC 320 Political Economy of Body and Food**
- **CMC 350 Topics in Media and Cultural Studies**
- **COM 340 Health Policy and Advocacy Communication**
- **COM 342 Health Behavior Change & Social Marketing**
- **COM 350 Global Health Communication**
- **EDU 271 School and Society**
- **EDU 280 Diversity in American Education**
- **EDU 347 Global Perspectives in Education**
- **EDU 385 Teaching Students with Special Needs**
- **ENV 205 The World at 7 Billion**
- **HIS 311 History of American Sexuality**
- **HIS 370 Race and Ethnicity in America**
- **PHI 308 Politics and Poverty**
- **POL 302 The Politics of Global Poverty**
- **POL 330 Peace and Conflict Studies**
- **POL 332 International Human Rights**
- **POL 333 Case Studies in Sustainable Development**
- **PSY 211 Social Psychology**
- **REL 228 Women and Religion**
- **REL 251 Religion and Popular Culture**
- **REL 300 Religion and the Body**
- **REL 351 Feasting and Fasting - Comparative Religious Experience and Food**
- **REL 251/351 Love, Eros and Religion**
- **SEB 325 Globalization and Gender**
- **SEB 397 Social Entrepreneurship & Business Internship**
- **SOC 211 Social Problems**
- **SOC 250 Sociology of Gender**
- **SOC 324 Women in Society**
- **SOC 343 Social Stratification**
- **SOC 345 Sociology of Gender**
- **SOC 355 Race and Ethnic Relations**
- **SOC 356 The State of Black America**
- **SOC 360 Poverty and Social Welfare**
- **WMS 205 Introduction to Women's Studies**

IMMERSION EXPERIENCE

All SEB majors are required to participate in one immersion experience. This requirement may be satisfied by participating in (a) a Rollins Immersion program, or (b) an approved international service learning experience (approved by the BSE department). Rollins Immersion exposes students to critical cultural, social, political and structural issues in the community through weekend and weeklong projects of civic and community engagement throughout the academic year. Rollins Immersion is rooted in the academic mission of Rollins to educate students for global citizenship and responsible leadership. Through direct community engagement, leadership development, multicultural education, discussion and pre/reflection activities students will be immersed in the big challenges and questions that face communities in the 21st Century. International service learning experiences also focus on social responsibility and enable students to practice 'global citizenship' while engaging in service in a different culture. Students should document their immersion experience, and may be required to provide supporting evidence or write an essay describing their experience.

*GLOBAL EXPERIENCE*

All SEB majors are required to have a global experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students may be required to document their global experience.

*RESIDENCY AND DISTRIBUTION*

SEB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins); at least one-half of all courses for the major at Rollins (no exemption for transfer students); half of all business core courses from the BUS curriculum (no exemptions for internal transfers); must take at least 16 semester hours that are not used to meet a general education or major requirement; and must take at least one-half of all courses for the major at the ***300-400 level***.

**SOCIAL ENTREPRENEURSHIP MINOR REQUIREMENTS**

The SEB minor requires six courses (24 credit hours), including five courses listed below plus one elective from the list of approved SEB electives (see above).

- **SEB 200 Social Entrepreneurship: Leading Change**
- **SEB 220 Global Development Challenges and Opportunities**
- **SEB 320 Strategies for Changemakers OR COM 331 Communication for Social Change**
- **SEB 340 Designing and Planning for Social Entrepreneurship**
- **SEB 345 Financing Social Entrepreneurship**

**Courses of Study**

**BUSINESS COURSES (BUS)**

**BUS 101 Business, Innovation, & Entrepreneurial Thinking (4 credit hours):** This course introduces the roles of business in society, the nature of entrepreneurship, and the the application of business concepts to creating economic wealth, improving individual opportunity, raising standards of living, increasing quality of life, accepting social responsibility, promoting ecological sustainability, and realizing political stability. You will learn the interdependency of creativity, innovation, entrepreneurial thinking, new venture creation and business management.

**BUS 135 Business Law and Ethics (4 credit hours):** This course introduces students to the legal and ethical environment of business. It will assist students in identifying and analyzing ethical issues in business, while giving students practical decision-making skills. Basic legal content such as contracts, torts, alternative dispute resolution, intellectual property, and employment law will be covered.

**BUS 215 Micro and Macro Economics (4 credit hours):** This course introduces economic theory and analysis as they apply to personal, entrepreneurial, and policy-related decision-making. We will discuss economic concepts used to describe, explain, evaluate, predict, and address key social, political,economic problems in many countries, highlighting the social impact of economic choices.

**BUS 230 Financial and Managerial Accounting (4 credit hours):** This course introduces theories and methods of using accounting systems information technology to solve problems and evaluate performance throughout the business lifecycle. The course explores the role of accounting in providing timely and accurate information for external reporting and to support managerial planning, control, and decision making. *Prerequisite:* ***BUS 101***.

**BUS 241 Business Analysis & Decision Making (4 credit hours):** This course introduces (1) the uses of information technology (MIS, Big Data) for data gathering, organization,analysis and (2) tools such as statistics, algorithms, and analytics for interpreting data and drawing conclusions. Areas covered

include basic research design, probability, statistics, information processing, decision support, and self-directed systems. *Prerequisite:* ***BUS 101***.

**BUS 310 Management and Organizational Behavior (4 credit hours):** Management is the process of understanding & motivating people to perform work to achieve objectives. Students focus on developing key competencies including responsible decision making, effective communication, leadership, broad global perspectives, understanding human motivation, setting objectives, and analytical problem solving. Using case studies, we will explore applications such as performance, project, crisis, and conflict management. *Prerequisite:* ***BUS 101*** *& junior status.*

**BUS 312 Responsible Business Leadership (4 credit hours)**: Focuses on understanding the mindsets of responsible leaders (commitments, vision, values, ethics, and philosophy); developing leadership skills, styles, strengths, and relationships; and using leadership to promote social responsibility, resolve conflicts, and overcome obstacles. *Prerequisite:* **BUS 101** & junior status.

**BUS 316 Critical Thinking and Problem Solving (4 credit hours):** Critical Thinking is the foundation for analytic decision making. Students will learn to frame problems, define objectives, recognize information needs, analyze fact, value, and policy issues, evaluate options, design creative solutions, and develop implementation plans. Using case studies, students will apply these skills to a variety of business problems. *Prerequisite:* ***BUS 310*** *& junior status.*

**BUS 317 Personal Finance (4 credit hours):** Personal Finance is the process of sourcing and using funds to achieve personal objectives. The course outlines a wide variety of financial instruments available for managing money. Applications include: personal financial statements, insurance, social security, investments, tax, retirement, estate planning, and personal financial planning as a profession. *Prerequisite: Junior status*.

**BUS 320 Entrepreneurial and Corporate Finance (4 credit hours):** Finance is the process of using funds to achieve business objectives. Entrepreneurial Finance focuses on the needs of new and growing organizations. Corporate Finance focuses on mature, on-going organizations. This course introduces theories, concepts and tools for financial planning, analysis, evaluation, and decision-making in for-profit, non-profit, and social enterprises. *Prerequisites:* ***BUS 215****,* ***BUS 230,*** *& junior status.*

**BUS 330 Entrepreneurial Marketing (4 credit hours):** This course examines the marketing entrepreneurship interface including opportunity recognition, taking and managing risks, innovation and value co-creation aimed at solving problems, whether for the customers in the marketplace or for people confronting complexities of social issues. Key concepts of situational-market analysis, segmentation, new product-solution development, pricing and channels of distribution and convention/digital communication strategies are integrated. Focuses on development of self, reflective practice, and skills for True Teamwork. *Prerequisite:* ***BUS 101*** *& junior status.*

**BUS 342 Human Resource Management (4 credit hours):** Human Resource Management (HRM) is the process of creating value (increased competitiveness, standards of living, and quality of life) through effective people management. This includes appropriate attitudes, competencies, roles and responsibilities, recruitment, selection, retention, training, compensation motivation, communication, employee relations, performance improvement, and evaluation. *Prerequisite:* ***BUS 310*** *& junior status.*

**BUS 348 Investments (4 credit hours):** Explores theories and techniques of investing, especially in the stock and bond markets. Highlights basic security analysis and portfolio management, as well as financial planning in a changing economic environment. *Prerequisite:* ***BUS*** **320** *& junior status.*

**BUS 350 Supply Chain Management (4 credit hours):** Operations Management is the integrated production and distribution of goods, services, and information (from acquisition of materials through production to distribution of products, services, and information). Applications include research & development, product design, project management, supply chain management, operations planning, organizing, control. *Prerequisites:* ***BUS 241****,* ***BUS*** **310**, *& junior status.*

**BUS 352 Project Management (4 credit hours):** This course involves the planning, organizing, implementing, evaluation, and utilization of resources to achieve a particular objective, according to a defined standard of quality, on a specific schedule, and within a budget. This course develops the critical thinking skills necessary to be effective in entry level project management positions. *Prerequisite:* ***BUS 310*** *& junior status.*

**BUS 354 High Performance Organizations (4 credit hours):** High Performance Organizations (HPO) are identified with consistently high levels of profitability, productivity, quality, ROI, customer loyalty (retention), and employee loyalty (retention). Using case studies students examine the corporate philosophies, enlightened policies, core competencies, and best practices which characterize HPOs. *Prerequisite:* ***BUS 310*** *& junior status.*

**BUS 369 Global Business: (4 credit hours):** Details strategies U.S. firms use to compete globally. Course will cover international competition, competitive advantage, international trade, international political economy, importing, exporting, licensing, foreign direct investment, and globalization. *Prerequisite:* ***BUS 101*** *& junior status.*

**BUS 375 Advertising Promotion (4 credit hours):** Advertising, promotion, publicity, public relations, direct selling, and personal selling are processes for communication with current and prospective customers. Using problems and cases this course examines the marketing communication process, message development, media selection, management of the process, and evaluation of communication effects on consumer behavior. *Prerequisite:* ***BUS*** **330** & junior status.

**BUS 390 Special Topics in Business (4 credit hours):** Course deals with significant economic, political, social, and ethical problems facing global businesses. Conducted as a seminar, discussions will be based on current journal articles. *Prerequisites: BUS major, junior/senior standing*.

**BUS 397 Business Internship (4 credit hours):** The Business Internship is designed to provide students with a carefully monitored work or service experiences in an approved business or community service organization. Students may choose internships from a list of opportunities generated by Career Services or they may seek approval of their own internships (within Rollins established guidelines). *Prerequisites:* ***BUS 310****,* ***BUS 320, BUS 330***, *& junior status*.

**BUS 398/399 Independent Research (4 credit hours)**. *Prerequisite: permission of department head*.

**BUS 400 Strategic Management (4 credit hours):** Taking a strategic approach to the challenges of managing the organization as a whole, this course examines the process of evaluating current performance, managing crises, recognizing trends issues, creating implementing evaluating strategies in light of organizational objectives and priorities. Based on case studies of businesses, nonprofits, and social enterprises, students will make several formal presentations focusing on situational analysis, formulation of objectives and strategies, implementation of action plans, and evaluation of results. *Prerequisite:* ***BUS 310, BUS 320, BUS 330,*** *& senior status*.

**SOCIAL ENTREPRENEURSHIP BUSINESS COURSES (SEB)**

**SEB 200 Social Entrepreneurship: Leading Change (4 credit hours):** Students will examine the historical and current movement of social entrepreneurship, and explore social entrepreneurship in the context of global and local social issues and personal motivational fit. Critical entrepreneurial skills will be enhanced, such as creativity, innovation, resilience, risk-taking, transformative communication, and teamwork.

**SEB 220 Global Development Challenges and Opportunities (4 credit hours):** This course explores various international development challenges (poverty, health, trade, education, etc.) and examines public, private, nongovernmental, and social enterprise strategies to address these problems around the world.

**SEB 320 Strategies for Changemakers (4 credit hours):** This course prepares students to be effective changemakers while they learn best practices of social innovation and entrepreneurship. Students learn how to identify contemporary issues and problems by studying social movements, researching the history of the issues, and analyzing strategies and systems. Students will participate in a community engagement component, where they will interact with local social entrepreneurs and mentors, and then build a tangible solution to a specific problem.

**SEB 325 Globalization and Gender (4 credit hours):** This course investigates how globalization interrelates with gender norms and socioeconomic outcomes. It considers economic, political and cultural processes of globalization while exploring topics such as the effects of globalization on labor markets, migration, inequality, and international finance from a gender-based perspective. The course examines the social and economic impacts of increasingly-mobile capital and culture on different groups of men, women, and households. *Prerequisite:* ***BUS 215*** or ***INB 233*** or ***ECO 203*****.**

**SEB 340 Designing and Planning for Social Entrepreneurship (4 credit hours):** This course examines and applies concepts of problem identification and problem solving, IDEO process, business model, eco-systems, design systems thinking and strategies for developing and pitching the plan. Students will develop and present a venture plan. *Prerequisites****: SEB 200*** and ***SEB 220*****.**

**SEB 345 Financing Social Entrepreneurship (4 credit hours):** This course introduces finance concepts in the context of social entrepreneurial decision making. We will examine various opportunities for funding social enterprises, including venture capital, venture philanthropy, and grants, and examine financial management dynamics. Students will learn about assessing and structuring investments in social enterprises; understand motivation for participating in such activities; build integrated financial projections as a part of a business plan; and explore how social impact is measured.

**SEB 390 Special Topics in Social Entrepreneurship Business (4 credit hours):** Course deals with significant economic, political, social, and ethical problems relating to social entrepreneurship and business. Conducted as a seminar, discussions will be based on current journal articles. *Prerequisites: BUS major, junior/senior standing.*

**SEB 397 Social Entrepreneurship and Business Internship (4 credit hours):** Social Entrepreneurship and Business internships are designed to provide students with a carefully monitored service experience in an approved business or community service organization. Students may choose internships from a list of SESi-designated opportunities generated by Career Services or they may seek approval for their own internships (within Rollins established guidelines). *Prerequisites: **BUS 310, BUS 320,*** and ***BUS 330.***

**SEB 398/399 Independent Study: SE Project (4 credit hours):** This will entail designing and completing a social entrepreneurship project of the students choosing, under guidance of a faculty member in the Department of Business and Social Entrepreneurship. *Prerequisites: **BUS 310, BUS 320, BUS 330,*** and ***SEB 340.***



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# Communication Studies

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
DEPARTMENT OF BUSINESS
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
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LATIN AMERICAN AND



## Communication Studies

Changes effective Fall Term 2015

*Bommelje* *Cavenaugh* *Garcia* *Gardner*

*Gournelos* *Hammonds* *Mesbah* *Morrison*

*Painter* *Planck* *Stone*

**DEPARTMENT OF COMMUNICATION MISSION STATEMENT**

We develop dynamic communicators who think critically, as well as speak, listen, and write effectively.

We strive to embody this mission in several ways. We encourage freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision-making skills fundamental to a civil society and a global community. We cultivate the communication skills necessary to fulfill human potential and contribute to the public well-being. Finally, we promote ethical communication that enhances human worth and dignity by fostering fairness, responsibility, and respect for self and others.

**COMMUNICATION STUDIES MAJOR**

Our unique and innovative curriculum in Communication Studies offers students an introduction to the field via required courses in topics, theories, and research methods central to Communication. Our majors select a concentration in one of three critical areas: Organizational Communication and Leadership, Public Relations, and Health Communication.

**MAJOR REQUIREMENTS**

Ten (10) courses are required: Seven (7) core courses and three (3) courses within a specific concentration.

CORE COURSES

- **COM 100 Introduction to Communication Studies**
- **COM 295 Research Methods in Communication**
- **COM 397 Internship** or **COM 400 Advanced Project in Communication Studies**
- **COM 480 Senior Seminar in Communication Studies**

Select three (3) of the following 200-level courses

- **COM 210 Public Speaking**
- **COM 220 Interpersonal Communication**
- **COM 230 Listening**
- **COM 240 Intercultural Communication**

CONCENTRATION COURSES

Select any three (3) courses within the specific concentration you choose. Possible courses for each concentration are listed below:

**ORGANIZATIONAL COMMUNICATION AND LEADERSHIP**

- **COM 301 Designing Effective Organizations**
- **COM 319 Leadership and Effective Communication**
- **COM 324 Self-Leadership and Communication**
- **COM 345 Leadership, Film, and Communication**
- **COM 421 Organizational Communication**

**PUBLIC RELATIONS**

- **COM 302 New Media and Public Relations**
- **COM 312 Persuasion**
- **COM 313 Mass Media and Society**
- **COM 318 Contemporary Public Relations**
- **COM 325 Communication Campaigns**
- **COM 351 Writing for Public Relations**
- **COM 418 Advanced Public Relations**

**HEALTH COMMUNICATION**

- **COM 310 Family Communication**
- **COM 325 Communication Campaigns**
- **COM 330 Health Communication**
- **COM 336 Communication Across the Lifespan**
- **COM 340 Health Policy and Advocacy Communication**
- **COM 355 Global Health Communication**

**MINOR REQUIREMENTS**

Five (5) courses are required: four (4) core courses and one (1) concentration course.

CORE COURSES

- **COM 100 Introduction to Communication Studies**
- **COM 295 Research Methods in Communication**

CARIBBEAN STUDIES
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MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
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Select two (2) of the following 200-level courses

- **COM 210 Public Speaking**
- **COM 220 Interpersonal Communication**
- **COM 230 Listening**
- **COM 240 Intercultural Communication**

ELECTIVES
One (1) course may be selected from the list of any of the Concentration courses.

## Course of Study

**COM 100 Introduction to Communication Studies**: Provides an overview of the history, practices, and key areas of research that inform the discipline of communication studies. Students will be introduced to the applied concentrations within the major and will develop an understanding of various research methods and theories relevant to the discipline of communication.

**COM 130 Event Planning and Communication**: Provides a comprehensive overview of elements and factors involved in the planning, production, and assessment of special events as well as the communication factors that dominate each phase of the process. Through a review of the literature, interaction with guest presenters, interviews with professionals including site visits, and a class produced half-day conference; students will learn both the components of a successful event and the required communication skills. *Prerequisite:* ***COM 100***

**COM 210 Public Speaking**: Explores research, organization, writing, delivery, and critical analysis of oral presentations.

**COM 220 Interpersonal Communication**: Explores dyadic communication with significant others in personal and career situations.

**COM 230 Listening**: Explores the art of listening and its importance in our personal and professional lives. Students learn to analyze, assess, and improve their own listening abilities.

**COM 240 Intercultural Communication**: Examines concepts, constructs, theories, and empirical research pertinent to communication within and between cultures, with primary foci on contexts and relationships.

**COM 295 Research Methods in Communication**: Introduces the fundamentals of communication research. Topics include the scientific method, quantitative and qualitative approaches, research ethics, hypothesis testing, measurement issues, survey design, data analysis, and more.

**COM 301 Designing Effective Organizations**: Explores strategic planning, management, organizational effectiveness, and organizational culture relevant to the design of effective organizations.

**COM 302 New Media and Public Relations**: Explores new media communication practices in Public Relations to deconstruct the communication and business impact of these techniques.

**COM 303 Communication Ethics**: Develops the cognitive flexibility required to appreciate, explore, dissect, and defend ethical arguments and behaviors within communication-related contexts.

**COM 310 Family Communication**: Explores communication within the family unit, specific family relationships, and elements inherent in relationships. Content is designed to improve specific communication skills and positively guide family communication behavior.

**COM 312 Persuasion Theory**: Examines persuasion at the intrapersonal, interpersonal, small group, organizational, and mass media levels. Based on an understanding and application of classical and contemporary empirical research, students design practical persuasive media.

**COM 313 Mass Media and Society**: Studies the impact of the media on the habits, customs, and thinking of our times. Students explore topics that include the relationships between mass media and society, social and ethical issues, and the media's role in the nation's history.

**COM 315 Topics in Communication Studies**: Provides intensive study with selected areas of communication studies. Topics for consideration are at the discretion of the instructor and will change with each course offering.

**COM 316 Training and Development**: Focuses on the role of communication in the training and development of human resources with a leadership and organizational focus.

**COM 318 Contemporary Public Relations**: Explores the study of public relations principles applied to organizations. This course examines the ways in which public relations theories and principles are applied to specific business situations.

**COM 319 Leadership and Effective Communication**: Studies leadership, leadership styles, and leadership effectiveness in organizations. Students explore the connection between leadership and organizational communication.

**COM 322 Computer Mediated Communication**: Addresses the study of the communication processes affected by our interactions with technologies. Students analyze the benefits and challenges that modern technology creates for effective human communication.

**COM 324 Self-Leadership and Communication**: Explores the many ways that self-leadership skills may be enhanced through effective communication principles, strategies, and techniques. Offered on a credit/no-credit basis only.

**COM 325 Communication Campaigns**: Introduces the planning, organizing, implementation, and evaluation of various educational, health, political, religious, and commercial campaigns. Communication campaigns are focused, large-scale efforts to exert social influence.

**COM 326 Small Group Communication and Leadership**: Examines communication, leadership, participation, and decision-making within groups and teams.

**COM 330 Health Communication**: Introduces theory and research on communication in health and illness contexts, focusing on how messages from interpersonal, organizational, and media sources affect health belief and behavior.

**COM 331 Communication and Social Change**: This course approaches the study of communication and social change through direct community engagement activities. It uses communication theories and practices to demonstrate how communication strategy can help individuals and organizations advocate for social change.

**COM 336 Communication Across the Lifespan**: This course adopts a communication perspective of development over the lifespan. We examine what it means to age, the impact of aging on relationships and organizations, and communication patterns in contexts impacting and involving older adults.

**COM 340 Health Policy and Advocacy Communication**: Introduces concepts, and strategies for policy changes to improve health, based on current health issues. Course will include situational analysis, communication strategies, and messaging to advocate for policies affecting health.

**COM 345 Leadership, Film, and Communication**: Initiates a thoughtful consideration of the nature of leadership as depicted in film. Film provides unique insights to investigate culture, character, and motive, to access meaning and significance through theoretical, analytic, and dialogic inquiry.

**COM 351 Writing for Public Relations**: Teaches students the basic principles of writing public relations materials for a diverse audience using diverse media. Students will practice gathering, organizing, and checking information to write a variety of PR documents.

**COM 355 Global Health Communication:** Introduces important issues and key concepts of communication in global health. Focus will be placed on determinants of health, the burden of disease, health disparities, risk factors, and communication strategies.

**COM 397 Internship:** Provides on-the-job experience. Students may choose internships from approved list provided by Career Services, or they may make own arrangements within established guidelines by Career Services.

**COM 398 Independent Project**: Offers an opportunity for specialized study and to encourage intellectual curiosity, initiative, and sustained effort. Independent Studies must be sponsored by a faculty member, and approved by an academic department. Proposal forms for Independent Studies are

available (in electronic form suitable for download) on the Student Records web site (r-net.rollins.edu/studentrecords).

**COM 400 Advanced Project in Communication Studies:** This course will give students an opportunity to develop advanced research skills necessary to design, execute, write, and present communication research in a particular area of interest identified by individual students. *Prerequisite: **COM 295** or consent of the instructor.*

**COM 412 Conflict and Communication**: Studies human behavior with particular attention to the role of conflict across various contexts (interpersonal relationships, group/team, organizational settings, and multi-cultural settings).

**COM 418 Advanced Public Relations**: Addresses the advanced study of the discipline of public relations. Students develop skills in written and oral communication, critical thinking, problem solving, research, and strategic planning. *Prerequisite*: ***COM 318*** or consent of the instructor.

**COM 421 Organizational Communication**: Analyzes the role and importance of communication in organizations with special emphasis on corporations, not-for-profit institutions, government agencies, and other structures in which people work.

**COM 480 Senior Seminar in Communication**: Provides an end-of-the-program opportunity for the advanced study of communication in multiple contexts. This capstone course is taken in the senior year by students majoring in Communication Studies/Organizational Communication. *Prerequisites: COM Majors Only; Senior Standing*.



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# Education

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BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
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HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## Education

Changes effective Spring Term 2015

*Brandon* *Fadool* *Hewit* *McLaughlin*

*Valiante* *Wellman* *Yu*

The Department of Education offers state-approved academic and field experiences that prepare students to enter the teaching profession. Program completers are eligible for professional teacher certification in the state of Florida.

Students can major in Elementary Education (grades K-6) or minor in Secondary Education (grades 6-12) by completing a selected major in the intended teaching area and the Secondary Education minor.

**ADMISSION TO AND COMPLETION OF THE TEACHER EDUCATION PROGRAM**

**Students must apply for admission to the Teacher Education Program as soon as they declare an Elementary Education major or a Secondary Education minor.** Students can find and file applications on the Department's website. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Florida requires that students have a passing score on the General Knowledge Test (GK) of the Florida Teacher Certification Exam (FTCE) to be admitted to any state-approved program.

All students completing a Florida state-approved teacher education program must pass all portions of the Florida Teacher Certification Exam (FTCE), including the General Knowledge, Professional Education and Subject Area Exams prior to graduation, and have an overall GPA of 2.5.

**Students must be admitted to the Teacher Education Program before enrolling in courses limited to majors and certification students.**

**MAJOR/MINOR REQUIREMENTS**

**All students completing Rollins' Florida state approved programs must take the equivalent of a college math course unless they have achieved a grade of C or higher in high school calculus. Students also need a course in U.S. History. Consult with an advisor in the Department of Education for assistance meeting these requirements.** Elementary Education majors and Secondary Education minors must complete **all** of the following:

- **foundation courses in professional education,**
- **elementary or secondary course sequence, and**
- **clinical experiences, including student teaching.**

FOUNDATION COURSES
Sociological Foundations

- **EDU 271 School and Society**
- **EDU 280 Diversity in American Education**

Psychological Foundations

- **EDU 272 Educational Psychology**

Curriculum

- **EDU 324 Curriculum and Educational Assessment for Diverse Learners**

**ELEMENTARY EDUCATION MAJOR**

- **RED 309 Fundamentals of Reading#**
- **EED 319 Integrated Arts in the Elementary School**
- **EED 363 Social Studies for Elementary Schools**
- **EED 364 Science for Elementary Schools**
- **EED 367 Health and Physical Education for Elementary Schools**
- **EED 368 Mathematics for Elementary Teachers: Content and Methods**
- **RED 369 Research Based Practices in Literacy Instruction#**
- **RED 371 Diagnosis of Reading Difficulties**
- **EDU 406 Instructional Strategies and Classroom Management in Diverse Elementary Schools***
- **RED 409 Differentiated Literacy and Content Area Instruction***
- **RED 409L Reading Field Experience***

***The * courses require concurrent registration: EDU 406, RED 409, and RED 409L.

#The # courses require concurrent registration: RED 309 and RED 369.

ELECTIVE COURSES:

- **EDU 310 Teaching in a 21st Century Classroom**
- **EDU 311 Teaching Writing Elementary Schools**
- **EDU 385 Teaching Children with Special Needs**

**SECONDARY EDUCATION MINOR**

Students who intend to teach in secondary or middle schools must complete a major in the intended teaching area. Only the following majors are appropriate for the Secondary Education minor.

*Biology* *French* *Physics* *Theatre Arts*

LATIN AMERICAN AND CARIBBEAN STUDIES
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MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
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*Chemistry* *Mathematics* *Social Science*

*English* *Music* *Spanish*

Certification in music and foreign languages covers grades K-12. Therefore, all music majors must enroll in ***EED 319 Integrated Arts for Elementary Schools,*** and all modern languages majors must enroll in ***EED 355 Teaching (Foreign Language) in the Elementary Schools.***

In addition, students must complete the following, required, three-course (13-semester-hour sequence):

- **EDU 335 Content Area Reading in Secondary Schools#**
- **EDU 407 Instructional Strategies and Classroom Management in Diverse Secondary Schools#**
- **EDU 417 Teaching (Particular Subject) in Secondary Schools***
- **EDU 417L Teaching (Particular Subject) in Secondary Schools: Lab***

The * courses require concurrent registration: EDU 417 and EDU 417L.

The # courses require concurrent registration: EDU 335 and EDU 407.

STUDENT TEACHING

All students seeking a major in Elementary Education or a minor in Secondary Education must complete a teaching internship in the area of certification. Graded on a credit/no-credit basis, Student Teaching involves working full time for fifteen (15) weeks in an approved area school. Students are not permitted to take additional coursework during the student teaching semester and are discouraged from working beyond student teaching.

Juniors may apply for Student Teaching only after meeting the following requirements:

- passing score on the General Knowledge (GK) and Professional Education (PED) sections of the Florida Teacher Certification Exam (FTCE)
- completion of prerequisites for ***EDU 490*** or ***491,*** Student Teaching , and
- overall GPA of 2.5.

Undergraduates must submit applications for Student Teaching to the Director of Field Internships by **February 20 for fall placement** or **September 20 for spring placement**

After approval for Student Teaching, seniors enroll in the following courses concurrently.

- **EDU 490 Student Teaching: Elementary OR EDU 491 Student Teaching: Secondary (14 credits)**
- **EDU 470 Classroom Management (4 credits)**

Anyone not approved for Student Teaching has the right to appeal to the Education Review Committee. In exceptional cases when a student needs to take a course during student teaching, the student must submit a written appeal explaining the circumstances. This appeal must be submitted to the Director of Field Internships at the same time as the student teaching application.

All Elementary Education majors and Secondary Education minors in English (6-12) must successfully complete the coursework required for the Florida English for Speakers of Other Languages (ESOL) endorsement. Coursework for Elementary Education majors includes ***EDU 271***, ***EDU 280***, ***EDU 324***, ***EDU 406***, ***RED 409***, ***RED 409L, and EDU 490***. Coursework for Secondary Education minors in English (6-12) includes ***EDU 271***, ***EDU 280***, ***EDU 324***, ***EDU 335***, ***EDU 407, EDU 417, EDU 417L, and EDU 491***. These courses are part of the already existing state approved teacher certification programs in Elementary Education and Secondary Education.

## Course of Study

**EDU 100 Contemporary Issues in Education**: Introduces school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and policy controversies. Suitable for nonmajors. Open to first-year students only.

**EDU 210 Sport Psychology**: Examines the primary psychological constructs related to performance in sport and athletic settings including motivation, performance anxiety, confidence, and achievement goals. Focuses on both theoretical and practical understanding of sport psychology, as well as the ability to apply these ideas across athletic situations.

**EDU 264 Introduction to Educational Technology**: Introduces students to basic technology currently used in elementary classrooms and provides instruction in the use of Windows, E-mail, Excel, PowerPoint, Netscape Composer, electronic portfolios, and the Internet as a research tool. The role of these tools in enhancing student learning and teacher productivity is addressed.

**EDU 271 School and Society**: Chronicles social, political, economic, and historical background of contemporary American school system. Demonstrates how social forces have shaped curriculum, organization, and purposes of formal education. ESOL infused course.

**EDU 272 Educational Psychology**: Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on motivation, perception, personality, intelligence, and learning.

**EDU 280 Diversity in American Education**: Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. ESOL specific course.

**EDU 285 High School Sports: Contemporary Issues:** Examines current issues in American sports emphasizing issues affecting public and private secondary schools. Topics include: gender equity, substance abuse (drugs, alcohol, and tobacco), faculty and academic concerns, the media, risk management, ethnicity, and other relevant issues and problems affecting school sports programs.

**EDU 310 Teaching in a 21st Century Classroom**: Offers students a first-hand study of the components of a 21st Century classroom. They will learn about cutting edge techniques, software, hardware, and learning styles of today's digital native.

**EDU 311 Teaching Writing in Elementary Schools:** Students will learn about the nature of the writing process and how to develop learning activities, where the development of good writing will be facilitated among elementary students. Prerequisite: junior or senior standing.

**EDU 324 Curriculum and Educational Assessment for Diverse Learners:** Study of the relationship of curriculum approaches to contemporary issues in school program design and instruction. Encourages cross-cultural awareness, language development, and academic progress of all students. ESOL Specific Course.

**EDU 330 Counseling in Schools:** Familiarizes students with values, myths, and realities of school counseling programs in U.S. elementary and secondary schools. Explores personal decision making, career and academic concerns, and social responsibilities.

**EDU 335 Content Area Reading in Secondary Schools:** Prepares teachers in content areas with tools required to assist students with reading skills. Pre-service teachers will learn strategies to improve vocabulary, reading comprehension, and writing skills, enabling students to better learn content materials. Prerequisites: Secondary Education minors; Co-requisite: EDU 407. ESOL infused course.

**EDU 358 Strategies for Classroom Management:** Teaches prevention or solution of problems through management of classroom, children, and curriculum. Reviews techniques to move children from external to internal control.

**EDU 385 Teaching Children with Special Needs:** Emphasizes useful strategies for teaching special populations, including students with learning disabilities, mental disabilities, emotional disabilities, physical disabilities, sensory disabilities, communication disabilities, and giftedness. Includes field component.

**EDU 406 Instructional Strategies and Classroom Management:** Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. Prerequisites: admission to Elementary Education major; EDU 271 or EDU 272. Corequisite: RED 409, RED 409L. ESOL infused course.

**EDU 407 Instructional Strategies and Classroom Management in Diverse Secondary Schools:** Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. **Includes teaching field experience**. Prerequisites: admission to Secondary Education minor; Co-requisite: EDU 335. ESOL infused course. Prerequisite: Passing scores on the General Knowledge (GK) test of the Florida Teacher Certification Exam.

**EDU 417 Teaching (Particular Subject) in Secondary Schools:** Explores selection, evaluation, and use of instructional materials to adapt college major to secondary school. Prerequisites: Secondary Education minor. Corequisite: EDU 417L. ESOL infused course. Prerequisite: Passing scores on the General Knowledge (GK) test of the Florida Teacher Certification Exam.

**EDU 417L Teaching (Particular Subject) in Middle and Secondary School Lab**: Requires preinternship field experience of at least four hours weekly in middle and secondary school. Corequsite: EDU 417.

**EDU 444 Educational Statistics, Tests, and Measurements**: Focuses on the basic concepts of educational statistics with applications to the theories of tests and measurements. Topics include descriptive statistics, inferential statistics, correlation and prediction, and test theory.

**EDU 470 Classroom Management**: Survey course taken during the student teaching semester. Prepares future teachers in the planning of instruction, organization of classrooms, and the management of student learning and conduct. Examines topics pertaining to teaching such as child abuse, assessments, and job-hunting skills. The ETEP portfolio based on the Florida Educator Accomplished Practices must be completed during this course. Prerequisites: All required courses. Corequisite: EDU 490 or EDU 491.

**EDU 490 Student Teaching -- Elementary:** Provides full-time experience integrating and applying skills in approved local school under direction of master teacher. Prerequisites: all Elementary Education major requirements. Corequisite: EDU 470.

**EDU 491 Student Teaching -- Secondary:** Provides full-time experience integrating and applying skills in approved local school under direction of master teacher. Prerequisites: all Secondary Education minor requirements. Corequisite: EDU 470.

**EDU 496B Leadership Skills:** Evaluates effects of leadership styles on organizational climate and productivity.

**RED 309 Fundamentals of Reading:** Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores basic phonics instruction, reading programs in use, nature of reading and writing processes, and balanced approach to reading instruction. Prerequisite: Passing scores on the General Knowledge (GK) test of the Florida Teacher Certification Exam. Corequisite: RED 369

**RED 371 Diagnosis of Reading Difficulties:** Covers administration and interpretation of reading tests and acquisition of the knowledge to plan appropriate strategies to provide optimum growth in students' reading abilities. Includes 25 hours of field experience. Prerequisite: Elementary Education major. Prerequisite: RED 309 and passing scores on the General Knowledge (GK) test of the Florida Teacher Certification Exam.

**RED 409 Differentiated Literacy and Content Area Instruction:** Presents methods for teaching reading, writing, and language in a constructivist, balanced, reading classroom. Prerequisites: Elementary Education major, junior standing, RED 309, and RED 371. Corequisite: EDU 406, RED 409L. ESOL infused course.

**RED 409L Reading Field Experience:** Both EDU 406 Teaching and Learning in Diverse Elementary Schools and EDU 409 Literacy and Content Area Instruction require an extensive field component. Students will spend approximately 100 hours teaching reading and content area reading in an assigned elementary school. Corequisites: EDU 406 and RED 409. ESOL infused course.

**ELEMENTARY EDUCATION METHODS**

**EED 319 Integrated Arts in the Elementary School:** Provides the student with the knowledge, skills, and dispositions to integrate arts into the education of elementary school children in ways that will enrich and enliven the educational experience for all.

**EED 355 Teaching (Foreign Language) in the Elementary Schools:** Required for all students seeking foreign language certification.

**EED 363 Social Studies for Elementary Schools:** Delves into foundations for social studies, exploring human experience, environmental studies (including conservation), teaching strategies for inquiry learning, problem solving, and concept development. Prerequisite: Elementary Education major.

**EED 364 Science for Elementary Schools:** Stresses major concepts and processes of science: process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in today's society. Prerequisite: Elementary Education major.

**EED 367 Health and Physical Education for Elementary Schools:** Discusses methods for physical activities for children, concepts and materials of health education, and values underlying programs of personal fitness for children. Prerequisite: Elementary Education major.

**EED 368 Mathematics for Elementary Teachers: Content, and Methods:** Combines mathematical content and teaching methods based on NCTM Standards. Emphasizes problem solving while covering numeration, measurement, geometry, statistics and probability, and number operations. Prerequisites: Elementary Education major.

**RED 369 Research-based Practices in Literacy Instruction:** Teacher candidates will scaffold student learning by applying comprehensive instructional practices integrating the six components of reading. Teacher candidates will review recent research with an emphasis on techniques used to implement literature and writing experiences across the elementary school curriculum. Corequisite: RED 309.

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Human Resources
Information Technology
Residential Life

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# International Business

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## International Business

Changes effective Fall Term 2015

*Alon, A.* *Alon, I.* *Boulanger* *Fetscherin*

*Kodzi* *Kupetz* *Lairson* *Lewin*

*Perri* *Pronobis* *Sardy*

The International Business major is grounded in the Rollins' commitment to educate students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The International Business Department (INB) offers a major in International Business, a minor in International Business, a minor in Sustainable Development (in cooperation with Environmental Studies) and two dual degree programs. In the 3+2 program in cooperation with the Crummer Graduate School of Business students earn a B.A. and MBA in 5 years. The 2+2 international program offers students an opportunity to earn in 4 years a B.A. from Rollins and a B.S. from Reutlingen University in Germany.

Now that the business world is interconnected globally, students need more than a traditional business degree to compete. Students studying International Business will find a challenging curriculum integrating basic business skills with emphasis on international economics, politics, area, cultural studies and languages. Their classroom experience is enhanced by participation in an international experience and completing a globally focused business internship.

**MAJOR REQUIREMENTS**

Requirements for the International Business major are: 16 courses, including eight (8) core International Business courses, an international business internship, two (2) International Business electives, five (5) foreign language and area studies courses, and an international experience.

**RESIDENCY AND DISTRIBUTION**

INB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins). INB200 and all 300 & 400 level courses in the major must be taken in INB department.

**INTERNATIONAL BUSINESS CORE COURSES**

- **INB 200 Introduction to International Business**
- **INB 230 International Financial and Managerial Accounting**
- **INB 233/ECO 233 Economics for International Business**
- **INB 236 Statistics for International Business**
- **INB 337 International Marketing Management**
- **INB 365 International Operations & MIS**
- **INB 372 International Financial Management**
- **INB 397 International Business Internship**
- **INB 450 Global Business Strategy**

**INTERNATIONAL BUSINESS ELECTIVES**

Students may satisfy this requirement by taking at least two (2) of the following courses; at least one (1) must be at the ***300-400 level***.

- **INB 201 Technology and Global Business**
- **INB 214 Global Business of Sport**
- **INB 215 The Global Entertainment Business**
- **INB 225 Sustainable Business Practices**
- **INB 290 Special Topics in International Business**
- **INB 302 Green & Social Marketing**
- **INB 300 International Business Operations**
- **INB 311 Asian Business Environment**
- **INB 313 Australian Business Environment**
- **INB 315 Business and Economic Development in Modern China**
- **INB 320 Global Development: Challenges & Opportunities**
- **INB 338 Global Consumer Behavior**
- **INB 342 International Human Resource Management**
- **INB 345 International Management & Leadership**
- **INB 347 International Advertising**
- **INB 350 Managing Information Systems**
- **INB 363 Global e-Business**
- **INB 373 International Investments**
- **INB 374 Computational Finance**
- **INB 377 International Real Estate**
- **INB 380 Global Brand Management**
- **INB 385 Global Franchising**
- **INB 390 Special Topics in International Business**

**INTERNATIONAL BUSINESS INTERNSHIP**

INB majors are required to complete an internship (INB 397). INB majors may satisfy this requirement by (a) participating in a Rollins International Internship program (e.g., London, Spain, Costa Rica, China, and Australia), (b) a summer internship abroad, or (c) a local internship with a reflection paper on some aspect of international business. Students register for internships through the Office of Career Services.

**INTERNATIONAL EXPERIENCE**

INB majors are required to have a direct international experience. This requirement may be satisfied by (a) participating in a Rollins semester abroad

CARIBBEAN STUDIES
MARINE BIOLOGY
MATHEMATICS
MODERN LANGUAGES AND LITERATURES
MUSIC
NEUROSCIENCE
PHILOSOPHY AND RELIGION
PHYSICS
PHYSICAL EDUCATION
POLITICAL SCIENCE
PSYCHOLOGY
SEXUALITY, WOMEN'S, AND GENDER STUDIES
SOCIOLOGY
SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
THEATRE ARTS AND DANCE
PUBLIC POLICY AND POLITICAL ECONOMY
CULTURAL ANTHROPOLOGY

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program, (b) participating in an INB approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students should document their international experience and provide supporting evidence and an essay describing their experience. The department chair will determine whether or not the international experience satisfies the requirements for the INB major.

**LANGUAGE and AREA STUDIES (5 courses):** Proficiency in English and at least one (1) modern foreign language are essential for a successful career in international business. To accommodate students with different learning styles and needs, the foreign language and area studies requirement of five courses may be satisfied in a number of ways. Choose **one** (1) of the following:

1. Students can compete five (5) courses in language/area studies, with at least one language at the 300 level and at least one area studies course at the 300 level.
2. Students may satisfy this requirement by declaring and completing one (1) of the following majors/minors: French, German, Russian, Spanish.
3. Students may satisfy this requirement by declaring and completing one (1) of the following majors/minors: Asian Studies, Australian Studies, Latin American and Caribbean Studies, Middle Eastern & North African Studies, and Sustainable Development as long as INB language requirement of at least one (1) language course at 300 level is satisfied. Department of Modern Languages at Rollins offers 300 level courses in Chinese, French, German, Russian, and Spanish.
4. The foreign language requirement may be waived by demonstrating 'native proficiency' in a modern foreign language as determined by the Rollins College Department of Modern Languages and Literatures or by passing a standardized test administered by the ACTFL Testing Office. Contact INB Department Chair for more information.

Receiving a foreign language waiver does not reduce the total number of courses required for the International Business major. Students receiving such a waiver are required to take five (5) area studies or other language courses with at least two (2) at the 300-400 level.

Language and Area Studies Courses

- All courses offered at the 200 level and above by the Department of Modern Languages, including CHN, EUR, FRN, GMN, HBR, JPN, RSN, & SPN courses count as area studies or language

Additional Area Studies Courses

- **ANT 201 Cultures of the Caribbean**
- **ANT 207 Anthropology of Modern Africa**
- **ANT 233 Indian Ocean in Antiquity**
- **ANT 234 Archaeology of South Asia**
- **ANT 252 Cultures of China**
- **ANT 254 Cultures of Japan**
- **ANT 255 Middle East Culture**
- **ANT 259 Contemporary Middle East and North Africa**
- **ANT 277 Gender in the Middle East and North Africa**
- **ANT/GBH 310 Introduction to Global Health**
- **ARH 204 Introduction to African Art**
- **ARH 205 Introduction to Art beyond the West**
- **ARH 275 The Art of African Textiles, Dress, and Fashion**
- **ARH 304 African Art and Colonialism**
- **AUS 262 The Australian Economic and Political Systems**
- **COM 306 Intercultural Communication**
- **ECO 254 The Latin American Economics**
- **ECO 307 International Economics**
- **ECO 308 European Emerging Markets**
- **ECO 310 International Finance**
- **ECO 323 Political Economy of Chinese Development**
- **ECO 327 Comparative Economic Systems**
- **ECO 336 Gender Issues in Latin American Development**
- **ECO 351 Economic Development**
- **ENG 209 Introduction to Professional Writing**
- **ENV 206 Caribbean Environmental History**
- **ENV 292 Political Economy of Environmental Issues**
- **ENV 365 Environment and Development in Central America**
- **HIS 250 Modern Japan**
- **HIS 261 Modern China**
- **HIS 263 East Asia in Modern Times**
- **HIS 320 Mexico-U.S. Relations**
- **HIS 322 Modern Mexican History**
- **HIS 323 Modern Latin American History**
- **HIS 361 Contemporary China**
- **LAC 200 Foundations of Latin American Culture and Society**
- **LAC 400 Seminar in Latin American and Caribbean Studies**
- **MUS 360 Music in the Global Environment**
- **POL 302 Global Poverty**
- **POL 304 Middle East Politics**
- **POL 306 Muslims in Western Politics**
- **POL 309 Global Democratization**
- **POL 312 Problems of Latin America**
- **POL 317 U.S. and Latin America in World Politics**
- **POL 319 U.S. China Relations**
- **POL 321 The Politics of Latin America**
- **POL 331 International Political Economy**
- **POL 332 International Human Rights**
- **POL 334 Political Economy of Japan**
- **POL 352 International Law**
- **POL 353 Foreign Policy of the U.S.**
- **POL 384 East Asian Politics**
- **POL 385 Politics and Society in Contemporary China**
- **REL 217 Jewish Life and Thought**
- **REL 218 Christianity: Thought and Practice**
- **REL 219 Islam: Religion and Society**
- **REL 230 Buddhism: Theory and Practice**

Please see your advisor for additional courses that may be offered.

**MINOR REQUIREMENTS**

Requirements for the International Business minor are the following seven (7) courses.

- **INB 200 Introduction to International Business**

- **INB 230 International Financial and Managerial Accounting**
- **INB 233/ECO 233 Economics for International Business**
- **INB 236 Statistics for International Business**
- **INB 337 International Marketing Management**
- **INB 365 International Operations & MIS**
- **INB 372 International Financial Management**

The International Business minor is open to any student. The minor can be combined with any major (exceptions = Business; Social Entrepreneurship & Business; or International Business) to give the student a better understanding of the role of business in today's world, current knowledge of international business, and career related skills.

**Course of Study**

**INB 101 Controversial Issues in International Business:** Examines current issues in international business (such as wealth, progress, poverty, income inequity, economic development, social responsibility, cultural sensitivity, corruption, ecological efficiency, sustainable development, and worker exploitation) from a variety of perspectives. Students will learn to analyze fact, value, and policy issues using a variety of critical thinking tools.

**INB 102 Meaningful Life and Productive Career:** Explores personal values and career options in international business and explores the constructs of a meaningful life. Teaches skills necessary to manage career trajectory over a lifetime of changes.

**INB 200 Introduction to International Business:** Introduces basic concepts and examines key forces impacting international business. Examines global, political, economic, cultural, legal, demographic, geographic, and historical processes to understand how the world economy functions. Discusses international institutions, country market evaluations, foreign direct investment, the multinational company and its functions (organizational behavior, finance, marketing, operations), as well as the ethical environment of global business.

**INB 201 Technology and Global Business:** Examines technologies important to the competitive operations of global businesses. Technologies such as business software applications, Internet, multimedia, videogames, databases, web services, wireless, and global telecommunications will be understood in relation to their effect on global business.

**INB 214 Global Business of Sport:** Creates awareness of the magnitude of global expansion and development of sport, and provides familiarity with the principal "players" (firms and organizations) on the global scene, major issues in global sports, and business opportunities that are created internationally. Underlying focus on contrasts between the U.S. sport industry and foreign markets.

**INB 215 The Global Entertainment Business:** Introduces students to the business side of the multifaceted world of entertainment, including the areas of film, theater, music, and theme parks. Covers the economics, finance, management, and marketing of the industry in addition to current business issues. There may be periodic visits from industry professionals.

**INB 225 Sustainable Business Practices:** Recognizing the need to manage natural resources more responsibly, international firms have adopted sustainable strategies for resource acquisition and use (known as "Green Management"). Using case studies, this course explores such strategies from a managerial perspective.

**INB 230 International Financial and Managerial Accounting:** User-based accounting course for students who will become tomorrow's managers, investors, and other business stakeholders. The course surveys international financial and managerial accounting topics emphasizing the analysis of financial statements and managerial decision techniques. *Prerequisite*: ***INB 200***.

**INB 233/ECO 233 Economics for International Business**: Introduces micro and macro-economic theory and research as they apply to international business. Examines the economic tools and concepts used to explain, evaluate, predict, and address key problems in international business. *Prerequisite*: ***INB 200***.

**INB 236 Statistics for International Business:** Covers many areas of basic statistics with applications to international business. Covers descriptive statistics, probability, and inferential statistics. Includes measures of central tendency, dispersion, skewness, probability distributions, interval estimation, hypothesis testing, correlation, regression, and multiple regression. *Prerequisite*: ***INB 200***.

**INB 268 International Social Entrepreneurship**: Introduces students to the different types of socially entrepreneurial businesses. Covers modes of entry, how to develop entrepreneurial organizations and how to sustain a business that does well while doing good.

**INB 290 Special Topics in International Business**: Deals with significant economic, political, social, and ethical problems facing global businesses. Conducted as a seminar with discussion based on current journal articles. *Prerequisite*: ***INB 200***.

**INB 300 International Business Operations:** The day-to-day creation of value occurs through the integrated production and distribution of goods, services, and information (from acquisition of materials through production to distribution of products, services, and information). Discusses all major international business functions. *Prerequisites:* ***INB 200*** and ***INB 230.***

**INB 311 Asian Business Environment**: Examines the nature and development of capitalism in Asia and the problems and issues involved in conducting business in Asia. Uses case studies to investigate how differences in cultures and business practices affect international business; special institutions in Asia; entry strategies by transnational firms; the differences in economic and political circumstances across Asia; and future economic prospects for Asia. *Prerequisites*: ***INB 200*** or **junior standing**.

**INB 313 Australian Business Environment**: Collaborative learning seminar exploring the unique aspects of Australia's free enterprise system. Addresses key aspects of the Australian business environment, Australia's competitive situation, issues currently confronting Australia, and the future of the Australian business system. *Prerequisites*: ***INB 200*** or **junior standing**.

**INB 315 Business and Economic Development in Modern China**: Acquaints students with the issues, problems, and challenges to successfully conduct business, make investment decisions, and/or pursue management careers across national borders in general and in China in particular. *Prerequisite:* ***INB 200.***

**INB 320 Global Development: Challenges & Opportunities.** Explores theories, measurement, and various dimensions of economic development, scrutinizes key challenges faced by developing countries, and examines public, private, and non-governmental strategies to address these problems. *Prerequisite:* ***INB 233***

**INB 336 Advanced Business Statistics**: Hands-on, applied statistics course focusing on statistical decision making. Emphasis is placed on regressions analysis (inference, multiple regression, diagnostics, logistic regression). Extensions are made to time series analysis and forecasting. Other topics covered will include design of experiments, risk analysis, and introduction to data mining, depending on the needs of enrolled students. *Prerequisite*: **INB 236**.

**INB 337 International Marketing Management**: Examines strategic marketing and market entry decisions in the context of dynamic global, regional, and country market forces. Emphasizes how international marketers standardize and adapt product/service, pricing, channel, and communication strategies to meet target market needs and company objectives. Students will develop a comprehensive international marketing plan for a specified product or service. *Prerequisites*: ***INB 233, INB 236.***

**INB 338 Global Consumer Behavior**: Explores, compares, and applies diverse perspectives to interdisciplinary and multicultural study of consumer behavior. Emphasizes analysis and design of effective marketing strategies to foster and fulfill target market demand across international borders. *Prerequisites*: ***INB 233, INB 236.***

**INB 342 International Human Resource Management**: Examines approaches to human resource management (HRM) and implications for competitiveness, standards of living, and quality of life. Topics include competitive advantages, core competencies, HR roles and responsibilities, employee rights, employee relations, employee performance, motivation, communication, recruitment, selection, retention, training, compensation, and evaluation. Taught from a comparative HRM perspective using a variety of case studies. *Prerequisite:* ***INB 200*****.**

**INB 345 International Management & Leadership**: A study of international management theories, concepts, and applications. Focuses on managing international projects and the individual, group, and organizational dynamics involved in managing international project teams. Addresses the creation of

value through the integrated management of people, information, structures, operations, and relationships. *Prerequisites*: ***INB 233, INB 236.***

**INB 347 International Advertising**: Examines international marketing communication, advertising, publicity, and promotion. Considers management of the process and effects on consumer behavior. Focuses on current issues in international marketing communications. *Prerequisites*: ***INB 233, INB 236.***

**INB 350 Managing Information Systems**: The combination of powerful technology developments and global business opportunities has led to the creation of new organizational forms and new challenges in managing them. We call these new organizational forms, "the digital firm," to emphasize that every aspect of the firm is touched and potentially transformed by technology and systems like the internet, mobile phones, or Skype. This course includes topics such as why IT/IS matters, how they can provide a competitive advantage to firms, data and knowledge management, internet and security, electronic commerce, intra- and extranets, enterprise systems and information systems ethics and computer crime. *Prerequisites*: ***INB 233, INB 236.***

**INB 363 Global e-Business**: Examines the development of and future prospects for electronic business. Focuses on the technology of e-business and the business models and strategies adopted by firms for the "new economy." Emphasis is given to detailed case studies of a variety of firms, global e-commerce, marketing, supply chains, networks, innovation, customer relationship management, and future developments in e-commerce. *Prerequisites:* ***INB 233, INB 236.***

**INB 365 International Operations & MIS**: Examines the competitive transformation of an organization's inputs into the products and services that customers value. The focus is on achieving the optimal configuration of production and information systems that different organizations need to be successful in an international context. *Prerequisites*: ***INB 233, INB 236.***

**INB 366 Global Impact Investing:** Introduces students to a spectrum of global impact investing; philanthropic, social entrepreneurs and large firms. Methods of assessing impact will give students hands on experience with impact investing.

**INB 367 International Financial Statement Analysis**: Introduces students to the different types of financial statement analysis across borders. Covers ways of analyzing these statements to better understand the operations of the firm. *Prerequisite:* ***INB 230***.

**INB 372 International Financial Management:** Introduces theory and practice of international finance. Topics include global monetary system, international currency exchanges, capital mobility, central banks, and financial aspects of international trade theory, foreign direct investments, regional economic integration, and specialized institutions (i.e., International Monetary Fund -- IMF). *Prerequisites*: ***INB 230; INB 233, INB 236.***

**INB 373 International Investments**: Exposes students to theory and techniques used for solving many different investment problems. Problem solving skills will involve spreadsheet modeling, portfolio, asset, and derivative analysis in a global environment. *Prerequisite*: ***INB 233, INB 236.***

**INB 374 Computational Finance**: Exposes students to theory and methods used for solving many different problems in areas of finance and investments. Problem solving skills will involve spreadsheet modeling and elements of visual basic programming. *Prerequisite*: ***INB 230***.

**INB 375 International Alternative Investments**: How art, wine, stamps, coins, musical instruments, collectibles and funds of such emotional assets have performed in terms of risk, return profile, and correlations with other asset classes. *Prerequisites*: ***INB 233***, ***INB 236***, or equivalent.

**INB 376 International Supply Chain Management**: Provides in-depth coverage of supply chain management - from inventory and sourcing, through logitics, sustainability, and supply management models. Students will understand several aspects of global sourcing in the context of competition across the extended enterprise. Students will acquire the tools for negotiating under uncertainty in ways that align incentives across the supply chain. *Prerequisite*: **INB 365**.

**INB 377 International Real Estate**: From a value perspective the course addresses significant economic, financial, social, and ethical problems in global real estate. We investigate investment opportunities including commercial and residential development, financing, operations, and ownership. *Prerequisites:* ***INB 230, INB 233***.

**INB 380 Global Brand Management**: Brand management is organized around the product and management decisions that must be made to build, measure, and manage brand equity. Objectives are: 1) to increase understanding of the important issues in planning and evaluating brand strategies and 2) to provide the appropriate theories, models, and research tools to make better branding decisions. Course covers the role of brands, the concepts of brand equity, ways to build and measure brand equity, and how to implement a brand measurement system. *Prerequisites:* ***INB 233, INB 236.***

**INB 385 Global Franchising**: Examines franchising from both macro- country/society -- and micro- franchisor/franchisee -- perspectives, including the franchising decision, international, master, and micro franchising; and rules of globalization and culture in franchising. *Prerequisite:* ***INB 200***.

**INB 390 Special Topics in International Business**: Deals with significant economic, political, social, and ethical problems facing global businesses. Conducted as a seminar with discussion based on current journal articles. *Prerequisites*: ***INB 200*** and **junior standing**.

**INB 397 International Business Internship**: Designed to provide students with carefully monitored work or service experience in international business environments. Students may choose internships from a list of opportunities generated by Career Services or they may develop their own internships (within College guidelines). *Prerequisites*: ***Completed one 300 level INB core course***.

**INB 450 Global Business Strategy**: Examines the process, problems, and consequences of creating, implementing, and evaluating business strategy on a global scale. Discusses how the political, economic, social, technological, ecological, and legal environments affect the business functions, including finance/accounting, marketing, human resources/organizational behavior, and ethical behaviors of the company. The course will attempt to use experiential learning, including case studies, simulations and/or "live cases" and engage students in formal presentations, situational analysis, formulation of objectives and strategies, implementation of action plans, and evaluation of results. *Prerequisites*: ***INB 337, INB 365, INB 372***.




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# Africa / African American Studies Minor Map

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## Africa/African American Studies Map

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# American Studies Major/Minor Maps

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## American Studies Maps

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# Anthropology Major/Minor Maps

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## Anthropology Maps

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- PHILOSOPHY AND RELIGION MAJOR/MINOR MAPS
- PHYSICS MAJOR/MINOR MAPS
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- THEATRE MAJOR/MINOR MAPS
- WOMEN'S STUDIES MINOR MAP
- WRITING MINOR MAP
- PUBLIC POILCY MAJOR MAP
- CULTURAL ANTHROPOLOGY MINOR MAP


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# Art and Art History Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
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ARCHAEOLOGY MINOR MAP
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ASIAN STUDIES MAJOR/MINOR MAPS
AUSTRALIAN STUDIES MINOR MAP
BIOCHEMISTRY - MOLECULAR BIOLOGY MAP
BIOLOGY MAJOR/MINOR MAPS
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FILM STUDIES MINOR MAP
GLOBAL HEALTH MINOR MAP
HISTORY MAJOR/MINOR MAPS
INTERNATIONAL BUSINESS MAJOR/MINOR MAPS
INTERNATIONAL RELATIONS MAJOR MAPS



## Art and Art History Maps

- Studio Art Major Map (effective Fall 2013)
- Studio Art Major Map (effective Fall 2009)
- Studio Art Minor Map
- Art History Major Map (class of 2014 and 2015: class of 2015 may opt for newer major map)
- Art History Major Map (class of 2016 and beyond)
- Art History Minor Map

- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
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# Asian Studies Major/Minor Maps

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INTERNATIONAL RELATIONS MAJOR MAPS



## Asian Studies Maps

- Asian Studies Major Map
- Asian Studies Minor Map

- JEWISH STUDIES MINOR MAP
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# Australian Studies Minor Map

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ARCHAEOLOGY MINOR MAP
ART AND ART HISTORY MAJOR/MINOR MAPS
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INTERNATIONAL RELATIONS MAJOR MAPS



## Australian Studies Map

- Australian Studies Minor Map

- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
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# Biochemistry - Molecular Biology Map

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## Biochemistry - Molecular Biology Map

- Biochemistry - Molecular Biology Map

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# Biology Major/Minor Maps

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## Biology Maps

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# Chemistry Major/Minor Maps

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## Chemistry Maps

- Chemistry Major Map
- Chemistry Minor Map

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# Classical Studies Major/Minor Maps

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## Classical Studies Maps

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# Computer Science Major/Minor Maps

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INTERNATIONAL RELATIONS MAJOR MAPS



## Computer Science Maps

- Computer Science Major Map
- Computer Science Minor Map

- Computer Science Major Map - Fall 2015
- Computer Science Minor Map - Fall 2015

- JEWISH STUDIES MINOR MAP
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# CMC Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
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INTERNATIONAL RELATIONS MAJOR MAPS



## Critical Media and Cultural Studies (CMCS) Maps

- CMCS Major Map
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- JEWISH STUDIES MINOR MAP
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# Cultural Anthropology Minor Map

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## Cultural Anthropology Minor Map

- Cultural Anthropology Minor Map

- JEWISH STUDIES MINOR MAP
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# Economics Major/Minor Maps

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## Economics Maps

- Economics Major Map
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# English Major/Minor Maps

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## English Maps

- English Major Map
- English Minor Map

- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
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- WOMEN'S STUDIES MINOR MAP
- WRITING MINOR MAP
- PUBLIC POILCY MAJOR MAP
- CULTURAL ANTHROPOLOGY MINOR MAP

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# Environmental Studies Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
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## Environmental Studies Maps

- Environmental Studies Major Map
- Environmental Studies Minor Map

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# Film Studies Minor Map

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## Film Studies Map

- Film Studies Minor Map

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# Global Health Minor Map

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ARCHAEOLOGY MINOR MAP
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## Global Health Minor Map

- Global Health Minor Map

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# History Major/Minor Maps

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## History Maps

- History Major Map
- History Minor Map

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# International Relations Major Maps

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INTERNATIONAL RELATIONS MAJOR MAPS



## International Relations Maps

- International Relations Major Map (Class of 2014 and 2015)
- International Relations Major Map (Class of 2016 and beyond)

- JEWISH STUDIES MINOR MAP
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# Jewish Studies Minor Map

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
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ANTHROPOLOGY MAJOR/MINOR MAPS
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## Jewish Studies Map

- Jewish Studies Minor Map

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# LACS Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
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## Latin American and Caribbean Studies (LACS) Maps

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# Marine Biology Major Map

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## Marine Biology Map

- Marine Biology Major Map

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# Mathematics Major/Minor Maps

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## Mathematics Maps

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# MENA Minor Map

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## Middle Eastern and North African Studies (MENA) Minor Map

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# Modern Languages & LIteratures Major/Minor Maps

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## Modern Languages and Literatures Maps

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- Russian Minor Map
- Spanish (Native Speakers) Major Map
- Spanish (Native Speakers) Minor Map
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# Music Major/Minor Maps

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# Neuroscience Minor Map

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# Philosophy and Religion Major/Minor Maps

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# Physics Major/Minor Maps

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# Political Science Major/Minor Maps

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# Psychology Major/Minor Maps

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# Public Poilcy Major Map

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# Sexuality, Women's, and Gender Studies Minor Map

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# Sociology Major/Minor Maps

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# Sustainable Development Minor Map

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# Theatre Major/Minor Maps

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# Writing Minor Map

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COMMUNICATION STUDIES MAJOR/MINOR MAPS
COMPUTER SCIENCE MAJOR/MINOR MAPS
ECONOMICS MAJOR/MINOR MAPS
EDUCATION MAJOR/MINOR MAPS
ENGLISH MAJOR/MINOR MAPS
ENVIRONMENTAL STUDIES MAJOR/MINOR MAPS
FILM STUDIES MINOR MAP
GLOBAL HEALTH MINOR MAP
HISTORY MAJOR/MINOR MAPS
INTERNATIONAL BUSINESS MAJOR/MINOR MAPS
INTERNATIONAL RELATIONS MAJOR MAPS



## Writing Minor Maps

- Writing (Creative) Minor Map
- Writing (Professional) Minor Map

- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
- MARINE BIOLOGY MAJOR MAP
- MATHEMATICS MAJOR/MINOR MAPS
- MENA MINOR MAP
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- SUSTAINABLE DEVELOPMENT MINOR MAP
- THEATRE MAJOR/MINOR MAPS
- WOMEN'S STUDIES MINOR MAP
- WRITING MINOR MAP
- PUBLIC POILCY MAJOR MAP
- CULTURAL ANTHROPOLOGY MINOR MAP


**Student Records**


Rollins College
1000 Holt Avenue
Winter Park, Florida 32789-4499
(407) 646-2000

Information Technology

Residential Life

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# Business and Social Entrepreneurship Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
AMERICAN STUDIES MAJOR/MINOR MAPS
ANTHROPOLOGY MAJOR/MINOR MAPS
ARCHAEOLOGY MINOR MAP
ART AND ART HISTORY MAJOR/MINOR MAPS
ASIAN STUDIES MAJOR/MINOR MAPS
AUSTRALIAN STUDIES MINOR MAP
BIOCHEMISTRY - MOLECULAR BIOLOGY MAP
BIOLOGY MAJOR/MINOR MAPS
BUSINESS AND SOCIAL ENTREPRENEURSHIP MAJOR/MINOR MAPS
CHEMISTRY MAJOR/MINOR MAPS
CLASSICAL STUDIES MAJOR/MINOR MAPS
CMC MAJOR/MINOR MAPS
COMMUNICATION STUDIES MAJOR/MINOR MAPS
COMPUTER SCIENCE MAJOR/MINOR MAPS
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EDUCATION MAJOR/MINOR MAPS
ENGLISH MAJOR/MINOR MAPS
ENVIRONMENTAL STUDIES MAJOR/MINOR MAPS
FILM STUDIES MINOR MAP
GLOBAL HEALTH MINOR MAP
HISTORY MAJOR/MINOR MAPS
INTERNATIONAL BUSINESS MAJOR/MINOR MAPS



## Business and Social Entrepreneurship Maps

- Business Major Map
- Business Minor Map
- Social Entrepreneurship & Business Major Map
- Social Entrepreneurship & Business Minor Map

- INTERNATIONAL RELATIONS MAJOR MAPS
- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
- MARINE BIOLOGY MAJOR MAP
- MATHEMATICS MAJOR/MINOR MAPS
- MENA MINOR MAP
- MODERN LANGUAGES & LITERATURES MAJOR/MINOR MAPS
- MUSIC MAJOR/MINOR MAPS
- NEUROSCIENCE MINOR MAP
- PHILOSOPHY AND RELIGION MAJOR/MINOR MAPS
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- THEATRE MAJOR/MINOR MAPS
- WOMEN'S STUDIES MINOR MAP
- WRITING MINOR MAP
- PUBLIC POILCY MAJOR MAP
- CULTURAL ANTHROPOLOGY MINOR MAP


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Human Resources
Information Technology
Residential Life

Faculty/Staff
Current Students

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# Communication Studies Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
AMERICAN STUDIES MAJOR/MINOR MAPS
ANTHROPOLOGY MAJOR/MINOR MAPS
ARCHAEOLOGY MINOR MAP
ART AND ART HISTORY MAJOR/MINOR MAPS
ASIAN STUDIES MAJOR/MINOR MAPS
AUSTRALIAN STUDIES MINOR MAP
BIOCHEMISTRY - MOLECULAR BIOLOGY MAP
BIOLOGY MAJOR/MINOR MAPS
BUSINESS AND SOCIAL ENTREPRENEURSHIP MAJOR/MINOR MAPS
CHEMISTRY MAJOR/MINOR MAPS
CLASSICAL STUDIES MAJOR/MINOR MAPS
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FILM STUDIES MINOR MAP
GLOBAL HEALTH MINOR MAP
HISTORY MAJOR/MINOR MAPS
INTERNATIONAL BUSINESS MAJOR/MINOR MAPS
INTERNATIONAL RELATIONS MAJOR MAPS



## Communication Studies Maps

- Communication Studies Major Map
- Communication Studies Minor Map

- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
- MARINE BIOLOGY MAJOR MAP
- MATHEMATICS MAJOR/MINOR MAPS
- MENA MINOR MAP
- MODERN LANGUAGES & LITERATURES MAJOR/MINOR MAPS
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# Education Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
AMERICAN STUDIES MAJOR/MINOR MAPS
ANTHROPOLOGY MAJOR/MINOR MAPS
ARCHAEOLOGY MINOR MAP
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FILM STUDIES MINOR MAP
GLOBAL HEALTH MINOR MAP
HISTORY MAJOR/MINOR MAPS
INTERNATIONAL BUSINESS MAJOR/MINOR MAPS
INTERNATIONAL RELATIONS MAJOR MAPS



## Education Maps

- Elementary Education Major Map
- Secondary Education Minor Map

- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
- MARINE BIOLOGY MAJOR MAP
- MATHEMATICS MAJOR/MINOR MAPS
- MENA MINOR MAP
- MODERN LANGUAGES & LITERATURES MAJOR/MINOR MAPS
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# International Business Major/Minor Maps

AFRICA / AFRICAN AMERICAN STUDIES MINOR MAP
AMERICAN STUDIES MAJOR/MINOR MAPS
ANTHROPOLOGY MAJOR/MINOR MAPS
ARCHAEOLOGY MINOR MAP
ART AND ART HISTORY MAJOR/MINOR MAPS
ASIAN STUDIES MAJOR/MINOR MAPS
AUSTRALIAN STUDIES MINOR MAP
BIOCHEMISTRY - MOLECULAR BIOLOGY MAP
BIOLOGY MAJOR/MINOR MAPS
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CHEMISTRY MAJOR/MINOR MAPS
CLASSICAL STUDIES MAJOR/MINOR MAPS
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ECONOMICS MAJOR/MINOR MAPS
EDUCATION MAJOR/MINOR MAPS
ENGLISH MAJOR/MINOR MAPS
ENVIRONMENTAL STUDIES MAJOR/MINOR MAPS
FILM STUDIES MINOR MAP
GLOBAL HEALTH MINOR MAP
HISTORY MAJOR/MINOR MAPS
INTERNATIONAL BUSINESS MAJOR/MINOR MAPS
INTERNATIONAL RELATIONS MAJOR MAPS



## International Business Maps

- International Business Major Map
- International Business Minor Map

- JEWISH STUDIES MINOR MAP
- LACS MAJOR/MINOR MAPS
- MARINE BIOLOGY MAJOR MAP
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# Rollins College ♦Arts and Sciences & Professional Studies

# rFLA Requirements

**Effective Fall 2014**

*Students are responsible for knowing and meeting all degree requirements and academic regulations listed in the Rollins College Catalogue.* ***Questions concerning requirements should be directed to the faculty advisor, major/minor department chair major, Neighborhood Coordinator, and Student Records.***

## Rollins Foundations in the Liberal Arts (rFLA) CURRICULUM

As preparation "for global citizenship and responsible leadership," as articulated in the Rollins College mission statement, students need both breadth and depth in their learning experience. By mastering at least one neighborhood, students gain the depth necessary for disciplinary expertise. Upon successful completion of this general education curriculum, students will be able to:

1. Demonstrate knowledge of the distinctive methodologies and subject matter of the arts, humanities, sciences, and social sciences.
2. Read, think, write, and speak critically and analytically.
3. Identify and articulate moral and ethical dimensions of personal and social issues.

In keeping with the College's mission to educate students to think critically across disciplines, the rFLA curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other. The rFLA is the new general education curriculum requirement, effective Fall 2014. To satisfy these requirements students must complete a Rollins Conference Course (RCC), four competencies, and five courses within one neighborhood.

## Rollins Conference Course (RCC)

**Rollins Conference Course—**An RCC course is an interactive seminar course based on a broad range of topics. During their first fall semester at Rollins, all first-year students are enrolled in an RCC.

| Semester/Year | Course Number | Course Title | Grade |
|---|---|---|---|
| _____ | _____ | _____ | _____ |

## Competencies

**I. Foreign Language (F)**—Foreign language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures. Students will complete this requirement by:

a) earning a C- or better in any Rollins course that carries the foreign language competency designation (intermediate or advanced level);
b) earning a C- or better in an approved transfer course from an accredited institution,
c) achieving an AP Language exam score of 4 or 5,
d) achieving an IB Language exam score of 6 or 7, or
e) for international students, having been admitted to Rollins College based on their TOEFL scores.

| Semester/Year | Course Number | Course Title | Grade |
|---|---|---|---|
| _____ | _____ | _____ | _____ |

**II. Writing (W)**—In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. Writing course work requires students to produce written assignments intended both to extend facility in English composition and deepen understanding of course content. Writing competency courses may NOT be double-counted toward a major or minor. Students will complete this requirement by:

a) earning a C or better in an ENG 140 course,
b) earning a C or better in an approved transfer course-from an accredited institution, or
c) achieving an AP English Language and Composition exam score of 4 or 5.

| Semester/Year | Course Number | Course Title | Grade |
|---|---|---|---|
| _____ | _____ | _____ | _____ |

**III. Mathematical Thinking (M)**—Responsible citizens make decisions that shape their lives, society, and the world. Decision-making requires a variety of skills that will be strengthened as students complete a mathematical thinking competency course. Students will develop and sharpen their deductive reasoning and critical-thinking skills, enabling them to construct and articulate sound, precise, and convincing arguments and evaluate the arguments of others. They will build and study mathematical and/or statistical models for real-world phenomena and hone their ability to make estimates, draw well-founded conclusions, and make reliable predictions. Students will demonstrate mastery of these skills as they apply them to issues they will encounter in their subsequent course work, career, and daily life. Mathematical thinking competency courses may be double-counted toward a major. Students will complete this requirement by:

a) earning a C- or better in any Rollins course that carries the mathematical thinking competency designation,
b) earning a C- or better in an approved transfer course from an accredited institution,
c) achieving an AP Statistics exam score of 4 or 5,
d) achieving an AP Calculus exam (A/B or B/C) score of 4 or 5, or
e) achieving an IB Mathematics exam score of 4 or better.

| Semester/Year | Course Number | Course Title | Grade |
|---|---|---|---|
| _____ | _____ | _____ | _____ |

**IV. Health and Wellness**— Personal health decisions are critical examples of people assimilating, understanding, and applying academic knowledge. In health and wellness courses, students will learn to apply basic scientific, sociological, and psychological constructs to everyday decisions that impact personal health. They will learn to discern facts from anecdotal stories in order to form intelligent models of behavior. Students will demonstrate mastery of these skills by assessing, on an individual basis, their own fitness level and lifestyle decisions and then analyzing those decisions using research-based models. This analysis will lead to an understanding of what constitutes a balanced and healthy lifestyle. Students will complete this requirement by:

a) earning a C- or better in any Rollins course that carries the health and wellness competency designation (BPE) OR earning a C- or better in an approved Rollins transfer course,
b) completing two (2) noncredit-bearing physical education activity (PEA) requirements OR participating in varsity sports for at least two years.

Students may receive a medical exemption for the PEA requirement with appropriate documentation.

| Semester/Year | Course Number | Course Title | Grade | P.E. CREDIT |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | ___B (a.k.a. BPE) |
| _____ | _____ | _____ | _____ | ___ PEA/PEV |
| _____ | _____ | _____ | _____ | ___ PEA/PEV |

**NEIGHBORHOOD REQUIREMENT** Five (5) courses from one (1) specific neighborhood are required. Students may take one neighborhood course from a different neighborhood—except the neighborhood practicum, which must be taken in their neighborhood. Students may double-count one neighborhood course toward their major. **Students may complete neighborhood courses and advance within their neighborhood by achieving a C- or better in neighborhood courses.** Students will select their neighborhood during the fall semester of their first year. In the spring of their first year, they will take their first neighborhood course at the 100-level. **Students must complete a least one neighborhood course in each division: Social Sciences (C); Humanities (H); Expressive Arts (A); and Natural Sciences (S).**

## Neighborhood Title: _____

**One (1) course at the 100-level.**

| Semester/Year | Course Number | Course Title | Grade | Major Credit | Division Credit |
|---|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ | ___C ___H ___A ___S |

**Three (3) course at the 150 and 200-levels, with at least one (1) course at the 150-level and one course at the 200-level.**

| Semester/Year | Course Number | Course Title | Grade | Major Credit | Division Credit |
|---|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ | ___C ___H ___A ___S |
| _____ | _____ | _____ | _____ | _____ | ___C ___H ___A ___S |
| _____ | _____ | _____ | _____ | _____ | ___C ___H ___A ___S |

**One (1) practicum in the neighborhood at the 300-level.**

| Semester/Year | Course Number | Course Title | Grade | Major Credit |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |

**GRADUATION CREDITS** A minimum of **140 total semester hours** (16 of which must be elective credits not used in rFLA or for the major) are required.

**RESIDENCY REQUIREMENT** Students must complete at least 70 semester hours in Rollins courses as well as be enrolled full time in Rollins courses their last two consecutive semesters.

# rFLA Degree Course Planner

Plan with your Faculty advisor. List all courses needed to meet graduation requirements.

| | FALL | S.H. | G.E. | SPRING | S.H. | G.E. |
|---|---|---|---|---|---|---|
| Year 1 ___/___ | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | Total | | | Total | | |
| Year 2 ___/___ | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | Total | | | Total | | |
| Year 3 ___/___ | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | Total | | | Total | | |
| Year 4 ___/___ | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | Total | | | Total | | |

rFLA Gen. Eds.: W__ F__ M__ B__ PE__ PE__ RCC__ NH1__ NH2 __ NH3__ NH4 __ NH5__

**Rollins College ◎ Arts & Sciences/Professional Studies**

# General Education Requirements

Students are responsible for knowing and meeting all degree requirements and academic regulations listed in the Rollins College Catalogue. Questions concerning degree requirements should be directed to the faculty adviser or the Office of Student Records.

## GENERAL EDUCATION CURRICULUM

As preparation for active and responsible citizenship in a global society, students need both breadth and depth in their learning experience. By majoring in at least one area of knowledge, students gain the depth necessary for professional and graduate expertise, whereas the general education curriculum at Rollins College exposes students to a more varied domain of knowledge and experience. In keeping with the College's mission to educate students to think critically across disciplines, the general education curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other. To be eligible for a Bachelor of Arts degree, students must complete one course from each of the general education areas listed below, with the possible exception of two courses to fulfill the foreign language requirement. Courses that meet these requirements are appropriately designated in the Schedule of Classes, published each term by the Office of Student Records. Freshmen are also required to take a Rollins College Conference course, which may also fulfill a general education requirement. One general curriculum requirement from the group A, C, D, L, O, P, S may be double-counted to satisfy both the general curriculum and the major requirements.

**I. Skills Requirements—provide students with the skills necessary for success in personal and professional endeavors.**

| Semester | Course: Dept/Number | | |
|---|---|---|---|
| _____ | _____ | **F** | **Foreign Language—**Introduces the skills necessary for communicating in a second language |
| _____ | _____ | **Q** | **Quantitative Reasoning—**Improves the ability to interpret, analyze, and draw conclusions from data |
| _____ | _____ | **V** | **Decision Making and Valuation—**Promotes critical reflection and principled decision-making |
| _____ | _____ | **W** | **Writing—**Focuses on understanding rhetorical writing strategies (normally taken in the first year) |

**II. Cognitive Requirements—enable students to acquire a comprehension of specific areas of knowledge essential to a liberal arts education and to become familiar with the method of inquiry in each.**

| Semester | Course | | |
|---|---|---|---|
| _____ | _____ | **C** | **Other Cultures—**Studies non-Western cultures and examines commonalities and differences |
| _____ | _____ | **D** | **Western Society & Culture—**Examines the Western heritage and culture in its historical development |
| _____ | _____ | **O** | These courses focus on understanding the nature of science: its discovery process, the scientific method, and the historical sequence leading to major discoveries. Students must complete two sciences courses, one from the **organic** (life)/experimental behavioral sciences and one from the **physical sciences** |
| _____ | _____ | **P** | |
| _____ | _____ | **N** | **Laboratory—**A laboratory experience is required with at least one of the two science courses |
| _____ | _____ | **S** | **Contemporary American Society—**Provides a critical understanding of American society |

**III. Affective Requirements—enable students to find meaning in emotions, imagination, and personal relationships.**

| Semester | Course | | |
|---|---|---|---|
| _____ | _____ | **A** | **Expressive Arts—**Study encompasses both the practice and scholarly study of creative art forms |
| _____ | _____ | **L** | **Literature—**Explores compelling contemporary writing as well as great literary works |

**PHYSICAL EDUCATION** (One term of Basic Physical Education & two terms of elective life-time recreational activities required.) Maximum of four (4) semester hours of activity physical education courses may be taken for credit.

**BPE** _____ _____ **PE** _____ _____ **PE** _____ _____

**CREDIT** A minimum of **140 total semester hours** are required. **Semester Hours Completed**: _____ **Remaining:**_____

At ROLLINS COLLEGE (Arts & Sciences and Professional Studies), students must: complete at least 70 semester hours and the last two full time semesters in A&S and Professional Studies.

**GRADE POINT AVERAGE** A minimum **grade point average** of 2.00 (C) is required for courses taken at Rollins on a cumulative basis as well as a 2.00 (C) **average** for courses designated to fulfill major requirements.

**Cumulative** GPA**:** _____ **Major** GPA**:**_____

**Student Name:** _____

*02/15/13*

# ANTHROPOLOGY TOPICS COURSES
## *(from Fall 1998 to present)*

**ANT 105A *Topic: Great Mysteries in Archaeology*.** Examines the great mysteries in archaeology, including the building of the Egyptian Pyramids, the peopling of the Americas, the Classic Maya collapse, and pseudo-scientific issues, frauds, and myths popularized by mass media, such as ancient astronauts and the lost continent of Atlantis. Introduces students to real archaeology, and its contributions to the formulation of a scientific discipline, and enhanced knowledge and cultural understanding of the ancient and modern worlds. Analyzes Western and non-Western views of these variable cultural phenomena and dispels unscientific, ethnocentric, and even racist notions popularized by pseudo-archaeologists. *Archaeology Minor elective course.*

**ANT 205 *Topic: Chinese Calligraphy and Culture*** (2 semester hours only). Focuses on the study of the characters or ideographs that make up the Chinese (and Japanese kanji) writing system. Covers the structure and development of characters, methods of identifying meaning and pronunciation in unfamiliar characters, use of character dictionaries and the significance of characters as symbols of Chinese identity and as media of aesthetic expression. By semester's end students will be able to identify 150 common characters, know how to look up characters in Chinese-English dictionaries, and be able to make informed deductions about the probable meanings and pronunciations of unfamiliar characters.

**ANT 205A *Topic: Mythical Journeys***. Compares the *cosmologies* – ideas about the order of the universe – of ancient civilizations of the old and the new world through the analysis of *cosmogonies* – ideas about the creation of the world. Focuses especially on the cosmologies/cosmogonies of Mesopotamia, Egypt, Mesoamerica, and the Andes, and emphasizes the study of the creation and recreation of sacred landscapes in myth and history.

**ANT 205A/305B *Topic: Third World Cinema*.** Examines, through a selection of major films, the development and achievements of Third World motion picture artistry from Africa, Asia, Latin America, and the Caribbean.

**ANT 205A *Topic: Rise of Andean Civilization in Ancient Peru***. Survey of the prehistory of the Central Andean area of South America (Ancient Peru). Emphasizes the origins of civilization in this area during the pre-Inca period. Covers topics including the history of Central Andean archaeology, the peopling of the Americas, the introduction of sedentary and agricultural ways of life, and the origins and evolution of political and economic complexity. Focuses on recent, but theoretically diverse, cultural, historical, processual, and post-processual interpretations of Central Andean prehistory. Provides students with a solid understanding of the major Pre-Columbian societies of the Central Andes.

**ANT 205B *Topic: Pre-Columbian Art and Iconography.*** Survey of the major traditions of Pre-Columbian art and iconography – particularly those of the two nuclear areas of Pre-Columbian civilization: Mesoamerica and the Andes. Special attention paid to iconological analysis of complex iconographic representations of one of these traditions using a narrative approach. *Art History and Latin American and Caribbean Studies major and Archaeology minor elective.*

**ANT 205B *Topic: Race and Ethnic Relations*.** An interdisciplinary cross-cultural studies course, providing an overview of the social and political construction of racism in the U.S. Reviews the unique

cultural and political struggles of Native Americans, African Americans, and Asian Americans as they attain Western identity. Interrogates the symbolic schemes that empowered Western hegemony, and analyzes the symbols and metaphors that have been part of the complex struggles against racial domination during and since colonialism. Cultural positions and representations are situated within the larger landscape of mass media discourses and depictions; therefore, also investigates the different ways popular literature, movies, and television have constructed or deconstructed racial realities. Addresses a foundational question, "How do we form our deepest subconscious impressions (our gut feelings) of the world around us?"

**ANT 205C** ***Topic: Anthropological Perspectives on Love and Marriage*****.** Investigates patterns of courtship and marriage from a cross-cultural perspective. Explores the biological/evolutionary bases of male-female relationships. Includes two texts on love and marriage in non-Western cultures and one non-Western example of fiction pertinent to courtship and marriage.

**ANT 205D** ***Topic: Historical Archaeology of the Caribbean - Pirates, Ports, and Plantations.*** Investigates Colonial history of the Caribbean using archaeological, historical, and anthropological evidence of pirate activity, trade, and plantation societies. Discusses how pirate activity shaped Caribbean history and assesses the accuracy of modern day perceptions of pirates. Ports were important to pirate activity, but also supported trade between Caribbean islands, North and South America, Europe, and Africa. Discusses the history of trade between these locations, with a focus on alcohol production and consumption. Examines the development of plantation agriculture and its meaning for Caribbean economies and societies.

**ANT 205E/ANT 305K** ***Topic: American Life 1550-1950*****.** Introduces the study of the American past through archaeological and historical sources. Emphasis is on everyday life, ethnic diversity, and culture change in Eastern and Southwestern North America from the 16th to the 20th centuries. *Fulfills elective requirement for Archaeology minor at 300 level.*

**ANT 205E** ***Topic*****:** ***Native Americans Ethnohistory*****.** Ethnohistory, as an academic discipline, has recognized for some decades that "history" is tightly bound up with "culture"— that is, that "history," as a practice, varies from one society to another, and even from one individual to another, in accordance with their "culture." The term that captures this recognition is "historicity." "Historicity," not in the more traditional sense of the veracity of "history," but in the sense of the culturally determined manner of experiencing and understanding, constructing and representing, "history." This course is about the Early Colonial (16th century) "historicities" of the indigenous peoples of the New World (with an emphasis in Central Mexico and the Central Andes).

**ANT 205G** ***Topic: Food and a Green Planet.*** How industrialized countries produce food places our food, water, and other resources in peril, including our health. Explores how human beings in different societies produce food, and the advantages and disadvantages of the types of technologies used. Focuses on how we can grow food more sustainably in the 21st century. Students will participate in creating a garden on the Rollins College campus, to experience the joys and the challenges of growing their own food.

**ANT 205G** ***Topic: Cultures of Colonial Asia.*** A survey of colonized Asian countries (e.g., China, Indonesia, Vietnam, India, Iran, and others) during the nineteenth and twentieth centuries. Considers the cultural values and religious traditions of these Asian societies and their response to the domination of

colonial powers in light of recent theories about the nature and long-term significance of colonialism. *Fulfills elective requirement for the International Relations major and Asian Studies minor.*

**ANT 205H** ***Topic: Film and Culture.*** Examines American and international films through their portrayals of cultural values and traditions. Analyses of the images and narratives underlying these portrayals, and their influence on audience perceptions.

**ANT 205J** ***Topic: Ancient Mexico*****.** Survey of the cultures of ancient Mexico including the Olmec, Teotihuacan, Toltecs and Aztecs. Issues including the origins of maize agriculture, farming villages, and rise and fall of great empires will be analyzed from the perspective of anthropological archaeology and ethnohistory. As a major non-Western, Native-American culture of significant achievement, it is important to gain a comparative insight into Mexico's remarkable past, since the past still plays an important role in Mexican culture today as well as how it is perceived by outsiders. *Counts as an elective course for both the Latin American and Caribbean Affairs major and the Archaeology minor.*

**ANT 205J** ***Topic: Mysteries of the Maya Civilization*****.** Explores issues of the ancient Maya culture from sedentary farming villages to the emergence, collapse, and revitalization of powerful political states. As a major non-Western culture of significant achievement, it is important to learn about and gain a deeper understanding of the diversity of a great Native-American culture like the Maya who thrived here in America long before Columbus. *Archaeology minor elective.*

**ANT 205P** ***Topic: Anthropology of Folktales and Folk Culture*****.** An introductory course that provides basic concepts of folklore study. Examines the dynamics and the transmissions of different genres of folklore as well as folk groups. Students will be exposed to many examples of folklore myths, tales, legends, and games.

**ANT 205Q** ***Topic: Nutrition and Culture*****.** Why people eat what they do? Looks at how our evolution and biology have shaped our nutritional requirements, and then turns to a cross cultural examination of nutritional patterns and what needs they serve beyond basic biological needs. Final focus on the U.S. and a look at how business, politics, and cultural expectations all shape what we consider appropriate to eat and to not eat.

**ANT 205R** ***Topic: Native American Mysteries***. Introduces a variety of mysterious elements of prehistoric Native American culture. Highlights archaeological evidence representing North American prehistory that has been difficult to account for in the past, and continues to affect theory and practice. Exposes students to new lines of evidence in North American archaeology and revisits evidence that is not fully understood.

***ANT 205T Topic: Tools, Technology, and Time***. Provides a critical introduction to the principles of physical science and the application of physical science and social science to study artifacts, technologies, and human communities in antiquity (P-GER).

**ANT 205T** ***Topic: Archaeology and Material Culture***. Archaeology lies at the intersection of the physical and social sciences. Employs scientific concepts and physical science, archaeological, and experimental methods to study aspects of ancient material culture and human technologies in antiquity using a science and technology studies perspective. Includes physical science- and social science-based lab activities, seminar style discussions centered on key issues, and debates evident in scholarly literature.

**ANT 205U** ***Topic: Anthropology and the Environment***. Examines the impact humans have had on the physical environment beginning with the "invention" of agriculture. Primary focus on contemporary human-environmental relationships, including impact on climate, water, and major ecosystems, and the quality of life consequences these human-induced alterations have on the environment.

**ANT 205V** ***Topic: Anthropology of Film with Laboratory***. Investigates differing ways films have constructed, or deconstructed, social and cultural realities. Through major ethnographic documentaries and fictional cinematic productions exploring the social structure of various western and non-western communities, students will be exposed to the historical and contextual forces shaping the production of social and cultural representations.

**ANT 305A** ***Topic: New World Archaeology.*** Traces the development of prehistoric and early historic cultures in the Americas from the earliest inhabitants, sometime before 15,000 years ago, to the high civilizations encountered by the Spanish after 1500 A.D. Topics include Paleo-Indians, Anasazis, Mayas, Aztecs, Incas, and Spanish contact. Considers the influences of these traditional cultures on the modern world.

**ANT 305A** ***Topic: Aztec and Maya Civilization*****.** Mesoamerican civilization from origins to Spanish Conquest examining how ancient societies and urban centers were organized in Mexico and Central America. Issues are addressed using archaeological data, ethnohistory including descriptions of Spanish chroniclers, and ethnographic information. Analyzes a non-western culture and enhances knowledge and cultural understanding of the ancient and modern worlds. Includes a required field trip to Mexico area during spring break 2003 (see ANT 305F in Off Campus Program Courses section of this bulletin). *Fulfills an elective requirement in the Archaeology minor.*

**ANT 305A** ***Topic: Family, Friends, and Folks***. What is "kinship?" What is a "family?" What is "marriage?" How do their forms around the world reflect their social contexts? How do different kinds of social organization challenge Western assumptions about kinship and family? Explores how anthropology's original interest in lineal descent has broadened to include deeper interests in the relationship between biology and culture and in the shared substances of kinship. Examines the roles that medical innovations in birth control, political controversy over marriage, new reproductive technologies, adoption, and immigration play in determining how we define family and family life. Students will gain firsthand experience conducting ethnographic interviews of local families through a service learning component of the course.

**ANT 305A** ***Topic: Mexico as a Global Culture*****.** Introduces students to the study of Mexico as a global culture, from pre-Hispanic days to the present. Throughout the course the student will be introduced to Mexico's ancient/pre-hispanic cultures; native cultures at contact with the Spanish world; Indians into Mexicans; problems of independence, revolution, and civil war and the founding of modern Mexico; the perils of economic development up to NAFTA; the globalization of today's Mexican culture; and, the U.S. border and beyond.

**ANT 305A** ***Topic: Peru as a Global Culture*****.** Introduces students to the study of the Republic of Peru, South America, from Pre-Colonial times to the present. Course will cover: ancient cultures of Peru from an anthropological point of view, with emphasis on Inca culture before and after the Spanish Conquest; a

cultural anthropological view of Peru's indigenous populations, as depicted in the ethnographical literature; a study of present-day Peru looking primarily at socio-anthropological indicators such as poverty, inequality, racism, disenfranchisement of the indigenous populations, and social problems; and the impact of globalization on present-day Peru. Registration preference will be given to Latin American and Caribbean Studies majors and minors.

**ANT 305B *Topic: Anthropology, Fiction and Literature*.** How do you represent other cultures through writing? Postmodern critics have argued that it is impossible to write authoritatively about culture, or to achieve complete objectivity. In response, anthropologists since the 1980s have experimented with new ways to represent their experiences with other cultures. Students will learn more about these debates, will see that anthropology has a long history of exploring its concerns through alternative genres of expression, will read fiction and ethnographies that blur the line between fiction and anthropology, and will experiment with their own ways to write about research. Fiction not only brings other cultures to a wider audience, but also allows anthropologists to protect their sources when a direct reporting of events might lead to persecution. *Prerequisite: One (1) ANT course or instructor's consent.*

**ANT 305B *Topic: Gender, Feminism, and Culture.*** Examines how gender/feminist anthropology incorporates ethnicity/race, class, and gender as central categories in an analysis of social and economic inequalities in any culture. Analysis of case studies will illustrate the important contributions that gender/feminist anthropology is making to the fields of education, development, human rights, environmental justice, and migration and refugee studies, amongst others.

**ANT 305B *Topic: House and Home in Anthropology*.** Looks at the role of houses not only as physical structures, but also as fundamental elements of understanding human interaction and social relations. Studies examples of vernacular, popular, and modern domestic architecture from a wide selection of home styles in western and non-western societies to look at how social values, ideas and identity are expressed through the built environment and explain the significance of housing across different cultures.

**ANT 205A/305B *Topic: Third World Cinema*.** Examines, through a selection of major films, the development and achievements of Third World motion picture artistry from Africa, Asia, Latin America, and the Caribbean.

**ANT 305 C *Ancient Africa*.** Explores the long-term archaeological past of Africa. Topics include early modern humans (rock art, ornamentation, tools, etc.), ceramic and metal technologies, domestication of plants and animals, cities and states (Egypt, Jenne-Jeno, Aksum, Ghana, Benin, Kilwa, Great Zimbabwe, etc.), early entanglements with the Mediterranean, Atlantic, and Indian Ocean worlds, and contemporary heritage issues and concerns.

**ANT 305C *Topic: Florida Archaeology***. Evaluates the historical development of contemporary archaeological practice in Florida and provides a comparative overview of regional archaeological cultures in the state. Recounts the emergence of archaeology as a scientific endeavor in the state (within the context of the history of archaeology as a discipline) and familiarizes students with the development of contemporary archaeological practice in Florida and North America. Prioritizes regional variations and commonalities in material culture and landscape usage across time and space within Florida. Demonstrates connections between specific cultural phenomenon in Florida and the broader context of North American archaeology.

**ANT 305C** ***Topic: Spanish Colonial Borderlands.*** Explores life in and around the Spanish towns, rancheros, and missions to the Indians in Florida, California, and Southwestern United States during the fifteenth through early nineteenth centuries, drawing upon evidence from early documents and archaeological excavations. Focuses on interactions among the various ethnic groups and the formation of the criollo cultures of early Spanish America.

**ANT 305D** ***Topic: Globalization and Refugees.*** Refugees are a global phenomena. Since the United Nations Convention on Refugees to respond to post-World War II refugees, people have continued to flee and claim refugee status. There have been a wide range of responses to these refugee flows and this course explores the causes and responses of these global refugee flows. Topics include the international definition of a refugee, refugee law, causes of refugee flows, the variety of responses to refugees, refugee asylum, repatriation, and resettlement. In addition, students explore the anthropological cross cultural issues refugees experience when they seek asylum and the experiences of resettlement in third world countries.

**ANT 305E** ***Topic: Anthropology of the City***. Offers an anthropological approach to the study of cities and the process of urbanization. By looking at the city as a complex space where multiple and heterogeneous cultures overlap, explores a variety of environments to find the differences and patterns of contemporary urban life.

**ANT 305E** ***Topic: Women of Color*****.** Surveys the interplay of race, class, ethnicity, and gender in the lives of women of color, particularly those living in the U.S. Addresses the major concerns facing women of color with respect to their history, culture, and everyday lives via a comparative approach and focuses on the commonalties and differences among women of color on a global scale.

**ANT 305G** ***Topic: Caribbean Communities of the U.S.*** Surveys the various Caribbean communities presently living in the US to gain understanding of these unique cultural groups. Focuses on issues of migration, sociocultural adaptation, racial/ethnic identification, and transnationalism. Caribbean communities given attention include Haitians, Dominicans, Puerto Ricans, Jamaicans, and Trinidadians, amongst others.

**ANT 305J** ***Topic: Modern China*****.** Chinese society since 1900 has undergone dramatic transformations at the level of the family, community, and nation. This course will look at the transformations Chinese culture has undergone and continues to experience since these turbulent changes have transformed the lives of its families, students, communities, and religious and political leaders.

**ANT 205E/ANT 305K** ***Topic: American Life 1550-1950*****.** Introduces the study of the American past through archaeological and historical sources. Emphasis is on everyday life, ethnic diversity, and culture change in Eastern and Southwestern North America from the 16th to the 20th centuries. *Fulfills elective requirement for Archaeology minor at 300 level.*

**ANT 305L** ***Topic: Peoples of the Amazon*****.** Study of indigenous groups and caboclos or riberinhos in the Amazon and tropical lowlands of South America. Examines the ecology of the tropical lowlands and human adaptations to ecosystems there during the prehistorical, historical, and contemporary periods. Explores how European conquest and recent developments in the region have impacted these groups, and the social and environmental effects of such cultural change. Examines ways that traditional caboclo and

indigenous adaptations assist scientists and policy makers in developing strategies to use resources more sustainably in tropical Latin America.

**ANT 305M *Topic: Cinema and Society in China*.** Considers changes in the family system, gender roles, ethnic identities, class relationships and the urban-rural dichotomy in modern China as portrayed in Chinese films from the 1920s to present. Analyzes distortions in these portrayals in so far as they reflect responses by the film industry to economic and political forces in the People's Republic of China, Taiwan, and Hong Kong.

**ANT 305N *Topic: Race and Ethnicity.*** An interdisciplinary, cross-cultural overview of the social and political construction of racism in the U.S. The unique cultural and political struggles of Native Americans, African Americans, and Asian Americans will be reviewed as they attain Western identity. The symbolic schemes that empowered Western hegemony will be questioned, while analyzing the symbols and metaphors that have been part of the complex struggles against racial domination during and since colonialism. Cultural positions and representations will be situated within the larger landscape of mass media discourses and depictions; therefore, investigating the different ways popular literature, movies, and televisions have constructed or deconstructed racial realities. Finally, we will address a foundational question, "How do we form our deepest subconscious impressions (our gut feelings) of the world around us?" *African and African-American Studies Minor elective course.*

**ANT 305O *Topic: The Maya*.** Examines Maya society in the Pre-Columbian, Colonial, recent civil war, and intellectual renaissance periods. Explores Mayan self representation in complex historical moments by analyzing hieroglyphic writing, Colonial documentation, political narratives, and scholarly work. Focuses on Maya kinship and social organization, gender roles, village life, economic organization, cosmologies and ideologies, folklore and verbal arts, music and performance, and revitalization. Explores links between Maya language, personhood, oppression, and cultural tradition. *Latin American and Caribbean Studies and International Relations major and Archaeology minor elective.*

**ANT 305P *Topic: Medicine and Culture* .** People get sick or stay well in relation to their culture. Hunters, gatherers, and students deal with different health issues; explanations for and responses to those issues are products of culture. For students, disease results from infectious agents and medications are the treatment. For hunters and gatherers, disease reflects the soul's problems and shamans effect cures. Infection might be an immediate cause, but gods, spirits, witches or jealous neighbors can cause infections, so pills and herbs do not work until agents are caught/appeased. Pill consumption following shamans' work depends as much on economics as belief systems. *Prerequisite: one ANT or BIO course.*

**ANT 305R *Topic: Forensic Anthropology*.** Considers the basics of human osteology and the application of osteology to modern skeletal and crime scene investigation. Students will learn about basic bone biology and then move to discussions of the human skeleton, bone by bone. Students will learn to identify bones, teeth and fragmentary material, and will review methods for establishing age at death, sex of individual, ethnic origin, and pathologies. What can be learned about cause of death from skeletal material including how to identify projectile, blunt and sharp traumas, dismemberments, fire and water damage, will also be covered. *Archaeology minor elective course.*

**ANT 305T/HIS 365T *Topic: Asian Cinema and Society*.** Considers the historical development of cinema in the societies of East Asia, including Japan, the PRC, Taiwan, Hong Kong, and Vietnam. Connections between film

traditions and contemporary Western cinema also considered, as are the interrelationships among the Chinese, Japanese, Korean, and Vietnamese traditions.

**ANT 305U *Topic: Applied Anthropology***. Introduces applied anthropology by discussing the ways anthropologists can help solve problems in the modern world by applying anthropological principles, insights, and methods.

**ANT 305U *Topic: Sufi and Buddhist Mysticism***. A comparative, interdisciplinary course on Buddhist and Islamic mysticism (Sufism) that examines the similarities and differences between the two major religious traditions. Topics include: defining "mysticism," key figures and social practices in different Buddhist and Islamic cultures, classical works, gender and mysticism, and Western appropriations of Sufi and Buddhist mysticism.

**ANT 305V *Topic: Culture, Politics, and Cinema***. Considers the relationships linking culture, ethnic identity and nationalism, especially as these are interpreted and promoted in the cinematic traditions of developing nations. *Film Studies minor elective course.*

**ANT 305V *Topic: Anthropology of Film*.** Investigates the differing ways films have constructed, or deconstructed, social and cultural realities. In today's global society, the media is a technical continuation of oral culture; therefore, television and cinema are the new carriers of moral values, social behavior, and cultural identity shifts. Through major ethnographic documentaries and fictional cinematic production exploring the social structure of various western and none western communities, students will be exposed to the historical and contextual forces shaping the production of social and cultural representations as depicted in motion picture artistry.

**ANT 305W/PHI 314O *Topic: Women and Globalization.*** Focuses on the particular problems women experience due to processes of globalization. Gendered effects of globalization include the drastic increase of poverty among women and children, human trafficking and sexual abuse, low status employment and economic exploitation, and the responsibility for maintaining households in traditional societies where men have migrated elsewhere in search of labor. *This course is linked to a field study trip to San Miguel de Allende, Mexico, over Spring Break (see field study description, page xx). Students should contact professors directly for application guidelines. Prerequisite: ANT or PHI major or minor. Fulfills elective requirement for Women's Studies minor.*

**ANT 305Y *Topic: Diet, Health, and Adaptation*.** A look at the basic nutritional requirements for modern humans and how they have evolved in terms of biology and culture. This examination sets the context for examining adaptive and maladaptive aspects of modern diets in terms of the health of individuals and of the planet.

**ANT 400 *Seminar: Ethnohistory of the Maya*.** Covers the history and socio-cultural role of the Maya in Southern Mexico and Central America, from Pre-Hispanic days to present. Focuses on the Maya as the most enduring, adaptive, and challenging Amerindian culture of the New World. Provides the student of Mayan history and customs questions to ask about, and interpretations to infer from, for their adaptation and change to the world in which they had to live and successfully survive. *Fulfills an elective requirement for the LACA major*

**ANT 400** ***Seminar: New World Civilizations*****.** An advanced survey and analysis of selected Pre-Columbian civilizations of the New World, including the Maya, Aztec, Incas, and their predecessors. Examines the economic, social, political, and ideological organization of the great the Native American cultures. Provides an appreciation of the significant achievements of the pre-Columbian people, as well as insight into the major issues concerning the rise of civilizations in ancient America. *Prerequisites: Junior and senior ANT majors or consent. Archaeology minor elective course.*

**ANT 405D/FIL 450** ***Seminar: Cinema and Society in Japan***. Considers Japanese film in light of the culture and society of Japan. Japan has produced some of the world's most influential directors including Akira Kurosawa, Kenji Mizoguchi, Yasujiro Ozu, and Hayao Miyazaki. The range of styles expressed by these various directors (and others too numerous to list here) is extraordinary. As in any country, film is largely a mirror for society, and students will consider Japanese film as not only art form, but also as a medium through which distinctly Japanese ideas and viewpoints have been expressed for more than the past 100 years. *Prerequisite: senior ANT majors or FIL minors only.*

**ANT 405** ***Seminar: Middle Eastern Cultures***. Introduces students to the rise and development of the Islamic Middle East. Beginning with the birth of Islam as a religion, in A.D. 622, and continuing through the foundations of Islamic Middle Eastern culture. The course will cover a wide variety of topics ranging from gender issues, to ideological issues, to the problems encountered in today's Middle East. In addition to the regular tests in the course, a small research paper is required, as well as a number of two-page position statements on the assigned readings. *Open to International Business, International Relations, and Anthropology majors, as well as Jewish Studies and Anthropology minors.*

**ANT 405A** ***Topic: Seminar***. Capstone course for the major. Topics vary from year to year. *Prerequisites*: one **ANT** course and junior or senior standing.

**ANT 405A** ***Topic: Family, Friends, and Folks*****.** What is "kinship?" What is a "family?" What is "marriage?" How do their forms around the world reflect their social contexts? How do different kinds of social organization challenge Western assumptions about kinship and family? Explores how anthropology's original interest in lineal descent has broadened to include deeper interests in the relationship between biology and culture, and in the shared substances of kinship. Examines the roles that medical innovations in birth control, political controversy over marriage, new reproductive technologies, adoption, and immigration play in determining how family and family life are defined. Students will gain firsthand experience conducting ethnographic interviews of local families through a service learning component.

**ANT 405B** ***Topic: Anthropology of Globalization*****.** Examines globalization from a holistic, anthropological perspective. Demonstrates how anthropologists have theorized related issues such as migration, nationalism and transnationalism, the rise of non-state actors, technology and flows of capital, gender, healthcare, and human rights. Through an examination of the processes and effects of globalization, students will be encouraged to see globalization not as an abstract process but as one rooted in real historical events that profoundly affect our world today.

**ANT 405E** ***Topic: Anthropology of Reality TV.*** What is reality? How do we represent it? What role do "reality"-based television programs play in shaping cultural phenomena? What cultural stereotypes do they perpetuate? Do reality television programs represent cultural realities at all? Course explores the

emergence of the reality television genre from a global perspective and analyzes reality television programs from the U.S., Latin America, Asia, and the Caribbean as ethnographic representations of contemporary society. Students will examine the role of such programs in defining, perpetuating, and changing cultural practice, and will work with Winter Park senior citizens to film a pilot episode of a reality show focusing on elder care and issues. *Prerequisites: junior status and ANT 200. Fulfills elective requirement for the Critical Media and Cultural Studies major.*

**ANT 475** ***Seminar: Ethnicity and Conflict.*** Considers the nature of ethnic identity, nationalism, and other culturally constructed sources of group identity as these serve as the basis for conflict. *Asian Studies and African and African-American Studies minor elective and International Relations major course.*

*03/04/11*

# ART and ART HISTORY TOPICS COURSES
## *(from Fall 1998 to present)*

**ARH 206** ***Yucatan: Art, Architecture, and Culture***. The Yucatan Peninsula: a mixture of Mayan, Spanish, and Latino culture. Using economic, sociological, anthropological, and aesthetic dimensions, we will separate the three cultures, where appropriate, as well as understand where they synthesize or conflict. The dynamic of interaction of forces is evident in every aspect of present-day Yucatean culture. It can also be seen in many parts of Mexico. With the northern migration of Mexicans, these influences can be seen in the United States today as well. This is a freestanding course with a service learning component; it can be taken alone or linked to a January, intersession, service-learning trip to the Yucatan Peninsula. During the service-learning component, students will be required to tutor Mexican-American children, as well as spend time working in a Habitat for Humanity program. Students must plan to participate in these activities, which will require at least three Saturdays of pre-trip time commitments.

**ARH 280** ***Topics in Art History: Politics and Art in the Modern World*****.** Examines political imagery of the modern Western world, focusing on the 1789 French Revolution, American Revolution, World War II, Cold War, and the Vietnam Era, and dissolution of the Soviet Empire. European and North American colonialism, and 19th- and 20th-century socialist and labor movements will also be addressed. Introduces a wide range of art forms, including painting, photography, architecture, public monuments, caricature, posters and other popular culture, and analyzes visual material for its methods of communicating political ideas. Explores how varying iconographical, technical, and stylistic traditions associated with these media affect how the art is used and how viewers respond.

**ARH 315B** ***A City Frozen in Time: The Art and Archaeology of Pompeii and Roman Daily Life***. Often an ancient town's destruction proves to be an archaeologist's windfall. This course will focus on the Roman city of Pompeii, buried by the eruption of Mount Vesuvius in 79 A.D. Pompeii is often viewed as a moment in Roman daily life, frozen in time, with bread still baking in ovens and family dogs guarding the front doors of homes. The course is designed to introduce students to Roman daily life via the different types of evidence found at Pompeii (architectural, artistic, textual, skeletal, botanical, etc.) and to acquaint students with the various archaeological and other techniques used to analyze this evidence. *Archaeology Minor elective course.*

**ARH 315B** ***Etruscan Art and Archaeology*****.** Examines the role of visual and spatial representation in the Etruscan culture of early Italy (900-100 B.C.), particularly the architecture, sculpture, painting, ceramics, and metalwork of pre-Roman Italy.

**ARH 315C** ***The Golden Age of Rome: Art and Architecture in the Augustan Age.*** Examines the cultural context of art (painting, sculpture, ceramics, minor arts) and architecture in Ancient Rome during the time of Julius and Augustus Caesar (100 B.C. - A.D. 14).

**ARH 355** ***Special Studies: Impressionism.*** Why was Impressionism considered ugly and incompetent when it first appeared in Paris in the 1870s? What were the Impressionists' aims, and how could they lead to such different works as Mary Cassatt's domestic scenes, Claude Monet's landscapes, and Edgar Degas' ballet dancers? What historical and cultural forces contributed to the eventual success of a movement that

radically changed perceptions and practices of art? Explores the origins, rise, and impact of French Impressionism in the context of French 19th- and early 20th-century culture.

**ARH 335B** ***Special Studies: Sixteenth-Century Italian Art***. Traces the stylistic evolution of Italian art and architecture from the 'High' Renaissance masters (Leonardo, Michelangelo, Raphael, and Titian) to Mannerism (Pontormo, Bronzino, and Guilio Romano). Themes include the role of the Renaissance patron, papal and familial propaganda, and the impact of the Protestant Reformation and the Catholic Counter Reformation.

**ARH 335D** ***Special Studies: Roman High Baroque - Rome in the Age of Caravaggio and Bernini***. Explores developments in painting, sculpture, and architecture in the Roman High Baroque through close examination of the careers of Michelangelo Merisi da Caravaggio and Gianlorenzo Bernini. Themes include critical evaluation of primary sources (especially artists' biographies), artists' working methods, relationships between patrons and artists, Baroque classicism versus Baroque naturalism, theatricality, the influence of new reformed orders, and the spread of the Baroque style beyond its origins in Rome.

**ARH 335E** ***Special Studies: Early Modern Italian Paintings in the CFAM Collection***. A collaboration between the Department of Art and Art History and the Cornell Fine Arts Museum. Working with the museum's permanent collection, students will prepare an exhibition to open in January 2012.

**ARH 355A** ***Special Studies: Rococo to Revolution.*** Examines the dramatic changes that took place in French 18th -century visual culture, focusing on issues of gender, race, and power. Visual culture includes not only art and architecture, but fashion, interior decoration, and landscape gardening. Explores representations of kingship and queenship, women's empowerment within the restrictions of 18th-century gender roles, and images of slavery in an age of liberty, among other areas.

**ARH 355C** ***Special Studies: On the Front Line of Art – The Avant Garde in Europe.*** Surveys the role of the avant-garde as self-conscious, outside critic of the dominant bourgeois society in early 20th-century Europe. Through a series of "case studies" combining visual analysis, primary texts, and historical contexts, investigates groups such as Surrealism, Dada, and Italian Futurism to better understand each group's stated purpose, its relation to the other avant-gardes, both before and after, and its influence on Western art history.

**ARH 355D** ***Special Studies: Rebel Artists.*** Examines the phenomenon of the "rebel artist" in Western society. When and why did some artists begin to see their role as questioning or resisting the dominant culture? Who were their detractors and supporters? How did socio-political conditions appear to demand or jeopardize art as critique? What role did their art play? Focusing on art, biography, art theory, and historical context, examines the lives and work of selected artists, including Caravaggio, William Blake, Edouard Manet, and Cindy Sherman.

**ARH 355F** ***Special Studies: Dada and Surrealism***. A focused study of two prominent movements in early 20th-century Western art: Dada and Surrealism. Examines innovative cultural production of visual and literary artists in a variety of media, including painting, sculpture, film, photography, objects, and various publications. Featured artists include Marcel Duchamp, Salvador Dali, and Pablo Picasso. Through readings, lectures, class discussion, participatory activities, and possible fieldtrips to museums,

students will investigate the variety of creative responses to a turbulent and fascinating era in European and American history.

**ARH 365A *Special Studies: The Celluloid Artist.*** Explores ways in which films produce and perpetuate ideas about visual artists. Through examination of selected films, several themes emerge: the crazy artist, the outlaw artist, the misunderstood martyr artist, and the hysterical woman artist. Interdisciplinary course that uses readings in art history and theory, media and cultural studies, film studies, psychoanalysis, and philosophy in order to gain a deeper understanding of such films as *Basquiat*, *American Splendor*, and *Frida*. *Film Studies minor elective.*

**ARH 365B *Studies: Modern American Culture Wars.*** Analyzes traditional and contemporary ethical debates and competing theories of how value is assigned to artworks, the role art institutions play in assessing that value, and how art 'works' or produces effects in society, with application to contemporary American art works, art historical movement, debates, and contexts including National Endowment of the Arts policies, censorship, and artistic autonomy. *Also taught as PHI 240E Topics: Culture Wars*.

**ARH 365D *Topic: Picturing War*.** From Roman triumphal arches to the Abu Ghraib photographs, war has been the subject of much of Western visual culture. Imagery can be just as effective at promoting war and national identity as in questioning the ethics of armed conflict and other forms of large-scale aggression. Course examines the historical contexts and rhetorical strategies of the imagery of war in the Western world from the French Revolution to Iraq and Afghanistan; art forms include painting, sculpture, architecture (monuments and memorials), photography, and film.

**ARH 365E *Special Studies: Art of the Harlem Renaissance***. Focuses on the virtual explosion of visual art by African-American artists that came to be called the "Harlem Renaissance." Closely connected with movements in music, literature, and theatre, the visual arts of the Harlem Renaissance celebrated African-American life, chronicled African-American history, and broke new ground in experimental approaches to art. Offered as part of a multi-disciplinary, year-long experience honoring the life of Zora Neale Hurston.

**ARH 365F *Special Studies: American Modernism***. Early 20th-century American artists made important contributions to the development of such radical new art forms as abstraction, Cubism, Surrealism, and Dadaism. Explores these movements in America, tracing developments in painting, sculpture, and photography. Special emphasis placed on the art of the Harlem Renaissance, in keeping with Rollins' year-long celebration of Harlem Renaissance writer Zora Neale Hurston.

**ARH 380 *Topic: The Jewish Artist and the the Emancipation in Europe, 1810-1910.*** Considers ways that religion, history, politics, anti-Semitism, and aesthetics affected the work of Jewish artists, examining how major art movements influenced them as they were freed from the ghettos during the Emancipation. *Prerequisite: One art history course or instructor's consent. Fulfills an elective requirement in the Jewish Studies minor.*

**ART 232A/332A *Special Studies: Photography*.** Builds on prior technical expertise in camera and darkroom techniques and may include both analog and digital photography. Emphasizes critical thinking about conceptual and stylistic issues in photography, with the end goal of building individual portfolios. Course is suitable for intermediate and advanced photographers and artists, and includes field work, darkroom printing, and individual and group critiques. *Prerequisite: Prior photography or studio experience.*

**ART 233** ***Special Studies: Kinetic Sculpture.*** Bump, grind, and groove: Course explores the artistic potential of light, sound, and motion as integral components to sculptural work. Projects focus on basic mechanical constructs (ie: gears, cams, and pistons), as well as more contemporary electronic and digital media. Students complete four projects over the course of the semester. Coursework is supplemented by readings and discussions. *Prerequisite: ART 120.*

**ART 332C** ***Special Studies: The Figure in Sculpture.*** An investigation of the figure as subject in sculptural work. Examines the stylistic and allegorical development of the representation of the figure through time, tracing its evolution from the ideal to the abject. Studio projects will revolve around the creation of figurative sculptural work in both traditional and non-traditional media, including but not limited to clay, stone, and wood. Please note: This course contains nudity and graphic imagery. Suitable for all art-majors and motivated non-majors. *Prerequisite: ART 241 or instructor's consent.*

**ART 334** ***Special Studies: The Photograph As Language.*** A service-learning course focused on the codes and conventions of photography that examines the communicative capacities inherent to the medium. The class will regularly travel to The University of Central Florida (UCF) to conduct workshops for patients with aphasia (an acquired language disorder). Additionally, students will pursue independent studio projects based around their particular area of interest with regard to the course. Appropriate advanced elective for majors, but is also suitable for highly motivated non-majors. *Prerequisite: ART 293 or instructor's consent.*

*10/07/10*

# AUSTRALIAN TOPICS COURSES
## *(from Fall 1998 to present)*

**AUS 205A *Topic: Australian Literature in the 20th Century.*** Introduces Australian literature from the 1890's to the present by reading and discussing a selection of Australian writers with an emphasis on writing by or about aborigines. *Registration priority to Australian Studies minors.*

**AUS 205D *Topic: Australian Dreams and Realities.*** Examination of contemporary Australian social life and attitudes through the study of literature and film. *Prerequisite*: *Australian Studies minor or consent.*

**AUS 205H *Topic: Indigenous Cultures in Film*.** Construction of Australian Aboriginal and Native American identities in film. The politics of film-making and the value systems and cultures revealed in the films will be discussed. ***Note*: course ends at mid-term.**

**AUS 245 *Evolution of Life in Australia: A Separate Experiment in Evolution*.** An investigation of evidence for a southern supercontinent, GONDWANA, splitting from northern hemisphere lands. Subsequent evolution in isolation, producing Australia's unique flora and fauna, especially birds, and egg laying and marsupial mammals.

**AUS 245 *Evolution of Australian Flora and Fauna***. Traces the evolution of animal and plant life in Australia from its origin, as a part of the ancient southern supercontinent Gondwana, to the break-up of Gondwana, and the isolation of Australia. American connection to the evolution of Australia's unique biota is examined with an emphasis on advanced plants and vertebrates, especially marsupial mammals. Stresses convergent and divergent evolution shown by Australian marsupials after the separation of Australia from Gondwana.

**AUS 250 *Australian Ecosystems at Risk.*** Focuses on the ecosystems of Australia. Investigates the changing nature and variety of Australian ecosystems, examines the reasons that they are at risk, looks into the reasons for their protection, and studies strategies to manage the ecosystems. Meets on a shortened, intensive schedule from January 13 to March 3. *Registration priority to Australian Studies minors.*

**AUS 275 *Out of Empire: The British Dominion of Australia***. Examines Australia in its British imperial context from 1901, the year the Australian colonies federated, to the present. Raises questions about race and colonization, power and privilege, education and indoctrination, and the relationship between the imperial center and the colonial fringe. Focuses on the imperial theme under federation, the rise and fall of the British Dominion of Australia, and the acceptance of the Westminster system.

# BIOLOGY TOPICS COURSES
## *(from Fall 1998 to present)*

**BIO 340** ***Topics: Medicinal Botany***. Explores the history, chemistry, discovery methods, mechanisms of action, natural ecology, and social impact of medicines, drugs, and poisons derived from plants and fungi. Stresses the use of taxonomic keys and identification guides for local plants and the learning of major plant families with important medicinal plants. Includes field and laboratory work with medicinal plants and their effects on animal systems. *Prerequisites: BIO 120/121 and CHM 120/121.*

**BIO 340** ***Parasitology and Invertebrates.*** Emphasizes the study of the important parasite groups and related free-living invertebrates. Laboratories include a long weekend invertebrate field trip to the Florida Keys and reef, as well as the study of an array of representative living parasites through their hosts and life cycles. Emphasis on those species that are most important in human and other higher vertebrate hosts. *Prerequisite: BIO 121.*

**BIO 340A** ***Topic: Marine Mammalogy.*** Examines the biology of marine mammals using an evolutionary approach. Topics include the ecology, physiology, behavior, exploitation, and conservation of representative species of pinnipeds (seals and sea lions), cetaceans (whales and dolphins), and sirenians (sea cows). Course meets twice a week for the first seven weeks of semester. Student performance will be assessed by two exams, a comprehensive research paper and oral presentation, as well as preparation and participation in class discussions. (***Note:*** this is a two semester hour course. ***Meets:*** TR 9:15 -10:45 a.m.; 08/24–10/07.)

**BIO 340D** ***Topic: Bioinformatics with Laboratory.*** Investigates the application of molecular biology, computers, and the internet to generate and manage DNA and protein sequence data. The lecture and laboratory involve generation, management, and analysis of real and archived (in Genbank) data, including that from the Human Genome Project. Topics covered include genome organization and evolution, archival (web-based) and other information retrieval, sequence assembly, alignment, comparative genomics, phylogenetic and evolutionary inferences, and analyses of protein structure and micro-array data.

**BIO 340E** ***Topic: Medical Microbiology.*** Applies basic microbiological principles to the topic of bacterial and viral pathogenesis. Focus is on molecular and cellular action of virulence factors, genetic control of pathogenicity, and the epidemiology of disease transmission. Bacterial colonization mechanisms and host response to disease will also be covered. ***Note*:** Two (2) semester hour course; meets Aug. 24 to Oct. 10. *Prerequisite: BIO 229.*

**BIO 440** ***Senior Seminar: Evolutionary Biology.*** Focuses on student-directed discussion of two popular books on evolutionary biology, the organizing theme of the biological sciences. The books, *Making of the Fittest* by Sean Carroll and *Before the Dawn* by Nicholas Wade, lead students to primary literature to examine the evidence upon which the claims of Carroll and Wade are based. Students will also engage in the writing and defense of a 'library thesis' on a topic of personal interest.

# CHEMISTRY TOPICS COURSES
## *(from Fall 1998 to present)*

**CHM 390** ***Topic: Introduction to Chemical Research*****.** Bimonthly seminar introducing research skills, including searching and citing scientific literature and databases**;** use of the internet, spreadsheets, and drawing software**;** choosing a research mentor**;** developing a research proposal**;** laboratory record keeping**;** and research and ethics. Team-taught. *Required for junior majors enrolling as seniors in CHM 498 and 499.*

*10/07/10*

# CLASSICS TOPICS COURSES
## *(from Fall 1998 to present)*

**CLS 305** ***Topic: Gods and Heroes: The Ancient Greek Bronze Age***. Examines the Ancient Greek Bronze Age through representations in literary texts (Homer, *Iliad*, and *Odyssey*) and archaeological evidence from ancient cities in Greece, Crete, and Asia Minor (Troy).

**CLS 305** ***Topic: Magic, Medicine, and Science in the Greek and Roman World***. Examines the origins of science and medicine in the Greek and Roman world, and the relationship of early scientific thought to myth, magic, and superstition. Readings are drawn from ancient magical and mythological texts, the Hippocratic corpus and other medical texts, and the scientific views of the philosophers such as Pythagoras, Plato, Aristotle, and Lucretius.

**CLS 305A** ***Topic: Greek and Roman Medicine***. A study of the origins of western medicine in the Greek and Roman world. We shall examine how the Greeks and Romans attempted to answer the following questions: What does it mean to be healthy or sick? Are diseases caused by gods/spirits or natural processes? What should one do to cultivate a healthy body? In addition we shall ask, What did Greek and Roman physicians do and how effective were they in treating medical problems and performing surgical operations? What did the various schools of medicine believe and why did they dominate the western medical tradition for so long? Our readings are drawn from ancient magical and religious texts, the Hippocratic corpus, and selections from Galen and other medical theorists and philosophers.

**CLS 305B** ***Special Studies: Archaeology of the Ancient City*****.** Today, the majority of the world's population lives in urban communities. A few thousand years ago, humans were moving from place to place in search of steady food supplies. Traces the story of this incredible development from the origins of agriculture and the first cities in Mesopotamia through the complex Early Christian communities of the 4$^{th}$ century AD. Explores the development of urban spaces and the key role that sanctuaries (the abodes of the divine) played in these ancient cultures. Engages students in interpreting both the primary evidence of the cities themselves and the texts that their inhabitants authored, as well as modern cutting edge theories on the development of ancient urbanism.

**CLS 305C** ***Topic: Archaeology of Food and Dining.*** The social contexts of food and dining pervade modern society. Business deals and marriage proposals occur over dinners and often with elaborate services of wine. Behaviors are dictated by the settings in which we eat. A family barbecue demands a different set of manners than a dinner at a five-star restaurant. Just as in the modern world, food and dining create a common thread of social rituals, such as elite dinner parties and funeral banquets that allow us to understand the societies of Greece and Rome. Course focuses on recovering these behaviors and rituals through the use of textual and archaeological evidence. *Fulfills an elective requirement for the Art History major/minor and Archaeology minor.*

**CLS 305D** ***Topic: Ancient Slavery.*** Explores the practices of slavery in the ancient world. Focuses on the moral, ethical, and human rights issues involved in the ownership of human beings. Emphasis placed on the unique features of ancient slave societies. Geared toward discussion of primary sources (archaeological, historical, and literary) as they shed light on the institution of slavery in antiquity. *Art History major and Archaeology minor elective.*

**CLS 305E/PHI 314P *Topic: Socrates and Sophistry.*** A study of the life and philosophy of Socrates in fifth-century Athens during the war with Sparta. The course examines the different perceptions of Socrates held by his contemporaries (Aristophanes, Xenophon, and Plato). Focusing on Plato's middle dialogues, we shall contrast Socrates' use of dialectic and irony with rhetorical and eristic practices of the Sophists such as Gorgias, Protagoras, and Hippias. *Fulfills an elective requirement for either Philosophy or Classical Studies majors/minors.*

*03/04/11*

# COMMUNICATION TOPICS COURSES
## *(from Fall 1998 to present)*

**COM 240H/PHI 240H *Topic: Evolution and the Law*.** This interdisciplinary course examines the current evolution debates, asking how/why legal change happens and if it confirms an inevitable evolution of social policy reflecting shifts in U.S. social norms.

**COM 315 *Topic: Rhetoric from the Pulpit.*** Helps students to speak publicly with conviction, persuasiveness, and inspiration. Basic principles of how to deliver an effective sermon and review of the greatest sermons of all time, starting with the classical sermons from the Bible and continuing to contemporary, acclaimed pulpit masters. The class will have an opportunity to hear some of the best preachers in the area and critique their delivery. Finally, students will have the opportunity to write and deliver their own sermons.

**COM 315A *Topic: Professional Presentations*.** Utilizes classical roots to adapt to contemporary public situations such as presentations, briefings, symposiums, and group facilitation as students prepare for graduate school, careers, and community outreach opportunities. In addition to a text and other readings, students will learn from guest speakers, as they prepare, present, and critique diverse projects. *Prerequisite: COM 110.*

**COM 315A *Topic: Public Speaking II.*** Expectations for professional and personal achievement include the ability to speak effectively in varied situations. Explores and practices various styles and types of public speaking, ranging from impromptu messages to extemporaneous presentations with question/answer periods, to formal speeches incorporating the use of technology. Through analysis, observation, reading, and guest speakers, considers options and hones rhetorical skills in preparation for a wide variety of situations. *Prerequisite: COM 110 or equivalent.*

**COM 315B *Topic: Performance Studies***. Examines performance as a unique mode of communication in which we repeatedly engage in our daily lives. Examines special codes by which communicators inform audiences that their behavior is a performance. Also examines ways in which everyday behaviors involve performance, such as performance of social roles associated with gender, organizational identification, and cultural identity. Most crucially, will explore how performances shape identity and can be engaged more consciously and more critically. Students will demonstrate their grasp of course concepts through written essays, examinations, and staged performances. With advisor approval, this course may count toward a Critical Media and Cultural Studies major concentration area requirement.

**COM 315L *Topic: Critical Media Studies***. Examines the history, structure, and function of various print and electronic media. By emphasizing the interconnectedness of communication and mass communications, this course elucidates how media help construct, reinforce, and transform personal identity, the meanings of romance and interpersonal relationships, and conceptions of gender, race, socio-economic class, and sexual orientation. *Film Studies and Women's Studies elective course.*

**COM 315L *Topic: Listening.*** The study of the art of listening and its importance in our personal and professional lives. Students learn to analyze, assess, and improve their own listening abilities.

**COM 315Q *Topic: Health Communication***. Explores theory and techniques for communicating about health challenges from interpersonal, family, small group, cultural, and medical perspectives.

**COM 315S** ***Topic: Lawyers in Film and Literature***. There is something in the American psyche that is fascinated with lawyers, and, not surprisingly, that fascination has frequently found its way onto film and in literature, from the classics to modern-day fiction. This course will examine how film and literature have changed the public perceptions of lawyers from (for example) the once applauded Atticus Finch in *To Kill a Mockingbird* to the greedy, foolish and arrogant Mitch McDeere as he passes for a hero in *The Firm*. The course will also examine why lawyers have long been a fit subject for film and literature, and the influence these media have had not only on the profession of law, but also on the politics, civil liberties, and social discourse of both earlier societies and current times.

**COM 315T** ***Topic: Performance Ethnography.*** Involves participating in and analysis of performances to understand specific cultures. Topics include the ethics of speaking with and for members of another culture; ways in which culture must be embodied and performed in order to be made real; and the value of creative and more personalized expressions of what one learns through ethnographic research. *Communication minor elective.*

**COM 315U** ***Topic: Rhetoric of Religion*****.** Explores various world religions as symbol systems designed to make sense of lived experience. Most religions are by nature rhetorical, because most religions aim to persuade others to adopt a specific world view and belief system. Explores the persuasive symbolic means by which diverse religions communicate their understanding of reality.

**COM 440A** ***Topic: Interviewing***. Study of interviewing as a procedure applied in various ways by professionals in work situations. Business, research, and journalist/broadcasting contexts will be explored. Specific types of interviews include: selection interview, performance appraisal, counseling, discipline, exit, negotiating, telephone survey, focus group, organizational audit, investigative/broadcast reporting, and press conference. Examines interviewing from both interviewer and interviewee perspectives.

**COM 440B** ***Topic: Preachers and Preaching.*** Students will read and analyze some of the more celebrated sermons ever given, and learn techniques for public speaking. Students will give a variety of sermons, both the sermons of someone else and those they compose themselves, familiarizing them with not only with the history of preaching, but also with the experience of personally communicating a sacred message**.**

**COM 440C** ***Topic: Great Trials of the Centuries*****.** Studies classic cases that affected, and were affected by, the culture of the times including the trials of Jesus, Socrates, Sir Thomas More, Joan of Arc, Oscar Wilde, and Lizzie Borden. Includes other cases that have significantly changed the course of American history, culture, and jurisprudence.

**COM 440E** ***Topic: Rhetoric of Religion*****.** Explores various world religions as symbol systems designed to make sense of lived experience. Most religions are by nature rhetorical, because most religions aim to persuade others to adopt a specific world view and belief system. Investigates the persuasive symbolic means by which diverse religions communicate their understanding of reality.

# COMPUTER SCIENCE TOPICS COURSES
## *(from Fall 1998 to present)*

**CMS 395C *Topics: Data Compression*.** Provides necessary theoretical foundations for data compression methods. Emphasis on lossless text compression with a look at basic concepts of information theory, Huffman coding, arithmetic coding, dictionary techniques, and predictive coding. Time permitting, lossy compression techniques will be explored by studying problems of sampling and quantization, transforms, and filters. *Prerequisites:* ***CMS 170*** and ***MAT 219.***

**CMS 395/495 *Topics: Embedded Systems.*** Explores the development of embedded software systems such as those used in cell phones. Looks at assembly code the way it is commonly used in practice – to implement small, fast, or special-purpose routines called from a main program written in C. Will use a software tool that executes on an ordinary Pentium-class PC to build simple stand-alone embedded applications. *Prerequisites: CMS 250 and 370*

**CMS 395/495 *Multimedia Design*.** Project-oriented course focused on building multimedia presentations of computer science concepts. Uses *Photoshop*, some three-dimensional modeling tools, and *Director with Lingo* programming to create interactive, multimedia modules. *Prerequisite for 400-level course: CMS 270.*

**CMS 395/495 *Topic: Multi-Media with Objects***. Students will learn a pure object-oriented language, a variety of *Smalltalk*, and use it to implement a substantial multimedia application. They will practice object-oriented design, learn to design and evaluate user interfaces, and learn to incorporate graphics, animation, sound, movies, web-browsers, etc., into their applications. *Prerequisite: CMS 270.*

**CMS 395H/495H *Topic: Networking.*** Study of the technology, architecture, and software used by systems of network connected computers. Topics include data transmission, local area network architectures, network protocols, inter-networking, distributed systems, security, and network applications such as e-mail, WWW, and FTP. Students will develop programs that run concurrently on multiple computers. *Prerequisites: CMS 270 and instructor's consent.*

**CMS 395/495 *User Interface Design*.** Introduces principles of designing effective user interfaces for a wide range of computer applications. Principles will be used as a basis for designing software and implementing user interfaces in Java. Students will build a complete interface for an interesting application. *Prerequisite: CMS 270.*

*03/04/11*

# CRITICAL MEDIA AND CULTURAL STUDES TOPICS COURSES
## *(from Fall 1998 to present)*

**CMC 350A *Topic: Media, Peace, and Justice.*** Allows students to develop and apply talents and imagination to the realization of peace and justice through both the formal study of media as well as experiential education. Considers contemporary and historical media and the politics of filmmaking concerning peace, social justice, and the environment, while practicing hands-on learning as active participants in the production of the 2009 *Global Peace Film Festival*. *Prerequisite: CMC 100 or instructor's consent.*

**CMC 350B *Topic: Native American Media and Cultural Studies.*** With its frameworks to rethink assumptions about American myths and stereotypes regarding race, gender, class, ethnicity, family, education, and more, cultural studies provide important critical insights for examining historical and contemporary misrepresentation of American Indians in the media. Though a focus on both non-Native and Native media – film, digital video, television, radio, music, print media – traces misrepresentation and explores how contemporary indigenous people use the media to form identity, reconstruct the past, revitalize culture, and assert their sovereignty and treaty rights. Foundations are provided by an introductory section that addresses American Indian prehistory, the European colonial period, and the American period of American Indian history and experience. *Prerequisite: CMC 100 or instructor's consent.*

**CMC 350C *Topic: International Media***. Examines flows of information, "news" and entertainment, across national and international media systems. Considers how technology, economics, and international relations affect the content, structure, and consumption of media, both globally and within specific regions such as Latin America, the Middle East, Africa, and Eastern Europe. *Prerequisite: CMC 100 or instructor's consent.*

**CMC 350D *Topic: Media Activism*.** Media activism is the use of media for social change. Examines grassroots and institutional media initiatives that promote development, political reform, and/or social justice. Looks at media activism in terms of actors, messages, and the structure of media systems. *Prerequisite: CMC 100 or instructor's consent.*

**CMC 350G *Topic: The Political Economy of Body and Food.*** U.S. culture bombards us with conflicting messages about what our bodies should look like and what/how/when/where we should eat: super-size fries, slow food, protein powder, tummy tuck, anorexia, obesity, community garden, genetically-modified food, food waste, food desert, and *The Biggest Loser*. By investigating the representation, production, distribution, consumption, and effects of food, course seeks to uncover whose interests are served -- and not served -- by the current cultural "menu."

**CMC 350H *Topic: Cinema and Modernism*.** Explores the broad relationship between cinema (a medium created in the late 19$^{th}$ century) and the Modernist cultural movement, one that reached its apex precisely as the art of film came of age. Begins by attempting to give a theoretical and historical overview of the term "Modernism" and by confronting the controversy of whether or not the cinema is "inherently" Modernist (either because of its ontological nature or its chronological positioning). Course then considers major issues foregrounded in discussions of Modernism including gender, primitivism,

mechanization, politics and propaganda, nationalism, commodification, labor, etc. Under each topic, considers selected films that relate to the subjects as well as works from other arts and media: literature, painting, decorative arts, advertising, etc. *Film Studies elective.*

**CMC 350M *Topic: Solidarity, Community, Equality*.** Seminar focused on national, state, and local struggles for human and civil rights for persons who identify as lesbian, gay, bisexual, and transgendered (LGBT). Students will research a different aspect of LGBT inequality and will compose creative works designed to raise consciousness. Professor and students will also collaborate on a video project. Students must be deeply passionate about human rights and those with photography, Photoshop, video editing, and/or songwriting experience are especially welcome to apply. *Prerequisite: Instructor's Consent, register in department. Women's Studies minor elective.*

# ECONOMICS TOPICS COURSES
## *(from Fall 1998 to present)*

**ECO205E *Topic: Economic Rhetoric and Crisis*.** Examines the role of economic rhetoric in shaping popular understanding of economics and public policy. Surveys institutions producing pop-economic knowledge from education to media, paying particular attention to the various interpretations of the current economic crisis. "The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist" (John Maynard Keynes, 1936). *Critical Media and Cultural Studies major elective.*

**ECO 305A *Topic: Economics and Cinema***. An interdisciplinary seminar applying film studies to economic themes portrayed in the arts. Features a diverse selection of classic and recent films, discusses the economic issues they address, and analyzes the artistic devices used to convey those issues. As a final project, students will create and present a proposal for a movie including a synopsis of the story, its economic context, and an analysis of the ways it would express social-economic issues. *Prerequisites: ECO 202 and 203 or consent.*

**ECO 305A *Topic: Games, Rationality, and Behavior*.** Uses class games derived from game theory and cross-disciplinary experiments to develop an understanding of rationality. Drawing on readings in economics, philosophy, psychology, and evolutionary anthropology, explores the power and limitations of rationality as a core concept for understanding our behavior and ourselves. *Prerequisites: two **ECO** courses, junior/senior status.*

**ECO 305A *Topic: International Economic History.*** Traces the evolution of economic institutions from the Stone Age to present, paying particular attention to the diversity of these institutions across cultures. Studies the relevant interest-group considerations that motivate social processes, traditions, and structures – often asking, "who wins and who looses?" Major historical themes include the political economy of oil and war, colonialism and neo-colonialism, and punishment and social order. *Prerequisite: ECO 212, 213, or instructor's consent.*

**ECO 305B *Topic: U.S. Macroeconomic Policy***. Examines the history of U.S. macroeconomic policies. Emphasis will be on monetary policy, but fiscal and other stabilization policies will also be considered. Specific policy decisions will be analyzed in detail. The history of the Federal Reserve System, and its changing role in Federal regulation of the macroeconomy and the banking system, will be discussed and critically analyzed. *Prerequisites: ECO 202 and 203 (or 212 and 213).*

**ECO 305C *Topic: Economic Impacts of Social Capital*.** Interdisciplinary course focused on interrelations between economic performance (economic development and economic growth), polity and transitions to democracy, social capital, civic engagement, trust, and institutional infrastructure. Roles of the state, the market, and civil society in building sustainable communities in a variety of developed and developing countries, and emerging market economies, including the transition economies of Central and Eastern Europe and former Soviet Union, will be analyzed. A portion of the course will also examine civic engagement in the Metro-Orlando area.

**ECO305C** ***Topic: Economic History of Conflict.*** Traces the evolution of economic institutions from antiquity to present as they relate to conflicts and war, while particularly focusing on the economic history of the U.S. and its conflicts. Studies the relevant economic interest-groups that drive social processes, traditions, and structures to interpret and understand histories encountered. This approach will be applied to several important historical conflicts throughout the course, concentrating on those particularly relevant to our understanding of *current* debates -- the Crusades and other religious wars, colonialism and neo-colonialism, the Cold War, several conflicts in the Middle East, and the political economy of the military industrial complex. Will explicitly tell the story from the (usually ignored) perspective of politically and economically weak groups (Native Americans, poor, Africans, immigrants, foreigners, savages, heathen, primitives, workers, labor-unions, etc.).

**ECO 305C** ***Topic: Rhetoric and Markets***. Examines the differences between the actual functioning of markets, as understood by economists, and the political rhetoric about them. Students will thus acquire a "map" of the competing academic, social, and political positions that will go some way towards penetrating the rhetorical veil of ignorance obscuring the political discourse. *Prerequisites: ECO 212 and ECO 213.*

**ECO 305D** ***Topic: Comparative Modern Empires***. Economics developed as a discipline in parallel with the British Empire, both as a mode of justification and as a critical voice. Recently, these debates have become particularly urgent as different economic systems come under the increasing pressures of globalization. We will compare the political economy of the British Empire and the United States, and attempt to draw useful geopolitical conclusions from the analysis. *Prerequisites: ECO 212 and ECO 213.*

**ECO 305D** ***Topic: European Emerging Markets.*** Provides historical background to the Soviet and East European economies between 1950-1990; institutional features of Soviet type economies (balanced planning, pricing, success indicators, etc.); patterns of economic performance under communism; conceptual approaches to transformation and elements in the process of transformation; development of capital markets; foreign investment; EU enlargement; case studies of national strategies and outcomes. *Prerequisites: ECO 202 and 203.*

**ECO 305D** ***Topic: Post-Communist Transitions***. Examines the major economic problems of transition from centralized planning to a market-based economy. Focus on the problems of creating an institutional infrastructure compatible with markets and private property, in the context of real social, political, and cultural practices in post-communist societies. Examples are drawn from Russia and former communist countries since the 1980s. *Prerequisites: ECO 212 and 213.*

**ECO 305D** ***Topic: Transition Economies***. Provides historical background on the Soviet and East European economies from 1950-1990; institutional features of Soviet-type economies (character of plan targets, balance planning, pricing, indicators of economic performance, etc.); patterns of economic performance under communism; conceptual approaches to "transformation;" elements in the process of transformation, and review of related literature; development of capital markets, foreign investment, European Union enlargement; and case studies of national strategies and their outcomes, particularly Russia, Poland, Hungary, Romania. *Prerequisites: ECO 202 and 203.*

**ECO 305E** ***Topic: The Economics of International Financial Markets***. Covers current institutions and practices making up international financial markets. Interactions among national monetary systems, the forex market, and other international financial assets are examined. Students develop basic

understandings of speculation, risk hedging, portfolio management, derivatives, fundamental versus technical analysis of stocks, and other topics. Also includes simulated real-time international asset trading via the Internet.

**ECO 305J *Topic: The Economic Policy Study Group.*** Economic policy issues of current interest are discussed and analyzed in a cooperative group setting. Topics are chosen collectively by the class members. Topics may include: welfare reform; issues in international trade; the flat tax; anti-poverty programs; social security reform; environmental policies; and macroeconomic stabilization policies. *Prerequisite: ECO 213.*

**ECO 305K *Topic: Comparative Theories of Growth and Technical Change***. An introduction to comparative theories of growth and technical change. Classical, Keynesian, and neoclassical theories of growth will be presented and developed. Included are the Harrod-Domar model and its recent extensions, the Solow model, as well as recent developments in both classical and neoclassical endogenous theories of growth. Emphasis will be placed on empirical applications of each approach. *Prerequisites: ECO 202/212 and 203/213.*

**ECO 305K *Topic: Economics and Human Behavior***. Human behavior is often 'economically irrational,' contradicting traditional assumptions of economists. For example, in their actual behaviors, people are often willing to give up economic benefits to enforce their sense of fairness or justice, or for other 'non-economic' goals. Surveys scholarly research on actual human behaviors, both the purely individual as well as social. Involves extensive readings, classroom exercises and quasi-experiments, discussions, and readings-based papers. Research in other disciplines relevant to a new understanding of economic behavior, and the latest work that monitors human brain activity that is also beginning to affect economics also reviewed. *Prerequisites: ECO 202, ECO 203, ECO 204.*

**ECO 305L *Topic: Gender Issues in Latin American Economic Development***. Explores the relationship between gender and economic development in Latin America. Examines the evolution of women's property rights, access to resources and employment, and socio-economic position. Uses economic tools to understand the role that gender plays in various development models, as well as in the analysis of poverty, inequality, credit, land, and labor markets. Looks at the impact of economic change and economic development on gender, families, and the household, as well as women's responses to such changes via movements for social and gender justice. Finally, examines 'post-development' feminist alternatives to modernization that are emerging from the Global South. *Prerequisites: ECO 202 and 203 or ECO 212 and 213.*

**ECO 305L *Topic: Gender and Economic Development in Latin America*.** Explores the relationship between gender and economic development in Latin America. Examines the affects of women's property rights, access to resources and employment on household decisions, and local development strategies. Uses economic tools to understand the role that gender plays in various development models as well as in the analysis of poverty, inequality, credit, land, and labor. Looks at the impact of economic change and economic development on gender, families, and the household, as well as women's responses to such changes via movements for social and gender justice. Finally, examines 'post-development' feminist alternatives to modernization that are emerging from the Global South.

**ECO 305M** ***Topic: History of International Trade and Finance.*** Traces the history of international trade and finance from the classical period, through the medieval period, to the modern period. Focuses on issues concerning the evolution of the institutions that facilitated trade and finance, and the impact that they had/have on economic and social behavior. *Prerequisites: ECO 202/212 and 203/213. International Relations major elective.*

**ECO 305N** ***Topic: The Global Marketplace.*** Many economists herald markets as institutions that promote individual freedom, expansion of wealth, and social harmony; others condemn them for generating avarice, economic inequality, and social dissolution. Addresses how economists and others have interpreted the increasing scale and scope of market relations upon society historically, and applies these understandings to the global marketplace today. Critically examines several key institutions in today's global marketplace, including the WTO, NAFTA, and multinational corporations. *Prerequisites: ECO 202 and 203.*

**ECO 305Q** ***Topic: The Global Marketplace***. Focuses upon how economists and philosophers have interpreted and debated the proper role of 'the market' in contemporary global society and in producing good economic outcomes. Critically evaluates global market integration from a number of economic and ethical positions across today's political spectrum. Specific topics discussed include the World Trade Organization (W.T.O.), North American Free Trade Agreement (N.A.F.T.A.), outsourcing, and foreign direct investment (F.D.I.).

**ECO 305R** ***Topic: Urban Political Economy***. Explores the central concepts and themes in urban economics and urban social theory. Briefly examines the neoclassical perspective and shifts focus to the political economy approaches to urban built spaces and relations. The latter draw on radical and social theory to look at economic processes, forms of power, and cultural meanings as complexly determining the historical patterns of urban development and change. Course also presents ideas from sociology, geography, political science, urban studies, and anthropology. Themes include modernization and the city, de-industrialization, neo-liberal urbanization, forms of social exclusion, negotiation of urban difference and rights, and alternative urban development. *Prerequisites: ECO 202,203, and 221.*

**ECO 305S** ***Topic: Health Economics.*** An application of economic reasoning to organization, delivery and cost of healthcare services in the U.S. Examines the supply and demand of health care, the market for health care professionals, health providers and health insurance, and the role of government in the health care market. Emphasizes comparative analysis of healthcare financing and delivery in several industrialized nations. Compares the performance of the U.Ss healthcare system to other nations, considers possibilities for healthcare reform in the U.Ss and discusses the relative merits of current reform efforts. *Prerequisite: ECO 202 and 203.*

**ECO 305U** ***Topic: Economic Development of Latin America.*** Explores the key issues and debates with respect to economic development in Latin America. Begins with a look at Latin American economies in historical perspective (e.g., colonialism, independence/nation-building, and revolutionary movements) and continues through 20$^{th}$-century stages of development and associated theories. Surveys mainstream economic development theories and their relevance to Latin America, as well as Latin American theories of development and underdevelopment such as dependency and structuralist theories. Also examines contemporary critiques and alternatives such as social movements, post-structuralist views, grassroots

development, and gender and development. Specific topics to be covered include trade policy, debt crises, stabilization policy, poverty and inequality, rural development, and sustainability.

**ECO 305W** ***Topic: China's Development Experience***. Introduces contemporary Chinese economic development in historical and global contexts. Delineates changes in China's economic systems across different time periods, examines domestic and international forces driving these changes, evaluates the performance of distinct economic institutions and policies China experimented with in the past six decades, and explores the challenges posed by China's current development model to China itself and other countries in the world. Lessons from the Chinese development experience and implications for the rest of the developing world and global capitalism highlighted throughout the course. *Prerequisites: ECO 202 and ECO 203, or ECO 212 and ECO 213.*

**ECO 305Y** ***Topic: Economics and Contemporary Social Issues***. Through readings of current books on contemporary social issues, examines and critiques the author analyses and perspectives through the lens of economic ideas and the values they reflect. At least two of the books will be chosen by students in the course. *Prerequisites: ECO 202 and ECO 203, or ECO 212 and ECO 213.*

*10/07/10*

# EDUCATION TOPICS COURSES
## *(from Fall 1998 to present)*

**EDU 205A *Topic: Biblical Sources for Ethics and Values in Education.*** Introduces the field of ethics and values in education. Through the study of Biblical texts, students will gain familiarity with basic values and ethical teachings. Explores topics such as selfishness and dishonesty, as well as current questions of the ethics of ecology, biomedicine, and technology. Students will review teaching models and develop lesson plans utilizing appropriate teaching strategies. The required texts are a bible (any type) and Kidder and Rushworth's, *How Good People Make Tough Choices.*

**EDU 205A *Topic: Education and Social Change: A Global Perspective.*** Examines education and social change in different regions of the world, especially Tanzania. Explores how education has been used by different States to achieve national political transitions ("promote democracy" and/or produce citizens), as well as by popular/grassroots group to resist state political/economic agendas. *Fulfills an elective requirement for the African and African-American and Women's Studies minors.*

**EDU 205C *Biblical Personalities as Role Models for Character Education***. Introduces theories and models of character education using biblical personalities and the moral issues that they deal with during their lives as role examples. Character education as a field of study in education has many theories and proponents. Since character education is part of the curriculum in many schools, the study of biblical personalities and their stories provides insights for creating effective teaching strategies. When students develop character, they internalize the capacity to know the good, love the good, and do well. *Jewish Studies Minor elective course.*

**EDU 365A/HIS 365A *Comparative Education in the 20$^{th}$-Century U.S. and China.*** Examines historical evolution of policy changes, debates, and current issues in the context of political, economic, and social change. *Fulfills an elective requirement in the Education and History majors.*

*02/18/13*

# ENGLISH TOPICS COURSES
## *(from Fall 1998 to present)*

**ENG 190** ***Lord of the Rings Revisited*****.** Whether you read Tolkien long ago, met him at the movies, or still wonder what he's all about, this course offers the pleasure of reading deeply into the novels, watching the films, and talking through how Tolkien captivates us with his visions of honor and friendship, obligation and desire. How do *his* hopes for global community help us understand our own?

**ENG 190** ***Magical Realism*****.** When a man awakens as a giant cockroach . . . when an owl perches on a window crying sweet warnings . . . when a dead baby rises from the grave or the local shopping mall draws us into fairyland . . . what are we to think? Exploring works of magical realism, this course offers delightful metaphors, strange dreams, and a whole new way of understanding experience.

**ENG 205** ***Language Studies for Writers*****.** Extends knowledge, appreciation, and effective use of language. Aren't words wonderful! If you as a serious writer want to grow more resourceful and polished in using English by studying its history, word roots, rhetorical devices, and stylistic possibilities, take this course and add to the tools of your craft. *Prerequisite*: ***ENG 101*** or ***ENG 140.***

**ENG 329N/THE 350K Topic: Troubling the Waters—The Plays of Tony Kushner**. Kushner's plays challenge our values, pose compelling questions, and offer pleas for compassion and understanding. Aligned with the Pulitzer prize-winning playwright's visit to Rollins in April 2011, this course examines themes in Kushner's works including *Angels in America: Parts One and Two*; *A Bright Room Called Day*; the musical *Caroline, or Change*; and the children's book *Brundibar* (a collaboration with Maurice Sendak). Co-taught by a Theatre and an English professor, *Troubling the Waters* will consist of both close readings, discussions, and staging of scenes/monologues from Kushner's plays and adaptations. Previous performance experience is not required. *Restrictions: Professor's consent required.*

**ENG 234** ***Literary Themes: Caribbean Literature*****.** Introduces students to the study of Caribbean literature with a focus on the legacy of colonization. Readings include slave narratives, novels, and poetry.

**ENG 234** ***Selected Studies in World Literature: Lyric Nations*****.** Considers how a range of poets and writers from former British colonies fashion nation, national identity, and homeland in many fantastic, nostalgic, and resistant ways. Looks at poems and novels from Ireland, the Caribbean, Africa, and India, next to popular music and cinema forms (reggae/Irish folk/Hollywood film/American pop). Examining such motley cultural registers, we will ask ourselves how we imagine other nations and our own as both fabulous fantasy spaces and necessary political entities.

**ENG 234A** ***Selected Studies in Literary Themes: Revisiting the Books of Childhood*****.** Discusses the books that appealed to us when we were very young, and then moves to an analysis of a variety of fairy tales, exploring cultural, psychological, and philosophical interpretations of the tales. Six to eight classics for children and adolescents will be read and analyzed, chosen from works such as *Alice's Adventures in Wonderland; Bambi; The Wind in the Willows; The Wizard of Oz; Peter Pan; Little Women; Tom Sawyer; The Yearling; The Lion, The Witch, and the Wardrobe*. Suitable for non-majors.

**ENG 234E *Selected Studies in Literary Themes: Great Speeches*.** Explores how great speeches have the power to move people. Looks at how fictional authors have used speeches to further their plots and how actual historical speeches have propelled social change. Will use readings, audio, and film to study works of Shakespeare, Wilde, Lincoln, John F. Kennedy, Gandhi, and others. Analysis illuminates the goals, values, emotions, local and general contingencies, and language informing text construction and interpretation. Suitable for non-majors.

**ENG 234G *Selected Studies in Literary Themes: Gruesome Anatomy*.** The minute focus of a medical examiner during autopsy; the seductive cry of the carnival barker asking you to, "Step right in;" the varied ways in which doctors, both real and fictional, repurpose corpses for new ends – each of these acts associated with bodies is surprisingly similar to the skills of reading and writing well. We will read about bodies at all kinds of extremes: from medical cadavers, to monsters, to freak show performers. In the process, we will learn to think differently and more critically about reading by analyzing texts that are themselves strange, often both in subject matter and style.

**ENG 235A *Selected Studies in Environmental Literature: Literary Habitats – The River Community*.** America is a land of magnificent rivers. Many of her finest writers have imagined their world and community in the context of their watershed. After a brief survey of the major river writers, this course will focus especially on Florida's waterways, the St. John's River and it's local tributary, the Wekiva. Here, we will see, in political practice and field trips, how the ideals of our nature writers can help formulate a community plan for Central Florida.

**ENG 235C *Selected Studies: The Poetry of Earth* (L).** This course is a subset of environmental literature, focusing exclusively on the best American nature poets from Whitman to the present. The course follows the development of an ecological imagination in the history of American poetry and features a creative project on a specific theme.

**ENG 236 *Themes in Mythology*.** May examine mythology, epics, international folk tales, Greek and Roman literature, movements in European Literature, and Third World Writings. Suitable for non-majors.

**ENG 241 *Images of Women in Fiction and Film*.** Focuses on the history and aesthetics of film and its relationship to literature. Emphasizes the female image presented in these two genres and examines cultural and intellectual trends that have influenced these views.

**ENG 245 *Studies: Afro-American Cinema*.** Focuses on the film genres and theories that African Americans have shaped by their participation and presence. Students will confront a variety of sources, theory, text, and context, in order to amass a working knowledge of the body of work we call African American film. *Fulfills elective requirement in the African and African-American Studies and Film Studies minors.*

**ENG 245C *Selected Studies in Popular Culture: Gender Images in Science Fiction* (L).** Examines hard and soft science fiction, and fantasy, focusing on cultural diversity in popular culture. Discusses metaphors science fiction offers to analyze social values and solutions to personal and planetary problems. Asks how we define ourselves as men and women, how genders interact, and how we come to appreciate the alien.

**ENG 245D *Selected Studies: Black Women Writers*.** Women of Africa and African descent, including the Caribbean, are scrutinized in this course. What are the particulars of occupying a racialized and sexualized space in the Western diaspora? Paule Marshall, Toni Morrison, Alice Walker, Mariama Ba, Bessie Head, Octavia Butler, and Jamaica Kincaid all contribute to this layered position. Also draws heavily from theories of black women's writing. Such authors may include Hortense Spillers, Cheryl Wall, Barbara Johnson, and Bell Hooks. *African and African-American Studies and Women's Studies minor elective course.*

**ENG 245N *Selected Studies in Popular Culture: Gender Adaptations***. Given such contemporary shows as *Extreme Makeover*, we will ask whether our popular and literary narratives have "adapted" to allow for a greater range of gender identifications in the present. We will think about the different ways we "read" gender and sexual identities in autobiographical narratives, plays, novels, comics, films, and television. We will examine a range of sexual and gender identities from "straight" to "queer" – from acceptable, normative, and outrageous to outlawed, closeted, and pathologized. We will ask how these identities have varied radically over time and place. Finally, we will think about how gender and sexual roles in literary works have been reworked into Hollywood adaptations in such works as Susanna Kaysen's *Girl, Interrupted*, and Chuck Palahniuk's *Fight Club*. What is lost and what is gained in translations of gender scripts across mediums and across time?

**ENG 255 *African American Film*.** Explores "black" cinema, its influence on dominant media culture, and its critical scholarship. Reading and writing intensive, and will feature independent and major films along with critical essays that explore the black experience as portrayed by independent black filmmakers and by Hollywood. Preliminary texts include Donald Bogle's *Toms, Coons, Mulattoes, Mammies, and Bucks* and Valefie Smith's *Representing Blackness*. Films may include *School Daze* (1988), *Daughters of the Dust* (1992), and *The Best Man* (1998).

**ENG 259 *Exploring the Fringe Practicum***. Explores alternative theater in Central Florida and provides practical experience with alternative theater organizations. Attendance at a series of experimental productions throughout the term and the Orlando International Fringe Festival required, along with projects for the Orlando Fringe Festival. Written series of play reviews, research projects on alternative theater, and individual class journals also required.

**ENG 259 *Florida Noir–Fiction and Film***. Explores the evolution of crime fiction in Florida from John D. McDonald and Brett Halliday to Carl Hiaasen, Edna Buchanan, and Laurence Shames. Also examines crime films from classics like *Key Largo* and *Body Heat* to contemporary Florida movies like *Ulee's Gold* and *Wild Things*. *Film Studies minor elective.*

**ENG 275 *Studies: Afro-American Science Fiction***. Critical examination of the black contribution to the science fiction literary genre including the novel, film, and theory. Investigates the boundaries of the genre on their own terms and will engage with critical discourses that have excluded the genre from the literary canon. Students will also confront marginalization within the genre, thus challenging their own assumptions about race and aesthetics. *Fulfills elective requirement in the African and African-American Studies minor.*

**ENG 276 *Writing for the Future*.** How do we depict ourselves when we're communicating on the internet? How does our sense of audience shift? Course explores how our own personal reading and

writing are being changed by advances in technology, how online practices are reshaping corporate and academic writing, and whether our ability to learn is affected by our uses of technology.

**ENG 277** ***Writing in the Community*****.** Explores issues shaping communities and writing forms intended to gain voice (political, environmental, social, etc.). Through compelling service learning projects, students write responses, letters, field studies, documentaries, or other persuasive pieces to gather public support.

**ENG 290** ***Sophomore Seminar: Formalist Po*****etry**. Formalist poetry is the main tradition in English and American verse before the innovation of "free verse" a century ago, and it is still prominently practiced today. Our aim is to examine these traditional techniques and practices to learn the mysteries of meter, rhyme, and stanzaic pattern from Chaucer onward. You will also have the opportunity to try your hand at formal versecrafting, if you wish. *Prerequisites: ENG 170 and sophomore standing.*

**ENG 290** ***Sophomore Seminar: Magical Realism.*** A man awakens as a giant cockroach. What are we to think? M.H. Abrams suggests that such writers "interweave, in an ever-shifting pattern, a sharply etched *realism* in representing ordinary events and descriptive details together with fantastic and dreamlike elements." Magical realism is a new way of looking at experience, allowing us to fuse what we know and what we suspect. *Prerequisites: ENG 170 and sophomore standing.*

**ENG 290** ***Sophomore Seminar: Short Fiction*****.** Examines the short story as a literary form, with special emphasis on theories of narrative. *Prerequisite: sophomore standing and ENG 170, or instructor's consent.*

**ENG 295** ***Creative Non-Fiction Workshop: Autobiographical Writing*****.** Introduces reflective writing and invites students on the journey to the land of self. Considers self-expression via journals and memoirs, letters or confessions, poetry and fiction, songs of the self, familiar and not-so-familiar essays.

**ENG 295** ***Studies in Nonfiction: Writing for the Future.*** Explores the forms and practices of writing online that are reshaping corporate, academic, and personal futures. Focuses on options for integrating visuals with text, exploring the potentials of cyberspace, and writing in a hypertext environment.

**ENG 295A** ***Studies in Non-Fiction: Writing in the Community*****.** How do we give voice to private and public concerns in shaping the places we live? How do we become active members influencing decisions in our various communities (political, environmental, religious, social, or intellectual)? By practicing the genre of civic writing students will gain a better understanding of issues. Course allows students to develop selected forms of civic writing (letters to the editor, fact-finding summaries, field studies, proposals, documentaries, and other persuasive public project pieces organizations use to develop cases and gain support), write for an organization, and practice service learning.

**ENG 295C** ***Selected Studies in Non-Fiction: Writing Australia.*** Been to Australia? Preparing to go? This travel writing course lets us write in creative ways about expectations and discoveries, examining how our experiences of a place shape our knowledge and change us as individuals. Opportunities to write what we've learned and read about what we missed as we focus on the people, the place, and the mystique of Australia. *Note: Students may substitute another country for Australia*. *Prerequisite*: *ENG 140.*

**ENG 300** ***Introduction to Professional Writing.*** Provides English majors with tools for analyzing writing tasks, producing effective documents, and evaluating writing quality, specifically in professional situations. Organized around four major types of writing that represent common tasks for professional writers – proposals, resumes, business correspondence, and technical writing – and the features unique to these genres. Culminates in a writing portfolio suitable for employment applications. *Prerequisite*: *ENG 101*.

**ENG 300C** ***Expository Writing: Argumentation***. Focuses on strategies for persuasive writing, speaking, and presentation. Topics include logic, word choice, audience analysis, and presentation skills.

**ENG 308** ***Shakespeare on Film***. Few authors' works have been translated into film as often as Shakespeare's. This course will examine that translation process, the way, for example, the original Romeo and Juliet became Zeffirelli's highly romantic 1968 version, the hip hop Baz Luhrman 1996 version, and the American musical West Side Story. In addition to fairly classical film interpretations of plays like Macbeth (e.g., Welles and Polanski) and King Lear (e.g., Olivier), we will discuss Kurosawa's samurai version of Macbeth (Throne of Blood) and Jane Smiley's Midwestern revision of Lear (A Thousand Acres).

**ENG 310** ***Studies in Anglo Saxon and Medieval Literature: Chaucer's Women*** **(L).** Examines the representation of women in a selection of Chaucer's middle English texts including *The Canterbury Tales*, *Troilus and Criseyde*, *The Legend of Good Women*, and *The Book of the Duchess*, along with some of his shorter poems.

**ENG 310** ***Studies in Medieval Literature: Transformers in Medieval Literature.*** Examines transformers not from a different planet, but from a different era. Through readings of romance, fabliaux, confessionals, allegories, and drama, explores conditions that made transformations of gender, legal status, and social class possible, thinking critically about consequences of these changes upon earlier cultures and our own. In the case of medieval transformers, there is always more than meets the eye.

**ENG 314C** ***Topic: The Age of Milton*****.** Examines the major poetry of John Milton in the context of the political and religious history of 17th-century England. Students will do a close reading of *Paradise Lost* and selected other works, including poems by Andrew Marvell, and will focus on issues raised by these texts, including questions of freedom and religious tolerance, gender roles, and the problem of evil. Students will be expected to do background readings in selected biblical, historical, and mythological texts and to be actively engaged in discussing the issues involved.

**ENG 315** ***Studies in 19th-Century British Literature: English Romantic Poets*****.** Examines major writers and writings of the Romantic and Victorian periods. Emphases may include works of either period, the forms of lyric poetry, the rise of the novel, or literary movements in their cultural contexts.

**ENG 319/419** ***Studies in 20th Century British Literature: 20th Century English Novel*** **.** Examines the novel (both in theme and technique) as a reflection of the increasing complexity of life in the twentieth century. A principal concern is the passing of traditional English values.

**ENG 319** ***Studies in Twentieth Century British Literature (Playwrights)*****.** Examines major writers and writings of the modern and contemporary periods. Emphases may include movements in poetry, fiction, or drama – especially those that represent experiments in new modes of expression at the beginning and

end of the century.

**ENG 324** ***Selected Studies in Minority Literature (African-American).*** Minority literary studies. Offerings vary from year to year. Suitable for non-majors.

**ENG 328** ***Contemporary American Literature: Connie May Fowler*****.** Offers a unique opportunity to consider trends in contemporary American literature through an examination of the work of Rollins' Writer-in-Residence, Connie May Fowler. Students will read Fowler's best-known novels and memoirs, and view the film based on her book Before Women had Wings. Class will be unusual in that guest lecturers with expertise in specific subjects, such as memoir, Southern literature, film theory, etc., will each lead a segment of the course. As a result, students will learn not only about Fowler's fiction, but also about how her work reflects contemporary fiction.

**ENG 329** ***Studies in American Literature: Contemporary American Literature (Welty, Tyler, and Morrison*****).** A critical and historical study of American literature in the last half of the twentieth century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and on to the final years of the millenium.

**ENG 329C** ***Studies in American Literature: (20$^{th}$-Century American Playwrights).*** A critical and historical study of American literature in the last half of the twentieth century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and on to the final years of the millenium. *Prerequisites: Junior or senior standing.*

**ENG 367E** ***Creative Writing: Poetry***. From the instructor, Billy Collins, "This course will be a study of poetic maneuvers. Using *The Seagull Reader* as our text, we will treat poems not as static containers of meaning, but as kinetic procedures. We will look at the gambits poets use to open poems, the shifts and turns that keep poems going, and the various types of closure that give poems a reason to stop. That is to say, we will look at poems from the poet's point of view. Our course is not a workshop, rather an examination of poetic tactics, yet students are invited to submit one of their own poems in our final class as an example of something we have learned." ***Credit:*** One (1) semester hour. ***Meets:*** Four consecutive Mondays (September 13, 20, and 27; October 4), 4:00-6:00 p.m.

**ENG 390** ***Expository Writing: A Voice of One's Own*****.** Explores current literary forms for the voice of the so-called "traditional" college student. Provides practice in writing techniques used by published writers who are, in many ways, peers, comparing these techniques to those used by classical and modern writers.

**ENG 390** ***Junior Colloquy: Jane Austen: Fiction and Film*****.** Focuses on the work of Jane Austen, regarded by many as the finest novelist in the English language. Through a close reading of her six novels and a close viewing of films those novels have inspired, students will discuss not only her achievement as a writer, but the ways different films have translated her style and stories into their medium. *Prerequisite: junior standing and ENG 290, or consent. European Studies and Film Studies minor elective.*

**ENG 414** ***Studies in the Eighteenth Century (The Novel).*** Examines how the English novel originated in the work of such writers as Daniel Defoe, Samuel Richardson, and Henry Fielding and how it evolved

through Laurence Sterne, Oliver Goldsmith, and Jane Austen. Explores the ways each author helped shape our modem ideas of such issues as character, plot, setting, and theme. *Note: This course, formerly numbered 455, fulfills the British Literature requirement of the English major.*

**ENG 429A *Studies: Postmodern Culture*.** The content of this course will give new meaning to the term, "shock and awe." The course will introduce students to the main theorists of postmodernism and apply their criticisms to a wide range of contemporary "texts": novels, plays, magazines, films, music videos, hip-hop, TV, virtual reality, bodies, and architecture. We'll learn what a whole lot of really cool terms like "historiographic metafiction" actually mean and be able to use them to impress parents and deconstruct reality, among other things. This course will ruin your ability to be a mindless complacent consumer of media — so be forewarned! We will read some fairly difficult material, but since no one really understands what any of it means, you might as well go along for the ride. So if you think The Daily Show is the most factual thing on TV, this course is perfect for you.

**ENG 444 *Topics in Advanced Literature and Cultural Studies***. Offers advanced study in literature and culture with focus on critical theory. Specific topics vary. Possibilities include theories of gender and sexuality, critical race theory, post-colonialism, performance, and formal innovation.

**ENG 450 *Topics: Autobiography***. Explores the history and diversity of the forms of writing one's life, from the Confessions of St. Augustine, to the dream visions of Carl Jung, to the prison diaries *of Life and Death in Shanghai*. Some lives will be read in common and others as part of a research project to be reported to the group. Each student will also write her or his own life, in a variety of short forms or in one accumulating record, as fact or fiction.

**ENG 450C *Kindred Spirits: Exploring a Writer's Lifework***. Discussing attractions to writers, we enter into a community of kindred spirits. Students choose favorites for a compendium of commentaries (analytical, creative, personal, critical), and review studies in English for first drafts of the Senior Portfolio. *Prerequisite: junior/senior standing or instructor's consent.*

**ENG 467A *Advanced Creative Writing Workshop: Winter with the Writers Internship.*** Add-on section to the *Winter with the Writers Festival*, the *Winter with the Writers Master Class*, and the *Winter with the Writers* course. Students will submit creative writing manuscripts that will be critiqued by a *Winter with the Writers* visiting author. Students will act as teaching assistants in the Master Class and will receive hands-on experience in all phases of the planning and execution of *Winter with the Writers. Prerequisites: consent, ENG 267 and/or ENG 367 Creative Writing--Poetry or ENG 367 Creative Writing--Fiction.*

*10/07/10*

# ENVIRONMENTAL STUDIES TOPICS COURSES
## *(from Fall 1998 to present)*

**ENV 205A *Topic: Human Impact on the Environment.*** Examines interactions between natural systems and human activities resulting in environmental change or degradation of the earth's atmosphere, water, soil, vegetation, and animal life. Provides historical background, scientific underpinnings, and examination of significant issues via case studies. Conservation, mitigation strategies, and policy changes implemented as a result of change or degradation also included. *Suitable for non-majors.*

**ENV 205A *Topic: The Politics of Climate Change.*** Learn about one of the greatest challenges of our times and how climate change solutions can improve the human prospect.
Introductory level course that examines the U.N. Global Climate Treaty, arguments for addressing rising carbon dioxide levels, and the resulting political tensions over energy consumption. Also examines and debates alternative ways to reduce risks and adapt to the consequences of global warming, such as rising sea levels and the relocation of communities.

**ENV 205B *Topic: Environmental Restoration.*** Examines ecological issues associated with efforts to restore a wide range of natural habitats. Explores various restoration techniques in the context of long-term goals such as ecosystem function and biological diversity. Considers restoration case studies from a number of regions including Florida and Costa Rica.

**ENV 205B *Topic: Introduction to Geographical Information Systems (GIS).*** Introduces ArcView GIS package, providing students the background and knowledge of GIS theory and applications. Designed for students with no prior GIS experience, but requires basic Windows computing skills.

**ENV 205C *Geography of Africa: People and their Environment.*** This course covers the four regions of sub-Saharan Africa and examines the environmental, cultural, economic, and social processes that shape the continent. Current event issues are covered. *African and African-American Studies minor elective.*

**ENV 205D *Topic: The Living Planet.*** Studies the ways plants and animals have adapted through evolution and colonized the various biomes (tundra, forests, lakes, streams, grasslands, etc.). Course examines diversity of life forms and interdependence between plants/animals and environment, and the place of humans in ecosystems. Implications of human alteration of natural biomes will be addressed. Restoration efforts will be used to illustrate human efforts to be stewards, not destroyers, of natural environments; to conserve, protect, and restore our biosphere to, therefore, sustain it and draw sustenance from it.

**ENV 205J *Topic: Eco-justice.*** An inquiry into the policies that promote or hinder environmental justice and social equity. Analyzes the causes and effects of disasters with lingering ecological consequences, such as Love Canal, the failure of levees in New Orleans, the effects of strip mining for coal, and the Chernobyl and Bhopal tragedies.

**ENV 215M *Topic: The Art of Landscape Design - From Renaissance Garden to Restoration Ecology.*** The health of a society is discerned by the quality of its landscape and the manner in which it is designed. The Renaissance Garden is the point of origin for this class. From this early effort to reunite humanity and

nature, the evolution of landscape design will be studied. Culminates with studies of Bok Tower Gardens and the Genius Reserve, and concludes with project implementation. There will be three (3) Sunday field study excursions.

**ENV 305** ***Topic: Environment and Development in the Andes*****.** Explores the potential for sustainable development in one of the richest cultural and biological regions on earth. Emphasizes he role of geography and history in shaping the present economic landscape of the Andes. Students enrolled in this course must also enroll in the 10-day field study (ENV 305F), which runs from May 12-21, 2009, in the Ecuadorian Andes. Field study sites include the Choco/Andean cloud forest; Cotopaxi National Park; rural indigenous markets; and the colonial center of Quito, a World Heritage Site. *Co-requisite course: ENV 305F; fulfills an elective requirement in the Sustainable Development minor.*

**ENV 305A** ***Topic: Advocating Environmental Reform*****.** Students will be introduced to the advocacy process at the core of the American social and political system and allowed to practice articulating, explaining, and criticizing the status quo. Participants will understand the ways and means, as well as the necessity, for transforming existing power relationships at the state and national levels to protect people, property, and wildlife.

**ENV 305A** ***Topic: Physical Geography of the Americas.*** Why do the Americas support such a spectacular range of physical environments? What forces have shaped the natural history of these regions? What kind of relationship do people have with the physical landscape in these places? Course explores of a wide range of critical environmental regions including Baja California, the Amazon, the Caribbean islands, and the Pacific Northwest. *Prerequisite: register in department.*

**ENVIRONMENTAL STUDIES FALL TERM INITIATIVE From Manifest Destiny to Environmental Sustainability: Rediscovering the Landscape of the Americas.**

A semester-long learning experience designed around four linked courses sharing a common theme of environmental sustainability through which students gain a better understanding of both the American landscape and the key principles of sustainability. All students participating take ENV 305A *Topic: Physical Geography of the Americas*, ENV 305B *Topic: Principles of Sustainability*, ENV 305C *Topic: American Environmental Thought*, and ENV 305D *The American Landscape in Film* as a group, and no other courses (see course descriptions on next page). The block schedule allows a mid-semester, twelve-day field study in the Pacific Northwest that engages students in some of the most innovative developments in the areas of environmental planning, green architecture, habitat restoration, national parks, and sustainable agriculture. Students completing the program satisfy requirements for the Environmental Studies major with the exception of the six core courses. *Prerequisite:* consent of instructor. *Field Study Highlights:* Portland, Columbia River Gorge, Mt. Rainier, and/or Olympic National Park. *Travel Dates:* Sept. 21 to Oct. 2. *Field Experience Cost:* Approximately $950. *Credit*: total of 16 semester hours for four-course block, standard letter grades. *To Register or for More Information Contact:* Dr. L. Lines, llines@rollins.edu, 407-646-6377, or Dr. B. Allen, ballen@rollins.edu, 407-646-2647. *Registration Deadline:* April 3, 2009.

**ENV 305A** ***Topic: Wildlife Restoration.*** Explores techniques for restoring habitat and lands for the conservation or reintroduction of wildlife. Topics include the concepts of habitat and niche for wildlife species, how to monitor wildlife populations, restoration planning for wildlife, and case histories of restoration projects for wildlife.

**ENV 305B *Topic: Principles of Sustainability***. Why has sustainability suddenly become a major societal focus? What does sustainability mean? And what, exactly, are we trying to sustain? *Prerequisite: instructor's consent; register in department.*

**ENV 305B *Topic: Sustainable Development and Conservation in East Africa***. An examination of the natural resources and conservation efforts in savannah and highland habitats of East Africa. Conservation of these resources for future generations**,** while meeting the basic material needs of the people in the region**,** is also discussed. Explores the issue of conflict between local people and the national parks over economic benefits of the parks. *Prerequisites: Concurrent enrollment in ENV and consent.*

**ENV 305C *Topic: American Environmental Thought.*** How have environmental attitudes shaped the American experience? How has the unique American experience shaped our approach to the environment? Explores the ideas of a diverse group of American thinkers including Thoreau, Olmsted, Muir, Leopold, Carson, Daly, and others. *Prerequisite: register in department.*

**ENV 305D *Topic: The American Landscape in Film.*** What ideas have played a key role in shaping depictions of the American landscape in film? To what extent are these ideas valid? What are the strengths and limitations of film as a medium for communicating ideas about the American landscape? Explores these questions through a wide range of films including *Black Robe, The Motorcycle Diaries, Koyaanisquatsi,* and *The Fast Runner. Prerequisite: register in department.*

**ENV 305D *The Unsettling of America.*** Examines the profound changes in the American landscape tied to large-scale development and globalization. Emphasizes the farmlands, water projects, and cities of the American West.

**ENV 305G *Topic: Birds and Pollinators.*** Due to the variety and uniqueness of Florida ecosystems, peninsular Florida hosts an amazing diversity of mobile organisms! In Birds and Pollinators students will learn about the many species of birds and pollinators of the peninsula. Both birds and pollinators can play crucial roles in shaping ecosystems and the services that ecosystems provide to humanity. Focus will be on taxonomy, physiology, behavior and conservation issues, all while identifying and exploring these organisms in the field. Two Saturday field trips will be required.

**ENV 305J *Topic: Food, Culture, and Environment.*** Is agriculture about more than just producing food? Is modern agriculture sustainable? Do Americans view food differently than people in other countries? Is organic agriculture really everything it's " cracked-up" to be? These kinds of questions lie at the heart of our exploration of food, culture, and the environment.

**ENV 315A *Landscapes of Promise, Landscapes of Conflict***. Focuses on three signature landscapes (Southern California, Florida, and the Pacific Northwest) and the cultural response to their urbanization since World War II. Works of film and literature will be analyzed to enhance the understanding of efforts to find a balance between demands for development and the desire to maintain historic landscape values. Special emphasis will be placed on Portland, Oregon, a national leader in urban sustainability. *This course is linked to Landscapes of Promise: Oregon Field Study.*

**ENV 350** ***Topics: Case Studies in Sustainable Development***. Uses case studies to evaluate attempts to implement sustainable development programs in the service of social, economic, and ecological reforms. Prepares students for field study in sustainable development in Costa Rica.

# EUROPEAN STUDIES TOPICS COURSES
## *(from Fall 1998 to present)*

**EUR 224/324 *Seminar: The Empire Strikes Back*.** From the nineteenth through the early twentieth centuries, many countries in Europe maintained a far-flung empire. As late as 1900, the majority of Africa, Polynesia, and Asia were governed by European powers. Provides an overview of how writers (from Kipling to Said), artists (from Delacroix to Picasso), and films (from *Tarzan* to the many versions of *The Jungle Book*) have looked at this period. *Prerequisites: 300-level course requires FRN 202 or GMN 202 and incorporates assignments in the language. European Studies minor elective.*

*10/07/10*

# FILM STUDIES TOPICS COURSES
## *(from Fall 1998 to present)*

**FIL 250/450** ***Topics/Seminar Visions of America in Film.*** Examines the different ways 'America' is depicted in the cinema. Begins with a historical and theoretical overview of 'America' and confronts how contemporary film both represents and constructs our understanding of 'America.' Through seminar discussions organized in three thematic units, 'The American West,' 'The American City,' and 'The Other Americas,' considers issues central to discussions of 'America' including myth, frontier, Manifest Destiny, nationalism, natural resources, Americana, and race, class, and gender, etc. Within each unit, discusses a selection of readings and a wide range of films that relate to the topics. Films may include *Chinatown*, *Thelma and Louise*, *Easy Rider*, *Do the Right Thing*, *8 Mile*, *Maria Full of Grace*, and *The Motorcycle Diaries*.

**FIL 350A** ***Topic: Making a Full Length Film.*** Students will make a full-length film (about 80 minutes running time) by completing processes of script development, story boarding, casting, filming, and post-production. All filming must take place during the fall 2010 semester. Script creation, however, may be completed during summer 2010. Students will sign up for the course as part of a team of filmmakers. Ideally, teams will be comprised of four individuals (at least one team member should have a comfortable knowledge of Apple® *Final Cut*®, Adobe® *Premiere*®, or other film editing programs). Special permission of the instructor required for a smaller group of two or three individuals. Each group must have their own portable external hard drive dedicated to storing all the work. For more information, contact Prof. Boles (wboles@rollins.edu). *Prerequisite: Enrollment by consent of the instructor only.*

**FIL 350B** ***Topic: The Visual Geography of Film***. Why do films exert such a powerful influence on our understanding and perception of place? How do various film elements (e.g., cinematography, editing, mis-en-scene, narrative, or sound) work together to convey a strong sense of visual geography? What are the strengths and limitations of film as a medium for communicating ideas about place? These questions lie at the heart of our exploration of the visual geography of film. Films discussed include *Before Sunrise*, *The Motorcycle Diaries*, *Babel*, *The Thin Red Line*, and *Manhattan*.

**FIL 450** ***Film Studies Seminar*: *Sex and the Working Girl: Film, Feminism, and the Proletariat.*** Considers representations of sexuality and work in American film from predominantly feminist perspectives. Students develop their own filmic perspective by way of analysis essays, and enrich their understanding of film by considering the trajectory of work and sex in the West's recent history.

**FIL 450** ***Artists and Film.*** Explores cultural conceptions of the role of art and artists in Western culture as seen through film. What do films reveal about persistent stereotypes of the "crazy artist," the "outlaw artist," "the martyr artist," and the "victimized woman artist?" Where do these ideas originate and how do the cinema and film as a medium participate in supporting or resisting them? In addition to films about artists made by directors or actors, such as *Frida* and *Pollock*, the course explores films made by artists about artists, like *Basquiat*, and artist-director collaborations like *Un Chien Andalou*. *FIL elec, ARH elec.*

**FIL 450/ANT 405D** ***Seminar: Cinema and Society in Japan***. Considers Japanese film in light of the culture and society of Japan. Japan has produced some of the world's most influential directors including Akira Kurosawa, Kenji Mizoguchi, Yasujiro Ozu, and Hayao Miyazaki. The range of styles expressed by

these various directors (and others too numerous to list here) is extraordinary. As in any country, film is largely a mirror for society, and students will consider Japanese film as not only art form, but also as a medium through which distinctly Japanese ideas and viewpoints have been expressed for more than the past 100 years. *Prerequisite: senior ANT majors or FIL minors only.*

*03/07/12*

# HISTORY TOPICS COURSES
## *(from Fall 1998 to present)*

**HIS 120** ***Decade of Decision: Blacks, Babes, and Bathtub Gin***. Examines the political, social, economic, cultural, and diplomatic history of the United States during the 1920s. Starting with the end of World War I, charts the great migration of African-Americans to the north, the agricultural depression, the rise of jazz and the flapper era, America in the age of isolation, and the general excitement, dislocation, and discontent that accompanied this pivotal decade.

**HIS 120** ***Decade of Decision: The Mexican Revolution 1910-1920.*** The Mexican Revolution was the first major revolution of the twentieth century. It consumed the lives of millions of Mexicans, devastated Mexico's economic and social institutions, and significantly altered the course of the country's development. Examines the causes of the revolution, the political ideologies that motivated the contending factions, the social and economic effects of the conflict, the military course of the struggle, and the international interests that played an important role in the upheaval. Concludes by looking at how the revolution shaped Mexico in subsequent decades.

**HIS 120** ***Decade of Decision: The 1780s: War, Constitution, and Revolt – The Birth of the United States***. Examines the decade of the 1780s. Considers the end of the Revolutionary War, the debate over the Constitution, Shay's Rebellion, and the Whiskey Rebellion, along with the everyday life of men, women, and children in the new nation.

**HIS 205B/355** ***Topic: Soviet Russia.*** Survey of Russia in the twentieth century, from its defeat in the Russian-Japanese war of 1905 to the ending of the "cold war" in the 1990s. Topics include: the revolutions of 1917, the civil war, and the creation of the USSR; the hegemonic role of the Communist Party and its leaders; Soviet economic and social development; WWII and post-war political dominance over Eastern Europe; political, economic, and social problems leading to the loss of legitimacy and eventual disintegration of the USSR; and problems of democratization and economic transition in Russia in the 1990s.

**HIS 260** ***Topic: History of Imperial China***. A study of the development of China from the early Republican period to the aftermath of the Cultural Revolution, with emphasis upon nationalism, Marxism, revolutionary tactics, and Chinese relations with the former USSR and USA. Appropriate for non-majors.

**HIS 265A** ***Topic: Geography and World Affairs***. Reviews concepts, terms, and subfields of geography, integrating historical analysis with current issues. Designed to familiarize students with a nation's (or region's) major geographic features, including location and physiography, as well as economic, social, ethnic, and cultural profiles. Regions studied include: Europe, Russia, North Africa-Southwest Asia, Sub-Saharan Africa, and South Asia. Suitable for nonmajors.

**HIS 265B** ***Topic: Geography and World Affairs II***. Reviews concepts, terms, and subfields of geography, integrating historical analysis with current issues. Designed to familiarize students with a nation's (or region's) major geographic features, including location and physiography, as well as economic, social, ethnic, and cultural profiles. Regions studied include: North America, Russia, East Asia, South Asia, and South-East Asia. *Suitable for non-majors.*

**HIS 365** ***Topic: Children and Childhood in America*****.** Concepts and experiences of childhood are much different today than they were 300 years ago. This course examines what has changed and how, examining the history of American childhood through paintings, photographs, toys, children's stories, diaries, clothing, and our own observations, and links changes in childhood to broader developments in American history.

**HIS 365** ***Topic: Environmental History*****.** Surveys the historical interaction of Americans with their physical environment from the beginning of European expansion to the present. Emphasizes the ways human beings have interacted with their surroundings, how they have modified the places they lived, and how they have responded to the results of these modifications. S*ubstitutes for ENV 380 in the Environmental Studies major/minor.*

**HIS 365** ***Topic: Gender and Sport*****.** Examines the history of sports culture in the late 19th and 20th centuries to understand what sports can tell us about the history of our culture. Pays particular attention to gender, and how American sports culture has been shaped, reinforced, or challenged by ideas about masculinity and femininity. Why, for example, were members of the All-American Girls Baseball League, the women's professional league that thrived from 1943 to 1954, required to attend charm school? How does the media contribute to sex role stereotyping by focusing on the loutish, indeed criminal, behavior of male athletes while portraying female athletes such as the World Cup Soccer team as "babe city?" *Fulfills elective requirement for the Women's Studies minor.*

**EDU 365A/HIS 365A** ***Topic: Comparative Education in the 20th-Century U.S. and China.*** Examines historical evolution of policy changes, debates, and current issues in the context of political, economic, and social change. *Fulfills an elective requirement in the Education and History majors.*

**HIS 365A** ***Topic: Women and War in the U.S.*** Scholars in peace and women's studies have constructed myriad theories about the relationship between women and war, addressing questions about women's inclinations toward war or peace, women's capacities for combat, and the impact of maternity on both of these. This course takes an historical approach to these issues by examining American women's experiences of and contributions to various wars, including the American Revolution, the Civil War, the World Wars, the war in Vietnam, and the more recent war(s?) in the Persian Gulf. Study includes anti-war protesters and women on the "home front" as well as female combatants, nurses, and "camp followers." Also investigates the effects of war's aftermath on women's roles, opportunities, and behavior. Evaluates the salience of various theories about women and war at different moments in United States history.

**HIS 365B** ***Topic: The Civil Rights Movement.*** At the conclusion of the Selma-to-Montgomery march in 1965, Martin Luther King, Jr., gave one of those lilting speeches for which he is justifiably famous. Among his most remembered lines that day was this: "The arc of the moral universe is long, but it bends toward justice." He uttered these inspiring words at one of the most triumphant moments of a decade-long mass movement to secure legal rights, "simple justice," and basic human dignity for African Americans. Nearly 40 years later, we may have reason to doubt the accuracy of King's assertion, or, alternately, we may conclude that at least a rough justice for all citizens does now characterize American social and political life. In either case, we will surely be better able to reach some reasoned judgment if we examine closely the epic story and surprising complexities of the Civil Rights Movement.

**HIS 365D *Topic: The Chinese Revolutions***. Two revolutions – the Nationalist Revolution and the Communist Revolution – have defined 20th-century Chinese history. Compares and contrasts the two revolutions in terms of their historical origins, developments, and various consequences on Chinese society.

**HIS 365G *Topic: The Holocaust*.** Examines the long history of Antisemitism from the ancient world to the present, and its cumulative affect on the fate of the Jewish people of Europe during the 1930s and 1940s, who were the victims of Nazi Germany's "Final Solution," a bureaucratically created and technologically implemented genocide.

**HIS 365G *Topic: Urban America***. Analysis of the growth and development of urban civilization in the U.S. Emphasis on how cities began and their impact on politics, economics, and culture.

**HIS 365J *Topic: Ethnicity in America***. An introduction to racial and ethnic identity issues through a critical examination of the social, political, and economic factors that helped to construct identity in the U.S. Examines how American racial and ethnic constructions were created and maintained, and what is at stake struggle to define racial and ethnic identity. Considers how class and gender affect race and ethnic construction, educational institutions, film, television, and mass culture.

**HIS 365K *Topic: World War II***. The Second World War was a seminal event of global significance that has influenced the world into this new century. Uses texts, lectures, group discussions, and films to explore the war's multi-faceted implications and historical, geo-political, social, literary, psychological, and ethno-racial legacies. Seeks, moreover, to instill in each student the understanding that World War II was an historical catalyst -- perhaps even the defining event of the 20th century, which changed the course of global history. *Suitable for non-majors*.

**HIS 365L *Topic: Lincoln*.** Examines the era of slavery and civil war from the perspective of A. Lincoln, melancholic and sexually confused young Springfield lawyer, Whig politico, unsuccessful Republican Senatorial opponent of Stephen Douglas, President of the U.S. Seeking answers to the above questions, we'll be drawn into the maelstrom of mid-nineteenth-century sectionalism and war, where ever more intriguing issues await our consideration.

**HIS 365M *Topic: Urban America*.** Offers an analysis of the growth and development of urban civilization in the United States. Special emphasis on how cities began and their impact on politics, economics, and culture. Also considers the technological transformation associated with urban life and perception of the city in society.

**HIS 365N *Topic: Women in the Civil Rights Movement.*** Although Martin Luther King, Jr., deserves all the accolades given him for his often-courageous leadership of the Civil Rights Movement, his story is hardly the full story of the Movement. It was, after all, a *mass* movement, composed of a number of local movements, with local heroes, a number of whom were fearless women. This course, then, examines the "hidden" mass movement and the women (and some lesser-known men, too) whose determined leadership produced historic change.

**HIS 365O *Topic: The Evolution of American City Planning: Comprehensive Planning and Beautification in the United States, 1890-1930***. The management of municipal growth, the easing of urban congestion, and promotion of cleaner environment are core tenets in the contemporary planning

debates, yet these same goals fostered the development of Progressive Era planning ideology that is often ignored by contemporary thinkers. Explores the ideological justification that shaped the role and defined the function of city planning between 1890 and 1930. Examines the evolution of beautification and planning, municipal governance, comprehensive city plans, and assess the implications of planning professionalism on the development of the American city.

**HIS 365P *Topic: Europe Since1945*.** A study of the remarkable recovery of both Western and Eastern Europe in the decades after 1945. Reading and lectures focus primarily on political and social issues, with additional commentary regarding economic and cultural aspects, as they relate to 40 years of East/West confrontation during the Cold War and after.

**HIS 365Q *Topic: Hitler and Nazi Germany***. An in-depth study relating to Hitler's rise to power, the political, socio-economic, and cultural aspects of Nazi Germany, and the goals, ambitions, and genocidal crimes of Nazi Germany during the Second World War.

**HIS 365R *Topic: From Sissies to Brokeback: Modern Gay History Projected on Film.*** Although the riots at the Stonewall Inn stand out as a pivotal point in the history of gays and lesbians in America, less well known is their history prior to 1969. Most Americans also remain unaware of the experience of gay people in other parts of the world. Provides a comparison of the history of gays and lesbians in America and Britain from the end of World War I to the present. Using films as primary historical documents, examines how the lives of gays changed during this period and the reasons for that transformation. *Critical Media and Cultural Studies major and Film Studies minor elective.*

**HIS 365U *Topic: Europe 1914-1945*.** Reviews political, cultural, and economic aspects of European history from the First World War, the inter-war years, the rise of Nazism, Fascism, and Communism, and the Second World War. These were defining events that changed the course of European history for the remainder of the 20th century, and ultimately affected global trends and issues which influence our lives in the early 21st century.

**HIS 365V *Topic: Modern Latin American History.*** Examines the important political, economic, social, and cultural developments in Latin America from the mid-1800's through the end of the 20th-century.

**HIS 375 *Aspects of War: The United States in Vietnam***. Examines the political, diplomatic, cultural, and ideological reasons for the United States' involvement in Vietnam after World War II. Discusses the origins and escalation of war, opposition at home and internationally, and America's final defeat.

*10/07/10*

# HONORS TOPICS COURSES
## *(from Fall 1998 to present)*

**HON 202** ***American Identity: The American Self, From Within And Without.*** This course is an interdisciplinary investigation of American identity -- what constitutes it historically for Americans, as well as what it means to other nations looking at America. Through the disciplinary lenses of literature and philosophy, we will examine the roots of an early American ethos and sense of American personhood, tracing budding ideas from the transcendentalists through turn-of-the-century writers and theorists. Drawing on both traditional and non-canonical works, we will consider themes of self-reliance, independence, individualism, expansionism, pragmatism, protestant work ethic, democratic civic engagement and entrepreneurial spirit. We will examine how writers and theorists have constructed local and international myths and definitions of 'American identity', including those who have fought to gain inclusion into the American cultural landscape.

As America has long been a nation of regions-- geographical areas whose inhabitants share enough common experiences, values, and history to make them distinct from other areas-- the course will examine both the notion of "American" identity, and the idea of local identity, to see the way in which writers and philosophers politicize and create themselves. Some examples include Zora Neale Hurston and her Eatonville; Marjorie Rawlings' connection of identity and environment; Jane Addams' writings from Chicago's Hull-House settlement movement, circa 1930; John Dewey's ideas about American education; and writings from the Harlem Renaissance period by Alain Locke and WEB DuBois on culture and national identity. Other authors may include Emerson, Thoreau, Fuller, Dickinson, Douglass, Nella Larsen, James Weldon Johnson.

**HON 202** ***Equity***. Explores some of the inequities within and among human societies. Examines how inequities are arising in recent times within a relatively egalitarian Amazonian society, and the maintenance, increase and consequences of inequities in the United States and among nation states, globally. At the same time, one of the challenges will be to come to terms with what is meant by the term "equity," and to explore a few ways by which people try to achieve more equitable situations in the world today. *Prerequisite: HON 201.*

**HON 202** ***Fanatics and Visionaries.*** Exploration of fanaticism and foresight as depicted in world literature, international and historical legal case studies, popular culture, and political practices. After studying prominent and fictive accounts of fanatics and visionaries, and considering their influence on culture, religion, or politics, students will identify fanatics and visionaries from experience or research. Final projects will seek to address how individuals of seemingly extreme positions affect the evolution of a society or culture.

**HON 202** ***Honors Seminar: Family Values?*** Taking an interdisciplinary approach, explores the origins and modern condition of the family. Examines the historical background of the family, looking in particular at the impact of industrialization and urbanization on family structure, marriage, divorce, sex, gender roles, and child-rearing practices. Finally, through the use of fiction and film, discusses current concepts about the family versus its contemporary reality. *Honors Degree Program students only.*

**HON 202*Honors Seminar: Fanatics and Visionaries*.** Explores fanaticism and foresight as depicted in world literature, international and historical legal case studies, popular culture, and political practices. After studying prominent and fictive accounts of fanatics and visionaries, and considering their influence on culture, religion, or politics, students will identify fanatics and visionaries from experience or research. Final projects will seek to address how individuals of seemingly extreme positions affect the evolution of a society or culture. *Honors Degree Program students only.*

**HON 202** ***Honors Seminar: Outside, Looking In – The Dynamics of Marginal Status.*** Analyzes the structures and dynamics of groups and communities occupying marginal status, that is, those whose access to mainstream sources of power is seriously limited. Topics include the influence of voting rules for the representation of minority interests in the US, women in the US, and Bohemia and communities of social protest. Themes covered include maintaining mainstream power, mechanisms of exclusions from the mainstream, justifications for inequality, outsiders' strategies for coping with marginal status, and the construction of self identity and the identity of "the other."

**HON 301** ***Sophomore Honors Seminar: Exploring with Simulations***. Explores the use of simulation software applications to reason about decisions made to create solutions to problems from various domains. Knowledge of computer programming is not required, although learning to use a Windows-based application will be necessary.

**HON 301** ***Sophomore Honors Seminar: Gabrieli to Grunge.*** Investigates the history of Western music, incorporating the social, artistic and scientific influences that have shaped its development. Studies the development of Western music and musical instruments, investigates the scientific and technological innovations that allowed the introduction of new instrumentation, and discovers how instruments have historically been designed, built, and used. Emphasis on understanding how science and technology has affected, and been affected by, the development of Western music.

**HON 301** ***Sophomore Honors Seminar: Theatre Physics.*** What do Einstein and Shakespeare have in common? Intense focus, astounding imagination, and a desire to understand their part in the cosmos. Examines theatre and physics as partners in an exploration of what physicist Virginia Corless calls "the complex and often bewildering contours of our world." Features plays that bring some of the great moments of physics onto the stage by placing celestial mechanics, relativity, and quantum uncertainty in the midst of human conflict, including: Bertolt Brecht's *Galileo*, Michael Frayn's *Copenhagen* (about the friendship between Heisenberg and Bohr), and Steve Martin's *Picasso at the Lapin Agile* (Picasso and Einstein walk into a bar...). *Prerequisites: HON 201 and 202.*

**HON 301** ***Sophomore Honors Seminar: Memory and the Photograph*.** Investigates issues of memory from a psychological perspective, as well as through the study of art and visual culture. Explores the medium of photography, its relationship to memory and personal history, and its inherent communicative capabilities. Allows students to develop methods and techniques for expressing issues of memory via the found and created photographic image. Photographic assignments, weekly readings, participation in seminar discussions, and independent projects based around particular areas of interest (i.e., documentary essay, conceptual series, research paper, case study, etc.) are required. Includes a service-learning component during which students will work with a local population of elderly men and women on photo-based projects related to issues of memory. *Prerequisites: HON 201 and 202.*

**HON 301(1)** ***Honors Seminar: Democracy*****.** Explores contemporary proposals for renewing American democracy. Focuses on what young people need to prepare them for the responsibilities of citizenship in a democratic society. One objective is to develop a civic education program for the College as a whole.

**HON 301(2)** ***Honors Seminar: Religious Activism***. Considers the development of public activism in religious groups by examining their role in the civil rights movement, the anti-war movement and nuclear disarmament, and protests against capital punishment, on the one hand; and anti-abortion efforts, anti-gay movements, and involvement in Republican politics, on the other. Examines the motivations for the rise of religious activism, explores the reasons for the shift in its political temperament. Students will learn basic research techniques and complete independent research on one particular movement.

**HON 302(1)** ***Honors Seminar: Qualitative Research in Social Science*****.** Hands-on course designed to help students develop an understanding of qualitative research methods and designs in the social sciences. Work by qualitative researchers read and discussed to provide an understanding of lessons learned and challenges faced in moving from project design, to project implementation, to data analysis and reporting. Student research teams will identify possible research problems and design pilot research proposals and procedures to address those problems. Students will then undertake the collection and analysis of actual data and report on their findings. *Honors Degree Program students only.*

**HON 302** ***Honors Research Methods*****.** Introduces students to research methodology. Integrates substantive examples and studies in the social sciences with the logic and method of conducting scientific research, while taking a social science approach to the study of public policy problems using quantitative skills. Designed to help students think analytically and formally about research questions. Students will analyze public problems such as education, health care, and crime, with major emphasis throughout the semester on race and voting rights, and their political consequences in the United States. Presumes no background in statistics or computer technology.

**HON 302(2)** ***Honors Seminar: Weimar Germany*****.** In his new book, Shell Shock Cinema, Anton Kaes argues that the trauma of the First World War and Germany's unexpected defeat created a deeply shell-shocked and traumatized nation. The first global war ended nearly a century ago, but the ideas it spawned are still with us – from violent nationalism and total mobilization, collective fear and paranoia, to technological warfare. Kaes also argues that Weimar film, though not representing the battlefield itself, was still a site in which the German nation could revisit the traumatic experience of war and defeat. Considers the war and the tensions with increasing modernism in the 1920's, we will also look at films such as *The Cabinet of Dr. Caligari*, *Nosferatu*, the *Nibelungen, Dr. Marbuse, Metropolis*, *M*, and *Berlin, a Symphony of a Great City*. *Honors Degree Program students only.*

**HON 302(1)** ***Order and Disorder in the Sherlock Holmes Stories***. Explores strategies for reading one of the world's most remarkable literary characters. Examines several elements -- including detection, plot, narrative, society, gender, and ideology -- in the Sherlock Holmes stories. In particular, considers issues of order and disorder illuminated in and by and through the stories. *Prerequisites: HON 201, 202, and 301.*

**HON 302(2)** ***Critical and Cultural Perspectives on Gender and Sexualities***. This course focuses on the interactive relationships between culture, gender, and sexualities. It explores multiple ways that institutions such as the family, education, the workplace, and media construct, reinforce, and challenge our conceptions of femininity and masculinity as well as hetero- and queer sexualities. The class connects theory and

research to students' academic and personal lives. Throughout the term, participants will analyze current constructions of gender and sexualities and will be encouraged to envision alternate possibilities. *Prerequisites: HON 201, 202, and 301.*

**HON 302:** ***Sherlock Holmes & Contemporary Critical Contexts.*** This course examines critical and theoretical strategies for reading one of the world's most remarkable literary characters. We will examine several elements--including plot, narrative, society, gender, and culture--in the Sherlock Holmes stories. In particular, we will consider issues of social order and disorder illuminated by the texts. We will consider also Holmes's place in the literature of mystery and detection, his identity and ideology in their late-Victorian contexts, and, of course, those aspects of his character that make him unique and enduring.

**HON 302** ***The Philosophy of International Law.*** The purpose of this course is to provide students with a philosophical and legal understanding of international law and America's legal position on various issues in international law. Please note that jurisprudential concerns will always be in the background of our conversations. However, we will not always discuss them unless they directly inform the practice of international legal or America's position on some issue in international law. The goals of this course are fourfold: (1) to give students a philosophical and legal understanding of international law; (2) to give students an understanding of America's position on various issues in international law; (3) to give students a glimpse into what philosophical and legal studies in graduate and law schools are like; and, finally, to provide students with the knowledge and skills to do both graduate level and legal research.

# INTERNATIONAL BUSINESS TOPICS COURSES
## *(from Fall 1998 to present)*

**INB 190A** ***Topic: Meaningful Life and Productive Career*.** Provides students the opportunity to examine their values and goals as they explore career options in international business. Selected topics include the purpose and role of business in society, liberal learning and successful leadership, spirituality in business, the meaning and experience of happiness, and work-life balance strategies. Students will learn useful methods of exploring and researching career options, as well as skills of developing and tailoring resumes, interviewing, projecting a professional image and strategies for managing the transition from student to professional. ***NOTE***: Section 1 designed for freshmen and sophomore students, section 2 designed for juniors and seniors.

**INB 390A** ***Topic: Managing the Digital Firm.*** The combination of powerful technology developments and global business opportunities has led to the creation of new organizational forms and new challenges in managing those forms. We call these new organizational forms, "the digital firm," to emphasize that every aspect of the firm is touched and potentially transformed by technology and systems like the internet, mobile phones, or skype. This course focuses on understanding the nature of the digital firm and the key issues in organizing and managing it. Managers of digital firms need to identify the challenges facing their firms; understand the technologies that will help them meet these challenges; design business processes to take advantage of the technologies; and create management procedures and policies to implement the required changes. *Prerequisite: INB 300.*

**INB 390B** ***Topic: The Australian Business Environment***. Elective course designed to give students the opportunity to explore the structural elements and unique dynamics of the Australian business environment. The course will guide students in understanding the complexities and challenges of this nation as they partner and compete in the South Pacific. Utilizes a seminar format. *Australian Studies minor elective*.

**INB 390B** ***Topic: International Market Research-China***. China is known for its apparel and toy exports. Most recently, the Chinese began exporting electronic products, spirits, and automobiles. How do the Chinese enter foreign markets? Which product? Can they establish their own brand abroad? These and other questions will be discussed and specifically researched in this course. The objectives of this course are twofold: providing students with the fundamentals of the research process and a better understanding of the globalization of Chinese firms. Each student will complete an individual research paper. The best papers will be selected to be published in a book and/or be submitted to an international conference. Possible workshop on the topic at Rollins College (to be announced). *Prerequisite: INB 300.*

**INB 390C** ***Topic: International Advertising and Promotions*.** Covers fundamental theory and constructs of effective advertising and promotions from an international perspective. Students will analyze successful/unsuccessful execution of advertising/promotion campaigns and design advertising/promotion campaigns. *Prerequisite: Junior standing.*

**INB 390C** ***Topic: International Business Transactions***. Foundations course that serves as a complement to *Topic: International Business Law*. Together, the courses form an invaluable business orientation for the international student. Focuses on international sales, negotiation of business transactions, letters of

credit, e-commerce, import and export controls, trade law, currency issues, technology transfers (including intellectual property and licensing) franchising and foreign investment. *Prerequisite: junior or senior INB majors only.*

**INB 390E** ***Topic: International Entrepreneurship***. Provides students with learning opportunities to explore the international business start-up around the contexts of business environments. Areas to be explored: personal entrepreneurial development, entrepreneurship and sustainable development, social entrepreneurship, eco-entrepreneurship, entrepreneurship in underdeveloped and emerging markets, and organizing for entrepreneurial ventures. *Prerequisite: INB 300.*

**INB 390G** ***Topic: International Business Law.*** An introduction to international law and jurisprudence, the Hague, and international business transactions in international trade terms, financing international trade transactions, legal problems arising from tariffs, international tax policy, commercial treaties, international trade agreements (GATT), the Vienna convention on the law of treaties, World Intellectual Property Organization and other such bodies, and the resolution of international trade disputes. *Prerequisite: INB 300. Registration preference: Junior and Senior INB majors.*

**INB 390H** ***Topic: Global Brand Management***. Organized around the product and brand management decisions that must be made to build, measure, and manage brands, this course seeks to increase students' understanding of important issues in planning and evaluating brand strategies and to provide appropriate theories, models, and tools to improve product and branding decisions. Topics covered include brand equity, brand identity, managing across brand and markets, the brand as a product, the brand as an organization, the brand as a nation, the brand as a person (brand personality), and the brand as a symbol. Utilizes multiple instructional methods, such as lectures, discussions, case analyses, in-class exercises, and team assignments. *Prerequisite: INB 300.*

**INB 390J:** ***Topic: Legal Issues in International Business.*** An **e**xamination of practical topics such as drafting contracts and settling disputes, intellectual property protection, regulations against bribery and corruption, sanctions, customs and shipping requirements, and immigration controls. *Prerequisites: INB 300 and junior or senior International Business majors only.*

**INB 390K** ***Topic: Managing in the People's Republic of China under "Reform and Opening Up."*** An overview of China's history of administration, followed by an examination of the central planning system under Mao Zedong, to lay a foundation for study of management practices developing in China since the 1978 establishment of *Reform and Opening Up*. *Prerequisite: INB 300.*

**INB 390L** ***Topic: International Real Estate.*** Using a value perspective, addresses significant economic, financial, social, and ethical problems facing the global real estate industry. Investigates a range of investment opportunities including commercial and residential development, its financing, operation, and ownership. Reviews the Green Building phenomenon and the emerging global code standards, e.g. LEED (U.S.), BREEAM (U.K.), and Green Star (Australia). Students are required to analyze International Case Studies taken from the Urban Land Institute series, as well as investigating presenting on real estate topics around the world. Real estate problem solving skills involve spreadsheet modeling to provide a rigorous quantitative platform for a range of future industry occupations as well as personal real estate investment. Conducted as a seminar with discussion based on current literature and audio-visual presentations. *Prerequisite: INB 372.*

**INB 390M** ***Topic: International Portfolio Management.*** Advanced course that develops an understanding of the theories and quantitative methods of portfolio optimization, forecasting, and risk management. Covers market inefficiency and how such can be exploited with strategy development, as well as issues specific to the management of fixed income portfolios, including funding, yield curve dynamics, and monetary economics. Additional topics include international markets and foreign exchange, financial market history, and the management of mortgage and credit instruments. Basic understanding of statistics, college algebra, fixed income securities, macroeconomics, and modeling in MS Excel® are required.

# INTERDISCIPLINARY TOPICS COURSES
## *(from Fall 1998 to present)*

**INT 100** ***Learning Strategies Seminar.*** Helps students improve their academic performance by developing better reading and study habits, learning effective note-taking techniques, planning and managing time efficiently, improving testing skills, managing stress, and defining academic goals. *Prerequisite: Instructor's consent; register TPJ Center, Mills Building, second floor. One (1) semester hour; graded credit/no-credit (CR/NC).*

**INT 105** ***Foundations of Personal Leadership.*** Introduces the study of leadership from both theoretical and practical perspectives. Explores leadership in relation to individuality rooted in self-awareness, commitment, congruence, values, identity, and the discovery of voice. Through readings, case studies, reflection, and small-group sessions, students examine leadership as an inclusive, relational process. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**INT 150** ***Academic and Career Planning***. Designed for students in the second term of the first year or sophomore year, to guide them through the career and academic exploration and planning processes. Provides strategies and skills necessary for a lifetime of career-related decision making through self-discovery initiatives and exploration of personal interests, values, and abilities. Students will learn how to research career and academic options utilizing campus and community based resources. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**INT 201** ***Crossing Cultures.*** Provides students with a variety of experiences that will develop awareness of the degree to which individual behavior is culturally determined and encourage effective cross-cultural relations. *Prerequisite*: *acceptance into a Rollins study abroad program*.

**INT 205** ***Leadership in Groups and Organizations.*** Builds upon a theoretical understanding of leadership, social change, and service by integrating students with one another and other group settings at Rollins through skills training, exploration of common purpose, the practice of controversy with civility, and clarification of group norms. Focuses on moving from reflection to reflexivity in relation to leadership. *Prerequisite: INT 100 preferred, but no required. One (1) semester hour; graded credit/no-credit (CR/NC).*

**INT 205A** ***The Lively Arts.*** What makes a work of art a masterpiece? What importance do the arts have for us? Through attendance at various on-campus concerts, plays, and museum exhibits, students will begin to develop more insight into and a personal philosophy of the lively arts. Students will also develop skills in critical reading and effective writing.

**INT 210** ***Women of Vision: Building Partnerships, Creating Change***. Applying social justice education and leadership theory, students will be intentionally engaged in learning opportunities that will challenge and evaluate assumptions about the roles of women in contemporary society. Through service learning, students will have the opportunity to bridge the knowledge gained in the classroom with real world experience. *Team-taught*.

**INT 215A** ***Topic: Arts Criticism: Problems and Methods.*** Students will study the problems of professional journalistic criticism with the drama critic of *The Wall Street Journal*, then write and

collectively edit newspaper-style performance reviews. Emphasis is on technique and style, not content. Class participants will attend two performances, Orlando Shakespeare's production of *Hamlet* and Palm Beach Dramawork's production of Michael Frayn's *Copenhagen* as a part of the course requirements. **Note:** This is a two-credit-hour (2 credit) short course that will meet on Tuesdays and Wednesdays from Jan. 12- Feb. 9. The course is graded on a credit/no-credit basis (CR/NC).

**INT 215A** ***Topic: Sophomore Solutions - Finding Your Way.*** Students will engage in personal assessment and reflection; considering strengths, weaknesses, personality, learning styles, relationships, morals, decision-making and values. Discusses life at Rollins (including majors and curriculum requirements) and life after Rollins (including careers, community involvement, and family). Provokes reflection on self, values, and how a liberal arts education can be transformative.

**INT 223** ***Power and Diplomacy: The United Nations***. Introduces students to the United Nations and international relations. Familiarizes students with the operations of the UN, provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the UN vernacular.

**INT 230** ***Foundations of Peer Health Education.*** Introduces the concepts of peer education, from theoretical and practical perspectives, with a focus on health issues. Explores models of peer education with regard to social learning, social identity, trans-theoretical, harm reduction and health belief models, as well as experiential learning, group facilitation skills and attending skills. Through readings, reflection, experiential activities and small-group presentations, students critically evaluate peer education models, increase their awareness of pertinent college health issues, and learn to effectively educate their peers. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**INT 231** ***Alcohol and Drug Peer Education*****.** Provides students with a theoretical framework for peer education, as well as the practical knowledge and skills necessary to effectively educate their peers on issues of safe and responsible substance use.

**INT 255P** ***Conquering the LSAT***. A two-credit, non-graded (CR/NC) course designed to help students maximize their scores on the Law School Aptitude Test (LSAT). Four Rollins professors, each an expert in the section of the LSAT they teach, offer intensive instruction in logical reasoning, analytical reasoning, reading comprehension and writing, and test taking strategies. Course meets once each week (Wednesdays from 3:00-5:15 p.m.). Materials used in the course are actual LSAT tests and official Law School Admission Council publications. ***Course Fee: $450*****.**

**INT 260** ***Foundations of Leadership***. Introduces the field of leadership studies and surveys leadership in historical and contemporary contexts, probing the social and moral responsibilities involved in the process. Exposes students to leadership as an inclusive, dynamic, and change-oriented process via case studies in the Winter Park community, small group sessions, and reflection exercises. A service-learning component provides students with the opportunity to apply class material to concepts of community development and citizenship.

**INT 261** ***Leadership and Citizenship in Action*****.** Builds upon a theoretical understanding of leadership, social change, and service by integrating students with one another, and the Rollins and broader communities through community service, skills training, and facilitation opportunities. Serves as a

gateway to obtaining the skills to function in leadership and peer educator capacities on campus and beyond. *Prerequisite: INT 260 recommended prior to or concurrent with registration.*

**INT 305** ***Community-Based Leadership.*** Surveys leadership and social change through studies of theory through an interdisciplinary lens. Exposes students to leadership as an inclusive, dynamic, change-oriented process through case studies in the community, small group sessions, and reflection exercises. Through service-learning, provides students with the opportunity to apply class materials to concepts of community development and citizenship. *Prerequisites: INT 100 and INT 200 preferred, but not required. One (1) semester hour; graded credit/no-credit (CR/NC).*

**INT 315A** ***Topic: Pathways to College -- Guiding and Empowering Underserved Youth.*** Students enrolled in this course will mentor, teach, and assist underserved youth (grades kindergarten-five) through a series of lessons on leadership, service, goal setting, and college awareness at Fern Creek Elementary School in Orlando. In the spirit of global citizenship and responsible leadership, Pathways to College will provide Rollins College students the opportunity to serve as change agents in the lives of underserved youth in our community.

**INT 315B** ***Topic: Documentary Film*****.** The documentary film is potentially a powerful and expressive means by which to educate and enlighten, providing the viewer with revealing insights and perspectives into the many-faceted realms of human activity. Yet this film form has also been described as "almost always an instrument of propaganda," possessing elements both visually stunning and disturbing. This course examines the particular social, political, cultural and historical issues and themes through selective documentary films.

**INT 317** ***Personal Finance.*** Outlines a wide variety of financial instruments available for managing money. Touches upon personal financial statements, insurance, social security, investments, tax, retirement, and estate planning. Also introduces personal financial planning as a profession. *Prerequisite: junior standing.*

**INT 350** ***Fiat Lux: World Issues in Perspective.*** This course focuses on current world events and other relevant social issues, and also on writing and interview skills required for prestigious national/international student scholarships. *Students who express interest in applying for any prestigious scholarship will be invited to attend the course.*

**INT 360A** ***Topic: Culture Wars: Ethics, Aesthetics, and Politics*** **(A-D-V).** Analyzes historical and contemporary ethical debates, and competing theories of how value is assigned to images, and how images produce effects in society and are used to enflame political responses. Highlights current cultural cases, where competing values underlie divergent interpretations of some visual object or representation. Students will compare, contrast, and integrate methodologies of art history, philosophy, and history, and will participate in scholarly debates with faculty, who seek intellectual engagement and connections across disciplines. By analyzing many varieties of "culture wars" and the competing values at stake over the term, we will create a "lab" environment in which students identify, choose, and analyze such thorny topics and multiple perspectives. ***Note:*** *Course requires co-requisite of IFT 112. Students who have already completed IFT 112 or who can demonstrate web design competency, with the instructors' permission, may enroll in Advanced Web Design (IFT 113) , Design with Photoshop (IFT 120), or Digital Video (IFT 300) instead.*

**INT 400** ***Death and Dying.*** Focuses on new and emerging technology, and its ethical implications for healthcare, terminal illness, "defective" newborns, organ transplantation, suicide, surrogacy, and in vitro fertilization. Students volunteer at health care related agencies, putting into practice classroom theory and case studies. Features guest lecturers including survivors of the Holocaust, Hiroshima, and recent terrorist activities.

**INT 480** ***A Senior Colloquy: Current Issues in Liberal Arts*****.** Allows students to debate controversial contemporary issues using skills and knowledge from their respective disciplines. Students will participate in dialogues with peers, scholars, and other members of the community, and examine strategies of effective argument and debate. Focuses on learning skills for reading complex dilemmas and other materials, isolating the issue(s) involved, and reasoning to appropriate and persuasive conclusions. *Prerequisite: senior standing or instructor's consent.*

# INTERSESSION TOPICS COURSES
## *(from Spring 2000 to present)*

**ANT 205G *Strangers from a Strange Land: Americans in Vietnam*.** Puts students in the shoes of the people of Vietnam in the 50s and early 60s, when many Vietnamese saw Americans for the first time. This was the period before the Vietnam War began in earnest, a period in which Americans were first coming to know and be known by the Vietnamese. By first building an understanding of the Vietnamese world view, we will enable ourselves to see how strange and unpredictable we Americans sometimes seemed to the people of Vietnam. Vietnamese guest speakers will be invited to talk about their memories of their first encounters with Americans. ***Credit***: ***Meeting Dates***:

**ANT 205I *Cinema & Society in Iran***. Unveils some of Iran's complexities through the works of several of its world-class filmmakers. Students will begin to see Iran for the fascinating and dynamic society it is -- and not simply as a threatening, unruly place characterized by religious fundamentalism and a corrupt, unyielding government. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ANT 205I *Islam in the West: Central Florida's Muslim Communities***. Introduces students to the life and culture of Muslims living in Central Florida. Through activities including guest speakers, films, cooking lessons, music, and a visit to a local mosque, students will not only get the chance to interact with local Muslims, but also learn about the diversity of Muslim culture in Central Florida and some of the issues and misunderstandings Muslims face in their everyday lives. Class culminates in group projects aimed at establishing relations with and enhancing understanding of our local Muslim communities. ***Credit***: ***Meeting Dates***:

**ANT 205I *Walls & Bridges: Tibetans, Muslims, and Chinese in the Twenty-First Century***. Offers a view of the non-mainstream people and places in China. Tibetans and Uighurs of the old Silk Road, have been showing signs of restiveness in the Celestial Kingdom, while the once powerful Manchus have blended into the mainstream with little or no friction. Looks at China's many nationalities to learn something about what they think the meaning of life is and whether their ideas clash or harmonize with those of the all-powerful Beijing government. ***Credit***:. ***Meeting Dates****:*

**ANT 205J *Mesoamerica: Past and Present***. Explores life in ancient Mesoamerica and examines how contemporary Mesoamerican peoples use history to legitimize their roles in contemporary society. Examines the history, religion, ritual, writing, and politics of ancient Mesoamerica and how contemporary Mesoamerican communities use historical understanding as the basis of revitalization movements. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ANT 205J *Oral Traditions of Eatonville***. An exploratory course, in which students will collect and classify folklore and oral history from the Eatonville community. Through their collections and interactions with the citizens of Eatonville, students will attempt to gain an understanding of the historic and contemporary cultural values and norms specific to the Eatonville community. ***Credit***: ***Meeting Dates***:

**ANT 205J *Maya Hieroglyphic Writing.*** An exploration of Maya writing as history, identity, propaganda, and power. Examines the Maya calendar and the accession to power, warfare, and rituals recorded in

Maya hieroglyphic writing. Explores how indigenous communities use writing to legitimize cultural belief practice. ***Credit***: ***Meeting Dates***:

**ARH 210A** ***Michelangelo 101***. Michelangelo Buonarroti (1475-1574) dominated the art world in Italy from approximately age 20 until his death at 89. His career spanned most of the sixteenth century, and his prolific work as a painter, sculptor, draftsman, and architect profoundly impacted the 'High' Renaissance in every artistic medium. The artist's production as well as his close relationship with scholars, prelates, noblemen, noblewomen, and all the Popes of his era will serve as touchstones for our exploration of the religious and sociopolitical environment of Renaissance Italy. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ART 210** ***Contemporary Approaches to Art.*** Exposes students to contemporary art methods through visits to artists' studios and art exhibitions, class lectures, and hands-on art projects. One contemporary art approach is to create a sketchbook that exists as both a document of the artist's daily life as well as an art piece. Students will produce such a sketchbook and will learn the basics of installing an art exhibition by showing their sketchbooks in an on-campus group show. Students will gain a fundamental understanding of the working processes of various types of artists, and will produce their own mixed media art piece in the form of the sketchbook. Compliments the regular curriculum of the studio and art history majors, and familiarizes non-majors with the working processes of contemporary artists. ***Credit*****:** ***Meeting Dates****:* ***Note****:* ***This course carries a $45 materials fee that will automatically be billed to your College account.***

**ART 215I** ***Community in Art***. Familiarizes students with the work of modern and contemporary African-American artists such as Romare Bearden, James Kerry Marshall, and Lezley Saar. Investigates their work, their lives, and their artistic visions, and also seeks connections between these artists and their local contemporaries, whose work has played a role in forming the identity of the historic community of nearby Eatonville. As students discuss aspects of each artist's work, they will have the opportunity to reflect more deeply through the creation of their own visual journal. This project allows students to integrate written responses with image-making techniques that artists, such as Romare Bearden, actually used in their own work. As a post-class assignment, students will volunteer during the Zora Neale Hurston Festival, a once-a-year artistic celebration in honor of Eatonville's famous literary figure. In the final pages of their visual diaries, students will record their impressions of the festival, meditating on the importance of Zora's hometown to Central Florida and its vital role in contemporary African-American artistic traditions. ***Credit***: ***Meeting Dates***:

**ART 215I** ***Community Voices in African and African American Art***. Familiarizes students with the work of modern and contemporary African and African American artists such as Romare Bearden, Michael Ray Charles, James Kerry Marshall, Kehinde Wiley, Yinka Shonibare, Kara Walker, Julie Mehretu, and Ellen Gallagher. Seeks connections between these artists' voices and the importance of community in African and African American experiences. Includes lecture and discussion, but focuses on the creation of a visual journal project which will be on display in celebration of the 2010 Martin Luther King, Jr. holiday. *African and African American Studies (AAAS) minor elective*. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ART 215I** ***Community and Identity: Reflecting On Contemporary African-American Art through Visual Journals.*** Familiarizes students with the work of contemporary African-American artists. Investigates their work and their lives, to uncover common themes of community and identity. Students

will reflect on these themes in the artists' work (and what they mean in their own lives) through written essay and creation of a visual journal. ***Credit****:* ***Meeting Dates****:*

**ART 215I** ***Community Voices in Contemporary African-American Art.*** Familiarizes students with the work of contemporary African-American artists and explores its emphasis on community. Includes lecture and discussion, but focuses on the creation of a collaborative artwork in celebration of the 2010 Martin Luther King, Jr. holiday. ***Credit****:* ***Meeting Dates****:*

**ART 245I** ***Kayak101: The Kayak as a Vehicle for Self-Expression, Self-Discovery and Environmental Engagement.*** Familiarizes students with basic woodworking and contemporary boatbuilding methods through the creation of a functional craft object, the kayak, thus affording students the opportunity for self-expression and self-discovery. Investigates historical, cultural, and environmental issues related to the kayak as part of the building process. ***Credit****:* ***Meeting Dates****:* ***Materials Fee****: $100.*

**ART 247** ***Pinhole Photography***. Studio art course designed to be a hands-on creative art experience. Emphasis is on visual problem solving based on class projects and critiques. In class, we will build different cameras, expose a variety of different films and papers as negatives, and produce photographic prints in the darkroom. Prior to the beginning of classroom work, the class will research the history and evolution of pinhole photography. This will be a pre-intersession-week assignment and will be completed before class begins to establish a foundation for class projects. The course is suitable for students without an art background as well as art majors. Our study of the nature of pinhole photography will cover both the technical aspects of the medium, and the conceptual issues common to contemporary photography. However, many of the visual and stylistic issues we will consider are specific to pinhole photography, and separate it from other types of photography. ***Credit*****:** ***Meeting Dates***:

**BIO 205I** ***A Walk on the Wild Side: Exploring Central Florida's Natural Habitats***. Interdisciplinary course focuses on threatened natural habitats of Florida. Asks students to weigh the pros and cons of conservation efforts in Florida and answer the question, "Is Florida's natural environment worth preserving?" Students will visit several ecosystems in central Florida that have recently been designated as key sites for preservation by the Florida 2050 plan: the Indian River Lagoon, Kissimmee Prairie, Wekiva/Ocala Greenway, St. Johns-Econlockhatchee Mosaic, Green Swamp, Volusia Conservation Corridor, and Lake Wales Ridge. At each site, students will learn about the different aspects of that particular ecosystem and the challenges it faces. Students will meet with other students and faculty in four linked courses during Intersession week to discuss shared readings and share their perspectives on Florida's natural history. Students should be prepared for significant outdoor activity and long travel times. ***Credit***: ***Meeting Dates***:

**CHN 205A** ***Chinese Cinema of the New Millennium***. China's directors have attracted the world's attention ever since the 1980s when the famous Fifth Generation burst on the scene with an array of films that were both critically acclaimed and received enthusiastically by audiences. But now, a new generation is pushing China's cinema in new and ever more interesting directions. Director Wang Chao, whose film *Luxury Car* won an award at the Cannes Film Festival last May, is representative of the new generation and he will co-teach this course with Professor Teng Jimeng. The course will showcase some of the best films coming from current Chinese directors, including *Luxury Car*. ***Credit***: ***Meeting dates***:

**COM 205I** ***Listening Leadership.*** Outstanding leaders are outstanding listeners. Yet, it's estimated that the average person ignores, forgets, or misunderstands at least 75-percent of what he or she hears. The value of listening goes far beyond common courtesy. It is fundamental to effective leadership and team success. During this highly interactive course, you will learn the "Listening Leaders" model that consists of 10 golden rules that will help you to achieve your listening and leadership objectives. ***Credit***: ***Meeting Dates***:

**ECO 205I** ***The Great Recession: An Economic Analysis.*** The Great Recession of 2008 has started to abate, but its effects will be felt by generations to come. Course examines the causes of the current economic and financial crisis, explains the global nature of the recession, and comments on various measures deployed by governments around the world to contain it. ***Credit***: ***Meeting dates***:

**ECO 205I** ***Economics in Motion: An Approach to Studying an Economic Process as a Time-Evolving System*****.** Exposes students to a non-mainstream approach to the study of economics. An economic process will be described as a time-evolving system put in motion by causal relations among its components. A comparison with the classic approach predicated on the supply-and-demand equilibrium principle will also be considered. Factors essential to the evolution of economic systems such as cause, effect, transition, positive and negative feedback, critical points and emergent properties characteristic of complex systems will be identified in examples and discussed in class. In addition to emphasizing the roles of time and causality in the economic process, this course will introduce students to a set of tools for studying an economic process in motion. These tools are: cobweb diagrams for equilibrium problems, analytic modeling of time evolving processes, and agent-based simulation. ***Credit***: ***Meeting Dates***:

**ECO 205I** ***Is the Party Over? Peak Oil, Peak Everything: Economics of Fossil Fuels***. Considering both the exponentially rising extraction costs and the increasingly threatening "external" costs of the associated high-energy economy, we are almost certainly now at the historical "peak" of global production of fossil fuels. Explores that reality and some of its enormous implications for the future. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**EDU 205B** ***Topic: Technology for Teachers.*** Introduces students to basic technology currently used in elementary classrooms. Instructs students in the use of Windows, E-mail, Excel, Power Point, Netscape Composer, electronic portfolios, and the Internet as a research tool. The role of these tools in enhancing student learning and teacher productivity will be addressed. ***Credit***: ***Meeting Dates****:*

**EDU 350** ***Strategies for Classroom Management***. Practical classroom management based on the theories of Linda Albert (*Cooperative Discipline*) and Harry Wong (*Effective Teaching)*. Video observations and critiques, reading and sharing ideas, and the development of a classroom management notebook will be incorporated into a seminar-type format. Activities will focus on the planning and learning environment sections of the accomplished practices. ***Credit***: ***Meeting Dates***:

**ENG 140** ***Short Story into Film*****.** Examines problems of adapting short stories into films by studying the relationship between films and the original stories on which they were based. Explores the difficulties of translating voice, narration, and character to the screen, and class projects will involve both creative and analytical components. Prior to attending the first class meeting students must see Steven Spielberg's *Minority Report* and read Philip K. Dick's original short story *The Minority Report* (on reserve in the Olin Library). ***Credit***: ***Meeting Dates***:

**ENG 205I** ***Buffy the Vampire Slayer and American Culture.*** Explores the television show *Buffy the Vampire Slayer* from various angles, debating what "Buffy" says about feminism, what "Xander" says about masculinity, what "Faith" says about Nietzsche, and why high school is hell. Students should emerge from this seminar better able to closely analyze tv shows and discuss what they tell about how, what, and why America and Americans believe what we/they do(es). ***Credit****:* ***Meeting Dates****:*

**ENG 205J** ***Embodied Creativity: Using Yoga and Writing to Channel Creative Energy.*** Students take a yoga class each morning at College Park Yoga, followed by afternoon discussions of the memoir *Eat, Pray, Love* and the ways the yogic path prepares us for deep creative work. Class discussions and writings examine how yogic awareness enhances creative focus and productivity. ***Credit****:* ***Meeting Dates****:* ***Fee Course****: $60.00 fee for five mornings of yoga instruction at College Park Yoga studio.* ***Note****: Fieldtrip release forms required for all participants prior to participation.*

**ENG 205J** ***Buffy the Vampire Slayer and American Culture***. Explores why the television show Buffy and the Vampire Slayer (BtVS) has become an academic breakout, spawning an online journal, multiple conferences, and perhaps a dozen critical books. Examines episodes from various angles, debating what Buffy says about feminism, what Xander says about masculinity, what Faith says about Nietzsche, and why high school is hell. Students will emerge from this seminar better able to closely analyze television shows and discuss what they tell about how, what, and why America and Americans believe what we/they do. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ENG 205K** ***Mean Girls in American Literature and Film***. Uses the topics of "mean girls" in American literature and film to examine the issues of individual and society in American culture, from beginnings to present. Books and films may include, *Daisy Miller*, *The Crucible*, *Sula*, *Saved*, and, of course, *Mean Girls*. Seminar class with as much reading as the schedule allows, short papers, and class discussion. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ENG 215I** ***Exploring Wild Florida.*** Following in the footsteps and canoe wakes of William Bartram, we will explore wild central Florida, along the middle St. Johns River and throughout the Wekiva River basin. Daytrips will include 3-5 of the following (arranged according to weather conditions): Genius Preserve, our local eagle's nest, Big Tree Park, and Rock Springs Run; Wekiwa Springs, Rollins's own Shell Island; the Little Wekiva River and Twin Mounds (the most thoroughly studied Timucuan midden in the basin); De Leon Springs, Lake Woodruff Wildlife Reserve, Hontoon Island State Park (Indian mounds); and Seminole State Forest, Blackwater Creek.These field trips in ecology will focus on the extraordinary program for preservation and restoration that balances the sprawl of central Florida with a regional plan of national significance. It represents on a larger scale the harmony and balance that Aldo Leopold and John Nolen envisioned for America's cities and that Rollins students and professors have embodied in the Genius Preserve. ***Prerequisites***: hearty spirits, hiking and canoeing stamina, and an outdoor mind. ***Fee:*** $150. ***Credit***: ***Meeting Dates***:

**ENG 241E** ***Films of Christopher Nolan***. *Inception*, *Memento*, *The Prestige*, *The Dark Knight*—these are just a few of the films created by critically-acclaimed director Christopher Nolan. Focuses on Nolan's cinematic vision and the ways his films speak to a unique thematic philosophy. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ENG 245I *Pulp Fiction.*** Pulp fiction lived on the margins of American society; its subject matter and sensational cover art, however, made it a popular literary genre. Course reviews representative examples of this literature. Visits to local art museum to see the inspiration for many of its most dramatic covers included. ***Credit***: ***Meeting Dates***:

**ENG 250I *Great Speeches and Social Change***. Pivotal moments of social change are often accompanied or instigated by powerful speeches that move whole segments of society. Such speeches help frame issues and position actors in strategic ways. Investigates the rhetorical techniques used in designing and delivering such speeches. Analyses will illuminate the goals, values, emotions, local and general contingencies, and language informing speech construction and interpretation. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**ENV 205I *Icons of Paradise: Rollins College and Winter Park***. The idyllic beauty of Rollins College and Winter Park is no accident. Both carefully planned, the last vestiges of a design style initiated during the Italian Renaissance. Charles Morse, Winter Park's town founder, laid out a city based on the ideals of harmony, balance, and the veneration of nature. Rollins President Hamilton Holt followed suit with his "ideal building plan" that provided the setting, he wrote in 1932, for "Rollins' great experiment in common sense education." Rollins had recently hosted a national conference dedicated to advancing the liberal arts beyond the college campus. The noted educator, John Dewey, chaired the event and Holt would champion Dewey's belief that a quality education was measured in the ability of faculty and students to enlighten the surrounding community and work for its betterment. This course is dedicated to reviving this earlier generation's educational vision, which Rollins will celebrate this spring. Students will be introduced to the basics of Renaissance design and its application in the planning of Rollins Campus and Winter Park. The class will also focus on the Genius Reserve, a 50-acre *sacro bosco* (sacred grove) Charles Morse set aside a century ago. On this unique "Old Florida" landscape, students will pursue the "enlightened pragmatism" Holt and Dewey championed. They will update a centerpiece of the *sacro bosco* and, in the process, create a place that will educate future generations on the practical art of sustaining paradise. This course, then, will create paradise as well as study it. ***Credit***: ***Meeting Dates***:

**ENV 215I *Planning Matters: Lessons from Hurricane Katrina***. The disaster and chaos that ensued after Hurricane Katrina rampaged through New Orleans was in large part a human disaster. Scientists knew the damage a category four hurricane would inflict, but unfortunately the plans designed to protect the city were never funded. Will Hurricane Katrina change the way we design our cities or will we continue investing public dollars in pursuing an American Dream that is increasingly at odds with nature? In addition to New Orleans, plans designed to protect natural resources and minimize hurricane damage in Tampa Bay (second to New Orleans for hurricane damage potential) and the Orlando area will be the focus of study. ***Credit***: ***Meeting Dates***:

**ENV 302F *Traditional Town Planning: The Art of Civic Design.*** The suburbanization of America has fostered a host of problems. During the last decade, the New Urbanism, a congress of planners and architects, have re-introduced traditional civic design to solve the conundrum of suburban sprawl. Course focuses on the art of civic design, examining exemplary projects from Europe to Central Florida. A field component is included to enhance understanding of the course material. ***Credit***: ***Meeting Dates***: (fieldtrip to Celebration).

**FIL 101** ***Filmmaking 101***. Students will learn to make a film, from storyboard to final edit, by working as the "crew" for director Amy Hobby. Ms. Hobby, New York-based producer/director of films such as *Secretary*, *Thirteen Conversations about One Thing*, and Ethan Hawke's *Hamlet*, will film a script chosen from the screenwriting class being taught this fall by Dr. Bill Boles. Students chosen for this class will work filmmakers' hours, and thus will commit all their waking hours (and some sleeping ones, too) to the project Monday through Sunday. In addition, following intersession, students will develop their own film project, which Ms. Hobby will critique. Students who wish to enroll in the course must e-mail a one-page essay detailing why they wish to take the course to Dr. Roger Casey, Dean of the Faculty, RCasey@Rollins.edu, no later than Friday, Nov. 14. Class size will be limited to 12. ***Credit***: ***Meeting Dates***:

**FIL 125** ***Introduction to Filmmaking: Shooting the Scene***. Introduces students to the world of a film shoot through classic Hitchcock films. Students will gain the hands-on experience of reproducing a scene from a classic movie as they direct, design, act, and shoot video and 16 mm film stock of a short scene. History of film and the elements of production design, as well as the proper terminology used on a film shoot, will be provided through screenings, lecture, and discussion. Required private screening/critique of the final scenes within two weeks of the start of the spring term. ***Fee:*** $50 per student for film stock. ***Credit***: ***Meeting Dates***:

**FIL 205I** ***American Film Themes: The Biracial Buddy Film - Police Style*.** Looks at a staple of the cop film genre - the pairing of a black cop with a white cop. Why this continual pairing? What does it say about the relationship between the races? How do these films work in the depiction of African-American characters? Do these films reify stereotypes or do they offer alternatives? Examines the depiction of women and other minorities in these films. Are these merely movies for entertainment or does a larger social and cultural meaning exist behind these pairings? ***Credit***: ***Meeting Dates***:

**FIL 206I** ***Images of Paradise: Florida in Film***. An interdisciplinary course that will examine a selection of readings and narrative feature films while also delving into documentary works that concern the natural history of Florida and its ecosystems, notions of ecological preservation, restoration, and aesthetics, Florida's relationship with development, and the larger implications of suburban sprawl. Helps students learn something about Florida's habitats and ecosystems and human interaction with these systems through film and site visits as they determine the value of preserving Florida's natural environment. Develops an understanding of representation and contestation that the medium of film offers, and features visits to areas in Central Florida currently threatened by development. Through film, students can perceive the conflict endemic to the modern American Dream: how to realize our hopes without destroying the beauty and heritage of a landscape that defines the very places we desire. All linked classes will view *Sunshine State*. Other films may include *Cross Creek*, *Ulee's Gold*, and several period documentaries. ***Credit***: ***Meeting Dates***:

**GMN 205I** ***Following Traces of German Settlement in Central Florida.*** The unincorporated community of Gotha, Florida was settled originally by German speakers in the late 19th century. Students of German language will enhance websites created by students from the Fall 2008 advanced German composition course concerning the history of Gotha. Students will create materials to share with children from the New School Prep Orlando (NSPO) to ensure a basic understanding about how Gotha was settled; will host a Gotha field trip for NSPO students including visits to Henry Nehrling's historic home, the old graveyard, and the historic Zion Church; and will make a visual presentation and host a potluck dinner for the children and their families at Camp Ithiel. ***Credit***: ***Meeting Dates***: ***Note***: *Fieldtrip release forms required for all participants prior to participation.*

**HIS 205C** ***Policy and Disaster in the U.S.: A Documentary Exploration of Public Perception and Policy Action.*** Uses documentaries and selected readings to explore how the two dominate policy producers in the U.S. frame and approach disaster. Scholars have long recognized the difference between experts charged with planning and regulating society and their approach to managing the different contingencies associated with manmade and natural disasters, and the approach taken by elected officials. These distinct perspectives serve as the guidepost for creating public policy. Examines three different incidents: The Triangle Factory Fire (1911), Polio Outbreak and Eradication (1949-1952), and the Hurricane Katrina Disaster (2005), using documentaries and articles to explore how expert recommendation and political views shaped responses to these disasters and perhaps explained outcomes. ***Credit***: ***Meeting Dates***:

**HIS 205D** ***China's Modernization.*** Provides students with an overview of modern Chinese history. Organizing theme is China's modernization in response to the challenge of Western intrusion. Examines the trajectory of China's modernization, debates among Chinese elite on models of modernization, and changes in various aspects of Chinese society and culture. ***Credit***: ***Meeting Dates***: .

**HIS 205I** ***City in Film***. Explores themes in urban studies through film. Positive and negative views of cities and city life are presented in classic and modern films. The films are augmented by readings on urban life that explore the political economy, social, and cultural examination of urban life. ***Credit****: One (2) semester hour*. ***Meeting Dates****:*

**HIS 205I** ***The American West in History and Film*****.** The frontier's effect on the creation of U.S. identity has been hotly debated since the introduction of Frederick Jackson Turner's frontier thesis in 1893. Turner argued that the U.S. used the western frontier as a framework for its political, social, and economic development. This process cultivated a self-image that emphasized American's duty to civilize the countryside and create a viable society. Course examines the evolving American fascination with western history and imagery through a critical examination of a specific historical event. The gunfight at the O.K. Corral remains a defining frontier episode that has been imagined and re-imagined in American culture. By critical deconstructing the history and memory of this event through films produced in the 40s, 50s, 60s, and 90s, students will examine the changing relationship between popular culture and the frontier myth affect on perceptions of leadership, conflict, and community. ****Students will be required to write a post-session review essay based on assigned reading. During the intercession students will produce written critiques based on the films.*** ***Credit***: ***Meeting Dates***:

**HIS 205I** ***Iraq to Afghanistan.*** American troops will begin leaving Iraq in 2009, some tens of thousands of them surely to be re-deployed to Afghanistan. Thus, as the new President takes office, among his several daunting foreign policy tasks will be to figure out how to "stabilize" the country where the Taliban has re-emerged and is allied with Al-Qaeda. Students will view several documentaries on American policy in Iraq, as well as filmed interviews with Westerners now working in Afghanistan. ***Credit****:* ***Meeting Dates:***

**HIS 205I** ***The Space Race and American Film*****.** Examines the impact of the space race on the United States' global standing and domestic development through literature and film. At the height of the Cold War, the United States and the Soviet Union engaged in a heated competition over space. The Space Race began in 1957, when the Soviet Union launched the first artificial satellite, Sputnik. With that initial

success, the USSR and the United States each committed themselves to conquering outer space for national security and propaganda reasons. Each country strove to win, struggling to overcome the scientific hurdles and gain the corresponding military advantage that would come from controlling space. President Kennedy's 1961 pronouncement that going to the moon represented the single most impressive act for mankind also acknowledged no event would be more "difficult or expensive to accomplish." The ideological struggle represented by space race was symbolically important; yet this race was a pivotal force shaping regional development, national education, and industrial innovation. Moreover, key figures such as Sally Ride, Ronald E. McNair, and other minorities have struggled to be included in the national vision represented by the space program. We will examine some of the crucial films and literature associated with the shifting social, political, and economic priorities connected with the American space program. ***Credit***: ***Meeting Dates***:

**HPA 175F** ***International Medical Service-Learning Trip.*** Students learn valuable lessons about what it means to be a global citizen, a responsible leader, and a healthcare advocate through work in a hospital, healthcare clinic, or medical office outside of the U.S. that benefits both the healthcare facility and the students. Students "shadow" or follow a physician or other healthcare professional as s/he goes about doing his/her normal job. Students will also embrace the importance of altruism within the healthcare field by providing services that benefit the clinic. Finally, students will undertake direct patient care experiences involving measuring and recording blood pressure, pulse, temperature, and respiration rates, assisting with wound cleaning and dressing, facilitating patient transport, or assisting with patient registration. Each student in the program must obtain CPR and basic first-aid certification and demonstrate competency with the ideas and practices of how to conduct a medical history and interview, knowledge of appropriate behavior when it comes to patient rights, medical ethics, and professional etiquette. ***Credit***: ***Meeting Dates***:. ***Fee***: *$???* *per student.* ***Prerequisite****: Instructor's consent.*

**HPA 397** ***Health Science Observership.*** Week-long (40 hour) hospital or medical setting shadowing of residents and third-year medical students as they examine and speak with patients. Enrollment by consent only. Students should contact Dr. Judy Schmalstig, Department of Biology, jschmalstig@rollins.edu, for additional information. ***Credit***: ***Meeting Dates***

**INT 215A** ***Social Advocacy through Film: Movies that Change Minds***. Students will evaluate films with messages centered on issues of social justice, diversity, and responsible leadership. There will be discussion and scholarship based around recognizing subtext and identifying themes contained within the individual films. Students will examine existing community efforts to use film as an advocacy tool for underrepresented groups and apply their learning to create similar programming for the Rollins community. ***Credit***: ***Meeting Dates***:

**INT 215G** ***Going to Graduate School.*** Exposes students to reasons why graduate school may be a good option after Rollins, how to research the best graduate programs (including international institutions), how to prepare for standardized entrance exams, and what to expect during the application process, including personal statements, references, and interviews. Course does not cover med school or law school options. ***Credit***:. ***Meeting Dates***: ***Prerequisite****: Sophomore or junior standing.*

**INT 215I** ***Hunger and Homelessness in Central Florida***. Through an "into the streets" immersion project, students experience, reflect, and analyze issues of hunger and homelessness in the U. S. and Central Florida. As reciprocal learners, students are involved in a multitude of active learning experiences

that explore the intersections between privilege, opportunity, ability, race, gender, and socioeconomic status. Participants will engage in an overnight experience on Wednesday and an immersion on Saturday morning. ***Credit***: ***Meeting Dates***:

**INT 215I** ***Into the Streets: Hunger and Homelessness in the United States***. Through an "into the streets" immersion project, students will experience, reflect on, and analyze issues of hunger and homelessness in the U.S. and in Central Florida. As reciprocal learners, students will be involved with a multitude of active learning experiences that explore the intersections between privilege, opportunity, ability, race, gender, and socioeconomic status. Please be aware that participants will engage in an overnight experience on Wednesday. ***Credit***: ***Meeting Dates***:

**INT 215K** ***Recovery and Regeneration: Restoring New Orleans*****.** Join Rollins Relief in New Orleans to work for its recovery from the 2005 hurricanes. In this student-faculty collaborative effort, we learn by doing relief work to experience the scope of this tragedy, reading about the deluge, and by working every day with Habitat for Humanity to rebuild people's homes. Students work with Habitat for Humanity Monday through Saturday, and stay in their secure facility located at a new site called Camp Hope just south of Violet, LA. Academically, students attempt to understand and take some responsibility for helping people to put their lives back together by reading articles and books about this ongoing tragedy, keeping a journal, and writing an essay about rejuvenating the city upon our return. In addition, teams of students will conduct a forum or discussion for all interested students in the spring term. ***Credit***: *Two (2) semester hours.* ***Meeting Dates***: *January 6-13, 2008.* ***Fee****: $330 per student.* ***Prerequisite****: Priority to sophomores and juniors.*

**INT 215K** ***Katrina Recovery Project: Rebuilding St. Bernard Parish***. St. Bernard Parish, LA, was devastated by Hurricanes Katrina and Rita a year ago; virtually every residence and business in the Parish was flooded with 8-15 feet of water for as many as two weeks when the levees broke. Sponsored by Rollins Relief, this week-long, immersive, service learning course will allow five student-led faculty-staff-student teams of 12 to provide direct assistance to elderly and handicapped residents of St. Bernard Parish in rebuilding their homes in a volunteer project managed by the parish government and Habitat for Humanity. Work could include gutting houses and debris removal, mold abatement, house reconstruction, and/or new home construction. Note that this will involve some physically demanding work. We will be housed and fed at Camp Hope. We will work on homes from 7:30 a.m. to 2:30 p.m. daily, and afterwards engage in personal and group reflection, and reading and journal writing; each team will be responsible for the creation of an annotated photo or video presentation suitable for posting on the Web upon return. Evening excursions into New Orleans are planned. This will be a zero-tolerance alcohol/drug free course. Registration priority will be given to first-year students and sophomores. Two (2) REQUIRED pre-trip class meetings. ***Fee***: $100, non-refundable, at first meeting; additional fees, if any, will be determined based on ongoing fundraising. A limited number of grants will be available. ***Credit***: ***Meeting Dates***:

**INT 255(01)** ***Truth and Illusion: A Journey with Edward Albee*****.** Edward Albee is one of the foremost playwrights and directors of our times with a career that spans more than thirty years. He has earned Pulitzer Prizes for *A Delicate Balance*, *Seascape,* and *Three Tall Women*; a New York Critic's Award and two Tony Awards for *Who's Afraid Of Virginia Woolf?*; a Kennedy Centre lifetime achievement award; and a National Medal of the Arts conferred by President Clinton. Albee burst the bubble of safe American theatre by asking the question *Truth and Illusion: Who Knows the Difference, Toots?,* which forces his audiences to exam their illusions, personal to national. His plays, rich in humor and pathos are bridges

between European influences (e.g., Beckett, Genet) and uniquely American sensibilities. Includes video, film, guest performances, and an Albee production – *A Delicate Balance* – at the Annie Russell Theatre. ***Prerequisite****:* read *A Singular Journey*, Albee's new biography by Mel Gussow, New York Times drama critic (required before attendance). ***Credit***: ***Meeting Dates****:*

**INT 255(02)** ***Utopian Community: Celebration USA***. For the last century, Florida has been a laboratory for utopian communities. Disney's Celebration is the latest, and perhaps most important, new town designed as a model of a better life. Celebration contains an element of "Disney magic" that makes it both an escape from reality and a new model for suburban America. Celebration will be placed in perspective from both a political and design point of view by Rollins authors, Rick Foglesong and Bruce Stephenson. Doug Frantz and Cathy Collins, authors of *Celebration USA: Disney's Brave New Town*, will also discuss what it was like to live in Celebration for two years and their search for the reality of this new creation. This course delves into social theory, the politics of Disney, New Urbanism, and, most importantly, the struggle to create a democratic community. ***Prerequisites:*** read *Celebration USA* and prepare a 4-page book review utilizing existing reviews in the New York Times Review of books and other sources (required before attendance). ***Credit:*** ***Meeting Dates:*** (field trip to Celebration USA)

**INT 255** ***American Film Studies: The Coen Brothers.*** Before the Farelly Brothers and *There's Something About Mary* and before the Wachowski brothers and *The Matrix*, the Coen Brothers were making important, genre bending films. Studies the maverick film makers Ethan and Joel Coen and their influential film making talent by examining the body of their film work, ranging from *Blood Simple* (their first film in the mode of film noir) to *Miller's Crossing* (a take on the gangster film) to *Barton Fink* (simply put: a strange, strange film) to their Oscar-nominated *Fargo* (who knew people from Minnesota could be so funny). The class will also view their latest works*: O Brother, Where Art Thou?* and *The Who Wasn't There.* ***Credit****:* ***Meeting Dates****:*

**INT 255A** ***American Film Studies: Wes Anderson/Kevin Smith.*** Two of the more popular independent film writer/directors to emerge in the 1990s were Wes Anderson (co-writing with Owen Wilson) and Kevin Smith. However, on the heels of Smith's *Jersey Girl* and Anderson's *The Life Aquatic* with Steve Zissou, it is worth considering the career direction of both of these directors. Are they important filmmakers or just flash in the pans? Examines their films (including *Bottle Rocket*, *Rushmore*, *The Royal Tenenbaums*, *Clerks*, *Chasing Amy*, and *Dogma*) and considers their significance. ***Credit***: ***Meeting Dates:*** ***Note: Open to first year students only.***

**INT 255A** ***American Film Themes: Retooling Hollywood – Films by Female Directors*****.** It is a well known fact that the Hollywood film industry is dominated and controlled by men: just look at who controls the studios, writes, directs, produces, and stars in the movies. Just look at who brings home the big paychecks. However, what goes unnoticed by many is that a group of successful women filmmakers write and direct their own films, challenging the "boy's club" nature of the Hollywood film. Course looks at films by Jane Campion (*In the Cut*), Nora Ephron *(Sleepless in Seattle*), Sofia Coppola (*Lost in Translation*), Amy Heckerling *(Clueless)*, Kimberly Pierce *(Boys Don't Cry*), and Lisa Cholodenko *(Laurel Canyon*), and in doing so we will explore the distinct differences gender plays in the shaping and molding of movies and our reactions to them. Students will be expected to read and view films during the winter break. *Priority to first-year students.* ***Credit***: ***Meeting Dates***:

**INT 255A** ***Murder, Magic, and a Lovelorn Angel***. Students will shape a campus-wide, Gender Matters Read-in of Alice Hoffman's short Florida novel, *Turtle Moon.* Here we see the intersection of troubled

lives: a rebellious teenage boy, a young mother hiding her baby, a confused divorcee, a teenage girl with doubts about college, an unhappy cop, and the unexpected angel lurking in a gumbo-limbo tree. Enter the murderers. After discussing the novel, students will spend time shaping a campus-wide Rollins Read-in, designing brief advertising materials and planning their own contribution to spring term campus conversations. ***Credit***: ***Meeting Dates***:

**INT 255B** ***Introduction to Leadership for First-Year Students.*** Focuses on the role of self and group in the leadership process. Operating as an interactive "leadership laboratory," explores leadership in relation to individuality, group dynamics, social justice, and community engagement. Through readings, case studies, reflection exercises and group work, student leaders will examine leadership as an inclusive, relational process through which individuals, organizations, and systems develop visions and create change on campus and beyond. ***Credit***: ***Meeting Dates***: ***Prerequisites***: *First-year students only and instructor's consent.*

**INT 255B** ***Introduction to Leadership***. Introduces the study of leadership and social change from theoretical and practical perspectives. Explores leadership in relation to individuality, group dynamics, and community building. Readings, case studies, reflection, and small-group sessions, allow students to examine leadership as an inclusive, relational process through which individuals, organizations, and systems create social change. ***Credit***: ***Meeting Dates***:

**INT 255B** ***Courageous Leadership***. Responsible leadership requires us to engage in conversations about values and leadership. Yet, we know that our global society is challenging us to not access emotions and our purpose. Challenges engagement in these important dialogues and discovers the courage required to become a true global citizen and responsible leader on campus and beyond. ***Credit****: One (1) semester hour.* ***Meeting Dates****:*

**INT 255C** ***Mentors in Violence Prevention Training***. The Mentors in Violence Prevention (MVP) Program is a gender violence prevention and education program. The multi-racial, mixed gender MVP team is part of a large-scale attempt to prevent all forms of men's violence against women. Utilizing a unique bystander approach to gender violence prevention, the MVP Program views student leaders not as potential perpetrators or victims, but as empowered bystanders who can confront abusive peers. Program participants will develop leadership skills and learn to mentor and educate others on these issues. ***Credit***: ***Meeting Dates***:

**INT 255C** ***Poverty and Homelessness: Causes, Consequences, and a Call to Action***. Poverty and homelessness are social issues that call into question the priorities of our nation. This experiential course explores the demographics and difficulties facing the poor in the U.S. It challenges common sense notions about those who are marginalized by providing diverse theoretical perspectives explaining the existence of the poor in our communities. Students apply methodological approaches associated with the social sciences to understand the intersection of race, class, and gender. The consequences of being poor on one's health status and educational experience are also explored. The promising role of applied social research in linking colleges to their communities, developing socially responsible citizens, and contributing to incremental social change are highlighted throughout the course. Course readings will be e-mailed to all students prior to the winter break with the expectation that students will arrive for intersession with all assignments completed. ***Credit***: ***Meeting Dates***: ***Prerequisite****: Required course for all Cornell Scholars.*

**INT 255C** ***Who are we? How do we know it? Where are we going? 'Human Nature' and the Quest for the 'Unity of Knowledge' in the 21st Century.*** A seminar reading/discussion/writing course focused on current debates about what 'human nature' is and whether all knowledge ('science') will accept as foremost foundation a strongly natural (biological, chemical, and physical) orientation, and that other fields (e.g., social sciences, arts, and humanities) will become sub-disciplines of this emerging, potentially dominant, scientific philosophy. Also addresses a few social and political implications of such an approach. After an introduction to these issues, we will read the related writings by participants in President Duncan's "Colloquy on Liberal Education and Social Responsibility in a Global Community." These are writings by E.O.Wilson, Steven Pinker, Jared Diamond, and others. Supplemental readings, extensive use of Internet resources, and films will deal with these same issues from additional perspectives. Students will develop a related theme, read about it further, and keep a journal, parts of which will be shared with the rest of the class. ***Credit***: ***Meeting Dates***:

**INT 255D** ***The Psychology of Sport***. Explores the psychological processes and mechanisms that influence performance outcomes. Specifically, will develop and understanding of the cognitive, motivational (including belief systems), and physiological factors that lead to optimal or, conversely, poor performances. ***Credit***: ***Meeting Dates***:

**INT 255D** ***Winning in College and in Life.*** *Has your first semester at Rollins been a bit of an academic disappointment? Had you expected an easier transition to college academics?* A guide to being successful in college; but also a guide to success in life. Students learn to TAKE CONTROL! (Much of the pressure for first-year students comes from not taking control.) Raises issues very important to your present and future life and provokes reflection on yourself, your values, your goals, and how a liberal arts education can transform you into a thoughtful independent successful adult. ***Credit***: ***Meeting Dates***: ***Prerequisite***: *First-year students only.*

**INT 255E** ***The Habitat Project.*** A service-learning experience that engages students with the Winter Park community through the Habitat for Humanity initiative. Classroom activities will focus on learning about the Habitat for Humanity program: its history, initiatives, core values and philosophy. Students will work directly with the local Habitat for Humanity foundation, gaining an appreciation for the challenges and opportunities within the community. Students will have the opportunity to interact with prospective homeowners and will spend time working on a Habitat house. In addition to working on the construction of a house, students will engage in experiences that will allow them to experience the "behind the scenes" work involved in coordinating the program. Overall goal of the course is to engage students in meaningful activities that challenge them to consider issues of social justice and ask themselves questions such as: Why does our society need programs like Habitat for Humanity and what can we do to eliminate this need? Class time will consist of hands-on experience at the work site as well as daily reflection/discussion time in the classroom. Out of class activities will include reading assignments and a journal project. ***Credit***: ***Meeting Dates***:

**INT 255I** ***Leadership for Student Organizations.*** Focuses on the role of self and group in the leadership process. Operating as an interactive 'leadership laboratory,' explores leadership in relation to individuality, group dynamics, social justice, and community engagement. Also explores unique opportunities and challenges facing the fraternity and sorority community at Rollins College, in the context of local and national values and behavior. Through readings, case studies, reflection exercises, and group work,

students examine leadership as an inclusive, relational process through which individuals, organizations, and systems develop visions and create change within the fraternity and sorority community. Engagement component of the course focused on connecting underprivileged youth with Rollins students through the forum of leadership. ***Credit***: ***Meeting Dates***: ***Prerequisite***: *Instructor's consent; register in department.*

**INT 255J** ***Environmental Activism on the Peace River***. Interdisciplinary course focused on threatened natural habitats of Florida and the leadership necessary to facilitate individual, campus-wide, and political change in these areas. Goal of the course is to have students weigh the pros and cons of conservation efforts in Florida and answer the question "Is Florida's natural environment worth preserving?" and further, "How do I go about making change to ensure its preservation?" In the culminating immersion experience, students and instructors will visit the Peace River in Arcadia, FL, for a day of canoeing and an overnight camping trip. Students should be prepared for significant outdoor activity and travel times. ***Credit***: ***Meeting Dates***:

**INT 255J** ***Coming into Your Own.*** Intense experience designed to sharpen the participants' interest and competence in seeking and finding themselves. Relies on various texts, including Herman Hesse's *Siddhartha*, for intellectual underpinning. But as important is interaction among class participants as students attempt to create community through a process in which the highest value is each participant's individuality. Students will learn from this how our culture erects barriers to finding ourselves. Credit will be awarded to those who complete all required work and participate at a level of commitment comparable to that of the facilitator. The instructor, Peter White, the Rollins' Scholar in Residence for, is nationally known as an advisor to families on issues of material abundance and community. ***Credit*:** ***Meeting Dates*:**

**INT 255K** ***Drug Discovery and Molecular Medicine.*** Focuses on the exploration of drug development, discovery, evaluation, and application. Topics include how pharmaceutical agents are designed to perform in a medical response to a disease or condition, how they interact with receptors, how the pharmaceutical industry works, and the interaction of the industry with the Food and Drug Administration (F.D.A.). Particular emphasis placed on the neuroscience, neuropharmacology, and central nervous system (C.N.S.) reagents. Ensures understanding and appreciation of the new field of molecular medicine. Taught both from neuroscience and chemical perspectives. ***Credit***: ***Meeting Dates***:

**INT 255K** ***Antioxidants and Free Radicals in Biology, Nutrition, and Disease.*** Explores how antioxidants such as beta-carotene, vitamins C and E, protect the body from a variety of pathologies and diseases including cancer, AIDS, and neurological disorders. Examines how taking antioxidant supplements can promote a healthier lifestyle, slow down the aging process, and increase the benefits of exercise. ***Credit*:** ***Meeting Dates*:**

**INT 255L** ***Human Immunodeficiency Virus and Sexually Transmitted Infection Peer Health Education.*** Recent studies have shown that the rate of HIV-infection for the college-aged population has shown a steady increase over the past decade. The messages of the late-80's and early-90's are wearing off, students are reverting back to invincible sexual practices. This course will train students to serve as peer educators for HIV/AIDS/STI related issues. ***Credit*:** ***Meeting Dates*:**

**INT 255L** ***HIV Peer Health Educators***. Recent studies have shown that the rate of HIV-infection for the current college-aged population has shown steady increase over the past half-decade. This has been partially attributed to a decrease in the amount of education that college-aged men and women are receiving about the disease. As the messages of the late-80's and early-90's wear off, students are

reverting back to invincible sexual habits. Trains students to serve as peer educators for HIV/AIDS related issues -- including means of infection, nature of the virus, current state of the virus, viral load, most recent treatments and therapies, and the social impact HIV has had on our global society, including our Rollins College environment. Students volunteer part of a day with a local HIV volunteer clinic, working with Centaur, Hope and Help, or The Hug Me Centers, gaining first hand knowledge of the impact HIV and AIDS has on our Central Florida community. ***Credit***: ***Meeting Dates***:

**INT 255M *Finding Global Citizenship at Rollins: Opportunities and Experiences.*** *Are you a global citizen*? Encourages students to define what global citizenship means to them. Through international films, cross-cultural activities, and readings, course encourages students to understand culture in a broader way and map their own path toward becoming a global citizen. Opportunities for study, service, research, and scholarship abroad, both before and after graduation, will be presented. ***Credit***: ***Meeting Dates***:

**INT 255M *Civic Design and Democracy*.** Presents the sometimes conflicting demands of civic design and political democracy. On one hand, introduces students to new trends in the physical design of cities -- namely, the so-called New Urbanism, which emphasizes the importance of creating well-designed civic spaces. On the other, addresses the challenge of maintaining democratic governance of cities, recognizing that New Urbanism often entails privatized planning and control of urban spaces. For examples of New Urbanism, and of its conflict with democratic governance, we will turn to the Orlando community, taking field trips to Celebration, Florida; Baldwin Park in Orlando; and Park Avenue in Winter Park. Includes class lectures and discussions, field trips, films, and outside speakers. Students will read one book in its entirety, portions of two other books, and several articles, and will write one three-page book report (due on the first day of class), two two-page focus papers, and one five-page essay (due Thursday of the following week). ***Credit*: *Meeting Dates*:**

**INT 255M *Civic Design.*** The suburbanization of America has fostered a host of problems. During the last decade, the New Urbanism, a congress of planners and architects, have re-introduced traditional civic design to solve the conundrum of suburban sprawl. Course focuses on the art and politics of civic design, examining exemplary projects from Europe to Central Florida. A field component is included to enhance understanding of the course material. ***Credit***: ***Meeting Dates***: (fieldtrip to Celebration).

**INT 255N *Conflict Resolution***. Provides a structure in which participants may gain a basic understanding of the mediation process, the skills involved in mediation, and have the opportunity to practice each skill and step. Participants will be evaluated on each of 13 conflict resolution skills and processes. Students will receive a certificate indicating their successful completion of the 20-hour basic mediation training program for the college and university setting. This certification allows students to mediate roommate, relationship, and organization conflicts within the Rollins College community under the leadership of the Alternative Dispute Resolution Services office. ***Credit*: *Meeting Dates*:**

**INT 255O *Economics in the Movies*.** This course focuses on social economics, or what could be called "economic cultural anthropology," as portrayed in film for students with a genuine interest in cinema and in social issues. Students will view a movie involving economics each day, discuss the film, and write short written reviews of the day's movie(s). Tentative list of films to be viewed includes Charles Chaplain's *Modern Times*, Elia Kazan's *On The Waterfront*, John Ford's *The Grapes of Wrath*, Vitorio de Sica's *Bicycle Thief*, Oliver Stone's *Wall Street* and/or Ben Younger's *Boiler Room*, and Larry and Andy Wachowski's *The Matrix*. As a post-intersession project, students will write a proposal for a movie

involving economics that must include a synopsis of the story and the social-economic issues it would raise. ***Credit***: ***Meeting Dates***: (times will be adjusted for viewing schedule).

**INT 255P *Conquering the LSAT***. The two most important criteria for determining a student's admission to law school are the undergraduate grade point average (GPA) and the Law School Admission Test (LSAT) score. This is a comprehensive course designed to help students earn higher LSAT scores and attend better schools. Rollins professors from the four major disciplines addressed on the LSAT will provide intensive instruction in all of the four major areas tested, explain strategies which are designed to enhance test scores, and offer personal counseling as students take practice tests, all of which are actual recent tests administered by the Law School Admission Council (LSAC). ***Credit***: ***Meeting Dates***: ***Note: This course carries a $100 materials fee that will automatically be billed to your College account***.

**INT 255P *Relationships in Film***. Investigates how interpersonal relationships are depicted in popular films. Focuses on the ways popular films explain how interpersonal communication is used to initiate, maintain, and terminate relationships. Films will be treated as texts to be read and critically analyzed as a means of exploring important communication issues in interpersonal relationships. Students will read textual materials prior to intersession week and will view films centered on the rubric of interpersonal communication and relationships in film during intersession week. Written critical reviews of each film and a final reaction paper required. ***Credit***: ***Meeting Dates***:

**INT 255Q *Cracking the Da Vinci Code***. An examination of the popularity, controversy, and historical accuracy of Dan Brown's *The Da Vinci Code*. On the New York Times best-seller list for more than 80 weeks, *The Da Vinci Code* has thrived on its promotion of secrecy, scandal, and sexism in Christianity. But are the claims made within the book true? Do people want them to be? Through an examination of Christian texts and history, the course will attempt to separate fact from fiction and hype from historicity. We will also examine what it is about American Christianity that lends itself to the overwhelming popularity of this work. ***Credit:*** ***Meeting Dates:***

**INT 255R *City in Film*.** An exploration of various perspectives on urban studies through the medium of film. Examining both positive and negative portrayals of urban space, students will be asked to consider metropolitan life as presented in films from different eras. Featured films will be augmented with selected readings and serve as a starting point for analysis of the political, social, and economic perspectives on American urban society. Post-interim assignment will be to take the perspectives offered and produce a position paper based on the reading and films. This short paper will give students an opportunity to critically compare and analyze the images of the city with the literature on urban development. ***Credit:*** ***Meeting Dates***:

**INT 255R *Globalization and "World Beat:" Hybridity, Presentation, and Appropriation.*** "World Beat" (or "World Music") is mass mediated music targeted at "sophisticated" Western metropolitans. Its distinctive non-Western sounds and rhythms provide both an opportunity for hybrid musical expression and a space for cultural appropriation. By highlighting some of the prominent "World Music," this course will help students develop an understanding of how transnational capital and modern digital technologies transform the ways in which we consume music. ***Credit****:* ***Meeting Dates:***

**INT 255R *Globalization and World Music: Hybridity, Presentation/Representation and Appropriation***. "World music" is a mass-mediated genre targeted at Western metropolitans. Its distinctive, non-Western

derived sounds and rhythms provide both an opportunity of hybrid expression and a space for cultural appropriation. By showcasing prominent examples of "world music," the course examines critical issues concerning production and consumption of music, such as globalization, presentation/representation, and appropriation. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**INT 255S *Middle Eastern Cinema*.** Provides a glimpse at social life in the Middle East through the eyes of some of its pre-eminent filmmakers. Although Middle Eastern films are not widely known in the U.S., the region has a long and illustrious moviemaking tradition dating back to the beginnings of the Egyptian film industry in 1922. Over the years, filmmakers have skirted the restrictions of censors to make films that are subtly and often overtly political, offering a commentary on issues such as government oppression, women's rights, nationalism, the Arab-Israeli conflict, and Islamic fundamentalism. In this course, we will watch and analyze recent films from Tunisia, Iran, Algeria, Palestine, and Egypt, with the idea that films serve as a lens through which to examine important social issues in Middle Eastern societies. ***Credit***: ***Meeting Dates***:

**INT 255T *Lives of Moral Commitment.*** An exploration of the lives of a few individuals that have lived in exemplary and courageous ways. Emphasis on reflecting on the reasons and motives for their actions. Ultimately this course wants students to ask themselves: "What kind of life should I live?" ***Credit***: ***Meeting Dates***:

**INT 255U *Galapagos y Florida: The Nature of Paradise***. This course, led by a native naturalist and guide from the Galapagos Islands and a world traveler and lover of Florida, will explore two paradises: the natural world of the Galapagos, the Enchanted Islands of Ecuador, through readings and visual aids; and the natural world of Florida, through visits to pristine sites such as the Merritt Island Natural Wildlife Refuge and our own Winter Park backyard. Students will explore their connections to nature and re-vision the natural world through new lenses. ***Credit***: ***Meeting Dates***: ***Note***: Students will be asked to cover a portion of transportation costs related to off-site travel, estimated to be $30.

**INT 255V *Formal Versecraft Workshop: The Sonnet, etc.*** Allowing for both late night and early morning visitations by your Muse,* this workshop meets between the daytime hours of 11:00 a.m. and 5:00 p.m., with a two-hour lunch and meditation break. By the end of the week, you will have learned and practiced the rudiments of formal verse-making, and studied intently the immortal sonnet forms, fashioning some of your own. A pre-intersession reading assignment will be John Hollander's *Rhyme's Reason: A Guide to English Verse* (New Haven & London: Yale University Press, 1981), 52 pages. Additional text for the course will be *The Formalist* poetry journal. ***Credit: Meeting Dates:*** **Licensed Verse Practitioner.*

**INT 255Y *Rollins Journalism Boot Camp*.** An intensive "boot camp" focusing on journalism and the student press. The Sandspur workroom is a real-life learning laboratory, and students who complete this course will be fully prepared for success as a student journalist. Through hands-on experience, readings, research, writing, and instruction from outside presenters, students will examine journalism from the perspective of reporter, researcher, editor, photographer, page designer, and business manager. Also explores the role of journalism in democracy, touching on First Amendment rights, censorship and ethics, and the integrity of the press. ***Credit***: ***Meeting Dates***:

**LAC 295A *Cuba and the U.S.: Yesterday, Today, and Tomorrow***. The year 2009 marked the 50th anniversary of the triumph of the Cuban Revolution. Examines the political and cultural changes that

have taken place on both sides of the Florida Straits as a result of this historic event. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**PED 205** ***Ethical Issues in Modern Sport***. Encourages students to confront the many ethical issues in competitive sports, while advocating moral reasoning as being essential to the attainment of values such as character development, teamwork, cooperation, and self-discipline. Offers perspectives on the ethical issues facing society in youth sports, intercollegiate athletics, and, time permitting, the Olympics and professional sports. Using thought-provoking questions and real-life situations, students will examine case studies and develop the skills needed to construct reasoned responses to ethical dilemmas in modern sport. Students will be challenged to articulate their own positions in light of applicable universal ethical principles. Designed to stimulate philosophical thinking, while fostering and preserving ethical values in sports. ***Credit*****: *Meeting Dates*:**

**PED 205I** ***How You Play The Game.*** The central themes of this course are the concepts of Olympism, world peace, and sport. Olympism is based on the philosophical belief that international sport, such as the Olympic games, has the unique educational value of enhancing respect for universal fundamental ethical principles. The modern day Olympics were established to promote peace among the various countries of the world. While world peace has not yet been attained, proponents insist that sport on the international level remains a driving force towards that objective. While confronting a variety of ethical issues in competitive sports, the course will focus primarily on the goals of Olympism. Students will examine documents and selected literary evidence to support or refute the claim that Olympism serves as a major holder and distributor of social peace. Students will research topics of historical significance and debate the original goals for re-establishing the modern Olympic games. In this third millennium, the International Olympic Committee is confident the positive role of sport can, and must play as a catalyst in society. That sport can teach the world about respect and tolerance, two values that are viewed as essential in today's world, more effectively than many other dynamics seeking peace accord. Therefore as students develop skills needed to construct reasoned responses to ethical dilemmas in modern sport, the Olympic Games will be the focal point. ***Credit***: ***Meeting Dates***:

**PHI 211I** ***Bali: Paradise in Film and Reality.*** The island of Bali (Indonesia) has been portrayed in books and literature as a paradise. Students will watch old films and read materials about Bali, and then compare them to what we can learn today from commercial films, the instructor's research videos, and from articles. Examines the fascination with and the misrepresentation of 'The Other.' ***Credit***: ***Meeting Dates***:

**POL 205A** ***Democracy and Citizenship in the Contemporary Middle East.*** Provides a survey of the current state of democracy, freedom, and citizenship in the Middle East, particularly in the Arab world, as well as a review of some of the leading theories that purport to explain why the region has made relatively limited democratic progress when compared to the non-Arab, or non-Muslim-majority, world. ***Credit***: ***Meeting Dates***:

**POL 205A** ***Genocide in Bosnia: A Problem from Hell.*** Challenges students to consider the rationality of ethnoreligious conflict, the world's commitment to stop genocide, and the goal of peacekeeping and humanitarian intervention. Develops an appreciation of the complexity of the issue as well as an understanding of the physical and ethical costs of war. Extremely timely given the recent arrest of Karadzic and the Russian interventions in Georgia and Chechnya. Material and issues are timeless, as

problems of genocide and dilemmas of intervention stretch from Armenia and Nazi Germany, to Rwanda and Sudan. ***Credit**: **Meeting Dates**:*

**POL 205A** ***Political Conflict and Repression through Fiction***. Makes use of four contemporary works of fiction to better understand political conflict and repression in the Middle East and Central Asia. Engages the question of what role fiction, and artistic expression more broadly, can play in influencing the conduct of international politics. Throughout the course, we will be attuned to both the innate power of the written word, and the broader political significance of writers and the works they produce. ***Credit***: ***Meeting Dates***:

**POL 205B** ***Disney and the City.*** Assesses the Walt Disney Co.'s contribution to planned urban development. Drawing upon the instructor's book, *Married to the Mouse,* examines the design features of the Magic Kingdom viewed as a controlled urban environment, compared with the planning and design of Epcot, the Disney new-town Celebration, and Orlando's International Drive, taking fieldtrips to all four places. The key question of the course is pertinent to city-building worldwide: are Disney-style developments founded upon centralized control superior to urban environments built under the fragmenting conditions of capitalism and democracy? ***Credit**: **Meeting Dates**: **Fee Course**: $15 transportation cost. **Note**: Students are required to purchase a three-day, Florida-resident, Disney pass at a cost of $140. **Note**: Fieldtrip release forms required for all participants prior to participation.*

**POL 205B** ***Disney and the City***. Assesses the Walt Disney Co.'s contribution to planned urban development. Drawing upon the instructor's book, *Married to the Mouse: Walt Disney World and Orlando*, examines the design features of the Magic Kingdom viewed as a controlled urban environment, compared with the planning and design of Epcot, the Disney new-town Celebration, and Orlando's International Drive, taking fieldtrips to all four places. The key question of the course is pertinent to city-building worldwide: namely, whether Disney-style developments founded upon centralized control are superior to urban environments built under the fragmenting conditions of capitalism and democracy. ***Credit**: Two (2) semester hours. **Meeting Dates**:*

**POL 205B** ***Money and Politics.*** Explores matters of law and political behavior involving campaign finance and lobbying. Investigates legal issues concerning freedom of speech, the activities of lobbyists and fundraisers, the needs of office-seekers and of political parties, and prospects for reform. ***Credit***: ***Meeting Dates***:

**POL 205C** ***Post-Cold War Conflict in Film: What the Silver Screen Can Teach Us about World Politics Today***. Analyzes international conflict through alternative lens of feature film. Targeting political developments since 1991, students examine how the 21st century differs from the 20th, and how to adjust accordingly. Case studies highlight the role of United States power, promise, and pitfalls within the United Nations, dependence on fossil fuels, and the continued threat of terrorism. ***Credit***: ***Meeting Dates***:

**POL 205C** ***War & Conflict in Film: World Politics on the Silver Screen***. Examines international conflict through the alternative lens of feature film. Objective is to better comprehend how the early 21st century environment fundamentally alters traditional global interactions and how to adjust accordingly. Case studies highlight role of U.S. power, promise and pitfalls within United Nations (U.N.), dependence on fossil fuels, and continued threats of terrorism. ***Credit**: Two (2) semester hours. **Meeting Dates**:*

**POL 205D** ***Campaigns and Elections***. Considers the style and structure of American campaigns. In addition, considers why candidates decide to run and how they design their campaign messages. Also covers the importance of campaign polling, and the impact of campaigns on voters. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**POL 205E** ***Power and Responsibility***. Examines the concept of social justice and asks what, if any, associated universal rights and responsibilities exist. Diverse perspectives will be explored, including socialist, conservative and liberal. Articles and films will prompt reflection, discussion, and debate. *Prerequisite*: *Cornell Scholars only*. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**POL 215I** ***Human Rights at Home*****.** Since introduction of the Universal Declaration Human Rights in 1948, human rights have been a critical global issue. Yet even today, in one of the most developed, wealthy countries in the world, some communities still struggle to live a life of human dignity, a life where their most basic human rights are supported and respected. Begins with an examination of what we consider to be fundamental human rights, and uses this as a guide to understand the struggles of some of the most marginalized communities in Central Florida -- migrant workers in Apopka, impoverished families in Eatonville, and modern slaves throughout the region. Finally, we will consider what policies can be developed to advance human rights right here at home in Central Florida. ***Credit***: ***Meeting Dates***:

**PSY 205A** ***The Mind in the Machine***. In the 100 years from Fritz Lang's *Metropolis* to Pixar's *Wall-E*, robots in film reflect our ambivalence towards technology and multifarious conceptualizations of human nature. Analyzes a variety of artificial characters in film, using "not human" to gain a better understanding of what it means to be "human." ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**PSY 205B** ***This is Your Brain on Music***. Few human experiences are as effortless and visceral as appreciating music. But music is enormously complex, and the listening experience draws upon cognition, memory, emotion, perception, and movement systems for analysis. Addresses how nearly our entire brain is involved in the listening experience. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**PSY 205C** ***Art and the Brain***. Will attempt to provide a biological basis for the theory of aesthetics beginning with the basic anatomy of the brain and the areas responsible for functions such as facial recognition, color vision, depth perception, optical illusions and dream images. Brain function and dysfunction will be associated with specific works of art from the perspective of both the artist and the perceiver. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**PSY 205I** ***Mental Health and the Natural Environment*****.** Research and theory in environmental psychology indicates that nature can be both a source of stress (e.g., disasters, extreme settings) and a restorative force that can alleviate stress (e.g., relaxing in nature, outdoor recreation). Research in medicine, psychopathology, and health psychology suggests that high levels of stress can result in a decline in physical and mental health. Both bodies of literature support the importance of understanding the link between natural settings and psychological processes, and the importance of protecting and sustaining the natural environment. In a fun and intensive week of reading, writing, experiential activities, and field trips, we will explore these important issues. ***Credit***: ***Meeting Dates***:

**PSY 221I** ***Topic: The Winning Edge***. Highlights the psychological considerations in maximizing sport performance. Research has consistently supported the promise that maximal performance is affected not

only by physical skills an psychological conditioning, but also by the personality, psychological preparation, and conditioning of the athlete. Approach taken will apply principles and techniques that clinical psychologists utilize in mental health clinics or private practice to assist individuals in attaining peak performance. ***Credit***: ***Meeting Dates***:

**SPN 200I** ***Nuestros Vecinos Hispanos: Our Hispanic Neighbors.*** A thought provoking, interdisciplinary seminar that examines questions of cultural identity, assimilation, discrimination, and the economic and political forces behind Hispanic immigration to Florida and the U.S. Takes an interdisciplinary approach to understanding the Hispanic experience: politics, history, current events, literature, and film, as well as a field experience in Orlando's Hispanic community. ***Credit***: ***Meeting Dates***:

**SPN 205** ***Spanish Grammar Review.*** Designed to help students who are about to enter the intermediate sequence of Spanish courses (SPN 210C, 210G, or 210S), but who feel unsure of their grammar skills and would like a refresher. Reviews elementary and advanced grammar, focusing on the most problematic grammar points, develops writing and conversational skills, as well as listening comprehension. Students will have daily writing assignments, grammar activities, and a final exam. Students will be assigned two hours of homework per day. Not open to students who have completed a Rollins SPN course above the 201 level. ***Credit***: ***Meeting Dates:***

**SPN 205I** ***One Island, Two Worlds: US-Cuban Relations Since 1959.*** In 2009, the 50th anniversary of the triumph of the Cuban Revolution will be marked. Examines the political and cultural changes that have taken place on both sides of the Florida Straits as a result of this historic event. ***Credit****:* ***Meeting Dates*** ***Note****: Fieldtrip release forms required for all participants prior to participation.*

**THE 205I** ***Physical Theater in Shakespeare.*** Students will explore the physical aspects of aerial theater, mask work and movement in order to present Shakespearean text. Permission of department is required. ***Credit****:* ***Meeting Dates***

**THE 350B** ***Topics: Something Wicked this Way Comes: Macbeth in Production***. Designed to mirror the professional rehearsal process, student actors cast in the upcoming Annie Russell Theatre production of *Macbeth* will work alongside their professional counterparts addressing the physical and vocal demands of a classical play. Areas covered will include text analysis, scansion and meter, stage combat, and classical acting styles. ***Credit***: ***Meeting Dates***:

**THE 350C** ***Moliére--The Comic Genius.*** Moliére is the complete theatrical persona – actor, producer, and playwright. He is the best-loved foreign language playwright on the English-speaking stage. *The Bourgeois Gentleman* provides a springboard for an exploration of Moliére's comic genius – his combination of wit, romance, social hypocrisy, financial greed, and farcical hi-jinks. The course will include scene study, video presentations, exercises, and research. A special focus will be placed on the relations between the life of the play and society. Required for all cast members of the Theatre Department's spring production of *The Bourgeois Gentleman* and open to all other students. ***Credit***: ***Meeting Dates***:

**THE 350D** ***Theatre for Young Audiences: Interactive Play Creation***. Introduces students to the potentials of interactive (audience participatory) play creation, with a particular concentration on the strategies of building theatre for young audiences. Students will consider issues such as what role

performances of this nature serve, and how interactive theatre forms can reclaim or honor lost or marginalized voices and stories. Utilizing the language and skills of improvisational, interactive, and ensemble-based schools of thought, each student will develop a performance frame/text that will enable future on-site theatrical performances. Participants should be comfortable with the demands of performance and have a commitment to the development of subject material that celebrates diversity, tolerance, and understanding. ***Credit***: ***Meeting Dates***:

**THE 350D *Fairy Tales, Folk Tales, Tall Tales, and Myths: Trends in Theatre for Youth.*** Surveys the history, literature, and contemporary practices in theatre for youth. The practice of child drama includes dramatic play, story enactment, imagination journeys, theatre games, music, and dance. Students will make use of the basic materials, techniques, and theories for facilitating improvisational drama with children and youth, and will gain an overview of a few classics in the theatre for youth canon of dramatic literature. Culminates with a staged reading/performance of a children's classic. Open to all students. ***Credit***: ***Meeting Dates***:

**THE 350I *Fundamentals of Improvisational Theatre***. Introduces students to the collaborative and play-inspired world of spontaneous theatre, and explores the unique artistic potentials inherent in non-scripted performance. Upon successful completion of the course, students will be able to articulate and demonstrate the fundamental principles that inform and enable improvisational play; constructively employ the above principles in the pursuit of team-oriented, scene-based play in a collaborative and supportive fashion; achieve deliberate stylistic and structural effects in scenic work; generate improvised scenes that embody energy, honesty, and variety; and successfully perform in a competitive-style show format. Charna Halpern's *Truth in Comedy* must be read prior to first class meeting. ***Credit*: *Meeting Dates*:**

**THE 350L *Twelfth Night: In Production*.** Through a close textual examination of Shakespeare's *Twelfth Night*, this course explores the themes, language and style of Elizabethan theatre from the perspective of production. Students will discover the rich potentials of poetic language, style and form, the importance and manifestation of status, rank and gender, and the emotional depths and comedic peaks of Shakespearean play in action. The course serves as preparation for the upcoming Annie Russell Theatre production and, as such, preference will be given to cast members and key crew positions. ***Prerequisite***: *Casting and/or consent of instructor*. ***Credit:*** ***Meeting Dates:***

**THE 350N *Leadership and Ensemble Building Through Long-Form Improv***. Examines concepts of leadership and ensemble within the creative site of long-form improvisation and explores the interpersonal tools, techniques, and doctrines that are crucial to the successful pursuit of this unique mode of theatre performance. Participants develop core improvisational competencies that allow for focused group play, and apply these skill sets to both established long-form structures (such as the La Ronde, Harold, and Montage) and long-forms in development (such as E. Pluribus Unum, The Renga, and Plot Points). Throughout, players experience issues of leadership and ensemble, and how to balance the needs or objectives of the individual with the artistic and social goals of the group. Prior improvisational experience or training is not required, but some familiarity with the world of improv theatre will prove helpful. ***Credit***: ***Meeting Dates***:

**THE 350N *Leadership and Ensemble Building Through Long-Form Improv***. Examines the concepts of leadership and ensemble within the creative site of long-form improvisation, and develops the interpersonal tools, techniques and doctrines that enable focused group play in both existing and new

performance structures. Prior improvisational experience is helpful but not necessary. ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**THE 350R** ***Producing an Original Script***. Students will work with a professional director and playwright on a production of an original script (*Letters to Sala*). Character research, acting technique, and staging principles will be addressed. (The Rollins student cast and crew of *Letters to Sala* are strongly encouraged to take this class, but it will also be open to other interested students.) ***Credit****: Two (2) semester hours.* ***Meeting Dates****:*

**TPJ 125** ***Reading Right for Rollins.*** Are you not getting you the grades you want at Rollins? Does your reading have something to do with it? Do you want to find techniques to help you: 1) get motivated to read, 2) find and follow the author's main point, 3) figure out what the professor thinks is important in the readings, and 4) make connections between concepts in readings and in class sessions? In-class sessions, individual conferences, and practice time will enable you to design strategies for doing the "reading right" in your spring term courses. Bring to the first class some materials from a difficult course you've recently taken -- your assigned readings, class notes, papers, tests, etc. Also bring the textbooks for one or two of the courses you'll start in spring term. ***Credit***: ***Meeting Dates***:

*10/07/10*

# INFORMATION TECHNOLOGY TOPICS COURSES
## *(from Fall 1998 to present)*

**IFT 101** ***Information Fluency.*** An introduction to information literacy and the process of library information research and communication. Through discussions, exercises and class projects emphasizing both electronic and print library information resources, students will develop their understanding of information research and communication processes. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 106** ***Using the World Wide Web for Research.*** In this course students will evaluate and discuss techniques for locating and verifying research information on the World Wide Web. Discussions will also cover copyright issues and "pay for usage" databases. Final project: electronic bibliography. Assumes knowledge of basic Windows functions including use of scroll bars, mouse, and menus. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 107** ***Using PowerPoint and Computer Graphics for Presentations.*** Students will learn to use Microsoft PowerPoint and graphics techniques for creating effective classroom presentation. Final project: classroom presentation. Assumes knowledge of basic Windows functions including use of scroll bars, mouse and menus. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 109** ***Using Access for Data Collection and Analysis.*** Microsoft Access will be used to show how information is stored and retrieved for use in data collection and analysis. Assumes knowledge of basic Windows functions including use of scroll bars, mouse, and menus. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 110** ***Using Excel Spreadsheets Effectively.*** Students will learn how to use Microsoft Excel to solve problems that might be expected in liberal arts courses. Basic math skills required. Student cannot receive credit for both IFT 110 and Spreadsheets for Accounting. Assumes knowledge of basic Windows functions including use of scroll bars, mouse and menus. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 112** ***Creating Home Pages for the World Wide Web.*** Students will learn the basic skills necessary to create Web pages, including the incorporation of computer graphics into pages. Students will create their own home pages as a final project. Assumes knowledge of basic Windows and Rollins' Novell systems. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 113** ***Creating Home Pages for the World Wide Web II***. Students will use high-level Web tools such as FrontPage, Dreamweaver and others to create advanced Web applications. Assumes knowledge of basic Windows and Rollins' Novell systems. *One (1) semester hour; graded credit/no-credit (CR/NC). Prerequisite: IFT 112 or consent.*

**IFT 114** ***Using Microsoft Word for Publication Design and Layout.*** Students will learn to use the features of Microsoft Word to design newsletters, resumes, and other publications that require unique formatting. Assumes basic knowledge of Windows & Word. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 116** ***Special Topics/Information Technology*****.** Students will work independently with an instructor to develop specialized skills such as database, Perl, CGI, other Web programming tools, or other topics as agreed to by student and instructor.

**IFT 118** ***Introduction to Information Literacy: Library Information Research and Evaluation***. Introduces information literacy and the process of library information research and communication. Through discussions, exercises, and class projects emphasizing both electronic and print library information resources, helps students develop their understanding of information research and communication processes.

**IFT 120** ***Design with Photoshop***. Students will learn to use the features of Adobe PhotoShop, image-editing software, to create and manipulate graphics for print and the Web. Format will be class meetings and online assignments. Students will be expected to work independently. *One (1) semester hour; graded credit/no-credit (CR/NC).*

**IFT 130/131** ***Information Technology Lab I and II.*** Provides instruction to student employees on the operation of the campus network, e-mail, Web systems, and general computer knowledge. Helps students learn to work in stressful situations, respond to requests for assistance by phone and in person, and research problems. *One (1) semester hour; graded credit/no-credit (CR/NC; IT assistants only*.

**IFT 200** ***Information Technologies***. Introduces students to Information Technology by surveying current technologies and software including communication networks, the Web, e-mail systems, computer programming, and specialized software tools. Students will work in groups and individually to complete projects on software evaluation, computer programming, current technology trends, and Web site design. The course will be taught substantially online with periodic class meetings. Students will be expected to work independently. *Four (4) semester hours; prerequisites: three (3) IFT courses; laptop may be required depending on section/semester.*

**IFT 300** ***Digital Video I*****.** Explores video capturing, editing, and exporting through hands-on, integrated use of digital cameras, VHS, CDs, and DVDs. Video editing software will be used to create transitions and effects.

**IFT 301** ***Digital Video II*****.** Presents advanced video editing techniques using industry-standard software, as well as non-linear and non-literal use of images and video. *Prerequisite: IFT 300*.

**IFT 305** ***Network Design and Implementation***. Students learn how computer networks are set up and run from a technical and operational standpoint. Students will be expected to work independently in group and individual projects. *Prerequisites: IFT 200, CMS 147, CMS 157*.

**IFT 310** ***Database Applications*****.** Introduces students to database applications including relational concepts, organization, sorting, querying and reporting. Students will learn how to analyze the contents of a database for abnormalities using SQL and other tools. Oracle databases and Microsoft Access w/ODBC will be the tools used.

*10/07/10*

# LACA TOPICS COURSES
## *(from Fall 1998 to present)*

**LAC 205** ***Topic: Ancient Maya Civilization*****.** Explores issues of the ancient Maya culture from the beginnings of sedentary farming villages to the emergence, collapse, and revitalization of powerful political states. The Maya are one of the most significant complex societies of pre-Columbian America who practiced advanced agriculture, built beautiful stone architecture, and lived in large cities set within a challenging tropical environment. *Archaeology minor elective course.*

**LAC 205A** ***Topic: Latino/a America - Understanding the Latino/a Community Locally and Nationally*****.** An interdisciplinary course for first-year students that examines the history, politics, culture, and issues surrounding the national debate on the impact of the growing Hispanic population and immigration to the U.S. Students will gain knowledge of the socio-cultural experience of Hispanics in the U.S.; an understanding of the complex relationships between immigration, economics, and politics; an appreciation for the artistic expressions of the Hispanic experience; and an understanding of the similarities and differences between the diverse peoples of the Hispanic Diaspora. Through service and experiential learning, as well as a field study (May 6-8) trip to South Florida at the end of the semester, students will come to a personal understanding of the issues facing Hispanic immigrants in our society. *Prerequisites: first-year student standing and participation in the Language Living and Learning Community in Elizabeth Hall; instructor's consent required. Fee: Students will be responsible for additional cost for South Florida field study: $700.*

**LAC 205A** ***Topic: Mexico as a Global Culture*****.** Introduces the students to Mexico as a global culture, from its pre-Hispanic past to today. Topics include: the pre-Hispanic past**;** the native cultures at contact**;** Indians into Mexicans**;** problems of independence, revolution, and civil war and the founding of modern Mexico**;** the perils of economic development up to NAFTA**;** the globalization of Mexico's culture today**;** the U.S. border and beyond**;** and Mexican-American culture in the U.S.

**LAC 205A** ***Topic: Peoples of the Andes*****.** Survey of the cultures of the Andean region during both pre-Hispanic and modern times, beginning with a discussion of pre-Inca peoples, the rise and fall of the Inca Empire, and the impact of the arrival of Pizarro and his men on Andean society. Also analyzes the impact of processes such as war and political upheaval, the internationalization of labor, national austerity programs, the global economic crisis, urbanization, migration, development projects, etc., upon Andean peoples. The economic and political strategies Andean people use to ensure their interests at several levels: the household, social class, neighborhoods, and special interest groups, will also be discussed.

**LAC 305A** ***Topic: The Real and the Supernatural in Latin America.*** Examines the relationships between people's belief systems and the economic, social, and political components of their cultures. Explores ways in which people of different cultures cope with the unpredictability of everyday life during normal times and those of rapid culture change. Focuses on the folklore traditions in Latin America of the supernatural, including conditions under which incidences of witchcraft increase, and explores pharmacological and psychological causes of the Haitian zombie phenomenon, uses of magic, ritual sorcery among tropical groups, and shamanism and healing.

**LAC 305D** ***Topic: Cuba, Haiti, Dominican Republic, and Puerto Rico*****.** Introduction to the basic social problems confronting these nations in recent memory. Examines the commonalities and problems among these islands, and how their people have been able to cope with issues such as racism, economic dependency, stratificational and ethnic disparities, and the presence of the United States in their lives, amongst others. No background in the area is necessary.

**LAC 305E** ***Topic*****:** ***Argentina and Chile As Global Cultures*****.** A study of the Republics of Argentina and Chile, from Independence in the early 1800's until the present. Methods of analyses employed by the instructor are those of the anthropologist and the ethnohistorian, in the hope of providing an in-depth analysis of Argentinean and Chilean culture and society. Special attention paid to the twentieth and twenty-first centuries. An optional spring break field study trip to Argentina and Chile during Spring Break will be offered in conjunction with the course.

**LAC 400** ***Seminar: Cuba, the U.S., and Cuban-Americans*****.** Covers the social and political background of Cuba, from 1800 to the Cuban Revolution, to current events. Special attention is paid to interrelationships between Cuban society, culture, political economy, and its turbulent relationship with the U.S. An understanding of Cuban-American issues is also included. Preference given to LACA and ANT majors.

# MATHEMATICS TOPICS COURSES
## *(from Fall 1998 to present)*

**MAT 390/490** ***Optimization Models and Methods.*** Applications-oriented course that introduces a variety of models and solution methods, including the use of a commercial optimization software package, to solve a broad range of real-world optimization problems in science, engineering, economics, management science, and operations research. *Prerequisites: for MAT 390: at least one year of mathematics at the level of MAT 111 or above; for MAT 490: at least one 200-level math course. (MAT 490 students will be required to do more in-depth work.)*

**MAT 390B** ***Operations Research: Deterministic Models***. Applications-oriented course that introduces a variety of mathematical models and solution methods, including the use of an optimization software package, to solve a broad range of real-world optimization and decision-making problems in science, engineering, economics, management science, and operations research. *Prerequisite: MAT 140, 230, or 240.*

**MAT 390C** ***Topic: Optimization***. Optimization uses mathematics and mathematical modeling, often on computers, to choose the "best" of several alternatives for a given decision-making problem. Applications-oriented course that introduces a variety of models and solution methods, including the use of a commercial optimization software package, to solve a broad range of real-world optimization problems in science, engineering, economics, management science, and operations research.

**MAT 490A** ***Topic: Graph Theory***. Graph Theory is a major area of current mathematical research and many of its unsolved problems are accessible to undergraduate students. Students will learn the fundamental principles of graph theory and will apply those principles to solving problems, be required to produce proofs of elementary theorems, and will spend time attacking various unsolved problems. The students will also obtain a basic understanding of graph theory, will improve their ability to write mathematical proofs, especially proofs by induction, and will gain an enhanced appreciation of the nature of mathematical research. *Prerequisite: MAT 330.*

**MAT 490B** ***Topics: Applied Combinatorics***. Combinatorics is sometimes called the art of counting. Students will experience the rich interplay among different areas of mathematics as they learn and apply a variety of combinatorial strategies and techniques. Topics will include some or all of the following: the pigeonhole principle; inclusion-exclusion; generating functions; recurrence relations; symmetry, permutation groups, and Pólya enumeration; combinatorial designs, finite geometries, and error-correcting codes; and combinatorial optimization. *Prerequisites: MAT 240 and one (1) 300-level course in mathematics.*

**MAT 490D** ***Topic: Coding Theory.*** Introduction to the general theory of linear codes, as well as several important examples of such codes including Hamming codes, Golay codes, Reed-Muller codes, and cyclic codes. Discusses methods for constructing linear codes and for evaluating their efficiency. Brief mention of nonlinear codes. *Prerequisite: MAT 230 or 330.*

**MAT 490E** ***Topic: Point-Set Topology.*** Generalizes key concepts from calculus such as continuity, closed and open intervals, and convergence of sequences. Explores and characterizes various topologies,

including metric spaces. Studies continuous functions between topological spaces and concepts such as connectedness, compactness, and convergence. *Prerequisites: MAT 230 and 330.*

**MAT 490G *Topic: Transformational Geometry***. Studies Euclidean, affine, and projective geometries, adopting the approach taken by Felix Klein in his Erlangen Programme, in which he considers a geometry to consist of an underlying set together with a group of transformations acting on that set. *Prerequisite: MAT 330.*

# MODERN LANGUAGES AND LITERATURES TOPICS COURSES
## *(from Fall 1998 to present)*

**FRN 320A *Topics: French Civilization, Culture, and History - Metropolitan France*.** Examines the major political, intellectual, social and economic events in French society. The conflict between traditional and modern values will be studied through issues such as education, the family, employment, and the place of women and minorities in society. Lectures and discussions in French. *Prerequisite: FRN 202 or consent.*

**FRN 481 *Seminar: France's Integration with the European Union***. Advanced seminar on French civilization focused on France's integration with the European Union (EU). Discussions will be based on the history and political structure of the Fifth Republic, institutional changes needed for membership in the EU, the current social and economic issues that tie France to the EU, and the cultural aspects that distinguish the French from their partners in the EU. Conducted in French. Prerequisite: 300-level French course, or consent. ***Note:*** Summer travel lab for this course provides related off-campus field study experience (two semester hours of credit). Additional credit also available for successful completion of an approved research paper based on the knowledge gained from the summer travel lab (two semester hours). (See FRN 175F/375F description under Field Studies in this booklet or contact Dr. Richard Lima for additional infromation.)

**GMN 231/331 *Survey of German Literature: Germans and Jews*.** From Albert Einstein to Sigmund Freud, from Arnold Schönberg to Karl Marx, Jews have played a central role in Germany' cultural and spiritual development. Working from more contemporary texts backward to the late Middle Ages, this course investigates German literature in view of what they can tell us today about developments in German history and culture. *(GMN 231 taught in English; GMN 331 includes short texts in German.)*

**GMN 250A/350A *Topic: Looking Back at the Third Reich***. Sixty years have passed since WWII ended, yet hardly a week passes without some reminder of the Third Reich. Banks are investigated for unclaimed monies from Holocaust victims, the Vatican grapples with continued reconciliation between Jews and Catholics, and German and American companies provide compensation for those forced into slave labor. Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Readings for the course *[all in English]* will include primary documents, websites, a textbook on the Third Reich and the Holocaust, a prize-winning memoir, and a best-selling novel by a German. *Those with German skills of at least the intermediate level will read an additional text in German (and should enroll in GMN 350A).*

**SPN 304 *Introduction to Translation.*** Challenges students to translate variety of texts from Spanish into English and English into Spanish. Considers idiomatic usage, grammatical distinctions, and subtleties of tone and style. *Prerequisite:* ***SPN 202*** or consent.

**SPN 481 *Seminar: Contemporary Latin American Film.*** Explores tendencies and practices in current Latin American cinema by examining representative films produced from 1990 to present. Considers primarily the cultural, political, economical, and social contexts in which they were conceived and produced, but also analyzes culture, gender and, ultimately, the connection between national identity and filmmaking. Includes

movies from Latin American film industries such as Mexico, Cuba, Brazil, and Argentina, and productions from Colombia, Bolivia, and Puerto Rico. *Prerequisite: One (1) 300-level SPN course.*

*02/18/13*

# MUSIC TOPICS COURSES
## *(from Fall 1998 to present)*

**MUS 225** ***Topic: Bach, Beethoven and the Boys*****.** A classical music course for those who are doubtful about classical music. Surveys some of the major composers, their compositions, and what makes them work. Involves listening to music. *Designed for non-music majors.*

**MUS 225** ***Topic: The Lively Arts*****.** Acquaints students with the performing arts through exploration of the history of ballet, opera, and symphony, as well as contemporary musical art forms such as musical theater and jazz. In-depth analysis of upcoming programs will be highlighted by required attendance at specific concerts throughout the semester. *Prerequisites: modest computer skills are required.*

**MUS 225A** ***Topic: Music and the Movies.*** While a script may help us in knowing what to think, music helps to know how to feel. Music in film enhances the action and mood and together facilitates an integrate work of art that becomes bigger than the sum of its parts. So from Handel to Horner, Mozart to Mancini, and Williams to Wagner, this class will listen to great music found in movies and beyond and study the musicians that made it possible.

**MUS 225B** ***Topic: Advanced Music and Technology.*** Further aspects of music production using a computer-based, digital audio workstation integrating MIDI sequencing and audio. Topics include digital audio theory, sound synthesis, sound design, the use of new technologies in popular and commercial styles, multimedia, computer music, contemporary compositions incorporating music technology and acoustic instruments, and the use of new technology in performance. *Prerequisite: MUS 190 or instructor's consent.*

**MUS 225C** ***Topic: Introduction to Music Therapy*****.** Introduces students to the use of music in restoring, maintaining, and improving mental and physical health. Demonstrates how music techniques are applied in a therapeutic environment to bring about desirable changes in behavior, allowing for a greater understanding and adjustment of self and society.

**MUS 225D** ***Men, Women, and Music: Gender and Genre*****.** Surveys the music and lives of men and women in various musical settings beginning in medieval Europe and ending in the 20th-century United States. Examines the roles and contributions of men and women as singers, instrumentalists, composers, and conductors, as well as the challenges facing them as professional musiciansDesigned for non-music majors; no musical background necessary. *Fulfills an elective requirement for the Women's Studies Minor.*

**MUS 225H** ***Topic: Introduction to Sound Recording Technology***. Provides students with expertise in the art of sound recording. Participants will take on responsibilities for recording live events at the College, utilizing the latest computer systems and equipment. To produce quality sound recordings, students are expected to reflect on the artistic standards acquired in other music courses, applying those standards rigorously to their activity in the class.

**MUS 225J** ***Topic: Singing for the Stage.*** Provides theatre and music students with a basic understanding of techniques necessary for performing on the concert, opera, and musical theater stage. Emphasizes healthy practice procedures, basics of good presentation, and auditioning practicum. Special emphasis

placed on identifying one's strengths for the stage. Helps students to develop an organized approach to learning music for contemporary audition situations, and also helps students to develop repertoire suitable to their voice and physical type. *Fee course: $30.*

**MUS 225M *Topic: Advanced Sound Recording***. Applies knowledge acquired in MUS 225H *Topic: Beginning Sound Recording*. Advanced application of sound design and sound editing techniques and software will be explored. Special emphasis will be placed on practicing and assessing recordings projects. *Prerequisite: MUS 225H.*

**MUS 225N *Topic: Writing with Digital Media***. Instructs composers and arrangers in practical, real world applications of interfacing theoretical music composition skills into digital media. Assignments will include notating, editing, and transcribing personal projects as well as projects to develop aural (ear training) and computer-related skills. *Prerequisite: MUS 151*.

**MUS 225P *Song Writing I***. Examines the tools and methods of the songwriter and inspires and encourages the creation of original compositions. Through the study of lyric structure, rhyme schemes, harmonic structure, song forms and song styles, participants become proficient in both the analytical and the artistic aspects of producing original works.

**MUS 285 *The Business of Music***. Familiarizes students with the many aspects of business associated with the contemporary music industry. Topics include royalties, recording techniques, and common music business structuring. *Prerequisite*: *MUS 152* or consent.

**MUS 305B *Topic: Opera Production***. Offers students practical rehearsal and performance experience in a full-length operatic role. Students will be provided with musical coaching and stage direction, while being challenged to develop their character through vocal and dramatic technique. The rehearsal period will culminate in a fully staged and costumed performance of a selected operatic work with orchestra. *Prerequisite: audition and instructor's consent.*

**MUS 425B *Topic: The Music and Legacy of Our Bach Festival -- 75 Years of Great Music*.** The Bach Festival Society of Winter Park is the "crown jewel" of the Central Florida arts community and the longest operating fine arts organization in the state. Students in this class will discuss Bach Festival's rich heritage and the musical offerings of this 75th Anniversary Festival.

**MUS 425C *Topic: Paris, Moscow, Vienna – 1890-1915*.** The narrow window of time between 1890 and 1915 stands as one of the most turbulent eras that Western music has seen to date. This course examines the impact that this period of veritable revolution had on musical trends in three important geographical centers: Moscow, Paris, and Vienna. Undertakes a study of the social and political climate of the times and in-depth analysis of works by Rachmaninoff, Scriabin, and Stravinsky; Fauré, Debussy, and Ravel; and Mahler, Schoenberg, and Berg.

**MUS 425D *Topic: Schumann and Brahms*.** Examines the spiritual kinship and work of two seminal figures in the development of the most personal, intimate, side of German Romanticism. Examines songs, piano works, chamber pieces, choral works, and symphonies by these composers and places them in the larger context of the Romantic movement. Students will gain historical and theoretical perspective as they

investigate elements of style, musical symbolism, and literary influences in representative works. *Prerequisite: MUS 252.*

*10/07/10*

# PHYSICAL EDUCATION TOPICS COURSES
## *(from Fall 1998 to present)*

**PED 202** ***Psychology of Competition***. Focuses topics in sport psychology relevant to the psychological and mental factors that influence performance and personal growth. Coverage includes developing appropriate psychological skills for performance enhancement, such as developing skills in imagery, attention-focus and concentration, self-confidence and goal setting, and managing stress. Other topics of interest to be considered are aggression, audiences and performers, and arousal and performance.

*03/04/11*

# PHILOSOPHY TOPICS COURSES
## *(from Fall 1998 to present)*

**PHI 240A *Topic: Philosophy of the Body*.** Focuses on the topic of the body in philosophy. Discusses the mind/body problem; the traditional Cartesian view that the mind and body are separate substances. Contributes to a general understanding of philosophy and an appreciation of how the body as a topic is dealt with in philosophy. *Women's studies minor elective course.*

**PHI 240B *Topic: Cross Cultural Concepts of the Self*.** Focuses on three cultural complexes--that of the West, the Balinese, and the Australian Aborigines. Explores the Western concept of self, which emphasizes atomistic individualism, and juxtaposes it to more collectivist ideas of the self. Considers the implications of the differing notions of self on our understanding of how we relate to others and to the environment.

**PHI 240C *Topic: Zombies, Serial Killers, and Madmen***. Moral philosophy subjects our everyday intuitions about moral reasoning and individual responsibility to scrutiny using the principles of logic and critical thinking. Course investigates the modern phenomena of zombies and serial killers, and the ancient phenomena of madmen, to answer important moral questions such as: Is rationality a necessary condition for responsibility? The point of this scrutiny is twofold: (1) to expose any misconceptions or fallacious positions we might hold concerning sanity and responsibility, and (2) to gain a better understanding of the role that philosophy plays in ethical decision- making and our practices of imposing punishment on one other.

**PHI 240D *Topic: Chinese Philosophies -- Explorations of the Tao*.** Introduces classical Chinese philosophies. Studies various schools of Chinese philosophical thought, including the Confucian, Taoist (Daoist), Mohist, Legalist and Buddhist traditions. Provides understanding of the relevance of such thought to contemporary life, the relationships between the various Chinese philosophies, the similarities and differences between classical Chinese and Western philosophical thought, and the challenges of approaching such philosophical texts in translation. Readings will include translations of Confucius (Kongzi), Mo Tzu (Mozi), Mencius (Mengzi), the Tao te Ching of Lao Tzu (Laozi), Chuang Tzu (Zhuangzi) and others. All readings will be in English.

**PHI 240E *Topic: Culture Wars***. Students will gain knowledge of traditional and contemporary ethical debates and theories concerning art production and evaluation. Competing theories of how value is assigned to artworks, the role art institutions play in assessing that value, and how art 'works' or produces effects in society will be examined and applied to particular contemporary American art works and art historical movements, debates, and contexts including National Endowment for the Arts policies, censorship, funding issues, and artistic autonomy. Students will learn to identify what is ethically at stake in large-scale societal practices and policies in the arts, and will gain the ability to assess, critique, and propose alternatives to such. Also taught as ARH 365B *Studies: Modern American Culture Wars* (V).

**COM 240H/PHI 240H *Topic: Evolution and the Law*.** This interdisciplinary course examines the current evolution debates, asking how/why legal change happens and if it confirms an inevitable evolution of social policy reflecting shifts in U.S. social norms.

**PHI 240J *Topic: Human Nature in a Cross-Cultural Context.*** The old question of whether human nature is the result of nature or nurture has been expanded by findings in evolutionary biology, neuroscience, and cross-cultural psychology. These areas raise fundamental questions about what it means to be human. This course examines these issues, focusing particularly on cross-cultural issues, as well as ethical implications of this new research.

**PHI 308 *Topics in Ethics: Business Ethics***. Develops sensitive and systematic ways of thinking about the ethical aspects of business decisions. Topics may include the possible conflicts between one's personal ethics and the "rules of the business game," accountability for corporate actions, company loyalty, honesty in advertising and sales tactics, product safety, discrimination in hiring and promotion, and sexual harassment.

**PHI 308 *Topics in Ethics: Care Ethics*.** Recent moral theorists argue that women employ an ethic of care rather than an ethic of rights. In this course we will read Carol Gilligan's *In A Different Voice*, which sets out the theoretical framework for this claim. We will explore the claim that women use a "different voice" in moral reasoning, and that this results in an ethic of care. We will discuss both applications and criticisms of care ethics, including whether or not it is a gender-specific form of moral reasoning. We will discuss specific cases and draw on examples from literature and film.

**PHI 308 *Topics in Ethics: Ethics and Identity*.** Contemporary debate in moral theory centers on whether to accept or reject the Kantian view of the moral self as completely autonomous and abstracted from circumstances. Many philosophers now argue that the self is best viewed as intersubjective. Examines the arguments that lead to this intersubjective view of force and discuss the implications of this view for ethics. *Prerequisite: PHI 108.*

**PHI 308 *Topics in Ethics: Happiness***. A study of the philosophical disputes about happiness, moral objectivity, and the good life. Questions considered include: What is the nature of happiness? Is there more than one conception of happiness? What is the connection between happiness and the good life? What is the connection between happiness and moral objectivity? Readings include selections from Plato, Aristotle, Mill, Nozick, Mackie, Huxley, McFall and others.

**PHI 308D *Topic: Gender, Relativism, and Rights*.** Explores tension between respecting cultural traditions and respecting human rights. Role of gender is emphasized as many cultural traditions that violate human rights disproportionately affect women. Issues such as female genital mutilation, forced prostitution, dowry, suttee (widows throwing themselves on husbands' funeral pyres), and 'wearing the will' are considered. Explores the theoretical debate on these issues, examines specific cases, and discusses the implications for politics, ethics, and public policy. *WMS Minor elective course.*

**PHI 308G *Topic: Philosophy of Politics and Poverty.*** Subjects everyday intuitions concerning political theory and the practice of politics to scrutiny using the principles of logic and critical thinking. Considers contemporary political and economic theories, and legal cases to answer important questions such as, *What is the proper relation between politics and poverty?* Exposes misconceptions or false beliefs concerning political theory and the practice of politics enabling adjusted beliefs, and, provides a better understanding of the role that philosophy plays in political theory, economic theory, and the practice of politics with respect to the problem of poverty. *Prerequisite: PHI 108.*

**PHI 308J *Topic: Terrorism and Human Rights***. Provides students with a historical, philosophical, and legal understanding of the phenomena of terrorism and how it affects the balance between our duty to secure the state and our duty to respect the human rights of all. Studies the philosophy of terrorism and humans, and some legal rulings concerning terrorism and human rights. In short, this course will be taught using two methods: philosophy and case law. Course goals are threefold: 1) to give students a historical perspective on terrorism and human rights, 2) to give students a philosophical understanding of terrorism and human rights, and, 3) to give students a legal understanding of terrorism and human rights.

**PHI 314 *Topic: Games, Rationality and Behavior*.** Uses class games derived from game theory and cross-disciplinary experiments to develop an understanding of rationality. Drawing on readings in economics, philosophy, psychology, and evolutionary anthropology, we will explore the power and limitations of rationality as a core concept for understanding our behavior and ourselves. *Prerequisites: two PHI courses, junior/senior status.*

**PHI 314 *Topic: Human Nature*.** Examines recent work in philosophy, psychology, anthropology, and evolutionary biology to discern the elusive contours of human nature. Focuses on: sex- and race-related differences among people; what brain science might tell us about human nature; humans raised by other species (wolf-children), and what, if anything, they can teach us about ourselves; cross-cultural comparisons in search of common human nature; and the recent resurgence of Darwinism in social thought. Examines ways that claims about human nature influence social, political, and ethical discourse. *Prerequisite: One (1) philosophy course.*

**PHI 314B *Topic: Controversies in the Philosophy of Mind*.** Advanced course in the philosophy of mind intended primarily for those who have completed PHI 348. Focuses on three areas of active interest and debate today: 1) What is *consciousness*, what is it good for and can it be understood? 2) Are our evolutionarily-developed ways of thinking *rational*? If not, why do they usually seem to work so well? and 3) Is mind primarily "in the head" or is it extended through the body and even embodied in the surrounding world? *Prerequisite: PHI 348 or consent.*

**PHI 314D *Topic: Phenomenology*.** Introduces phenomenology, the most important continental philosophy of the last century. Focusing on the work of Husserl, Heidegger, and Merleau-Ponty, examines phenomenology's method and field of inquiry, as well as its influence on other continental European philosophies.

**PHI 314G *Topic: Analytic Philosophy: Truth, Language, and the Limits of Philosophy***. Analytic philosophy is marked by a preoccupation with the relationship between language and the true nature of reality. Examines the major developments during the twentieth century in the analytic tradition by considering the following questions: what is language, and how does it work? What is thought, and how does it relate to the external world? What is truth, and how can we find it? Focuses on how, in answering these questions, analytic philosophers deny the skepticism common to the previous era of philosophy only to create a new type of skepticism — a skepticism that questions even the very possibility of philosophic knowledge. Covers many of the most influential and important philosophers of the last 100 years—Bertrand Russell, W. V. O. Quine, Ludwig Wittgenstein, and Saul Kripke.

**PHI 314H** ***Topic: Queer Theory***. Queer theory is the most recent of a number of influential theories that examine salient aspects of human identity, such as race, class, sex, gender, and sexuality, exploring the relationships among these categories, as well as their origin and meaning. Although queer theory is a relatively recent phenomenon, emerging out of feminist theory and gay and lesbian studies in the 1990's, its impact has been felt in a wide range of disciplines including literature, classic art, history, philosophy, religion, sociology, anthropology, psychology, history, film studies, communication studies, cultural studies, and biology. This interdisciplinary course familiarizes students with the key texts and figures in queer theory, including Michel Foucault, Judith Butler, and Kate Bornstein. We will explore the issues raised through theory, literature, and film.

**PHI 314J** ***Topic: The 'Linguistic Turn': 20th Century Analytic and Continental Approaches to the Question of Language.*** Two of the most influential philosophical movements in the 20th century are the analytic and the continental movements. As opposed to most previous philosophical traditions, both of them focus on a correct understanding of and use of language as the way to solve or dissolve philosophical problems, but each approaches this task in different ways (and from different assumptions). This course examines these two movements in their respective "linguistic turns" and prepares the way to better understand contemporary philosophy.

**PHI 314K** ***Topic: Advanced Logic***. Philosophy forces us to go beyond our ordinary intuitions and perceptions about the world by subjecting them to scrutiny using the principles of logic and critical thinking. The process leads to true, justified, belief, or, simply put, knowledge, by expressing arguments in everyday language and evaluating them using the principles of logic and critical thinking. Course focuses primarily on formal logic, symbolizing arguments and evaluating them using the principles of logic and critical thinking, to gain understanding of the role that philosophy, or logic, plays in constructing and evaluating our intuitions and beliefs grounded in arguments about the world. Predicate and modal logic will be used to symbolize arguments and the validity of the arguments symbolize will be determined. *Prerequisite: one PHI course.*

**PHI 314M** ***Topic: Freedom*.** Systematic attempt to understand the concept of human freedom from psychological, metaphysical, political, and existential perspectives. Looks at ansewers to questions like: What does it mean to say that someone is free? Is anyone free? Why would anyone want to be free? Readings taken from classical and contemporary sources, including works of philosophers, psychologists, novelists, and scientists. *Prerequisite: One PHI course.*

**PHI 314N** ***Topic: Self in Philosophy.*** There is no more central idea in philosophy and psychology than the self. Examines views of the self developed in the Western philosophical tradition by major philosophers and discusses theories by contemporary philosophers and psychologists. Also examines non-Western approaches to the self, especially examining the distinction between Western individualism and Eastern collectivism. Takes a philosophical perspective on material in philosophy, psychology, and anthropology with the aim of taking a critical perspective on our traditional assumptions. *Prerequisite: one PHI course. Australian Studies minor elective.*

**ANT 305W/PHI 314O** ***Topic: Women and Globalization.*** Focuses on the particular problems women experience due to processes of globalization. Gendered effects of globalization include the drastic increase of poverty among women and children, human trafficking and sexual abuse, low status employment and economic exploitation, and the responsibility for maintaining households in traditional

societies where men have migrated elsewhere in search of labor. *This course is linked to a field study trip to San Miguel de Allende, Mexico, over Spring Break (see field study description, page xx). Students should contact professors directly for application guidelines. Prerequisite: ANT or PHI major or minor. Fulfills elective requirement for Women's Studies minor.*

**CLS 305E/PHI 314P *Topic: Socrates and Sophistry.*** A study of the life and philosophy of Socrates in fifth-century Athens during the war with Sparta. The course examines the different perceptions of Socrates held by his contemporaries (Aristophanes, Xenophon, and Plato). Focusing on Plato's middle dialogues, we shall contrast Socrates' use of dialectic and irony with rhetorical and eristic practices of the Sophists such as Gorgias, Protagoras, and Hippias. *Fulfills an elective requirement for either Philosophy or Classical Studies majors/minors.*

**PHI 314Q *Topic: Foucault***. An examination of Michael Foucault's thought and its implications for philosophy. Arguably one of the most important thinkers in the twentieth century, Foucault (1926-1984) influenced not only the discipline of philosophy, but also those of history, sociology, criminology, psychology, political science, and literary theory. Foucault was a prolific writer and his books cover a wide range of subjects: knowledge, language, madness, health, medicine, prisons, gender, sexuality, methodology, truth, power, and politics. Classified as a postmodernist philosopher, Foucault successfully challenged many of the legacies of modern philosophy, all the while addressing perennial philosophical questions.

**PHI 490 *Senior Seminar: Foucault.*** Michael Foucault was a prolific writer and his books cover a wide range of subjects: knowledge, language, madness, health, medicine, prisons, gender, sexuality, methodology, truth, power, and politics. Examines Foucault's thought and its implications for philosophy and investigates some of the major themes and topics in Foucault's work, including his concepts of freedom, subjectivity, power, and truth. *Prerequisite: Junior/Senior majors/minors or instructor's consent.*

**PHI 490 *Senior Seminar in Philosophy: Nietzsche.*** Examines the work of the 19th-century existentialist, Friedrich Nietzsche. Focuses on his rejection of Modernist philosophy, especially ethics, as well as his criticisms of religion, especially Christianity. Also examines his attempts at offering alternatives, embodied in such notions as: will to power, beyond good and evil, overman, perspectivism, and eternal recurrence. *Prerequisite: senior philosophy major or instructor's consent.*

**PHI 490 *Senior Seminar in Philosophy: Plato***. Examines Plato's dialogues on love and friendship, concentrating on the *Symposium, Phaedrus,* and *Lysis.* Discussion will focus on Plato's use of love or *erôs* in his metaphysics, ethics, and political theory. Intended for third- and fourth-year Philosophy and Classical Studies majors and minors.

**PHI 490 *Senior Seminar in Philosophy: Spinoza.*** Spinoza was recognized (and persecuted) as a heretic and a radical in his own seventeenth century. He wrote two important philosophical works, one on religion and politics, and the other on metaphysics and ethics. Both books were immediately banned by the Church and by governments all over Europe. His ideas on religion and politics no longer seem quite so revolutionary today, but his overall view – of human beings as a part of nature and of how we can achieve joy and "salvation" through reason and self-knowledge – are as timely as they ever have been. Revered by scientists (Einstein) and Romantic poets (Coleridge), by contemporary neuroscientists and environmentalists, Spinoza has been most recently hailed as the seminal thinker of the "Radical

Enlightenment." Seminar provides historical and philosophical context for his writings and a close reading and discussion of his two undisputed masterworks – the *Theological-Political Treatise* and the *Ethics.*

# POLITICAL SCIENCE TOPICS COURSES
## *(from Fall 1998 to present)*

**POL 252 *Topic*: *American Civil Rights Policy***. Examines the various meanings of equality and their implications for policy, distinguishing between a 'discrimination' -- which violates an individual's civil rights -- and a 'differention,' which is permitted by law. Studies the major civil rights policies which have been adopted since 1960 and how they have evolved and been interpreted by the U.S. Supreme Court. Analyzes the political processes that influence the production of civil rights policy and studies the major actors -- Congress, the President, parties, voting blocs, and major interest groups -- to illustrate the conflict generated by civil rights. Also examines several major areas of civil rights policy: voting representation, educational opportunity, affirmative action/reverse discrimination, sex discrimination, and the administration of justice.

**POL 305 *Topic*: *Comparative Urban Poverties***. Examines the process of urbanization in the third world to gain an understanding of the politics and sociology of the shantytowns and lower income communities that emerged on the peripheries of third world megacities. The forces that led to tremendous rural to urban migration and the creation of communities and popular political identities will be investigated with an eye toward understanding the sociology of urban poverty in the developing world. *Prerequisite: POL 100.*

**POL 305 *Topic: International Environmental Affairs*.** Outlines context of global environmental diplomacy, considering both political sources of conflict and specific strategies that foster cooperation. Both governmental and civil society approaches considered. Topics include global and regional environmental threats such as climate change, ozone depletion, acid rain, global fisheries, and species loss. *Prerequisite: POL 100.*

**POL 315C *Topic: War and Conflict on the Silver Screen: Fact and Fiction in Film.*** Uses a number of seminal political conflict films as an alternative medium to better understand sources of past, present, and future wars and conflict. *Prerequisite: POL 100 or 130. International Relations major and Film Studies minor elective.*

**POL 315E *Topic: Peace and Conflict Resolution***. Examines diverse perspectives on the causes of violent conflict, the meaning of peace, and the avenues to achieve peace. Studies various attempts to intervene in violent conflict, including prevention, negotiation, mediation, peacekeeping, and post-conflict reconciliation. Students will gain experience in analyzing the dynamics of conflict, as well as skills in interpersonal negotiation and mediation.

**POL 315J *Topic*: *Politics of Northern Ireland*.** Explores the development of the Northern Ireland 'troubles,' in which 3,600 people have died since 1969, and various attempts to regulate the conflict. Includes explanations for unionist-nationalist antagonism, role of Britain's secret agents, IRA disarmament, American interventions, and consociational approaches to conflict resolution in NI and other divided societies. Emphasis placed on difficulties implementing the 1998 Good Friday Agreement. *Prerequisite: POL 100 or 130. International Relations major elective.*

**POL 315K *Topic: International Human Rights***. Covers the historical, political, legal, and normative development of international human rights, with a primary emphasis on the post World War II era. Both the theory and practice of human rights in the international system will be addressed, with attention to specific cases of human rights abuses, as well as the intersection of human rights and issues of gender, modern slavery, the media, and refugees.

**POL 315L *Topic: Latin American Trade and Financial Environments*.** Analyzes the contemporary political economy of Latin America from a business and investment perspective. Gives special attention

to domestic policies, regional trade agreements, and foreign investment activities, using business cases to illustrate how to operate in the Latin American market. Knowledge of macroeconomic issues is useful, but not required, as students will be provided with the tools to effectively assess the current Latin American trade and financial environments and likely future scenarios.

**POL 315M** ***Topic: Political Psychology***. Focuses on the intersection of human psychology and the conduct of politics. In recent years, political psychology has emerged as a formal area of study and this class is designed to introduce students to some of the most interesting, timely questions being tackled in the field. Topics include the psychology of leadership and decision-making, psychology of conflict, and the psychology of terrorism. *Prerequisite: POL 130. International Relations major elective.*

**POL 315N** ***Topic: Contemporary Inter-American Relations.*** Analyzes inter-American relations using the theories and concepts of international relations. Gives special attention to relations in the post-cold war and post 9/11 eras. Because the United States is the regional superpower, the course will emphasize U.S.-Latin American relations. Students can expect to acquire familiarity with the history of international relations of the Western hemisphere, an understanding of regional organizations and the ability to interpret contemporary issues and analyze five key bilateral relationships. They will also become more knowledgeable about contemporary Latin America political economy. *Prerequisites: POL 100/130/200, LAC 201/305.*

**POL 315O** ***Topic: Economic Sanctions.*** Explores the major theoretical concepts on the role and usefulness of economic sanctions as a tool of foreign policy. Applies some of these concepts to specific sanction situations. In particular, we will analyze U.S. economic sanctions against Sudan, Iran, Burma/Myanmar, and Cuba. *Prerequisite: POL 130.*

**POL 315P** ***Topic: Introduction to Peace and Conflict Studies***. Provides an introduction to the interdisciplinary field of peace and conflict studies. Examines causes for conflict from various angles, and then focuses on how various theoretical and empirical perspectives attempt to resolve conflicts.

**POL 315Q** ***Topic: Conflict in the Middle East.*** Surveys some of the major current conflicts in the Middle East, such as the existence of Israel, the Shiite/Sunni divide, scarce natural resources, religious fundamentalism, and nationalism. Special attention will be given to the Israeli-Palestinian conflict, Lebanon, Iran, and Iraq.

**POL 315R** ***Topics: Politics and Political Science.*** Why do things happen as they do in state and local government? Three perspectives will be offered in addressing this question-that of a political insider and long-time elected official, that of an academic political scientist, and that of newspaper editorial boards and good government groups. Issues addressed will range from taxation, to transportation, to economic development and growth management, all in Florida. Taught by Orange County Mayor Richard Crotty and Rollins political science professor Richard Foglesong.

**POL 350A** ***Topic: American Political Parties.*** Examines the roles that political parties play in the American political system. Studies the history of American political parties, beginning with the battle between Thomas Jefferson and Alexander Hamilton over the nation's future, through the development of mass political parties under Andrew Jackson and Martin Van Buren, the changes wrought by Progressivism and the New Deal, and the fluctuation of partisanship in recent years. Then examines how parties shape elections for both candidates and voters and how they shape the relationship between Congress and the President.

**POL 395A *Topic: Feminist Political Thought.*** An exploration and analysis of 18th-, 19th-, and 20th-century feminist theory within the conventions and discourse of traditional political theory; contemporary feminism from a theoretical point of view. Topics will include equality, difference, regulation of the body, and sexuality. *Prerequisite: POL 120 or WMS 205. Women's Studies minor elective course.*

**POL 395A *Topic: Gender and Political Theory***. An analysis of how idealized images of masculinity and femininity shape political theories, feminist theories, and influence public policy and law. Consciously engages students in gender critiques, but will also be critical of gender as a methodology itself, analyzing the difficulties involved in contemporary approaches to studying gender. Provides a basis for understanding gender politics as well as the politics of gender. *Prerequisite: POL 120.*

**POL 395B *Topic: Theories of Social Justice and Welfare*.** Attacks on the 'Welfare State' are common in Western liberal democracies. These attacks criticize the welfare state's philosophical underpinnings and social ideals, and challenge its political viability. The criticisms include welfare states interference with individual autonomy and/or they embody an ethically unacceptable vision of justice, namely, one that violates basic considerations of reciprocity by favoring those who do not deserve to benefit. These objections are founded on philosophical principles, which often sit well with moral intuition. This course reviews normative reasons given for and against the concept of the Welfare State. In so doing, it explores issues such as the role of solidarity for political thinking, duties of fair play towards fellow citizens, the connection between equality and liberty, and whether higher order human needs such as self-realization should be the province of social and economic rights.

**POL 395C *Topic: Marxist Political Thought.*** Examines the development of Marxist thought through a survey of central texts by Marx, as well as some contemporary 'post-Marxist' movements such as critical theory, radical democracy, and anti-globalization. Topics covered include alienation, the revolutionary process, the treatment of culture and religion, and the adequacy of Marxist thought for explaining and improving contemporary socio-political situations. *Prerequisite: POL120*

**POL 395D *Topic: American Political Thought***. Analysis of the idea and ideals of America, as both have been imagined, cultivated and practiced. What does it mean to be an American? What does it mean to be a citizen of American democracy? How have these ideals and realities been shaped by changing historical contexts? We will see how different texts have addressed, embodied and enacted these questions by studying political writings by Puritans and Revolutionaries, Federalists and Anti-Federalists, Transcendentalists, Utopian Socialists of the 19th century, Abolitionists, Feminists, Progressives and Twentieth Century thinkers. *Prerequisite: POL 120.*

**POL 395E *Topic: Israel and Palestine*.** Introduces students to the history of the conflict between Israelis and Palestinians, focusing primarily on the 20th century to present. Cultivates a multifaceted understanding of the conflict by exploring issues of post-colonialism, religion, culture, nationalism, political power, economics, and regional influences. Particular attention will be paid to the ongoing peace process, the significance of changes in leadership among Israelis and Palestinians, the possibility of a viable Palestinian state, and the impact of this conflict on regional and global politics. *Prerequisite: POL 130.*

**POL 395H *Topic: Cuba and the U.S.*** An analysis of contemporary Cuba's political, economic, and social realities, with a focus on the post-Cold War period. Special attention paid to the deep economic recession following the collapse of the former Soviet Union, the limited capitalist-style reforms implemented in the first half of the 1990s and more recent changes, the characteristics of the Cuban society, and the relations between Cuba and the U.S. The overall goal of the course is to acquire the knowledge and skills necessary to interpret political and complex socioeconomic phenomena related to Cuba.

**POL 481** ***Seminar in American Politics.*** Explores the "political personality" through a close reading of the biographies of contemporary political figures. Looks for common denominators among these figures, exploring the differences between leadership and political skill, examining the sacrifices people make to serve in public office, assessing the importance of passion and judgment in politicians' careers, and considering how race, gender, and ethnicity affect the political personality. Students will participate in presenting the course material and research the life of a major political figure.

# PSYCHOLOGY TOPICS COURSES
## *(from Fall 1998 to present)*

**PSY 115A** ***Topic: Psychology of Wellness.*** An overview of how psychological phenomena such as emotions, stress, and the placebo effect interact with your physical well being. Some specific topics include substance abuse, AIDS, chronic headaches, eating behaviors, and cancer.

**PSY 115B** ***Topic: Problem Solving and Creativity***. Involves the exploration of creative and problem-solving mental processes.

**PSY 221E** ***Topic: Computers and Technology*** (2 semester hours only). Surveys applications of digital technologies in psychology, from early uses as control and presentation equipment in laboratories to adaptive instructional technology. Explores artificial intelligence research that focuses on mimicry of behavior (robotics), simulation of visual and other sensory activities via complex pattern recognition (handwriting recognition), human language (voice recognition and production), expert systems environments (to supplement or replace humans with expert skills such as flying airplanes), sophisticated repair and maintenance diagnostics, and even teaching. This latter application, known as adaptive instructional technology, will be explored in depth. Because adaptive instruction is founded on psychological learning principles, those principles will also be reviewed.

**PSY 221F** ***Topic: Hanging Loose in an Uptight World.*** Stress is a built-in fact of life (the buzzword and malady of the day). This course introduces students to the variables involved in the stress reduction process, with an emphasis on actively involving the student in the learning process. Intent is to enhance students' knowledge about the process, but not necessarily make them more relaxed.

**PSY 221M** ***Topic: Brain Behavior Connection*****.** Surveys the basic principles, methodology, and application of the multidisciplinary field known as neuroscience. Designed to provide information and a basic understanding of the biological basis of a broad range of behaviors including those considered "normal," and those that represent anomaly. Intended to fulfill the need for understanding in this field without regard to background in biological or psychological sciences.

**PSY 315** ***Topic*****:** ***Assessing School Readiness*****.** Focuses on developmental screening, the process of describing a child's developmental level and school readiness, using screening tools approved for this purpose in Florida. Covers common types of developmental delays, as well as a description of therapies used to address developmental problems. Combines classroom instruction with experiences in the Rollins College Child Development Center or one of several early childhood centers in the community screening developmental levels. *Prerequisite: any course in human development.*

**PSY 315A** ***Topic: Cognitive Psychology***. Introduces basic cognitive theories, methods, and research findings. Includes such areas as attention, memory, imagery, gene knowledge, language, problem-solving, and logical reasoning.

**PSY 315B** ***Topic: Motivation.*** Topical coverage typically includes conceptual and historical foundations for motivational theory; ethological and physiological foundations of motivated behavior -- including maternal behaviors, animal migration, homeostatic body and energetic functions, and sexual behavior;

activation -- ranging from sleep to stimulus seeking; stress; learned drives, incentives, and motives; cognitive and social sources of motivation; and dimensions of emotional expression as they relate to motivation.

**PSY 315B *Topic: The Mind-Body Problem***. The mind-body problem has intrigued philosophers for centuries, but only in the last two decades have physiological psychologists begun to treat the problem empirically. This interdisciplinary course synthesizes perspectives from philosophy, psychology, and neuroscience on the empirical study of consciousness and free will, and concentrates on an emerging literature on the physiological correlates of self-awareness, visual qualia, perceptual binding, and intentional action. Background in biology, philosophy, or physiological psychology recommended, but not required.

**PSY 315C *Topic: Clinical Assessment***. Provides students with an understanding of some of the main tests used in clinical practice, as well as the problems underlying assessment procedures. Clinical Interviews will also be highlighted.

**PSY 315E *Topic: Feminism, Behaviorism, and Psychological Science***. Feminist scholarship has challenged traditional assumptions and practices across academic disciplines including psychology. The feminist challenge of traditional psychological science has generated probing questions that address the very foundations of that science including: the nature of objectivity; the embeddedness of values in the scientific enterprise; the patriarchal biases inherent in traditional methodologies. Course examines the feminist critique of traditional psychological science and explores an array of feminist alternatives proposed. Introduces students to the philosophy of science that supports contemporary behaviorism, and explores its potential to bridge feminist and traditional psychological science.

**PSY 315E *Topic: Psychology of Women***. Focuses on topics and research findings relevant to the psychological experiences of women such as gender-role development, education, sexuality, employment, mental health care, and victimization. *Women's studies minor elective course.*

**PSY 315F *Topic*: *Industrial and Organizational Psychology.*** Provides students with a greater understanding of the psychological processes involved in organizational life. Draws on current research and theory to focus on issues such as employee selection, training, leadership, motivation, and organizational change. Special emphasis is placed on the process of applying psychological principles to important issues in the workplace.

**PSY 315G *Topic*: *Neuropsychology with Laboratory.*** Examines ways in which the brain influences behavior and psychological phenomenon. Focuses on three major categories, neuroanatomy, behavior, and mental processes, and disorders caused by brain injury or malfunction.

**PSY 315H *Topic: Psychology of Religion*.** Studies social and individual religious behaviors of people. From altruism to exorcism to visions, some of humankind's most interesting behaviors are related to religion. Topics include religion, mental health, and mental illness; the psychology of conversion; cult membership; the psychology of evil and torture; the physiology of prayer and meditation; and life after death experiences.

**PSY 315J Topic: Childhood Across Cultures**. Examines ways that culture and social diversity affect the development of children and families in both the U.S. and other countries. Studies the biological/physical, social-emotional, and cognitive development of children from a cross-cultural perspective. Following the child's chronology, examines prenatal development and birth practices around the world, then focuses on topics such as cultural views of parenting of girls and boys, child care and early childhood education, schooling and cognition, adolescent rites of passage, child labor, and marriage beliefs and practices. Students will complete an intensive cross-cultural study of one area of development. *Prerequisite: PSY 101 or 150.*

**PSY 315K *Topic: Environmental Psychology***. Examines the relationship between individual psychological processes and the physical environment (i.e., both natural and built settings). Topics include environmental attitudes, natural environments, environmental responsibility, human territoriality and identity display, personal space and nonverbal behavior, crowding, environmental stress, design and crime, reactions to disaster, environment health, residential settings, work settings, cities and communities, health care facilities, children's environments, correctional facilities, environments for the elderly and disabled, recreational settings, and retail settings.

**PSY 315M *Topic: Human Sexuality*.** Designed to inform and enlighten adults about one of the fundamental drives necessary for maintaining the human species, sex. Calls upon biological, psychological, medical, and social theory to elucidate all aspects of being and feeling sexual. Attempts to answer a variety of students' questions utilizing various learning tools, including the Internet, PowerPoint presentations, films, and guest speakers. *Women's Studies minor elective.*

**PSY 315N *Topic: Physiological Psychology with Laboratory***. Introduces the fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures. Laboratory exercises include instruction, use of, and data analysis for a variety of psychophysiological measures.

**PSY 315O *Topic: Psychopharmacology.*** Explores the use of medications in treating a variety of mental illnesses including schizophrenia, depression, and Alzheimer's disease. Covers basic brain processes, their relation to mental illness, and the effects of medications on such processes.

**PSY 315P *Topic*: *Psychology of Trauma And Recovery***. Course is an in-depth exploration of traumatology, the study of psychological trauma resulting from horrific experiences. Empirical research surrounding the assessment and diagnosis of various trauma disorders (e.g., posttraumatic stress disorder, acute stress disorder, dissociative disorder) will be discussed along with research showing how trauma survivors change interpersonally because of their experiences. Recent biological and neuropsychological evidence of how traumatic memories are processed in the brain will be reviewed, including false memory syndrome. A variety of trauma populations will be studied: war veterans, survivors of physical abuse, children, survivors of natural disasters, and so forth. Finally, treatment for trauma will be discussed with an emphasis on cognitive and behavioral intervention strategies.

**PSY 315P *Topic: Theories of African/Black Psychology.*** Explores the theory, practice, and research of the study of human functioning from the unique perspective of Afrikan/Black people. Offers students a topical survey of psychology from antiquity to the present and the opportunity to examine the

development of Afrikan/Black psychology as an academic discipline. Designed to introduce students to the concepts, tenets, and conceptual framework for understanding the behavior of people of African descent.

**PSY 315Q *Topic: Advanced General Psychology.*** Revisits all areas typically covered in an introductory course to ask new questions about the most significant and enduring vocabulary, research, principles, philosophies, theories, and contributors in psychology. Especially relevant for, but not limited to, students planning to take GRE or advanced placement tests in anticipation of application to graduate programs in psychology. *Priority to junior and senior Psychology majors*.

**PSY 315S *Topic*: *Evolutionary Psychology***. Evolutionary psychology is an interdisciplinary approach that draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist in the species because they facilitated survival and reproduction at some point in our evolutionary history. Although such processes may be influenced by learning and experience (nurture) they may be passed on via inheritance and are part of the genetic makeup of the species (nature). Evolutionary psychology applies this approach to a variety of domains in the discipline including human development, learning, cognition, motivation and emotion, social and personality psychology, and psychopathology.

**PSY 315S *Topic: Psychology and Law***. Focuses on theory and research in psychology that is directly relevant to the legal system. Specific topics may include police interrogation and confessions, the reliability of eyewitness testimony, scientific jury selection, insanity and competency, expert witnesses, child interviews and testimony, jury deliberation and decision making, presentation of scientific evidence, profiling and criminal behavior, and the psychology of corrections. *Does not assume background in psychology or the law. Open to non-majors. Junior status; PSY/WMS elective.*

**PSY 315T *Topic*: *Cross Cultural Child Development*.** There is no such thing as just a child … There is always a child in a family, in a society, and in a culture. *(Psychiatrist J. Winnicott, paraphrased.)* In this course, students will begin to step outside their own views to see the vast array of human experience. We will study human development by first examining variations in children's lives within mainstream U.S. culture -- the influence of variations in country of origin, urban vs. rural upbringing, boarding school, religious beliefs, and divorce on child development. Then, we'll move across the lifespan and around the world: childbirth in Africa; infancy in Brazil; schooling in China, Japan, and Afghanistan; rites of passage among the Navaho and the Sudanese; and parenting in Central America. The course includes an optional cross cultural field placement. No background in psychology required, but readings are original journal articles and book chapters. *Prerequisite: A first course in any social science discipline or sophomore status.*

**PSY 315V *Topic: Red Cross Disaster Training*.** Rollins College and the American Red Cross have partnered to create a unique learning and community service opportunity for students. The Red Cross training includes a variety of on-line and classroom exercises that provide students with managerial-level training in the establishment of shelters and disaster response. Upon completion of training, students will be eligible for deployment anywhere in the country to support disaster relief efforts. Students will receive credit for the course after successfully completing all Red Cross training requirements. Course also includes some training in mental health responses to disaster and a brief review of post-traumatic stress

disorder. Contact Dr. David C.S. Richard, Department of Psychology, **dcrichard@rollins.edu**, for additional information or questions. *Prerequisite: PSY major or minor, or instructor's consent.*

**PSY 315Y** ***Topic: Existential Psychology***. Explores the relationship between free will, choice, and responsibility, and traditional experimental, psychoanalytic, and evolutionary approaches to understanding human nature.

**PSY 415A** ***Topic: Autism and Behavior Analysis***. Introduces advanced psychology students to behavior analytic techniques of assessment, observation, and therapeutic intervention for children diagnosed with autistic spectrum disorders. Specific conditions include autistic disorder, Asperger's disorder, and childhood disintegrative disorder (CDD). Students will work directly with board certified behavior analysts in on- and off-campus therapeutic settings specializing in early intervention and treatment of autism and related disorders. *Prerequisites: PSY 328 and 341, or concurrent enrollment in PSY 328.*

**PSY 415C** ***Topic: Multivariate Statistics*****.** An applied project involving the development and validation of a psychological test will be completed as part of this course. Students will learn theory and practical skills in tests and measurement, and will gain experience in the use of multivariate statistical techniques such as multiple regression, factor analysis, and path analysis. Designed for students with an interest in research methodology. *Prerequisite: Grade of B+ or higher in PSY 265 and PSY 361 and instructor's consent (register in department).*

**PSY 415D** ***Topic: Clinical Psychology Research Methods***. Introduces students to the rich history and methods of research in clinical psychology. Topics include the design and implementation of open and randomized clinical trials, the rationale for and literature behind empirically supported treatments, program evaluation, participant attrition, methods for assessing the adequacy of assessment instruments, clinical research ethics, issues surrounding dissemination of research results to practitioners (translational research), and comparative outcome research (psychotherapies and pharmacotherapy). Introduces students to the peer review process by having students write a research paper that will be reviewed anonymously by three members of the class. Student groups will also be responsible for putting together a mental health awareness faire on campus and evaluating its effects using the program evaluation methodologies discussed in class. Provides mentoring on the graduate school application process, with a focus on the kinds of programs that Rollins students have shown an interest in (e.g., clinical Ph.D., clinical Psy.D., master's programs in counseling, clinical, and so forth).

**PSY 415E** ***Topic: Advanced Personality Psychology***. Looks at the major theories of human nature by reading the original works of Freud, Jung, Skinner, Rogers, Erikson, and others. Students will also complete personality measures and interpret results. Class will be run on a humanistic model in which students take responsibility for their own learning. *Prerequisite: PSY 254*

**PSY 415H** ***Topic: Advanced Cognition***. Integrates an in-depth exploration of selected topics in cognition with an emphasis on experimental research methods. Readings in original research, active participation in laboratory replications, complete research report preparation, and write-ups accompany each topic. The course culminates in the preparation of an original research project. *Prerequisite: PSY 322; completion of or concurrent enrollment in PSY 361 is highly recommended.*

**PSY 415J** ***Topic: Youth Development in School***. Children spend a substantial number of waking hours in school, an important context for development. This senior seminar will address key developmental topics and research methodology used in school settings. *Prerequisite*: *PSY 328*.

**PSY 415K** ***Topic: History and Systems***. Surveys how humans have historically attempted to understand themselves and interactions with their environments by developing theories of mind and human behavior. Covers philosophical systems that pre-date psychology, as well as modern systematic movements within psychology. Students are encouraged to identify recurring themes and concepts. Special focus given to sociopolitical and cultural forces that influence the development of psychology's history. *Prerequisite: All core courses in PSY major.*

**PSY 415Q** ***Topic: Advanced General Psychology.*** Revisits all areas typically covered in an introductory course, asking new questions about the most significant and enduring vocabulary, research, principles, philosophies, theories, and contributors in psychology. Especially relevant for, but not limited to, students planning to take GRE or advanced placement tests in anticipation of application to graduate programs in psychology. *Prerequisite: all core courses.*

*10/07/10*

# RCC TOPICS COURSES
## *(from Fall 1998 to present)*

**RCC 150** ***Rollins Cultural Explorations***. A course designed for first-year students, in which they attend approved cultural and academic programs on campus, reflect on them, and discuss these events with other students and a faculty member. *Open to first-year students only. Graded CR/NC.*

# RELIGION TOPICS COURSES
## *(from Fall 1998 to present)*

**REL 251** ***Topic: Black Mysticism*****.** Explores the spirituality and devotional practices of African Americans from the last century and the contemporary period. Focus on the meditations, prayers, and music–both sacred and secular–that black people have used to promote intense religious experiences and visions. Investigates the various ritual practices black Christians and black religionists outside of institutional Christianity have employed in their attempts to see and experience the sacred. The artistry and religious thought of Bob Marley, Marvin Gaye, Howard Thurman, and Alice Walker will all be central to our exploration. *Fulfills and elective requirement in the African and African-American Studies minor.*

**REL 251** ***Topic: Jerusalem - Religion and Politics*****.** Jerusalem, the spiritual capital for Jews, Christians, and Muslims, is a laboratory in inter-religious, inter-ethnic living, and politicking. Introduces students to the religious history and diversity of Jerusalem, the religious beliefs of its inhabitants, especially regarding its sacredness as expressed in scriptures, poetry, and prayer, from its biblical origins until today. Topics include the interplay of Jerusalem's religious and political dimensions, messianic ideals and activism, and the Israeli-Palestinian conflict over the future sovereignty of Jerusalem. *Fulfills an elective requirement in the Jewish Studies minor.*

**REL 251** ***Topic: Love and Sex in the Bible*****.** This course is an introduction to the Bible with a concentration on themes and issues related to love and sex as these are depicted in biblical teachings, narratives, and poetry. We will examine narratives and poems that depict the dynamics of sexuality and erotic love, patterns of courtship and marriage in the lives of well-known personalities from this time period, attitudes and emotions such as lust, jealousy, loyalty, betrayal, obedience, and longing. We will also address teachings and laws that deal with permissible and prohibited sexual conduct. Our study will consist of three layers: the literary meaning of the biblical text, Rabbinic commentaries to the text, and contemporary perspectives and scholarship ion anthropology, psychology, gender studies, and religion. Our analysis will be extensive and will include not only erotic love relationships, but also parental love, friendship, human, and divine love relationships.

**REL 251** ***Topic: Religion and Science in Dialogue***. Introduces the dialogue between religion and science, and studies the implications of current scientific theories of cosmology, evolution, and neuroscience for Eastern and Western beliefs regarding creation, God, the purpose of life, the afterlife, the soul, and human freedom. Explores spiritual teachings and practices of the body in relation to Western and Eastern medical theories. Considers cross-cultural religious views of humanity's relationship to nature in light of ecological crisis.

**REL 251** ***Topic: Religious and Philosophical Issues in Medicine***. Considers and clarifies issues that underlie ethical decision-making in medicine, especially philosophical and religious issues concerning human self-understanding, meaning, and purpose. Probes beyond the usual medical ethics texts, in an effort to identify, define, and examine these fundamental issues and assumptions.

**REL 251A** ***Topic: Religion and Evolution*****.** Covers theories of evolution from both Western and Eastern perspectives (Buddhism and Hinduism), and how these relate to religion. Discusses evolution in both its

natural and social aspects. Examines how locating human origins within nature has affected traditional religious understanding in the West (natural evolution), and discusses how "social" or "cultural" evolution uses evolutionary theory to claim that some human groups are more "evolved" than others.

**REL 251A *Topic: Buddhist Literature* (C).** The three canonical collections of Buddhism—Pali, Chinese, and Tibetan—contain a vast array of sutras, discourses that purport to be the word of the Buddha. In this course students will read, interpret, reflect on, critique, and discuss a number of significant Buddhist texts. We will also introduce ourselves to issues regarding the structure of the Buddhist canons, touch on questions in the theory of interpretation (hermeneutics), and consider ways in which this literature has been studied from an historical-critical perspective.

**REL 251B *Topic: Religion and Popular Culture*.** Examines the relationship between religion and popular culture. Primary focus on contemporary American culture, but also examines non-Western examples (i.e., Indian, Iranian, and Japanese). Creates understanding of how popular culture functions as a means by which to think about fundamentally religious questions: the nature of God and/or ultimate reality, the origins of good and evil, morality, eschatological and apocalyptic thought, notions of humanity's identity and purpose, and ideas of sacrifice and redemption.

**REL 251C *Topic: Introduction to the Study of Religion*.** Introduces the academic study of religion. Begins with the history of the study of religion, or how religion came to be a topic of study for scholars. Also introduces some of the different scholarly approaches taken to the study of religion (e.g., phenomenology of religion, history of religion, anthropology of religion, textual studies, cultural studies, etc.). Closely examines some seminal studies of religion. Focus throughout the course will not be on the particular doctrines or practices of any religion, but rather on how religion has been studied.

**REL 251C *Topic: Liberation Theology***. Examination of the theological beliefs of victims of oppression. Beginning with the assertion that religious thinking is never done in a vacuum, this course studies the relation of religious responses to political, social, and economic conditions in America, such as racism, sexism, poverty, social injustice, homophobia, and discrimination, in terms of African-American, Native American, feminist and womanist movements, and their theologies. Prerequisite: One course in religion or consent.

**REL 251D *Topic*: *African Religions and the New World Culture***. African religion and culture continues to exist in the religious and cultural life of African-Americans. Using an interdisciplinary approach, course examines African-American religion, folklore, literature, music, and communication in order to assess the continuation and transformation of African culture in the world view of African-Americans.

**REL 251D *Topic: Contemporary Ethical Issues and Jewish Laws.*** Examines the Jewish legal position on controversial issues such as assisted suicide and aborting a defective fetus. Acquaints students with ancient Jewish legal sources including Torah, Mishna, Talmud, and Codes, and discusses how these sources may help shape contemporary views on a variety of issues.

**REL 251G *Topic: Religion and Film*.** A number of contemporary films contain more or less explicit messages about the meaning of life and death, the possibility of salvation, the ultimate potential of human existence, and other issues that have traditionally belonged to the domain of religious discourse. We will closely examine some of these films, reading them as texts alongside other texts. That is to say, we will

study these films in conjunction with readings of primary and secondary sources on religion. The films examined may include *Donnie Darko*, *Thelma and Louise*, and *Crouching Tiger, Hidden Dragon*, and the readings may include those on Buddhism, Gnosticism, and Taoism. The primary aim of the course is to train ourselves to be more reflective about the religious messages conveyed in contemporary film.

**REL 251G** ***Topic: Religious Thought of Martin Luther King, Jr.*** Begins an interpretation of the life and thought of Martin Luther King, Jr., in the context of the black freedom movement of the 1950s and 1960s. King's religious development from his earliest days in the black church, his continued study of liberal theology in seminary, his embrace of Gandhian nonviolence, and the fertile interchange between his religious stance and his political engagement will receive special attention.

**REL 251H** ***Topic: Contemporary Israel - Culture, Society, and Politics.*** Israel is among the countries most reported in world news today, though much of that attention is focused on conflict, history, and religion, rather than on everyday life or the achievements of Israel's citizenry. As one of the world's most diverse and dynamic societies with a population that is almost equally divided between Eastern and Western cultures, Israel deserves to be better understood than through television "sound bites" and polemical documentaries. An introduction to the geography, culture, language, society, institutions, traditions, literature, music, cuisine, and the current social, demographic, political and economic issues "behind the headlines" of contemporary Israel. *Jewish Studies minor elective*.

**REL 251I** ***Topic: Buddhist Ethics.*** Discusses and assesses the ways in which Buddhism deals with ethical issues, including personal behavior in the domains of sexuality and speech, for example, and social questions regarding war, peace, and poverty.

**REL 251I** ***Topic: Buddhist Philosophy*****.** Buddhism began in India some two and a half millennia ago. Throughout its development, Buddhism has offered a number of theories on the nature of the self, reality, knowledge, language, the ultimate goals of sentient existence, and the path to those ultimate goals. Course examines and considers some of these theories, especially as they developed in India. Concentrates on four forms of Buddhist philosophical discourse: Abhidharma, Madhyamaka, Yogacara, and Pramana. Goals will be to gain some familiarity with the concerns, methods, and themes of Buddhist philosophy, and to cultivate critical reflection on these concerns, methods, and themes.

**REL 251I** ***Topic: Buddhism: Theory and Practice*****.** Surveys the fundamentals of Buddhist thought and practice from its formative period in India through later developments in East Asia and Tibet. The impact of Buddhist philosophy, ethics, and spiritual disciplines on various cultures in Asia and the West today will be critically examined.

**REL 251J** ***Topic: Evangelicals, Fundamentalists, and Televangelists*****.** Explores the historical development of conservative and evangelical Christianity from its 19th-century beginnings to present. Topics include: relationship between Christianity and 19th-century moral controversies (slavery, abolition, women's rights and temperance movements); its response to the social gospel movement; the conflict between fundamentalism and modernism; its growth and institutional diversification since WWII; and its embrace of communications technology and political action in the contemporary period. Video and audiotapes will be used to explore our understanding of modern movements as social phenomenon.

**REL 251J *Topic: Religion and Science Fiction***. Examines the major themes and concepts in science fiction and how these themes both extend and diverge from the traditional religious imagination as understood in the major "world religions" of Judaism, Christianity, Islam, Buddhism, and Hinduism. Considers such issues as the nature of humanity and technology, humanity's multifaceted relationship with technology, and the power and persistence of the religious imagination.

**REL 251K *Topic: Jewish Experience in the American South: Kasha and Cornbread.*** A survey from 1750 to the present, told largely through biography and autobiography. Focus on the pressures of assimilation, isolation, and alienation on successive waves of Jewish immigration to the Southern United States: Spanish-Portuguese, German, and Eastern European. Also, how Jews dealt with the regional issues of slavery and racism, and other reasons why Jewish life was qualitatively different below the Mason-Dixon Line. What is Jewish life like today in the modern, suburban Sunbelt? *Jewish Studies minor elective.*

**REL 251N *Topic: Introduction to Black Religions.*** Explores the highly diverse religious expressions and postures among persons of African descent in the United States. Course is largely chronological, but it is not a comprehensive survey of black religious expressions. Attempts, however, to situate black religious expressions in a broader historical and cultural context in the U.S., where different groups have together created various religious worlds.

**REL 251O *Topic: Psychology and Asian Religion***. Explores the psychology of religion from the perspective of Buddhism (including Zen and Tibetan Buddhism), Taoism, and Hinduism. A working presumption of the class is that Asian religions function more as psychological systems of healing and transformation than do the more social and political Western religions. Potential connections between Asian religions and contemporary psychology will be traced, with the goal being to identify a new psychology that can incorporate both science and religion into a comprehensive system of human understanding. No prerequisites are required in either field. *Asian Studies minor elective.*

**REL 251T *Topic: Religion and Popular Culture – "Animating Faith."*** Examines how various religious faiths and philosophies are portrayed in television cartoon series, in particular "The Simpsons," "South Park," "Family Guy," "Futurama," and "King of the Hill," as well as on more edgy shows on Cartoon Network's "Adult Swim." Also explores how evangelical Christian producers make use of the genre, in particular the "VeggieTales" series in videos, theaters, and on NBC-TV. Students will view and discuss episodes of these programs in class, and complete papers based on original research.

**REL 251V *Topic: The Lost Tribes of Israel***. Explores remote Jewish communities around the world, including Africa, Asia, and South America, members of which claim to be descendents of the lost tribes of Israel. Students will gain an appreciation for Jewish multiculturalism by understanding the basic beliefs and practices of non-Western Jewish communities, as shaped in their adopted lands and in isolation from and ignorance of Western Jewish life. Through study of history, ethnographic literature, and documentaries, students will examine how these groups incorporated the dominant surrounding cultures into their original biblical/Jewish framework, and will assess the challenges in recent interactions between members of these communities and Western Jews, with a focus on those who emigrated from Ethiopia to Israel. *Jewish Studies minor elective.*

**REL 251W *Topic: The Jewish Immigrant Experience*.** An exploration of the cultural experience and history of Jews in New York from the beginning of the 20th century to the present. Topics include Ellis Island, the Lower East Side, Vaudeville, Hassidic life, as well as patterns of assimilation and acculturation. Culminates in a required spring break field study in New York City, where we will tour the Jewish historical sites and partake of contemporary Jewish life in the city. *(See REL 251F in the Spring Break Field Study Course descriptions on page XX of this bulletin.)*

**REL 251Y *Topic: Religion and the Body***. Explores teachings, concepts, and practices pertaining to sexuality and the body that are integral to Eastern and Western religious traditions. Course goal is the critical evaluation of the role that religions play in the social construction of the body in light of changes in contemporary values, gender roles, and identities.

**REL 351A *Topic: Psychology of Religion*.** Many theories explaining or interpreting the phenomenon of religion have been offered in western thought (e.g., theological, anthropological, sociological, etc.). This course examines some psychological theories of religion from a critical point of view, which is to say, we will not only be concerned with understanding these theories, but also with moving towards arriving at normative conclusions about them -- conclusions about their validity and value. Course will be focused on works by William James.

**REL 351A *Topic: Semiotics***. A course on the theory of signs (semiotics) and the philosophy of language, especially in terms of what it might tell us about religion. Considers the dimensions of syntactics (signs in relation to other signs), semantics (signs in relation to objects), and pragmatics (signs in relation to interpreters). Assesses accounts offered on signs, words, language, meaning, referential objects, logic, and paradox.

**REL 351B *Topic: Postmodernism.*** Introduces the study of the nature of postmodernism. Takes up a variety of texts in literature, philosophy, theology, visual media, and theory. Introduces literary and critical methods (including deconstruction, dialectics, theology, feminist, queer, and Marxist analysis), and texts from a wide range of genres(architecture, the novel, and media) within the historic epoch of the 20th century. Goal is to enhance the student's ability to become familiar with the logic of "postmodernism."

**REL 351B *Topic: Religion and the Body***. Explores teachings and concepts of the body found in a variety of religious traditions, and examines cultural constructions of gender roles that have resulted from them. Discussion includes: notions of the body and sexuality in creation myths; masculine and feminine images of the divine; idolatry and its critique; concepts and practices of purity/impurity; circumcision and other rituals of the body; female modesty and sexual norms; the ascetic ideal and its social implications; views of erotic love and their expressions in theological and mystical literature. *Jewish Studies Minor elective course.*

**REL 351D *Topic*: *Religion and Modernity*.** Examines religion from an interdisciplinary perspective. Focus of the course will be on exploring the meaning of modernity and how it relates to religion. Entertains questions such as : What is modernity? How does modernity represent human nature? What are the limits and possibilities of modernity? How can we reflect on the changes in religion given the transition from modernity to postmodernity? ***Note***: This course takes the place of the Senior Independent

Study for graduating Religion majors and minors, and for Jewish Studies minors. This course is also open to all students.

**REL 351E** ***Topic: Dead Sea Scrolls*****.** Broad overview of the manuscript finds of the Judean desert, particularly those from the caves near Khirbet Qumran, from 1947 to present. Examines the literary and historical context of these manuscripts and fragments, which comprise a "library" of ancient texts. Considers the relevance of the Scrolls within a broad socio-religious framework including comparative religion and the "roots" of rabbinic Judaism, Christianity, and Islam. Highlights more recent controversies and debates over the publication and interpretation of the scrolls.

**REL 351E** ***Topic: Feasting and Fasting - Comparative Religious Experience and Food*****.** Explores food and eating practices in religions and cultures around the world, from the perspectives of comparative religion and anthropology. Addresses topics such as food symbolism and holidays, feasts and festivals, prohibitions/taboos of food, rituals of fasting, gender roles and food preparation, sacrifices and religious experience, social justice practices such as feeding the hungry, food bountifulness as expressions of divine and human love, and eating practices as contributing to cultural/religious identity. Addresses moral issues pertaining to food practices in major world religions and tribal cultures through study of religious and legal texts that provide justifications/rationales for food practices, such as the killing and slaughtering of animals for human consumption. *Prerequisite: One REL course. Jewish Studies minor elective.*

**REL 351H** ***Topic: Buddhist Dialogue with Christians and Jews*****.** People from various religions are not only becoming more aware of each other, but they are also beginning to engage in interesting and meaningful dialogue on basic life question. Introduces each of the three religions and provides for group discussion of these focused on this ongoing dialogue. Students' reflections will also be sought through journal writings and research papers. While prior knowledge of any of the three religions may be helpful, it is not required. *Prerequisite: one REL course or consent.*

**REL 351J** ***Topic: Love and Eros in Judaism and Hinduism*****.** Love and Eros are among the most important human experiences and are at the heart of religion itself. Students will read love stories and poetry from the Jewish and Hindu traditions that depict the intensity, complexity, and dialectics of human and divine love. Students will also explore laws and practices pertaining to love, relationships, and sexuality that shaped values and social roles in their respective cultures. Will address dichotomy between spirituality and sexuality, raising issues pertaining to gender and the body. *Prerequisite: One (1) REL course or consent. Fulfills elective requirement for the Jewish Studies minor.*

**REL 351K** ***Topic: Portrait of the Modern Jew in American Film and Fiction*** **(L).** Study of popular Hollywood representations of Jews and Jewish life in contemporary films and fiction. Discusses portrayals of the immigrant experience in the lower Eastside, images of women, especially the "Jewish mother" and the Jewish American Princess, the experience of assimilation, intermarriage, and the struggle to remain Jewish in America. *Jewish Studies and Film Studies minor elective.*

**REL 251L/351L** ***Topic: Love, Eros, and Religion*****.** Love and Eros are among the most important human experiences and at the heart of religion. Students will read love stories and poetry depicting the intensity, complexity, and dialectics of human and divine love from several religious traditions, and will study laws and practices pertaining to love, relationships, and sexuality that have helped shape values and social roles. Analysis of religious teachings will address the dichotomy between spirituality and sexuality,

raising issues pertaining to gender and the body. Students will gain understanding and appreciation of central religious values and practices, and compare and contrast these with contemporary western values.

**REL 351N** ***Topic: Religion and Global Politics***. Since the events of September 11, the concepts of terrorism, secularism, fundamentalism, Islamism, and globalism have become political "buzzwords". Many times, these words are used ambiguously in an attempt to evoke political and emotional response in an international context. Students will 'unpack' these terms by investigating the role that religion plays both in the sphere of international politics and in the formation of national identities. Students will explore the intersection of religion and politics in the Middle East (Iraq, Iran, and Saudi Arabia), South Asia (Afghanistan, India, Pakistan, and Indonesia), and the U.S. Questions such as: "How does religion influence foreign policies?" "What is the role that religious belief plays in the formation of national policies concerning human rights?" and "How does a nation's religious identity shape its political self-understanding?" will be considered.

**REL 351O** ***Topic: Gender and Sexuality in the Christian World*.** Examines the ways in which religion, gender, and sexuality intersected in the world of early Christians (200-600 C.E.). Constructions of masculinity and femininity were integrally related to notions designed by religious and philosophical ideals. Examines how these cultural constructions were tied to political and social concerns. Special attention paid to representations of gender and class. *Classical Studies major/minor elective and Women's Studies minor elective.*

**REL 351P** ***Topic: God in the 21st Century*.** Investigates ways in which the practice of religion has intersected with technological advances including the internet and cyberspace, space exploration, and artificial life. Students will examine a variety of religious responses, both positive and negative, to these advances. Questions to be explored include: How do the Internet and cyberspace communities affect how one experiences divine reality, and, further, how do they affect how humans relate to one another? What moral imperatives, if any, should influence the goals and direction of technology? Students will also explore class and gender issues relevant to these moral questions.

**REL 351T** ***Topic: Religion and Bioethics***. Analyzes the ethical principles that should undergird decisions in science, medicine, and healthcare. Focuses on ethical principles developed within different ethical traditions (such as Protestantism, Catholicism, Judaism, Islam and Humanism) and on their implications for cases in abortion, death and dying, research involving human subjects, artificial reproduction, genetic engineering, cloning, and allocating resources. Several films, videotapes, and cases will be used.

**REL 351U** ***Topic: Sufi and Buddhist Mysticism***. Comparative, interdisciplinary course on Buddhist and Islamic mysticism (Sufism) that examines the similarities and differences between these two major religious traditions. Topics include defining "mysticism," key figures and social practices in different Buddhist and Islamic cultures, classical works, gender and mysticism, and Western appropriations of Sufi and Buddhist mysticism.

**REL 351Q** ***Topic: Zen Buddhism*.** The term "Zen" may call to mind images of emptiness, sounds of silence, and thoughts of no thought. Zen Buddhism is sometimes characterized as "a special transmission outside the scriptures, directly pointing at the mind." (How do you point at a *mind*?) We will try to think through just what the discourses of Zen Buddhism might mean. We will read a number of primary

sources, as well as secondary sources offering critical perspectives on Zen. We might say that from the point of view of Zen Buddhism, our approach will be misguided from the beginning.

**REL 351X** ***Topic: Jewish Experience in the South: Kasha and Cornbread***. A survey from 1750 to the present, told largely through biography and autobiography. Focus on the pressures of assimilation, isolation, and alienation on successive waves of Jewish immigration to the Southern United States: Spanish-Portuguese, German and Eastern European. Also, how Jews dealt with the regional issues of slavery and racism, and other reasons why Jewish life was qualitatively different below the Mason-Dixon Line. What is Jewish life like today in the modern, suburban Sunbelt?

**REL 490** ***Senior Seminar in Religious Studies: Kabbalah and Popular Culture***. Explores the major forms of Jewish mysticism and esoteric doctrine, as expressed in the classical teachings of the Zohar, Lurianic Kabbalah, Hasidism, and in modern and contemporary Jewish mysticism. Topics of discussions include comparative mysticism, the nature of mystical experience, "New Age" spirituality, and popular culture and its influence on the spiritual quest. *Prerequisite: junior and senior Religious Studies majors and minors only.*

*03/04/11*

# SOCIOLOGY TOPICS COURSES
## *(from Fall 1998 to present)*

**SOC 311B *Topic: American Dream and Popular Culture in Film and Fiction*.** Critically examines the portrayal of social class in two important forms of popular culture, films and works of fiction, from a sociological vantage point. Encourages students to utilize the sociological perspective to analyze specific films and works of fiction that address issues of ideology, social class, social inequality, and social mobility. Considers such issues as power, privilege, social justice, legal justice, and other pertinent issues relating to social class inequities.

**SOC 311C *Topic: Social Movements***. An examination of sociological approaches to social change, social movements and collective action, covering such topics as: movement formation, strategies and effectiveness, collective identities, counter-cultures, the media, and social control. Utilizes empirical research on several U.S. social movements including the civil rights, feminist, GLBT, and labor movements. Students will also complete independent research on a current social movement of their choice.

**SOC 311D *Topic: Gender and Society*.** An advanced analysis of gender in Western Society. Emphasizes the construction of femininity and masculinity in the context of major social institutions. Begins with a review of various approaches to the study of gender that include elements of symbolic interactionism, constuctionism, post-modernism, conflict theory, and feminist theory. Turns to specific institutional contexts of the construction and management of gender, including science, schools, family, the economy, and sport.

**SOC 311G *Topic: Ideology, the Mass Culture Industry, and Legitimation.*** Critically examines the mass culture industry as a dominant player in the legitimation process. Specific components of the dominant ideology such as individualism, meritocracy, and the American Dream will be analyzed from a sociological perspective.

**SOC 311H *Topic: Social Problems in Film and Fiction***. Encourages students to utilize the sociological perspective as they analyze specific films and works of fiction that address the human condition, specifically those aspects of the human condition that create or result in "social problems." The central focus will be to assist students in their understanding of the manner in which specific components of popular culture influence public perceptions of social problems and the concomitant social policy debates.

*03/04/11*

# THEATRE ARTS & DANCE TOPICS COURSES
## *(from Fall 1998 to present)*

**DAN 205A *Topic: Dance of Other Cultures*.** Explores regional and ethnic dances augmented by related cultural experiences. Selected cultures and their dances are explored via in-class participation, and supplemented by videos, class lectures, guest lecture-demonstrations, extracurricular folk dance field trips, and attendance at live performances.

**THE 250A *Topic: Improvisational Theatre I: Plot, Storyline, Narration and Structure***. Provides the skills necessary for students to make their own scenes -- comedic, satiric, and dramatic -- through teamwork, enhanced listening, and the application of basic principles. No prior experience is necessary. Discover the excitement of truly acting in the moment, while releasing your inner playwright and director.

**THE 205A *Topic: History of the American Musical Film*.** Historical overview of the development of American film and the film industry from the early 20th-century to present. Films selected represent various examples of cinematic techniques basic to all film making and illustrate multiple genres. Discusses, in detail, a number of movies; historical trends in the industry; and all types of movie workers, performers, directors, producers, musicians, designers and others contributing to the art of film making.

**THE 205B *Topic: History of American Musical Theatre***. The American musical stage, one critic has noted, included "the minstrel show, burlesque and extravaganza, comic opera, operetta, vaudeville revue, and musical comedy." It is a "large popular genre with many subgenres, each with its own formulas and conventions and each reflecting American values, tastes, and character." Music used in films and television productions is derived from the musical stage, and opera houses increasingly add Broadway musicals to their repertoires -- both activities emerging from a history of American musicals beginning more than 200 years ago. The American musical has some claim to be termed indigenous and central to America's cultural life.

**THE 250B *Topic: Improvisational Theatre II: Physicality, Mime and Locale*.** Continues students' growth in the field of improvisational scene work. Areas of concentration include enhancing physical presence and awareness; exploring the use of space objects, mime, and the impact of the immediate environment; examining staging devices and principles; and pursuing heightened physicality through gibberish scenic work. *Prerequisite*: *THE 250A Improvisational Theatre I* or consent.

**THE 250C *Topic: Audition Technique* - "3 Minutes Or Under."** The goal of the class is to create a polished audition piece that is ready to go. By the semester's end each student will have two contrasting monologues and 16 bars of a song (optional) that they can execute professionally in three minutes or less. By reading both classical and contemporary works, students will find monologues that are best suited to them, while building their repertoire of plays and playwrights. They will learn to cut or edit their pieces (or songs) as needed, make clean transitions between their monologues, work within timed parameters and introduce themselves and their work with confidence. Focus also be given to cold readings, resume formatting, and callbacks.

**THE 310 *WinterFest VI: Theatre Production***. Provides practical theatre experience through participation in student-directed productions in the Fred Stone Theatre and an in-depth examination of the

practical elements of directing, designing, and constructing a production. Students are assigned to one of the crews -- construction, properties, costumes, sound/lighting/painting -- and/or an acting role. Includes an academic analysis of the play(s) being produced and a focus on the practical collaboration inherent in presenting plays for public audiences.

**THE 350A** ***Topic: Second Stage***. Investigates and produces leading contemporary playwrights. Student directed, designed, and performed productions in a four-part series concurrent with the Annie Russell Theatre main stage productions. *By audition; register in department.*

**THE 350A** ***Topic: Stage Management***. Introduces students to the work of the stage manager in theatrical production. Explores the stage manager's vital role as the primary communicator and mediator in the collaborative process. Provides practical experience in scheduling, blocking notation, prompt book preparation, reports, and calling cues. *No prior experience necessary*.

**THE 350B** ***Topic: Improvisational Theatre I: Plot, Storyline, Narration, and Structure.*** Provides skills necessary for students to make their own scenes – comedic, satiric, and dramatic – through teamwork, enhanced listening, and the application of basic principles. No prior experience is necessary. Discover the excitement of truly acting in the moment, while releasing your inner playwright and director.

**THE 350B** ***Topic: Rollins Improv Players***. Provides a focused venue for the practical application of improvisational techniques honed in the laboratory. Students devise and prepare shortform, longform, and experimental improv structures for public performance. *Instructor's consent (register in department). Graded on a Credit/No-Credit (CR/NC) basis only.*

**THE 350B** ***Topic: Singing and Acting: A Match Made in Music.*** Integrates principals of technical vocal performance and musical acting. Students will at times be split into two groups: actors focusing on integrating vocal technique into performance, and singers focusing on dramatic interpretation. Groups will then come together in an exchange of experiences and ideas in both areas. Co-taught by faculty from the Department of Music and The Department of Theatre Arts and Dance.

**THE 350C** ***Topic: Advanced Musical Theatre.*** Examines advanced aspects of the musical theatre form, focusing on critical elements of textual and musical analysis. Explores ensemble and individual performance issues, audition skills, integration of acting and vocal techniques, and refines ability to seamlessly integrate the spoken word and the sung phrase.

**THE 350C** ***Topic: Advanced Voice and Speech.*** Advanced Voice and Speech is both an application course as well as an introduction to the process of vocal production beyond the "free" voice. Course materials will be drawn from the work of Arthur Lessac and Tadashi Suzuki among others. *Prerequisite: THE 136.*

**THE 350C** ***Topic: Edward Albee in Residence*** – ***Playwriting.*** Albee will be in residence from October 15– November 15, 2003 as a Thomas P. Johnson Distinguished Visiting Artist. To enroll in this course, students must submit a full-length or one-act play manuscript to the Department of Theatre Arts by not later than the first day of Fall Term 2003 classes. Play reading list (to be announced) will also be required. Note: Two-semester-hour (2) seminar.

**THE 350E *Topic: Contemporary Dramatic Literature***. Twenty-first century dramatic literature has plenty to say about the state of America and its theatre. This course immerses the student in a panoply of brand-new theatrical voices and visions.

**THE 350J *Topic: Acting For The Camera***. Specialized acting course that explores the skills and techniques used in performance for film and television. Through lectures, dialogue, in-class exercises, and outside classroom assignments, students will gain valuable experience and a practical understanding of on-camera role play, learn basic aspects of camera and lighting, and develop prepared audition pieces specifically suited for film and television auditions and scene work. *Open to junior and senior Theatre Arts majors only.*

**THE 350K *Topic: Make-Up Design.*** Students are introduced to the theory and practice of stage make-up design through a combination of lecture, discussion, demonstration, and intensive hands-on application. Topics covered include facial structure, color theory, and the development of character through make-up.

**THE 350K/ENG 329N Topic: Troubling the Waters—The Plays of Tony Kushner**. Kushner's plays challenge our values, pose compelling questions, and offer pleas for compassion and understanding. Aligned with the Pulitzer prize-winning playwright's visit to Rollins in April 2011, this course examines themes in Kushner's works including *Angels in America: Parts One and Two*; *A Bright Room Called Day*; the musical *Caroline, or Change*; and the children's book *Brundibar* (a collaboration with Maurice Sendak). Co-taught by a Theatre and an English professor, *Troubling the Waters* will consist of both close readings, discussions, and staging of scenes/monologues from Kushner's plays and adaptations. Previous performance experience is not required. *Restrictions: Professor's consent required.*

**THE 350M *Topic: History of the American Film Musical***. The film musical is one of the few particularly American art forms and, at its best, is certainly art. The French make crime films that are equal to ours, the British publish comedy, and the Italians and Germans have even taken over the American Western with some success. But if you ask what movie musical worth anything has been produced under any auspices except Hollywood's, the answer is, none. Course places the history of movie musicals in its proper perspective, from *The Jazz Singer* (1927) to the present. Special emphasis placed on films, personalities, trends, and innovations.

**THE 350Q *Topic: Feminist Theatre and Performance.*** Since the 1960s, more than 200 self-identified feminist theatre groups have emerged in the U.S. alone. They vary in organization, repertoire, and mission, but most share basic principles: we live in a sexist society; gender norms limit both men and women; and theatre has traditionally told men's stories. Examines theatre companies and practitioners throughout the world who have committed themselves to telling "women's stories" in performances ranging from traditional plays, to performance art, and even cybertheatre. Explores ways in which a feminist perspective shapes both the content and form of theatrical practice by creating a feminist theatre project. *(No previous acting experience required or expected!)*

**THE 350 R *Topic: Devised Theater* - "Something From Nothing."** Since Broadway continues to recycle movies from the 1980's into musicals of today, it's time to create something new. The goal of the class is to create a totally original devised piece of theater based on/inspired by a specific idea, image or event. Students are encouraged to collaborate. Bringing elements to the project and experimenting with an aspect of the work that may be new to them. The project may include film, video, mixed media, and

music and may even occur in a site other than the theater! Class time will be combined with working on the piece and writing, acting, movement and ensemble building exercises.

**THE 350S** ***Topic: Improv III – Longform***. Charts the development of contemporary Western longform, exploring formats and structural devices from various improvisational practitioners such as Johnstone, Spolin, Close, and their artistic descendants. Building from an applied understanding of existing forms, students will collectively create and refine an original longform performance piece that will debut as the culmination of the semester. *Instructor's consent (register in department).*

**THE 350T** ***Topic: Voice III – Dialects***. Students study 3-5 different patterns of speech as reflected in patterns of pronunciation. Dialects may be drawn from North American, European, or Asian Pacific cultures and/or regionally specific populations. While geared for the theater, the course is available to any student having completed the prerequisite class. *Prerequisite: THE 136.*

**THE 350U** ***Topic: Acting V – Triune Brain***. Students learn to apply the Triune Brain Method of character development to a broad cross-section of theatrical material drawn from American and European writers. The Triune Brain Method was developed by Professor Zivot and used exclusively at his Los Angeles school, the Gymnasia Theatrica. *Prerequisite: THE 233 or instructor's consent.*

**THE 350W** ***Topic: Forbidden Acts: The Queer Aesthetic in 20th Century Theatre & Film*** **.** What is queer theatre and film? Is it work that explores gay, lesbian, bisexual, or transgendered experiences or is "queerness" a marginal point of view? Historically, queer is an insult, calling someone out as not normal. In reclaiming queer, performance activists declare their intention to challenge cultural norms. Introduces students to queer aesthetics and theories through an examination of plays and films made by contemporary queer artists. Develops students' abilities to write cogent critical essays about dramatic literature and film using a queer theoretical lens and creates an understanding that dramatic texts are both literary documents and blueprints for live, staged events. Plays and films under consideration include: *The Children's Hour, Bent, As Is, The Laramie Project, Cat on a Hot Tin Roof, Angels in America, Boys Don't Cry, Brokeback Mountain, In & Out,* and *Transamerica*. *Critical Media and Cultural Studies major and Film minor elective*.

**THE 450A** ***Topic: Advanced Audition Technique*****.** Course will address the advanced student actor's ability to apply classroom and production knowledge to the vastly differing audition environments of stage, television, and film. Cold reading, headshots and resumes, and interview technique will be covered. *Prerequisite: open to junior and senior theatre arts majors only.*

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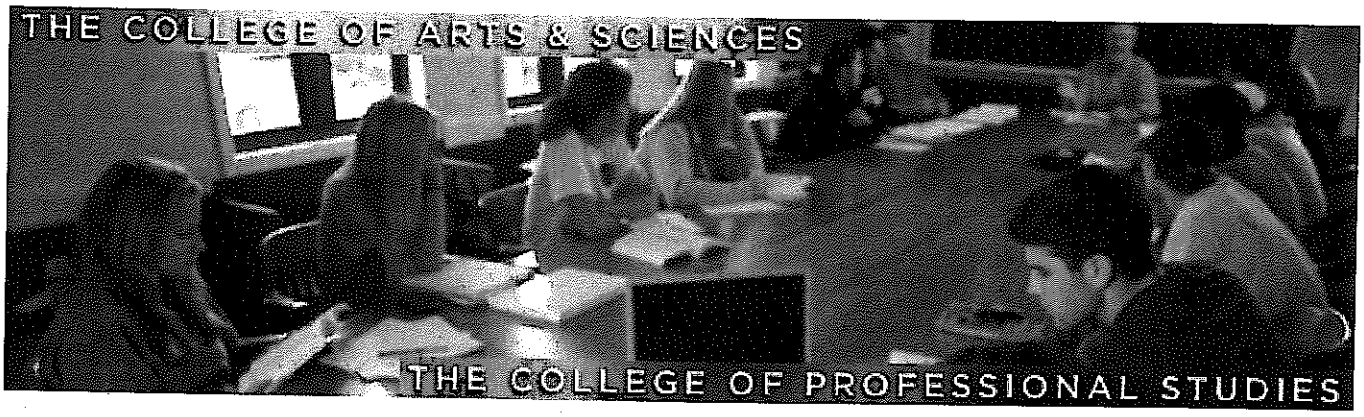
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**Topics Archive**

Topic course descriptions




**College of Arts & Sciences**

True to its name, a liberal arts education is a process of liberating the mind.

**College of Professional Studies**

Offering programs that employ a liberal education as a life-long foundation for professional growth.

**Crummer Graduate School of Business**

The Rollins MBA has been ranked among the finest graduate business programs in America by *Forbes* magazine.

**Hamilton Holt School**

Evening bachelor's and master's degree programs are designed especially for adults seeking personal or professional growth.

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Martin Luther King III, Conversation with Students-Thursday, November 15, 2012 12:30 PM

End of Term 8 - KEMBA Class 02 - Crummer Graduate School of Business-Friday, December 14, 2012

Start of Term 9 - KEMBA Class 02 - Crummer Graduate School of Business-Saturday, December 15, 2012

End of Term 9 - KEMBA Class 02 - Crummer Graduate School of Business-Friday, February 15, 2013

Start of Term 10 - KEMBA Class 02 - Crummer Graduate School of Business-Saturday, February 16, 2013

End of Term 10 - KEMBA Class 02 - Crummer Graduate School of Business-Wednesday, March 13, 2013

More Dates and Deadlines

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# Arts and Sciences Catalogue Revisions

***Changes are listed by term, latest term first.***

| Catalogue Section | Sub Section | Date to Web |
|---|---|---|
| ***Effective Fall Term 2012*** | | |
| Academic Regulations | LEAVES and WITHDRAWALS - changed which department LOA requests go to | 10-8-12 |
| Courses of Instruction | ANTHROPOLOGY - *Replace core requirement ANT 323 with ANT 228* | 12-6-12 |
| Courses of Instruction | ANTHROPOLOGY - *ANT 255 title* correction | 7-18-12 |
| Courses of Instruction | ASIAN STUDIES - *revise paragraph under International Experience* | 7-10-12 |
| Courses of Instruction | BIOLOGY - *changed prerequisites for BIO 342* | 12-6-12 |
| Courses of Instruction | BIOLOGY - *add BIO 111* | 10-1-12 |
| Courses of Instruction | BIOLOGY - *add BIO 101* | 8-20-12 |
| Courses of Instruction | COMMUNICATION - major requirements, minor requirements | 12-20-12 |
| Courses of Instruction | COMPUTER SCIENCE - *major requirements, CMS 167/167L course number change, minor requirements* | 7-17-12 |

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|---|---|---|
| Courses of Instruction | ENVIRONMENTAL STUDIES - add *ENV 350* | 10-23-12 |
| Courses of Instruciton | INTERNATIONAL BUSINESS - *remove INB 233 prerequisite from INB 300* | 11-14-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - changed prerequisites for *INB 230, INB 300, INB 311/311F, INB 337, INB 345, and INB 372* | 10-12-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 102, INB 302, INB 340, INB 350* | 7-19-12 |
| Courses of Instruction | INTERNATIONAL RELATIONS - major requirements | 10-23-12 |
| Courses of Instruction | MIDDLE EASTERN AND NORTH AFRICAN STUDIES - added minor | 10-22-12 |
| Courses of Instruction | PHYSICS - *changed corequisites and prerequisites for: PHY 131, PHY 132, PHY 233, PHY 411, and PHY 412* | 12-6-12 |
| Courses of Instruction | THEATRE ARTS & DANCE - *course number change THE 211 to THE 112* | 7-19-12 |
| ***Effective Spring Term 2012*** | | |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 201, ANT 350, ANT 360* | 3-7-12 |
| Courses of Instruction | ANTHROPOLOGY - *add prerequisites to: ANT 315, ANT 351, ANT 362, ANT 370, ANT 380, ANT 426, ANT 452* | 12-2-11 |
| Courses of Instruction | ART & ART HISTORY - *change prerequisites on: ART 234/334, ART 300, ART 310* | 3-26-12 |
| Courses of Instruction | ART & ART HISTORY - *ART 210 course number change* | 3-13-12 |
| Courses of Instruction | ART & ART HISTORY - *add ARH 236, ARH 237, ARH 270, ARH 342, title change ARH 220* | 3-7-12 |
| Courses of Instruction | ASIAN STUDIES - *change course titles, CHN 101 and CHN 102* | 2-14-12 |

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| Courses of Instruction | ECONOMICS - *add ECO 250* | 3-7-12 |
| Courses of Instruction | EDUCATION - *major requirements* | 12-2-11 |
| Courses of Instruction | ENGLISH - *add ENG 206, ENG 209, ENG 278, description change ENG 273* | 3-7-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 233 and INB 236* | 3-7-12 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *major requirements, area studies requirements, minor requirements* | 12-2-11 |
| Courses of Instruction | LATIN AMERICAN & CARIBBEAN STUDIES - *mission statement change* | 3-7-12 |
| Courses of Instruction | MARINE BIOLOGY - *Biology elective* | 12-2-11 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - Spanish electives (non-native speakers program) | 3-12-12 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *add SPN 201, SPN 202, SPN 210R* | 3-7-12 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *change course titles, CHN 101 and CHN 102* | 2-14-12 |
| Courses of Instruction | MUSIC - *add MUS 121 and MUS 455, description change MUS 363* | 3-7-12 |
| Courses of Instruction | PHYSICAL EDUCATION - *added Cycling to Electives* | 3-7-12 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 304, POL 306, POL 307, POL 308* | 3-7-12 |
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| Student Financial Aid | Changed title of Rollins Cornell Scholarship to Rollins Alfond Scholarship | 4-27-12 |
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| Academic Regulations | Leaves and Withdrawals | 7-21-11 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 302* | 7-15-11 |
| Courses of Instruction | ART - *remove prerequisite from ART 223* | 9-6-11 |
| Courses of Instruction | ART - *add ART 391* | 7-15-11 |
| Courses of Instruction | BIOLOGY - *major requirements, minor requirements, delete BIO 385F, BIO 386F, and BIO 387F* | 6-21-11 |
| Courses of Instruction | BIOLOGY - *add BIO 301* | 7-15-11 |
| Courses of Instruction | CRITICAL MEDIA AND CULTURAL STUDIES - *add CMC 210, CMC 310* | 7-15-11 |
| Courses of Instruction | ECONOMICS - *add ECO 242, ECO 308* | 7-15-11 |
| Courses of Instruction | ENGLISH - *add ENG 216* | 7-15-11 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 200, INB 300* | 7-15-11 |
| Courses of Instruction | MARINE BIOLOGY - *major requirements* | 6-7-11 |
| Courses of Instruction | MATHEMATICS - *add MAT 410* | 7-15-11 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *add CHN 251* | 7-15-11 |
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| Courses of Instruction | PHILOSOPHY AND RELIGIOUS STUDIES - *add PHI 242* | 7-15-11 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 314, PSY 324* | 7-15-11 |
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| Admission | First-Year Student Admission; Accelerated Management Program Admission; Transfer Student Admission; International Student Admission; Special Student Admission | 12-6-10 |
| Courses of Instruction | ART AND ART HISTORY - *add ART 230* | 1-18-11 |
| Courses of Instruction | ASIAN STUDIES - *minor requirements* | 6-1-11 |
| Courses of Instruction | ASIAN STUDIES - *add major, update minor description, add ASA 400* | 3-29-11 |
| Courses of Instruction | BIOLOGY - *add BIO 104, BIO 122, BIO 388* | 1-18-11 |
| Courses of Instruction | CHEMISTRY - *major requirements; minor requirements* | 3-31-11 |
| Courses of Instruction | COMMUNICATION - *minor requirements; add COM 305 and COM 425* | 3-18-11 |
| Courses of Instruction | CRITICAL MEDIA AND CULTURAL STUDIES (CMC) - description, major requirements, course descriptions | 4-28-11 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 380* | 2-23-11 |
| Courses of Instruction | ECONOMICS - *add ECO 313, ECO 377* | 1-18-11 |
| Courses of Instruction | EDUCATION - *add EDU 470* | 1-18-11 |
| Courses of Instruction | ENGLISH - *add ENG 396* | 1-18-11 |

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| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *add LAC 200* | 1-18-11 |
| Courses of Instruction | MODERN LANG. AND LIT. - *add CHN 401/402* | 1-18-11 |
| Courses of Instruction | MUSIC - *major requirements* | 6-2-11 |
| Courses of Instruction | MUSIC - *add MUS 210* | 1-18-11 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 304* | 1-18-11 |
| Courses of Instruction | PHYSICS - *prerequisite change for PHY 411* | 2-9-11 |
| Courses of Instruction | PHYSICS - *add PHY 240* | 1-18-11 |
| Courses of Instruction | POLITICS - *add POL 313* | 1-18-11 |
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| Courses of Instruction | ANTHROPOLOGY - *add ANT 255, 301* | 2-15-10 |
| Courses of Instruction | BIOCHEMISTRY - *delete BCH 431* and *BCH 432* | 8-11-10 |
| Courses of Instruction | BIOLOGY - *delete BIO 350* | 8-11-10 |
| Courses of Instruction | BIOLOGY - *add BIO 103* | 2-12-10 |
| Courses of Instruction | COMMUNICATION - *add COM 445* | 3-04-10 |
| Courses of Instruction | COMMUNICATION - *add COM 307* | 2-12-10 |
| Courses of Instruction | COMPUTER SCIENCE - *major requirements; minor requirements; description change CMS 151; title change CMS 375, 395, 450; prereq change CMS 375, 440; delete CMS 485, 495* | 5-17-10 |

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|---|---|---|
| Courses of Instruction | COMPUTER SCIENCE - *major requirements, add CMS 151, CMS 380* | 2-12-10 |
| Courses of Instruction | ECONOMICS - *add ECO 331, 310, 370* | 2-12-10 |
| Courses of Instruction | EDUCATION - *add EDU 210* | 4-01-10 |
| Courses of Instruction | ENGLISH - *add ENG 291, 335, 341, 342, 344, 390, 392, 395, 440, 490; delete ENG 150, 205, 206, 220, 274, 425; title and description change ENG 325* | 4-01-10 |
| Courses of Instruction | FILM STUDIES - *add FIL 350* | 2-15-10 |
| Courses of Instruction | HEALTH PROFESSIONS - *title and description change HPA 150* | 2-12-10 |
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| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 214* | 3-04-10 |
| Courses of Instruction | MATHEMATICS - *change prereq MAT 110* | 3-04-10 |
| Courses of Instruction | MATHEMATICS - *add MAT 419* | 2-12-10 |
| Courses of Instruction | MODERN LANG. & LIT. - *add GMN 252, 352* | 4-01-10 |
| Courses of Instruction | MUSIC - major requirements; add *MUS 495* | 9-3-10 |
| Courses of Instruction | MUSIC - *add MUS 150, 153, 154, 292, 360; title and description change MUS 260* | 2-15-10 |
| Courses of Instruction | MUSIC - *number and description change MUA 201, MUA 202; add MUA 102, MUA 201C* | 7-12-10 |
| Courses of Instruction | MUSIC - major requirements | 8-19-10 |
| Courses of Instruction | PSYCHOLOGY - description change; major requirements; minor requirements; multiple course number, description, and prerequisite changes. | 8-11-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *delete REL 318; title and/or minor description change REL 135, 170, 220* | 4-06-10 |

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| Courses of Instruction | PHILOSOPHY AND RELIGION - *add PHI 312* | 3-04-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 237* | 2-12-10 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 470, title change POL 358* | 2-15-10 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 312, 327, 329, 332, 342, 491, 492, 493, 494, 495; new title and description PSY 324* | 4-01-10 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 150, 155, 203, 250, 302, 309, 313, 314, 319, 345, 354; delete PSY 254* | 2-12-10 |
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| Courses of Instruction | ANTHROPOLOGY - *delete ANT 253, 255, 256, 257, 258, 265, 338* | 10-08-09 |
| Courses of Instruction | ART AND ART HISTORY - *prereq change ART 251* | 1-21-10 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *introduction, major requirements* | 10-26-09 |
| Courses of Instruction | BIOLOGY - *major requirements, minor requirements, delete BIO 320, add BIO 211, 230, 325, prereq changes BIO 308, 311,* | 10-26-09 |

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|---|---|---|
| | *312, 335, 341, 360, 370* | |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *introduction, major requirements, CMC 205/305 change to 250/350, prereq change CMC 400* | 10-27-09 |
| Courses of Instruction | EDUCATION - *prereq change EDU 335* | 11-21-09 |
| Courses of Instruction | HISTORY - *add HIS 120* | 12-21-09 |
| Courses of Instruction | HISTORY - *add HIS 375* | 10-12-09 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *prereq change INB 397* | 10-22-09 |
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| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *title and description change LAC 200* | 12-21-09 |
| Courses of Instruction | MARINE BIOLOGY - *major requirements* | 10-26-09 |
| Courses of Instruction | MATHEMATICS - *prereq changes MAT 110, 111, 140, 305* | 10-22-09 |
| Courses of Instruction | MATHEMATICS - *add MAT 108* | 10-12-09 |
| Courses of Instruction | MUSIC - *add MUS 286, 386, 388* | 10-16-09 |
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| Courses of Instruction | AFRICAN/AFRICAN-AMER STUD - *extensive curriculum revisions* | 3-17-09 |
| Courses of Instruction | ANTHROPOLOGY - *delete ANT 208, 211, 212, 262, 314. 335, 355, 360, 475* | 2-06-09 |
| Courses of Instruction | ART AND ART HISTORY - Studio Art: *extensive curriculum revisions* | 2-13-09 |
| Courses of Instruction | BIOLOGY - *add BIO 100* | 2-26-09 |
| Courses of Instruction | BIOLOGY - *add BIO 240* | 2-12-09 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions* | 8-21-09 |
| Courses of Instruction | CHEMISTRY - *add CHM 121, 350, 445, 450; delete CHM 390* | 4-23-09 |
| Courses of Instruction | CHEMISTRY - *add CHM 103* | 2-12-09 |
| Courses of Instruction | CLASSICAL STUDIES - *add new major; Minor Requirements; title and description change CLS 203 and 305; add CLS 306* | 5-07-09 |
| Courses of Instruction | CLASSICAL STUDIES - *add CLS 204* | 2-12-09 |
| Courses of Instruction | ENGLISH - *description change ENG 201 and 202* | 3-24-09 |
| Courses of Instruction | ENGLISH - *Major Requirements; Minor Requirements; add ENG* | 2-19-09 |

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|---|---|---|
| | *304A, 304B, 304C, 306; number, title, and description change ENG 221; title and description change ENG 303, 305; delete ENG 304* | |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *renumber ENV 220 to ENV 225* | 10-01-09 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *add ENV 105* | 4-30-09 |
| Courses of Instruction | HISTORY - *title change HIS 350* | 3-24-09 |
| Courses of Instruction | HISTORY - *title change HIS 142, 143, 346, 373; delete HIS 247, 310, 333, 334, 338, 344/345, 351, 381, 392; course number changes HIS 108 and 109* | 3-12-09 |
| Courses of Instruction | MATHEMATICS - *add MAT 201, 320* | 2-12-09 |
| Courses of Instruction | MODERN LANG. & LIT. - *add ARA 201 and 202* | 2-19-09 |
| Courses of Instruction | PHYSICAL EDUCATION - *electives* | 4-09-09 |
| Courses of Instruction | PHYSICS - *extensive curriculum revisions* | 2-16-09 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 210* | 4-14-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *title and description change THE 480, delete THE 482 and 483* | 3-24-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *changes to Theatre Studies Emphasis; add THE 203, 205, 206, 220, 248, 260, 304; add DAN 220; delete THE 301, 303, 305* | 2-16-09 |
| Special Degree Programs | Pre-Engineering Program | 9-10-09 |
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| Academic Regulations | Dropping Courses | 1-13-09 |
| Courses of Instruction | ART AND ART HISTORY - Art History: *Introduction; Major Requirements; Minor* | 11-03-08 |

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| | *Requirements; delete ARH 241, ARH 290; title change ARH 450* | |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *Introduction, Major Requirements, Recommendations* | 10-23-08 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *add BCH 335, 435* | 10-09-08 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *Introduction; Major Requirements; prereq changes: CMC 100, 200, 400* | 12-23-08 |
| Courses of Instruction | ENGLISH - *Policies in the Major, Minor Requirements* | 10-21-08 |
| Courses of Instruction | HISTORY - *add HIS 311* | 10-09-08 |
| Courses of Instruction | MATHEMATICS - *delete MAT 480* | 10-02-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *add CHN 151, CHN 152, GMN 161, GMN 261* | 10-07-08 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 324* | 10-02-08 |
| Curriculum and Curricular Requirements | Commencement | 11-06-08 |

***Effective Fall Term 2008***

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| Academic Regulations | Enrollment Deposit | 5-22-08 |
| Campus Life | Community Responsibility | 07-29-08 |
| Courses of Instruction | ART AND ART HISTORY - *ART 241 add to description, ART 450 add prereq* | 3-27-08 |
| Courses of Instruction | ART AND ART HISTORY - *add ART 440* | 2-25-08 |
| Courses of Instruction | BIOLOGY - *prereq changes to BIO 385F, 386F, 387F* | 7-22-08 |
| Courses of Instruction | BIOLOGY - *changed prereqs when ENV 120 to ENV 220* | 3-27-08 |
| Courses of Instruction | CLASSICAL STUDIES - *change to Minor Only, effective 4-10-08* | 4-29-08 |

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| | *as adopted by Executive Committee* | |
| Courses of Instruction | COMPUTER SCIENCE - *Major Requirements; Minor Requirements; delete CMS 147, 157, 250, 370, 380; add CMS 230, 330, 450; changes to CMS 170, 270, 430, 480* | 2-19-08 |
| Courses of Instruction | ENGLISH - *add Policies for the Major section* | 5-13-08 |
| Courses of Instruction | ENGLISH - *add ENG 412* | 3-27-08 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *Introduction; Major Requirements; Minor Requirements; delete ENV 101, 120, 216, 284, 330, 362, 383; description and/or prereq changes ENV 130, 205/305, 206, 240, 270, 289, 302, 323, 325, 343, 347,348, 353, 365, 372, 375, 377, 380, 385, 386, 389, and 413; title and description changes ENV 220, 308* | 4-04-08 |
| Courses of Instruction | HISTORY - *add HIS 352, 353* | 4-10-08 |
| Courses of Instruction | HONORS DEGREE - *entire curriculum revised* | 5-20-08 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *International Experience* | 5-20-08 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 315* | 2-25-08 |
| Courses of Instruction | MATHEMATICS - *add MAT 440* | 3-27-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *add ARA 101, 102; add HBR 101, 102, 201, 202; add SPN 337, 344* | 3-27-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *SPN 210C, 210G, 210S prereq changes* | 3-07-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *RSN 227 title change* | 2-19-08 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 385* | 2-25-08 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *remove all Hebrew language courses to add to Modern* | 3-27-08 |

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| | *Languages and Literatures* | |
| Curriculum and Curricular Requirements | Minor Requirements | 9-22-08 |
| Curriculum and Curricular Requirements | Majors | 4-29-08 |
| Special Degree Programs | The Honors Degree Program | 5-19-08 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Courses of Instruction | ART AND ART HISTORY - *ARH 101 title and description change and add to electives list* | 10-01-07 |
| Course of Instruction | ASIAN STUDIES - *minor requirements-REL 113 title change* | 1-31-08 |
| Courses of Instruction | BIOLOGY - *add BIO 201* | 9-27-07 |
| Courses of Instruction | CLASSICAL STUDIES - *CLS 105 title and description change, CLS 232 title change* | 9-27-07 |
| Courses of Instruction | COMMUNICATION - *add COM 304* | 9-27-07 |
| Courses of Instruction | EDUCATION - *EED 369 prereq change* | 1-17-08 |
| Courses of Instruction | EDUCATION - *EDU 470 coreq correction* | 10-04-07 |
| Courses of Instruction | ENGLISH - *ENG 273 prereq* | 2-07-08 |
| Courses of Instruction | ENGLISH -*Professional Writing Concentration Core Courses, ENG 210 title change* | 1-31-08 |
| Courses of Instruction | HISTORY - *add HIS 347, 360* | 12-04-07 |
| Courses of Instruction | HISTORY - *add HIS 235* | 9-27-07 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 365* | 9-27-07 |
| Courses of Instruction | MATHEMATICS - *MAT 211 prereq* | 11-06-07 |
| Courses of Instruction | MATHEMATICS - *add MAT 310* | 10-03-07 |

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| Courses of Instruction | MATHEMATICS - *MAT 140 description change* | 9-27-07 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *Religious Studies: core courses and electives, minor requirements, REL 113 title change* | 1-31-08 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 236, 240, 241, 325, 340, and 490* | 10-04-07 |
| ***Effective Fall Term 2007*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Leaves and Withdrawals | 6-12-07 |
| Academic Regulations | Academic Warning, Probation, and Dismissal; Minimum Academic Standards | 4-13-07 |
| Academic Regulations | Enrollment Deposit - *new section* | 3-12-07 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 208, 212, 314, 377, 451, 453; title and description change ANT 262* | 2-09-07 |
| Courses of Instruction | ART AND ART HISTORY - *add ARH 450* | 2-09-07 |
| Courses of Instruction | BIOLOGY - *double major policy* | 8-13-07 |
| Courses of Instruction | COMMUNICATION - *add COM 380* | 2-09-07 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *new major* | 3-14-07 |
| Courses of Instruction | ECONOMICS - *add ECO 371* | 2-09-07 |
| Courses of Instruction | ENGLISH - *major requirements* | 9-17-07 |
| Courses of Instruction | ENGLISH - *ENG 190 description change* | 6-05-07 |
| Courses of Instruction | ENGLISH - *add ENG 370; delete ENG 101 from all prereqs; change prereqs ENG 190, 303, and 304;* | 2-09-07 4-10-07 |
| Courses of Instruction | HEALTH PROFESSIONS - *add HPA 175F* | 7-17-07 |
| Courses of Instruction | HEALTH PROFESSIONS - *add HPA 150, 397.* | 5-11-07 |

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| Courses of Instruction | INTERNATIONAL BUSINESS - *INB 390 prerequisites* | 2-23-07 |
| Courses of Instruction | JEWISH STUDIES - *electives* | 7-19-07 |
| Courses of Instruction | MARINE BIOLOGY - *double major policy* | 8-13-07 |
| Courses of Instruction | MATHEMATICS - *MAT 140 prerequisites* | 7-03-07 |
| Courses of Instruction | MODERN LANG. & LIT. - *add SPN 335, 336, 338, 340; title change only SPN 321, 322, 330; delete SPN 331/333, replace with new SPN 331 and 333; delete SPN 332/334, replace with new SPN 332 and 334; new titles and descriptions SPN 431, 432* | 2-12-07 |
| Courses of Instruction | MUSIC - *ensembles grading* | 8-13-07 |
| Courses of Instruction | MUSIC - *change MUS 123 to 223* | 2-12-07 |
| Courses of Instruction | PHILOSOPHY AND RELIGION: *delete REL 114, 221, 225, 424, 329, 341, 361; title change REL 223, 235* | 7-19-07 |
| Courses of Instruction | POLITICAL SCIENCE - *extensive curriculum revisions; add POL 240B, 375, 376, 377; delete POL 311* | 6-05-07 |
| Courses of Instruction | POLITICAL SCIENCE - *change INT 223 to POL 223* | 3-02-07 |
| Courses of Instruction | POLITICAL SCIENCE - *title and description change POL 333; add POL 323* | 2-09-07 |
| Courses of Instruction | THEATRE ARTS & DANCE - *major requirements change; title change THE 480, 481, 482, 483* | 7-26-07 |
| Curriculum and Curricular Requirements | Majors list - *add Critical Media and Cultural Studies* | 3-14-07 |
| Educational Programs and Opportunities | Internships | 6-08-07 |
| Endowed Chairs | *Removed page and linked to official Public Relations page* | 4-04-07 |
| ***Effective Spring Term 2007*** | | |

| Catalogue Section | Sub Section | Date to Web |
|---|---|---|
| Courses of Instruction | ART AND ART HISTORY - *add ART 380/380F* | 9-27-06 |
| Courses of Instruction | BIOLOGY - *add BIO 335, 435; delete BIO 284* | 10-13-06 |
| Courses of Instruction | BIOLOGY - *add BIO 109* | 9-25-06 |
| Courses of Instruction | COMPUTER SCIENCE - *prereq ECO 430* | 10-06-06 |
| Courses of Instruction | ECONOMICS - *clarification in first paragraph* | 1-24-07 |
| Courses of Instruction | ECONOMICS - *prereq ECO 221* | 9-22-06 |
| Courses of Instruction | ENGLISH - *change ENG 496 to 475* | 1-30-07 |
| Courses of Instruction | ENGLISH - *delete prereqs for all ENG 367's* | 11-13-06 |
| Courses of Instruction | ENGLISH - *prereq ENG 260 , 303, 304* | 9-27-06 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *change BIO elective for Landscape/Environmental Track* | 10-13-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *title change INB 230* | 10-13-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 311F* | 9-27-06 |
| Courses of Instruction | MARINE BIOLOGY - *add new major* | 10-26-06 |
| Courses of Instruction | MATHEMATICS - *Typical Schedule, minor requirements* | 1-24-07 |
| Courses of Instruction | MATHEMATICS - *prereqs MAT 390/490* | 10-04-06 |
| Courses of Instruction | MODERN LANG. & LIT. - *add CHN 101, 102, 201, 202, 301, 302* | 9-25-06 |
| Courses of Instruction | MUSIC - *add MUS 330, prereq MUS 351/352* | 9-25-06 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 410* | 9-25-06 |
| Courses of Instruction | PSYCHOLOGY - *prereq PSY 474* | 10-06-06 |

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| Courses of Instruction | THEATRE ARTS AND DANCE - *title change THE 133, 136, 233, 236, 332, 333, 433; description change THE 331, 322* | 10-05-06 |
| Curriculum and Curricular Requirements | List of Majors - *add Marine Biology* | 10-13-06 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Minimum Academic Standards | 8-18-06 |
| Academic Regulations | Other College and University Credit | 8-10-06 |
| Academic Regulations | Grades | 8-01-06 |
| Academic Regulations | Withdrawal and Readmission | 7-19-06 |
| Academic Regulations | Academic Standing; Academic Warning, Probation, and Dismissal; Readmission from Dismissal | 7-12-06 |
| Academic Regulations | Course Loads, Dropping Courses | 7-06-06 |
| Academic Regulations | Appeals of Academic Policies | 6-28-06 |
| Academic Regulations | Academic Honor Code, Other College and University Credit, Requirements for Second Bachelor's Degree | 6-15-06 |
| Admission | First-Year Student Admission, Accelerated Management Program Admission | 6-15-06 |
| Campus Life | Arts and Theatre, Counseling Services, Health Services, Office of Multicultural Affairs, Student Involvement and Leadership | 6-27-06 |
| Campus Life | Athletics and Intramurals | 6-15-06 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 217* | 3-17-06 |
| Courses of Instruction | ART AND ART HISTORY - *add ARH 203* | 3-17-06 |
| Courses of Instruction | BIOLOGY - *correction of major requirements* | 9-07-06 |

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| Courses of Instruction | BIOLOGY - *change major requirements; change biology electives; add BIO 210, 350* | 3-17-06 |
| Courses of Instruction | CHEMISTRY - *add CHM 104, 109* | 3-17-06 |
| Courses of Instruction | ENGLISH - *major and minor requirements revisions; WRITING extensive curriculum revision; add ENG 221, 380, 496; delete ENG 170, 290, 390, 490* | 6-27-06 |
| Courses of Instruction | ENGLISH - *description change ENG 273* | 4-25-06 |
| Courses of Instruction | COMMUNICATION - correct *INT 399 to INT 397* | 6-21-06 |
| Courses of Instruction | ENGLISH - *add ENG 190, 211, 475* | 3-17-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *introduction* | 9-12-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *business minor renamed international business minor* | 5-12-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 201* | 3-17-06 |
| Courses of Instruction | MATHEMATICS - *title change MAT 455, title and description change MAT 460* | 3-17-06 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 330, 332, 355 (also added these courses to International Relations electives)* | 3-17-06 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add 6th emphasis to major requirements* | 4-28-06 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *prereq changes THE 133, 211, 233, 333; description change THE 418/419* | 4-06-06 |
| Curriculum and Curricular Requirements | Self-Designed Majors | 6-28-06 |
| Educational Programs and Opportunities | International and Off-Campus Study | 8-09-06 |

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| Educational Programs and Opportunities | Olin Library | 7-19-06 |
| Educational Programs and Opportunities | Office of External and Competitive Scholarships | 7-12-06 |
| Educational Programs and Opportunities | Internships; Rollins in London, England | 7-05-06 |
| Educational Programs and Opportunities | Thomas P. Johnson Student Resource Center | 6-28-06 |
| Educational Programs and Opportunities | Career Services, Information Technology, Rollins Conference Courses | 6-15-06 |
| Introduction | | 7-18-06 |
| Special Degree Programs | Accelerated Management Program | 6-28-06 |
| Student Financial Aid | Introduction, Financial Aid Programs, Standards of Satisfactory Academic Progress | 6-27-06 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Admission | International Student Admission | 10-12-05 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 320* | 9-28-05 |
| Courses of Instruction | AUSTRALIAN STUDIES - *add AUS 240* | 9-28-05 |
| Courses of Instruction | ART - *correct prereqs on ART 342, ART 372* | 2-08-06 |
| Courses of Instruction | BIOLOGY - a*dd BIO 105, BIO 106; title and description change to BIO 330* | 9-28-05 |
| Courses of Instruction | CHEMISTRY - a*dd CHM 107* | 9-28-05 |
| Courses of Instruction | COMMUNICATION - *add COM 335* | 9-28-05 |
| Courses of Instruction | EDUCATION - *change Sociological Foundations requirements and EDU 100 description.* | 12-02-05 |
| Courses of Instruction | EDUCATION - *add EDU 390* | 10-04-05 |

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| Courses of Instruction | ENGLISH - | |
| Courses of Instruction | ENGLISH - *add ENG 277* | 9-28-05 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *restructure major requirements* | 11-30-05 |
| Courses of Instruction | HISTORY - *add HIS 370* | 9-28-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *delete European Studies major* | 12-19-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *description change FRN 331* | 11-14-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *add SPN 342* | 9-28-05 |
| Courses of Instruction | PHYSICS - *add PHY 312* | 9-28-05 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 320* | 9-28-05 |
| Curriculum and Curricular Requirements | Major Requirements - *deleted European Studies* | 12-19-05 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Credit/No-Credit | 7-15-05 |
| Courses of Instruction | ANTHROPOLOGY - *title change to ANT 259, ANT 426* | 7-15-05 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 319* | 2-16-05 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *change chemistry major requirements* | 7-15-05 |
| Courses of Instruction | BIOLOGY - *change chemistry major and minor requirements and prereqs, add BIO 118, BIO 119* | 7-15-05 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements; course number, description, and title changes; course deletions; and prereqs* | 7-15-05 |

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| | *changes* | |
| Courses of Instruction | CHEMISTRY - *add CHM 301 and CHM 390* | 2-16-05 |
| Courses of Instruction | COMPUTER SCIENCE - *change CMS 167 to 167A/B, description change to CMS 270, and change to mathematics requirements.* | 7-15-05 |
| Courses of Instruction | EDUCATION - *major requirements course count* | 7-27-05 |
| Courses of Instruction | EDUCATION - *changes to: admission requirements for teacher education program, elementary education sequence, secondary education sequence, student teaching requirements, ESOL designations.* | 7-15-05 |
| Courses of Instruction | ECONOMICS - *change mathematics requirement to new MAT 140 number* | 7-15-05 |
| Courses of Instruction | ENGLISH - *prerequiste changes to ENG 360s, 367s, 467.* | 9-02-05 |
| Courses of Instruction | ENGLISH - *electives* | 8-26-05 |
| Courses of Instruction | ENGLISH - *delete ENG 391* | 7-15-05 |
| Courses of Instruction | ENGLISH - *add ENG 345* | 2-16-05 |
| Courses of Instruction | HEALTH PROFESSIONS ADVISING - *change suggested courses for Biology, Chemistry, Mathematics, and English* | 7-15-05 |
| Courses of Instruction | HISTORY - *add HIS 265* | 7-15-05 |
| Courses of Instruction | HISTORY - *add HIS 349* | 2-16-05 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *extensive curriculum revisions, including new major, minor, area studies requirements; course number, description, and title changes; course deletions; prereqs changes; add INB 347* | 7-15-05 |

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| Courses of Instruction | INTERNATIONAL RELATIONS - *changes to all major requirements* | 7-15-05 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *change department name from Affairs to Studies, add new minor, extensive curriculum revisions to major* | 7-15-05 |
| Courses of Instruction | MATHEMATICS - *major requirement change, change MAT 240 to MAT 140, title change to MAT 330, delete MAT 440, add MAT 485* | 7-15-05 |
| Courses of Instruction | MATHEMATICS - *add MAT 106* | 2-16-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *changes to native and nonnative curriculum requirements* | 7-15-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *change SPN 201 to SPN 110* | 2-22-05 |
| Courses of Instruction | MUSIC - *changes to major and minor requirements; title change to MUA 200, 200.3, 201, 202; delete MUS 125OL, 208, 490; add MUA 200.16/.17/.18/.19, MUS 385* | 7-15-05 |
| Courses of Instruction | MUSIC - *add MUS 190* | 2-16-05 |
| Courses of Instruction | PHYSICAL EDUCATION - *clarification of PEA and PEV requirements* | 7-15-05 |
| Courses of Instruction | PHYSICS - *major requirement sequence* | 8-03-05 |
| Courses of Instruction | PHYSICS - *changes to mathematics, chemistry, and pre-engineering requirements* | 7-15-05 |
| Courses of Instruction | POLITICAL SCIENCE - *addition to major additional requirements* | 7-20-05 |
| Courses of Instruction | POLITICAL SCIENCE - *title and course description change to POL 325* | 7-15-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *extensive curriculum revisions, including new major and minor requirements; course number* | 7-15-05 |

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| | *changes; course deletions; and prereqs changes* | |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 136, 236* | 2-21-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 210, 221, 225, 234, 325, 336, 343, 480, 481, 482, 483* | 2-16-05 |
| Curriculum and Curricular Requirements | General Education Curriculum, General Education Areas, Personal Fitness Requirements, Minor Requirements | 7-15-05 |
| Educational Programs and Opportunities | Internships | 7-15-05 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Pre-Engineering Program* | 7-15-05 |
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| **Catalogue Section** | **Sub Section** | **Date to Web** |
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| Courses of Instruction | ANTHROPOLOGY - *title and description change to ANT 259, add ANT 317* | 10-14-04 |
| Courses of Instruction | ENGLISH - *change to Editing Proficiency requirement* | 10-14-04 |
| Courses of Instruction | HISTORY - *clarification of major requirements* | 1-21-05 |
| | Back to Catalogue | |

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| Catalogue Section | Sub Section | Date to Web |
|---|---|---|
| Academic Regulations | Registration - *Course Loads* | 3-8-04 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 277* | 3-9-04 |
| Courses of Instruction | ART - *department name changed to Art and Art History* | 5-7-04 |
| Courses of Instruction | ART - *description change to ART 222 and 223, add ART 392* | 3-8-04 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *BCH 431 corequisite change* | 3-9-04 |
| Courses of Instruction | BIOLOGY - *change to minor residency requirements events* | 10-4-04 |
| Courses of Instruction | BIOLOGY - *change to major residency requirements events* | 9-29-04 |
| Courses of Instruction | BIOLOGY - *add BIO 462 to core courses; prereq changes to BIO 107, 120/121, 223, 229, 234, 236, 237, 245, 246, 270, 284, 287/387, 308, 311, 312, 316, 330, 341, 360, 370, 381, 429 events* | 4-15-04 |
| Courses of Instruction | BIOLOGY - *add BIO 107 events* | 3-17-04 |
| Courses of Instruction | BIOLOGY - *add BIO 344* | 3-9-0 |

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| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements, course number and title changes, course deletions, prereqs, corequisites*events | 3-9-04 |
| Courses of Instruction | COMPUTER SCIENCE - *extensive curriculum changes, including new major and minor requirements, course additions, deletions, and number changesevents* | 3-9-04 |
| Courses of Instruction | ECONOMICS - *extensive curriculum changes, including new major and minor requirements; add ECO 202, 203, 204; delete ECO 212 and 213; changes to prereqs affected by new numbers* | 4-22-04 |
| Courses of Instruction | EDUCATION - *add EDU 409Levents* | 3-17-04 |
| Courses of Instruction | EDUCATION - *add EDU 311 events* | 3-9-04 |
| Courses of Instruction | ENGLISH - *description change to ENG 140* | 5-3-04 |
| Courses of Instruction | ENGLISH-WRITING MINOR - *changes to core and elective requirements, delete ENG 350 events* | 4-9-04 |
| Courses of Instruction | ENGLISH - *ENG 267 title and description change; ENG 276 description change; add ENG* | 3-8-04 |

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| | *140, 206, 260, 210, 268, 361, 374; delete ENG 100, 101, 102 events* | |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *change ENV 205 to 205/305 and change description*events | 3-8-04 |
| Courses of Instruction | HISTORY - *change title of HIS 373; add HIS 240, 241, 354 and 355*events | 3-8-04 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *changes to core courses/area studies/electives/minor requirements; delete INB 216 and 364* | 8-10-04 |
| Courses of Instruction | INTERNATIONAL RELATIONS - *changes to Economics requirements* | 5-4-04 |
| Courses of Instruction | LATIN AMERICAN AND CARIBBEAN AFFAIRS - *changes to Economics requirements* | 7-30-04 |
| Courses of Instruction | MATHEMATICS - *MAT 219 prereq change events* | 7-30-04 |
| Courses of Instruction | MATHEMATICS - *department name changed to Mathematics and Computer Science* | 5-7-04 |
| Courses of Instruction | MATHEMATICS - *changes to major requirements, title change MAT 107, MAT 360 to 455, MAT 380 to 475*events | 3-8-04 |

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| Courses of Instruction | MODERN LANG. & LIT. - *SPN 302 replaces SPN 403* | 3-9-04 |
| Courses of Instruction | PHYSICS - *description change to PHY 114*events | 3-8-04 |
| Courses of Instruction | POLITICAL SCIENCE - *addition to major requirements, change title POL 354*events | 3-8-04 |
| Courses of Instruction | POLITICAL SCIENCE - *add prereq to POL 351 and 354* | 3-11-04 |
| Courses of Instruction | PSYCHOLOGY - *changes to major and minor requirements events* | 4-15-04 |
| Courses of Instruction | THEATRE ARTS & DANCE - *changes to major requirements/core courses events* | 5-10-04 |
| Curriculum and Curricular Requirements | General Education Curriculum - *list of core competencies events* | 5-17-04 |
| Curriculum and Curricular Requirements | Graduation Petition and Senior Audit, Commencement | 5-5-04 |
| Curriculum and Curricular Requirements | General Education Areas - *'W'* | 5-3-04 |
| Introduction | Heritage | 7-30-04 |
| Introduction | Mission Statement | 3-11-04 |
| Special Degree | Combined and Cooperative | 3-8-04 |

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| Programs | Degree Programs - *Accelerated Management Program* | |
| Student Financial Aid | Standards of Satisfactory Progress - *Completion Rate*events | 3-8-04 |
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| **Catalogue Section** | **Sub Section** | **Date to Web** |
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| events | events | events |
| Courses of Instruction | ANTHROPOLOGY - *change ANT 238 to ANT 338* | 10/10/03 |
| Courses of Instruction | AUSTRALIAN STUDIES - *Sydney Program curriculum changes, add AUS 300, delete AUS 200 and 280.*events | 2/4/04 |
| Courses of Instruction | BIOCHEMISTRY - *delete BIO 499 from CORE, add laboratory required to BCH 431, 432* | 10/15/03 |
| Courses of Instruction | MODERN LANGUAGES AND LITERATURES - *change department name from Foreign Languages (and references to new department name in all sections of the Catalogue)* | 10/17/03 |
| Courses of Instruction | MODERN LANGUAGES AND LITERATURES - *change prereqs on SPN 290, 303, 321,322, 330,* | 10/28/03 |

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| | *331/333, 332/334, 341, 431, 432, 481. SPN major/minor elaboration for Asturias and Verano Español* | |
| Courses of Instruction | PHYSICS - *add PHY 498 to major requirements* | 2/4/04 |
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| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Revisions to Academic Calendar, Advanced Standing, Transfer Credit changed to Other Course and University Credit, Summer Course Work, Academic Advisors, Registration section, Registration Changes, Auditing Courses, Transcripts, Retention of Records, Academic Standing, President's and Dean's List, Probation and Dismissal, Appeals of Academic Policies, Class Attendance, Academic Honesty, Withdrawal from College. Realignment of sections under new headings. | 7/30/03 |
| Admission | Freshman Admission, International Student Admission | 4/10/03 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 259, 370, 380; change prereq ANT 323* | 3/12/03 |

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| Courses of Instruction | ARCHAEOLOGY - *change ARH 205&305 to ARH 315* | 4/10/03 |
| Courses of Instruction | ART - *Art History major and minor extensive revisions* | 3/12/03 |
| Courses of Instruction | BIOLOGY - *additional major requirements revisions* | 12/01/03 |
| Courses of Instruction | BIOLOGY - *major requirements revisions* | 8/05/03 |
| Courses of Instruction | BUSINESS ADMINISTRATION - *change to Business minor and move to International Business curriculum* | 6/12/03 |
| Courses of Instruction | CLASSICAL STUDIES - *change ARH 205&305 to ARH 315* | 4/10/03 |
| Courses of Instruction | EDUCATION - *change course titles and descriptions: EDU 324, 406, 407* | 3/12/03 |
| Courses of Instruction | EDUCATION - *major requirements revisions, ESOL designations, delete EDU 411* | 4/15/03 |
| Courses of Instruction | HISTORY - *change title HIS 260* | 5/28/03 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 215, 216, 425* | 3/12/03 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add the new Business minor, changes to INB major* | 6/12/03 |

| | | |
|---|---|---|
| | *requirements* | |
| Courses of Instruction | PHYSICS - *add PHY 115* | 3/12/03 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 270, change POL 324 to POL 240, change title POL 361, change title and description POL 390* | 3/12/03 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *change DAN 140 to DAN 300* | 3/12/03 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *change THE 201 to THE 302* | 3/12/03 |
| Curriculum and Academic Policies | Self-Designed Majors - *change GPA requirement* | 7/1/03 |
| Curriculum and Curricular Requirements | Title change to this main section. Revisions to Academic Requirements, Graduation Requirements, General Education Curriculum , Major Requirements, and Minor Requirements. | 7/25/03 |
| Curriculum and Curricular Requirements | Commencement | 8/13/03 |
| Educational Programs and Opportunities | Academic Support Programs and Facilities - *The Thomas P. Johnson Student Resource Center* | 4/14/03 |
| Educational Programs and Opportunities | International and Off-Campus Study - *program revisions/additions/deletions* | 4/14/03 |

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|---|---|---|
| Special Degree Programs | Accelerated Management Program - *revised section* | 8/15/03 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Pre-Engineering Program* | 3/12/03 |
| Special Degree Programs | Honors Degree Program - *change physical education recommendation, program coordinator* | 7/11/03 |
| Student Financial Aid | Grants and Scholarships, Standards of Academic Progress | 3/12/03 |
| | | |

***Effective Spring Term 2003***

| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Advanced Standing Credit | 12/13/0 |
| Academic Regulations | Credit/No-Credit | 1/28/03 |
| Academic Regulations | One-Time Late Credit/No-Credit Declaration | 1/28/03 |
| Academic Regulations | Repeated Courses | 12/16/02 |
| Academic Regulations | Transfer Credit | |
| Courses of Instruction | EDUCATION - *curriculum* | 10/18/02 |

| | | |
|---|---|---|
| | *changes, prequisite changes, EDU 306 to 406, EDU 307 to 407, add EDU 335* | |
| Courses of Instruction | ENGLISH - *curriculum changes to Writing, add ENG 231, 275, 373* | 10/3/02 |
| Courses of Instruction | FOREIGN LANGUAGES - *add EUR 120/320, change SPN 305 to SPN 290* | 10/4/02 |
| Courses of Instruction | MATHEMATICS - *description change to MAT 240* | 10/4/02 |
| Courses of Instruction | MUSIC - *major requirements changes* | 12/06/02 |
| Courses of Instruction | MUSIC - *add MUS 285* | 10/11/02 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *title changes REL 113 and REL 114* | 9/23/02 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 230* | 10/4/02 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 387* | 10/4/02 |
| Educational Programs and Opportunities | Internships | 12/12/02 |
| | | |
| ***Effective Fall Term 2002*** | | |

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# Introduction to Rollins College

Rollins College stands among those small, coeducational, independent liberal arts institutions that contribute distinctively to the vitality and diversity of American higher education. Founded in 1885 under the auspices of the Congregational Church, and designed to bring the educational standards of New England to the Florida frontier, Rollins was the first college in Florida. In 1885, admission requirements were similar to those of other good liberal arts institutions of the day: Latin and Greek, language and composition, plane geometry, history of Greece and Rome, and so on.

Rollins is nonsectarian and independent, and is supported through tuition, investments, and gifts from alumni, friends, and foundations. The College offers a challenging curriculum leading to the Artium Baccalaureus (Bachelor of Arts) degree. This curriculum, which includes thirty-one major fields of study and more than sixteen hundred courses, reflects a distinctive and innovative approach to education.

The College is located in Winter Park, an attractive residential community adjacent to the city of Orlando. Fifty miles from the Atlantic Ocean and seventy miles from the Gulf of Mexico, the seventy-acre campus is bounded by Lake Virginia to the east and south. A traditional Spanish-Mediterranean architecture characterizes the College facilities.

## Accreditation

Rollins College is accredited to award bachelor's and master's degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4500).

Rollins College also holds additional program-level accreditations, approvals, or memberships. The College's undergraduate and graduate business programs are accredited by The Association to Advance Collegiate Schools of Business (AACSB International). The undergraduate music program has been a full member of the National Association of Schools of Music since 1931. The chemistry program has received approval by the American Chemical Society since 1974. The undergraduate and graduate

programs in education and teaching are approved by the Department of Education of the State of Florida, and the graduate counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs. Additionally, the College's Cornell Fine Arts Museum is accredited by the American Association of Museums.

Rollins also holds institutional memberships in the Association of American Colleges and Universities, the American Council on Education, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, Associated Colleges of the South, the College Entrance Examination Board, the Florida Association of Colleges and Universities, the Association of Governing Boards of Universities and Colleges, and Independent Colleges and Universities of Florida, Inc.

# Academic Programs

### *UNDERGRADUATE PROGRAMS*

The College of Arts & Sciences offers day courses in a variety of studies that lead to baccalaureate degrees. Day baccalaureate programs in communication, education, and international business are offered through the College of Professional Studies. The Hamilton Holt School offers evening courses that lead to baccalaureate degrees in a variety of majors.

### *GRADUATE PROGRAMS*

In addition to undergraduate degrees, the Hamilton Holt School offers graduate programs leading to master's degrees in counseling, education, human resources, liberal studies, teaching, and planning in civic urbanism. The Roy E. Crummer Graduate School of Business offers the Master of Business Administration degree through its early advantage (3/2), executive, and professional MBA program tracks. The Crummer Graduate School also administers the Centers for Management & Executive Education, Leadership, Entrepreneurship, and Philanthropy & Nonprofit Leadership.

# Purpose

Consistent with the purposes set forth in the 1885 Charter of the College, Rollins continues to prepare students for "virtuous and useful lives." The future of Rollins College depends on its excellence -- the quality of the educational experience, the quality of students and faculty, the quality of individual performance, and the quality of our life and work together.

# Mission Statement

On October 21, 2005, the Rollins College Board of Trustees adopted the following *Mission Statement:*

*Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.*

*Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate Arts & Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.*

# Heritage

One afternoon in 1880, in a garden in Daytona, Florida, Lucy Cross had a vision -- a college in Central Florida. Five years later she had garnered the support of the Congregational Church and in January 1885, representatives from five Central Florida communities competed for the privilege of becoming the College's home. The three-year-old town of Winter Park emerged as the undisputed winner, benefiting from a generous gift offered on its behalf by a Chicago businessman, Alonzo Rollins. Named in his honor, Rollins College was incorporated on April 28, 1885. The Rev. Edward Payson Hooker, who helped establish the College, served as its first president (1885-1892).

From its inception the College has been coeducational and has attracted students both from the local communities of Central Florida and from the North. Its two objectives were to serve Florida's educational needs and "to provide an opportunity for youth of the North, whose health demands that they should spend a considerable portion of the year in a more genial climate to pursue their studies" (Annual Catalogue, 1905-1906).

Early years saw the addition of "tasteful buildings," including residence halls that were built on the notion of a "cottage plan." One of these structures, Pinehurst Cottage, still occupies a visible place on the campus and ties the modern Rollins, with its Spanish-Mediterranean architecture, to its roots in turn-of-the-century Florida.

President George Morgan Ward (1896-1902), who later served as pastor of financier Henry Flagler's chapel in Palm Beach, Florida, guided the College through the devastating financial times following the citrus freeze of 1894-1895.

William Fremont Blackman was a faculty member at Yale University when he was called to the Rollins presidency in 1902. During his term in office (1902-1915), President Blackman faced a national depression and diminishing enrollment, yet he substantially increased the College's endowment, added to its facilities, and won the support of the Carnegie Foundation.

These early years also included strong ties to the country of Cuba. During the Spanish-American War,

more Cuban students studied at Rollins than at any other American institution, and even in the 1920's, Rollins football and basketball teams competed against the University of Havana.

President Hamilton Holt (1925-1949), a nationally recognized journalist, editor, and internationalist, brought national visibility to the College in its middle years, and left a legacy which includes a distinguished tradition of "experimental" education. During Holt's administration Rollins College established the Conference Plan, which emphasized close teacher-student contact. Under this plan, teachers and students shared the learning experience around a conference table, an activity that led students to develop clear standards by which to judge their work. The College retains aspects of this method, particularly in its program for first-year students, but not to the exclusion of other significant approaches to teaching.

The Holt years brought many national figures to campus including Nobel Peace Prize winner Jane Addams, author Majorie Kinnan Rawlings, Countess Alexandra Tolstoy, Justice William O. Douglas, and Edward R. Morrow. Perhaps most notably, in January 1931, Rollins hosted a Curriculum Conference, with the distinguished educator John Dewey as Chairman. The resulting recommendations -- which emphasized "Individualization in Education" -- were implemented by Rollins in the fall of 1931. So provocative were these innovations, that Sinclair Lewis, in his Stockholm address accepting the Nobel Prize in literature, listed Rollins *first* of all the colleges in the United States doing the most to encourage creative work in contemporary literature.

During the administration of Hugh F. McKean (1951-1969), the College developed the Honors Degree program for exceptionally well-prepared and qualified students. He also established graduate programs in education and business, the Hamilton Holt School, and the former Brevard Campus, which together provide evening education programs for nearly 2,000 adults annually. Although President McKean was a student and professor of art, his administration brought significant advances and general strengthening of the College programs in business administration, economics, and the sciences.

Jack B. Critchfield (1969-1978), elected president of Rollins from a position at the University of Pittsburgh, moved the College in new directions by establishing programs in environmental and interdisciplinary studies, graduate and undergraduate programs in criminal justice, and strengthening support from the business community.

Thaddeus Seymour (1978-1990) served previously as dean of Dartmouth College and president of Wabash College in Indiana. As Rollins celebrated its centennial, President Seymour defined its goal of providing superior liberal arts education in a personal and caring environment. During his administration, Rollins successfully completed a $43.9-million fund-raising campaign that provided facilities and endowment to support quality improvement and enhanced reputation. During this time, the faculty also completely reformulated the College's curriculum, based on the pioneering work of the well-known educator D.S. Bloom. Students pursued courses that fulfilled general education requirements in skills (composition, mathematics, foreign language, and decision-making), the cognitive area (social, natural, and physical sciences), and the affective area (arts and literature). The framework of this curriculum remains in place to this day, although it continues to be refined.

Under the leadership of Rita Bornstein (1990-2004), who was previously vice president of the University of Miami, the College focused on strengthening its commitment to excellence, innovation, and community. Standards were raised, innovative academic programs were introduced, and

co-curricular activities were developed around themes of leadership education and civic engagement. In 1997, Rollins reaffirmed its role as a leader in the national conversation on liberal education, hosting leading educators for a conference entitled "The Rollins Colloquy - Toward a Pragmatic Liberal Education: The Curriculum of the Twenty-First Century." President Bornstein also oversaw the largest fundraising effort in Rollins' history. Widely considered to have transformed the College, The Campaign For Rollins secured $160.2 million, providing support for academic programs, scholarships, faculty chairs, and facilities, and significantly strengthening the College's financial health. Thanks to the generosity of donors and astute financial management, the College's endowment more than quintupled during Bornstein's presidency.

In March 2004, Lewis M. Duncan, formerly Dean of Dartmouth College's Thayer School and Senior Vice President for Academic Affairs and Provost at the University of Tulsa, was elected as the fourteenth president of the College. On his appointment, President Duncan remarked that the coming years are certain to be ones of extraordinary change, challenge, and opportunity in higher education. He has stated that the world has never faced greater need for quality liberal education for a rising generation of citizen leaders and that Rollins College is exceptionally well positioned to answer this call.

As national recognition of the College's quality has grown, both the number and quality of applicants for admission have escalated, permitting the College to be more selective while enrolling a larger, more diverse student body. Building on a tradition of excellence, innovation, and community more than a century old, Rollins College continues to offer rigorous, relevant higher-learning opportunities while holding firm to its commitment to personalized education in a nurturing environment.

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# Student Financial Aid

The mission of the Student Financial Aid Office is to assist students and their families in managing the cost of a Rollins education. Services include the following:

- financial aid awards to qualified students in the form of loans, grants, scholarships, and on-campus employment;
- coordination of scholarships and other assistance programs to insure proper credit to the student's account;
- counseling in financial aid for undergraduate and graduate education;
- student loan debt management counseling; and

## Financial Aid Programs

*Financial Aid recipients must enroll for at least twelve (12) semester hours per term to be considered* ***full-time.***

**GRANTS AND SCHOLARSHIPS**

**Federal Pell Grant** A program for needy undergraduate students. Eligibility is determined by the Federal government.

**Rollins Grant** A Rollins program for full-time students with demonstrated need and academic talent. The Student Financial Aid staff determines eligibility based on the Free Application for Federal Student Aid and the student's academic record.

**Federal Supplemental Educational Opportunity Grant** A program for undergraduate students with exceptional financial need. All eligible students are ranked according to family contribution determined by the Free Application for Federal Student Aid. Awards are made to those with the lowest family contribution.

**Florida Student Assistance Grant** This grant, of up to $1,600 per year, is provided by the State of Florida and the Federal government to needy students who are full-time and have been residents of the State of Florida for at least twelve (12) months immediately prior to enrollment. The Florida Office of Student Financial Assistance determines eligibility based on the Free Application for Federal Student

Aid.

**Florida Resident Access Grant** This State program provides up to $3,000 to full-time students attending accredited private colleges in Florida. Students must be residents of Florida for at least twelve (12) months. Financial need is not a requirement. *A one-time application must be submitted no later than the first day of classes.*

**Rollins Alfond Scholarship** This is the top academic merit award on campus. Your scholarship is renewable provided you maintain at least a 3.6 cumulative grade point average and complete at least twenty-four (24) semester hours each academic year while remaining enrolled in the Arts & Sciences program. If you do not meet the 3.6 cumulative grade point average, but maintain at least a 3.2 grade point average, you may receive an Alonzo Rollins Scholarship.

**Alonzo Rollins Scholarship** This award ranges up to $20,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.2 grade point average (GPA) or better. Awards are made by the Admission Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Presidential Scholarship** This award ranges up to $8,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.0 GPA or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Centennial Scholarship** This award up to $5,000 is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 2.8 GPA or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Donald Cram Science Scholarship** This $5,000 award is offered to entering first-year students from Florida who plan to major in chemistry, physics, computer science, mathematics or pre-engineering. It is renewable providing the recipient maintains a 3.2 GPA or better and continues to major in the appropriate field. Selection is made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

**Rollins College Scholarships** A number of scholarships are part of the College's endowment, and the income is usually awarded annually to Rollins students. In addition, the College frequently receives expendable gifts designated for scholarships from individual donors, foundations, corporations and other organizations. Recipients of these grants are generally selected by the Student Financial Aid staff in consultation with the chairs of the various academic departments if so specified by donors in the scholarship agreements. Preference may be given to students with financial need.

## LOANS

**Federal Perkins Loan** This loan allows needy students to borrow funds, repaying after graduation at a

low interest rate. The Student Financial Aid staff determine eligibility from the Free Application for Federal Student Aid. The amount of the loan depends upon the student's need as well as the availability of funds.

**Federal Direct Student Loan** Funds for this loan are provided by the Federal government. Repayment begins after graduation at a low rate of interest. Eligibility is based on the student's need and is determined from the Free Application for Federal Student Aid.

**Federal Direct Unsubsidized Loan** This loan is available from the Federal government. Interest accrues immediately. However, repayment may be deferred until after graduation.

**Federal Direct Parent Loans to Undergraduate Students** Parents may borrow up to the full cost each year from the Federal government. Repayment begins immediately.

### EMPLOYMENT

**Federal Work-Study Program** This program provides on-campus employment to students with financial need. The Student Financial Aid staff determine eligibility from the Free Application for Federal Student Aid.

### AID FOR OFF-CAMPUS PROGRAMS

Rollins programs are those operated by the College and offered in cooperation with other colleges and universities. Please refer to the *International and Off-Campus Study section for the list of programs offered.*

Financial aid recipients (need-based and non-need-based) may apply to receive assistance for attendance in Rollins and affiliate programs. All aid programs used for attendance on-campus can be used for this purpose, except talent scholarships awarded by academic and athletic departments, which require departmental approval. Departments offering talent scholarships are not required to exempt students from performance obligations required of scholarship recipients or approve the scholarship for use in study abroad programs.

To qualify for assistance, students must meet the same eligibility criteria that are otherwise required of financial aid recipients.

### VERANO ESPAÑOL

The *Verano Español* program is a Rollins summer program. Financial aid for summer study is not available through Rollins programs. Students qualifying for Federal Direct Loans or Parent Loans, who have not exhausted the maximum program eligibility during the regular academic year, may use the balance of their eligibility for study at Verano Español.

## Standards of Satisfactory Academic Progress

To receive aid at Rollins College, students must maintain satisfactory academic progress. The following

criteria are checked at the end of the spring semester.

**GRADE POINT AVERAGE**
A minimum grade point average of 2.0 is required for both initial and renewal awards (entering first-year students should normally have a high school grade point average of 2.0). Some programs require a higher GPA: Alonzo Rollins Scholarship (3.2); Presidential Scholarship (3.0); Centennial Scholarship (2.8); Florida Academic Scholars Fund (3.0); and Florida Merit Scholars (2.75). Grade point averages are checked each term.

**COMPLETION RATE**
Aid recipients are expected to successfully complete a minimum of twenty-four (24) semester hours each academic year. At this rate, obtaining a degree will take longer than four (4) years. However, Rollins' sources provide aid for only four years. Therefore, the completion schedule should be used as a **minimum** guideline, not a registration plan. For transfer students, Rollins' aid will be provided for the number of years remaining to complete a degree based on the grade level at the time of transfer. For example, students transferring in at the junior level will receive Rollins' aid for no more than two years.

***To graduate, students must complete at least 140 semester hours of academic work.*** An *'I'* or 'R' grade in a course is considered a successful completion only after the grade is officially changed. A grade of *'F'* is NOT considered to be a successful completion. A withdrawal is NOT considered to be a successful completion.

First time aid recipients are expected to meet these standards before any aid is awarded. Students receiving aid who fail to maintain these standards the first time are placed on Aid Warning. Students on Aid Warning because of a GPA less than 2.0 have until the end of the following year to bring up their average. Students on Aid Warning because of their completion rate must complete twenty-four (24) semester hours in the subsequent year. Students who fail to complete twenty-four (24) semester hours for two consecutive years will no longer be eligible for aid.

The Financial Aid Review Committee may approve individual appeals due to mitigating circumstances. Students who are denied aid because of failure to maintain satisfactory progress may become eligible by: 1) bringing the cumulative GPA and completion rate up to standard, or 2) if it is not feasible to accomplish item one in one term, students may submit a plan of action to the Financial Aid Review Committee for approval. Students must demonstrate substantial improvement in progress for the first term without aid and have a reasonable plan to bring progress up to standard once aid is reinstated.

# Rights and Responsibilities of the Aid Recipient

**APPLICANTS FOR FINANCIAL AID HAVE THE RIGHT TO**

- Confidentiality. Financial aid records are protected by the Family Educational Rights and Privacy Act.
- Appeal financial aid decisions about their application. Written appeals are submitted to the Student Aid Appeals Committee in care of the Student Financial Aid Office.
- Information about the terms and conditions of financial aid programs, provided in the Rollins

College Catalogue or in the Student Aid Award Notice enclosures.

- Inspect your education records and request amendment of those records, if you believe them to be inaccurate, by contacting the Dean of Student Affairs.
- File a complaint with the Department of Education if you believe your right to confidentiality has been compromised.
- Defer direct loan payments for Peace Corps or other volunteer service after you graduate.

**APPLICANTS FOR FINANCIAL AID ARE RESPONSIBLE FOR**

- Submitting accurate applications and forms before the deadlines and according to the instructions provided.
- Following instructions for application, renewal of aid, or resolving problems.
- Providing the Office of Student Records with accurate permanent and local addresses and telephone numbers.
- Notifying the Student Financial Aid Office of changes in family financial situation and when receiving assistance from an outside source.
- Reading the provided information about the terms and conditions of all aid programs.
- Enrolling in a full-time course load of not less than twelve (12) semester hours for fall and spring terms.
- Requesting special assistance when it is needed.
- Maintaining satisfactory academic progress according to the established financial aid policies.

*For further information, contact Student Financial Aid, (407) 646-2395.*

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# Campus Life

As a residential liberal arts college, education at Rollins is not limited to the classroom. Rather, the discipline of academic study is enhanced by many other opportunities for learning and personal development. Residential life, student self-governance, and extracurricular activities contribute distinctively to a student's education.

The Rollins student lives and works in a cohesive, dynamic community formed for the sake of learning and marked by its diversity. Rollins makes a special effort to attract students with diverse backgrounds, interests, and experiences in order to enrich the educational experience available to students on campus. Many students come to Rollins from New England, the Midwest, the Middle Atlantic States, Latin America, and Europe. This geographically diverse mix, which is represented also in terms of cultures, languages, and ethnicity, forms the basis for a cosmopolitan community of learners on Rollins' beautiful lakeside campus.

## Community Responsibility

Rollins College is dedicated to fostering social responsibility as well as intellectual achievement and personal growth. For students to learn to live and work successfully with others, they must have respect for and be responsible to other members of the community, including other students, members of the faculty and staff, and residents of Winter Park.

*The Code of Community Standards,* created jointly by administrators, faculty, and students, is published annually on the Rollins web site (**http://www.rollins.edu/csr/policies/code.html**) and describes the principles and procedures employed at Rollins to ensure such an environment. It affirms student rights such as freedom of expression, privacy, and an atmosphere free of discrimination and harassment, and describes proscribed conduct and appropriate sanctions imposed when the Code is violated. The Dean of Student Affairs is responsible for student discipline, but because of the College's commitment to student self-governance, adjudication of student misconduct is often delegated to the Community Hearing Council. Any pending or emerging judicial action against a student will be adjudicated, whether said student remains in good standing, has withdrawn, is on leave, is suspended, or is dismissed.

Any threat of violence, whether verbal or written, by any student toward any other member of the Rollins community may result in immediate summary suspension of said student with action to be determined by the Dean of the Faculty and Dean of Student Affairs in consultation with each other. The student may appeal the summary suspension to the Provost by the designated date in the suspension letter. Additional information regarding summary suspensions may be found in *The Code of Community Standards*.

## The Office of Community Engagement

The Office of Community Engagement's vision is to create positive and meaningful relationships between Rollins College and the community at large through sustained involvement and service with and for each other. The Office supports this vision and the mission of Rollins by encouraging and promoting student, faculty, and staff involvement within our local and global communities. By providing the campus with innovative programs ad resources, we help identify opportunities to volunteer and connect with the community, and help to educate and support service-learning in the curriculum. Through these services, the Office of Community Engagement is deeply committed to fostering lifelong civic engagement and social responsibility in every member of the Rollins community.

*For more information, please contact the Office of Community Engagement, (407) 975-6406, or* www.rollins.edu/communityengagement.

## The Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) connects students to opportunities for building relationships with others throughout Rollins and the larger community so that students can gain a greater awareness of themselves and others. Programs are created to foster dialogue and relationships around the intersections of race, national origin, religion, sexual orientation, ability, age, economic background, and gender. Being involved in the Cultural Action Committee or one of the thirteen (13) organizations underneath this umbrella group allows students to connect with one another through social and educational events. Students can also participate in Camp Alliance, a pre-orientation program for first-year and transfer students of historically underrepresented populations who pair with a "big brother or sister" to get acquainted with the Rollins community before the start of classes. Students can also continue on throughout the school year through Circle of Friends, a mentoring program addressing the concerns of historically underrepresented students through dialogues about identity, building community relationships, and fun social events. Through the Office of Multicultural Affairs and its collaboration with the Office of Admissions, students can assist in the recruitment of a more diverse student body through phone-a-thons, newsletters and Diversity Day, a day created to bring accepted students interested in issues of multiculturalism to campus to be a part of what Rollins has to offer.

The Office of Multicultural Affairs also houses a resource library of books, DVDs, CDs, and magazines supporting various identities. These resources are available to any student, faculty, or staff member. Students can also participate in any of the Habitat for Humanity work days that are coordinated through the office or one of the many courses offered in collaboration with the Office of Multicultural Affairs.

## Residential Life

Rollins students may select from three types of housing: traditional residence halls, residential organizations, and apartments. Most students live in one of the 17 residential facilities on campus. Residence halls accommodate from 18 to 250 students and are staffed by upper-class students who assist in developing community within the building. The staff helps students understand the basic rules and guidelines that are in place for positive community development and health/safety reasons. Four (4) Assistant Directors live on campus, providing a professional adult presence on campus. Residential organizations whose members share common interests include fraternities, sororities, Pinehurst, and the Rollins Outdoor Club. There are first-year Living-Learning Communities in McKean Hall and Rex Beach Hall. Living in a residence hall provides challenges and opportunities that are an important part of the overall college experience.

*More information about living on campus can be found at the Residential Life web site,* www.rollins.edu/reslife.

## Student Involvement and Leadership

The Office of Student Involvement and Leadership is a group of staff, volunteers, and professionals who are dedicated to improving the quality of life on campus through student involvement and leadership opportunities. Please visit us in Chase Hall.

The Office of Student Involvement and Leadership supports the mission of Rollins College by providing intentional learning opportunities that prepare students for responsible citizenship in a global, diverse society. The office stands to promote citizenship, multiculturalism, and community involvement through leadership education, experiential learning opportunities, student organization involvement, and campus programming. Our programs are aimed at creating innovative learning environments within and outside of the classroom, aiding the transition to college and beyond, and facilitating holistic development.

Students may benefit from the Office of Student Involvement and Leadership by:

- Developing new friendships,
- Connecting with diverse others,
- Exploring new leadership horizons,

- Connecting class and out-of-class experiences,
- Unveiling abilities and developing new skills,
- Building self-awareness, and
- Discovering that anyone can be a leader.

## Health Services

The DuBois Health Center provides on-campus health services with a staff of a part-time physician, and two nurse practitioners. The College also offers a health insurance plan for all students. All entering first-year and transfer students are required to have a completed current medical history and current immunization record on file in the Student Health Center prior to matriculation.

Student Health Services provides on-campus medical treatment for mild illnesses and accidents. Serious illnesses and accidents are treated at two nearby hospitals and an urgent care center. All sessions and medical records are treated with strict confidentiality. Routine health care is free to Arts and Sciences students. Fees may be charged for specific laboratory work, treatments, medication, and specific physicals (annual school, athletic, gynecological).

Student Health Services provides campus and community health promotion through its extensive peer health education curricula.

*For more information, contact Dubois Health Center, (407) 646-2235.*

## Counseling Services

The College's Personal Counseling Center provides counseling for a range of student problems including adjustment to college, depression, substance abuse, and other personal concerns. Counseling services are free for Arts and Sciences students. Sessions are treated with strict confidentiality.

*For more information, contact Counseling Services, (407) 628-6340.*

## Arts and Theatre

The arts have always been a highly visible part of the Rollins experience. Each year the college calendar is filled with concerts, exhibitions, lectures, readings, and performances that draw audiences from campus and the larger Central Florida community.

The Department of Music offers an eclectic array of concerts and showcases each year featuring

distinguished visiting artists, faculty, and students. More than a dozen student groups, such as the Rollins Singers, the Rollins College Choir, the 10 O'Clock Jazz Ensemble, and the Percussion Ensemble provide performance experiences for majors and nonmajors. The Annie Russell Theatre and the Fred Stone Theatre present plays and dance productions throughout the academic year. Each February, Winter with the Writers, a Festival of the Literary Arts, brings distinguished authors to campus for readings, interviews, and master classes. The Cornell Fine Arts Museum presents several exhibitions each year and holds a collection of nearly 6,000 objects from ancient to contemporary. The Museum works closely with the Department of Art and Art History, offering student internships, serving as a resource for study and inspiration, and exhibiting the work of graduating studio art majors and minors in the annual Senior Art Show.

## Athletics and Intramurals

Sports are a significant part of life at Rollins. Students have the opportunity to become involved in a variety of athletic activities and be part of the diversified intramural program for men and women which includes basketball, bowling, flag football, table tennis, surfing, soccer, softball, swimming, tennis, kickball, yoga, pilates, group exercise, and volleyball. Many intramural activities are co-ed.

The Alfond Sports Center contains basketball courts, volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alfond Boathouse, Bradley Boathouse, Alfond Pool, Harper-Shepherd Field, Cahall Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts. These facilities are available to students at designated times.

The College has achieved considerable national recognition in intercollegiate competition with the aid of a modest scholarship program and solid academic standards. The varsity athletic program encourages individual participation in twenty-one intercollegiate teams: baseball, basketball, cheerleading, crew, cross-country, golf, sailing, soccer, softball, swimming, tennis, volleyball, and waterskiing. Rollins is a member of the Sunshine State Conference and Division II of the NCAA.

*For further information, contact Pennie Parker, Director of Athletics, (407) 646-2365.*

## Religious Life

The mission of Knowles Memorial Chapel and the United Campus Ministries, led by the Dean of the Chapel, is to nurture the religious life in the Rollins community. The character and programs of the Chapel are interdenominational and interfaith, seeking to serve and support persons in a variety of faith traditions and to emphasize the conviction and commitments they share with one another. Each Sunday at 11:00 a.m., students help lead and participate in interdenominational services in the Chapel. Students, faculty, and others may relate to the Chapel as associates. Services of meditation, vespers, gatherings for spiritual responses to special crises or celebrations, weddings, and memorial services are offered.

The United Campus Ministry offers programs and a variety of religious services to Roman Catholics, Christians of all denominations, Jewish, and Muslim students.

The Dean of the Chapel is also the Director of the Center for Public Service, which offers a variety of volunteer opportunities.

*For further information, contact Patrick Powers, Dean of the Chapel, (407) 646-2115.*

# Campus Safety

The Rollins College Campus Safety Office is charged with the general security of the campus and the protection of persons and property. Campus Safety is responsible for enforcing all local and state ordinances and school regulations.

*The Campus Safety Office is on duty continuously throughout the year and may be contacted for any campus emergency at (407) 646-2299.*

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**Student Records**

Rollins College
1000 Holt Avenue
Winter Park, Florida 32789-4499
(407) 646-2000

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# Educational Programs and Opportunities

All Arts and Sciences students pursue either a Bachelor of Arts (Artium Baccalaureus) or Honors Bachelor of Arts (Artium Baccalaureus Honoris) degree. Requirements for these degrees are described in the *Curriculum and Curricular Requirements* and *Special Degree Programs* sections of this Catalogue. Both degrees are designed to ensure that students develop strong foundational skills as they pursue a course of study that is appropriately broad, but with an area of specialization. Foundational skills -- including expository writing, critical reading, quantitative reasoning, decision making and values, and oral communication -- are taught and reinforced in courses across the curriculum. Breadth of knowledge and an understanding of diverse methods of academic inquiry are encouraged through the College's other general education requirements. Specialization is emphasized within the College's majors, minors, and practical concentrations. Students may also construct and seek approval for a self-designed major that integrates courses from multiple departments.

## Choosing a Course of Study

All first-year students enroll in a *Rollins Conference Course* during the fall semester. The faculty member teaching this seminar course serves as the student's academic advisor. Upperclass peer mentors assist with *Rollins Conference Courses* and help first-year students make the transition to college life and work.

By the end of the first year, students are encouraged to choose an academic advisor in their probable, or chosen, major field of study. Advisors assist students in designing a thoughtful course of study in light of life and career goals. They work with students in regard to course selection and registration, dropping and adding courses, selecting a major area of study, and improving study skills. An important part of this process involves consideration of a student's interests, aspirations, and abilities. The Office of Career Services provides additional programs to help students reflect on and understand their individual abilities and interests.

In addition, students may seek assistance from the staff of the Thomas P. Johnson Student Resource Center. Academic counselors in this Center support and supplement the faculty advising system, while providing advice and counsel on a wide variety of academic and personal matters.

Although Rollins provides an extensive network of faculty advisors and professional staff, the responsibility for meeting all requirements for graduation, both in general education curriculum and

major program requirements, rests solely with each student. The Office of Student Records provides on its web site (www.rollins.edu/studentrecords) academic advising transcripts and general education summary reports available to students and faculty advisors. These reports are updated each term after final grades are posted and after most transfer work has been received. Students are responsible for monitoring progress toward meeting all requirements.

### ROLLINS CONFERENCE COURSES

The Conference is a seminar class in which approximately sixteen first-year students meet with a member of the faculty to explore a topic in the faculty member's area of expertise. Faculty instructors are drawn from the full range of academic disciplines -- encompassing the arts, the sciences, the humanities, and the social sciences -- and include some of Rollins most distinguished faculty.

Conference topics are selected to be interesting, relevant, and challenging. Students are encouraged to think rigorously through reading and writing assignments and in discussion; and skills are emphasized that enhance the students' ability to succeed at Rollins. Throughout the first semester, the Conference professor also joins students in educational and social activities, and experiences that supplement and enhance the course. These might include film and theatre excursions, field trips, dinners and other social activities, and career exploration activities.

## Academic Support Programs and Facilities

### THE THOMAS P. JOHNSON STUDENT RESOURCE CENTER

The Thomas P. Johnson Student Resource Center, located on the second floor of Mills Memorial Building, is a comprehensive academic support center with programs designed to challenge students to take responsibility for their own learning, and to provide students with tools and feedback for developing learning strategies to achieve academic success.

**The Writing Center,** staffed by trained peer consultants from across the curriculum, welcomes writers at any stage of the writing process, from brainstorming, to revising, to final editing. Writers of all abilities benefit from putting their work before an audience. Through one-on-one conversations and occasional group sessions, consultants serve Arts and Sciences, Hamilton Holt School, and Master of Liberal Studies students, sharing strategies, questioning rhetorical choices, and summarizing their discussions for both clients and faculty members.

**The Peer Tutoring Program** hires and trains faculty-nominated peer tutors to help students understand and improve learning in specific courses. Since peer tutors have recently succeeded in these courses, they can often convince student clients to try more effective and efficient reading, learning, and problem-solving techniques. They then monitor students strategic use of these skills in later sessions, both individual and group. In addition, tutors give feedback on students understanding of course concepts in the early stages of writing. Professors and student clients receive copies of tutoring notes made during each session.

**Academic Advising Support Services** assist faculty advisors in helping students clarify and set academic goals, interpreting general academic requirements, and developing strategies for success. Professional staff provide advising support for students experiencing academic difficulty, students

submitting academic appeals, first-year and transfer student registration, and for students pursing the Accelerated Management Program. Other services include workshops and instructional sessions on time management, study skills, academic and career planning, test anxiety, and reading and note-taking strategies.

**International Student Services** provides a variety of services for international students planning on enrolling or enrolled at Rollins College. The office acts as a resource center for students, faculty, and administrators and seeks to develop a supportive on-going relationship with each international student. The International Student Services Coordinator helps students understand how to maintain legal immigration status, obtain legal employment authorization, and learn more about U.S. culture and higher education.

**Services for Students with Disabilities** provides assistance to students with documented disabilities as they become independent and successful learners within the academically competitive environment of the College. It is the responsibility of the student who will be seeking accommodations for a disability to contact the Disability Services Coordinator. For more information on policies and procedures, please visit our web site (http://rnet.rollins.edu/tpj/disabilityservices/).

*For more information, or to make an appointment, call (407) 646-2354.*

## OFFICE OF EXTERNAL AND COMPETITIVE SCHOLARSHIPS

The Office of External and Competitive Scholarships provides information and support to students applying for prestigious honor scholarships such as the Rhodes, Marshall, Truman, Goldwater, and Udall. Professional staff provide information on scholarship possibilities and deadlines, consultation on personal statements, and support during the scholarship process. Information about scholarships is available in the office as well as through the website at: http://www.rollins.edu/external-competitive-scholarships/.

## CAREER SERVICES

The Office of Career Services assists students and alumni in the career development process, focusing on self-assessment, career exploration, and career decision-making. The center provides a variety of services and resources including career counseling and planning, career information programs, experiential education and identification of employment opportunities. These services and resources are delivered in ways designed to reinforce the personal, social and intellectual development fostered by a liberal arts education.

*For further information, contact the Office of Career Services, (407) 646-2195, or see the Career Services web site:* www.rollins.edu/careerservices.

## CAREERS IN LAW

The Center for Prelaw Advising at Rollins is designed to help prepare students for admission to law school. Students who have an interest (even if tentative) in attending law school following graduation from Rollins are encouraged to register at the Center early in the freshman year. Students will, at their request, receive assistance during their years at Rollins in addressing questions, choosing courses, and otherwise preparing for law school.

The Center offers:

- programs designed especially for students interested in the study of law, including meetings with leading judges, lawyers, public figures, and others;
- practice LSAT examinations, individual conferences with analysis and guidance in preparing for the formal test (normally taken in the junior year);
- assistance in securing special internships, clerkships with local law firms, and summer employment in the courts or with law firms.

The Center keeps in touch with leading law schools and stays current with the law school admission requirements.

*For further information, contact Dr. Marvin Newman, Director of Prelaw Advising, (407) 646-2511.*

**CAREERS IN HEALTH RELATED PROFESSIONS**

The Rollins *Health Professions Advising Program* is designed to help students prepare for admission into schools of human medicine, veterinary medicine, dentistry, optometry, podiatry, physical therapy, physician's assistant, and other health-related graduate programs. As it takes a minimum of two years to meet entrance requirements of these professional schools, students are encouraged to register with the Chief Health Professions Advisor and begin the appropriate course of study early in their college careers. The Health Professions Advising Program is coordinated by the Health Professions Advisory Committee (HPAC), which may be composed of faculty from the natural sciences, humanities, or social sciences.

The Committee and the Chief Health Professions Advisor provide the following services.

- Furnishes information on the appropriate course of study for each type of professional school.
- Generates and disseminates data about health careers.
- Maintains communications with regional health professional schools.
- Promotes student interaction with community professionals and health organizations.
- Advises students on the value of extracurricular and experiential activities in professional school admission.
- Assists students in preparing for admission examinations.
- Provides information and help in the application process.
- Collects information on each pre-professional student and conducts a formal interview.
- Provides a formal Committee evaluation to professional schools for each student requesting one.

*For further information, contact Dr. James Small, Chief Health Professions Advisor, (407) 646-2433*

**OLIN LIBRARY**

When Rollins College was founded in 1885, its library collection consisted of a Bible and a dictionary. More than 100 years later, students have at their disposal considerable library resources ranging from ancient tomes to the latest technology in information retrieval.

The Olin Library, a $4.7 million gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shores of Lake Virginia, the four-level, 54,000-square-foot structure retains the

Spanish Colonial architecture that dominates the campus. A second gift of $2.7 million established the Olin Electronic Research and Information Center. The Center features the latest technology, including computer workstations, a variety of software applications, online databases, full Internet access, color printers, and digitizing equipment. These tools facilitate students creativity as they pursue research questions, and prepare multimedia presentations and Web pages.

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Holdings currently include more than 303,000 volumes, 1,600 periodical and serial subscriptions, 13,200 periodicals available through electronic resources, 42,000 government documents, a number of special collections, and hundreds of compact discs, digital video discs, and videotapes.

The College Archives and Special Collections Department, housed on the first floor of the Olin Library, provides further opportunities for research in rare books and manuscripts and the historical records of Rollins College. Special collections emphasize the liberal arts character of the Library. Examples include the William Sloane Kennedy bequest of Whitmaniana; the Jesse B. Rittenhouse library of modern poetry and literature, including her correspondence with many literary personalities; the Mead and Nehrling horticultural papers; and an outstanding collection of Floridiana. The Archives offer a wealth of information to local historians, collecting both documents of the institution and extensive holdings on the history of Winter Park.

The Library faculty are information professionals who, in addition to providing individual reference and research consultation, teach courses in research methods to Rollins undergraduate and graduate students. The Olin Library is an integral part of the instructional, intellectual, and cultural life of Rollins College.

*For further information, call (407) 646-2521.*

**INFORMATION TECHNOLOGY**

Rollins has made a significant investment in technology during the past several years. All residence hall rooms, as well as classrooms and labs are connected by wireless and wired to the campus network and to the Internet.

Several computer labs provide general and special-use facilities for students. Public labs are available in the Bush Science Center, Cornell Hall for Social Sciences, and the Olin Library's Electronic Research and Information Center. These labs are networked to printing facilities, the campus network, and the Internet. Computers for writing and quantitative learning instruction are available in the Thomas P. Johnson Student Resource Center in the Mills Memorial Center.

Public computers are also available in the Olin Library and Cornell Campus Center to provide convenient Internet and e-mail access. Most computer labs along with the Student Help Desk are available more than 90 hours each week, with 24 hour access available, in the Olin Electronic Research and Information Center.

More than 90-percent of Rollins students either bring their own computer to campus or purchase or rent computers through the College. Information on computer sales and rentals is provided to incoming students with their matriculation information and is offered to current students periodically during the school year. While both Macintosh and Windows computers are used on campus, preferences of Rollins

faculty and students closely match those of the computer market in general; Windows PCs are the preferred platform for most, with the vast majority of computer software being used by faculty available in that format.

A variety of microcomputer software is available in the labs, including word processing, multi-media and web design, programming languages, statistical packages, and discipline-specific software for individual courses. E-mail and Web page storage for student web sites is provided to all students and accessible on the Rollins Web server at http://www.rollins.edu.

The Department of Information Technology offers courses throughout the year, both credit and non-credit, on topics such as *Using the World Wide Web for Research, Digital Video, and Creating Home Pages on the World Wide Web.*

Opportunities for student employment are varied within Information Technology, and include Web page design and writing, student lab assistants, and Help Desk and computer hardware consultants. In addition, IT grants are offered to about a dozen incoming students with strong interests in computer technology; information on this program is available from the Office of Admissions.

*For additional information, contact the Department of Information Technology at (407) 628-6326.*

**PRESENTATION SYSTEMS**

The College's Department of Presentation Systems, housed in the Bush Science Center, provides instructional support for a wide range of materials and information in audio, visual, and other non-print formats. The department supports various media-equipped classrooms and advises the student-operated cable television channel.

# Special Curricular Opportunities

The traditional, four-year curriculum offered at Rollins is enriched by many special academic programs, most administered by Rollins and some sponsored by other institutions. Students may participate in various programs while in residence at the College, or enroll in programs that involve living at other colleges or traveling abroad.

**INDEPENDENT STUDY**

Independent Studies offer students an opportunity for specialized study and are meant to encourage intellectual curiosity, initiative, and sustained effort. Independent Studies (classified either as tutorials or research projects) must be sponsored by a faculty member, and approved by an academic department and the Office of the Dean of the Faculty. Proposal forms for Independent Studies are available (in electronic form suitable for download) on the Student Records web site (www.rollins.edu/studentrecords).

**TUTORIALS**

Working under the close supervision of a faculty member, students read primary and secondary material, and/or work in a laboratory or studio setting. Evaluation is usually based on a paper, an examination, or

both. A tutorial cannot normally duplicate a course that is offered regularly. The student must meet formally with the instructor a minimum of one hour per week. Normally, sophomore status is required.

**RESEARCH PROJECTS**

To qualify, students already must have acquired the knowledge and skills necessary to do the research. This implies that the research is in the major (or in a closely allied field), and that the student has achieved junior or senior status. Such projects usually involve original research with primary materials or original work in the laboratory or studio.

**ACADEMIC INTERNSHIP PROGRAM**

"An internship is any carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience" (The National Society for Experiential Education). Internships are viewed as being an integral part of a student' s academic program. The Rollins Academic Internship Program enhances students' internship experience through in-depth reflection and critical analysis of the work environment. Students are encouraged to take advantage of the numerous internship opportunities approved for academic credit through the Office of Academic Internships and the Office of Career Services. With the appropriate consents, students also have the option of developing their own internships locally, at home, or abroad for academic credit. In addition, students can earn academic credit for structured, study abroad internships approved through the Office of Academic Internships and Office of International Programs. Again, all internships for academic credit must be pre-approved and no credit will be granted retroactively.

Eligibility Criteria

In order to be eligible for the Academic Internship Program (AIP), a student must have earned a minimum of 30 (thirty) semester hours of credit and not be on academic or judicial probation during the semester in which they are enrolled for the internship. Students may enroll in one (1) academic internship per semester, and a maximum of four (4) semester hours of credit may be earned for any internship in a single semester. A student who completes the same internship multiple terms may only receive academic credit for that internship during one (1) term. A maximum of 12 (twelve) semester hours of internship credit may be applied towards graduation. Appeals to these academic policies should be submitted to the Academic Appeals Committee through the Thomas P. Johnson Student Resource Center.

Registration

A student may enroll in an academic internship during a regular semester (fall or spring) or during the summer. A student may earn two, three, or four (2, 3, or 4) semester hours of academic credit for an internship. Each credit hour requires a minimum of 40 hours of work at the internship site within the dates of the semester. Students should submit an *Intent to Register Form* and a *Credit Approval Form* to the Office of Career Services by the published registration deadline for each semester. If the internship has not previously been approved for academic credit, an *Internship Posting Form* must also be submitted before the published deadline. All forms and published deadlines may be found on the Office of Career Services' website http://www.rollins.edu/careerservices/ .

Course Requirements

The Director of Academic Internships or a designated faculty member supervises students enrolled in academic internships. This individual maintains contact with both the student and the host organization, and makes decisions regarding the granting of credit at the end of each semester. The requirements for the successful completion of an internship include, attending a mandatory orientation, working a minimum of 40 hours per semester hour earned, and submitting comprehensive reflection assignments that may include: writing reflective journals, establishing learning objectives, submitting evaluations, and a final paper. The summer internship course requires a matriculation fee. The semester dates for summer academic internships are set by the designated internship instructor, and may begin as early as the day after commencement and last up to nine (9) weeks. All credit requirements for summer internships must be completed within the nine-week time period.

Interdisciplinary, Major or Minor Credit

Students may earn interdisciplinary, major, or minor credit by completing an academic internship. Many students choose to complete internships for interdisciplinary credit that does not fulfill major or minor requirements. The grade for an internship is either credit or no-credit (CR/NC) and is listed on the student' s transcript as ***INTN*** (or a departmental prefix) ***397: Internship***.

To receive interdisciplinary credit for an internship, students should take a *Credit Approval Form* to their Faculty Advisor to secure his/her signature indicating that they are aware their advisee will be completing an internship for academic credit. To receive major or minor credit for an internship, the *Credit Approval Form* should be signed by both the student' s Faculty Advisor and the Department Chair/Internship Representative. Students should first check with their Faculty Advisor to ensure they have satisfied all department prerequisites to participate in an internship for major or minor credit. Departments approving internships for major or minor credit should adhere to the minimum standards of the Academic Internship Program. The Department Chair/Internship Representative should request to see the internship job description before approving the internship. The Department Chair/Internship Representative have the option to add supplemental requirements in order for the student to receive credit. These additions to the internship syllabus must be communicated both to the student and the Director of Academic Internships prior to starting the internship. Students who earn credit in the major or minor are typically registered for four (4) semester hours. The Department Chair/Internship Representative that has approved major or minor credit should give the final grade approval of CR/NC to the Director of Academic Internships or the designated faculty member supervising the internship course. An internship that is declined for major or minor credit may still be approved for interdisciplinary credit that counts towards students' general elective requirements. International Business majors must have the approval of the Director of International Business Internships prior to pursuing internships intended to fulfill the major requirement.

Approval of Transfer Credit

Internships taken pass/fail (P/F) or credit/no-credit (CR/NC) at other institutions will be awarded academic credit only if certain criteria are met. These criteria are as follows. 1) The internship must be pre-approved by the Director of Academic Internships. 2) The internship course must have a written syllabus stating that it is an academic course, not just a work experience. 3) The requirements for receiving credit must be specified. 4) There must be an academic advisor assigned to the student who will provide continual supervision of the intern during the semester. 5) There must be a minimum of 40 hours of work for each credit hour earned. 6) A maximum of four (4) credit hours will be accepted for credit. 7) The student must establish learning objectives, and those objectives must be evaluated throughout the semester by both the student and the academic advisor to insure that the internship is

progressing. 8) A final project must be required. This project could be a paper or a portfolio assessment of the internship experience. The project should stress the learning aspect of the internship and include an assessment of the learning objectives. A journal alone will not be acceptable. The project must be submitted to the Director of Academic Internships for evaluation. 9) The student must receive a satisfactory written evaluation from the internship site. 10) The student must complete all requirements as stated in the syllabus, and must submit a copy of the final project/ paper and written evaluation to the Director of Academic Internships before transfer credit will be approved.

*For further information, contact the Office of Career Services, (407) 646-2195.*

## INTERNATIONAL AND OFF-CAMPUS STUDY

Rollins College is committed to enhancing its international opportunities abroad and on-campus. International study experiences equal in quality and rigor to Rollins' academic programs are an integral component of this mission. A variety of off-campus programs allows eligible Rollins students the opportunity to extend their education beyond the campus. In order to participate in international and off-campus programs, students must be in good academic and social standing, and have a history of good conduct at Rollins. For more detailed information, students may contact the Office of International Programs or visit its web site, **www.rollins.edu/int-programs**.

For information regarding financial aid for these programs, see "Aid for Off-Campus Programs" in the *Student Financial Aid* section of this Catalogue.

### Rollins College Approved Semester Programs

Rollins semester programs are offered in Sydney, Australia; Brazil; Shanghai and Hong Kong, China; Lancaster, England; London, England; Paris, France; Athens, Greece; Manchester and Trier, Germany; Rome, Italy; Osaka, Japan; Rabat, Morocco; and Asturias, Spain. Rollins also offers two approved domestic semester programs: American University of Washington Semester; and the Duke University Marine Lab. These programs are offered in cooperation with institutions and organizations overseas and the United States and they have been carefully reviewed, selected and developed with the Rollins mission and Rollins students in mind. Students accepted into these programs may apply their Rollins, Federal, and state financial aid (exceptions may include work study, academic department and athletic scholarships), to the program cost: a flat fee equivalent to regular Rollins tuition, room, and board. All earned grades are factored into the Rollins grade point average. Courses are either considered Rollins courses, or may be approved as transfer credits: this varies by program; see the individual program descriptions below for further details. For any credits that are accepted as transfer credits, grades lower than a C- will still display on the Rollins transcript and be factored into the Rollins grade point average.

### Rollins College Summer Programs

Currently Rollins offers one summer program: Verano Español in Madrid, Spain. Courses are considered Rollins College courses and grades are factored into the Rollins grade point average.

### Field Study Courses

Short courses taught by Rollins faculty are offered each year in diverse international locations for one and a half to four weeks in early January or throughout the summer months. Field course offerings and credit varies from year to year. Field studies are either connected to fall or spring term courses or function as stand-alone courses; students typically earn two (2) to four (4) semester hours of credit for field study courses. Travel costs range from $1,000 to $4,500 per course and limited need-based scholarships are available. These courses are Rollins College courses and grades are factored into the Rollins grade point average.

**Other Programs**

International Programs coordinates transfer credit approval for other study abroad programs in cooperation with academic departments and the Office of Student Records on a case-by-case basis. Students take a leave of absence to participate and are responsible for a $550 fee for semester and academic year programs, and a $250 fee for summer and short-term programs; credits may be approved as transfer credits but grades are not factored into the Rollins grade point average, and Rollins, Federal, and state financial aid may not be applied. All other transfer credit policies apply.

**Further Information**

International Programs offers study basic abroad advising, pre-departure orientation and assistance, and support for students while they are abroad, regardless of the program sponsor.

Applicants to all programs should be in good social and academic standing. Applicants for semester and academic year programs must have a minimum of a 3.0 cumulative grade point average and applicants for Field Study courses must have a minimum of a 2.4 cumulative grade point average. Additional program specific application requirements and qualifications may also apply. Students must apply online for any and all programs through Rollins International Programs Application (RIPA), available through Foxlink.

Students interested in international study should visit the Office of International Programs or review the information on our website: www.rollins.edu/int-programs. Students are encouraged to pick up a copy of the *Guidebook to Study Abroad* for complete policies and procedures, and to look at the resource materials available in our office and online. The application deadline for winter and spring programs is typically at the end of September or the beginning of October; the deadline for spring break programs is typically in early December; and the deadline for summer, fall and academic year programs is typically in mid-February.

**ISA at the University of Belgrano, Argentina**

The semester program at the University of Belgrano through ISA (International Studies Abroad) provides students the opportunity to study for the semester at a highly ranked university in Latin America. The University of Belgrano, founded in 1964 was among the first universities in Argentina to promote study abroad and internationalization. Rollins students will have access to a wide variety of courses in a broad range of fields including: Spanish, Latin American Studies, Political Science, Culture, Literature, and Business. Courses are taught by full time faculty at the University, and there are direct enrollment options, in addition to courses with foreign students. Certain courses are also taught in

English. In addition, students have the opportunity to enroll in a month-long intensive Spanish language course which is available immediately prior to the start of fall (end of June - late July) and spring (early February - early March) semesters. While not required, the program is strongly encouraged and is included in the semester cost. Students will live in a homestay as a way to fully integrate into the community. Belgrano is an upper-middle class neighborhood in the north of the city, with tree-lined streets and excellent access to public transportation. All courses earned at the University of Belgrano will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Rollins in Sydney, Australia**

The Rollins program in Sydney offers students the opportunity to explore and experience Australia through course work, numerous excursions to places of historical, cultural, and environmental interest, and a homestay with Australian hosts. The fall semester in Sydney offers a range of courses in Australian Studies -- art, aboriginal studies, environmental studies, literature, history, economics, and politics. For a complete listing of courses available, refer to the *Australian Studies Minor* section of this Catalogue or the International Programs website. There is an optional internship in a variety of professional fields for which students extend their stay in Sydney by five weeks and must pay an additional fee. Students earn sixteen to twenty semester hours of credit and may fulfill general education requirements. A semester in Sydney is required for the Australian Studies minor. All courses are considered Rollins courses.

**Rollins in Shanghai, China**

The Rollins in Shanghai curriculum was designed for Rollins students pursuing an East Asian major/minor but is also popular with other students in many disciplines because it allows them to make optimum use of their time in the "Middle Kingdom" through special courses that include numerous field trips and excursions to places of historical and cultural interest. The goal of the semester is to introduce students to all aspects China and Chinese life from the urban centers to the rural countryside. The program is facilitated by EducAsian, a study abroad organization with 15 years of experience developing and implementing high-quality rigorous academic programs in China. Students experience the benefits of studying on the campus of host institution, Shanghai Jiao Yong University, with access to all campus facilities and activities, as well as the support of a full time Program Director and local staff. This program is appropriate for sophomores, juniors and seniors with an interest in China and/or East Asia. Students normally earn between fourteen (14) and eighteen (18) credits and must take at least one Mandarin language course for eight to ten credits, and at least one content course taught in English. Courses are considered Rollins College courses and grades are factored into the Rollins grade point average.

**Hong Kong Baptist University, China**

The Rollins exchange program at Hong Kong Baptist University offers students the opportunity to enroll directly at a prestigious institution in one of the premier economic and cultural centers in modern Asia. Hong Kong Baptist University offers courses in 40 majors in the areas of arts, business administration, science, social sciences, and social work. Many classes are taught in English, and students take courses with local and other international students. Housing is provided in the international student dormitory

and exchange students can take advantage of university services and co-curricular activities and opportunities for students. Hong Kong Baptist University has partnerships with many US institutions and their staff provide excellent support for incoming exchange students. Students typically earn twelve (12) credits and can participate during the fall or spring semesters, or for the full academic year. All courses earned at Hong Kong Baptist University will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**CAPA Semester and Internship in London**

Rollins College offers a semester internship program in both fall and spring terms in London, England. The program is facilitated by CAPA International Education, a leading provider of internship and study abroad programs. Students have the option of participating in an internship and internship course, and taking two other courses; participating in a service-learning course and experience and taking two other courses; or taking four (4) to five (5) courses. All courses are offered through CAPA. Internships are available in education, film, finance, government, health care, journalism, law, marketing, museums, radio, and social services, and many more fields. Students work in their internship placements fifteen to twenty hours per week for fourteen (14) weeks. Students on the service-learning track complete fifteen (15) hours per week of service. Students may choose to live in centrally located apartments in London with other program participants. Students who successfully complete all aspects of the program receive twelve to fifteen (12-15) semester hours: six (6) semester hours (CR/NC) for the internship and participation in an internship course, and six (6) to nine (9) semester hours (graded) for the academic courses and/or additional enrollment in the Rollins academic internship course. All courses taken in London will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Students who opt to also enroll in the Rollins academic internship course will earn Rollins credit for that one course.

**Queen Mary, University of London**

The Rollins Semester program at Queen Mary provides students the opportunity to study for the semester or the full academic year at an institution rated among the top fifteen in the United Kingdom. Queen Mary is located in the diverse East End neighborhood of London and is unique to central London institutions due to its lovely and contained urban campus close to all London has to offer. Rollins students will have access to a wide variety of courses in a broad range of fields including: English, Drama, Film, Biological Sciences, Psychology, History and Political Science. Students live in dormitories on the Queen Mary campus and are fully integrated into University life. Students typically earn twelve (12) to sixteen (16) credits for one semester. All courses earned at Queen Mary will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Lancaster University, England**

The Rollins Semester program at Lancaster University provides students the opportunity to study for the semester or the full academic year at a leading teaching and research university, recently ranked ninth among all UK universities as a research institution. At Lancaster, commitments to a high standard of undergraduate and post graduate teaching and to research reinforce one another and make possible a wide variety of specialized courses. Rollins students will find a wide variety of courses in a broad range

of academic fields, which makes the program a strong fit for students looking for fulfill major and minor requirements. Students live in residence halls on the beautiful campus located in the lake district of England, famed for its picturesque landscapes. Students are integrated fully into life on campus and can easily become involved in the many extracurricular activities available to students. Typically students earn from twelve (12) to sixteen (16) credits for one semester. All courses earned at Lancaster will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Hollins in Paris France**

Hollins University was among the first colleges in the nation to offer an international study program in Paris in 1955. A distinctive study abroad program, it is designed to be flexible in curriculum and builds around the interests of students. Students experience the city of Paris with courses that take them right into the daily lives of its inhabitants. This program is available to students at an intermediate level of French. All courses are taught in French. This program is available in fall or spring semester or for a full year. All courses earned at Hollins in Paris will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**University of Trier, Germany**

Rollins College offers a spring semester intensive, in-depth, experience in German language, culture, and society in Münster and Trier, Germany. It is designed for students at the intermediate or advanced level of German language. Students live with student hosts or in residence halls. The program is hosted by the University of Münster, the University of Trier, and Kapito Sprachschule in Münster. Students spend the first eight (8) weeks of their program at Kapito in a total immersion program. Students then enroll in regularly scheduled courses at the University of Trier for the second part of the program. Students who complete the spring semester in Germany can earn up to twenty (20) semester hours. Credits earned in Münster are considered Rollins credits. Credits earned at the University of Trier will appear on the Rollins transcript as transfer credits. All earned grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Applicants should have a demonstrated interest in Germany, a desire to become proficient in German language, and a desire to learn about German culture and society. They should have at least junior status and be in good social and academic standing. Students must have completed intermediate college-level German or the equivalent.

**College Year in Athens, Greece**

College Year in Athens (CYA) provides students with the resources to achieve a comprehensive knowledge of Greece and the Eastern Mediterranean. It is administered for Rollins by Southwestern University. Even though the program is best suited for students studying the classics, majors in anthropology/ethnography, art history, European studies, history, international relations, literature, philosophy, political science and religious studies are also welcomed. Classes are taught in English and include field trips to historical sites and museums. Students may participate for a full academic year, or for just the fall or spring semester. All courses earned at CYA will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**The Intercollegiate Center for Classical Studies in Rome, Italy**

The Intercollegiate Center for Classical Studies in Rome (ICCS) was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100. It provides undergraduate students with an opportunity in Rome to study ancient history and archaeology, Greek and Latin literature, and ancient art. Many classicists currently in the field are alumni of the ICCS Rome program and look back fondly on their experience at the Centro. All courses earned at ICCS will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Trinity in Rome, Italy**

Trinity College's Rome Campus, established in 1970, offers an outstanding educational opportunity in the heart of one of the world's great cities, where glorious treasures and haunting ruins of several magnificent civilizations are stage to a vibrant, modern capital. Students enjoy a superb location, excellent teachers, a broad liberal arts curriculum, stimulating fieldwork in Rome, the city's lively cosmopolitan culture, and faculty-led academic excursions to Venice, Florence, and Naples/Pompeii /Capri. In a typical semester, the Rome Campus has approximately 60 participants, drawn from America's finest colleges. Visiting students have been an essential part of the program since its inception in 1970, with visiting students comprising approximately 50 percent of each group. We welcome students from schools all over the United States. New friendships and personal growth develop through diversity on campus and the adventure of immersion in Rome. All courses earned at Trinity in Rome will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Kansai Gaidai University, Japan**

The Rollins exchange program at Kansai Gaidai in Osaka, Japan provides an incredible opportunity for students interested in Japanese language and culture and students broadly interested in Asian Studies. Courses taught in English are offered in the Humanities, Social Sciences and Business/Economics, with a special focus on Asia in all courses. Many courses offer field trips that are integrated into the curriculum. Students can choose to live in on campus in the international student dormitory or at a homestay. Students have many opportunities to meet local students through Friendship Programs and other campus activities. Previous study of Japanese is not required, though students must take Spoken Japanese while studying at Kansai Gaidai. Typically students earn fourteen (14) to sixteen (16) credits for one semester. All courses earned at Kansai Gaidai will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**University of Oviedo, Asturias**

Rollins College offers semester- or year-long opportunities to study at the University of Oviedo in Asturias, Spain. The language and culture program, offered both fall and spring semesters, provides an intensive, in-depth, experience in Spanish language, culture, and society, and is designed for intermediate to advanced students of Spanish. The direct enrollment program is offered for the academic year or spring semester to advanced or native speakers who want to take university courses in their

major field of study. Both the language and culture program and the direct enrollment program are located at the University of Oviedo, a major university boasting more than 44,000 students enrolled in thirty-five (35) departments. Students who complete the program earn academic credit equal to sixteen (16) to twenty-four (24) semester hours. All courses earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Rollins students who are majoring or minoring in Spanish may apply up to three (3) of their courses in Oviedo, with the exception of Spanish literature. Students live with Spanish hosts and participate in a varied cultural program during the semester. Applicants should have sophomore status and be in good social and academic standing. Applicants must have completed intermediate college Spanish or the equivalent.

**Rollins Summer Program: *Verano Espanol in Madrid***

Rollins offers a six-week summer language and culture study program, and an eight-week language study and internship program, both hosted by don Quijote Language School in Madrid, Spain. Local faculty teach courses in Spanish language at the beginning, intermediate, and advanced levels. Students live with Spanish hosts and participate in excursions to historic and cultural sites near Madrid. A Rollins College Spanish faculty member accompanies the group. Applicants to this program should have a demonstrated interest in Spain, a desire to become proficient in Spanish language, and a desire to learn about Spanish culture and society. The language and culture program is open to all students at the intermediate and advanced levels, and to rising juniors and seniors at the beginning level; the language and internship option is open to all students at the advanced level of Spanish Students receive up to eight (8) semester hours of Rollins credit and grades are factored into the Rollins grade point average. Course descriptions are listed in the *Modern Languages and Literatures* section of this Catalogue.

**World Learning and the School for International Training, Varied Locations**

World Learning is a nonprofit organization that manages a variety of international education and exchange programs including SIT Study Abroad. World Learning and SIT are recognized as leaders in the field of international education, and their undergraduate study abroad programs are unique in the emphasis on total integration, field-based and experiential learning, and independent student research. SIT offers more than 70 semester, summer, and academic year study abroad programs focused on critical global issues: Arts, Media, and Social Change; Development, Urban Studies, and Entrepreneurship; Global Health; Identity and Globalization; Natural Resource Management, Biodiversity, and Environmental Policy; Post-Conflict Transformation; and Social Movements, Education, and Human Rights. Programs foster academic rigor, intensive cultural immersion, substantial community involvement, and an emphasis on field-based research. The program curriculum incorporates classroom instruction and field study. Students typically live in homestays; take intensive language classes; and conduct an Independent Research Project: an intensive case study, practicum, or community project. Students typically earn sixteen (16) credits for the semester. All courses earned on these programs will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Washington D.C. Internship Program**

The Washington semester program at American University lets students intern in Washington while

taking seminars with guest speakers from the realms of foreign and domestic politics, law and jurisprudence, international business and trade, journalism, economic policy, peace and conflict resolution, and more. Students live on campus at American University located in the Georgetown area. A minimum grade point average of 3.0 is required. All courses earned at American University will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Duke Marine Lab**

Duke Marine Lab is a campus of Duke University and a unit within the Nicholas School of the Environment. The mission is education, research, and service to understand marine systems, including the human component, and to develop approaches for marine conservation and restoration. Today, the Marine Laboratory operates year round to provide educational, training, and research opportunities to about 3,500 persons annually, including undergraduate, graduate, and professional students enrolled in the university's academic programs; visiting student groups who use the laboratory's facilities; and scientists who come from North America and abroad to conduct their own research. A seminar/lecture series features many distinguished scientific speakers from across the nation and abroad. All courses earned at the Marine Lab will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

For further information about any study abroad program, contact the Office of International Programs (407) 646-2466, e-mail: intprog@rollins.edu or see www.rollins.edu/int-programs.

**SERVICE-LEARNING**

Service-learning offers students an opportunity to combine classroom theory and knowledge with practical community experience. In service-learning courses, students will, as part of the class, spend time volunteering in the community. Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning. Students learn best not by reading the Great Books in a closed room but by opening the doors and windows of experience (Thomas Ehrlich, in Barbara Jacoby and Associates, Service-Learning in Higher Education: Concepts and Practices, San Francisco, California, Jossey-Bass, 1996).

For more information on service-learning courses at Rollins College, please contact the Office of Community Engagement, (407) 975-6406, or see www.rollins.edu/communityengagement.

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# Special Degree Programs

## The Honors Degree Program

Rollins offers a special program in the liberal arts for students with exceptional abilities. The Honors Degree Program admits students with a superior record of academic achievement and leads to a distinct and separate undergraduate degree *Artium Baccalaureus Honoris* the Honors Bachelor of Arts Degree. Honors students complete a core sequence of interdisciplinary courses designed to provide an integrated understanding of the liberal arts. A series of four team-taught seminars during their first and second years introduce students to the various methods of inquiry in the liberal arts. These courses substitute for some of the general education requirements of the regular bachelor's degree program and are designed to: (1) teach students to think and write critically across a broad range of disciplines and (2) encourage and prepare students to be independent thinkers.

### HONORS STUDENTS

Most Honors students are admitted to the program prior to their first year at Rollins. With regard to academic and social permissions, they enter the College with sophomore status. Attending small, interactive seminars together for four years, Honors students get to know each other and form a community of learners based on shared experiences, collaborative projects, and lively discussions. This sense of community begins during their first days on campus with the *Honors Conference Seminar* and culminates with the *Darrah Honors Synoptic Seminar*, in which students will be presented with a series of contemporary problems and will demonstrate how each discipline would contribute to an understanding and a solution to these problems. Special Honors Dinners and other Honors activities further enhance this sense of community. Students find that the challenge and excitement of learning is not dependent solely on faculty members, but arises freely and spontaneously within this community of peers.

Adventurous students are encouraged to spend a semester away from the campus (usually in the junior year) pursuing experiential learning, study abroad, or some other exceptional educational opportunity.

### ADMISSION

Entering first-year students are eligible for the Honors Degree Program if their high school record shows evidence of special scholastic attitude and aptitude. Honors students normally constitute the top

10-percent of the entering class. The Honors Program Supervisory Board, together with the Office of Admissions, reviews the files of the most promising entering students in order to identify and select candidates for the Program.

Transfer students with forty (40) or fewer semester hours may also be selected for admission. In addition, each year a small number of Rollins sophomore students are also admitted to the Honors Degree Program based on their academic performance, the rigor of their schedules as first-year students, and recommendations from their professors.

**GRADUATION REQUIREMENTS**

I. COURSES AND CREDITS
*(See Courses of Instruction, Honors Degree Program for course descriptions.)*

A. Seminars

- ***HON 201 and HON 202***
- ***HON 301 and HON 302***
- ***HON 490***

B. Independent Studies

- Honors Degree Program students must complete a two-semester Honors-in-the-Major-Field project (total of eight [8] semester hours) approved and supervised by the student's major department. One member of the student's committee must be a faculty member from the Honors Degree Supervisory Board or a faculty member approved by the Board. In addition, each student must make a presentation in the fall semester to his/her committee about the nature of the project and work that has been completed to that point, and make a detailed defense of the project to his/her committee and a more general public presentation of his/her work at the end of the spring semester. The eight (8) semester hours for the Honors-in-the-Major-Field project may count toward requirements credit in the student's major at the discretion of the student's major department.

C. General Education Requirements

- ***Knowledge of Other Cultures (C)***
- ***Decision Making and Valuation (V)***
- ***Foreign Language (F)***
- ***Lab Science (O or P, and N)***
- ***Quantitative (Q)***

D. Major Field

- ***Complete courses required for major*** **(48-64 semester hours)**

E. Electives

- ***Includes an optional minor of six to eight courses*** **(32-48 semester hours)**

For the sake of providing flexibility in their academic scheduling, Honors students are required to complete only two physical education courses:

- *one Basic Physical Education (BPE) and*
- *one Physical Education Activity (PEA).*

Nonetheless, the Program does support the principle of a sound mind in a sound body and therefore recommends the usual three (3) physical education courses.

Students must fulfill the above academic requirements in no less than 140 semester hours.

II. GRADES AND EXAMINATIONS
Candidates for the Honors B.A. Degree must maintain a minimum cumulative average of 3.33 to continue in the program and earn the degree. They must also earn a grade of *'B'* or better for their Honors-in-the-Major-Field project. Latin honors at graduation (Cum Laude, Magna Cum Laude, and Summa Cum Laude) are awarded in the Honors Program on the basis of cumulative GPA, with the same numerical criteria as in the rest of the College (see the *Curriculum and Academic Policies* section of this Catalogue).

**THE HONORS DEGREE SUPERVISORY BOARD**

The policies and procedures of the Honors Program are monitored by the Honors Degree Supervisory Board. The Board consists of the Dean of the Faculty (or designate), the Director of the Honors Degree Program (a faculty member), the Dean of Admission (or designate), a representative from the Office of Student Records, three other faculty members, and four student representatives. Faculty members of the Board are appointed annually, and the student members are chosen annually by the Honors Degree candidates of the four respective classes. These representatives may call meetings of the honors students during the year to discuss the program and make suggestions.

*For further information, contact Dr. R. Barry Levis, Program Coordinator, (407) 646-2158.*

# Combined and Cooperative Degree Programs

The College offers three combined and/or cooperative degree programs:

**ACCELERATED MANAGEMENT PROGRAM (A.B./M.B.A.)**

Outstanding Rollins students have an opportunity to obtain both the College's Artium Baccalaureus (AB) degree and the Master of Business of Administration (MBA) degree in five (5) years through the College's Accelerated Management Program (AMP). The first three years of study are completed in the College of Arts and Sciences; the second two years are completed in the Crummer Graduate School of Business through the Early Advantage MBA program.

As part of the structure required by the Accelerated Management Program, students agree to adhere to specific academic and experiential requirements listed below. Acceptance into the Early Advantage MBA program is conditional upon the student's satisfactory completion of these requirements:

- Term grade point averages of 3.2 or better while participating in the program and a cumulative

grade point average of 3.2 or better by the end of the third year.
- Attendance at all scheduled AMP seminars during the first three (3) years.
- Completion of all general education curriculum, major, and minor (if declared) requirements prior to the end of the third year.
- Completion of at least one (1) internship prior to the end of the third year.
- Completion of at least 108 earned semester hours by the end of the third year.
- Completion of graduation petition and graduation compliance audit forms (general education, major, and minor) in spring term of the third year.
- A score of at least 600 on the Graduate Management Admissions Test (GMAT) by the end of the fall term of the third year.
- Preparation of an accepted resume and videotaped mock interview prior to the end of the third year.
- A personal interview with the Director of Admissions, Crummer Graduate School of Business.

Students not accepted into the Accelerated Management Program as part of the admissions process may make application to the Program during the spring of their first year. The application is required by not later than April 15 and is available from the Program Coordinator. Students will be notified of acceptance by the fall of their second year. Application to the Accelerated Management Program may not be made in the second or third year.

*For further information, contact the AMP Program Advisor in the Thomas P. Johnson Student Resource Center at 407-646-2354.*

**PRE-ENGINEERING PROGRAM (A.B./B.S.)**

Rollins College cooperates with Auburn University and Washington University (St. Louis) in combined programs designed for students who wish to become professional engineers. Students attend Rollins for three years in a program of liberal arts and science before transferring to the engineering school. Students receive an A.B. degree from Rollins and a Bachelor of Science (B.S.) degree from the engineering school.

In order to receive the A.B. degree from Rollins College with a major in pre-engineering, students must complete a set of core requirements in the sciences and mathematics, must satisfy all general education requirements of the College, must complete an approved area of concentration within one of the established majors offered by the College, must successfully complete at least 105 semester hours of study at Rollins, and must complete at least 35 semester hours of study leading to the B.S. in engineering at one of the cooperative engineering schools.

Fields of study include chemical, civil, electrical, mechanical, industrial, and computer engineering. Other fields are biomedical engineering, aerospace engineering, materials science and engineering, and systems science and engineering.

The basic first- and second-year requirements at Rollins for all of these programs include.

- ***MAT 111-112 Calculus I and II***
- ***MAT 211 Multivariable Calculus***

- ***MAT 230 Linear Algebra***
- ***MAT 305 Ordinary Differential Equations***
- ***CHM 120 Chemistry***
- ***CHM 305 Physical Chemistry***
- ***PHY 130 Principles of Physics I***
- ***PHY 131 Principles of Physics II***
- ***PHY 230 Modern Physics***
- ***CMS 167A/167B Introduction to Computing***
- ***Courses in the General Education Curriculum, including Physical Education***

During their sophomore year, students should meet with Dr. Thomas Moore, Program Coordinator of the Cooperative Pre-Engineering Program, and plan a sequence of advanced courses that satisfy the concentration requirement at Rollins. The areas of concentration are similar to a minor in a field of study and are usually in physics, chemistry, computer science, or mathematics. Please refer to *The Rollins College Cooperative Pre-Engineering Program: A Guide for Students and Advisors* for details; it is available at http://www.rollins.edu/as/academics/departments-majors-minors.html within Pre-Engineering under Three/Two Programs.

*For further information, contact Dr. Thomas Moore, Program Coordinator, (407) 646-2349.*

**ENVIRONMENTAL MANAGEMENT (A.B./M.E.M. or M.F.)**

This cooperative program offers an excellent opportunity to combine liberal arts with a graduate degree in environmental management or forestry from the Duke University School of the Environment. Duke's graduate program in these areas is one of the best in the country. Students spend three years at Rollins followed by four terms at Duke and receive the Rollins A.B. degree, and the Master of Environmental Management (M.E.M) or the Master of Forestry (M.F.) from Duke. The M.E.M. degree offers majors in resource ecology, water and air resources, or resource economics and policy. The M.F. degree represents a major in forest resource management. Concurrent graduate degrees in business administration, environmental law, or public policy are also available with two additional terms at Duke.

*For further information, contact Dr. Katie Sutherland, Program Coordinator, (407) 691-1075.*

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# Curriculum and Curricular Requirements

## Academic Requirements

To be eligible for the Bachelor of Arts degree, a student must complete the following requirements, in addition to courses outlined in the major. A student may fulfill the requirements specified in this Catalogue or any subsequent Catalogues maintained and updated regularly on the College's web site, while the student is continuously enrolled in the College of Arts and Sciences. However, a student who withdraws or is dismissed from Rollins may be required to follow any curricular policies in effect at the time of the return.

***STATEMENT OF RESPONSIBILITY***
Students are responsible for knowing and meeting all degree requirements and academic regulations listed in the College Catalogue. Academic advising transcripts and general education completion reports are available to all students on the Office of Student Records web site (www.rollins.edu/studentrecords) to assist them in keeping informed about progress made toward the degree. Questions concerning degree requirements and academic regulations should be addressed to the academic advisor or the Assistant Dean for Academic Administration and Records.

## Graduation Requirements

***CREDIT***
Students must complete a minimum of 140 semester hours of academic work, of which at least sixty-four (64) semester hours must be outside a single departmental prefix. All students must complete a minimum of sixteen (16) semester hours that are not used to meet either a general education curriculum or major requirement.

***GRADE POINT AVERAGE***
Students must earn a minimum academic average of a 2.00 (*'C'*) for all courses taken at Rollins and achieve a minimum academic average of a 2.00 (*'C'*) for all courses taken to fulfill major requirements.

***GRADUATION PETITION AND SENIOR AUDIT***
Students must complete and submit a Graduation Petition to be considered for graduation. In addition, students are responsible for preparing, submitting, and obtaining approval for their Senior General

Education, Major, and if appropriate, Minor Audits. The Senior Audits document, by academic advisor and major/minor department chair approval, that all general education curriculum and major/minor requirements have been met.

Students may not receive degrees (including diploma or final transcript showing degree completion) until all graduation forms have been submitted and all graduation requirements have been completed. The degrees are awarded in December, May, and August, therefore the degree completion date will be the next degree date following the completion of graduation requirements and receipt of all forms and transcripts.

***RESIDENCY***

Once admitted to full-time degree status in the College of Arts and Sciences, students must complete at least seventy (70) semester hours in the College (including Rollins or Rollins-affiliated off-campus courses, but excluding Hamilton Holt School courses). Moreover, students must be enrolled full-time in the College of Arts and Sciences (excluding Hamilton Holt School courses) during the last two (2) consecutive semesters (excluding summer terms).

***HONORS AT GRADUATION***

Faculty of the College of Arts and Sciences make the distinction Cum Laude (with honors). In making such awards, the faculty requires that both of the following criteria be met.

- Grade Point Average
  - *Cum Laude: 3.50-3.69*
  - *Magna Cum Laude: 3.70-3.89*
  - *Summa Cum Laude: 3.90-4.00*
- Endorsement by the major department.

***COMMENCEMENT***

Graduating seniors participate in an annual Commencement ceremony held each May. Only students who have completed all graduation requirements may participate in the Commencement ceremony.

Petitions of Academic Appeal to participate in Commencement without all graduation requirements complete will be considered only when the following conditions are met.

1) The student has an overall GPA of 2.0 (*'C'*) and a 2.0 (*'C'*) GPA in the major both at the time of petition and at the time of Commencement;
2) the student presents a viable plan, including documentation of course availability and an approved Request to Study Outside of Arts and Sciences, consisting of no more than eight (8) semester hours; and
3) the department chair of the student's major approves the plan submitted.

Students who file a Request to Participate in Commencement and subsequently participate in the May commencement ceremony may not then enroll in regularly scheduled Arts and Sciences courses during any future fall or spring term. Request to Participate in Commencement forms to make such academic appeals are available from the Office of Student Records.

College honors, honors in the major field, nor any other College awards to graduating students will be neither recorded in programs, ascribed to student academic records, nor announced during ceremonies

for any student who has not completed all graduation requirements at the time of Commencement. Students may participate in only one (1) graduation ceremony for Arts & Sciences.

The President approves degrees for students completing graduation requirements in fall term in December, for students completing requirements in spring term in May, and for students completing requirements in summer term in August.

# General Education Curriculum

As preparation for "responsible citizenship and ethical leadership in local and global communities," as articulated in the February 2004 Rollins College mission statement, students need both breadth and depth in their learning experience. By majoring in at least one area of knowledge, students gain the depth necessary for disciplinary expertise, whereas the general education curriculum in the Arts and Sciences exposes students to varied perspectives and domains of knowledge. Additionally, in keeping with the mission of the College of Arts and Sciences, which is, in part, "to provide a rigorous liberal arts baccalaureate education of the highest quality," the general education curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other.

The faculty of the College of Arts and Sciences have identified the following set of core competencies within the general education program.

1. To obtain knowledge of the distinctive methodologies and subject matter of the sciences, social sciences, arts, and humanities.
2. Ability to read, think, write, and speak critically and analytically.
3. Ability to identify and articulate moral and ethical dimensions of a personal or social issue.

To be eligible for a Bachelor of Arts degree, students must complete one course from each of the general education areas listed below, with the possible exception of up to three courses to fulfill the foreign language 'F' requirement. Courses that meet these requirements are appropriately designated in the *Schedule of Classes*, published each term by the Office of Student Records. First-year students are also required to take a Rollins College Conference course, which may also fulfill a general education requirement.

Students may take an unlimited number of Foreign Language (F), Quantitative Reasoning (Q), Decision Making and Valuation (V), or Writing (W) courses within the major.

However, only one (1) additional general education curriculum course can be taken in the major from amongst the Expressive Arts (A), Non-Western Cultures (C), Western Society and Culture (D), Literature (L), Organic and Physical Sciences with Laboratory (O, P, and N), or Contemporary American Society (S), areas. Students may satisfy two (2) of this latter group of requirements within a self-designed major contract, but not within a single department.

Courses used to fulfill general education requirements must be taken for a letter grade, not on a credit/no-credit (CR/NC) basis. In addition, courses used to complete general education requirements may not normally be fulfilled through independent study - tutorial or research. The Office of Student Records may approve courses taken at regionally accredited institutions of higher education other than

Rollins, or through International Baccalaureate (IB) or Advanced Placement (AP) courses, for general education curriculum credit. Approval designations will be noted on each student's Transfer Coursework Evaluation Form and Academic Advising Transcript (as provided on the Office of Student Records web site at www.rollins.edu/studentrecords).

# General Education Areas

***(A) Expressive Arts:*** Artistic creation is a central and enduring activity in all cultures. The arts attest to the fundamental human need for self-expression and for the transformation of human experience into lasting symbolic form. Furthermore, the great diversity of art forms across cultures is evidence of the degree to which human experience, while shared, is also culturally determined. Expressive arts classes provide students with an appreciation for aesthetic experience by teaching the skills necessary for individual aesthetic expression or by focusing on acquiring a critical vocabulary with which to articulate aesthetic experience, or both, depending on the discipline. The expressive arts thus encompass both primary aspects of artistic creation: its practice and its scholarly study.

***(C) Non-Western Cultures:*** Humans have adapted to a wide range of habitats and developed a rich variety of ways of interpreting and understanding the world. The diversity of these interpretations is part of what defines our species. By analyzing a non-western culture, students will better understand what is common to human nature and how societies differ from each other. Knowledge of other cultures will allow students, in addition, to recognize the dangers of cultural stereotyping.

***(D) Western Society and Culture:*** The ideas, arts, and institutions that define Western society and culture have emerged from a rich historical process. In order to understand, appreciate and critically evaluate any aspect of this culture, one must have an understanding of the context from which it arose. By studying the Western heritage in its historical development, students will be encouraged to see the historical dimensions of the issues they face as engaged citizens today.

***(F) Foreign Language:*** Foreign Language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures, a window through which students can learn to communicate in a language other than their native tongue, learn how other people live and what they value, or, in the case of ancient languages, delve into our rich culture and philological heritage. Second language study also provides insights into the nature of language and its power to shape ideas and expression. The 'F' requirement can be fulfilled by studying either an ancient or a modern language for one semester at the intermediate (200) and/or advanced (300) level.

Only the following students can be exempted from this requirement:

1. Foreign students who have been admitted to the College based on their TOEFL (*Test of English as a Foreign Language*) score.
2. Students, who transfer to Rollins, who have completed the intermediate level of a foreign language from a regionally-accredited institution of higher learning.

Students who have taken the SAT-II, AP, or IB exams, regardless of their performance on these exams, **are not** exempt from this requirement.

Students are allowed to enroll at any level of the language they deem appropriate based on their previous preparation in secondary school. They will receive academic credit for all successfully completed courses. They may choose to enroll in elementary-level courses even though they have taken four years of high school study of a particular language. Nevertheless, **students will fulfill the 'F' requirement only when they have taken at least one course at the intermediate (200) and/or advanced (300) level.**

***(L) Literature:*** Part of the reality and evolution of a mature culture resides in that culture's literary tradition, and the knowledgeable citizen will have read widely and understood that material. These courses expose the student to compelling contemporary writing as well as literary works that, by tradition and broad cultural consensus, have been deemed excellent in form or expression and of lasting, or even permanent, value and universal interest.

***(O, P, and N)*** **Organic and Physical Sciences with Laboratory:** Humans live in and are part of the natural world. Our survival and success depends on our ability to understand, draw sustenance from, and sustain this world. Together, these courses focus on understanding the nature of science: its discovery process, the scientific method, and the historical sequence leading to major discoveries. Where possible, these courses discuss the social context of the science courses, and give examples of the interplay between science and society. Students must complete two sciences courses, one from the organic (life) or experimental behavioral sciences (O) and one from the physical sciences (P). A laboratory (N) is required with at least one of these two courses.

***(Q) Quantitative Reasoning:*** Quantitative methods have become increasingly important in the natural and social sciences, business, government, and in many other activities that directly affect our lives. Furthermore, with the advent of fast computers with huge storage capabilities, it has become possible to collect, process, and disseminate large amounts of data. Playing an active role in the decision-making that shapes our society requires us to be able to interpret, analyze, and draw sound conclusions from the standard representations of data. This requirement may be satisfied by successful completion of a 'Q' course or by passing a 'Q' examination.

***(S) Contemporary American Society:*** Because of the global prominence of the United States, a critical understanding of contemporary American society is a central component of a liberal arts education intended to prepare students for effective citizenship. The knowledge students acquire about American history, culture, and social institutions will contribute to their ability to reflect critically on their social environment and will enable them to sustain and transform the communities in which they live.

***(V) Values:*** Through ethical values and moral principles, people find meaning in and justification of their actions as individuals, and as participants in their communities. Personal growth is encouraged by critically reflecting on one's own values, on the values of others, and on the values shaping society. Values courses improve students' abilities to articulate and evaluate the ethical principles involved in important decisions, in their own personal lives, or in society (either contemporary or historical).

***(W) Writing*:** The communication of ideas, information, poetry, stories, intent, and even culture itself has been dependent on the ability of humans effectively to store facts and convert thoughts to written language. The ability to communicate ideas and information in writing is at the core of a liberal arts education and is essential for active citizenship. In covering both academic and (to a lesser degree) familiar writing, the W course focuses on understanding rhetorical strategies. Students will read the texts

of others and learn to shape their own meanings by writing and editing a variety of forms.

***Also included in the College's general education curriculum, but infused into one or more courses in each major discipline of study, are the following requirements.***

***Communication Across The Curriculum:*** A liberally educated person should be articulate and capable of effective listening. Oral communication skills are best developed if emphasized in a variety of disciplinary contexts. Students who acquire skills in oral communication are better prepared to perform in professional and civic life.

***Writing Reinforcement:*** In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. *Writing Reinforcement* coursework requires students to produce a series of written assignments intended both to extend facility in English composition and to deepen understanding of course content. Students completing this requirement with ENG 140 must earn a grade of 'C' or better to receive the "W" general education designation.

# Personal Fitness Requirements

Entering first-year students, or transfer students who have completed less than thirty (30) semester hours in any field, must satisfactorily complete three (3) terms of physical education. This includes one (1) term of Basic Physical Education (BPE) and two (2) terms of elective lifetime recreational activities (PEA). Students may be excused from PEA requirements for medical reasons.Transfer students with at least thirty (30) semester hours must take two (2) terms of PEA at Rollins, but are exempt from the BPE requirement. Transfer students who have completed sixty (60) semester hours in any field are exempt from both the BPE and PEA requirements. Students may not earn more than four (4) semester hours of credit for lifetime recreational activities (PEA) or varsity sport (PEV) courses combined.

# Major Requirements

Students must satisfactorily fulfill the requirements of an established major or the plan of study of a self-designed major. Department Chairs or Program Coordinators must approve course substitutions within the major. In addition, students must earn a minimum grade point average of 2.00 ('C') in the courses approved for the major as accepted on the senior audit.

Selecting a major does not imply a career choice. Concentration in a major field of study is designed to give students command of the content and methods of one discipline or field, acquaintance with recognized authorities in the field, and general competence in dealing with courses of research or analysis. A declaration of major must be filed in the Office of Student Records prior to registration for the junior year. Students who do not file declarations of major will not be allowed to register for subsequent terms.

Majors are noted on a student's official academic transcript, but not on the diploma.

## HONORS IN THE MAJOR FIELD

Honors in the Major Field provides for independent research or special study during the senior year under the supervision of a three-member committee in the student's major. To be eligible for Honors in the Major Field, students must:

- achieve a minimum overall GPA of 'C+' (2.33) for all courses at Rollins,
- achieve a minimum overall GPA of 'B+' (3.33) for all courses taken in the major at Rollins, and
- receive endorsement of the committee for participation in the program.

Satisfactory performance on an approved thesis or individual project, an oral examination, and maintenance of the above averages qualifies a student for Honors in the Major Field, which is shown on the student's official academic transcript.

## MAJORS

- Anthropology
- Art History
- Biochemistry/Molecular Biology
- Biology
- Chemistry
- Classical Studies
- Communication Studies*
- Computer Science
- Critical Media and Cultural Studies
- Economics
- Elementary Education*
- English
- Environmental Studies
- French
- History
- International Business*
- International Relations
- Latin American/Caribbean Studies
- Marine Biology
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Studio Art
- Theatre Arts

## SELF-DESIGNED MAJORS

Self-Designed Majors are intended for disciplined and highly motivated students who are clearly focused in their interests. These majors reflect the College's recognition that not every student's area of special interest will always fall neatly within the bounds of a single discipline as traditionally defined.

The Self-Designed Major is not intended as a way for a student to avoid the intellectual focus and methodological rigor required in the normal departmental major or to avoid certain difficult courses within majors. It should not be used to concentrate work in a narrowly preprofessional way. On the contrary, by successfully completing the courses and integrative research project that constitute the Self-Designed Major, the student is expected to achieve a depth of focused reflection and understanding at least comparable to that of a traditional major.

**Guidelines for Submission of a Self-Designed Major Proposal**

**1.** Students proposing a self-designed major must have a grade point average of 3.33 or better.

**2.** The proposal must include the names of three faculty members willing to serve on the senior research project committee. The faculty must represent the three disciplines represented in the major. The student must select a director, from among these three, who works with the student and the other committee members in preparing the proposal. The director also serves as an advocate in the approval process. Once the proposal has been approved, the director serves as the student's academic advisor, monitors the student's progress in completing the major, and chairs the committee which reviews the senior research project.

**3.** The proposed major program must have a coherent theme or topic that integrates at least three traditional disciplines. It must be different enough from a regular major that some combination of major and minor would not substantially achieve the same result. The student must include a rationale for choosing a self-designed major rather than a conventional major.

**4.** The proposal must include a list of courses, all related to and converging on the theme of the proposed major, from at least three disciplines.

**5.** The major must include a two-term, 8-semester-hour independent research project, (or combination of a 4-semester-hour upper-level seminar and a one-term, 4-semester-hour research project) integrating the major, to be completed in the senior year

**6.** The program must be at least sixty-four (64) semester hours (including the senior project) in length, of which thirty-two (32) semester hours must be at the 300 level or above

The proposal must be submitted to the Dean of the Faculty for approval prior to March 1 of the sophomore year. The Dean of the Faculty then submits the proposal to the Academic Affairs Committee for final approval. An Amendment Form must be submitted to approve any changes from the original proposal.

# Minor Requirements

Students who declare a minor must fulfill satisfactorily the requirements of that minor as specified by the department or program. Minors normally involve twenty-four (24) to thirty-two (32) semester hours

of study. As with majors, minors are noted on a student's official academic transcript, but not on the diploma.

Disciplinary minors are offered in conjunction with most of the majors in Arts and Sciences, plus communication, dance, German, Russian, teacher certification, and writing. Disciplinary minors are not offered in biochemistry/molecular biology, critical media and cultural studies, elementary education, international relations, or marine biology.

Interdisciplinary minors involve courses from more than one discipline or major. Interdisciplinary minors are offered in African/African-American studies, archaeology, Australian studies, classical studies, film studies, Jewish studies, sustainable development and the environment, and women's studies.

A student may declare more than one minor but may not have a minor and major in the same discipline. Some interdisciplinary minors may require different course sequences for students from different majors.

# Practical Concentrations

Students may also elect to complete sequences of courses identified as practical concentrations. Practical concentrations normally involve sixteen (16) to twenty-four (24) semester hours of study in at least two different disciplines, plus an internship. Practical concentrations both identify courses that are related in meaningful ways to specific vocational opportunities and make evident the connections among courses in different disciplines. Practical concentrations may require different course sequences for students, depending on their major.

Practical concentrations are offered on an 'as available' basis. Availability depends on the presence or absence of specific faculty. The College seeks to offer practical concentrations that will benefit its students, but does not guarantee that a particular practical concentration can be completed in each and every year. As with majors and minors, practical concentrations are noted on the student's academic transcript, but not on the diploma.

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# *College of Arts & Sciences*

**Minor Only*

- African/African American Studies*
- Anthropology
- Archaeology*
- Art and Art History
- Asian Studies
- Australian Studies*
- Biochemistry/Molecular Biology
- Biology
- Chemistry
- Classical Studies
- Computer Science
- Critical Media and Cultural Studies
- Economics
- English
- Environmental Studies
- Film Studies*
- Health Professions Advising Program
- History
- Honors Degree Program
- International Relations
- Jewish Studies*
- Latin American and Caribbean Studies
- Marine Biology
- Mathematics
- Middle Eastern and North African Studies*
- Modern Languages and Literatures
- Music
- Philosophy and Religion
- Physical Education
- Physics
- Political Science
- Psychology
- Sociology
- Sustainable Development and the Environment*
- Theatre Arts and Dance
- Women's Studies*
- Writing*

# *College of Professional Studies*

- Communication
- Education
- International Business

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# African/African-American Studies (minor only)

Changes effective Fall Term 2009

*Faculty teaching African/African-American Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The interdisciplinary African/African-American Studies minor centralizes, honors, and teaches the importance of the presence and contribution of Africans and their New World descendants in Western culture and society.

**MINOR REQUIREMENTS**
Seven (7) courses are required along with an integrated senior independent study project that utilizes the student's major field to explore the African or African-American experience as the final minor requirement. This final paper is designed to be a fifteen- to twenty-page analysis of an historical or contemporary issue facing Africans or African-Americans. Students are encouraged to integrate international perspectives, service learning, and/or traditional archival research into their final research project.

INTRODUCTORY COURSES
Introductory courses are those that offer key concepts related to Africa and/or the African-American experience from multiple disciplinary perspectives. These courses explore core themes in African culture, African-American culture, and the Caribbean. The minor program does not require prerequisite courses as these classes are intended to serve as an introduction to the minor's main themes and goals.

Choose three (3) from among the following:

- **CMC 100 Introduction to Media and Cultural Studies**
- **ENG 221 Topics in World Literature**
- **HIS 240 African-American History I**

- **LAC 201 Foundations of Caribbean Culture and Society**
- **MUS 160 History of Jazz**
- **REL 135 Religion in America**

**SECONDARY COURSES**

Secondary courses build on key concepts offered in the introductory courses by emphasizing themes, content, and theory related to African and African-American experience.

Choose two (2) from among the following:

- **ANT 277 Gender in the Middle East and North Africa**
- **EDU 271 School and Society**
- **ENV 206 Caribbean Environmental History**
- **HIS 241 African-American History II**
- **POL 252 Topic: American Civil Rights Policy**
- **REL 251 Topic: Islam and Society**

**ADVANCED COURSES**

Advanced courses provide significant material and content on African and African-American Experience. Students should consider how these courses will contribute to the development of their senior independent study.

Choose two (2) from among the following:

- **ENG 307 American Literature IV: African American Literature**
- **FRN 320 Introduction to French Civilization**
- **HIS 370 Race and Ethnicity in the United States**
- **SOC 356 The State of Black America**
- **SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins(Taught in Spanish)**

**SENIOR INDEPENDENT STUDY OR INTERNSHIPS**

Students will arrange senior research project with appropriate instructor/advisor of the AAAS program. The final requirement for the minor is designed to encourage students to use their major field study in combination with the minor experience to create an independent research project focus on Africa or the African-American experience. This project can be a standard written research paper, performance, or media project that engages the student. Students are strongly encouraged to utilize community partners as part of the senior research project.

**SUBSTITUTIONS**

Other courses offered during the academic year may be substituted for the listed courses at the discretion of the Program Coordinator. Study Abroad is encouraged and should be pursued in collaboration with the Program Coordinator.

**PATHWAYS**

Students interested in completing the minor program are encouraged to integrate their experience within the minor to emphasize specific themes and/or ideas that they can integrate into their senior research project. The groupings below represent possible paths through the major, but the final decision must be based on course availability, student preference, and matriculation goals.

Students interested in exploring the culture and society of the Atlantic world from an African perspective should consider:

- **ANT 277 Gender in the Middle East and North Africa**
- **ENG 221 Topics in World Literature**
- **FRN 320 Introduction to French Civilization**
- **LAC 201 Foundations of Caribbean Culture and Society**
- **REL 251 Topic: Islam and Society**
- **SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins (Taught in Spanish)**

Students interested in exploring culture and society of the Atlantic world from an African-American perspective should consider:

- **EDU 271 School and Society**
- **ENG 307 American Literature IV: African American Literature**
- **HIS 240 African-American History I**
- **LAC 201 Foundations of Caribbean Culture and Society**
- **POL 252 Topic: American Civil Rights Policy REL 135 Religion in America**
- **SOC 356 The State of Black America**

Students interested in African-American Experience from a social policy and public policy perspective should consider:

- **Introduction to Media and Cultural Studies**
- **EDU 271 School and Society**
- **HIS 240 African-American History I**
- **HIS 370 Race and Ethnicity in the United States**
- **LAC 201 Foundations of Caribbean Culture and Society**
- **POL 252 Topic: American Civil Rights Policy**
- **SOC 356 The State of Black America**

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# Anthropology

Changes effective Fall Term 2012

*Biery-Hamilton* *Kistler* *Lauer* *Moore*

*Newcomb* *Walz*

The anthropology major exposes students to many related subdisciplines of the field. Undergraduates take courses in cultural anthropology, biological anthropology, archaeology, and linguistics.

The study of anthropology develops analytical and research skills necessary for understanding the complexities of the world's cultures. It also prepares students for careers in business, law, government, and medicine.

Because anthropology emphasizes field research, the department provides opportunities to visit and study other modern cultures, as well as to analyze fossils and archaeological materials.

Anthropology encompasses many interests and approaches -- from archaeology to primate behavior. Anthropology courses probe the biological basis of human society, cultural mores, social change, and the development of civilization.

Anthropology majors must declare their major early and choose an advisor in the department.

**MAJOR REQUIREMENTS**
Ten (10) courses are required, six (6) of which must originate within the Department of Anthropology at Rollins.

CORE COURSES
All core courses must be taken at Rollins.

- **ANT 200 Cultural Anthropology**
- **ANT 210 Human Evolution**
- **ANT 300 Development of Anthropological Thought**

- **ANT 323 Foundations in Archaeology**
- **ANT 351 Language, Culture, and Society**

ADDITIONAL REQUIREMENTS

- **One (1) anthropology course at any level**
- **Three (3) anthropology courses at the 300-400 level, one of which includes a fieldwork component**
- **One (1) capstone seminar, seniors only**
- **Satisfactory performance on a comprehensive examination**

Students seeking recommendations for graduate school in anthropology must complete a course in statistics (chosen in consultation with a departmental advisor).

**MINOR REQUIREMENTS**
Six (6) courses are required: the five (5) core courses required of the major and one (1) anthropology elective, which must be at the ***300-400 level***. At least five (5) courses must be taken within the Department of Anthropology at Rollins.

# Course of Study

**ANT 150 Cultures of the World:** Surveys past and present peoples of the world. Introduces students to diversity and underlying unity of human culture from evolutionary and ecological perspectives. Suitable for nonmajors.

**ANT 200 Cultural Anthropology**: Compares and contrasts pre-industrial and industrial societies while introducing concepts and methodology in study of culture and human socialization. Focuses on relationship between human behavior and cultural adaptation. Suitable for nonmajors.

**ANT 201 Cultures of the Caribbean**: Surveys Caribbean history, anthropology, art, culture, and literature. Addresses the region's prehistory, colonialism, slavery, kinship, music, dance, race and identity, tourism, transnational encounters, and globalization.

**ANT 205/305 Topics in Anthropology**: Introduces subdisciplines. Varies from year to year. May be repeated for credit.

**ANT 206 Anthropological Perspectives on Love and Marriage:** Investigates patterns of courtship and marriage from a cross-cultural perspective. Hypotheses about the biological/evolutionary bases of male-female relationships reviewed in brief. Texts on love and marriage in non-Western cultures, and several articles and excerpts from larger works included.

**ANT 210 Human Evolution**: Introduces physical anthropology. Reviews genetics, including evolution, then turns to nonhuman primates for models for human physical and cultural evolution. Examines human fossils and changes in human form and material culture. Dissects debates among paleontologists

to illuminate how science works. Suitable for nonmajors.

**ANT 215 Human Ecology:** Introduces the ecological and anthropological study of human adaptation in tropical and subtropical regions. Special emphasis on the ecology of Latin America (the Amazon and Caribbean Basins), but also includes studies of other tropical and subtropical regions of the earth.

***ANT 217 Anthropology, Fiction and Literature:*** Explores the possibility of representing other cultures through the writing of fiction. Examines experimental and fictional works by both anthropologists and non-anthropologists that portray other cultures in a compelling manner.

**ANT 219 Cultures of the Amazon:** Study of indigenous groups and *caboclos* (or *riberinhos*) in the tropical lowlands of South America. Examines the ecology of the region and human adaptations to the various ecosystems there during pre-historical, historical, and contemporary periods. Also examines ways in which traditional *caboclo* and indigenous adaptations can assist scientists and policy makers in developing strategies to use resources more sustainably in tropical Latin America.

**ANT 228 Introduction to Archaeology**: Surveys origins and cultures of early civilizations, including hunter-gatherers, the Neolithic, Sumerians, Egyptians, Mayans, Aztecs, and Incas. Contrasts ancient customs and processes of cultural change with those of modern civilization. Suitable for nonmajors.

**ANT 251 Native American Cultures**: Introduces North American Indian culture, both traditional and modern, through in-depth analysis of various Indian societies, their problems, and their adaptive responses to changing environments. Places both Native American and "Anglo" culture in anthropological perspective. Suitable for nonmajors.

**ANT 252 Cultures of China**: Surveys cultures, peoples, and history of mainland China from primitive times until present. Suitable for nonmajors.

**ANT 254 Cultures of Japan**: Surveys Japanese culture from origins to present configurations, touching upon social institutions such as family, traditional and modern state systems, and modern Japanese corporations. Evaluates effects of modernization, influence of West, and predictions about future of Japanese society. Suitable for nonmajors.

**ANT 255 Middle East Culture**: Explores everyday lives of people in the Middle East as they negotiate the challenges of globalization, new media, human rights discourses, religion, and the legacy of colonialism.

**ANT 259 Contemporary Middle East and North Africa:** Explores the diversity of social life and cultures in contemporary Middle Eastern societies. Examines contemporary social, political, and religious issues of the Middle East and North Africa from an anthropological perspective.

**ANT 275 Sex and Gender: Biology and Culture**: Weighs extent to which sex roles are culturally or genetically determined. Draws on biology, sociology, psychology, and anthropology. Examines gender roles in different cultures, including non-Western societies, and applies insights to contemporary American culture. Suitable for nonmajors.

**ANT 277 Gender in the Middle East and North Africa:** Explores the concept of gender in the Middle East and North Africa from an anthropological perspective. Examines how religion, cultural practices,

media, politics, and social class affect men's and women's roles in work, family, and society.

**ANT 300 Development of Anthropological Thought:** Traces development of classic anthropological thought. *Prerequisites:* major and junior/senior standing, or consent.

**ANT 301 Nutrition and Health:** A course about what people need to eat, how those needs have evolved, and how peoples' choices across cultures effect their health and the health of the environment. Discusses basic human nutritional requirements, and how evolution and culture have both worked to shape traditional and modern diets resulting in different disease patterns in different cultures. Some attention given to current U.S. practices, including fast food and factory farming, and their implications for the health of U.S. populations. *Prerequisite*: one ***ANT*** course.

**ANT 302 The Maya:** Uses the Maya's own words to analyze their historical representation. Explores Maya language, personhood, and oppression in Pre-Columbian, colonial, Civil War, and post-Civil War eras. *Prerequisite*: one ***ANT*** or ***LAC*** course.

**ANT 306 Medicine and Culture:** Examines how different cultures view disease and illness, how they explain illnesses, what they do about them, and how they use disease and illness as social controls. Discusses these issues in general and then as they apply to several specific cultures -- including our own. *Prerequisite*: one ***ANT*** or ***BIO*** course.

**ANT 315 Women in the Developing World:** Explores the role and status of women in the developing world by examining how historical and contemporary processes have affected women's livelihoods and those of their families. Examines these economic and political strategies women use to ensure their interests. *Prerequisite*: one ***ANT*** course (must have taken at least one ***ANT*** course prior to this one).

**ANT 317 Anthropology and Global Problem Solving:** Explores the contribution of anthropology to the understanding of contemporary social issues such as globalization, inequality, migration, and development. Examines global issues from an anthropological perspective. *Prerequisite*: one ***ANT*** course.

**ANT 319 Cultures Without Borders: Globalization:** Examines the history and meanings of globalization by exploring related phenomena: migration and diaspora, nationalism and transnationalism, the rise of non-state actors, technology and flows of capital, and human rights issues. *Prerequisite*: one ***ANT*** course.

**ANT 320 U.S.-Middle East Foreign Relations and Culture Since 1900:** Examines the history of contact between the United States and the Middle East since 1900, from the combined geopolitical and cultural perspectives of political science and anthropology. *Prerequisite*: ***POL 100***, or ***POL 130***, or one ***ANT*** course.

**ANT 323 Foundations in Archaeology**: Presents subdiscipline of archaeology, including fieldwork, laboratory analysis, and theory. Students interpret past human behavior and cultural change from stone tools, ceramics and other artifacts, dietary remains, and settlement patterns. *Prerequisite: **ANT 210*** or ***ANT 228***.

**ANT 345 Brazilian Amazon: Culture and Environmental Change:** Explores the relationship between the ecology of the Brazilian Amazon and human beings. Considers the complexity of Amazonian

habitats and human strategies within those habitats. Examines the social, economic, and environmental impacts resulting from governmental efforts. *Prerequisite*: one ***LACA***, ***ANT***, ***ENV***, ***IR***, or ***SOC*** course.

**ANT 350 Anthropology and the Family.** Explores kinship as a cultural institution around the world. Examines how political controversies, new reproductive technologies, and immigration policies impact our definitions of the family.

**ANT 351 Language, Culture and Society**: Examines origin of language, linguistic change, variability of speech vis-à-vis social factors (sex, class, ethnicity), and functions of language in shaping and reflecting cultural beliefs and values. Also discusses meaning, metaphor, and special language systems such as jargons, naming, and slang. *Prerequisite*: junior or senior standing.

**ANT 360 Anthropology and the Environment.** Examines impacts that we, human beings, have had on the physical environment, beginning with the "invention" of agriculture. Focuses on contemporary human-environmental relationships, including our impact on climate, water and major ecosystems. Examines consequences of human-induced alterations to the environment.

**ANT 362 Urban Anthropology**: Discusses the city -- and human adaptation to it -- in various cultures. Follows evolution of early cities (Mesopotamian, Mayan) and modern metropolises. *Prerequisite*: one ***ANT*** course.

**ANT 365 Real and the Supernatural in Latin America:** Examines relationships between belief systems and the economic, social, and political components of their cultures. Focuses on Latin American folklore traditions of the supernatural, including the conditions under which incidences of witchcraft increase; the pharmacological and psychological causes of the Haitian zombie phenomenon; the uses of magic; ritual sorcery among tropical groups; and shamanism and healing. *Prerequisite:* one ***ANT*** course.

**ANT 370 Forensic Anthropology:** Considers the basics of human osteology and the application of osteology to modern skeletal and crime scene investigation. *Prerequisite*: one ***ANT*** or one ***BIO*** course.

**ANT 375 Monkeys, Apes, and Humans**: Enters world of monkeys, apes, and prosimians, with eye towards understanding ecology and social organization of living species. Uses insights to explain and interpret human behavior. *Prerequisite:* one ***ANT*** course, one ***BIO*** course, or consent.

**ANT 377 Morocco: Culture and Society:** Seminar and accompanying field experience focused on Morocco's history and culture, as well as its position as a developing nation. Students are expected to participate in an international service learning field experience. *Prerequisites:* ***ANT*** major and consent.

**ANT 380 Doing Anthropology: The Anthropologist at Work:** Teaches anthropology major and minors, and other interested students, how to carry out anthropological fieldwork and how to write an ethnography. Primarily for majors and minors in anthropology. *Prerequisite*: one ***ANT*** course.

**ANT 400 Ethnohistory of the Maya:** History and socio-cultural role of the Maya in Southern Mexico and Central America from pre-Hispanic era to present. Upper-division anthropology seminar that gives credit in the LACA program.

**ANT 426 Seminar: Youth Cultures**: Explores values, norms, and social behavior of adolescents and young adults in tribal, agrarian, and urban societies, both Western and non-Western. Compares patterns

of development in youth cultures of modern Europe, North America, and Asia, especially 20th-century student cultures. Also considers gender differences. *Prerequisite*: junior or senior standing.

**ANT 451 Seminar: Applied Anthropology:** Examines how anthropology can be applied to the understanding of contemporary social issues such as globalization, inequality, migration, and development. Students will conduct their own applied fieldwork project. *Prerequisite*: ***ANT 200***.

**ANT 452 Seminar: Cinema and Society in China:** Considers the societies of the People's Republic of China (PRC), Taiwan, and Hong Kong through their portrayals in cinema, with attention to the political and social forces that shape the portrayals. *Prerequisite*: junior or senior standing.

**ANT 453 The Brazilian Amazon: Environment and Culture Change:** Explores the relationship between the ecology of the Brazilian Amazon and human beings who have lived there. Exposes students to the complexity of Amazonian habitats and human strategies within those habitats during different time periods of the region's history. In particular, examines the social, economic, and environmental impacts resulting from governmental efforts, initiated in the 1960's, to develop the region, and strategies used by different social groups to address these impacts. *Prerequisite: **ANT 200**. Registration preference to **ANT** majors.*

**ANT 499 Research/Internship/Field Experience**

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# Archaeology (minor only)

Changes effective Fall Term 2009

*Faculty teaching Archaeology courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The archaeology minor combines courses in anthropology and art history for an overall study of human societies from 40,000 years ago to the present. The program is interdisciplinary and multicultural with a variety of topical and methodological perspectives, including prehistoric, classical, and historical archaeology. Students aspiring to graduate studies in archaeology may combine the minor with a major in anthropology or classical studies.

**MINOR REQUIREMENTS**

Seven (7) courses: four (4) core courses and three (3) electives.

CORE COURSES

- **ANT 228 Introduction to Archaeology (yearly)**
- **ARH 218 Art and Archaeology of Egypt and the Near East (alternate years)**
- **ARH 219 Art and Archaeology of Ancient Greece and Rome (alternate years)**
- **ANT 323 Foundations in Archaeology (yearly)**

ELECTIVES
Three (3) of the following, two (2) of which must be at the ***300 level.***

- **ANT 205/305 Topics in Anthropological Archaeology (topic varies from year to year; may be repeated for credit)**
- **ANT 338 Biblical Archaeology (yearly)**
- **ARH 315 Special Studies - Ancient Art**

Additional archaeology courses as approved by the coordinators of the archaeology minor.

SPECIAL CO-CURRICULAR OPPORTUNITIES

- Associated Colleges of the South summer field school in Turkey
- Semester at Intercollegiate Center for Classical Studies in Rome, Italy
- Semester at College Year in Athens, Greece
- Rollins College overseas trips

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# Art and Art History

Changes effective Spring Term 2012

*Almond* *Dennis* *Elston* *Hargrove*

*Libby* *Roe* *Simmons* *Vander Poppen*

Students may major in art history or studio art. Majors take a set of core courses, then choose electives. Minors complete six courses in art history or studio art.

This sequence of required core courses enables students to develop skills, concepts, and critical awareness about art and society.

**ART HISTORY**

The art history major familiarizes students with the visual culture of societies from prehistory to the present day; strengthening students' understanding of art and culture through the analysis and interpretation of works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms; emphasizes the development of strong critical thinking, writing, and presentation skills; teaches students a variety of scholarly art historical and archaeological methodologies; prepares students for a variety of careers, including those in the arts and archaeology, and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues.

**MAJOR REQUIREMENTS**

Twelve (12) courses are required, seven (7) core courses and five (5) electives. Four (4) of the required five (5) electives must be at the ***300 level*** or higher.

Graduate programs in the History of Western Art usually require degree candidates to pass exams in French and German. Graduate programs in the field of art conservation usually require applicants to have taken college-level chemistry through organic and have a strong studio art background (some also require reading proficiency in French and/or German). Students planning to attend graduate school are strongly encouraged to complete ***ARH 499 Senior Thesis.***

In addition to art history courses, elective credit may be awarded for ***PHI 212 Philosophy of the Arts*** (see below) and for art history internships with an added research component that are completed under the supervision of an art history professor. Elective credit my also be awarded for selected studio art and classical studies courses.

CORE COURSES

- **ARH 201 Introduction to Art History I**
- **ARH 202 Introduction to Art History II**
- **ART 110 Two-Dimensional (2D) Foundations OR ART 221 Drawing and Composition**
- **One (1) course in Ancient/Medieval Art**
- **One (1) course in Renaissance/Baroque Art**
- **One (1) course in Modern Art (1800-present)**
- **ARH 450 Art History Capstone Seminar**

ELECTIVES

- **ARH 101 Introduction to Visual Culture**
- **ARH 203 History of Western Architecture**
- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 220 Medieval Art**
- **ARH 231 Northern Renaissance Art**
- **ARH 240 Baroque and Rococo Art**
- **ARH 250 Modern European Art**
- **ARH 360 Women in Art**
- **ARH 361 History of Photography**
- **ARH 362 History and Theory of Museums**
- **ARH 315 Special Studies - Ancient Art**
- **ARH 325 Special Studies - Medieval Art**
- **ARH 335 Special Studies - Renaissance Art**
- **ARH 355 Special Studies - Modern European Art**
- **ARH 365 Special Studies - Modern American Art**
- **ARH 424 Contemporary Art and Theory**
- **ARH 499 Senior Thesis**
- **PHI 212 Philosophy of the Arts**

**MINOR REQUIREMENTS**

The art history minor familiarizes students with the visual culture of societies from prehistory to the present day, strengthening students' understanding of art and culture through the analysis and interpretation of works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms. The minor teaches students a variety of scholarly art historical and archaeological methodologies; emphasizes the development of strong critical thinking, writing, and presentation skills; and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues. The minor also supports and adds valuable knowledge and skills to majors such as studio art, history, philosophy, critical media and cultural studies, English, modern languages, and classical studies.

Six (6) courses are required: **ARH 201, ARH 202, one (1) course in Ancient/Medieval Art, one (1) course in Renaissance/Baroque Art, one (1) course in Modern Art (1800-present),** and **one (1) ARH designated elective course at the 300 level or higher.**

**STUDIO ART**

The studio art major includes a core of foundation courses that introduce students to the fundamental concerns of the art making process. Advanced level courses build upon this foundation and provide each student the opportunity to create individualized programs that reflect his/her interests. Through both practice and theory, developing artists refine their skills and techniques, expand their creative and imaginative capacity, and develop critical and analytical judgment. The major culminates in a senior-year group art exhibition at the Cornell Fine Arts Museum. The rigorous process involved in preparing for a professional-level exhibition provides students with the practice necessary to be working artists while also preparing them for advanced study at the graduate school level.

Students declaring a studio major should contact their advisor or the Art and Art History Department chair (in cases where an advisor belongs to another department) to discuss course sequencing and to complete the degree-planning sheet.

**MAJOR REQUIREMENTS**

Twelve (12) courses and a Junior Year Portfolio Review with the academic advisor are required.

CORE COURSES

- **ARH 201 Introduction to Art History I**
- **ARH 202 Introduction to Art History II**
- **ARH 424 Contemporary Art and Theory**
- **ART 110 Two-Dimensional (2D) Foundations**
- **ART 120 Three-Dimensional (3D) Foundations**
- **ART 221 Drawing and Composition**
- **ART 440 Senior Studio**
- **ART 450 Senior Seminar**

ELECTIVES

Two (2) intermediate studio courses at the ***200 level*** or above, and two (2) advanced studio courses at the ***300 level*** or above. At least one elective must be an approved Digital Media Course (see below for list).

**MINOR REQUIREMENTS**

Six (6) courses are required: **ARH 201 or ARH 202, ART 110, ART 120,** one (1) intermediate studio elective, and two (2) advanced studio courses at the ***300 level*** or above. At least one elective must be an approved Digital Media Course (see below for list).

DIGITAL MEDIA COURSES

- **ART 223 Graphic Design I**
- **ART 230 Introduction to Digital Media**

- **ART 300 Photography II**
- **ART 310 Introduction to Video Art**
- **ART 323 Graphic Design II**
- **ART 392 Digital and Mixed Media Printmaking**

# Course of Study

ART HISTORY

**ARH 101 Introduction to Visual Culture:** Introduces a wide variety of Western art forms in their aesthetic, cultural, and theoretical contexts. Visual material includes traditional art forms as well as popular culture.

**ARH 201/202 Introduction to Art History I and II:** Outlines history of visual art, architecture, sculpture, and painting: Western art from ancient times through Middle Ages in fall and visual arts from Italian Renaissance to present in spring.

**ARH 203 History of Western Architecture:** Traces the history of architecture in Western Europe and the United States from antiquity to postmodernity, emphasizing the relationship between form and function, and the impact of social, political, and religious forces on the evolution of built environments across time.

**ARH 218 Art and Archaeology of Egypt and the Near East:** Overview of the major art historical and architectural monuments of ancient Egypt and the Near East. Themes include artistic canons, pyramids, royal art, art of daily life and death, temple and tomb architecture. Legacy to the art of classical Greece noted throughout.

**ARH 219 Art and Archaeology of Ancient Greece and Rome:** Survey of the art-historical and architectural monuments from Bronze Age Greece to the late Roman Empire. Topics include representation of the human figure and narrative in art, development of Doric, Ionic and Corinthian architecture, urban planning, Roman portraiture, architecture, and painting, and the late antique style.

**ARH 220 Medieval Art:** Covers architecture, sculpture, painting, and minor arts, c. 300-1300, including decline of classical art, emergence of early Christian and Byzantine art, and relationship between arts of East and West. Examines development of Romanesque and Gothic styles as symbols of human life, belief, and ideas.

**ARH 230 Italian Renaissance Art:** Focuses on art and architecture in Italy from 1400-1530, with attention to social influences on the subject and style of the artists and with emphasis on Leonardo, Raphael, and Michelangelo.

**ARH 231 Northern Renaissance Art:** Follows evolution of painting techniques and styles during 15$^{th}$ and 16$^{th}$ centuries north of the Alps. Touches upon iconography and analogies between visual arts and contemporary humanist ideas.

**ARH 236 Art and Archaeology of the Greek World.** Introduces the archaeology of the ancient cultures of the Greek-speaking Mediterranean from ca. 3000 - 30 BC. Explores the culture of ancient Greece in an effort to become familiar with the cultural, social, and artistic baggage that this tradition still attaches to modern life.

**ARH 237 Art and Archaeology of the Roman Empire.** Studies the material culture of Roman society from the 8th century BC to its demise in the 4th century AD. Emphasis on the social, economic, and ideological structures played in creating a cohesive political identity across the Mediterranean, as well as the ways in which Rome, the first globalized culture, negotiated some of the same problems of globalization that we face today.

**ARH 240 Baroque and Rococo Art:** Pursues 17th-century Baroque style in Italy, Holland, Flanders, France, England, and Spain, from Renaissance and Mannerist sources, though termination in 18th-century Rococo style, c. 1750.

**ARH 250 Modern European Art:** Overview of the major artistic movements and theories of 19th-century Europe, primarily France, Great Britain, and Germany. Movements include Neoclassicism, Romanticism, the Pre-Raphaelites, Impressionism, and Symbolism. Examines the emergence of photography. Situates the arts in their social and political contexts.

**ARH 260 Modern American Art:** Overview of the major artistic movements and theories in art of 20th-century United States, including abstraction, cubism, abstract expressionism, and pop art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals.

**ARH 270 Arts of Buddhism:** Covers the history and development of art and architecture associated with Buddhism in Asia. Focuses particularly on India, China, Korea, and Japan.

**ARH 315 Special Studies - Ancient Art:** Focused studies in specific areas of ancient art and archaeology. Topics vary, but include *Art and Archaeology of Pompeii* and *Roman Daily Life*, *Art and Archaeology of the Holy Land*, and *Power, Propaganda, and Empire: Art and Architecture of the Roman Provinces*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical and archaeological methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of ancient art and archaeology. May be repeated for credit where there is not topical overlap.

**ARH 325 Special Studies - Medieval Art:** Focused studies in specific areas of Medieval art from the conversion of Constantine to 1453. Topics vary, but include *Gothic Architecture*, *Manuscript Illumination in the Middle Ages*, and the *Art of the Crusades*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of Medieval art history. May be repeated for credit where there is not topical overlap.

**ARH 335 Special Studies - Renaissance Art:** Focused studies in specific areas of Renaissance art. Topics vary, but include *The Age of Michelangelo*, *Art of Renaissance Florence*, and *Medici Madness*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required

to conduct significant research projects within the discipline of Renaissance art history. May be repeated for credit where there is not topical overlap.

**ARH 342 Rome in the Age of Caravaggio and Bernini**: Explores developments in painting, sculpture and architecture in the Roman 'High' Baroque through close examination of the careers of Michelangelo Merisi da Caravaggio and Gianlorenzo Bernini.

**ARH 355 Special Studies - Modern European Art:** Focused studies in specific areas of European art from 1789 to World War II. Topics vary, but include Impressionism and Post-Impressionism, Art of Revolution, and Dada and Surrealism. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern art history. May be repeated for credit where there is not topical overlap.

**ARH 360 Women in Art:** Examines the roles of women artists in Western art from the Renaissance to the present, focusing on how cultural conditions determined women's artistic production. Also addresses how women are portrayed in the arts, ranging from painting to contemporary mass media. Prerequisite: sophomore standing or consent.

**ARH 361 History of Photography:** Introduces students to the major contributors, movements, and technologies of photographic history. Primary focus on cultural, social, aesthetic, and commercial implications of photography concurrent with its invention and development through the present day. The photograph, as document and as aesthetic object, is analyzed through contemporary criticism, historical writing, and illustrated lectures.

**ARH 362 History and Theory of Museums:** Explores a wide variety of museums, the issues and problems they face, their contributions to society, and our relationship to them as visitor, staff member, or benefactor. Topics include: defining museums; what, how, and why museums collect; legal and ethical issues of collection; role of museums in society; and personal relationships to community museums.

**ARH 365 Special Studies - Modern American Art:** Focused studies in specific areas of American art from 1900-1960. Topics vary, but include *Pop Art*, *Culture Wars*, *Abstraction from O'Keefe to Pollock*, and *Primitivism*. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern American art. May be repeated for credit where there is not topical overlap.

**ARH 424 Contemporary Art and Theory:** An examination of postmodern art and theory (1960 - present) beginning with fine arts appropriation of popular culture in the 1960's and culminating with today's pluralistic range of traditional to virtual media. Themes include temporary art forms, constructions of national, ethnic, and gender identity in a post-colonial world, and recent arts controversies and censorship issues. *Prerequisite:* sophomore standing.

**ARH 450 Art History Capstone Seminar:** Addresses the history and theories of art history, focusing on either ancient, early modern, modern, or non-Western art history. Required for ***ARH*** seniors; open to ***ARH*** juniors. *Prerequisites*: ***ARH 201*** and ***ARH 202***.

STUDIO ART

**ART 110 Two-Dimensional (2D) Foundations:** Introduces students to various methods and concepts in the visual arts practice. Projects incorporate drawing, painting, printmaking, mixed media, and basic color theory. Required first course for studio art majors and minors. Appropriate for nonmajors who wish to explore various media and basic visual art concepts.

**ART 120 Three-Dimensional (3D) Foundations:** Introduces fundamentals of three-dimensional (3D) design with an emphasis on spatial awareness, problem solving, and the development of ideas related to traditional and non-traditional approaches to making art. Readings, discussions, and group critiques complement the studio work. Suitable for majors and nonmajors.

**ART 215 Artist's Book: Concepts and Practice:** Examination of the book as an art object. Develops basic bookbinding, typesetting, and printing skills through individual and collaborative studio projects. Suitable for majors or nonmajors.

**ART 221 Drawing and Composition:** Develops basic drawing skills with an emphasis on principles of composition, proportions, linear perspective, and perception of form in space. Uses a variety of drawing materials, both traditional and contemporary. Experiential studio learning experiences with formal and informal critique sessions. Required for majors, but suitable for nonmajors.

**ART 222 Introduction to Design:** Explores visual communication through basic design elements and principles with an emphasis on the process of creative problem solving, idea generation, development, and refinement of designs that develop perceptual skills, and critical judgment. Studio work, individual and group critiques, and individual research using traditional media with a side-project crossover to digital media. Suitable for majors and nonmajors.

**ART 223 Graphic Design I:** Presents basic concepts and techniques associated with computer-based design. Builds upon concepts covered in ***ART 222 Introduction to Design*** with similar emphasis placed on the process of creative problem solving, research, and idea generation. Students will develop technical skills in this primarily computer based course using Adobe Photoshop and Adobe Illustrator commercial software applications.

**ART 230 Introduction to Digital Media:** Introduces students to digital workflow related to the studio art process. Students will work with Photoshop, and various web design, video editing, and blog applications to create studio projects addressing aesthetic, formal, and conceptual issues. Suitable for majors and nonmajors. Continuous access to a digital camera required.

**ART 232/332 Special Studies in Painting and Drawing:** Fosters technical improvement and critical thinking among intermediate and advanced painters and drawers. Studio work, individual and group critiques, and individual research. *Prerequisite:* ***ART 221*** **or consent.**

**ART 233/333 Special Studies in Sculpture:** In-depth investigation of themes, trends, and/or processes specific and pertinent to contemporary sculpture. Topics vary. Substantial reading and discussions complement the studio work. Attention paid throughout the course to understanding and articulating form in space and to helping students develop personal ways of working alongside, and in response to,

current issues in contemporary sculpture. *Prerequisite: ART 120* or consent.

**ART 234/334 Special Studies in Photography:** Focuses on topics relevant to both the contemporary and historical discourse surrounding the medium of photography and, at times, other lens-based media. Seminar style course with heavy emphasis on relating assigned readings, lectures, and discussions to students' studio work. Suitable for majors and highly motivated nonmajors. *Prerequisite:* Any course with an ***ART*** prefix or consent.

**ART 241 Sculpture I:** Explores the range of what sculpture might be and investigates creative approaches to perception, making, and critical analysis. Assignments expose students to both traditional and contemporary concepts, methods, and techniques particular to the medium of sculpture. Readings, discussions, and group critiques complement studio work. *Prerequisite: ART 120* or consent.

**ART 243/343 Human Figure Drawing:** Challenges intermediate and advanced students to incorporate human figures into artwork. Stresses studio exercises, such as gesture drawings and in-depth anatomical studies, as well as individual and group critiques, and discussions with individual research. *Prerequisites:* ***ART 110, ART 221,*** or consent.

**ART 251 Painting I:** Introduces the basics of oil and/or acrylic painting techniques while encouraging development of compositional and conceptual language of intermediate students. Intensive studio work, individual and group critiques, and individual research. *Prerequisite*: ***ART 110*** **or** ***ART 221*** or consent.

**ART 272 Relief Printing:** Introduces intermediate level relief printing techniques such as letterpress printing, multiple color linoleum printing, and collagraph. Suitable for majors or nonmajors. *Prerequisites:* ***ART 110, ART 221,*** **or** ***ART 222.***

**ART 293 Photography I:** Introduces techniques, processes, and creative possibilities of black and white photography, and traditional darkroom printing. Considers aesthetic and stylistic issues and emphasizes conceptual concerns particular to the medium's history. Suitable for majors and nonmajors. Continuous access to a manually adjustable 35mm camera required.

**ART 300 Photography II**: Introduces students to the digital darkroom through work with digital cameras and/or scanned negatives, Adobe, Photoshop, and Epson inkjet printers. Conceptual concerns of contemporary photography considered through engagement with critical theory via assigned readings and class discussions. *Prerequisite*: ***ART 293*** or consent. Continuous access to a digital or film camera required.

**ART 310 Introduction to Video Art**: Introduces the medium of digital video with primary focus on locating video art in contemporary fine arts contexts, as opposed to and/or in conversation with broadcast media. Discusses the medium's history alongside the larger categories of other time and lens-based media such as film and photography, and covers concepts and theories related to these media. BAsic image capture and editing techniques taught using industry standard software. Suitable for majors and highly motivated nonmajors. *Prerequisite*: ***ART 230*** or ***ART 293*** or ***ART 300*** or consent.

**ART 323 Graphic Design II:** Intermediate graphic design course stressing creative problem solving as applied to single and multiple page layout, as well as typography and website design. Strengthens students' graphic design portfolios while introducing Adobe, InDesign, and world wide web development software. *Prerequisites:* ***ART 222*** **and** ***ART 223.***

**ART 342 Sculpture II:**Provides further investigation into the history of making and thinking in sculpture and raises questions pertinent to contemporary art. Explores new techniques and materials while honing familiar skills. Designed to help students become self-directed in their work. Group discussion of student projects, readings, slides, and video addressing current art practice are core to the class. Regular individual and group critiques monitor the progress of each independent project. *Prerequisite: **ART 241*** or consent.

**ART 351 Painting II:** Probes problems presented in *Painting I.* Features studio work, individual and group critiques, and individual research. *Prerequisite: **ART 251.***

**ART 366F Field Study:** Making Art in Scotland: Two-week field study trip to Edinburgh, Scotland, led by Rollins studio art faculty during the world renowned Edinburgh Fringe Festival. Students choose and complete two art classes offered by Edinburgh College of Art.

**ART 372 Lithographic Printmaking:** Introduces the printmaking technique of lithography through both traditional and contemporary approaches. Utilizes design and drawing skills to build a unified body of work. *Prerequisites: **ART 110, ART 120*** **or** ***ART 130*** **and any** ***200-*** **or** ***300-level*** **studio art elective.**

**ART 380F Art in the City with Field Study:** A first-hand look into the masterpieces of modern and contemporary art and artists in New York City. Students visit institutions such as the Metropolitan Museum of Art and Museum of Modern Art, as well as galleries not seen anywhere else. Students produce artwork that responds to their experiences.

**ART 391 Screen Printing:** Students create portfolio based on an over-arching concept and create multi-layered images using drawing fluid, photo emulsion, autographic positives and photography. *Prerequisites: **ART 110*** **or** ***ART 120*** **or** ***ART 215*** **or*****ART 222*** **or*****ART 230*** **or** ***ART 293.***

**ART 392 Digital and Mixed Media Printmaking:** Reinforces the concept of printmaking through integration of traditional and non-traditional processes and tools. Mixed media projects develop students' visual design skills through integration of Adobe, Photoshop, traditional intaglio techniques, and lithographic printmaking. Suggested for majors, but suitable for nonmajors. Basic knowledge of Adobe, Photoshop is required. *Prerequisites: **ART 110, ART 120,*** **or** ***ART 130.***

**ART 440 Senior Studio:** Concentrated, advanced study in art concepts and mediums. Students produce a unified body of work for display during the *ART 450 Senior Seminar.* Required course for studio art majors in fall of the senior year and for minors who wish to participate in the Senior Exhibition. Students must submit a portfolio for faculty review in the spring of the junior year to be admitted to this course in fall of the senior year.

**ART 450 Senior Seminar:** Addresses career issues and helps students gain practical skills necessary for careers in the arts. Students learn discipline-specific resume writing, compose artist's statements, create an artist's web site, and photographically document and prepare their work for exhibition. Students take part in Senior Exhibition and gain design and curatorial experience by assisting Cornell Fine Arts Museum staff in preparing and hanging of the exhibition. Required of majors in their final spring semester at Rollins and of minors who wish to participate in the Senior Exhibition. *Prerequisite: **ART 440.***

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# Asian Studies

Changes effective Fall Term 2012

*Alon* *D'Amato* *Fetscherin* *Greenberg*

*Lairson* *Moore, R.* *Warnecke* *Wei*

*Yao* *Zhang*

The Asian Studies major provides students the opportunity to study in depth one of the most important regions in the world. The importance of Asia derives from its large population, long history, complex and diverse societies and cultures, and rising economic significance. As the peoples and nations of the world become increasingly interconnected, successful leaders will benefit from a mastery of this key region.

The Asian Studies major combines courses in history, culture, and politics with those from modern languages and an array of electives from other disciplines. Students majoring in Asian Studies are expected to:

- develop an understanding of the historical, cultural, political and economic forces that have shaped modern Asia,
- master the rudiments of an Asian language, and
- experience cultural immersion through study abroad in at least one Asian country.

Students will complete an international experience in Asia. Currently Rollins offers such experiences in Shanghai, Hong Kong, and Osaka.

The Asian Studies major is designed to educate Rollins students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The major spans a variety of academic departments and students are required to incorporate courses from different departments.

**MAJOR REQUIREMENTS**

Requirements for the Asian Studies major are: twelve (12) courses, including five (5) from the history

and culture category, five (5) from politics, economics and business, and two (2) courses in an Asian language beyond the 100 level. At least six (6) courses must be taken at the upper division (***300-400***) level and no more than three (3) courses can be in any single department. The required upper division seminar (***ASA 400***) can be taken only after both of the required lower division courses (***REL 113*** and ***HIS 263***) have been completed.

INTERNATIONAL EXPERIENCE

Students are highly encouraged to participate in a semester-long stay in one of the Asian Studies approved programs or universities, from which a maximum of four (4) pre-approved courses may be counted towards the major. At a minimum, however, students are required to complete a seminar course, followed by one (1) academically-based study trip to Asia.

RESIDENCY AND DISTRIBUTION

Asian Studies majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major must be at the ***300-400 level***.

FOREIGN LANGUAGE REQUIREMENT

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

- First, students may take and successfully complete two (2) college-level courses (eight semester hours) or the equivalent in a single Asian language at the intermediate **200 level** or beyond.
- Second, the two-course requirement may be waived by demonstrating 'native proficiency' in a modern Asian language, as determined by the Rollins College Department of Modern Languages and Literatures. If the language is not taught at Rollins, the two-course **(200 level)** requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

**Receiving a foreign language waiver does not reduce the total number of courses required for the Asian Studies major (12). Students receiving such a waiver are required to take two (2) additional courses in either the history and culture or the politics, economics and business categories.**

ASIAN STUDIES COURSES

REQUIRED COURSES

All Asian Studies majors must take the following course:

- **HIS 263 East Asia in Modern Times**

- **REL 113 Asian Religions**
- **ASA 400 Senior Capstone Seminar**

HISTORY AND CULTURE COURSES

- **ANT 252 Cultures of China**
- **ANT 254 Cultures of Japan**
- **ANT 305 Topic: Sufi-Buddhist Mysticism**
- **ANT 452 Seminar: Cinema and Society in China**
- **HIS 212/212F Journey to the Middle Kingdom (Field Study)**
- **HIS 250 Modern Japan**
- **HIS 261 Modern China**
- **HIS 349 The Chinese Revolutions**
- **HIS 350 U.S. and China Relations**
- **HIS 361 Contemporary China**
- **PHI 211/211F Religion and Culture in Bali (Field Study)**
- **REL 230 Buddhism: Theory and Practice**
- **REL 240 Buddhist Philosophy**
- **REL 241 Buddhist Ethics**
- **REL 270F India and the Infinite**
- **REL 340 Zen Buddhism**

POLITICS, ECONOMICS AND BUSINESS COURSES

- **POL 130 Introduction to International Politics**
- **INB 300 Introduction to International Business**
- **ECO 203 Principles of Micro and Macro-economics***
- **ECO 327 Comparative Economic Systems***
- **ECO 331 Globalization and Gender**
- **ECO 351 Economic Development***
- **POL 302 Politics in the Third World**
- **POL 325 Sustainable Dev. in Southeast Asia**
- **POL 331 International Political Economy**
- **POL 334 Political Economy of Japan**
- **POL 384 East Asian Politics**
- **POL 393 Vietnam Experience Online**
- **INB 311 Asian Business Environment**

* Note that ECO 202 is a prerequisite for ECO 203, and both ECO 202 and 203 are prerequisites for ECO 327 and ECO 351.

**MINOR REQUIREMENTS**

Six (6) courses are required for the Asian Studies minor, one of which must be HIS 263 East Asia in Modern Times. No more than three (3) courses may be taken in any one department and no more than

two (2) language courses may be counted toward the minor. At least three (3) of the courses must be taken at Rollins, and of these at least two (2) must be upper division.

*1.* Core course: **HIS 263 East Asia in Modern Times**

*2.* Two (2) courses from the following group.

- **ANT 252 Cultures of China**
- **ANT 254 Cultures of Japan**
- **CHN 101 Elementary Mandarin Chinese I**
- **CHN 102 Elementary Mandarin Chinese II**
- **CHN 201 Intermediate Chinese I**
- **CHN 202 Intermediate Chinese II**
- **HIS 212/212F A Journey to the Middle Kingdom (field study)**
- **HIS 250 Modern Japan**
- **HIS 260 History of Chinese Civilization**
- **HIS 261 Modern China**
- **PHI 211/211F Religion and Culture in Bali (field study)**
- **REL 113 Asian Religions**
- **REL 230 Buddhism: Theory and Practice**

*3.* Three (3) courses from the following group.

- **ANT 452 Seminar: Cinema and Society in China**
- **CHN 301 Advanced Chinese I**
- **CHN 302 Advanced Chinese II**
- **HIS 350 U.S. and China Relations**
- **HIS 365 Topics: Contemporary China**
- **INB 311 Asian Business Environment**
- **POL 334 Political Economy of Japan**
- **POL 384 East Asian Politics**
- **POL 385 Politics and Society in Contemporary China**

## *Course of Study*

**ASA 400 Senior Capstone Seminar**: Guides students in preparing, presenting and writing a research paper on a topic related to Asia. Requires bibliographies, multiple drafts, and in-class oral presentation. Prerequisites: Senior standing and **HIS 263** or instructor permission.

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental

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# Australian Studies (minor only)

Changes effective Spring Term 2006

*Edge*

The Australian studies minor, based upon the Rollins Program in Sydney, fosters an intellectual and social understanding between Australia and the United States.

Thanks to the faculty exchange program begun in January 1981, one or two visiting professors from Australia spend time at Rollins each year. Recent lecturers have included Rosemary Broomham in history and Graham Boardman in Australian literature.

**MINOR REQUIREMENTS**

Six (6) courses are required (totaling at least 24 semester hours): four (4) completed for grade-point credit in Australia during the required term in Sydney and two (2) more taken at Rollins or in Australia.

THE ROLLINS PROGRAM IN SYDNEY
Two (2) core courses are required during the fall term in Sydney.

- **AUS 288 Australian History**
- **AUS 368 The Fauna and Flora of Australia OR AUS 388 Australia's Physical Environment**

Four (4) more courses are required from among the following group.

- **AUS 255 Australian Aboriginal Studies**
- **AUS 262 The Australian Economic and Political Systems**
- **AUS 300 International Business**
- **AUS 356 Australian Literature**
- **AUS 361 Australian Art**
- **AUS 368 The Fauna and Flora of Australia**
- **AUS 388 Australia's Physical Environment**
- **Courses at Rollins with the AUS designation**

# Sydney Courses

**AUS 235 Australia in the Global Context:** Globalization provides Australia not only with the promise of greater economic growth, but also with significant challenges to its traditional markets and alliances. This course examines the various responses to the challenges that Australia might make.

**AUS 240 Painting the American and Australian Environment: Likeness and Difference:** A comparative study of American and Australian art, including Aboriginal art. Investigates how art has evolved, examining the reasons, similarities, and the differences between the two environments.

**AUS 255 Australian Aboriginal Studies**: Presents historical overview of relations between Aborigines and Europeans in Australia and discusses contemporary social and political dimensions of Aboriginal life. Students may explore own interests in this field.

**AUS 262 The Australian Economic and Political Systems**: Studies structure and functioning of Australian economic and political systems -- dynamics, interactions, and mechanisms for adjusting to change. Applies concepts to current events.

**AUS 288 Australian History**: Surveys Australia's history from first human settlement to present with emphasis on European occupation of past two centuries.

**AUS 300 International Business:** A study of the strategies that firms use to compete globally. Topics include international competition, competitive advantage, international trade theory, international political economy, foreign direct investment, international operations, and globalization. Taught using case studies from Australia.

**AUS 356 Australian Literature**: Chronicles fiction and drama from realist writing about the Bush in 1890's to work of Patrick White, Elizabeth Jolley, and other contemporary writers. Students may follow up special interests such as feminist writing, writing by Aborigines, and recent poetry.

**AUS 361 Australian Art**: Introduces Australia's main schools and movements from 18$^{th}$ through 20$^{th}$ century from international art-history perspective. Supplements lectures with excursions to public and commercial galleries in Sydney and Canberra.

**AUS 368 The Fauna and Flora of Australia**: Examines unique character of Australia's plant and animal life. Emphasizes ecological fieldwork in variety of habitats in Sydney area.

**AUS 388 Australia's Physical Environment**: Acquaints students with climate, physiography, geology, and hydrology of coastal, estuarine, rolling uplands, and interior regions through lectures and field trips.

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental

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# Biochemistry/Molecular Biology

Changes effective Spring Term 2010

*Bernal* *Eng-Wilmot* *Gregory* *Harper*
*Klemann* *Riley* *Schmalstig* *Stephenson*
*Sutherland* *Walsh*

The biochemistry/molecular biology major is an interdepartmental major that provides students with a strong background in chemistry and biology with an emphasis on molecular aspects. Through selected electives, students may concentrate on specific areas of interest. Students have excellent opportunities within the departments of biology and chemistry to engage in independent research projects. Graduates are prepared to pursue employment in biochemical, pharmaceutical, and biotechnological laboratories, and further study in the health professions or graduate research institutions. **Note that biochemistry/molecular biology majors may not double major in biology or chemistry.**

**MAJOR REQUIREMENTS**

Thirteen (13) courses are required: nine (9) core courses and four (4) electives. At least seven (7) courses must be at the ***300-400 level.***

CORE COURSES

BIOLOGY

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 341 Molecular Biology**

CHEMISTRY

- **CHM 120 Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**

BIOCHEMISTRY

- **BCH 335 Biochemistry**
- **BCH 435 Advanced Biochemistry**
- **BCH 440 Senior Seminar in Biochemistry**

ELECTIVES
Choose four (4) of the following elective courses.

- **BIO 229 Microbiology**
- **BIO 308 Genetics**
- **BIO 311 Plant Physiology**
- **BIO 312 Animal Physiology**
- **BIO 320 Medicinal Botany**
- **BIO 329 Microbial Physiology**
- **BIO 342 Biostatistics**
- **BIO 360 Cellular Biology**
- **BIO 370 Developmental Biology**
- **BIO 429 Immunology**
- **BCH 397/497 Biochemical Internship**
- **BCH 498 Independent Study Library Research**
- **BCH 499 Independent Study Laboratory Research**
- **CHM 301 Intermediate Inorganic Chemistry**
- **CHM 305 Physical Chemistry I**
- **CHM 306 Physical Chemistry II**
- **CHM 320 Analytical Chemistry**
- **CHM 380 Instrumental Analysis**
- **PSY 324 Neuropsychology**
- **PSY 326 Physiological Psychology**

RECOMMENDATIONS
Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy, need a thorough introduction to physics and possibly calculus. Therefore, they should take ***PHY 120*** and ***PHY 121*** or ***131*** and (a) calculus course(s). Students contemplating careers and graduate study in biochemistry or pharmaceutical chemistry should include ***PHY 120*** and ***PHY 121*** or ***131***, ***MAT 111*** and ***MAT 112***, and a full year of physical chemistry -- ***CHM 305*** and ***CHM 306***.

# Course of Study

**BCH 335 Biochemistry:** Introduces an integrated perspective of the chemical structure and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics include structural enzymology, molecular biology, and metabolism. Laboratory required. *Prerequisites:* ***BIO 121*** and ***CHM 221***.

**BCH 435 Advanced Biochemistry:** Explores advanced experimental techniques to investigate complex biochemical problems. Topics include structural enzymology, nucleic acid biochemistry, mechanisms of transcription and translation, medicinal biochemistry, and integrated metabolism. Laboratory required. *Prerequisite:* ***BCH 335.***

**BCH 440 Senior Seminar in Biochemistry:** Students direct analysis and discussion of integrative biochemistry and molecular biology topics. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisite:* senior standing.

**BCH 498/499 Independent Study: Research I and II:** Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written report and seminar on work conducted. *Prerequisites:* instructor's consent for ***I*** and ***II***; senior standing and ***BCH 498*** for ***II.***

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# Biology

Changes effective Fall Term 2012

*Curtis* *Franks* *Gregory* *Harper*
*Klemann* *Schmalstig* *Stephenson* *Sutherland*
*Walsh*

The biology major exposes students to a wide variety of field, laboratory, and classroom experiences fundamental to the life sciences. Through selected electives, students may concentrate on specific areas of interest such as marine biology, ecology, microbiology, botany, zoology, or molecular biology. The major also offers the flexibility for students to minor in another area or to fulfill requirements for secondary teaching certification. Students have excellent opportunities to engage in independent research projects. Graduates are prepared to pursue employment in biological laboratories, and for further study in the health professions or graduate research institutions. **Students may not simultaneously major or minor in biology and marine biology, or biochemistry/molecular biology.**

## MAJOR REQUIREMENTS

Eleven (11) courses and an additional 10 semester hours of elective course credit are required: seven (7) core biology courses, four (4) core physical science courses, 10 semester hours of elective courses, and satisfactory performance on a comprehensive standardized examination. At least seven (7) of the eleven (11) courses required for the biology major must be taken at Rollins College or as part of a Rollins-sanctioned program (e.g., Duke Marine Laboratory, University of London). Of these seven (7), at least five (5) must be ***BIO*** courses beyond ***BIO 120/121***.

CORE BIOLOGY COURSES (seven courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **One course in molecular biology/genetics**
  - **BIO 308 Genetics**

    - **BIO 341 Molecular Biology**
- **One course in ecosystems/field study**
    - **BIO 210 Introduction to Marine Science and BIO 388 Marine Biology Laboratory**
    - **BIO 316 Ecology**
    - **BIO 330 Field Botany and Florida Ecosystems**
- **One course in physiology**
    - **BIO 311 Plant Physiology**
    - **BIO 312 Animal Physiology**
    - **BIO 360 Cellular Biology**
- **BIO 344 Biology Journal Club**
- **BIO 440 Senior Seminar OR BIO 499 Independent Study: Biological Research**

CORE PHYSICAL SCIENCE COURSES (four courses)

- **CHM 120 General Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**
- **PHY 120 General Physics I**

**OR**

- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**
- **CHM 221 Organic Chemistry II**
- **PHY 120 General Physics I**

BIOLOGY ELECTIVES
Ten (10) semester hours.

- Any biology course above ***BIO 210.*** Courses from the core groupings, other than those used to satisfy the core, may be used as electives. One ***Biological Internship*** (***BIO 296, 396,*** or ***496***) may be used as an elective.

- Plants play a central role in our biosphere. However, our modern society often fails to recognize the significance of plants in biological systems, the scientific contributions of plant-based research, and the importance of plants in human affairs. Therefore, the department recommends that at least one (1) of the courses taken to fulfill the requirements for a major in biology be a plant-oriented biology course.

RECOMMENDATIONS

Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy need a thorough introduction to chemistry, physics, and mathematics. Therefore, they are advised to take ***CHM 221*** and ***PHY 121*** or ***PHY 131***, (a) calculus course(s), and a statistics course. In addition, some professional schools now require biochemistry. Students should be aware that requirements of different programs can vary and that they should seek guidance from advisors and program directors.

OFF-CAMPUS EXPERIENCES

Rollins College, has an agreement with Marine Biological Laboratories at Duke University and Woods Hole enabling students to spend a semester at these sites. Courses taken at the Duke lab can be used to fulfill two courses in the biology major (any combination of core and electives). Students participating in the Semester in Environmental Science at Woods Hole will be able to use courses taken there as the core course in ecosystems/field study and up to two (2) electives. Students need to petition and receive approval from the Department of Biology for this and any other off-campus program.

**MINOR REQUIREMENTS**

Eight (8) courses and an additional 10 semester hours of elective course credit are required: four (4) core biology courses, two (2) core chemistry courses, and 10 semester hours of elective courses. At least four (4) of the courses required for the biology minor must be taken at Rollins College or as part of a Rollins sanctioned program (e.g., Woods Hole, University of London). Of these four (4), at least three (3) must be ***BIO*** courses beyond ***BIO 120/121.***

CORE BIOLOGY COURSES (four courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**

**Two (2) courses satisfying two (2) out of the following three (3) clusters: molecular biology/genetics, ecosystems/field study, and physiology.**

- **Molecular biology/genetics**
  - **BIO 308 Genetics**
  - **BIO 341 Molecular Biology**
- **Ecosystems/Field study**
  - **BIO 210 Introduction to Marine Science and BIO 388 Marine Biology Laboratory**
  - **BIO 316 Ecology**
  - **BIO 330 Field Botany and Florida Ecosystems**
- **Physiology**
  - **BIO 311 Plant Physiology**
  - **BIO 312 Animal Physiology**
  - **BIO 360 Cellular Biology**

CORE CHEMISTRY COURSES (two courses in Chemistry selected from the list below.)

- **CHM 120 General Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**

BIOLOGY ELECTIVES
Ten (10) semester hours; at least one of the elective courses must be at the ***300-*** or***400-level.***

Any biology course above ***BIO 210.*** After satisfying core requirements in the cellular/molecular biology and ecosystems/field study, additional courses from these clusters may be used as electives.

# Course of Study

**BIO 100 Discover Biology:** Discussion course that introduces students to the variety of subdisciplines in the field of biology. Readings focus on historically important discoveries in biology and current issues and controversies. Prerequisite: entering new and new transfer students only.

**BIO 101 The Biology of Cancer for Non-majors**: Provides an understanding of the underlying causes of cancer in addition to preventative methods and available treatments. Basic biological principles (cellular, molecular, and physiological) will be examined to provide the proper framework for understanding cancer. This course is aimed towards those with little or no previous biology experience, and is intended for non-majors.

**BIO 103 Biology for Everyday Life:** Explores today's challenges from a biological perspective. Discussions focus on issues such as cancer, global warming, urban deserts, and infectious disease. Students apply their knowledge by leading elementary students in science experiments. Laboratory course for non-science majors.

**BIO 104 Animal Nutrition.** Reviews the ways animals digest and metabolize their food to fuel a variety of physiological states. Stresses the interconnections between anatomy, ecology, and physiology. Suitable for nonmajors.

**BIO 105 Ecological Basis of Environmental Issues:** Introduces students to ecological principles that form the basis for understanding environmental issues, and to scientific concepts, laboratory, and field techniques used to study and assess natural and human-induced changes in ecosystems. Lab course designed for non-science majors.

**BIO 106 Human Impacts on Marine Ecosystems:** Introduces students to marine ecosystems and the impacts of human activities on marine flora and fauna. Addresses contemporary issues of exploitation, pollution and conservation, and their ecological consequences. Lab course designed for non-science majors.

**BIO 107 Sustaining Biodiversity with Laboratory:** Investigates patterns of biodiversity across biomes, human impact on wild populations and habitats, social and political issues at the local and global level, and the search for sustainable solutions to a world of expanding human populations with finite resources. Lab course for nonmajors.

**BIO 109 Wild Florida:** Interdisciplinary course that educates students about Florida's natural habitats, with an emphasis on botany, and provides students with an understanding of how humans historically interact with, and effect, these ecosystems. Suitable for nonmajors. Laboratory required.

**BIO 111 Human Genetics**: Discusses the general principles underlying basic human genetics. Explores current issues such as stem cells, genetic testing, heritable diseases, and cancer biology.

**BIO 112 Biological Aspects of Nutrition**: Examines foods, nutrients, and biological processes by

which humans ingest, digest, metabolize, transport, utilize, and excrete wastes. Covers current concepts in scientific nutrition and how they apply to personal health. Lab course for nonmajors.

**BIO 113 Plants and Humanity**: Explores human dependence on plants through investigations of plant structure and function, development, inheritance, diversity, and environmental interactions. Weighs value and limits of scientific approaches to improving world's food and biodiversity crises. Lab course for nonmajors.

**BIO 115 Human Reproduction and Development**: Examines human reproduction, pregnancy, parturition, and lactation. Explores development from fertilization to birth. Discusses congenital abnormalities and their basis in genetics and the environment. For nonmajors.

**BIO 117 Bacteria, Viruses and Humans**: Introduces world of microorganisms and their impact on human life. Presents basic principles of biology while probing diversity, genetics, and ecology of microorganisms; their uses in food, agriculture, and industry; and their ability to produce disease. Lab exercises involve quantitative and qualitative analysis of bacterial nutrition and procedures for identification and control of microbes. Lab course for nonmajors.

**BIO 118 Introduction to the Forensic Sciences**: Survey of the major disciplines within the forensic sciences. Focuses on the use of basic scientific principles and the scientific method in crime investigations. Designed for nonmajors.

**BIO 119 Conservation of Florida's Freshwater Ecosystems**: Introduces students to the amazing diversity of Florida's freshwater ecosystems, while familiarizing them with the basic physical, chemical, biological, and ecological characteristics of these systems. Scientific concepts and laboratory and field techniques used to study, monitor, and conserve Florida's freshwater ecosystems also included. Lab course for nonmajors.

**BIO 120/121 General Biology I and II**: Includes cell structure and function, genetics and evolution, and diversity of organisms and ecology. Lab course intended for science majors.

**BIO 122 Human Biology**. General education combined course that is fully integrated with a laboratory for students not majoring in biology. Course includes study of human body systems with emphasis on major organ systems and process, and their links to biology concepts underlying major human evolution, genetics, reproduction, development, and diseases of man. Suitable for nonmajors.

**BIO 201 Careers in Biology:** Introduces students to the variety of career opportunities available to biology majors. Course topics include internship and research opportunities, graduate school, resumes, and career preparation. Students will investigate possible careers and meet professionals in a variety of biological fields. Prerequisite: **BIO 120.**

**BIO 203 Biology for Teachers**: Prepares students to teach biology in elementary school. Incorporates principles and concepts of chemistry to demonstrate relationship to biology. Models integration of lab exercises, elementary activities, research projects, and educational technology. Lab course for education majors.

***BIO 210 Introduction to Marine Science:*** Introduction to biological, physical, chemical, and geological processes in the oceans and coastal environments and their interaction. Introduces scientific

concepts used to study marine ecosystems. For biology majors and minors. *Prerequisite: **BIO 121**.*

**BIO 211 Marine Botany:** Study of marine macro- and microalgae, and coastal vascular plants. Human impact and interaction with these ecosystems is also examined. Two weekend field trips are required. Prerequisite**: BIO 121**.

**BIO 223 Comparative Vertebrate Anatomy**: Surveys anatomy of major groups of vertebrate organisms. Students dissect lamprey, shark, mud puppy, and cat. Lab required. Prerequisite: **BIO 121.**

**BIO 229 Microbiology**: Emphasizes metabolism, genetics, reproduction, and ecology of bacteria and viruses and their relationship to infectious disease and immunology. Develops basic research and microbiological lab skills. Lab required. Prerequisite: **BIO 121.**

**BIO 230 Local Flora**: Study of local flora through field trips, directed observations, and plant collections. (Students who have successfully completed **BIO 330 Field Botany and Florida Ecosystems** may not receive credit for this course.) Prerequisite: **BIO 121** or **ENV 220.**

**BIO 234 Plant Kingdom**: Surveys evolution of plant and fungi kingdoms and algal protists. Covers plant anatomy, morphology, reproduction, and structure of plant communities. Fieldwork teaches use of taxonomic keys to identify plants. Lab and fieldwork required. Prerequisite: **BIO 121.**

**BIO 236 Invertebrate Zoology:** Examines animal kingdom from motile protists (protozoa) through invertebrate chordates, with emphasis on evolution and organization of animal diversity. Required lab and fieldwork use as much live material as possible, especially faunal groups from Central Florida and Florida Keys. Prerequisite: **BIO 121.**

**BIO 237 Vertebrate Zoology:** Surveys vertebrate chordates from jawless lamprey through fishes, amphibians, reptiles, birds, and mammals. Stresses structural and functional characteristics, evolutionary relationships, ecology, behavior, and distribution. Required lab and fieldwork focus on Florida fish and wildlife. Prerequisite: **BIO 121.**

**BIO 240 The Biology of Fishes:** Introduces ichthyology, the scientific study of the vertebrate organisms known as fishes. Major emphasis on fish classification, identification, anatomy, physiology, ecology, and evolution. Laboratory focuses on identification and biology of major fish groups found in Florida waters. Prerequisite: **BIO 121.**

**BIO 245 Human Anatomy with Laboratory:** Studies major human organ systems and their functional characteristics in normal and abnormal states. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other majors **not** planning to attend medical, dental, or graduate school. Laboratory includes study of human bones, microscopic slides of tissues, and dissection of cats and other mammalian organs. Prerequisite: **BIO 121.**

**BIO 246 Human Physiology:** Studies the function of human systems (cardiovascular, muscle, nervous, etc.) related to homeostasis. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other students **not** planning to attend medical, dental, or graduate school. Laboratory involves physiological studies on humans and other mammals. Prerequisite: **BIO 121.**

**BIO 270 Plant Growth and Development**: Examines structural, biochemical, and molecular aspects of growth and development of angiosperms from seed germination to flowering to seed formation. Lab required. Prerequisite: **BIO 121.**

**BIO 287/387 Tropical Field Biology**: Explores ecology, diversity, biography, and behavior of terrestrial and aquatic organisms of American tropics. Compares representative ecosystems of Central America (lowland and mountain rain forests, mangroves, cloud forest, paramo) and Caribbean (coral reefs, turtle grass, intertidal). Prerequisite: **BIO 121** or **ENV 220.**

**BIO 301 The Biology of Fungal Pathogens**: Explores diversity, ecology, physiology, and reproduction of common animal and plant pathogens. Incorporates general aspects of fungal biology and evolution. Prerequisites: **BIO 121.**

**BIO 308 Genetics**: Analyzes prokaryotic and eukaryotic genetics at the level of molecule, cell, organism and population. Uses quantitative approach in presentation of concepts and in genetic analysis. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 311 Plant Physiology**: Analyzes life processes of higher plants: water relations, mineral nutrition, cellular and long-distance transport, photosynthesis, carbon and nitrogen metabolism, and hormonal control of development. Required lab includes student-directed investigations. Prerequisites: **BIO 121** and**CHM 121.**

**BIO 312 Animal Physiology**: Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 316 Ecology**: Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. Prerequisite: **BIO 121** or **ENV 220.**

**BIO 325 Medicinal Botany:** Explores the botany, history, and conservation of major poisonous and medicinal plants, and the chemistry and mechanism of active compounds. Prerequisite: **CHM 220.**

**BIO 329 Microbial Physiology:** Explores the structure of prokaryotic cells through investigations of the diverse chemistry, genetics, and metabolism of these microbes. Required laboratory includes student-designed research. Prerequisite: **BIO 229**.

**BIO 330 Field Botany and Florida Ecosystems:** Examines taxonomy, evolution, ecology, and environmental significance of local flora through directed observations, identification, and experimental analysis. Explores Florida natural ecosystems and native species. Lab required. Prerequisite: **BIO 121** or **ENV 220.**

**BIO 335 Marine Biology with Laboratory:** Examines the adaptations of marine organisms to their environment, and the ecological principles and processes that structure their associations. Laboratory required and emphasizes studies of representative field areas on the Florida coasts. Prerequisites: **BIO 210.**

**BIO 340 Topics in Biology**: Focuses on specialized topic such as epidemiology, immunology, medical microbiology, nutrition, parasitology, physiological ecology, or virology -- depending on faculty interest.

**BIO 341 Molecular Biology**: Describes structure of chromosomes and organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. Prerequisite: **BIO 121** and **CHM 220**.

**BIO 342 Biostatistics**: Applies principles and practices of statistics to biological problems. Covers experimental design, descriptive statistics, parametric and nonparametric testing of hypotheses, regression, correlation, and interpretation of results. Prerequisite: **BIO 121.**

**BIO 344 Biology Journal Club:** Assists students in advanced biology courses in developing the skills necessary to read, comprehend, and abstract material from primary source journals.

**BIO 360 Cellular Biology**: Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 370 Developmental Biology**: Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. Lab required. Prerequisites: **BIO 121** and **CHM 121.**

**BIO 381 Vertebrate Histology and Microtechnique**: Discusses structure and function of vertebrate cells and tissues. Involves microscopic examination of tissues and preparation of slides. Lab required. Prerequisite: **BIO 121.**

**BIO 388 Marine Bio Lab: Location TBA.** Studies marine life at off-campus marine laboratories. Comprehensive, in-field-ecological analyses of representative temperate or tropical marine ecosystems, including coral reefs, rocky/sandy intertidal, mangroves, and estuarine areas. Prerequisite: **BIO 210.**

**BIO 429 Immunology:** Investigates structure and function of immune system; concept of "self" vs. "foreign," tolerance, and immunological memory. Focuses on host defense systems of mammals with emphasis on human adaptive and nonadaptive immunity. Also examines causes and effects of immune deficiencies. Prerequisite: **senior standing or consent.**

**BIO 435 Senior Seminar in Marine Biology:** Students direct analysis and discussions of integrative topics in marine biology. Emphasizes readings of classical and contemporary primary scientific literature. Prerequisites: marine biology major and senior standing.

BIO 440 Senior Seminar: Topics in Biology: Students direct analysis and discussion of integrative topics. Emphasizes readings of classical and contemporary primary scientific literature. Prerequisite: senior standing.

**BIO 462 Evolution:** Integrates previous coursework with new scientific and philosophical material on processes and mechanisms of evolution. Capstone seminar. Prerequisite: senior standing.

**BIO 296/396/496 Biological Internship:** Pairs students with professional scientists.

**BIO 297/397/497 Directed Studies in Biology:** Tutorial on subject of student interest. May include library, lab, or fieldwork.

**BIO 298/398/498 Independent Study:** Library Research: Investigates literature on specific topic determined by student in conjunction with faculty sponsor. May be taken separately or as prelude toBIO 399/499 for two-term research project. Students meet as group every other week to report on activities.

**BIO 399/499 Independent Study:** Biological Research: Pursues lab, field, or theoretical work on topic of student interest. Students meet as group every other week to report on activities.

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# Chemistry

Changes effective Spring Term 2011

*Bernal* *Eng-Wilmot* *Goj Habgood* *Gregor*

*Long* *Martinez* *Riley* *Zimmerman*

Chemistry explores matter and its properties, its physical and chemical transformations, and energy changes associated with these transformations. Bridging traditional humanities on one hand and modern physics on the other, chemistry is a central subject in a liberal arts curriculum. "Every aspect of our world today -- even politics and international relations -- is affected by chemistry," said Linus Pauling. Chemists search for new molecules in space; make new useful materials; solve problems of the environment, energy, health, and food production; and probe how organisms work.

The chemistry department offers a program of study leading to certification as a chemist by the American Chemical Society Committee on Professional Training and designed to develop critical thinking, problem solving, and communication skills. Many graduates continue their education in graduate or professional school and become chemists, teachers, doctors, lawyers, biochemists, pharmacists, veterinarians, engineers, and business people.

## MAJOR REQUIREMENTS

The chemistry program requires a sequence of courses. The ***100-level*** courses introduce first-year students to the discipline and serve as prerequisites for foundational courses and in-depth elective courses.

## CHEMISTRY MAJOR

Eleven (11) to fourteen (14) courses are required

INTRODUCTORY COURSES

- **CHM 120 Chemistry I**
- **CHM 121 Chemistry II**

FOUNDATION COURSES

- **CHM 220 Organic Chemistry I**
- **BCH 335 Biochemistry**
- **CHM 320 Analytical Chemistry**
- **CHM 301 Inorganic Chemistry**
- **CHM 305 Physical Chemistry I**

DEPARTMENTAL SEMINARS

- **CHM 350 Chemistry Seminar I**
- **CHM 450 Chemistry Seminar II**

IN-DEPTH ELECTIVES

- **CHM 221 Organic Chemistry II**
- **CHM 306 Physical Chemistry II**
- **CHM 380 Instrumental Analysis**
- **BCH 435 Advanced Biochemistry**
- **CHM 400 Advanced Analytical Chemistry**
- **CHM 401 Advanced Inorganic Chemistry**
- **CHM 417 Advanced Organic Chemistry**
- **CHM 460 Advanced Topics in Chemistry**
- **CHM 498 Chemical Research I and CHM 499 Chemical Research II**
- **CHM 445 Advanced Integrated Laboratory in Chemistry**

SUPPORTING ELECTIVES

- **MAT 111 Calculus I**
- **MAT 112 Calculus II**
- **PHY 120 General Physics I**
- **PHY 121 General Physics II**

***NOTE***

Students interested in earning an ACS certified degree are required to take either *Chemical Research I and II* or *Advanced Integrated Lab*, and three additional electives from the in-depth course listing. Students interested in graduate school in chemistry are strongly advised to take *Organic Chemistry II (CHM 221)*; *Physical Chemistry II (CHM 306)*; and *Instrumental Analysis (CHM 380)* as their three electives and are, in addition, encouraged to consider additional mathematics courses such as I*ntroduction to Discrete Mathematics (MAT 140)*; *Calculus III (MAT 211)*; *Linear Algebra (MAT 230)*; and *Ordinary Differential Equations (MAT 305)*. Students enrolled in *Chemical Research I (CHM 498)* must enroll in *Chemical Research II (CHM 499)*.

Students interested in earning a non-ACS certified degree are required to take three in-depth elective courses. Possible ways to satisfy the requirement are as follows:

- Three electives from the in-depth course listing excluding *Chemical Research* and *Advanced Integrated Lab*
- *Advanced Integrated Lab* and two additional electives from the in-depth listing
- *Chemical Research I and II* and two additional electives from the in-depth listing

Supporting electives for those not interested in certification are:

- **MAT 110 Applied Calculus** OR MAT 111 Calculus I
- **MAT 112 Calculus II**
- **PHY 120 General Physics I**
- **PHY 121 General Physics II**

This curriculum allows students to concentrate in certain areas, such as biochemistry and environmental chemistry, by selecting courses dealing with the areas of interest. For example, students who wish to emphasize biochemistry in preparation for graduate study should complete:

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 341 Molecular Biology**
- **BCH 435 Advanced Biochemistry**

Students interested in environmental chemistry may want to consider:

- **CHM 400 Advanced Analytical Chemistry**
- **CHM 460 Advanced Topics in Chemistry**

RECOMMENDED SEQUENCE OF STUDY

| FALL TERM | SPRING TERM |
|---|---|
| *Note: (A) indicates in-depth courses and (F) indicates foundational courses* | |
| **CHM 120 Chemistry I** | **CHM 121 Chemistry II** |
| **CHM 220 Organic Chemistry I** (F) | **CHM 221 Organic Chemistry II** (A)<br>**BCH 335 Biochemistry** (F) |
| **CHM 305 Physical Chemistry I** (F)<br>**CHM 320 Analytical Chemistry** (F)<br>**CHM 350 Chemistry Seminar I** | **CHM 301 Inorganic Chemistry** (F)<br>**Advanced Elective** (A) |
| **CHM 450 Chemistry Seminar II**<br>**Advanced Elective** (A)<br>and/or<br>**CHM 498 Chemical Research I** | **Advanced Elective** (A)<br>and/or<br>**CHM 499 Chemical Research II** |

**NOTE**

Students majoring in chemistry should take *CHM 120* and *MAT 111* in fall term and *CHM 121* and *MAT 112* in spring term of the first year. Students may start the physics sequence of *PHY 120/PHY 131* first or second years. First-year students who have not had high school physics, or have deficiencies in

mathematics and/or science background, should take *PHY 120* and *MAT 109* in fall term and *PHY 121* and a calculus course in spring term.

**CHEMISTRY MINOR**

Six (6) courses are required.

INTRODUCTORY COURSES

- **CHM 120 Chemistry I**
- **CHM 121 Chemistry II**

FOUNDATION COURSES

- **CHM 220 Organic Chemistry**

ELECTIVES (choose three)

- **CHM 221 Organic Chemistry II**
- **CHM 301 Inorganic Chemistry**
- **CHM 305 Physical Chemistry I**
- **CHM 306 Physical Chemistry II**
- **BCH 335 Biochemistry**
- **CHM 380 Instrumental Analysis**
- **CHM 400 Advanced Analytical Chemistry**
- **CHM 401 Advanced Inorganic Chemistry**
- **CHM 417 Advanced Organic Chemistry**
- **BCH 435 Advanced Biochemistry**
- **CHM 445 Advanced Integrated Laboratory in Chemistry**
- **CHM 460 Advanced Topics in Chemistry**

**N O T E**
Students interested in pursuing graduate studies or employment in a laboratory setting are advised to take both CHM 221 and CHM 320 as two of the three electives.

# Course of Study

**CHM 103 Crime Scene Chemistry:** Enables students to watch or read something in the popular media and thoughtfully analyze the case based on chemical and forensic principles. Designed for non-science majors.

**CHM 105 Chemistry and Society -- Applications and Issues:** Examines chemistry in daily life and decision making -- from nutrition, drugs, cosmetics, and household chemistry to environmental problems. Discusses data analysis and scientific methodology and its limitations. Designed for non-science majors. Lab required.

**CHM 106 Chemistry of Life:** Introduces biochemistry and its relationship to people. Covers diets and fat metabolism, as well as action of steroids, carbohydrates, proteins, and nucleic acids. Analyzes data from lab or historical sources. Designed for non-science majors. Lab required.

**CHM 107 Chemistry of Art:** Applies the concepts and methods of chemistry to art. Covers authentication, conservation, and artists' materials. Analyzes data from laboratory or historical sciences. Designed for non-science majors. Lab required.

**CHM 110 Chemistry and the Environment:** Applies concepts and methods of chemistry to environmental problems. Weighs quantitative and qualitative data gathered from historical sources, demonstration, and lab experiments. Designed for non-science majors. Lab required.

**CHM 120 Chemistry I:** Basic inorganic chemistry, including atomic structure and periodicity, stoichiometry, inorganic reactions (acid-base, precipitation, oxidation-reduction, complexation), and modern chemical bonding theories. Lab required. For science majors.

**CHM 121 Chemistry II:** Continues introduction to chemistry by discussing bonding in solids and liquids, thermodynamics, acid-base and solubility equilibria, phase equilibria and colligative properties, electrochemistry, coordination chemistry and chemical kinetics. Lab required. For science majors. Prerequisite: CHM 120 or consent.

**CHM 220/221 Organic Chemistry I and II:** This sequence introduces the principles of organic chemistry through the study of structure-activity relationships, properties and reactions of carbon compounds. Instrumental methods are used in separation and identification of organic compounds such as gas chromatography, nuclear magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. Lab required. Prerequisite: CHM 121.

**CHM 301 Inorganic Chemistry:** Basic descriptive chemistry of representative elements, with emphasis on transition metals chemistry (structure, properties, bonding, spectra, and reaction mechanisms), and an introduction to organometallic and bioinorganic chemistry. Laboratory will involve the synthesis, and quantitative and structural analysis of a variety of representative inorganic and organometallic compounds. Prerequisite: CHM 320 or consent.

**CHM 305 Physical Chemistry I:** Studies chemical thermodynamics and reaction kinetics. Introduces the laws of thermodynamics and their application to chemical and phase equilibria as well as solutions. Reaction kinetics is a basic treatment of reaction rates, mechanisms, and theories of why and how chemical reactions occur. Lab required. Prerequisite: CHM 221 or consent.

**CHM 306 Physical Chemistry II:** Studies quantum and statistical mechanics. Introduces quantum mechanics and symmetry and their application to chemical bonding, atomic, and molecular spectroscopy. Statistical mechanics is a basic treatment of the connection between microscopic states and thermodynamic properties. Lab required. Prerequisite: CHM 305.

**CHM 320 Analytical Chemistry:** Inorganic quantitative analysis, emphasizing free energy-equilibrium relationships, statistical treatment of data, solution equilibria and volumetric analysis based on precipitation, acid-base, complexation, and oxidation-reduction reactions, and spectrophotometric and chromatographic methods of analysis. Lab required. Prerequisites: CHM 121 and CHM 220.

**CHM 350 Chemistry Seminar I:** Engages students in discussions with faculty, fellow students, and visiting scholars centered on advanced topics surrounding chemical research. Provides a venue for students to develop their senior research proposals and to discuss their own research projects with other students. Required for junior majors. Prerequisites: CHM 120 and CHM 220.

**CHM 380 Instrumental Analysis:** Applies variety of spectroscopic, electrometric, and chromatographic methods to such instruments as spectrometers (nuclear magnetic resonance, mass, and Fourier transform infrared) and gas and high-performance liquid chromatographs. Considers chemical, biochemical, and environmental problems. Lab required. Prerequisite: CHM 320.

**CHM 400 Advanced Analytical Chemistry:** Deals with advanced treatments of simultaneous and complex equilibria, electrochemistry, spectrophotometric analysis, and separation methods. Prerequisites: **CHM 305** and **CHM 380.**

**CHM 401 Advanced Inorganic Chemistry:** Applies thermodynamics, kinetics, symmetry and group theory, and the theories of ionic, metallic and covalent bonding to the chemistry of nonmetallic, transition metal, organometallic and bioinorganic compounds. Projects based lab required. Prerequisites: **CHM 301** and **CHM 306.**

**CHM 417 Advanced Organic Chemistry:** Interprets molecular structure and reactivity related by means of organic reaction mechanisms. Introduces organic synthesis strategies and their applications. Prerequisites: **CHM 221, CHM 301** and **CHM 305**.

**CHM 445 Advanced Integrated Laboratory in Chemistry:** Provides students with experience in advanced experimental approaches to solve complex and real world chemical problems. Projects involve perspectives, skills, and instrumentation from each of the divisions of chemistry. Prerequisites: **CHM 121, CHM 221,** and **one 300-level chemistry course with lab**.

**CHM 450 Chemistry Seminar II:** Engages students in discussions with faculty, fellow students, and visiting scholars centered on advanced topics surrounding chemical research. Provides a venue for students to discuss their own research projects with other students. Required for senior majors. Prerequisite: **CHM 350** or consent.

**CHM 460 Topics in Chemistry:** Explores subject chosen by faculty and student, such as environmental chemistry, polymers, stereochemistry, nuclear and radiation chemistry, phase relationship, inorganic synthesis, advanced electrochemical techniques, organometallics, photochemistry, natural products, special problems in chemical education, and current problems from the chemical literature. May be repeated for credit. Prerequisites: some knowledge of four basic areas of chemistry and consent.

**CHM 498/499 Research I and II:** Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written thesis and oral presentation on work conducted. Capstone experience. Prerequisite: **CHM 350** and consent.

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# Classical Studies

Changes effective Fall Term 2009

*Rubarth* *Vander Poppen*

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today -- not only for majors and minors, but also for students fulfilling general education requirements. In addition to language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

**MAJOR REQUIREMENTS**

Ten (10) courses are required.

CORE COURSES

- **CLS 203 The Greeks and the Good Life**
- **CLS 204 When in Rome: Identity and Empire in Ancient Rome**

ELECTIVES
At least three (3) of the following, two (2) of which must be at the ***300 level.***

- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 219 Art and Archaeology of Ancient Greece and Rome**
- **ARH 315 Special Studies - Ancient Art**
- **CLS 105 Ancient Rome in Contemporary Film and Media**
- **CLS 232 Greek Mythology**
- **CLS 305 Topics in Classical Studies**
- **CLS 306 Topics in Classical Archaeology**
- **CLS 321 Gender and Sexuality in Antiquity**
- **CLS 322 Classical Religion: Paganism and the Death of the Gods**
- **CLS 499 Independent Study**

- **HIS 108 Ancient History**
- **PHI 230 History of Early Western Philosophy**
- **POL 390 Ancient Political Theory**
- **THE 241 Classical Theater**

ANCIENT LANGUAGE PROFICIENCY
Students are required to demonstrate proficiency in an ancient language through the ***202 (Intermediate II) level.*** To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the major and will only be required to take a total of nine (9) courses and may not take ***LAT 101*** for credit.

- **GRK 101/102 Introductory Greek (tutorial)**
- **GRK 201 Intermediate Greek (tutorial)**
- **GRK 202 Readings in Greek Prose and Poetry (tutorial)**
- **GRK 391 Tutorial in Greek Literature (may be repeated)**
- **LAT 101/102 Introductory Latin**
- **LAT 201 Intermediate Latin**
- **LAT 202 Readings In Latin Prose and Poetry**
- **LAT 391 Tutorial In Latin Literature (may be repeated)**

CAPSTONE EXPERIENCE
At least one (1) of the following.

- **CLS 450 Capstone Methods Seminar**
- **Study Abroad**
- **Archaeological Excavation**
- **A Capstone Thesis (CLS 499) or Honors in the Major Field in Classical Studies**

**MINOR REQUIREMENTS**

Seven (7) courses are required.

CORE COURSES

- **CLS 203 The Greeks and the Good Life**
- **CLS 204 When in Rome: Identity and Empire in Ancient Rome**

ELECTIVES
At least two (2) of the following, one (1) of which must be at the ***300 level.***

- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 219 Art and Archaeology of Ancient Greece and Rome**
- **ARH 315 Special Studies - Ancient Art**
- **CLS 105 Ancient Rome in Contemporary Film and Media**
- **CLS 232 Greek Mythology**

- **CLS 305 Topics in Classical Studies**
- **CLS 306 Topics in Classical Archaeology**
- **CLS 321 Gender and Sexuality in Antiquity**
- **CLS 322 Classical Religion: Paganism and the Death of the Gods**
- **CLS 499 Independent Study**
- **HIS 108 Ancient History**
- **PHI 230 History of Early Western Philosophy**
- **POL 390 Ancient Political Theory**
- **THE 241 Classical Theater**

ANCIENT LANGUAGE PROFICIENCY
Students are required to demonstrate proficiency in an ancient language through the ***201 (Intermediate I) level.*** To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of six (6) courses and may not take ***LAT 101*** for credit.

- **GRK 101/102 Introductory Greek (tutorial)**
- **GRK 201 Intermediate Greek (tutorial)**
- **GRK 202 Readings in Greek Prose and Poetry (tutorial)**
- **GRK 391 Tutorial in Greek Literature (may be repeated)**
- **LAT 101/102 Introductory Latin**
- **LAT 201 Intermediate Latin**
- **LAT 202 Readings In Latin Prose and Poetry**
- **LAT 391 Tutorial In Latin Literature (may be repeated)**

# Course of Study

**CLS 105 Ancient Rome in Contemporary Film and Media:** Introduces Roman history, politics, and culture through film, television, and popular fiction. Examines how cinema and popular media affect our understanding of ancient Rome by contrasting primary sources and contemporary representations.

**CLS 203 The Greeks and the Good Life:** Provides an introduction to ancient Greek history and culture by examining the central question in Greek Moral theory: "What is the Good Life?" Course provides a foundation for further studies of ancient Greek literature, history, and philosophy.

**CLS 204 When in Rome: Identity and Empire in Ancient Rome:** An introduction to the history, literature, and culture of ancient Rome focusing on issues of changing identity from the foundation of the Roman state (8th century BC) to the conversion of the Empire to Christianity (4th century AD).

**CLS 232 Greek Mythology**: Plumbs content, structure, and function of myths in classical literature -- from depths of chaos to divine machinations to labors of heroes -- and examines them against

background of ancient religion. Draws upon primary literary sources in translation supplemented by materials drawn from ancient art and archaeology and later retellings in literature and art. Recommended for nonmajors.

**CLS 305 Topics in Classical Studies:** Focuses on such interdisciplinary topics as roots of Western sexuality, Greek medicine, Roman law, and rise of Christianity. Suitable for upperclass nonmajors. May be repeated for credit.

**CLS 306 Topics in Classical Archaeology:** Approaches the classical world using the disciplines of archaeology, and art history. Courses will be geared toward exploring aspects of the Classical World through a topical lens such as urbanism, colonialism, slavery, food, or citizenship.

**CLS 321 Gender and Sexuality in Antiquity:** Studies status of women in Greek and Roman world as context for discussion of misogyny, same-sex relations, and sexuality in literature, art, and religion. Assigns English translations of original sources and modern scholarly responses. Suitable for nonmajors.

**CLS 322 Classical Religion: Paganism and the Death of the Gods**: Examines religious thought of ancient Greek and Roman philosophers, "mystery" religions, and radically new Christianity. Suitable for majors and nonmajors from history, religion, or philosophy.

**CLS 450 Capstone Methods Seminar**

**CLS 499 Independent Study**

**GRK 101/102 Introductory Greek**: Presents grammar and syntax of ancient Greek, Classical and New Testament. Aims for reading texts as soon as possible. Available as tutorial only.

**GRK 201 Intermediate Greek**: Reviews and strengthens grammar and syntax. Increases speed and facility in translating prose and poetry of Xenophon, Plato, and Euripides. *Prerequisite:* ***GRK 102*** or equivalent (see instructor). Available as tutorial only.

**GRK 202 Readings in Greek Prose and Poetry**: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* consent. Available as tutorial only.

**GRK 391 Tutorial in Greek Literature**: Discusses readings chosen by students and instructor. *Prerequisite:* consent.

**LAT 101/102 Introductory Latin**: Emphasizes grammar, syntax, and translation of simple prose through oral and written exercises. Connects Latin roots to English words and introduces historical and cultural aspects of Roman civilization.

**LAT 201 Intermediate Latin**: Reviews grammar and syntax while expanding reading comprehension and speed and facility in translation. *Prerequisite:* ***LAT 102*** or two to three years of high school Latin (see instructor).

**LAT 202 Readings in Latin Prose and Poetry**: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* ***LAT 201*** or consent.

**LAT 391 Tutorial in Latin Literature:** Discusses readings chosen by students and instructor. *Prerequisite:* consent.

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# Communication Studies

Changes effective Fall Term 2012

*Bommelje* *Cavenaugh* *Easton* *Gardner*
*Mesbah* *Morrison* *Passalacqua* *Planck*
*Stone*

The Department of Communication engages students in theoretical and applied knowledge, empowering them to pursue meaningful lives, relationships, and careers. Our mission is to produce well-rounded communicators who are capable of speaking and listening effectively, thinking critically, and writing clearly.

We strive to embody this mission in several ways. We encourage freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision-making skills fundamental to a civil society and a global community. We cultivate the communication skills necessary to fulfill human potential and contribute to the public well-being. Finally, we promote ethical communication that enhances human worth and dignity by fostering fairness, responsibility, and respect for self and others.

## COMMUNICATION STUDIES MAJOR

Our unique and innovative curriculum in Communication Studies offers students an introduction to the field via required courses in topics, theories, and research methods central to Communication. Our majors select a concentration of specialization in one of three critical areas: Organizational Communication and Leadership, Public Relations, and Health Communication.

## MAJOR REQUIREMENTS

Twelve (12) courses are required: Eight (8) core courses and four (4) courses within a specific

concentration.

CORE COURSES

- **COM 100 Introduction to Communication Studies**
- **COM 110 Public Speaking**
- **COM 220 Interpersonal Communication**
- **COM 305 Listening**
- **COM 306 Intercultural Communication**
- **COM 395 Research Methods in Communication**
- **COM 397 Internship** or **COM 398 Independent Project** or **COM 399 Global or Domestic Experience**
- **COM 480 Senior Seminar in Communication Studies**

CONCENTRATION COURSES
Select any four (4) within the specific concentration.

**ORGANIZATIONAL COMMUNICATION AND LEADERSHIP**

- **COM 221 Small Groups and Leadership**
- **COM 301 Designing Effective Organizations**
- **COM 315 Topics in Organizational Communication and Leadership**
- **COM 319 Leadership and Effective Communication**
- **COM 324 Self-Leadership and Communication**
- **COM 345 Leadership, Film, and Communication**
- **COM 421 Organizational Communication**

**PUBLIC RELATIONS**

- **COM 302 New Media and Public Relations**
- **COM 312 Persuasion**
- **COM 315 Topics in Public Relations**
- **COM 318 Contemporary Public Relations**
- **COM 325 Communication Campaigns**
- **COM 418 Advanced Public Relations**
- **INB 236 Statsitics for International Business**

**HEALTH COMMUNICATION**

- **COM 303 Communication Ethics**
- **COM 310 Family Communication**
- **COM 315 Topics in Health Communication**
- **COM 330 Health Communication Campaigns**
- **COM 340 Health Policy and Advocacy Communication**

- **COM 342 Health Behavior Change and Social Marketing**
- **COM 350 Global Health Communication**

**MINOR REQUIREMENTS**

Six (6) courses are required: four (4) core courses and two (2) electives.

CORE COURSES

- **COM 110 Public Speaking**
- **COM 220 Interpersonal Communication**
- **COM 306 Intercultural Communication**
- **COM 395 Research Methods in Communication**

ELECTIVES
Two (2) of the Communication Studies elective courses are required. Courses may be selected from the list of any of the Concentration courses.

# Course of Study

**COM 100 Introduction to Communication Studies**: Provides an overview of the history, practices, and key areas of research that inform the discipline of communication studies. Introduces the applied concentrations within the major and will develop an understanding of various research methods and theories relevant to the discipline of communication.

**COM 110 Public Speaking**: Explores research, organization, writing, delivery, and critical analysis of oral presentations.

**COM 220 Interpersonal Communication**: Explores dyadic communication with significant others in personal and career situations.

**COM 221 Small Groups and Leadership**: Examines communication, leadership, participation, and decision-making within groups and teams.

**COM 301 Designing Effective Organizations**: Explores strategic planning, management, organizational effectiveness, and organizational culture relevant to the design of effective organizations.

**COM 302 New Media and Public Relations**: Explores new media communication practices in Public Relations to deconstruct the communication and business impact of these techniques.

**COM 303 Communication Ethics**: Develops the cognitive flexibility required to appreciate, explore, dissect, and defend ethical arguments and behaviors within communication-related contexts.

**COM 305 Listening** Explores the art of listening and its importance in our personal and professional lives. Students learn to analyze, assess, and improve their own listening abilities.

**COM 306 Intercultural Communication**: Examines concepts, constructs, theories, and empirical research pertinent to communication within and between cultures, with primary foci on contexts and relationships.

**COM 310 Family Communication**: Explores communication within the family unit, specific family relationships, and elements inherent in relationships. Content is designed to improve specific communication skills and positively guide family communication behavior.

**COM 312 Persuasion Theory**: Examines persuasion at the intrapersonal, interpersonal, small group, organizational, and mass media levels. Based on an understanding and application of classical and contemporary empirical research, students design practical persuasive media.

**COM 313 Mass Media and Society**: Studies the impact of the media on the habits, customs, and thinking of our times. Students explore topics that include the relationships between mass media and society, social and ethical issues, and the media's role in the nation's history.

**COM 315 Topics in Communication Studies**: Provides intensive study with selected areas of communication studies. Topics for consideration are at the discretion of the instructor and will change with each course offering.

**COM 316 Training and Development**: Focuses on the role of communication in the training and development of human resources with a leadership and organizational focus.

**COM 318 Contemporary Public Relations**: Explores the study of public relations principles applied to organizations. Examines the ways in which public relations theories and principles are applied to specific business situations.

**COM 319 Leadership and Effective Communication**: Studies leadership, leadership styles, and leadership effectiveness in organizations. Explores the connection between leadership and organizational communication.

**COM 322 Computer Mediated Communication**: Addresses the study of the communication processes affected by our interactions with technologies. Analyzes the benefits and challenges that modern technology creates for effective human communication.

**COM 324 Self-Leadership and Communication**: Explores the many ways that self-leadership skills may be enhanced through effective communication principles, strategies, and techniques. Offered on a credit/no-credit basis only.

**COM 325 Communication Campaigns**: Introduces the planning, organizing, implementation, and evaluation of various educational, health, political, religious, and commercial campaigns. Communication campaigns are focused, large-scale efforts to exert social influence.

**COM 330 Health Communication**: Introduces theory and research on communication in health and illness contexts, focusing on how messages from interpersonal, organizational, and media sources affect health belief and behavior.

**COM 340 Healthy Policy and Advocacy Communication**: Introduces concepts, and strategies for

policy changes to improve health, based on current health issues. Includes situational analysis, communication strategies, and messaging to advocate for policies affecting health.

**COM 342 Health Behavior Change and Social Marketing**: Provides an exploration and analysis of conceptual and theoretical bases of health behavior change, health promotion, and social marketing, with an emphasis on communication strategies to promote health improvement for individuals, groups, and communities.

**COM 345 Leadership, Film, and Communication**: Initiates a thoughtful consideration of the nature of leadership as depicted in film. Film provides unique insights to investigate culture, character, and motive, to access meaning and significance through theoretical, analytic, and dialogic inquiry.

**COM 350 Global Health Communication**: Introduces important issues and key concepts of communication in global health. Focus will be placed on determinants of health, the burden of disease, health disparities, risk factors, and communication strategies.

**COM 395 Communication Research**: Introduces the fundamentals of communication research. Topics include the scientific method, quantitative and qualitative approaches, research ethics, hypothesis testing, measurement issues, survey design, data analysis, and more.

**COM 397 Internship:** Provides on-the-job experience. Students may choose internships from approved list provided by Career Services, or they may make own arrangements within established guidelines by Career Services.

**COM 398 Independent Project**: Offers an opportunity for specialized study and encourages intellectual curiosity, initiative, and sustained effort. Independent Studies must be sponsored by a faculty member, and approved by an academic department. Proposal forms for Independent Studies are available (in electronic form suitable for download) on the Student Records web site (r-net.rollins.edu/studentrecords).

**COM 399 Global or Domestic Experience**: Rollins College is committed to enhancing its international opportunities abroad and on-campus. International study experiences equal in quality and rigor to Rollins' academic programs are an integral component of this mission. A variety of off-campus programs allows eligible Rollins students the opportunity to extend their education beyond the campus. In order to participate in international and off-campus programs, students must be in good academic and social standing, and have a history of good conduct at Rollins. For more detailed information, students may contact the Office of International Programs or visit its web site (www.rollins.edu/int-programs).

**COM 412 Conflict and Communication**: Studies human behavior with particular attention to the role of conflict across various contexts (interpersonal relationships, group/team, organizational settings, and multi-cultural settings).

**COM 418 Advanced Public Relations**: Addresses the advanced study of the discipline of public relations. Students develop skills in written and oral communication, critical thinking, problem solving, research, and strategic planning. *Prerequisite*: ***COM 318*** or consent.

**COM 421 Organizational Communication**: Analyzes the role and importance of communication in organizations with special emphasis on corporations, not-for-profit institutions, government agencies,

and other structures in which people work.

**COM 480 Senor Seminar**: Provides an end-of-the-program opportunity for the advanced study of communication in multiple contexts. This capstone course is taken in the senior year by students majoring in Communication Studies/Organizational Communication.

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# Critical Media and Cultural Studies (CMC)

Effective Fall Term 2011

*Cummings Gournelos Marx Tillmann*

This major investigates: what forms of media and culture facilitate and undermined your participation as citizens in a free democratic society? Whose political and economic interests drive media and cultural systems? Who profits from the status quo, and at whose expense? CMC aims to cultivate a community of intellectually curious, socially aware, and politically engaged citizens who can both critically read media and cultural texts and produce oral, textual, and mediated arguments.

Qualified students may be invited to participate in the department's honors degree program and/or independent study projects. Majors will work with an approved CMC faculty advisor to create an area of concentration and work toward a senior documentary project.

**MAJOR REQUIREMENTS**

Three five-semester-hour courses; seven four-semester-hour courses; and one of the following: an academic international experience, an approved CMC internship, or service to campus media. At least eight courses (including all core courses) must be taken at Rollins.

CORE COURSES

Complete ALL of the following.

- **CMC 100 Introduction to Media and Cultural Studies** (best taken before spring of sophomore year)
- **CMC 200 Researching Media and Culture** (best taken before fall of junior year)
- **CMC 400 Senior Seminar/Research Practicum** (after completion of all other core courses)

Complete ONE of the following.

- **CMC 300 Critical Frameworks for Contemporary Culture** (best taken before spring of junior year)

- **SOC 335 Sociological Theory** (best taken before spring of junior year)

ADDITIONAL REQUIREMENTS

Complete BOTH of the following.

- **An academic international experience, four semester hours of an approved CMC internship,1OR involvement with a campus media outlet (e.g., The Sandspur, R-TV, or WPRK).**
- **Six electives in an area of concentration, at least three of which must be 300- or 400-level courses.**

Notes:
See the Career Services website for a list of pre-approved CMC internships. In general, we approve internships with public media (e.g., NPR/PBS), independent media (e.g., Democracy Now, freepress.net), and some alternative media (e.g., the Watermark) as well as social justice organizations (e.g., Amnesty International).

Service to campus media might involve: a) a one year term as editor or staff writer for *The Sandspur* OR no fewer than five published pieces reflective of CMC; b) a one-year term as director, producer, or board member for R-TV OR no fewer than two original pieces reflective of CMC; c) a one-year term as staff member, DJ, etc., for WPRK OR no fewer than three original pieces reflective of CMC. A portfolio of work is due to the student's CMC advisor no later than the last day of class in the semester prior to the student's semester of graduation.

EXAMPLE AREAS OF CONCENTRATION

**1. International Media.** This concentration examines media in international contexts, helping students understand the history, scope, diversity, politics, and economics of global media.

Sample relevant courses:

**ANT 452 Seminar: Cinema and Society in China**
**CLS 105 Ancient Rome in Contemporary Film and Media**
**ENG 241 Film and Literature: Post Colonial Film**
**INB 215 The Global Entertainment Business**
**RSN 234 Russia in the Movies**
**SPN 341 Spanish Film/Cultural Trends**
**SPN 342 Latin American Film**

**2. Power and Persuasion.** This concentration focuses on links between political discourse, mass media, and public policy.

Sample relevant courses:

**COM 312 Persuasion Theory**
**ENG 210 Language and Power**
**PHI 218 Argumentation and Media-Manipulation**

**POL 315 Topic: Fact and Fiction in Film: War on the Silver Screen**
**POL 330 Peace and Conflict Studies**
**POL 370 Comparative Modern Ideologies**

**3. Specialized Concentration.** We highly encourage majors to work with an approved CMC faculty advisor (contact CMC department chair for a list) to design a specialized area of concentration. Elective choices must be approved by a CMC faculty advisor or the chair of CMC in order to count toward an area of concentration, with the exception of the following CMC *e*electives, which count toward ANY area of concentration.

**CMC 310 Media, Peace and Justice**
**CMC 398/399/498/499 Independent Study in Media and Cultural Studies**
**CMC 397 Internship in Media and Cultural Studies**
**CMC 350 Topics in Media and Cultural Studies**
**ECO 142 Political Economy of the Media**
**INT 360 Culture Wars: Ethics, Aesthetics, and Politics**
**PHI 218 Argumentation and Media-Manipulation**
**SOC 311 Topic: American Dream in Film and Fiction**
**SOC 335 Sociological Theory** (unless taken in lieu of CMC 300)

Other CMC electives sample courses that, with CMC advisor approval, could count toward a specialized area of concentration:

**ANT 277 Women and Gender: Middle East and North Africa**
**ARH 101 Introduction to Visual Culture**
**ARH 355 Studies: Avant Garde in Europe**
**CLS 321 Gender and Sex in Antiquity**
**COM 306 Intercultural Communication**
**ENG 211 Visual Rhetoric**
**ENG 245 Selected Studies in Popular Culture: Films of the 80's**
**FIL 150 Introduction to Film**
**HIS 235 American Graphic Media**
**HIS 370 Race and Ethnicity in the United States**
**PHI 314 Topic: Feminist Theory**
**PHI 314 Topic: Queer Theory**
**REL 251 Topic: Portraits of the Modern Jew in American Film and Fiction**
**SOC 250 Sociology of Gender**
**SOC 308 The Body in Society**
**SOC 317 Television and Society**
**SOC 326 The Sociology of Kurt Vonnegut**
**SOC 356 The State of Black America**
**SOC 360 Poverty and Social Welfare**
**WMS 205 Introduction to Women's Studies**

ADDITIONAL RECOMMENDED COURSES
If a student wishes to study and/or utilize a particular medium (e.g., film), her/his CMC faculty advisor may recommend one or more additional media history and/or practice courses. These courses are

encouraged, but, in general, do not count toward areas of concentration.

**Media History**
**ARH 361 History of Photography**
**MUS 160 History of Jazz**
**MUS 165 History of Rock and Roll**
**THE 203 History of American Film**
**THE 206 History of Radio and Television**
**THE 220 History of American Musical Film**

**Practice Courses**
**ART 130 Introduction to Digital Media**
**ART 223 Graphic Design I**
**ART 293 Photography I**
**ART 300 Photography II**
**ART 323 Graphic Design II**
**COM 110 Public Speaking**
**ENG 273 Journalistic Writing I**
**ENG 276 Writing for the Future: The Rhetoric of Cyberspace**
**ENG 373 Journalistic Writing II**
**Core Course Descriptions:**

**CMC 100 Introduction to Media and Cultural Studies with Lab**: Orients students to critical approaches to the study of media and culture, such as political economy, textual analysis, and audience reception. Lab builds competency in photo, sound, and video editing.

**CMC 200 Researching Media and Culture with Lab:** Explores multiple methods for researching media and culture from a critical perspective. Lab builds competency in finding, evaluating, and synthesizing information from multiple sources; in distinguishing scholarly from non-scholarly evidence; and in MLA formatting. Prerequisite: **CMC 100.**

**CMC 210 Animation and Society:** Animation has resulted in some of the most culturally significant films and television shows in the history of mass media. Examines the most innovative animated films, from the first known animation to the latest examples of cutting-edge web animation. CMC 300 Critical Frameworks for Contemporary Culture: Presents critical theory (informed by structuralism, post-structuralism, deconstruction, etc.) as a set of tools useful in reading and navigating contemporary culture. Prerequisite: **CMC 100.**

**CMC 310 Media, Peace, and Justice**: Develops and applies talents to realization of peace and justice through study of media and hands-on learning: Global Peace Film Festival Production, multimedia making, lab instruction in digital video. Prerequisite: **CMC** major, **FIL** minor, or consent.

**SOC 335 Sociological Theory**: Examines concerns of early founders in light of contemporary trends within field. Addresses values in sociological inquiry, problem of applying general scientific model to sociology, and biases of researchers. Prerequisite: **Sociology** major or consent.

**CMC 400 Senior Seminar/Research Practicum with Lab**: Involves synthesizing scholarly research, conducting original research, and producing a documentary film pertaining to the student's area of

concentration. Lab builds competency in documentary filmmaking. Prerequisites: all core courses, plus at least four courses toward area of concentration.

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# Economics

Changes effective Spring Term 2012

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|---|---|---|---|---|
| *Balak* | *Chen* | *Kozel* | *Kypraios* | *Peng* |
| *Reinauer* | *Rock* | *Schutz* | *Skelley* | *Taylor* |
| *Vidovic* | *Voicu* | *Warnecke* | | |

The required core curriculum provides economics majors with a foundation to pursue either economic theory or applied economics. Students must take core courses in the Arts and Sciences Program at Rollins, although transfer students may transfer core equivalents at time of enrollment.

Potential majors and minors should take a ***100-level*** course in the first year. Some ***100-level*** courses fulfill requirements only if taken prior to ***ECO 202.***

Since most economics courses have prerequisites, students should contact a member of the Department of Economics for academic advice in the first year to plan their course of study.

**MAJOR REQUIREMENTS**

Twelve (12) courses are required: eight (8) core courses, including a capstone course to be chosen from among three (3) ***400-level*** electives, and four (4) electives.

CORE COURSES

- **ECO 202 Introduction to Economics in Historical Perspective**
- **ECO 203 Principles of Micro- and Macroeconomics**
- **ECO 204 Alternative Economic Perspectives**
- **ECO 221 Statistics for Economics**
- **ECO 303 Intermediate Microeconomics**
- **ECO 304 Intermediate Macroeconomics**
- **ECO 442 History of Economic Thought OR ECO 448 Alternative Economic Theories OR ECO 404 Senior Seminar in Economics**
- **MAT 110 Applied Calculus OR MAT 111 Calculus I**

ELECTIVES

Four (4) courses in economics are required, three (3) of which must be at the ***300-400 level*** and only one (1) of which may be at the ***100 level.*** An economics RCC counts as a ***200-level*** elective. Overseas programs and independent study may count for elective credit with the pre-approval of the department chair. Students finished with the core may develop a one-course independent study to explore special interests or to earn honors in the major.

**N O T E**

The department recommends the following courses for students preparing for graduate programs in economics:

- **ECO 381 Introduction to Econometrics**
- **ECO 403 Applied Microeconomics**
- **ECO 411 Introduction to Mathematical Economics**
- **MAT 111 / 112 / 211 Calculus I, Calculus II, and Calculus III**
- **MAT 140 Introduction to Discrete Mathematics**
- **MAT 219 Probability and Statistics**
- **MAT 230 Linear Algebra**

**MINOR REQUIREMENTS**

Six (6) courses are required.

- **ECO 202 Introduction to Economics in Historical Perspective**
- **ECO 203 Principles of Micro- and Macroeconomics**
- **ECO 204 Alternative Economic Perspectives**
- **ECO 221 Statistics for Economics**
- **Two (2) electives, which must be at the 300-400 level. A course from an overseas or special program may substitute for one elective with pre-approval of the department chair.**

# Course of Study

**ECO 121 Economics of Contemporary Issues:** Applies elementary tools of economic analysis to issues of national and social importance. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

**ECO 126 Economics and Public Policy:** Examines U.S.. macroeconomic policies and effects on inflation, unemployment, rate of growth of GDP, budget deficit, and other current policy questions. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

**ECO 130 Democracy and Economics:** Assesses difficulties, successes, and potentials of economic institutions with democratic rules. Evaluates nature of democratic control both for economic efficiency and alternative criteria. Highlights traditional analysis based on property rights. Suitable for all majors.

**ECO 135 The Global Economy**: Explores multilateral and bilateral political economy relationships. Touches upon historical development of global economic integration, global economic geography, major institutional features of contemporary international economic relations, current conflicts of interest, and likely future evolution of world system. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

**ECO 140 Nonprofit Economics: Analysis of the "Third Sector:"** Analyzes organizations neither government nor privately controlled for profit of owners, including charities, foundations, membership associations, cooperatives, mutuals, and other third-sector entities. Requires volunteer work at local third-sector organization.

**ECO 142 Political Economy of the Media**: Dissects print, film, broadcast, cable, and new electronic media in U.S.. today. Questions economic structure of media institutions, differing viewpoints of media sources, and role of media in resolving current political/economic issues. Reviews journalistic and academic works, as well as video and audio recordings (including international short-wave news and program broadcasts), newspapers, magazines, and publications of citizen and government groups.

**ECO 202 Introduction to Economics in Historical Perspective:** Introduces students to economics as a social science in which ideas and issues grow out of a historical context. Examines the evolution of the relationships among societies and institutions in different economic systems. Principles and tools will be developed and applied for understanding historical and contemporary economic and social issues. Suitable for nonmajors. *Prerequisite:* second semester first-year student standing.

**ECO 203 Principles of Micro- and Macroeconomics:** Introduces mainstream theories of consumer and firm behavior. Covers utility, cost and production, market structure, and the allocation of resources. Also examines aggregate economic behavior, including determination of national income, sources of inflation and unemployment, the banking system and money supply process, fiscal and monetary policy, economic growth, and international economic issues. Suitable for nonmajors. *Prerequisite:* ***ECO 202.***

**ECO 204 Alternative Economic Perspectives:** Considers and applies alternative economic approaches to economic policy issues and problems. Compares the values, theories, methods, analysis, and policies of these different economic approaches. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 221 Statistics for Economics**: Presents descriptive statistics and probability, emphasizing inferential statistics. Also looks into measures of central tendency, dispersion, skewness, probability distributions, interval estimation, hypothesis tests, correlation, and regression. Computer projects required. *Prerequisites:* ***ECO 202*** and sophomore standing.

**ECO 239 Women and Work**: Deals with effects of increasing numbers of working women on households and employment policies, earnings differentials, company and government policies, comparison of women's work issues with those of minorities, and valuation of household work. Suitable for nonmajors. *Prerequisite:* sophomore standing or consent.

**ECO 242 Economics, Media, and Propaganda**: Examines how rhetoric in the media is shaping popular understanding of political-economic issues and public policy. Consider the following quote: "The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists." (Joan Robinson, 1955).

**ECO 250 The Great Recession in China and the U.S.**. Provides comparative analysis of the Great Recession in China and the U.S.. Examines the causes and consequences of the economic and financial crisis and comments on various measures deployed by the Chinese and the U.S.. governments to contain it.

**ECO 254 The Latin American Economies**: Stresses post-WWII economic issues of growth, inflation, unemployment, income and wealth distribution, and economic development, as well as connection between economic events and politics. Suitable for nonmajors.

**ECO 303 Intermediate Microeconomics**: Continues with mainstream theories of consumer and firm behavior, using mathematical as well as graphical techniques. *Prerequisites: **ECO 202, ECO 203, ECO 204,*** and***MAT 110. (ECO 204 may be taken concurrently with ECO 303.)***

**ECO 304 Intermediate Macroeconomics**: Uses mathematical and graphical techniques to analyze behavior and relationships among broad aggregates of economic activity. Topics include discussion of economic policy, policy alternatives, and alternative economic models of macroeconomy. *Prerequisites:**ECO 202, ECO 203,*** and***ECO 204. (ECO 204 may be taken concurrently with ECO 304.)***

**ECO 306 Monetary Economics**: Examines financial markets and institutions, monetary theory, and macroeconomic implications. Charts relationship between Federal Reserve and depository institutions, as well as effects of monetary and fiscal policies on economic performance.*Prerequisites: **ECO 202*** and ***ECO 203.***

**ECO 307 International Economics**: Focuses on theory and practice of international trade: comparative advantage, economies of scale, trade policy, international labor and capital movements, and economic integration.*Prerequisites: **ECO 202*** and ***ECO 203***.

**ECO 308 European Emerging Markets**: Analyzes economic developments within Central East Europe (CEE) from a historical perspective. Covers the communist period (1950-1989) and post-communist years (1990-present). Analyzes the CEEs transition and answers what best explains economic status today.*Prerequisites: **ECO 202*** and ***ECO 203***.

**ECO 310 International Finance**: Considers balance-of-payments adjustment mechanisms and impacts on domestic economies. Examines exchange rate regimes, international capital flows, and the objectives and effects of international monetary standards. *Prerequisites: **ECO 202*** and ***ECO 203.***

**ECO 311 Economic Journalism:** Examines current economic writing for general and specialized audiences. Applies economic knowledge to descriptive writing about contemporary issues and problems. Explores ideologies and their influence on economic topics selected by media and other writers. Required experiential component. *Prerequisites*: ***ECO 202, ECO 203***, and completion of "Q" requirement.

**ECO 313 Economic and Political Development in Eastern Europe**: Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements ***POL 358*** and ***ECO 305D***. *Prerequisites: **ECO 202, ECO 203,*** and ***POL 130 or POL 100***.

**ECO 315 Radical Political Economics**: Outlines economic analysis of capitalism given by Karl Marx

and other modern socialist theorists. Covers evolutionary rise of capitalism, alienation and other behavioral traits of people living in capitalist system, labor theory of value, concentration of capital, causes of capitalist economic crises, capitalist imperialism, and socialism as alternative economic system. *Prerequisites:* ***ECO 202*** and***ECO 203***.

**ECO 321 Labor Economics**: Highlights trends in employment, problems of unemployment, relevance of markets for labor services, and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and theory and practice of collective bargaining. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 325 Distribution of Income and Wealth**: Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in U.S.. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 327 Comparative Economic Systems**: Examines similarities and differences among ideal types of economic systems: capitalist, centrally planned socialist, decentralized market socialist, and communist. Undertakes case studies of individual countries (Japan, Sweden, Russia, China, and Yugoslavia) to compare and contrast real vs. ideal. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 330 Rationality and Economic Behavior:** Explores various conceptions of rationality as related to economic behavior and the efficacy of market allocation. Engages student in class experiments analogous to formal economic experiments to deepen understanding of rationality concepts and resulting economic behaviors, both expected and anomalous. *Prerequisites*: junior/senior standing and ***ECO 202, ECO 203***, and ***ECO 221***.

**ECO 331 Globalization and Gender**: Investigates how globalization interrelates with gender norms and socioeconomic outcomes. Considers economic, political, and cultural processes of globalization while exploring topics such as the effects of globalization on labor markets, migration, inequality, and international finance from a gender-based perspective. Examines the social and economic impact of increasingly-mobile capital and culture on different groups of men, women, and households. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 332 Industrial Organization**: Probes problems in control of industry performance in mixed economy. Surveys microeconomic theory and economic research on industry structure, conduct and performance; and antitrust litigation. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 340 Classic Works in Economics**: Focuses on works that helped shape modern economics. Draws upon such primary sources as Adam Smith's *The Wealth of Nations;* David Ricardo's *Principles of Political Economy and Taxation;* John Stuart Mill's *Principles of Political Economy;* Karl Marx's *Das Kapital;* Alfred Marshall's *Principles of Economics;* and J. M. Keynes's *The General Theory of Employment, Interest and Money. Prerequisites:* ***ECO 202*** and ***ECO 203*** or consent.

**ECO 347 International Trade and Finance:** Surveys theory and practice of international trade and finance. Topics include: comparative advantage, economies of scale and other explanations for trade, international factor movements, trade policy, exchange rate determination, international macroeconomic adjustment, and economic integration. Student essays and oral presentations based on current international events. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

**ECO 351 Economic Development**: Traces evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. Assesses current economic conditions and future prospects in less-developed countries through theoretical models and actual data. *Prerequisites:* ***ECO 202*** and***ECO 203.***

**ECO 355 Environmental Economics**: Approaches resource use and particularly pollution from economic standpoint. Examines economic impact of pollution and alternative proposals to deal with problems. Presents externalities, public goods, private and public property rights, and cost-benefit analysis. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 361 Urban Economics**: Stresses location theory and application of microeconomic theory to analysis of urban policy issues. May cover land-use controls, housing, urban poverty, transportation, and urban public finances. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 365 Economic Democracy and Economic Theory**: Contrasts alternatively structured organizations -- especially those based on one person/one vote -- with traditional capitalistic firm of West, which bases control on property ownership with primary goal of profit maximization. Examines democratic worker-managed firms, nonprofit and volunteer organizations, consumer or producer-controlled cooperatives, and publicly controlled enterprises or financial institutions. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 370 The Economics of Piracy**: From the high seas to digital video discs (DVDs), piracy surrounds us. Piracy evolves with changing technology and legal innovations. Explores economic implications of, and rationale for, piracy in detail. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

**ECO 371 International Economic History:** Traces the evolution of economic institutions from antiquity to the present. Applies diverse approaches to understand historical processes and structures, concentrating on those relevant to current debates. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

**ECO 377 Economics and Cinema**: Focuses on how movies employ cinematographic artistry to address economic issues. Students create and present movie proposals including a narrative synopsis, economic context, and an analysis of social-economic issues. Production of short pilot movies highly encouraged. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

**ECO 381 Introduction to Econometrics**: Presents regression theory, multiple regression, simultaneous equations, identification problems, time-series problems, selected estimating techniques, and basic econometric models. *Prerequisites:* economics major, ***ECO 202, ECO 203,*** and***ECO 221***.

**ECO 403 Applied Microeconomics**: Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. *Prerequisites:* ***ECO 202, ECO 203,*** and ***ECO 303***.

**ECO 404 Senior Seminar in Economics**: Probes theoretical, applied, or policy economics, as well as issues in historical, institutional, or critical economics studies. May be repeated for credit with consent of department chair. *Prerequisites:* ***ECO 221, ECO 303,*** and ***ECO 304,*** or consent.

**ECO 407 International Finance**: Considers balance-of-payments adjustment mechanisms and impact on national economies. Looks at alternative exchange-rate regimes, international movements of capital,

foreign-exchange intervention, impact of exchange-rate variations, and objectives and effects of international monetary standards and financial institutions. *Prerequisite:**ECO 304*** or ***ECO 306***.

**ECO 411 Introduction to Mathematical Economics**: Uses mathematical tools from linear algebra, calculus, and difference equations to analyze economic theories and problems. Looks into consumer choice, production, partial and general equilibrium, economic growth, and macroeconomic models.*Prerequisites:* ***ECO 303*** and ***ECO 304***.

**ECO 435 Public Economics**: Applies microeconomic theory to analysis of government spending in market economy. Touches upon theory of welfare economics and market failure, principles of expenditure analysis, benefit-cost analysis, government and distribution of income, and public-choice theory. *Prerequisites:* ***ECO 202, ECO 203, ECO 303,*** and working knowledge of indifference curve analysis.

**ECO 438 The Economics of Taxation**: Examines principles of tax analysis and U.S.. tax system, especially effects of taxes on economic efficiency and distribution of income. Ranges from Federal individual and corporate income taxes to local property and sales taxes. *Prerequisite:* ***ECO 303***.

**ECO 442 History of Economic Thought**: Chronicles economic theories from ancient to modern times -- particularly from the mercantilist period (circa A.D. 1650) -- and links them to contemporary social and political systems. *Prerequisites:* ***ECO 221, ECO 303***, and ***ECO 304***.

**ECO 448 Alternative Economic Theories**: Surveys Marxism, Austrianism, Post-Keynesianism, institutionalism, feminism, bioeconomism. Contrasts methodology, analysis, and policy prescriptions with those of classical and Keynesian theories that guide economic orthodoxy. *Prerequisites:**ECO 221, ECO 303,*** and ***ECO 304***.

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# Education

Changes effective Spring Term 2012

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The Department of Education offers state-approved academic and field experiences that prepare students to enter the teaching profession. Graduates are eligible for teacher certification in the state of Florida.

Students can major in elementary education (grades K-6) or obtain certification to teach in secondary schools (grades 6-12) by completing selected majors in the intended teaching area and the education certification course sequence.

## ADMISSION TO AND COMPLETION OF THE TEACHER EDUCATION PROGRAM

**Students must apply for admission to the Teacher Education Program as soon as they declare an elementary major or decide to seek certification in a secondary area.** Students can find and file applications in the Department of Education. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Florida requires that students have a passing score on the General Knowledge Test (GK) of the Florida Teacher Certification Exam (FTCE) to be admitted to any state-approved program.

All students completing a Florida State-approved Teacher Education Program must pass all portions of the Florida Teacher Certification Exam (FTCE), including the General Knowledge, Professional Education and Subject Area Exams, and have an overall GPA of 2.5.

**Students must be admitted to the Teacher Education Program before enrolling in courses limited to majors and certification students.**

## MAJOR REQUIREMENTS

Eighteen (18) courses are required. **All students completing Rollins' Florida State Approved Programs must take the equivalent of *MAT 107* (a college math course) unless they have achieved**

**a grade of C or higher in high school calculus. Students also need a course in U.S. History. Consult with an advisor in the Department of Education for assistance meeting these requirements.**
Elementary and certification students must complete **all** of the following:

- **foundation courses in professional education,**
- **elementary or secondary course sequence, and a**
- **clinical experience, including student teaching.**

FOUNDATION COURSES
Sociological Foundations

- **EDU 271 School and Society**
- **EDU 280 Diversity in American Education**

Psychological Foundations

- **EDU 272 Educational Psychology**

Curriculum or General Methods

- **EDU 324 Curriculum Development for Diverse Learners**

ELEMENTARY EDUCATION SEQUENCE

- **EDU 309 Fundamentals of Reading**
- **EED 317 Music for Elementary Schools**
- **EED 318 Art for Elementary Schools**
- **EED 363 Social Studies for Elementary Schools**
- **EED 364 Science for Elementary Schools**
- **EED 367 Health and Physical Education for Elementary Schools**
- **EED 368 Mathematics for Elementary Teachers, Content and Methods**
- **EED 369 Children's Literature**
- **EDU 371 Diagnosis of Reading Difficulties**
- **EDU 406 Teaching and Learning in Diverse Elementary Schools***
- **EDU 409 Literacy and Content Area Instruction***
- **EDU 409L Reading Field Experience**

*The * courses require concurrent registration: EDU 406, EDU 409, and EDU 409L.

ELECTIVE COURSES:

- **EDU 310 Teaching in a 21st Century Classroom**
- **EDU 311 Teaching Writing in an Elementary Classroom**
- **EDU 385 Teaching Children with Special Needs**

**SECONDARY EDUCATION SEQUENCE**
Students who intend to teach in secondary or middle schools must complete a major in the intended teaching area. Only the following majors are appropriate for secondary certification.

| | | |
|---|---|---|
| *Biology* | *French* | *Physics* |
| *Chemistry* | *Mathematics* | *Spanish* |
| *English* | *Music* | *Theatre Arts* |

With proper course selection, students majoring in any social or behavioral science may qualify for certification in social science. Certification in music and foreign languages covers grades K-12, all music majors must enroll in ***EED 317 Music for Elementary Schools,*** and all modern languages and literatures majors must enroll in ***EED 355 Teaching (Foreign Language) in the Elementary Schools.***

In addition, students must complete the following, required, three-course (12-semester-hour sequence):

- **EDU 335 Content Area Reading in Secondary Schools**
- **EDU 407 Teaching and Learning in Diverse Secondary Schools, and**
- **EDU 417 Teaching (Particular Subject) in Secondary Schools**
- **EDU 417L Teaching (Particular Subject) in Secondary Schools: Lab**

The * courses require concurrent registration: EDU 417 and EDU 417L.

STUDENT TEACHING

All students seeking elementary or secondary school certification must complete a teaching internship in the area of certification. Graded on a credit/no-credit basis, student teaching involves working full time for fifteen (15) weeks in an approved area school.

Juniors may apply for student teaching only after meeting the following requirements:

- passing score on the General Knowledge (GK) and Professional Education (PED) sections of the Florida Teacher Certification Exam (FTCE)
- completion of prerequisites for ***EDU 490*** or ***491*** student teaching , and
- overall GPA of 2.5.

Undergraduates must submit applications for student teaching to the Director of Student Teaching by **February 20 for fall placement** or **September 20 for spring placement**

After approval for student teaching, seniors enroll in the following courses concurrently.

- **EDU 490 Student Teaching: Elementary OR EDU 491 Student Teaching: Secondary**
- **EDU 470 Competencies for the Beginning Teacher**

Anyone not approved for student teaching has the right to appeal to the Education Review Committee.

All elementary education majors and English teacher certification minors must successfully complete the coursework required for the Florida English for Speakers of Other Languages (ESOL) endorsement. Coursework for elementary education majors includes ***EDU 271***, ***EDU 280***, ***EDU 324***, ***EDU 406***, ***EDU 409***, and ***EDU 409L***. Coursework for English teacher certification minors includes ***EDU 271***, ***EDU 280***,

***EDU 324***, ***EDU 335***, and ***EDU 407***. These courses are part of the already existing state approved teacher certification programs in elementary education and English with teacher certification.

# Course of Study

**EDU 100 Contemporary Issues in Education**: Introduces school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and policy controversies. Suitable for nonmajors. Open to first-year students only.

**EDU 210 Sport Psychology**: Examines the primary psychological constructs related to performance in sport and athletic settings including motivation, performance anxiety, confidence, and achievement goals. Focuses on both theoretical and practical understanding of sport psychology, as well as the ability to apply these ideas across athletic situations.

**EDU 264 Introduction to Educational Technology**: Introduces students to basic technology currently used in elementary classrooms and provides instruction in the use of Windows, E-mail, Excel, PowerPoint, Netscape Composer, electronic portfolios, and the Internet as a research tool. The role of these tools in enhancing student learning and teacher productivity is addressed.

**EDU 271 School and Society**: Chronicles social, political, economic, and historical background of contemporary American school system. Demonstrates how social forces have shaped curriculum, organization, and purposes of formal education. ESOL infused course.

**EDU 272 Educational Psychology**: Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on motivation, perception, personality, intelligence, and learning. *Prerequisite:* education major or certification track.

**EDU 280 Diversity in American Education**: Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. ESOL specific course.

**EDU 285 High School Sports: Contemporary Issues:** Examines current issues in American sports emphasizing issues affecting public and private secondary schools. Topics include: gender equity, substance abuse (drugs, alcohol, and tobacco), faculty and academic concerns, the media, risk management, ethnicity, and other relevant issues and problems affecting school sports programs.

**EDU 287 The Developing Child in the Elementary School:** Studies physical, social, cognitive, emotional, and creative development of young child. Stresses practical applications of theory and research about language, personality, motivation, and learning styles.

**EDU 309 Fundamentals of Reading:** Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores basic phonics instruction, reading programs in use, nature of reading and writing processes, and balanced approach to reading instruction.

**EDU 310 Teaching in a 21st Century Classroom**:

**EDU 311 Teaching Writing in Elementary Schools:** Students will learn about the nature of the writing process and how to develop learning activities, where the development of good writing will be facilitated among elementary students. Prerequisite: junior or senior standing.

**EDU 324 Curriculum Development for Diverse Learners:** Study of the relationship of curriculum approaches to contemporary issues in school program design and instruction. Encourages cross-cultural awareness, language development, and academic progress of all students. ESOL specific course.

**EDU 330 Counseling in Schools:** Familiarizes students with values, myths, and realities of school counseling programs in U.S. elementary and secondary schools. Explores personal decision making, career and academic concerns, and social responsibilities.

**EDU 335 Content Area Reading in Secondary Schools:** Prepares teachers in content areas with tools required to assist students with reading skills. Pre-service teachers will learn strategies to improve vocabulary, reading comprehension, and writing skills, enabling students to better learn content materials. Prerequisites: certification track only; EDU 271 and EDU 272. ESOL infused course.

**EDU 358 Strategies for Classroom Management:** Teaches prevention or solution of problems through management of classroom, children, and curriculum. Reviews techniques to move children from external to internal control.

**EDU 371 Diagnosis of Reading Difficulties:** Covers administration and interpretation of reading tests and acquisition of the knowledge to plan appropriate strategies to provide optimum growth in students' reading abilities. Includes 25 hours of field experience. Prerequisite: elementary education major.

**EDU 385 Teaching Children with Special Needs:** Emphasizes useful strategies for teaching special populations, including students with learning disabilities, mental disabilities, emotional disabilities, physical disabilities, sensory disabilities, communication disabilities, and giftedness. Includes field component.

**EDU 390 Topics: International Education:** In-depth studies of educational institutions and curricula of various Caribbean countries. Includes an analysis of educational differences and cultural and historical influences. Students will participate in cultural awareness activities. (Credit/no-credit course.)

**EDU 406 Teaching and Learning in Diverse Elementary Schools:** Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. Prerequisites: admission to elementary education major; EDU 271 and EDU 272. Corequisite: EDU 409. ESOL infused course.

**EDU 407 Teaching and Learning in Diverse Secondary Schools:** Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. Prerequisites: admission to certification track; EDU 271 and EDU 272. ESOL infused course.

**EDU 409 Literacy and Content Area Instruction:** Presents methods for teaching reading, writing, and language in a constructivist, balanced, reading classroom. Prerequisites: elementary education major, junior standing, EDU 309, and EDU 371. Corequisite: EDU 406. ESOL infused course.

**EDU 409L Reading Field Experience:** Both EDU 406 Teaching and Learning in Diverse Elementary Schools and EDU 409 Literacy and Content Area Instruction require an extensive field component. Students will spend 75+ hours teaching reading and content area reading in an assigned elementary school. Corequisites: EDU 406 and 409. ESOL infused course.

**EDU 417 Teaching (Particular Subject) in Secondary Schools:** Explores selection, evaluation, and use of instructional materials to adapt college major to secondary school. Seminar. Prerequisites: certification track and junior standing. ESOL infused course.

**EDU 444 Educational Statistics, Tests, and Measurements:** Focuses on the basic concepts of educational statistics with applications to the theories of tests and measurements. Topics include descriptive statistics, inferential statistics, correlation and prediction, and test theory.

**EDU 470 Classroom Management:** Survey course taken during the student teaching semester. Prepares future teachers in the planning of instruction, organization of classrooms, and the management of student learning and conduct. Examines topics pertaining to teaching such as child abuse, assessments, and job-hunting skills. The ETEP portfolio based on the Florida Educator Accomplished Practices must be completed at the performance level. Taken concurrently with EDU 490. Prerequisites: All education courses except EDU 490.

**EDU 490 Student Teaching -- Elementary:** Provides full-time experience integrating and applying skills in approved local school under direction of master teacher. Prerequisites: all education major requirements. Corequisite: EDU 470.

**EDU 491 Student Teaching -- Secondary:** Similar to EDU 490, with substitutions for teaching level. Prerequisites: all certification track requirements. Corequisite: EDU 470.

**EDU 496B Leadership Skills:** Evaluates effects of leadership styles on organizational climate and productivity.

## ELEMENTARY EDUCATION METHODS

**EED 317 Music for Elementary Schools:** Presents basic concepts, literature, and methods for teaching vocal and instrumental music. Workshop. Required for certification in music. Prerequisite: elementary education or music major.

**EED 318 Art for Elementary Schools:** Examines use of art to foster child development and supplement learning in curricular areas. Explores sensory experiences, aesthetics and aesthetic education, management of classroom art center, and adult's role in child art. Participants experience an array of media and conduct art activities with children. Prerequisite: elementary education or art major.

**EED 355 Teaching (Foreign Languages) in the Elementary School:** Required for all students seeking foreign language certification.

**EED 363 Social Studies for Elementary Schools:** Delves into foundations for social studies, exploring human experience, environmental studies (including conservation), teaching strategies for inquiry

learning, problem solving, and concept development. Prerequisite: elementary education major.

**EED 364 Science for Elementary Schools:** Stresses major concepts and processes of science: process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in today's society. Prerequisite: elementary education major. Recommendation: Take concurrently with BIO 203.

**EED 367 Health and Physical Education for Elementary Schools:** Discusses methods for physical activities for children, concepts and materials of health education, and values underlying programs of personal fitness for children. Prerequisite: elementary education major.

**EED 368 Mathematics for Elementary Teachers, Content, and Methods:** Combines mathematical content and teaching methods based on NCTM Standards. Emphasizes problem solving while covering numeration, measurement, geometry, statistics and probability, and number operations. Prerequisites: elementary education major and one methods course.

**EED 369 Children's Literature:** Survey of the genres of literature for elementary school-aged children. Emphasis on techniques used to implement literature across the elementary school curriculum. Reviews recent research, major authors and illustrators, and literature circles as means of instruction. Prerequisite: elementary education major or consent.

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# English

Changes effective Spring Term 2012

| | | | |
|---|---|---|---|
| *Aggarwal* | *Boles* | *Cheng* | *Coffae* |
| *Cohen* | *Collins* | *Deaver* | *Fleming* |
| *Forsythe* | *Frost* | *Jones* | *Laws* |
| *Littler* | *Mathews* | *Nordstrom* | *O'Sullivan* |
| *Papay* | *Reich* | *Russell* | *Zimmerman* |

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature and writing. The goal of the curriculum is to provide a solid core of literature courses for all majors, while at the same time, providing each student the opportunity to create an individualized program that reflects his/her interests and passions. In addition to offering students a variety of choices in English, American and World Literature, the major provides a broad selection of writing courses.

**MAJOR REQUIREMENTS**

Students majoring in English are required to complete the following program of courses. A minimum of twelve (12) courses is required and must include six (6) core courses and six (6) electives. Majors must also submit a representative senior portfolio on or before April 23 for May graduation, October 31 for December graduation (the Friday before if the date falls on a weekend) and participate in a graduation conversation with faculty. Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor.

CORE COURSES

- **ENG 201 Major English Writings I**
- **ENG 202 Major English Writings II**
- **ENG 221/321 Topics in World Literature**

- **ENG 303 Historical Approaches to American Literature**
- **ENG 304 Genre Study in American Literature**
- **ENG 374 Editing Essentials OR ENG 380 Language Studies: Readers and Writers**

ELECTIVES

- **Six (6) elective courses in Literature, Writing, or Film.**
- **At least three (3) must be at the 300 level or higher.**
- **At least one (1) must be at the 400 level or higher.**

Note: **ENG 140 Composition: Writing about Selected Topics** may not be used as an elective in the English major.

POLICIES FOR THE MAJOR

Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.)

Students in both the English major and the writing minor may count only one (1) course toward both programs.

Arts and Sciences English majors must take their ***400-level*** required English elective course at Rollins.

**MINOR REQUIREMENTS**

**ENGLISH**

Students seeking a minor in English take two (2) core courses and four (4) electives.

CORE COURSES
Any two (2) of the following courses:

- **ENG 201 Major English Writings I**
- **ENG 202 Major English Writings II**
- **ENG 221/321 Topics in World Literature**
- **ENG 303 Historical Approaches to American Literature**
- **ENG 304 Genre Study in American Literature**

ELECTIVES

- **Four (4) elective courses in English are required**
- **Two (2) courses must be taken at the 300 or 400 level**

POLICIES FOR THE MINOR

***ENG 140 Composition: Writing about Selected Topics*** may not be used an an elective in the English minor. Students wishing to take ***ENG 303 Historical Approaches to American Literature*** or ***ENG 304 Genre Study in American Literature*** without first taking the ***ENG 201*** and ***ENG 202*** prerequisites for those courses must obtain the consent of the instructor.

**WRITING**

Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: creative writing or professional writing.

I. CREATIVE WRITING CONCENTRATION
The concentration in creative writing complements Rollins' mission of liberal education by providing a sequence of courses emphasizing the writing of fiction, poetry, and creative nonfiction. For English majors and other appreciators of literature, the concentration provides a bridge between students' study of the literary canon and their understanding of the creative process that produced it. For students in any major, the literary genre-based courses of this curriculum examine the art and craft of producing good writing and, in addition, provide close study of the work of successful contemporary authors. The creative writing concentration makes use of the workshop method, giving students extensive practice in producing and critiquing texts. Among the practicing writers teaching the courses of this minor are two writers-in-residence whose published works are nationally acclaimed.

Students seeking a minor in writing with a concentration in creative writing take three (3) core courses and three (3) electives:

CORE COURSES

- **ENG 167 Introduction to Creative Writing**
- **ENG 367 Creative Writing Workshop OR ENG 360 Creative Nonfiction Workshop**
- **ENG 475 Creative Writing Colloquy (must be taken in the senior year)**

ELECTIVES

- **ENG 260 Writer's Studio**
- **ENG 267 Topics/Techniques in Writing**
- **ENG 271 Personal Writing**
- **ENG 295/395 Studies in Nonfiction**
- **ENG 360 Creative Nonfiction Workshop**
- **ENG 367 Creative Writing Workshop**
- **ENG 374 Editing Essentials**
- **ENG 467 Advanced Creative Writing Workshop**
- **ENG 482 Writing for Publication**
- **ENG 397/497 Internship in Writing**
- **ENG 498/499 Independent Study: Writing Projects**

II. PROFESSIONAL WRITING CONCENTRATION

The concentration in professional writing offers courses for students interested in writing in the public arenas of civic life, the academy, and the professional world. Grounded in rhetorical theory, the courses provide humanistic, critical, and practical study of writing in specific genres, disciplines, and media. Over the last half-century technological developments have provided radical new means of communication and led to significant cultural shifts. More than ever, writers need a critical understanding of the rhetorical processes underlying communication in various media and the problem-solving skills to face continual technological and cultural change. In addition to obtaining a rhetorical understanding of communication, students will gain basic practical knowledge of how new communication technologies work and hone their writing skills through practice in specific genres and disciplines. Successful students will emerge as reflective and articulate writers able to contribute effectively to civic, academic, and professional endeavors in the twenty-first century.

Students seeking a minor in writing with a professional writing concentration take three (3) courses and three (3) electives.

CORE COURSES

- **ENG 210 Language and Power**
- **ENG 211 Visual Rhetoric for Writers**
- **ENG 276 Writing for the Future OR ENG 277 Writing in the Community**

ELECTIVES

- **ENG 273 Journalistic Writing I**
- **ENG 267 Topics/Techniques in Writing**
- **ENG 277 Writing in the Community**
- **ENG 295/395 Studies in Nonfiction**
- **ENG 361 Writing for the Professions**
- **ENG 373 Journalistic Writing II**
- **ENG 374 Editing Essentials**
- **ENG 375 The Criticï¿½s Role -- Review Writing**
- **ENG 397/497 Internship in Writing**
- **ENG 459 The Writer's Portfolio**

# Course of Study

**ENG 140 Composition: Writing about Selected Topics:** Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to satisfy the College's general education requirement for 'Writing, students must receive a grade of 'C' or better in the course. Students may take**ENG 140** a second time for credit, so long as a different topic is selected. Section topics are designated by individual instructors.

**ENG 167 Introduction to Creative Writing:** Writing in a variety of genres including fiction, creative nonfiction, and poetry. Focus on peer evaluation (oral and written) as well as that of the professor. Models of these genres are studied not as literature, but as writing samples.

***ENG 190 Literature and Experience:*** Aids students in developing the means to discover and write about the ways in which literature imaginatively reflects the human condition. Each section offers a distinct focus and content. Appropriate for nonmajors and also for potential English majors.

**ENG 201 Major English Writings I:** Critical and historical approaches to writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton.

**ENG 202 Major English Writings II:** Critical and historical approaches to writers of the long Eighteenth Century, the Romantic period, and the Victorian Age, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, and Hopkins.

**ENG 204 African Literature:** Introduces major writers and literary movements of Africa.

**ENG 206 Grammar Bootcamp**: Covers basic English grammar as well as more advanced grammar to prepare students for advanced writing courses. Topics include parts of speech, sentence structure, punctuation, diction, and cohesion.

**ENG 209 Introduction to Professional Writing**: Offers a foundation in professional writing theory and practice. Using a rhetorical approach, analyzes situations, texts, and audiences to understand and produce effective documents. Appropriate for non-majors.

**ENG 210 Language and Power:** Surveys rhetorical tools leaders have used throughout history to change their societies. Students will analyze how these tools function within speeches, letters, essays, and other literary texts that have persuaded audiences to think, feel, and act in new -- sometimes positive, sometimes destructive -- ways. By modeling such writing in their own essays, students will practice using these tools to address contemporary social issues while discussing the ethical concerns that responsible citizens must consider whenever they use rhetoric. Prerequisite: **ENG 140.**

***ENG 211 Visual Rhetoric for Writers:*** Investigates how visuals (pictures, graphics, color, and layout) interact with words to add or disrupt meaning in texts. Studies cutting-edge research on visual perception. Practices document design using *InDesign* software. *Prerequisite*: ***ENG 140.***

***ENG 216 Sandspur Production:*** Writing- and design-intensive course that supports production of The Sandspur. Covers various kinds of journalistic writing and news reporting: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce and edit well-written, accurate, insightful stories, and to do journalistic investigation and research. Classroom workshops are conducted before weekly newspaper staff meetings. Familiarizes students with contemporary journalistic practices and issues involving ethics and standards in the media.

**ENG 221/321 Topics in World Literature:** Introduces major writers and theoretical approaches in one or more more literary traditions other than - or in combination with - British and/or American. Specific topics vary. Prerequisite: **ENG 140.**

**ENG 230 Literary Nonfiction:** Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. Prerequisite: **ENG 140.**

**ENG 231 The Bible as Literature:** A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays, and novels influenced by the Bible. Works range from black spirituals to Jesus Christ Superstar.

**ENG 232 Literature and Experience:** Focus may include drama, poetry, and prose. Designed for upperclass nonmajors.

**ENG 233 Women Writers:** Traces the literature written by women during the past several hundred years with particular interest in the 19th and 20th centuries. Examines, through various genres, the cultural climate and the authors' central thematic interests.

**ENG 234 Selected Studies in Literary Themes:** Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors.

**ENG 235 Selected Studies in Environmental Literature:** A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

**ENG 241 Film and Literature:** Studies the history and aesthetics of film and the relationship of film to literature. Material and focus will vary from year to year. Suitable for nonmajors.

**ENG 242 Contemporary American Short Fiction:** Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

**ENG 245 Selected Studies in Popular Culture:** Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Suitable for nonmajors.

**ENG 249 Darkness Visible -- Radio Drama:** Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollinsï¿½ WPRK (Tuesdays, 9:00 p.m.).

**ENG 260 Writer's Studio:** Students will learn about creative potential and how to nurture it. They will take up a writing "practice" that includes regular writing and attention to the conditions under which they are most creative and productive. Responding effectively to the writing of others and basic techniques of craft that good writers use to achieve effect and meaning will be explored. Prerequisite: **ENG 140.**

**ENG 267 Topics/Techniques in Writing:** "Topics" version of this course offers an introduction to a very specific genre of writing (fiction, autobiography, humor writing, etc.), giving close attention to the defining characteristics of the genre and offering a sequence of short reading and writing assignments designed to develop facility in producing the genre. "Techniques" version of this course offers a close

study of a specific literary technique (point of view, character/dialogue, narrative design, voice), and requires practicing the technique in short, focused writing assignments with emphasis on both literary and technical excellence. Prerequisite: **ENG 140.**

**ENG 268 Writing Intensives:** Seven (7) intensive experiences in specific genres: memoir, short-short story, profile, sonnet, and writing about art. Each session introduces students to a particular type of writing and leads them in a series of exercises to practice writing the genre. Sessions are designed to be fun, informative, and inspirational. Instructors provide specific strategies for tackling a type of writing and for deepening and extending daily writing practice.

**ENG 271 Personal Writing:** Writing by self-discovery and self-expression. Explores writing as a means to discover thoughts, feelings, and intuitions, which would otherwise remain inchoate. Prerequisite: **ENG 140**.

**ENG 273 Journalistic Writing I:** Evolution of journalism and contemporary practices of news gathering and writing. Critical analyses of traditional and converging forms of journalism, the journalistic landscape, and student roles as reporters. Emphasizes journalism in the 21st century, and timeless tools essential for reporters. Prerequisite: **ENG 140** or equivalent.

**ENG 275 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

**ENG 276 Writing for the Future:** How do we depict ourselves when weï¿½re communicating on the Internet? How does our understanding of audience shift? This course in the genre of cyberspace writing explores how our own personal reading and writing are being changed by advances in technology, as well as how online forms and practices are reshaping corporate and academic writing. Focusing on new skills weï¿½d like to master, weï¿½ll consider whether our ability to learn is affected by our uses of technology. Previous experience is NOT a prerequisite.

**ENG 277 Writing in the Community:** Explores the issues shaping communities and writing forms intended to gain voice (political, environmental, social, etc.). Through compelling service learning projects, students write responses, letters, field studies, documentaries, or other persuasive pieces to gather public support. Prerequisite: **ENG 140.**

**ENG 278 The Beat: Writing and Reporting in the Community**: Explores interests with eyes and ears of journalists, picking a beat (e.g., Politics, Environment) to generate stories, identify stories off campus of interest to report on campus. Enables students to evaluate sources, enterprise content, write in lively journalistic styles. Submissions to Sandspur encouraged. Fulfills a core course in Professional Writing Minor. Prerequisite: **ENG 140** or equivalent.

**ENG291 Magical Realism:** When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland -- what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. Prerequisite: **ENG 140** or equivalent.

**ENG 295/395 Studies in Nonfiction:** Focus on forms, themes, and techniques of specific nonfiction

prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. Prerequisite: **ENG 140.**

**ENG 300 Expository Writing:** Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal studies curriculum. Develops writing strategies and forms that give meaningful shape to attitudes and experiences within the context of previously published ideas. Analysis of professional and anonymous student essays, as well as students' own writings. Prerequisite: **ENG 140.**

**ENG 303 Historical Approaches to American Literature:** Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 304A Genre Study in American Literature: Drama:** Examines drama in American literature, emphasizing the changing forms and conventions of the genre. Playwrights discussed include Treadwell, Miller, Williams, Hansberry, Shepard, Mamet, and Finley. Prerequisite: **ENG 140.**

**ENG 304B Genre Study in American Literature: Fiction:** Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 304C Genre Study in American Literature: Poetry:** Examines poetry in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Romanticism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation). Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 305 American Literature I: Beginnings through 1865:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 306 American Literature II: 1865 to Present:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 307 American Literature IV: African American Literature:** Explores African American literary forms from the seventeenth to the twentieth centuries, in the context of the social, historical, economic, and cultural politics of literary production in this specific racial community. Prerequisite: junior standing.

**ENG 310/410 Studies in Anglo Saxon and Medieval Literature:** Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus:

Beowulf, Sir Gawain and the Green Knight, and Chaucer's Canterbury Tales.

**ENG 311/411 Studies in Renaissance Literature:** Examines English literature of the 16th and 17th centuries, excepting Shakespeare, in the context of the times. Focus varies from term to term, sometimes by genre (prose, lyric, epic, dramatic), sometimes by theme.

**ENG 312/412 Studies in Shakespeare:** Studies selected poems and plays by Shakespeare, viewed in the context of Elizabethan conventions and ideas. Focus varies from term to term, sometime by genre (comedy, tragedy, history, or romance), sometimes by theme, sometimes by emphasis on lyric and narrative verse.

**ENG 314/414 Topics in Restoration and 18th-Century Literature:** Examines major writers and writings of the Restoration and neoclassical periods. Focus on novel as a literary genre, comic potential of the war between the sexes, and poetsï¿½ efforts to offer the emerging middle class a sense of both the past and the world of ideas.

**ENG 315/415 Studies in 19th-Century British Literature:** Examines major writers and writings of the romantic and Victorian periods. Emphases may include works of either period, the forms of lyric poetry, the rise of the novel, or literary movements in their cultural contexts.

**ENG 319/419 Studies in 20th-Century British Literature:** Examines major writers and writings of the modern and contemporary periods. Emphases may include movements in poetry, fiction, or drama -- especially those that represent experiments in new modes of expression at the beginning and end of the century.

**ENG 324 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

**ENG 325 Modern Drama:** Focuses on American, British, and Continental plays written/produced from 1890 to 1945. Representative playwrights include Ibsen, Chekhov, Strindberg, Shaw, Synge, Oï¿½Neill, Treadwell, Pirandello, and Eliot. Emphasizes critical analysis, historical significance, and issues of performance.

**ENG 326/426 Southern Writers:** Studies selected Southern writers, including novelists, dramatists, and poets. Prerequisite: junior/senior standing.

**ENG 328/428 Contemporary American Literature:** Studies American literature in the last half of the 20th century, from the end of World War II and the emergence of the Beats, through the tumultuous 60's and 70's, and on into the fin de siècle.

**ENG 329/429 Selected Studies in American Literature:** Studies forms, traditions, themes, and genres, varying from year to year. Prerequisite: junior/senior standing.

**ENG 335 Critical Approaches to Literature:** Focuses on major works of critical theory as well as applications of critical theory to literary texts. Includes emphasis on literary terminology. Prerequisite: **ENG 140 or equivalent.**

**ENG 336/436 Twentieth-Century English and American Poetry:** Seminar on British and American poets of the 20th century, with emphasis upon the major poets.

**ENG 341 Film and Literature:** Focuses on the history and aesthetics of film and its relationship to literature. Specific topics vary. Prerequisite: ENG 140 or equivalent.

**ENG 342 Speculative Fiction:** Specific topics vary. May focus on science fiction; fantasy; utopias/dystopias; horror and the occult; magical realism; other; a combination thereof. Prerequisite: ENG 140 or equivalent.

**ENG 344 Literature and Cultural Studies:** Specific topics vary. Possibilities include The Postmodern; Visual Culture; Media Mixtures; Interactive Literary Venues; or some combination thereof. Prerequisite: ENG 140 or equivalent.

**ENG 345 Studies in Classical Rhetoric:** The Art and Science of Persuasion: A close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of rhetoric, how those theories differ and overlap, and how they have influenced modern notions of persuasiveness. Fulfills elective requirements in classical studies and communication.

**ENG 360 Creative Nonfiction Workshops:** Courses focus on the broad range of intellectual, rhetorical, and composition skills necessary to compose creative nonfiction prose characteristic of a single discourse form. Extensive use of a workshop approach to drafting, revising, and critiquing writing.

**ENG 360A Creative Nonfiction Workshop -- Autobiography:** Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing.

**ENG 360B Creative Nonfiction Workshop -- Travel Writing:** Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel not expected.

**ENG 360C Creative Nonfiction Workshop -- Literary Journalism:** This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles.

**ENG 361 Writing for the Professions:** Enables students to make the transition from student to professional. Gives students experience in developing the writing and presentation skills expected of them in their careers. Students will learn and apply specific communication principles typical of the

forms and practices of professionals. Coursework is done both independently and in groups. Appropriate for all majors. Prerequisite: ENG 140.

**ENG 367 Creative Writing Workshops:** Emphasis on various writing genres (fiction, creative nonfiction, etc.). Requires strong, established creative writing skills and experience in writing workshops. Prerequisite: ENG 167.

**ENG 367A Creative Writing Workshop -- Poetry:** Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets. Prerequisite: ENG 167.

**ENG 367B Creative Writing Workshop -- Childreni¿½s Writing:** Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of their original work. Prerequisite: ENG 167.

**ENG 367C Creative Writing Workshop -- Fiction:** Focuses on the writing of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers. Prerequisite: ENG 167.

**ENG 367D Creative Writing Workshop -- Screenwriting:** Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay. Prerequisite: ENG 167.

**ENG 370 Spiritual Autobiography:** Examines the life and work of autobiographers who have fostered social activism and profound spirituality in others. In addition to oral and written projects, students explore a variety of reflective practices. Prerequisite: ENG 140.

**ENG 372 Winter with the Writers:** Conducted in conjunction with the visiting authors series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of writersi¿½ visits. Provides opportunity to meet these writers and discuss their work in master classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. Prerequisite: ENG 140.

**ENG 373 Journalistic Writing II:** Students act as functioning journalists, researching and writing stories, dealing with sources, meeting deadlines, and working with fellow students in an editorial context. Prerequisite: ENG 273 or consent.

**ENG 374 Editing Essentials:** Focuses on editing writing at three levels: for correctness (grammar and punctuation); for precision (unity, order, coherence, emphasis, language); and for style (syntax, levels of detail, tone, diction, voice). Students will perform close analysis of surface features of their own and professional writing, and they will complete exercises designed to strengthen their ability to edit writing at the three levels mentioned above. This course is especially appropriate for students preparing to be teachers or engage in any profession that requires writing. Prerequisite: ENG 140.

**ENG 375 The Critici¿½s Role -- Review Writing:** Considers the role that "professional" critics play in our world -- as "reviewers" and as shapers of our culture. Students practice writing techniques that critics use when discussing art forms such as cinema, music, and literature, or such issues as economic

and social policies. Strongly recommended for students considering a minor in writing or a career in writing or publishing. Prerequisite: ENG 140.

**ENG 380 Language Studies: Readers and Writers:** Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. Prerequisite: ENG 140.

**ENG 385 Prose Style:** Writing exercises designed to increase understanding and control of fine elements of style: word choice, sentence variety, point of view, tone, rhythm, etc.

**ENG390 Major Author(s):** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

**ENG 392 Environmental Writing:** Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. Prerequisite: ENG 140 or consent.

**ENG 395 Studies in Nonfiction:** Challenges writers to experiment with various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

**ENG 396 Journal Production: SPECS.** Produces SPECS, a national journal of literature and culture. Includes reading, discussion, selection, and editing of material for the journal. Students review online submissions, readings on the journal theme, and participate in class discussion. Examines past issues of the journal and other national journals, discussing principles of design, content, and aesthetics. Requires final project based on the call for papers for the current issue.

**ENG 397/497 Internship in Writing**

**ENG 412 Studies in Shakespeare:** Topical course on Shakespeare's works, for advanced students. Topic to be advertised in advance of registration. Prerequisite: English major or consent.

**ENG 440 Topic in World Literature:** Specific topics vary. Possibilities include a theme; a period; a selection of authors. Prerequisite: ENG 140 or equivalent.

**ENG 459 The Writers Portfolio:** Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing.

**ENG 467 Advanced Creative Writing Workshop:** Focuses on readings and writing in a chosen genre. Frequent deadlines and critiques in a workshop atmosphere emphasizing individual instruction. Revision and submission of works encouraged. May be taken three (3) times for credit. Prerequisite: ENG 367.

**ENG 475 Creative Writing Colloquy:** Capstone course that engages writing minors in a culminating workshop, facilitates an edited compilation of best work from the minor, and prepares them to continue

writing and market their work. *Prerequisite*: must have completed the twenty (20) semester hours required for the creative writing minor except for this final course. *By permission, a student may take this course concurrent with one other course to fulfill the minor.*

**ENG 482 Writing for Publication:** Identifies the demands/restrictions of various publications (newspapers, magazines, literary journals, literary contests, etc.). Students conduct research on the genre, style, and audience of specific publications, write queries and proposals, and submit to at least two publications.

**ENG 490 Advanced Major Author(s) Study:** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

**ENG 498/499 Independent Study/Research**

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# Environmental Studies

Changes effective Fall Term 2009

*Allen* *Klepek* *Lines* *Siry*

*Stephenson*

The interdisciplinary environmental studies major examines natural and cultural systems from many perspectives -- ecological, economic, ethical, historical, geographical, and political. Students study the conservation and utilization of natural resources essential for economic development and public well being.

The curriculum analyzes the problems, processes, and possibilities of creating a more sustainable society. It also offers preparation for an environmental career, broad background in several related areas of study, or concentration in a particular thematic issue as a basis for graduate study.

Florida offers an ideal laboratory for environmental studies. Nationally recognized projects such as the Everglades restoration, Wekiva Geopark, and models in the New Urbanism place Florida in the forefront of environmental protection and sustainable design.

**MAJOR REQUIREMENTS**

Ten (10) courses required: six (6) core courses, one (1) required course in the origins of environmental thought, and three (3) environmental studies electives.

CORE COURSES; complete six (6):

- **ENV 130 The Geosphere with Lab**
- **ENV 189 The Environmental Crisis in its Cultural Context**
- **ENV 225 The Biosphere with Lab**
- **ENV 323 Conservation of Biodiversity OR BIO 316 Ecology**
- **ENV 389 Environmental Planning**
- **ENV 413 Senior Seminar in Environmental Issues**

ORIGINS OF ENVIRONMENTAL THOUGHT REQUIREMENT; complete one (1):

- **ENV 270 Environmental Literature**
- **ENV 353 National Parks and Protected Areas**
- **ENV 380 American Environmental History**

ELECTIVES; complete three (3):

- **At least two (2) of these courses must be at the 300 level or above.**

FIELD STUDY/COMMUNITY ENGAGEMENT REQUIREMENT:

- One of the ten (10) courses taken to complete the major must have a significant field study or community engagement component. Such courses are designated each semester by the Chair of the Environmental Studies department.

**MINOR REQUIREMENTS**

Seven (7) courses are required: the five (5) core courses shown below and two (2) electives in environmental studies, one (1) of which must be at the ***300 level*** or above.

- **ENV 130 The Geosphere with Lab**
- **ENV 189 The Environmental Crisis in its Cultural Context**
- **ENV 225 The Biosphere with Lab**
- **ENV 323 Conservation of Biodiversity OR BIO 316 Ecology**
- **ENV 389 Environmental Planning**

# Course of Study

**ENV 105/205/305 Topics: Environmental Studies:** Examines contemporary environmental issues. Topics vary from year to year.

**ENV 130 The Geosphere with Lab:** Introductory earth science course exploring the dynamic interactions between the earth's climate, landforms, water, ecosystems, and soils. Emphasizes key environmental topics such as global warming, tropical deforestation, and natural hazards.

**ENV 189 The Environmental Crisis in its Cultural Context:** Weighs humanity's responsibility to nature, technocratic drift of society, and conflicts between material and environmental values. Traces development of mechanistic worldview and re-emergence of organic or holistic perspective.

**ENV 204 Landscapes of Promise: The Ecological Transformation of the West:** Historical study of regional ecology with a critical analysis of economic change. Optional field study component focuses on regional landscapes that reflect the competing attempts to transform and preserve the natural world.

**ENV 206 Caribbean Environmental History:** Explores the tension among American, European, and

African cultures in the Caribbean. Topics include the Spanish conquest, the slave economy, and the exchange of organisms between Old and New World environments.

**ENV 225 The Biosphere with Lab:** Introduces ecological principles forming the basis for understanding environmental issues and policy. Explores scientific concepts and laboratory field techniques used to study and assess ecosystems.

**ENV 240 Ecosystems of North America:** Examines the geographic distribution, characteristics, and present status of terrestrial biomes in North America. Emphasizes case studies of critical environmental regions including the Everglades, the Colorado Plateau, and the Pacific Northwest.

**ENV 260 History of Technology: Tools of Toil:** Chronicles history of mechanization and cultural change from ancient world to this century. Considers tool evaluation and design, as well as social and psychological influences of mechanical advances. Ties everyday use of tools to modern industrialism's roots and global influences on labor.

**ENV 270 Environmental Literature:** Features poets, novelists, and essayists who have spoken out strongly for preservation of the environment. May include Emerson, Thoreau, Whitman, Muir, Leopold, and Abbey.

**ENV 289 Nature in the City:** Examines the origins of suburban sprawl, its problems and ongoing solutions. Traces efforts of design professionals from Frederick Law Olmstead to the present and examines their efforts to harmonize urban and natural worlds.

**ENV 292 Political Economy of Environmental Issues:** Traces transformation of organic society into market society and resulting commodification of nature.

**ENV 302 Traditional Town Planning:** Explores movement to return to pedestrian-friendly communities built along natural lines. Examines problems of suburbanization: traffic congestion, pollution, visual blight, strip malls, and housing designed for autos at the expense of pedestrians and children.

**ENV 308 Science and Policy:** Critically questions the role of science in contemporary society and international relations.

**ENV 323 Conservation of Biodiversity:** Examines our present biodiversity crisis through the lens of biogeography, an integrative field of study focused on large-scale human interactions with the earth's ecosystems. Case studies presented throughout the semester sharpen our focus on specific regions. Prerequisite: **ENV 225 or consent.**

**ENV 325 Natural Habitats of Florida:** In-depth look at Florida's natural habitats. Examines how human activity is changing the face of Florida's physical landscape and natural communities. Prerequisite: ENV 130 or ENV 225.

**ENV 343 History of Science:** Chronicles the major scientific discoveries that changed worldviews and the personalities that shaped them. Examines the social context in which these discoveries arose.

**ENV 347 Islands in the Stream:** Describes the literature, natural history, and settlement of our nation's

subtropical region. Examines the protection of coral reefs, mangrove forests, and fisheries.

**ENV 348 Sustainable Development:** Explores both theoretical and actual development strategies that are ecologically and socially acceptable.

**ENV 350 Food, Culture, and Environment**: Is agriculture about more than simply producing food? Is modern agriculture sustainable? Is organic agriculture really as beneficial as is claimed? These questions guide our exploration of the relationships between food, culture, and the environment.

**ENV 353 National Parks and Protected Areas:** Discusses value of national parks as pleasuring grounds, genetic banks, working ecosystems, and symbols of national heritage.

**ENV 365 Environment and Development in Central America:** Studies the need for broad-based sustainable development using Central America as a case study. Explores appropriate models of development.

**ENV 372 Images of the Environment as Seen Through Film:** Reveals attitudes toward nature and wilderness, attitudes toward technology, exploitation of nature, and visions of the future.

**ENV 375 Island Economies and Sustainable Development in the Caribbean:** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Explores the prospects for sustainable economic development in the region.

**ENV 377 Wilderness and the American Mind:** Examines arguments for and against the preservation of wilderness and the role of these arguments in shaping environmental policy.

**ENV 380 American Environmental History:** Follows the changing patterns of land and resource use. Examines the displacement of Native Americans, expansion of the frontier, the progressive conservation movement, and development of contemporary environmentalism. Prerequisite: ENV 189.

**ENV 385 Sustainable Development in the Amazon Basin:** Explores the largest remaining tropical ecosystem on earth and considers the crucial ecological services it provides as well as its exceptional biological and cultural diversity. Examines new approaches to development that generate income while protecting vital ecological systems supporting economic development.

**ENV 386 Environmental Law:** Focuses on the interpretation and application of federal, state, and local environmental regulations.

**ENV 389 Environmental Planning:** Examines competing demands for urban growth and development and the need to conserve and protect limited natural resources. Prerequisite: ENV 189. Recommended: ENV 225.

**ENV 390 Culture and Landscape:** Analyzes American landscapes and human cultures that created them, particularly intensive development that has radically altered natural systems.

**ENV 399/499 Independent Study Environmental Research:** Designated for field-based or problem-centered topics. Prerequisite: sophomore or junior standing for ENV 399; senior standing and consent of advisor for ENV 499.

**ENV 413 Senior Seminar in Environmental Issues:** Senior capstone seminar. Concentrates on major themes in the discipline and their relationship to current environmental issues. Prerequisites: senior standing and environmental studies major.

**BIO 316 Ecology:** Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. Prerequisite: BIO 121 or ENV 225.

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# Film Studies (minor only)

Changes effective Fall Term 2010

*Faculty teaching Film Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

More than a century old, film is an integral, omnipresent art form and a component of our day-to-day lives. The film studies minor examines how film reflects and affects the social, intellectual, cultural, ethical, economic, aesthetic, and political aspects of our world; encourages students to move toward critical thinking about how film influences values and ideologies as well as our views on gender, race, class, sexuality, religion, and nationality; and demonstrates that film is a medium which both reflects and produces social conflicts, desires, and power relations.

**MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses and four (4) electives. Students are advised to complete ***FIL 150*** as one of the first three courses counted toward the film studies minor.

CORE COURSES

- **FIL 150 Introduction to Film**
- **FIL 450 Film Seminar**

ELECTIVES
Choose four (4) courses from the schedule of courses that are noted as fulfilling the "**FIL** minor," which meet the following criteria.

- **At least two at the 300 level or above**
- **At least one must focus on foreign film**
- **One may be an internship**

Film courses taken in the Hamilton Holt School or at other institutions may count toward the minor at the discretion of the Film Studies Program Director.

# Course of Study

**FIL 150 Introduction to Film:** Focuses on film literacy and the culture of film, using films from the history of film.

**FIL 350 Special Topics in Film Studies:** Experiential and/or traditional "classroom" courses that allow immersion in a specific area of film director, genre, national cinema(s), film making, film festivals and/or examination race, class, gender, sexuality, multiculturalism, globalization.

**FIL 450 Film Seminar:** Capstone course for the minor emphasizing film theory, history, and culture. Features an in-depth examination of a specific construct of film. *Prerequisite*: ***FIL 150.***

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# Health Professions Advising Program

Changes effective Fall Term 2010

*Small Stoub*

Medical, dental, veterinary, optometry, podiatry, and other professional schools seek students with a broad education who can handle the rigors of basic science courses. The Health Professions Advising Program uses an interdisciplinary approach to prepare students for graduate study. While the program highlights the necessary preprofessional courses (science, math, and English), it also encourages students to major in liberal arts disciplines consistent with their interests and talents. Students should consider nontraditional health-related majors (such as history or philosophy), as well as fields like biology and chemistry.

Faculty from the natural sciences, humanities, and social sciences serve on the Health Professions Advisory Committee (HPAC), which coordinates the program. HPAC sponsors the following activities:

- generating and disseminating data about health careers;
- staying in touch with regional health professional schools;
- promoting student interaction with community professionals and health organizations;
- providing a forum for discussion of problems, concerns, and stresses associated with preparation for professional school;
- advising students on course selection and the value of extracurricular and experiential activities;
- conducting a formal review of each sophomore's progress toward health careers, as well as assigning health-science advisors (Sophomore Review);
- interviewing and evaluating each preprofessional senior (Senior Review); and
- writing a committee evaluation for each student requesting one.

## THE CURRICULUM

Medical, dental, optometry, and podiatry schools specify a fairly uniform set of entrance requirements. Prerequisites vary for veterinary medicine, physical therapy, occupational therapy, nursing, etc. Students should check with the health professions program chief advisor for information on specific schools.

| SUBJECT | SUGGESTED COURSES |
|---|---|
| BIOLOGY | **BIO 120 General Biology I**<br>**BIO 121 General Biology I**<br><br>Recommended: Two (2) additional biology courses from the following:<br>**BIO 229 Microbiology**<br>**BIO 312 Animal Physiology**<br>**BIO 360 Cellular Biology**<br>**BIO 370 Developmental Biology** |
| CHEMISTRY | **CHM 120 Chemistry**<br>**CHM 220 Organic Chemistry I**<br>**CHM 221 Organic Chemistry II**<br>**CHM 320 Analytical Chemistry**<br><br>Recommended:<br>**BCH 431 Biochemistry I**<br>**BCH 432 Biochemistry II** |
| PHYSICS | **PHY 120 General Physics I**<br>**PHY 121 General Physics II**<br>**OR**<br>**PHY 130 Principles of Physics I**<br>**PHY 131 Principles of Physics II** |
| MATHEMATICS | **MAT 111 Calculus I**<br>**MAT 112 Calculus II**<br>**OR**<br>**MAT 109 Pre calculus Mathematics**<br>**MAT 110 Applied Calculus** |
| ENGLISH | **ENG 140 Composition: Writing about Selected Topics**<br>**ENG 170 Writing about Literature**<br>**OR**<br>**ENG 300 Expository Writing** |

First-year students should meet with the chief advisor or coordinator of the health professions program as soon as possible to plan their pre-professional curriculum.

**HPA 150 Careers in Health Sciences:** Explores various careers in the health sciences including human and veterinary medicine, dentistry, optometry, physical therapy, and other related fields. Provides students with information about the scope of disciplines through lectures, student research, and guest speakers from the medical fields. Requirements for successful application to programs and specific issues in medicine are discussed.

**HPA 175F International Medical Service-Learning Field Experience:** Through this international healthcare experience, students will explore how global citizenship, responsible leadership, and healthcare advocacy are related through clinical practice, theory, and reflection on being a healthcare professional. Course fee required. *Prerequisites*: application process, completion of ***HPA 150***, and instructor's consent.

**HPA 397 Health Sciences Internship:** Students interested in health-related careers should gain practical experience through summer or volunteer work. With HPA support, juniors may plan academic internships with working practitioners for credit.

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# History

Changes effective Fall Term 2010

*Chambliss* *Levis* *Norris* *Stecker*

*Strom* *Yao*

Historians try to understand and reconstruct past human activities, institutions, ideas, and aspirations in light of current knowledge, concerns, and hopes for the future. Knowledge of history is desirable for its intrinsic worth and its illumination of present problems and future prospects. In its methodology and values, history crosses the humanities with the social sciences.

The history faculty believes that their discipline provides an introduction to all other liberal arts subjects. "If History be made a constant part of [a student's] reading," wrote Benjamin Franklin, "may not almost all kinds of useful knowledge be that way introduced to advantage and with pleasure to the student?" By connecting us to our past, history also provides a sense of continuity and moral purpose.

**MAJOR REQUIREMENTS**

Twelve (12) courses are required, six (6) of which must be at the ***300-400 level*** and three (3) electives, of which one (1) must be taken at the ***300-400 level.***

- **HIS 113 History of Modern Europe: 1500-1815 OR HIS 114 History of Modern Europe: 1815-present**
- **HIS 120 Decade of Decision**
- **HIS 142 History of the United States to 1877 OR HIS 143 History of the United States from 1877**
- **One (1) of the following:**
  - **HIS 250 Modern Japan**
  - **HIS 260 History of Chinese Civilization**
  - **HIS 261 Modern China**
  - **HIS 263 East Asia in Modern Times**
- **One (1) 300-400 level course from each of the following concentrations:**
  - **United States**
  - **European**

  - **Non-United States/European**
- **One (1) 300-400 level course, taken in the last quarter of junior or senior year, must be a designated research course in which the student completes a major research paper using primary sources.**
- **HIS 490 Senior Capstone Course (portfolio required)***

* The senior seminar portfolio includes research papers, essay examinations, and critical essays from different courses. It should reflect the student's program in each year of the major.

**MINOR REQUIREMENTS**

Eight (8) courses are required, four (4) at the ***300-400 level***. The senior seminar may count as one (1) of the four (4) required ***300-400 level*** courses. Requirements for survey courses, ***200-level*** Asian history elective, distribution of ***300-400 level*** courses, the research course, and the portfolio remain the same as for the major. Students should plan the sequence of courses in consultation with their academic advisors.

# Course of Study

**HIS 101/102 The Essentials of World Civilization**: Introduces dominant traits, achievements, and dilemmas of great civilizations from ancient Far East, Africa, and Europe. Covers prehistory to 1600 in first term and continues to present in second. Suitable for nonmajors.

**HIS 108 Ancient History**: Surveys ancient world from prehistoric times through middle of 5$^{th}$ century with emphasis on Greece and Rome. Suitable for nonmajors.

**HIS 109 Medieval History**: Discusses social, political, and religious developments in medieval Europe from 5$^{th}$ to 15$^{th}$ centuries. Suitable for nonmajors.

**HIS 113/114 History of Modern Europe**: Presents political, intellectual, social, economic, and religious history of Europe from Renaissance to present. Spans 1500-1815 in first term, 1815-present in second. Suitable for nonmajors.

**HIS 120 Decade of Decision**: Introduces the study of history through an examination of the political, economic, social, intellectual, and cultural events of a specific ten-year period (chosen by the instructor).

**HIS 142/143 History of the United States**: Examines major political, social, and economic themes from revolutionary era to present. Covers to 1877 in first term, 1877-present in second. Students read textbook, secondary-source essays, and primary-source documents. Suitable for nonmajors.

**HIS 206 Women in Early America:** Examines the impact of the Revolutionary era ideology of "republican motherhood," the rise of cult domesticity and "true womanhood," the 19$^{th}$-century women's rights and suffrage movements, women's work cultures, and other topics in Victorian America. Appropriate for nonmajors.

**HIS 207 Women in the Modern United States:** Utilizes race, class, and region as analytical categories to examine American women's changing work roles, reform activities, domestic duties, and political identities. Themes include Southern women and emancipation, women's suffrage, the World Wars and women's work, Cold War and domesticity, women and the Civil Rights Movement, and the second wave of feminism. Appropriate for nonmajors.

**HIS 210 Christianity and Society:** Examines the history of Christianity from its foundation to the present, specifically analyzing the historical forces that shaped its development and conversely its impact on society.

**HIS 211 Origins of the Modern Family:** Surveys the institutional development of the Western family from 1500 to present. Explores change in the family unit from the extended, patriarchal family of the late-Middle Ages to the companionate marriage of the 18$^{th}$ century and the rapidly changing alteration of family units in modern America. Focuses on the social, economic, and religious factors that brought about these transformations.

**HIS 235 American Graphic Media:** Explores the superhero comic book genre from its pulp origin to multimedia present in the U.S. Requires students to seriously consider underlying symbolism and deconstruct the meaning of comic art in the twentieth century. Taking the comic genre from the 1930's milieu to the sci-fi heights of the present day, explores the political, social, and economic concerns reflected in comic books. Situates the comic medium within the broader sweep of popular culture.

**HIS 240 African-American History I -- Colonial Era to Reconstruction:** Surveys the political, social, and economic issues shaping African-American experiences from the colonial period to Reconstruction.

**HIS 241 African-American History II -- Reconstruction to Present Day:** Surveys the political, social, and economic issues shaping African-American experiences from the Reconstruction Era to present day.

**HIS 250 Modern Japan:** Survey of modern Japanese history from the mid 19$^{th}$-century to the present, including topics of Western intrusion, Meiji Restoration, failure of the democratic experiment and rise of militarism, U.S. occupation, and economic take-off. Appropriate for nonmajors.

**HIS 260 History of Chinese Civilization:** A general introduction to Chinese civilization, its origin, evolution, rise, and decline. A wide range of topics will be covered including development of Chinese philosophical and religious traditions, rise and fall of Chinese Empires, interactions between the Han Chinese with nomadic peoples, medieval economic revolution, and late imperial stagnation and decline. Students will also be introduced to some analytical perspectives on the nature and characteristics of the Chinese history and civilization.

**HIS 261 Modern China:** Introduction to modern Chinese history from the Opium War to the present. Themes include the Western intrusion, rise of nationalism, cultural and identity crises, revolutions, and current economic reform. Appropriate for nonmajors.

**HIS 262 East Asia in Pre-Modern Times:** A survey of the cultural zone including China, Japan, Korea, and Vietnam, with an examination of continuity and change in the institutions of the state,

economy, society, and values up to the eve of Western intrusion.

**HIS 263 East Asia in Modern Times:** A survey of East Asian Countries -- China, Japan, Korea, and Vietnam -- their tradition and modern transformation in the 19th and 20th centuries. Western expansion into East Asia, revolution in China, WWII in the Pacific, the gain of Japan as an emerging power, and the Cold War in East Asia will be covered.

**HIS 265 Topics in History:** Probes a narrow topic in American, modern European, or world history. May be repeated for credit.

**HIS 311 History of American Sexuality:** Examines American sexuality from colonial era to present. Traces societal attitudes toward premarital and teen sex, gendered sexual pleasure, prostitution, abortion, contraception, eugenics, pregnancy, and other sexual issues.

**HIS 315 Social Movements in the 20th-Century United States:** Examines social movements in the 20th century, both progressive (birth control and civil rights) and conservative (temperance and anti-obscenity). Compares and contrasts these movements, assessing the intentions of actors and the consequences of actions. Provides an understanding of how Americans have used grassroots activism to effect widespread change at different moments in the 20th century.

**HIS 325 Tudor-Stuart England, 1485-1714**: Studies political, constitutional, religious, and social development in England from 1485 to 1714. Suitable for nonmajors. Alternate years.

**HIS 326 Hanoverian England, 1714-1918**: Follows ***HIS 325,*** focusing on Hanoverian succession to end of WWI. Suitable for nonmajors.

**HIS 328 European Diplomacy, 1848 to World War II**: Considers concepts, techniques, forces, and personalities in era of Europe's greatest power -- the prelude to contemporary diplomacy.

**HIS 330 America Between the Two World Wars**: Focuses on 1920's and 1930's: culture of 1920's, economic crisis, New Deal reform, and particularly rise of consumer culture and its effect on Depression generation.

**HIS 335 History of the South**: Explores defining characteristics of Old South and their present relevance. Analyzes Old South mystique, master-slave relationship and slave subculture, Southern self-consciousness, honor and violence, sense of grievance against "outside agitators," preoccupation with race, cult of lost cause, recurrent ideas about New South, and burden of past. *Prerequisite:* ***HIS 142, HIS 143,*** or consent.

**HIS 341 Era of the American Revolution**: Analyzes nature of colonial society, place of colonies in British mercantile system, origins of American political culture, and causes and consequences of the Revolution. Examines the Constitution as culmination of Revolutionary era. *Prerequisite:* ***HIS 142*** or consent.

**HIS 346 The United States Since 1945**: Approaches post-WWII years thematically, emphasizing social and cultural trends. *Prerequisite:* ***HIS 143*** or consent.

**HIS 347 History of Urban America**: An analysis of the growth and development of urban space in the U.S. Special emphasis on how cities developed and their impact on politics, economics, and culture. Incorporates analysis of the technological transformation associated with urban life, infrastructure, and city planning in U.S. society.

**HIS 349 The Chinese Revolutions**: Studies theories of revolution and the Chinese case. The 20th century of Chinese history can be characterized as a century of revolution -- intellectual revolution of the New Culture Movement, the Nationalist Revolution, the Communist Revolution under Mao Zedong, and the economic reform under Deng Xiaoping, which is called the "second revolution." These revolutions fundamentally changed China's polity and society and defined China's search for a modern identity. We will examine the major characteristics of these revolutions.

**HIS 350 U.S. and China Relations:** Survey of relations between the U.S. and China in the 20th century, from the signing of unequal treaties to the open door policy, from fighting as allies in World War II through Cold War confrontations, from normalization to current issues of controversy. Appropriate for nonmajors.

**HIS 352 China: From Antiquity to Present:** Provides students with an overview of Chinese history from ancient times to present. Topics include origins of Chinese civilization and Chinese political, economic, social, and intellectual traditions and their modern transformation.

***HIS 353 Evolution of Chinese Culture:*** Provides students with an overview of Chinese culture and its evolution through examination of fourteen topics in historical perspective. These topics include origin of Chinese civilization and cultural identity; Chinese political, economic, social, and educational systems; and Chinese philosophical, religious, and intellectual traditions.

**HIS 354 Imperial Russia:** Examines the historical evolution of Russia including the Kievan period (10th thru 13th centuries), the rise of Moscow (14th thru 16th centuries), the legacy of the early Romanovs (1613 thru Peter the Great), the consolidation of imperial power (18th century), and the conflict, reform, and violence of the 19th century and early 20th century.

**HIS 355 History of the Soviet Union and After:** Continues the historical analysis of Russia in the 20th century with emphasis on thematic aspects relating to: war and revolution (1914-1920); the consolidation of Soviet power under Communism (1920-1930); industrialization, collectivization and repression fostered by Stalin (1930-1940); the Second World War and its aftermath (1941-1945); the legacy of Stalinism; the Soviet Union in the Cold War era (1960-1991); and post-Soviet Russia's role in the early 21st century. Selected readings (including scholarly work of the last decade from recently opened Soviet archives), lectures, and discussion provide the basis for analyses.

**HIS 360 American Planning History:** Examines the evolution of city planning in the U.S. from mid-nineteenth century to the present. Focuses on the changing spatial forms and functions of American cities, and how these changes relate to socioeconomic and political aspects of urbanization, as well as to changes in technology. Emphasis is placed on analyzing the relationships between historical developments associated with urban infrastructure, planning theory, and planning practice to understand how urban planning evolved into its current practices.

**HIS 361 Contemporary China:** Study of contemporary China since the founding of the People's Republic of China in 1949, with a focus on its "opening-up" and economic reforms after 1978. Examines political, economic, and social systems, as well as policies and their repercussions under Mao and their changes and challenges under Deng Xiaoping and beyond.

**HIS 362 History of American Foreign Policy**: Presents patterns, themes, and developments in foreign policy, with emphasis on 20th century.

**HIS 365 Topics in History**: Probes narrow topic in American or modern European history. May be repeated for credit.

**HIS 368 Anatomy of Revolution**: Contrasts revolutionary activity (intellectual, social, and political forces) in England during 17th century and America and France during 18thcentury. Suitable for nonmajors.

**HIS 370 Race and Ethnicity in United States:** Introduction to racial and ethnic identity issues through critical examination of the social, political, and economic factors that helped to construct identity in the United States. Examines how America's racial and ethnic ideas were created, maintained, and what is at stake when we struggle to define race/ethnic identity.

**HIS 372 The Reformation**: Analyzes causes and consequences of Protestant Reformation in 16th and early 17th centuries. Ranges over religious, political, and social causes of Reformation in Germany, Switzerland, and England; reaction of Roman Catholic Church to Protestant challenge; and social, political, and intellectual consequences of the movement. Suitable for nonmajors.

**HIS 373 Gilded Age and Progressive Era, 1870-1914:** Explores social, cultural, political, and intellectual impact of economic changes in U.S. between Civil War and WWI. Considers effect of technology and bureaucracy on traditional values and institutions. Tracks cultural and political movements in response to modernization. *Prerequisite:* ***HIS 143*** or consent.

**HIS 375 Aspects of War: Topics to Vary:** Examines the political, social, economic, and personal impact of warfare. What has caused and resulted from this most brutal of human struggles? Conflict under consideration will vary according to the instructor as will the particular emphasis of the material covered.

**HIS 383 The Decline of Europe**: Explains cultural and intellectual impact of Europe's loss of equilibrium and hegemony after 1914. Touches upon effect of WWI, rise of totalitarianism, sensation of anomie, disintegration of colonial empires, WWII, and Holocaust. Suitable for nonmajors.

**HIS 480 Selected Studies in History**: Focuses on topic chosen in consultation with instructor. May be repeated for credit.*Prerequisites:* history major; junior/senior standing; 3.33 cumulative average or better; and consent of instructor and department head.

**HIS 490 Senior Capstone Course**: Challenges majors to trace their intellectual growth from the first course to senior year: what and how they have learned; how their ideas have changed, been modified, or solidified; how they might approach issues with new insights and skills. Each student compiles portfolio and uses it to construct an academic autobiography, emphasizing methodology and historiographical

skills they have acquired. Requires paper on historical origins of contemporary event, problem, or issue. Seminar.

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# Honors Degree Program

Changes effective Fall Term 2008

*Cook Levis*

**CURRICULUM**

Through a series of team-taught interdisciplinary seminars, the Honors Degree Program introduces students to the various methods of inquiry in the liberal arts. The core curriculum (***HON 201 Honors Conference Seminar*** through ***HON 490 The Theodore Darrah Honors Synoptic Seminar***) builds community by providing a shared experience as students progress through college together. The first two years encourage integrative understanding. In the senior year, students must also satisfy the requirements of a two-semester Honors-in-the-Major Field project, as well as the interdisciplinary Darrah Honors Synoptic Seminar.

## Course of Study

**HON 201 Honors Conference Seminar:** Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

**HON 202 First-Year Honors Spring Seminar:** Two sections of this course with different themes offered each spring: team-taught. Faculty will come from two different departments and generally from two different divisions.

**HON 301 Sophomore Honors Seminar:** Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

**Note:** In order to insure that all Honors Degree Students have a broad exposure to all of the

Liberal Arts, the Honors Degree Supervisory Board will designate each seminar as fulfilling one or more of the three distribution requirements: Arts and Humanities (AH), Social Sciences (SS), and Natural Sciences (NS). Depending on the disciplines of the faculty involved, seminars may have up to two distribution designations. All Honors Degree Program students must have at least one seminar in each of these three areas. The Honors Degree Program Supervisory Board will review the records of all sophomores to make certain that each student has fulfilled this requirement. In addition, faculty advisors of first-year Honors Degree Program students will also work closely with their advisees to make certain that Honors Degree Program students undertake the broadest possible exposure to the liberal arts.

**HON 302 Sophomore Honors Seminar -- Inquiry and Interpretation in Research:** Students pursue small-scale individual research projects in various disciplines, focusing on a broad common topic. Provides a forum for interdisciplinary discussion and for focused attention to the process of investigative/experimental research.

**HON 490 The Theodore Darrah Honors Synoptic Seminar:** Team-taught interdisciplinary course in which students are presented with a series of contemporary problems and will demonstrate how disciplines represented contribute to an understanding of and solutions to these problems. Students complete this course in the fall of their senior year.

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International Relations

Changes effective Fall Term 2012

*Faculty teaching International Relations courses include members of the Humanities and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The international relations major asks questions about security, diplomacy, and power relations among nation-states as well as non-state actors; the nature of political life in other societies; the development of economic relationships within and between states; the historical and cultural origins of American, European, Asian, Latin American, and African countries; and requires a degree of proficiency in foreign language. International Relations majors typically graduate to careers in the foreign service, public and private sector internationally-focused organizations, or graduate and professional school.

**MAJOR REQUIREMENTS**

Majors complete fourteen (14) courses in the four different academic categories of political science, history and culture, economics, and modern languages, at least half of which must be at the 300-400 level. There are four (4) required core courses (**POL 130**, **POL 453**, **ECO 202**, and **ECO 203**) of which **POL 453** is the capstone taken during the last year of study. While we encourage study abroad, a maximum of five (5) transfer courses will be counted toward the major, and no more than two (2) transfer courses will be accepted in a single academic category for the major.

Finally, beginning with the Class of 2016, students must complete an international experiential learning component for the major. This requirement is fulfilled by providing appropriate documentation and writing a 750-word essay based on your experience with Rollins College or other approved study-abroad programs, shorter field study trips attached to regular Rollins curriculum, study in an internationally-related program at American University in Washington, D.C., your experience in the U.S. as an international student, work or military service abroad, or a pre-approved internship or employment with an international focus.

POLITICAL SCIENCE

Five (5) courses required for an understanding of comparative politics, international relations, and foreign policy.

- **POL 100 Introduction to Comparative Politics**
- **POL 130 Introduction to International Politics (Required)**
- **POL 232 World Issues of Our Times**
- **POL 301 Revolution in the Modern World**
- **POL 302 Politics in the Third World**
- **POL 304 Middle East Politics**
- **POL 305-A Topic: Global Democratization**
- **POL 306 Muslims in Western Politics**
- **POL 307 Islam and Politics**
- **POL 312 Problems of Latin America**
- **POL 313 East European Development**
- **POL 315V Topic: Brazil's Political and Economic Development**
- **POL 317 Latin America and the U.S. in World Politics**
- **POL 319 U.S.-China Relations (SHA 350)**
- **POL 321 The Politics of Latin America**
- **POL 323 Global Environmental Affairs**
- **POL 330 Peace and Conflict Studies**
- **POL 331 International Political Economy**
- **POL 332 International Human Rights**
- **POL 333 Case Studies in Sustainable Development**
- **POL 334 Political Economy of Japan**
- **POL 351 International Security**
- **POL 353 Foreign Policy of the U.S.**
- **POL 354 International Organization**
- **POL 358 European Government and Politics**
- **POL 370 Comparative Modern Ideologies**
- **POL 384 East Asian Politics**
- **POL 385 Politics in China (SHA 385)**
- **POL 422 Seminar in Comparative Politics**
- **POL 453 Seminar in International Politics (Required)**

ECONOMICS

Three (3) courses required for a basic understanding of economic ideas and and introduction to the world economy.

- **ECO 202 Introduction to Economics in Historical Perspective (Required)**
- **ECO 203 Principles of Micro- and Macroeconomics (Required)**
- **ECO 204 Alternative Economic Perspectives**
- **ECO 254 Latin American Economics**
- **ECO 304 Intermediate Macroeconomics**
- **ECO 310 International Finance**
- **ECO 325 Distribution of Income and Wealth**
- **ECO 327 Comparative Economic Systems**

- **ECO 331 Gender and Globalization**
- **ECO 335 Gender Issues in Latin American Economic Development**
- **ECO 351 Economic Development**
- **ECO 370 Economics of Piracy**
- **ECO 407 International Finance**
- **ECO 442 History of Economics**
- **INB 311 Asian Business Environment**
- **INB 340 Globalization and Gender**
- **INB 314 Chinese Business & Economic Development (SHA 315)**

MODERN LANGUAGES

Two (2) courses are required in a modern language at the ***200*** intermediate level. The courses must be conducted in that language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). If either intermediate level course is waived, an appropriate ***300- or 400-level*** course will be required.

**The two-course requirement may be waived** by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures). If the language is not taught at Rollins, **the two-course requirement may be waived** by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures. Receiving a foreign language waiver does not reduce the total number of courses required for the international relations major (14). Students receiving such a waiver are required to take two additional courses from the **lists of approved courses in international relations (political science, history, economics, and cultural area studies)**. The international relations major does not grant waivers, exemptions, or substitutions for the two-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.

HISTORY AND CULTURE

Four (4) courses are required with an area emphasis on history and culture, at least two of which must focus on the developing world. Students must confirm this developing world focus with their advisor and professor in that course.

- **ANT 201 Cultures of the Caribbean**
- **ANT 205 Asian Film and Culture**
- **ANT 252 Cultures of China**
- **ANT 255 Middle East Culture**
- **ANT 277 Women and Gender in the Middle East and North Africa**
- **ANT 302 The Maya**
- **ANT 305 Murder, Memory, and Maya**
- **ANT 319 Anthropology of Globalization**
- **ANT 345 Brazilian Amazon**
- **ANT 361 Anthropology and the Environment**

- **ANT 365 The Real and Supernatural in Latin America**
- **HIS 113 Modern Europe 1500-1815**
- **HIS 120 Decade of Decision**
- **HIS 142 U.S. to 1877**
- **HIS 143 U.S. Since 1877**
- **HIS 261 Modern China**
- **HIS 263 East Asia in Modern Times**
- **HIS 265 Topics in History: Introduction to Latin American History**
- **HIS 346 U.S. Since 1945**
- **HIS 350 U.S.-China Relations**
- **HIS 365 Topics in Latin America**
- **HIS 375 Aspects of War**
- **LAC 200 Latin American Culture and Society**
- **LAC 305 Topics in LACA**
- **LAC 400 Seminar in Latin American and Caribbean Studies**

There are also a number of modern languages courses taught in English that may count in this history and culture section, including:

- **EUR 120/320 The European Union: A Cultural Evolution**
- **FRN 242 Imaginary Voyages in French Prose Fiction: Butor and Tournier**
- **GMN 221 Germany Today: East Meets West**
- **GMN 241 There's No Place Like Home**
- **GMN 252 Looking Back at the Third Reich**
- **LIT 231 Survey of German Literature I**
- **LIT 243 19th- and 20th-Century French Novel**
- **LIT 251 Fiction into Film**
- **RSN 220 The Rise of Russia: From Its Beginnings to the First World War**
- **RSN 221 Introduction to Russian Culture**
- **RSN 222 History of Russian Painting**
- **RSN 227 Russian Folklore Through Film**
- **RSN 234 Russian in the Movies**
- **RSN 241 Masterpieces of 19th-Century Russian Prose in Translation**
- **RSN 242 Masterpieces of 20th-Century Russian Prose in Translation**
- **SPN 242 Masters of Latin American Film**

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# International Business

Changes effective Fall Term 2012

| | | | |
|---|---|---|---|
| *Agee* | *Alon, A.* | *Alon, I.* | *Arnold* |
| *Boulanger* | *Fetscherin* | *Kodzi* | *Lairson* |
| *Lewin* | *McInnis-Bowers* | *Rogers* | *Sardy* |
| *Warnecke* | | | |

As the business world and global economy become increasingly interconnected, successful leaders need more than a traditional business degree to compete. A well-rounded base of knowledge, experience, and skills -- integrating international themes, foreign cultures, and mindsets -- are essential to truly understanding the foundation of international business systems. For those who bring these credentials to the table, a career in international business promises benefits and experiences beyond the imagination.

The International Business major at Rollins is among the first of its kind and is unlike any such undergraduate program in the country. The major combines intense courses in international business with those from modern languages and an array of multidisciplinary electives from traditional liberal arts disciplines. Students are challenged by a rigorous curriculum that is distinguished by requiring:

- examination of themselves in relation to the world and to the diversity of people with whom they will work,
- development of cross-cultural competencies,
- proficiency in a second language,
- cultural immersion through experience(s) abroad, and
- participation in a globally focused business internship

Students will integrate basic business skills with an emphasis on international economics, politics, area and cultural studies, as well as languages. Students will complete an international experience and globally focused internship, offered in more than 30 locations around the world. Additionally, Rollins is in the process of launching the Living and Learning Center in Shanghai, which will serve as an academic beacon and hub for students, as well as U.S. and Chinese corporate interests.

The International Business program is grounded in the Rollins' commitment to educate students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The department offers a major in International Business, a minor in International Business, a minor in Sustainable Development (in cooperation with the Department of Environmental Studies), and preparation for the 3-2 MBA program (in cooperation with the Roy E. Crummer Graduate School of Business).

**MAJOR REQUIREMENTS**

Requirements for the International Business major are: eighteen (18) courses, including ten (10) core courses, an internship in international business, four (4) foreign language courses, four (4) electives, and a direct international experience.

INTERNATIONAL BUSINESS CORE COURSES

- **INB 200 Introduction to International Business**
- **INB 230 Principles of Financial and Managerial Accounting**
- **INB 233 Economics for International Business**
- **INB 236 Statistics for International Business**
- **INB 300 International Business Environments**
- **INB 337 International Marketing**
- **INB 345 International Leadership**
- **INB 372 International Financial Management**
- **INB 397 International Business Internship**
- **INB 450 Global Business Strategy**

INTERNATIONAL BUSINESS ELECTIVES

Students may satisfy this requirement by taking at least two (2) of the following courses; at least one (1) must be at the ***300-400 level.***

- **INB 201 Technology and Global Business**
- **INB 215 The Global Entertainment Business**
- **INB 302 Green & Social Marketing**
- **INB 311/311F Asian Business Environment**
- **INB 313 Australian Business Environment**
- **INB 338 Global Consumer Behavior**
- **INB 340 Globalization and Gender**
- **INB 342 International Human Resource Management**
- **INB 347 International Advertising**
- **INB 350 Managing Information Systems**
- **INB 363 Global e-Business**
- **INB 373 International Investments**
- **INB 374 Computational Finance**
- **INB 390 Special Topics in International Business**

AREA STUDIES ELECTIVES

This requirement may be satisfied in two ways.

First, students may satisfy the requirement by taking at least two (2) of the following courses; at least one (1) must be at the ***300-400 level.***

- **ANT 252 Cultures of China**
- **ANT 254 Cultures of Japan**
- **ANT 259 Culture and Societies of the Islamic World**
- **ANT 315 Women in the Developing World**
- **AUS 262 The Australian Economic and Political Systems**
- **COM 306 Intercultural Communication**
- **ECO 254 The Latin American Economics**
- **ECO 307 International Economics**
- **ECO 327 Comparative Economic Systems**
- **ECO 351 Economic Development**
- **ENV 292 Political Economy of Environmental Issues**
- **ENV 365 Environment and Development in Central America**
- **EUR 320 The European Union: A Cultural Evolution**
- **FRN 320 Introduction to French Civilization**
- **GMN 221 Germany Today: East Meets West**
- **GMN 392 German Cultural History**
- **HIS 261 Modern China**
- **HIS 263 East Asia in Modern Times**
- **HIS 350 U.S. and China Relations**
- **HIS 361 Contemporary China**
- **INB 390F Latin American Business Environments: Costa Rica**
- **LAC 200 Foundations of Latin American Culture and Society**
- **LAC 201 Foundations of Caribbean Culture and Society**
- **LAC 325 Women in Latin America**
- **LAC 400 Seminar in Latin American and Caribbean Studies**
- **POL 302 Politics in the Third World**
- **POL 321 The Politics of Latin America**
- **POL 331 International Political Economy**
- **POL 334 Political Economy of Japan**
- **POL 384 East Asian Politics**
- **POL 393 Vietnam Experience On-Line**
- **REL 217 Jewish Life and Thought**
- **REL 218 Christianity: Thought and Practice**
- **REL 219 Islam: Religion and Society**
- **REL 230 Buddhism: Theory and Practice**
- **SHA 315 Chinese Business and Economic Development**
- **SHA 350 US-China Relations**
- **SPN 321 Spanish Life and Society**
- **SPN 322 Latin American Life and Society**

Second, students may satisy this requirement by completing one (1) of the following minors and substituting it for the two Area Studies electives.

- **Asian Studies**
- **Australian Studies**
- **Latin American and Caribbean Studies**
- **French (if not used to satisfy the INB foreign language requirement)**
- **German (if not used to satisfy the INB foreign language requirement)**
- **Russian (if not used to satisfy the INB foreign language requirement)**
- **Spanish (if not used to satisfy the INB foreign language requirement)**

INTERNATIONAL BUSINESS INTERNSHIP

INB majors are required to complete an internship in international business (***INB 397***). INB majors may satisfy this requirement by (a) participating in a Rollins International Internship program (London, Spain, or Australia), (b) a summer internship abroad, or (c) a local internship in some aspect of international business. Students register for internships through the Office of Career Services.

INTERNATIONAL EXPERIENCE

INB majors are required to have direct international experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students should document their international experience, including dates, location, activities, etc., provide supporting evidence of overseas travel from a copy of entry/exit stamps from their passport, and write an essay (minimum length two pages, double-spaced) describing how their overseas experience has helped them to cope with, deal with, and appreciate another culture. An international business faculty member, appointed by the chair of the department, will review the essay to determine whether or not the international experience satisfies the requirements for the INB major.

RESIDENCY AND DISTRIBUTION

INB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major at the ***300-400 level.***

MODERN LANGUAGE STUDY

Proficiency in English and at least one (1) modern foreign language is essential to a successful career in international business. The experience of studying a foreign language is also essential to developing the cultural sensitivity required for living and working outside one's native environment. All INB majors are required to take four (4) courses or the equivalent in a modern foreign language at the intermediate or advanced level. This four-course foreign language requirement is an essential component of the International Business major.

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

- First, students may take and successfully complete four (4) college-level courses (16 semester hours) or the equivalent in a single modern language at the intermediate (***200***) level and beyond

(at least two [2] at the ***300-400 level***). These courses must be conducted in the language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). These courses must provide intensive conversational preparation and basic business vocabulary.

- Second, students may take and successfully complete a college level, semester-long, intensive, foreign language program of fifteen to sixteen (15-16) semester hours taught entirely in the foreign language.
- Third, the four-course requirement may be waived by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures). If the language is not taught at Rollins, the four-course requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

**Receiving a foreign language waiver does not reduce the total number of courses required for the International Business major (18). Students receiving such a waiver are required to take four (4) additional courses (at least two [2] of which must be at the *300-400 level*) from the list of area studies electives in International Business. Of the four (4) courses required, up to two (2) may be appropriate courses in their native language.**

**The Department of International Business *does not* grant waivers, exemptions, or substitutions for the four-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.**

**MINOR REQUIREMENTS**

Requirements for the International Business minor are as follows.

- **INB 200 Introduction to International Business**
- **INB 230 Principles of Financial and Managerial Accounting**
- **INB 233 Economics for International Business**
- **INB 300 International Business Environments**
- **INB 337 International Marketing**
- **INB 345 International Leadership**
- **INB 372 International Financial Management**

The International Business minor is open to any student. The minor can be combined with any major (except, of course, International Business) to give the student a better understanding of the role of business in today's world, current knowledge of international business, and career related skills.

# Course of Study

**INB 101 Controversial Issues in International Business:** Examines current issues in international business (such as wealth, progress, poverty, income inequity, economic development, social responsibility, cultural sensitivity, corruption, ecological efficiency, sustainable development, and worker exploitation) from a variety of perspectives. Students will learn to analyze fact, value, and policy issues using a variety of critical thinking tools.

**INB 102 Meaningful Life and Productive Career:** Explores personal values and career options in international business and explores the constructs of a meaningful life. Teaches skills necessary to manage career trajectory over a lifetime of changes. (Does not count toward INB major; open to all students)

**INB 110 Comparative Business Systems:** Examines various forms of capitalism and the implications for global economic competition. Focuses on comparison of the Anglo-American form of capitalism to a European and an Asian form. Looks at village enterprises in China, hybrid state enterprises in South Korea, alliance capitalism in Japan, welfare capitalism in Europe, patterns of ownership, stakeholder vs. stockholder capitalism, state roles in managing development, national innovation systems, comparative financial systems, and industrial governance systems.

**INB 200 Introduction to International Business:** Introduces basic concepts in international business (INB) and examines key forces impacting INB. Studies global, political, economic, cultural, legal, demographic, geographic, and historical processes to understand how the world economy functions.

**INB 201 Technology and Global Business:** Examines technologies important to the competitive operations of global businesses. Technologies such as business software applications, Internet, multimedia, videogames, databases, web services, wireless, and global telecommunications will be understood in relation to their effect on global business.

**INB 214 Global Business of Sport:** Creates awareness of the magnitude of global expansion and development of sport, and provides familiarity with the principal "players" (firms and organizations) on the global scene, major issues in global sports, and business opportunities that are created internationally. Underlying focus on contrasts between the U.S. sport industry and foreign markets.

**INB 215 The Global Entertainment Business:** Introduces students to the business side of the multifaceted world of entertainment, including the areas of film, theater, music, and theme parks. Covers the economics, finance, management, and marketing of the industry in addition to current business issues. There may be periodic visits from industry professionals.

**INB 225 Sustainable Business Practices:** Recognizing the need to manage natural resources more responsibly, international firms have adopted sustainable strategies for resource acquisition and use (known as "Green Management"). Using case studies, this course explores such strategies from a managerial perspective.

**INB 230 Principles of Financial and Managerial Accounting:** User-based accounting course for students who will become tomorrow's managers, investors, and other business stakeholders. Surveys financial and managerial accounting topics emphasizing the analysis of financial statements and management decision techniques. Utilizes spreadsheets and presentations. *Prerequisite*: ***INB 200***.

**INB 233 Economics for International Business:** Introduces micro and macro-economic theory and research as they apply to international business. Examines the economic tools and concepts used to explain, evaluate, predict, and address key problems in international business. *Prerequisite*: ***INB 200.***

**INB 236 Statistics for International Business:** Covers many areas of basic statistics with applications to international business. Covers descriptive statistics, probability, and inferential statistics. Includes measures of central tendency, dispersion, skewness, probability distributions, interval estimation, hypothesis testing, correlation, regression, and multiple regression. *Prerequisite*: ***INB 200.***

**INB 300 International Business Operations:** The day-to-day creation of value occurs through the integrated production and distribution of goods, services, and information (from acquisition of materials through production to distribution of products, services, and information). Discusses all major international business functions. *Prerequisites:* ***INB 200*** and ***INB 230.***

**INB 302 Green and Social Marketing:** Focuses on green or environmental marketing and social marketing. Green marketing is marketing products that are environmentally safe. Social marketing combines marketing practices and social policy to influence social behaviors benefiting general society (social good).

**INB 311/311F Asian Business Environment with Field Study:** Examines the nature and development of capitalism in Asia and the problems and issues involved in conducting business in Asia. Uses case studies to investigate how differences in cultures and business practices affect international business; special institutions in Asia; entry strategies by transnational firms; the differences in economic and political circumstances across Asia; and future economic prospects for Asia. *Prerequisites*: *INB 300* and junior standing.

**INB 313 Australian Business Environment:** Collaborative learning seminar exploring the unique aspects of Australia's free enterprise system. Addresses key aspects of the Australian business environment, Australia's competitive situation, issues currently confronting Australia, and the future of the Australian business system. *Prerequisite*: junior standing.

**INB 315 Business and Economic Development in Modern China:** Acquaints students with the issues, problems, and challenges to successfully conduct business, make investment decisions, and/or pursue management careers across national borders in general and in China in particular. *Prerequisite: INB 300.*

**INB 337 International Marketing:** Examines strategic marketing and market entry decisions in the context of dynamic global, regional, and country market forces. Emphasizes how international marketers standardize and adapt product/service, pricing, channel, and communication strategies to meet target market needs and company objectives. Students will develop a comprehensive international marketing plan for a specified product or service. *Prerequisites*: *INB 300* .

**INB 338 Global Consumer Behavior:** Explores, compares, and applies diverse perspectives to interdisciplinary and multicultural study of consumer behavior. Emphasizes analysis and design of effective marketing strategies to foster and fulfill target market demand across international borders. *Prerequisite*: *INB 300.*

**INB 342 International Human Resource Management:** Examines approaches to human resource management (HRM) and implications for competitiveness, standards of living, and quality of life.

Topics include competitive advantages, core competencies, HR roles and responsibilities, employee rights, employee relations, employee performance, motivation, communication, recruitment, selection, retention, training, compensation, and evaluation. Taught from a comparative HRM perspective using a variety of case studies. *Prerequisite: INB 101* or*INB 300.*

**INB 345 International Management**: A study of international management theories, concepts, and applications. Focuses on managing international projects and the individual, group, and organizational dynamics involved in managing international project teams. Addresses the creation of value through the integrated management of people, information, structures, operations, and relationships. *Prerequisites: INB 300.*

**INB 347 International Advertising**: Examines international marketing communication, advertising; publicity, and promotion. Considers management of the process and effects on consumer behavior. Focuses on current issues in international marketing communications.

**INB 363 Global e-Business**: Examines the development of and future prospects for electronic business. Focuses on the technology of e-business and the business models and strategies adopted by firms for the "new economy." Emphasis is given to detailed case studies of a variety of firms, global e-commerce, marketing, supply chains, networks, innovation, customer relationship management, and future developments in e-commerce. *Prerequisite*: *INB 300.*

**INB 365 International Operations Management**: Examines fundamental concepts and techniques critical to successful management of an organization's operations, for both manufacturing and service activities. Globalization provides examples of evolutionary stages in the field of operations management. *Prerequisites*: *INB 300* and junior or senior standing.

**INB 372 International Financial Management**: Introduces theory and practice of international finance. Topics include global monetary system, international currency exchanges, capital mobility, central banks, financial aspects of international trade theory, foreign direct investments, regional economic integration, and specialized institutions (i.e., International Monetary Fund -- IMF). *Prerequisites: INB 300.*

**INB 373 International Investments**: Exposes students to theory and techniques used for solving many different investment problems. Problem solving skills will involve spreadsheet modeling, portfolio, asset, and derivative analysis in a global environment. *Prerequisite*: *INB 300.*

**INB 374 Computational Finance**: Exposes students to theory and methods used for solving many different problems in areas of finance and investments. Problem solving skills will involve spreadsheet modeling and elements of visual basic programming. *Prerequisite*: *INB 230.*

**INB 380 Global Brand Management**: Brand management is organized around the product and management decisions that must be made to build, measure, and manage brand equity. Objectives are: 1) to increase understanding of the important issues in planning and evaluating brand strategies and 2) to provide the appropriate theories, models, and research tools to make better branding decisions. Course covers the role of brands, the concepts of brand equity, ways to build and measure brand equity, and how to implement a brand measurement system.

**INB 390 Special Topics in International Business**: Deals with significant economic, political, social,

and ethical problems facing global businesses. Conducted as a seminar with discussion based on current journal articles. *Prerequisites*: *INB 300* and junior/senior *INB* major.

**INB 397 International Business Internship**: Designed to provide students with carefully monitored work or service experience in international business environments. Students may choose internships from a list of opportunities generated by Career Services or they may develop their own internships (within College guidelines). *Prerequisites*: *INB 300* and junior standing.

**INB 450 Global Business Strategy**: Examines the process, problems, and consequences of creating, implementing, and evaluating business strategy on a global scale. Students will make several formal presentations focusing on situational analysis, formulation of objectives and strategies, implementation of action plans, and evaluation of results. Taught from a managerial perspective using case studies. *Prerequisites*: *INB 337, INB 345,* and *INB 372.*

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

**Student Records**

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# Jewish Studies (minor only)

Changes effective Fall Term 2007

*Faculty teaching Jewish Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The Jewish studies program focuses on the academic investigation of the religion, history, and culture of the Jewish people and the study of the interaction of this culture with the civilizations of the world.

This program identifies and combines courses in the departments of philosophy and religion, English, modern languages and literatures, art, music, and anthropology. Time periods and geographical areas covered range from ancient Israel to contemporary American society. The multidisciplinary approach of the program includes biblical studies, history of religions, intellectual history, European studies, art, music, archaeology, literature, women's studies, and philosophy.

The Jewish studies minor may be particularly beneficial for students interested in graduate studies in religious studies, international politics, history, comparative literature, modern languages, classics, or ancient Mediterranean studies. In addition, the Jewish studies minor would serve students who pursue the fields of education, social work, communal service, public administration, law, foreign service, the ministry and/or the rabbinate.

**MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses, three (3) electives, and a senior independent study research paper.

CORE COURSES

- **REL 125 Hebrew Bible**
- **REL 217 Jewish Life and Thought**

ELECTIVES
Three (3) of the following, two (2) of which must be at the ***300 level*** or higher.

- **ANT 338 Biblical Archaeology**
- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 305 Art and Archaeology of Classical Israel**
- **ENG 231 The Bible as Literature**
- **GMN 266 The Holocaust**
- **GMN 331 Survey of German Literature I: Germans and Jews**
- **HEB 101/102 Elementary Hebrew**
- **MUS 372 From Sinai to Symphony: A Survey of Jewish Music**
- **PHI 314 Spinoza: Secular Jewish Philosopher**
- **PHI 319 Evil and the Search for Meaning after the Holocaust**
- **REL 223 Contemporary Jewish Literature and Film**
- **REL 228 Women in Judaism and Islam**
- **REL 333 Modern and Contemporary Jewish Thought**

Additional electives to be approved by the coordinator include study abroad at Hebrew University and/or other Israeli institutions of higher education, summer study courses, and archaeological excavations in Israel, service learning courses, and internships.

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

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# Latin American and Caribbean Studies

Changes effective Spring Term 2012

| | | | |
|---|---|---|---|
| *Allen* | *Barreneche* | *Biery-Hamilton* | *Boniface* |
| *Diaz-Zambrana* | *Kistler* | *Lines* | *Prieto-Calixto* |
| *Siry* | *Taylor* | *Tom* | |

The Latin American and Caribbean Studies (LACS) program is a holistic and interdisciplinary field of study that explores, among other themes, the diverse cultures, history, ideologies, languages, literatures, natural environment and political economy of Latin America and the Caribbean as well as the challenges facing this critical region in the twenty-first century. Latin America and the Caribbean are important in a local and national sense because of the region's many connections to Florida and the United States. Latin America and the Caribbean are also critical in a global sense because of its rising economic and geopolitical significance.

The program is designed to educate students for global citizenship and responsible leadership, and to prepare graduates for productive careers in business, government, and other professions. Students majoring in Latin American and Caribbean Studies are expected to:

- Demonstrate a breadth and depth of knowledge of the forces that have shaped the region of Latin America and the Caribbean.
- Learn to think critically about a region that is deeply connected to but also distinct from (North) American society.
- Achieve competence in Spanish, Portuguese or French.

Students are encouraged to experience cultural immersion by participating in one of Rollins' overseas programs to the region.

## MAJOR REQUIREMENTS

Ten (10) courses (40 semester hours) are required. At least seven (7) of these courses must be completed at Rollins and five (5) must be at the ***300-400 level.*** The major consists of two core courses, at least one advanced course in modern languages, three divisional courses, and four elective courses (or sixteen semester hours in any combination). Only two (2) courses taken to fulfill requirements in another major or minor from the departments listed below, and with a concentration on Latin America or the Caribbean, may count toward meeting the requirements of the major in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSES *(two courses required)*

- **LAC 200 Foundations of Latin American and Caribbean Culture and Society**
- **LAC 400 Seminar in Latin American and Caribbean Studies (capstone seminar)**

FOREIGN LANGUAGE REQUIREMENT *(one course required)*

- **Modern Languages (300- or 400-level, Spanish, French, or Portuguese)**

All Latin American and Caribbean Studies majors are required to take one (1) course in Spanish, French, or Portuguese at the ***300-*** or ***400-level,*** *including* those students who have native proficiency. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the required ***300-400 level*** courses. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through courses in Spanish should select from the following list.

- **SPN 302 Spanish for Advanced Communication**
- **SPN 303 Business Spanish for Non-Native Speakers**
- **SPN 322 Peoples and Cultures of Latin America**
- **SPN 330 U.S. Latino Literature: Writings from Migration and Exile**
- **SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:**
- **SPN 334 Latin American Identity in Literature**
- **SPN 336 Latin American Short Fiction: Telling Stories**
- **SPN 337 Performing Identity: Hispanic Theatre Today**
- **SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins**
- **SPN 340 Hispanic Caribbean Literature: Culture Clash**
- **SPN 342 Latin American Film**
- **SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics**
- **SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation**

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a 300-level course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

DIVISIONAL COURSES *(three courses required)*

- **Three (3) courses chosen from three (3) different disciplines, anthropology, economics, environmental studies, political science, and humanities (as approved by the LACS Director, are required.)**

ANTHROPOLOGY COURSES

- **ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)**
- **ANT 315 Women in the Developing World (focus on Latin America)**
- **ANT 345 Brazilian Amazon: Culture and Environmental Change**
- **ANT 365 Real and the Supernatural in Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ECONOMICS COURSES

- **ECO 126 Economics and Public Policy**
- **ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)**
- **ECO 254 The Latin American Economies**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ENVIRONMENTAL STUDIES COURSES

- **ENV 206 Caribbean Environmental History**
- **ENV 305 Topic: Environmental Issues in Latin America**
- **ENV 323 Conservation of Biodiversity**
- **ENV 348 Sustainable Development**
- **ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)**
- **ENV 365 Environment and Development in Central America**
- **ENV 375 Island Economics and Sustainable Development in the Caribbean**
- **ENV 385 Sustainable Development in the Amazon Basin**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

POLITICAL SCIENCE COURSES

- **POL 312 Problems of Latin America**
- **POL 317 Latin America and the United States in World Politics**
- **POL 321 The Politics of Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

HUMANITIES COURSES

- **A course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ELECTIVE COURSES *(16 semester hours in any combination)*

Students must complete sixteen (16) semester hours of additional courses on Latin American and the Caribbean. These semester hours may be fulfilled by taking additional courses from the list above (including modern languages), or may be fulfilled by any of the following.

- **International field study courses in Latin American or the Caribbean**
- **Topical courses with a LAC course designation (i.e., LAC 205)**
- **Study abroad courses approves by the LACS Director**
- **SPN 290 Introduction to Hispanic Literature**

**MINOR REQUIREMENTS**

The minor in Latin American and Caribbean Studies is designed to complement a number of existing majors at the College by adding an international dimension. The minor is comprised of six (6) courses on Latin American and the Caribbean, including one (1) core course, and five (5) elective courses (or twenty semester hours in any combination); at least three (3) of which must be at the ***300- 400-level.*** Only two (2) courses taken to fulfill requirements in another major or minor from the departments listed above, and with a concentration on Latin American or the Caribbean, may count toward meeting the requirements of the minor in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSE *(required)*

- **LAC 200 Foundations of Latin American and Caribbean Culture and Society**

ELECTIVE COURSES *(five courses or 20 semester hours in any combination)*

Five (5) courses chosen from the list below; no more than three (3) courses can be taken from the same discipline.

ANTHROPOLOGY COURSES

- **ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)**
- **ANT 315 Women in the Developing World (focus on Latin America)**
- **ANT 345 Brazilian Amazon: Culture and Environmental Change**
- **ANT 365 Real and the Supernatural in Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the**

**Latin American and Caribbean Studies Steering Committee**

ECONOMICS COURSES

- **ECO 126 Economics and Public Policy**
- **ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)**
- **ECO 254 The Latin American Economies**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

ENVIRONMENTAL STUDIES COURSES

- **ENV 206 Caribbean Environmental History**
- **ENV 305 Topic: Environmental Issues in Latin America**
- **ENV 323 Conservation of Biodiversity**
- **ENV 348 Sustainable Development**
- **ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)**
- **ENV 365 Environment and Development in Central America**
- **ENV 375 Island Economics and Sustainable Development in the Caribbean**
- **ENV 385 Sustainable Development in the Amazon Basin**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

LATIN AMERICAN AND CARIBBEAN STUDIES COURSES

- **Any topics class with a LAC designation (i.e., LAC 205)**

POLITICAL SCIENCE COURSES

- **POL 312 Problems of Latin America**
- **POL 317 Latin America and the United States in World Politics**
- **POL 321 The Politics of Latin America**
- **A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

MODERN LANGUAGES COURSES

- **Spanish, French, or Portuguese (300- or 400-level)**

Latin American and Caribbean Studies minors are required to take one (1) course in Spanish, French, or Portuguese at the ***300-*** or ***400-level*** as an elective in the minor. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the required ***300-400 level*** course. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through a course in Spanish should select from the following list.

- **SPN 302 Spanish for Advanced Communication**
- **SPN 303 Business Spanish for Non-Native Speakers**

- **SPN 322 Peoples and Cultures of Latin America**
- **SPN 330 U.S. Latino Literature: Writings from Migration and Exile**
- **SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:**
- **SPN 334 Latin American Identity in Literature**
- **SPN 336 Latin American Short Fiction: Telling Stories**
- **SPN 337 Performing Identity: Hispanic Theatre Today**
- **SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins**
- **SPN 340 Hispanic Caribbean Literature: Culture Clash**
- **SPN 342 Latin American Film**
- **SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics**
- **SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation**

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a ***300-level*** course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

HUMANITIES COURSES

- **A course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee**

INTERNATIONAL FIELD STUDY COURSES

- **International field study courses in Latin American or the Caribbean**
- **Study abroad courses approves by the LACS Director**

# Course of Study

**LAC 200 Foundations of Latin America and Caribbean Culture & Society.** Surveys Latin American and Caribbean history, anthropology, and literature. Addresses the region's prehistory, colonialism, slavery, kinship, music, dance, race and identity, tourism, transnational encounters, and globalization.

**LAC 201 Foundations of Caribbean Culture and Society:** Explores history from 1492 to present: Africa in New World; colonial heritage; slavery; ideological and sociopolitical background of Caribbean society; plantation system; contemporary social structure; ethnicity and ethnic-group relations; major themes of English, Spanish, and French Caribbean literature; folklore and religion; U.S.-Caribbean international relations; and future of region. Taught in English.

**LAC 325 Women in Latin America:** Explores women's experience in Latin America as they negotiate their lives within a context of constraints and opportunities that range from how they conceive of themselves, to their status and role within the family and community, to global influences. *Prerequisite*: one ***ANT***, ***LAC***, or international relations course.

**LAC 400 Seminar in Latin American and Caribbean Studies:** Highlights research on contemporary problems. May delve into health of institutions in light of economic development (and underdevelopment); revolution and radicalization of masses; overpopulation, land scarcity, and hunger; human rights; role of elite in social and political life; social activism of the Catholic Church; and today's revolutions. Taught in English. *Prerequisites*: second-semester junior or senior standing, ***LAC 200***, and ***LAC 201***.

**LAC 415 Seminar: Women and Health in Latin America:** Explores cross-cultural concepts of health and healthcare with an emphasis on the needs of women in Latin America. Examines the effect of poverty, race, social class, economic activities, migration, rural or urban location, diseases enhanced by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and birth control policies and cultural values about birth control on women's health in general, and reproduction and life expectancy, in particular. *Prerequisite*: one ***ANT*** or ***LAC*** course.

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# Marine Biology

Effective Spring Term 2012

*Gregory* *Harper* *Klemann* *Schmalstig*

*Small* *Stephenson* *Sutherland* *Walsh*

The major in marine biology provides students with a broad understanding of the basic biological and ecological principles as they relate to the marine ecosystems. Core courses will expose students to the discovery nature of science and educate them in their roles as global citizens in preserving the health of the marine environment. The major prepares students to enter careers and advanced studies in biological research, environmental science, and conservation.

**MAJOR REQUIREMENTS**

Thirteen (13) courses are required: eight (8) core marine biology courses, three (3) core chemistry courses, one (1) biology elective course, one (1) approved field experience in marine biology, and satisfactory performance on a comprehensive standard exam. At least eight (8) of the thirteen (13) courses required for the marine biology major must be taken at Rollins College or as part of a Rollins-sanctioned program. Of these eight (8), at least five (5) must be ***BIO*** prefix courses beyond ***BIO 120/121.*** **Students may not simultaneously major or minor in marine biology and biology, or biochemistry/molecular biology.**

CORE BIOLOGY COURSES (eight courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 210 Introduction to Marine Science**
- **One course in marine organisms**
  - **BIO 211 Marine Botany**
  - **BIO 236 Invertebrate Zoology**
  - **BIO 240 Biology of Fishes**
- **One course in molecular biology/genetics**
  - **BIO 308 Genetics OR BIO 341 Molecular Biology**

- **BIO 341 Molecular Biology**
- **BIO 316 Ecology**
- **BIO 335 Marine Biology with Laboratory**
- **BIO 435 Senior Seminar in Marine Biology OR approved BIO 499 in Marine Biology**

FIELD STUDY REQUIREMENT
An approved field experience in marine biology is required and may be satisfied by one of the following.

- **BIO 388 Marine Biology Laboratory (prerequisite BIO 210 Introduction to Marine Sciences) OR**
- **One (1) semester in residence at an approved marine field station OR**
- **One (1) approved internship**

CORE PHYSICAL SCIENCE COURSES

- **CHM 120 General Chemistry I**
- **CHM 121 General Chemistry II**
- **CHM 220 Organic Chemistry I**

BIOLOGY ELECTIVE
Six (6) semester hours.

Any biology course above ***BIO 210***. Courses from the core groupings, other than those used to fulfill the core requirements, may be used to satisfy the requirement. One (1) Biology internship (***BIO 296***, ***BIO 396***, or ***BIO 496***) may be used as an elective. The course(s) used to fulfill the biology elective for the Marine Biology major may not be used to satisfy the requirements of other majors.

RECOMMENDATIONS

Students preparing for graduate programs in Marine Biology, Biology, or Professional schools in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy require a thorough introduction to physics and calculus. Therefore, they are advised to take ***CHM 221, PHY 120/130*** and ***PHY 121/131***, a calculus course and a statistics course.

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# Mathematics

Changes effective Fall Term 2011

*Anderson, M.* *Boyd* *Rejniak* *Teymuroglu*

*Vitray* *Yellen*

One of the distinguishing characteristics of the Department of Mathematics and Computer Science is its commitment to quality teaching, which promotes active learning on the part of students. Faculty work closely with students to ensure that each has a successful educational experience. To this end, the department has been involved in the calculus reform movement since its beginnings and, as a result, nonlecture methods, coupled with technology, are used in many classes.

The Rollins mathematics curriculum is flexible enough to prepare a major for a wide choice of career options, such as graduate work in pure or applied mathematics, statistics, economics, secondary education, actuarial science, government, industry, or law school.

**MAJOR REQUIREMENTS**

Fourteen (14) courses are required: ten (10) core courses and four (4) electives.

CORE COURSES

- **MAT 111 Calculus I**
- **MAT 112 Calculus II**
- **MAT 140 Introduction to Discrete Mathematics**
- **MAT 211 Calculus III**
- **MAT 219 Probability and Statistics**
- **MAT 230 Linear Algebra**
- **MAT 330 Proof and Abstraction**
- **MAT 455 Real Analysis OR MAT 475 Abstract Algebra I**
- **MAT 485 Senior Seminar in Mathematics**
- **CMS 167A/167B Introduction to Computing**

ELECTIVES
Four (4) additional courses in mathematics: two (2) at or above the ***300 level*** and two (2) at the ***400 level.***

TYPICAL SCHEDULE
There are a variety of ways in which students interested in mathematics can complete the major. However, by the end of the junior year, majors should complete all core courses numbered ***330*** or below and have taken one elective. This will leave ***MAT 455/475, MAT 485,*** and three electives for the senior year.

**MINOR REQUIREMENTS**

Eight (8) courses from the major requirements, excluding ***MAT 485***.

# Course of Study

**MAT 103 Quantitative Reasoning:** Covers collection of data and analysis of everyday quantitative information using spreadsheets or statistical packages. Touches upon population vs. sample, parameter vs. statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

**MAT 106 Geometry for Teachers:** Explores fundamental concepts of Euclidean geometry, transformational geometry, and graph theory, including area, volume, and scaling; polygons, polyhedra, and angles; and circles, spheres, and symmetry.

**MAT 107 Mathematics for Teachers:** Explores areas of mathematics of importance to elementary school teachers. Emphasis on developing students' ability to solve problems in the areas of set theory, number theory, algebra, and geometry.

**MAT 108 Essential Math:** Basic mathematical competency course required for Rollins Plan students. Covers displaying and describing data; functions including linear, exponential and multivariable; linear regression and correlation; and basic probability. *Prerequisite*: high school Algebra II.

**MAT 109 Precalculus Mathematics:** Discusses function, including behavior and properties of elementary functions -- polynomial, rational, exponential, and trigonometric. Stresses understanding of graphs through use of graphing calculator. Requires review of algebra but no use of calculus. Prepares students for***MAT 110*** and ***MAT 111.***

**MAT 110 Applied Calculus:** Applies concept of derivative to economics, business, and life sciences. Includes partial differentiation with applications. *Prerequisite*: ***MAT 109*** or consent. Not open to students with credit in ***MAT 111***.

**MAT 111 Calculus I:** Investigates functions using fundamentals of calculus: limit, derivative, and integral. Uses current technology to support graphical, numeric, and symbolic approaches. *Prerequisite*:

high school precalculus or equivalent.

**MAT 112 Calculus II:** Emphasizes applications of integrals, methods of integration, power series, and differential equations in the continuing investigation of functions. *Prerequisite: MAT 111.*

**MAT 140 Introduction to Discrete Mathematics:** Provides the foundation essential for sound mathematical reasoning and computer science. Topics include, but are not restricted to, propositional and predicate logic; proof strategies and induction; sets, functions, and recursion; elementary counting techniques; and number systems.

**MAT 201 Mathematics of Gaming:** Uncovers the mathematics behind games of chance. Students will learn probability theory and statistical methods through the study of such games as roulette, craps, backgammon, poker, and blackjack. Suitable for nonmajors. *Prerequisite:* sophomore, junior, or senior standing.

**MAT 211 Calculus III:** Follows **MAT 112** or **MAT 114.** Explores vectors, directional derivatives, and gradient; functions of several variables; partial derivatives and applications; multiple integrals; and other coordinate systems. *Prerequisite: MAT 112.*

**MAT 219 Probability and Statistics:** Delves into sample spaces, conditional probability, random variables, expectations and distributions, moment-generating functions, central-limit theorem, and introduction to estimation, confidence intervals, and hypothesis testing. *Prerequisites: MAT 112* or *MAT 140.*

**MAT 230 Linear Algebra:** Highlights connections between matrices and systems of equations. Uses technology extensively to examine Euclidean n-space, linear independence, spanning, bases, Gaussian elimination, matrix algebra, determinants, eigen values and eigenvectors, and Gram-Schmidt orthogonalization. *Prerequisite: MAT 111* or*CMS 167A/167B.*

**MAT 301 Non-Euclidean Geometry**: Delves into the realms of Euclidean and Non-Euclidean geometries. Studies finite geometries, neutral geometry, Euclidean geometry, and hyperbolic geometry. *Prerequisite:* one *200-level MAT* course.

**MAT 305 Ordinary Differential Equations:** Examines first-order equations and theory of linear differential equations: series solutions, systems of linear differential equations, and basic boundary-value problems and eigen values. *Prerequisite: MAT 112.*

**MAT 310 Applied Discrete Mathematics**: Builds on the foundation established in *Introduction to Discrete Mathematics*. Topics include, but are not restricted to, combinatorics and graph theory, Boolean algebra, digital logic circuits, functional programming, models of computation, and computational complexity. *Prerequisite: MAT 140.*

**MAT 320 Math Methods for Physical Sciences I:** Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. *Prerequisite: MAT 112* or equivalent preparation.

**MAT 330 Proof and Abstraction:** Studies logic (including quantifiers) as well as sets, relations (including equivalence and order relations), functions (1-1, onto), and induction. Students test conjectures, write proofs, and provide counterexamples. Prerequisite: MAT 140 orMAT 230.

**MAT 340 Models and Algorithms in Graph Theory:** An applications-oriented course in graph theory. Topics include properties and representations of graphs, models, trees, connectivity, and traversal and graph-coloring algorithms. Applications are likely to include Chinese-Postman, Traveling-Salesman, software-testing, and time tabling. *Prerequisite: MAT 140.*

**MAT 370 Mathematical Statistics I:** Introduces random variables, moment-generating functions, functions of random variables, limit laws, point estimations and statistical inference, tests of hypotheses, and interval estimation. Uses commercial statistical packages. *Prerequisites: MAT 211* and*MAT 219.*

**MAT 390/490 Topics in Mathematics:** An intensive introduction to a specialized area of mathematics. *Prerequisite:* for *MAT 390, MAT 140* or *230*; for *MAT 490, MAT 330.*

**MAT 398 Directed Study:** Supervises individual study on such advanced topics as differential equations, linear programming, game theory, probability and statistics, and model theory. May be repeated for credit.

**MAT 410 Pure and Applied Graph Theory:** Topics include connectivity, traversals, network flow, and colorings, with balance given to theoretical aspects and their application to various areas in computer science, operations research, science, and engineering. *Prerequisites: MAT 140* and any *300-level MAT* course.

**MAT 419 Probabilistic Methods in Operations Research:** Applications-oriented operations research course that introduces a variety of probability models and solution methods to solve a broad range of real-world problems in science, financial engineering, economics, and management science. *Prerequisites:* **MAT 219** and one *300-* or *400-level MAT* course.

**MAT 440 Coding Theory:** Investigates means of encoding information in such a way as to be able to detect and/or correct transmission errors efficiently. *Prerequisite:* **MAT 330.**

**MAT 450 Mathematical Modeling:** Emphasizes creation of mathematical models representing real-world situations and use of models to formulate reasonable solutions to problems. Explores concepts from graph theory, probability, linear algebra, and differential equations. *Prerequisites:* **MAT 140, MAT 219, MAT 230, and MAT 305.**

**MAT 455 Real Analysis:** Examines structure of real numbers, including completeness, topological properties, limits of sequences, continuity, uniform continuity, boundedness, and derivatives. Students write proofs and produce counterexamples. *Prerequisites:* **MAT 112** and **MAT 330.**

**MAT 460 Complex Analysis:** A rigorous study of the functions of a complex variable. Topics include complex derivatives, contour integrals, series representations of analytic functions, residues, and some applications. Prerequisites: **MAT 112** and **MAT 330.**

**MAT 470 Mathematical Statistics II:** Continues Mathematical Statistics I with ranking and selection procedures, decision theory, nonparametric statistical inference, regression and linear statistical inference, multivariate analysis, and time-series analysis. Uses commercial statistical packages. *Prerequisites:* **MAT 230** and **MAT 370.**

**MAT 475 Abstract Algebra I:** Acquaints students with large collection of groups and with Cayley's

theorem, Lagrange's theorem, and fundamental homomorphism theorem. Emphasizes production of accurate, concise proofs. *Prerequisite:* **MAT 330**.

**MAT 485 Senior Seminar in Mathematics:** Requires students to prepare, deliver, and evaluate oral presentations based on their readings of mathematical literature. *Prerequisite:* one *400-level MAT* course or consent.

**MAT 499 Independent Study:** Covers selected topics in mathematics. May be repeated for credit.

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# Middle Eastern and North African Studies (minor only)

Changes effective Fall Term 2012

*Faculty teaching Middle Eastern and North African Studies include members of the Humanities and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

Nationwide, there has been an increased interest in the Middle East and North Africa, a region not well understood by most Americans. The minor in Middle Eastern and North African (MENA) Studies offers a thorough survey of the cultures, politics, and religions of the region throughout history, with a strong focus on the contemporary period. Short-term or semester-long field studies are also encouraged, with students in recent years electing to spend time studying in Morocco, Jordan, and Israel.

**MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses and four (4) electives.

CORE COURSES

- **ANT 255 - Middle East Culture**
- **POL 304 - Middle East Politics**

ELECTIVES
Choose four (4) courses listed in the schedule of classes as MENA electives that meet the following criteria.

- **No more than two (2) language courses may count toward the minor**
- **No more than three (3) courses may be taken from any one department**
- **At least one elective must be at the 300-level or above**

- **Courses taken during semester-long field studies at universities in the Middle East and North Africa may also serve as electives, to be approved on a case-by-case basis**

ELECTIVE COURSES

- **ARA 101 Elementary Arabic I**
- **ARA 102 Elementary Arabic II**
- **ARA 201 Intermediate Arabic I**
- **ARA 202 Intermediate Arabic II**
- **ANT 277 Women & Gender in the Middle East and North Africa**
- **ARH 218 Archaeology of Egypt and the Near East**
- **FRN 320 Introduction à la civilization maghrébine**
- **HBR 101/102 Elementary Hebrew**
- **HBR 201 Intermediate Hebrew**
- **PHI 205 Middle Eastern Humanities**
- **POL 306 Muslims in Western Politics**
- **POL 307 Islam and Politics**
- **REL 125 Hebrew Bible (Old Testament)**
- **REL 217 Jewish Life and Thought**
- **REL 219 Islam: Religion and Society**
- **REL 223 Contemporary Jewish Literature and Film**
- **REL 228 Women and Religion**
- **REL 304 Jerusalem**
- **REL 351X Religion and Popular Culture**

# Course of Study

CORE COURSES

**ANT 255 Middle East Culture:** Explores everyday lives of people in the Middle East as they negotiate the challenges of globalization, new media, human rights discourses, religion, and the legacy of colonialism.

**POL 304 Middle East Politics:** Explores the politics of the Middle East and various approaches for analyzing its regional and international issues such as U.S. foreign policy in the region.

ELECTIVE COURSES

**ANT 277 Women and Gender in the Middle East and North Africa:** Explores the concept of gender in the Middle East and North Africa from an anthropological perspective. Examines how religion, cultural practices, media, politics, and social class affect men's and women's roles in work, family, and society.

**ANT 305 Middle Eastern Culture and Film:** Uses film as a lens through which we can understand Middle Eastern Cultures.

**ANT 377 Morocco: Culture and Society:** Seminar focused on Morocco's history and culture, as well as

its position as a developing nation.

**FRN 323 Introduction à la civilization maghrébine**: Explores the cultural and artistic expressions of Morocco, Algeria, and Tunisia. Focuses on works in French, with an emphasis on what can be learned about identity, history, politics and religion. In French.

**PHI 205 Middle Eastern Humanities**: Explores topics such as Middle Eastern religions, philosophy, literature, architecture, visual arts, music, and the effects of modernity on the Middle East.

**POL 306 Muslims in Western Politics**: Explores the characteristics of Muslim populations and their role in politics in the U.S. and three West European countries from a comparative perspective.

**POL 307 Islam and Politics**: Introduces Islam and covers Islamic theology, spirituality, jurisprudence, culture, and political ideology.

**REL 125 Hebrew Bible (Old Testament)**: Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

**REL 217 Jewish Life and Thought**: Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and changing world of women in contemporary Judaism.

**REL 219 Islam: Religion and Society**: Explores religious, cultural, political, and social dimensions of Islam, from beliefs and practices to relationship of Islam to the Judaeo-Christian heritage.

**REL 223 Contempoary Jewish Literature and Film**: Draws upon short stories, novels, and films that depict modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe, immigrant Jews in Israel and U.S., Holocaust, establishment of Israel and contemporary Israeli society, and tradition vs. modernity.

**REL 228 Women and Religion**: Studies the status, experiences, and contributions of women in world religions. Focuses on women in Judaism, Christianity, and Islam, and on contemporary feminist ideology and spirituality. Readings include sacred texts, history, theology, and anthropology. Discussions center around topics such as male and female concepts of the divine, gender roles, creation of new rituals, and women's ordination. Prerequisite: one ***REL*** or ***WMS*** course.

**REL 304 Jerusalem: History, Relgion, and Politics**: Examines the history of Jews, Christians, and Muslims in Jerusalem from the biblical period to the present. Focuses on religious teachings that expound notions of sacred land and the subsequent political dominations of the city, modern nationalist movements, and current debates and dialogues on the future of Jerusalem. Prerequisite: One ***REL*** course.

**REL 351X Religion and Popular Culture**: Focuses on the portrayal and treatment of religion in popular culture, and examines some of the ways that religious and mythic themes are expressed in films, music, television, and other pop culture venues.

LANGUAGE COURSES

**ARA 101 Elementary Arabic I: Introduces students to the fundamentals of the Arabic language.**

**ARA 102 Elementary Arabic II: Continues fundamental introduction to Arabic language. Prerequisite: *ARA 101.***

**ARA 201 Intermediate Arabic I: Reviews and builds on first year grammar and vocabulary. Prerequisite: *ARA 102.***

**ARA 202 Intermediate Arabic II: Reviews and builds on first year grammar and vocabulary. Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written skills. Prerequisite: *ARA 201.***

**HBR 101/102 Elementary Hebrew: Aimes for basic knowledge of modern Hebrew in both oral and written forms. Assigns readings on Jewish culture and history.**

**HBR 201 Intermediate Hebrew: Stresses reading, writing, speaking, grammar review, and lab. Offered alternate years as enrollment permits. Prerequisite: *HBR 102* or equivalent.**

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# Modern Languages and Literatures

Changes effective Spring Term 2012

| | | | |
|---|---|---|---|
| *Barreneche* | *Boguslawski* | *Decker* | *Diaz Zambrana* |
| *Lilienthal* | *Lima* | *Lohaus* | *Mésavage* |
| *Morales* | *Paniagua-Tejo* | *Prieto-Calixto* | *Smith* |
| *Tomé* | *Wei* | | |

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

The department offers majors and minors in French and Spanish, as well as minors in German and Russian.

**MAJOR REQUIREMENTS**

**FRENCH**
Eleven (11) courses are required above the ***100 level***: six (6) core courses and five (5) French electives at the ***300*** or ***400 level.***

*CORE COURSES*

- **FRN 201 Intermediate French I***
- **FRN 202 Intermediate French II****
- **FRN 301 Advanced French OR FRN 305 Business French OR FRN 311 Composition and Conversation**
- **FRN 320 Introduction to French Civilization**
- **FRN 331 Introduction to French Literature**
- **FRN 497 Senior Capstone Seminar in French**

*Students exempted from ***FRN 201*** must take either ***FRN 301*** OR ***FRN 305*** AND ***FRN 311***.

**Students exempted from both ***FRN 201*** and ***202*** must complete six (6) electives at the ***300*** or ***400 level***.

**SPANISH**

The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

NATIVE SPEAKERS PROGRAM

Eleven (11) courses are required above the ***100 level***.

- **SPN 290 Introduction to Hispanic Literature**
- **Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334**
- **Five (5) electives at the 300 level or above at Rollins or in the Asturias program in Spain**
- **Two (2) 400-level courses in Spanish**
- **SPN 497 Senior Capstone Seminar**

NONNATIVE SPEAKERS PROGRAM

Eleven (11) courses are required above the ***100 level***.

- **Two (2) electives at the 200 level**
- **SPN 290 Introduction to Hispanic Literature**
- **Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334**
- **Four (4) electives at the 300 level or above at Rollins or in the Asturias program in Spain**
- **One (1) 400-level course in Spanish**
- **SPN 497 Senior Capstone Seminar**

DIAGNOSTIC TEST FOR ALL SPANISH MAJORS

All prospective Spanish majors must take a diagnostic test, ideally in sophomore year. Faculty administer the test during spring term and discuss results with each student. Transfer students should take the exam as soon as possible after matriculating at Rollins.

SENIOR CAPSTONE SEMINAR IN SPANISH

**SPN 497 Senior Capstone Seminar**, a required, 1/2-unit course, meets once a week during the spring. It helps majors prepare for the final, comprehensive, capstone exam in Spanish, which tests student abilities in all areas of Spanish language and Hispanic literature and culture. Faculty provide suggested and required bibliography.

**MINOR REQUIREMENTS**

**FRENCH**

Six (6) courses are required: four (4) core courses ***(FRN 201, FRN 202, FRN 301*** and/or ***FRN 305*** and/or ***FRN 311, FRN 320***, and/or ***FRN 331)*** and two (2) electives in French. *NOTE: Students exempt from intermediate courses must take the four (4) **300-level** courses in the core and two (2) electives.*

**GERMAN or RUSSIAN**
Six (6) courses at the ***200, 300,*** or ***400 level*** are required. At least three (3) courses must be taken on the Rollins campus.

**SPANISH**

NATIVE SPEAKERS PROGRAM
Six (6) courses are required.

- **Five (5) electives at the 300 level**
- **One (1) elective at the 400 level**

NONNATIVE SPEAKERS PROGRAM
Six (6) courses are required.

- **Three (3) electives at the 200 level**
- **Three (3) electives at the 300 level**

**STUDY ABROAD**
Qualified Rollins students may participate in foreign study programs by:

- applying for admission to a foreign university;
- applying for admission to an approved foreign-study program administered by another U.S. college, university, or consortium; or
- participating in Rollins College's own overseas programs. Rollins offers a summer and semester program in Spain and occasional programs in places like Russia, Germany, and France.

Students who choose either of the first two options must complete request-for-study-abroad forms available at the Office of International Programs. With approval of the department, courses in accredited academic programs abroad may count toward a language major, if taken in the foreign language.

# Course of Study

**COURSES TAUGHT IN ENGLISH**

**EUR 120/320 The European Union: A Cultural Evolution:** Examines development of the European Union from the Treaty of Rome in 1957, to the Treaty of Nice in 2001. Explores institutions, focusing on various cultural aspects that have been integrated into the Union. *Prerequisite for **EUR 320** only:* a ***300-level*** course in French, German, or Spanish.

**FRN 242 Imaginary Voyages in French Prose Fiction:** Investigates genre's polemic. Concentrates on utopian motif, characterization of non-Europeans, and changing social, political and philosophical concepts presented by French authors from Middle Ages to present -- Chretien de Troyes, Rabelais, Voltaire, Verne, Celine, Butor, and Tournier.

**GMN 221 Germany Today: East Meets West:** Examines German society in 20th century: political institutions, political parties, educational system, media, industry and trade unions, role of women, youth, foreign workers, and cultural scene.

**GMN 241 There's No Place Like Home:** Contrasts German ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in folk tales, novels, and films.

**GMN 252 Looking Back at the Third Reich:** Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums.

**LIT 231 Survey of German Literature I:** Spotlights specific themes in German literature such as *Madness and Evil* or *Germans and Jews*. Students read works in English.

**LIT 243 19th- and 20th-Century French Novel:** Examines the major literary trends and ideas of the 19th and 20th centuries as defined by the classic works by Hugo, Flaubert, Zola, Proust, Gide, and Camus through novels and films. Novels in translation, films subtitled.

**LIT 251 Fiction into Film:** Explores the relationship between some key works of German literature/biography and their film versions. Students read works in English.

**RSN 220 The Rise of Russia: From Its Beginnings to the First World War:** Surveys political, social, economic, and intellectual forces which shaped Russia. Touches upon origins of Kievan state, Christianization of Russia, Mongol invasion and occupation, rise of monasticism, formation of strong centralized state, Napoleon's invasion of Russia, reign of Nicholas I and the Crimean War, emancipation of serfs, first revolution, and Russia's involvement in WWI.

**RSN 221 Introduction to Russian Culture:** Reviews selected achievements of Russian culture from inception through the early 20th century. Topics include principles of Russian medieval painting and architecture, iconography, Russian baroque and neoclassical architecture, Russian folklore (including Propp's theory of fairy tales), 19th-century Russian realist painting, and Russian avant-garde art.

**RSN 222 History of Russian Painting:** Surveys 700 years of icons, frescoes, and mosaics; neoclassical and romantic painting; realist art; Russian avant-garde; and contemporary developments. Discusses artistic developments in other countries to demonstrate influences, borrowings, and original contributions of Russian artists.

**RSN 227 Russian Folklore through Film:** Examines fairy and folk tales, heroic epic, mythology, folk architecture, and lacquer painting for insight into customs, beliefs, and the "Russian Soul."

**RSN 234 Russia in the Movies:** Examines movies from and about Russia, analyzing their historical, political, economic, and cultural background and discussing the issues which seem to be of utmost importance not only to the rapidly transforming Russian society, but also to every democratic country in the world.

**RSN 241 Masterpieces of 19th-Century Russian Prose in Translation:** Studies selected 19th-century Russian short stories and novels with emphasis on the intrinsic values of the works and their importance

to the development of Russian and world fiction.

**RSN 242 Masterpieces of 20th-Century Russian Prose in Translation:** Highlights literary devices, experimentation, stylistic and compositional innovations, and importance of works by Babel, Bulgakov, Zamyatin, Olesha, Fedin, Sokolov, Nabokov, and Solzhenitsyn.

**SPN 242 Masters of Latin American Fiction:** Analyzes writing by Amado (Brazil), Vargas Llosa (Peru), Fuentes (Mexico), Allende (Chile), Borges (Argentina), and Garcia Marquez (Columbia). Places works in sociohistorical context.

**MODERN LANGUAGES**

**COURSES TAUGHT IN FOREIGN LANGUAGES**

Language determines prefix: Arabic (ARA), Chinese (CHN), French (FRN), German (GMN), Hebrew (HBR), Brazilian Portuguese (PTG), Russian (RSN), Spanish (SPN).

ARABIC

**ARA 101 Elementary Arabic I:** Introduces students to the fundamentals of the Arabic language.

**ARA 102 Elementary Arabic II:** Continues fundamental introduction to Arabic language. *Prerequisite: **ARA 101.***

**ARA 201 Intermediate Arabic I:** Reviews and builds on first year grammar and vocabulary. *Prerequisite: **ARA 102.***

**ARA 202 Intermediate Arabic II:** Reviews and builds on first year grammar and vocabulary. Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written skills. *Prerequisite: **ARA 201.***

CHINESE

**CHN 101 Elementary Mandarin Chinese I:** Introduces students to the fundamentals of the Mandarin Chinese language.

**CHN 102 Elementary Mandarin Chinese II:** Develops student's vocabulary and grammatical skills in the Mandarin Chinese language. *Prerequisite: **CHN 101*** or equivalent.

**CHN 151 Elementary Chinese Conversation in the Language Living and Learning Community:** Students in the Language Living and Learning Community work with the Chinese native-speaker tutor to make level-appropriate presentations.

**CHN 152 Elementary Chinese Conversation II:** Students work with the Chinese native-speaker tutor to make level-appropriate presentations and learn more about Chinese language, culture, and every day life. *Prerequisite: **CHN 101.***

**CHN 201 Intermediate Chinese I:** Reviews the basic structure of Mandarin Chinese grammar and the rules of pronunciation. Develops vocabulary, expression building, reading, and writing. *Prerequisite:*

***CHN 102*** or equivalent.

**CHN 202 Intermediate Chinese II:** Enhances student's skills in writing, reading, and comprehension of Mandarin Chinese. *Prerequisite:* ***CHN 201*** or equivalent.

**CHN 251 Chinese Conversation II:** Complements the grammatical and structural content of 200 and 300-level language courses. Focuses on verbal communication skills. *Prerequisite:* ***CHN 151.***

**CHN 301 Advanced Chinese I:** For students with intermediate level of Mandarin Chinese to develop their all-around skills of the language, with particular attention to speech and reading skills. *Prerequisite:* ***CHN 202*** or equivalent.

**CHN 302 Advanced Chinese II:** Enables students with an intermediate level of Mandarin Chinese to further develop conversation and composition skills. *Prerequisite:* ***CHN 301*** or equivalent.

**CHN 401/402 Advanced Chinese III/IV:** Further develops students language and cultural competence through selected readings of authentic materials and hybrid media content, emphasizing pragmatic Chinese, spoken and written. *Prerequisite:* ***CHN 302.***

FRENCH

**FRN 101 Elementary French I:** Stresses speaking through intensive oral practice of grammar and vocabulary. Includes short readings, cultural materials, and lab work. For beginners or those with one year of high school French.

**FRN 102 Elementary French II:** Drills grammar and vocabulary. Includes readings, cultural materials, and lab work. *Prerequisite*: ***FRN 101*** or no more than two years of high school French.

**FRN 201 Intermediate French I:** Reviews and builds upon grammar while emphasizing vocabulary and more challenging reading and writing assignments. Lab work. *Prerequisite*: ***FRN 102*** or no more than three years of high school French.

**FRN 202 Intermediate French II:** Focuses on reading, writing, and speaking to improve grammar, vocabulary, and cultural background. Lab work. *Prerequisite*: ***FRN 201*** or four years of high school French.

**FRN 301 Advanced French:** Discusses short literary texts. Assigns grammar exercises and compositions related to readings. *Prerequisite*: ***FRN 202*** or consent.

**FRN 305 Business French:** Provides the essential terminology of commerce and industry needed to function in the world of business: banking, stock markets, post office, commercial correspondence, or interning for a French company. Taught in French.

**FRN 311 Composition and Conversation:** Uses readings on French culture and literature as basis for class discussions. Requires compositions and oral presentations. *Prerequisite*: ***FRN 202*** or consent.

**FRN 320 Introduction to French Civilization:** Explores cultural, social, political, economic, religious, intellectual, and linguistic aspects of French civilization. Highlights conflict between traditional and modern values in education, family, employment, and status of women and minorities. Varies focus

(metropolitan France or Francophone countries outside Europe) year to year. May be repeated for credit.

**FRN 331 Introduction to French Literature:** Analyzes poetry, essays, drama, and fiction structurally and contextually. Varies period or genre. *Prerequisite*: ***FRN 202*** or consent.

**FRN 441 The French Novel:** Traces development of novel from 17th century to present. Includes such authors as Mme. de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. *Prerequisite*: one ***300-level*** French course.

**FRN 451 French Poetry:** Chronicles development of poetry from Middle Ages to present. Presents work by La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chenier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarme, Apollinaire, Valery, Eluard, and Prevert. *Prerequisite*: one ***300-level*** French course.

**FRN 461 Le Théâtre Français:** Follows French theatre from 17th century to present. Assigns plays by Corneille, Racine, Moliére, Beaumarchais, Marivaux, Musset, Vigny, Hugo, Monterlant, Anouilh, Genet, Cocteau, Girandoux, Salacrou, Pagnol, Sartre, and Ionesco. *Prerequisite*: one ***300-level*** French course.

**FRN 481 Seminar:** Explores such topics as history of ideas; French nonfiction, short stories, or new novels; avant-garde theatre; Francophone literature from Canada, Africa, or Caribbean. May be repeated for credit. *Prerequisite*: one ***300-level*** French course or consent.

**FRN 497 Senior Capstone Seminar in French:** Prepares French majors for the *Comprehensive Examination in French*, a final exam given at the end of the semester to evaluate student abilities in French language, literature, and both French and Francophone civilizations. Includes reading lists and guidelines for exam preparation. Required of all senior French majors. *Prerequisites*: French major and senior standing.

GERMAN

**GMN 101 Elementary German I:** Introduces basics of reading, writing, listening, and speaking in German. Includes lab work and computer drills. For beginners or those with only one year of high school German.

**GMN 102 Elementary German II:** Develops vocabulary and grammatical skills. Includes lab work and computer drills. *Prerequisite*: ***GMN 101*** or no more than two years of high school German.

**GMN 161 Elementary German Conversation in the Language Living and Learning Community:** Students living in the Language Living and Learning Community work with the German native-speaker tutor to make level-appropriate presentations.

**GMN 201 Intermediate German I:** Reviews basic grammar while building vocabulary and reading comprehension. Includes computer drills. *Prerequisite*: ***GMN 102*** or no more than three years of high school German.

**GMN 202 Intermediate German II:** Enhances skills in writing, reading comprehension, and group discussion. *Prerequisite*: ***GMN 201*** or four years of high school German.

**GMN 261 Intermediate German Conversation and Culture:** Students work with the German native-speaker tutor to make level-appropriate presentations and learn more about German language, culture, and every day life. *Prerequisites:* ***GMN 101*** and***102.***

**GMN 311 Advanced Composition and Conversation:** Builds vocabulary by providing extensive practice in writing and conversing in German. *Prerequisite*: ***GMN 202*** or equivalent.

**GMN 331 Survey of German Literature:** Spotlights specific themes in German such as *Madness and Evil* or *Germans and Jews*. Students read larger texts in English with supplemental works in German. See ***LIT 231***.

**GMN 332 Survey of German Literature II:** Concentrates on 20th-century writers such as Mann, Kafka, Brecht, Bobrowski, Seghers, Eichinger, Hesse, Böll, and Dürrenmatt, as well as on cultural and literary developments. *Prerequisite*: ***GMN 202*** or consent.

**GMN 341 There's No Place Like Home:** Contrasts Germans ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in fairy tales, novels, and films. Students read larger texts in English with supplemental works in German.

**GMN 351 Fiction into Film:** Explores the relationship between some key works of literature/biography and their film versions. Students read larger texts in English with supplemental works in German. See ***LIT 251***.

**GMN 352 Looking Back at the Third Reich:** Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums. *Prerequisite:* ***GMN 202*** or consent.

**GMN 391 German Business and Media Language:** Investigates and develops vocabulary used in newspapers, business correspondence, television, and radio. *Prerequisite*: ***GMN 202*** or equivalent.

**GMN 392 German Cultural History:** Surveys cultural achievements from 800 AD to present. *Prerequisite*: ***GMN 202*** or equivalent.

**GMN 481 Seminar:** Probes literary, cultural, historical, political, or linguistic topics. May be repeated for credit. *Prerequisite*: one ***300-level GMN*** course or consent.

HEBREW

**HBR 101/102 Elementary Hebrew**: Aims for basic knowledge of modern Hebrew in both oral and written forms. Assigns readings on Jewish culture and history.

**HBR 201 Intermediate Hebrew**: Stresses reading, writing, speaking, grammar review, and lab. Offered alternate years as enrollment permits. *Prerequisite:* ***HBR 102*** or equivalent.

**HBR 202 Intermediate Hebrew**: Continues ***HBR 201***with emphasis on reading comprehension and expansion of vocabulary; oral and written proficiency; enhancement of cultural background; and application of grammatical concepts. Offered alternate years as enrollment permits. *Prerequisite:* ***HBR 201*** or equivalent.

PORTUGUESE

**PTG 101/102 Elementary Brazilian Portuguese:** Develops speaking, listening, reading, and writing skills. For beginners. *Prerequisite for **PTG 102 only: PTG 101*** or no more than two years of high school Portuguese.

RUSSIAN

**RSN 101 Elementary Russian:** Covers alphabet, pronunciation, basic vocabulary, and grammar. Lab work. For beginners or those who have taken one year of high school Russian.

**RSN 102 Elementary Russian:** Emphasizes vocabulary building, grammar, idiomatic expressions, reading, and translating. Lab work. *Prerequisite*: ***RSN 101*** or no more than two years of high school Russian.

**RSN 201 Intermediate Russian:** Reviews and builds upon first-year grammar and vocabulary. Aims to develop fluency in reading and translating. Acquaints students with Russia and former Soviet Union. *Prerequisite*: ***RSN 102*** or no more than three years of high school Russian.

**RSN 202 Intermediate Russian:** Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. *Prerequisite*: ***RSN 201*** or no more than four years of high school Russian.

**RSN 391 Tutorial in Russian Language:** Draws lessons in conversation, composition, grammar, and reading from materials chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

**RSN 393 Tutorial in Russian Literature:** Features materials chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

SPANISH

**SPN 101/102 Elementary Spanish I and II:** Introduces speaking, listening, reading, and writing. For beginners. *Prerequisite for **SPN 102 only**: **SPN 101*** or no more than two years of high school Spanish.

**SPN 110 Review of Elementary Spanish:** Reviews grammar and develops speaking, listening, reading, and writing skills. *Prerequisite*: ***SPN 102*** or no more than three years of high school Spanish.

**SPN 201 Intermediate Spanish I**: First of two-course sequence for intermediate-level Spanish curriculum. Develops writing, speaking, and reading skills through study of grammar and oral exercises.

**SPN 202 Intermediate Spanish II**: Second of two-course sequence for intermediate-level Spanish curriculum. Develops writing, speaking, and reading skills through study of grammar and oral exercises.

**SPN 210R Review of Intermediate Spanish**. Review of intermediate-level Spanish curriculum. Develops writing, speaking, and reading skills through study of grammar and oral exercises.

**SPN 210C Intermediate Spanish: Composition:** Enhancement of ability to write the language correctly, from simple paragraphs to longer essays. Emphasis on syntax, idioms, and current Spanish

usage. *Prerequisite*: ***SPN 102***, or***SPN 110***, or four years of high school Spanish.

**SPN 210G Intermediate Spanish: Grammar:** Intensive review of Spanish grammar. Practical application through written and oral exercises. Emphasis on idiomatic usage and expressions. *Prerequisite*: ***SPN 102***, or***SPN 110***, or four years of high school Spanish.

**SPN 210S Intermediate Spanish: Conversation:** Improvement of oral fluency and listening comprehension in Spanish through in-class drills, discussions, and presentations. *Prerequisite*: ***SPN 102***, or***SPN 110***, or four years of high school Spanish.

**SPN 290 Introduction to Hispanic Literature:** Improves interpretation, comprehension, and vocabulary skills by exposing students to a variety of writing styles: short stories, one-act plays, poetry, and essays. *Prerequisite*: ***SPN 210*** or consent.

**SPN 497 Senior Capstone Seminar:** Helps majors prepare for comprehensive capstone exam in language and culture. Taught collectively by Spanish faculty.

COURSES OFFERED IN ALTERNATE YEARS

**SPN 222 Spanish for Heritage Speakers:** Course designed to satisfy the needs of students from Hispanic backgrounds, to reactivate the student's Spanish, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, and to develop or augment academic language skills. *Prerequisite*: consent.

**SPN 302 Spanish for Advanced Communication:** Students will master all communicative skills in Spanish -- speaking, writing, and comprehension -- at an advanced level and will attain near-fluency. *Prerequisites*: two ***SPN 210*** courses or consent.

**SPN 303 Business Spanish for Non-Native Speakers:** Introduces business terminology, usage, and commercial correspondence. Teaches sensitivity to and appreciation of cultural differences in Hispanic business world. *Prerequisite*: two ***SPN 210*** or consent.

**SPN 321 Peoples and Cultures of Spain:** Considers historical, cultural, sociological, and political factors influencing Spanish society. *Prerequisite*: two ***SPN 210*** or consent.

**SPN 322 Peoples and Cultures of Latin America:** Explores historical, cultural, and political factors influencing Latin American society. *Prerequisite*: two ***SPN 210*** or consent.

**SPN 330 U.S. Latino Literature: Writings from Migration and Exile:** Presents literary texts of fiction and non-fiction written and published in Spanish, in the U.S., by writers of Hispanic heritage. Explores issues of exile, colonialism, statehood, cultural hybridization and immigration. *Prerequisite*: ***SPN 290*** or consent.

**SPN 331 Medieval Spanish Literature: Arabs, Jews, and Christians from Frontier to Empire:** Analyzes significant impact of conflictive coexistence of Christians, Arabs, and Jews on Medieval Spain through literature. *Prerequisite*: ***SPN 290*** or consent.

**SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:** Early Chronicles of the discovery, exploration, and conquest of America by Spain. *Prerequisite*:

*SPN 290* or consent.

**SPN 333 Golden Age of Spanish Literature: Imperial Spain and the Age of Conflict:** Studies literary responses to new constitution of Spain as Empire and new definitions of Spanish identity. Prerequisite: SPN 290 or consent.

**SPN 334 Latin American Identity in Literature:** Examines theories of Latin American identity through regional, national, and Pan American literary movements. Varied works and genres are studied, from the time of conquest through the 21st century. *Prerequisite*: *SPN 290* or consent.

**SPN 335 Modern Spanish Literature:** *Visions of Spain through Narrative, Theater, and Poetry:* Study of representative poetic, narrative, and dramatic texts from the 19th to 21st centuries. Emphasis on the technical and thematic innovations of the poetry, novel, essay, short story, and written dramatic texts, as well as the social and historical contexts that have shaped literary production. *Prerequisite*: *SPN 290* or consent.

**SPN 336 Latin American Short Fiction:** *Telling Stories:* Study of Latin American short narrative, including short stories, novellas, and theater. *Prerequisite*: *SPN 290* or consent.

**SPN 337 Performing Identity: Hispanic Theatre Today:** Analysis of Hispanic culture and identity as presented through several theatrical plays and performances in the Spanish-speaking U.S. and Latin America. Explores the concepts of self-identity, nation/narration and "performativity" during the 20th and 21st centuries. Taught in Spanish. *Prerequisite*: *SPN 290* or consent.

**SPN 338 Race, Class, and Gender in Latin American Literature:** *Voices from the Margins:* Studies the representation of marginalized segments of Latin American society through literature. Explores the literary expressions of feminist, indigenous, Afro-Caribbean, and gay writers of Latin America. *Prerequisite: SPN 290* or consent.

**SPN 340 Hispanic Caribbean Literature: Culture Clash:** Analysis of Caribbean culture as presented through the literature of the Spanish-speaking Caribbean. Explores the concepts of colonialism, nationalism, cultural hybridity, the Diaspora, and the Neo-Baroque from the Spanish conquest through the 21st century. *Prerequisite*: *SPN 290* or consent.

**SPN 341 Spanish Film/Cultural Trends:** Taking the history of Spanish film from its beginnings to the present as a point of departure, this course emphasizes the political, social, economic, and cultural contexts from where these films emerge. It also analyzes the specific techniques and strategies used by the films to tell stories. The objective of this course is to raise awareness about the role of film in modern Spain and about the ways in which it reflects Spanish culture. *Prerequisite*: two *SPN 210* or consent.

**SPN 342 Latin American Film:** Explores the tendencies and practices in Latin American cinema. Examines some of the most representative films produced in Latin America, considering the cultural, political, economical, and social contexts in which they were conceived and produced. Analyzes the diverse representations of culture, the construction of gender, and ultimately, the connection between national identity and filmmaking. Prerequisite: one *300-level SPN* class or native/near native proficiency in Spanish.

**SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics:** Explores the representations of crime, punishment, family structure, and national politics in Latin America during the 20th and 21st centuries. Examines the construction of national identity through the analysis of violence in different media, such as the detective genre, post-dictatorial fiction, film noir, and other expressions of popular culture. *Prerequisite: SPN 290* or consent.

**SPN 431 Spanish Literature:** *Fiction and Truth in Cervantes' Work:* Study of Cervantes' successful formula for the novel. Analyzes conflict between fiction and truth as basis for new realist novel proposed by Cervantes. *Prerequisite*: one Spanish or Latin American survey course or consent.

**SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation:** In depth study of the Latin American literary movements through a century of social and political change. Explores experimentalist writers, the Boom generation, post-modern literature, social realism, and testimonial literature. *Prerequisite*: *SPN 290* or consent.

**SPN 481 Seminar:** Probes literary, linguistic, or cultural topics. *Prerequisite*: one *300-level SPN* course or consent.

**Rollins in Asturias**

Rollins College offers an opportunity to study at the University of Oviedo, Asturias (Spain), for an academic year or a semester. The "Language and Culture Program" is offered in both fall and spring semesters and provides an intensive, in-depth experience in Spanish language, culture, and society, designed for intermediate to advanced students of Spanish who are eager to improve or achieve proficiency in their language skills. The "Direct Enrollment Program" is offered for the academic year or spring semester. It is for advanced or native speakers who want to take university courses in their major field of study. A third option allows students to combine the two programs.

Rollins students who are majoring in Spanish may apply up to three of their courses in Oviedo. Rollins students minoring in Spanish may apply up to two of their courses in Oviedo.

**Verano Español**

Rollins also offers a summer program in Spain, "Verano Español." This four- to six-week program is designed for students at all levels of language proficiency who want to experience a total immersion in Spanish language. Instructor's consent is required.

Rollins students who are majoring or minoring in Spanish may apply up to two "Verano" courses.

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

**Student Records**

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# Music

Changes effective SpringTerm 2012

*Archard* *Cook* *Crozier* *Foster*

*Lackman* *Ray* *Roos* *Sinclair*

The Virginia S. and W.W. Nelson Department of Music began as a conservatory of music even before the college's founding in 1885. The program is a charter member -- since 1931 -- of the National Association of Schools of Music, whose curricula guide the baccalaureate offerings.

Since the conservatory's restructuring as a liberal arts department in 1966, Rollins has continued to enjoy a reputation as one of the finest schools in the Southeast offering preprofessional music training.

The mission of the department is fourfold:

- to provide majors the best possible education in performance, historical literature, and theory -- the background necessary to pursue graduate work or a career in music;
- to open the curriculum to the wider campus community by encouraging nonmajors to take courses, including those designed specially for novices;
- to give all students -- majors and nonmajors--performance experience through choral and instrumental ensembles and individual training in applied music; and
- to offer the Central Florida community performances of outstanding merit by resident and guest artists, as well as opportunities to study music avocationally.

We are committed to music for all rather than music for the few.

**MAJOR REQUIREMENTS**

Fifty-six (56) semester hours are required: twenty-eight (28) in musicianship, twelve (12) in performance, and twelve (12) in electives, and four (4) in a senior capstone course.

MUSICIANSHIP AREA -- Twenty-eight (28) semester hours required.

- **MUS 152 Theory 2 (Harmony) with Lab** -- Four (4) semester hours required.
- **MUS 153-154 Keyboard Harmony I and II** -- Four (4) semester hours required.

- **MUS 251 Theory 3 (Counterpoint)** -- Four (4) semester hours required.
- **MUS 252 Theory 4 (Chromatic Harmony)** -- Four (4) semester hours required.
- **MUS 360 Music in the Global Environment** -- Four (4) semester hours required.
- **MUS 361 Music History: Renaissance/Baroque** -- Four (4) semester hours required.
- **MUS 362 Music History: Classic/Romantic** -- Four (4) semester hours required.

PERFORMANCE AREA -- Twelve (12) semester hours required.

- **MUA 200 Music Ensembles** -- Four (4) semester hours required.
- **MUA 201P OR 201C OR MUA 301 OR MUA 401 Applied Music** -- *Eight (8) semester hours required.*

MUSIC ELECTIVES -- Twelve (12) semester hours required.

- **Three (3) electives in music, two (2) of which must be at the 300 level or above**

SENIOR PROJECT -- Four (4) semester hours required.

- **MUS 495 Senior Project** -- Four (4) semester hours required.

ADDITIONAL REQUIREMENTS

- Pass a fundamental keyboard skills examination by the end of the sophomore year, or complete two (2) terms of secondary applied piano.
- Freshman Assessment: End-of-Year Self-Assessment, including portfolio; interview with Department of Music faculty.
- Sophomore Review: End-of-Year Self-Assessment, including portfolio; interview with Department of Music faculty.

**MINOR REQUIREMENTS**

Twenty-eight (28) semester hours are required.

- **MUS 151 Theory 1 with Laboratory** -- Four (4) semester hours required.
- **MUS 152 Theory 2 with Laboratory** -- Four (4) semester hours required.
- **MUA 200 Music Ensembles** -- Four (4) semester hours required.
- **MUA 201P OR 201C OR MUA 301 OR MUA 401 Applied Music** -- Eight (8) semester hours required.
- **Two (2) electives in music, one of which must be at the 300 level or above** -- Eight (8) semester hours required.

# Course of Study:

PERFORMANCE

**Applied Music**
The department offers private instruction in voice, piano, organ, guitar, all orchestral instruments, harpsichord, conducting, and composition.

**MUA 101 Applied Music for Enrichment I**: Involves one half-hour lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded credit/no credit. Appropriate for beginners.

**MUA 102 Applied Music for Enrichment II:** Involves one 45-minute lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded credit/no credit. Appropriate for beginners.

**MUA 201P or 201C Applied Music for the Music Major/Minor**: Offers 45-minute lesson per week in any major applied or concentration area. No recital required. May be repeated for credit. Graded on letter basis. Appropriate for those continuing studies.

**MUA 301 Applied Music for the Music Major/Minor**: Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. Prerequisites: excellent performance skills and admission audition usually no later than end of sophomore year.

**MUA 401 Applied Music for the Music Major/Minor**: Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. Prerequisites: superior performance skills and admission audition, available in senior year only.

ENSEMBLES

**MUA 200.01 Rollins College Choir**: Emphasizes performance of high-quality literature for large choral ensemble.

**MUA 200.02 Rollins Singers**: Concentrates on contemporary, popular, and musical theater pieces for several small music ensembles. Prerequisite: audition.

**MUA 200.03 Concert Choir**: Focuses on music for the most select choral ensemble. Prerequisite: audition.

**MUA 200.04 Women's Ensemble**: Spans wide variety of styles, especially composers who specialize in music in this voicing. Prerequisite: audition.

**MUA 200.05 Rollins Brass Ensemble**: Joins students and community members in performing brass music from Renaissance through 20$^{th}$ century. Prerequisite: audition.

**MUA 200.06 Rollins Jazz Ensemble**: Performs jazz from all periods. Prerequisite: audition.

**MUA 200.07 Flute Choir**: Combines students and community members in performing flute ensemble music. Prerequisite: audition.

**MUA 200.08 Percussion Ensemble**: Emphasizes music for percussion instruments. Prerequisite:

audition.

**MUA 200.09 Small Chamber Ensembles**: Includes small vocal and instrumental ensembles. Varies from term to term. Prerequisite: audition.

**MUA 200.10 Bach Festival Choir**: Joins students and community members in performing primarily oratorio works. Prestigious, historical music organization. Prerequisite: audition.

**MUA 200.11 String Ensemble**: Tailors orchestral literature from all periods to ensemble's instrumentation. Prerequisite: audition.

**MUA 200.12 Horn Ensemble**: Teams students with community members in performing horn music from Renaissance through 20th century. Prerequisite: audition.

**MUA 200.13 Opera Workshop**: Delves into study and performance of opera roles and scenes. Corequisite: choral ensemble. Prerequisite: audition.

**MUA 200.14 Mallet Ensemble**: Performs music for marimba, glockenspiel, xylophone, vibraphone, and chimes. Prerequisite: audition.

**MUA 200.15 Pep Band**: Performs at college athletic events. Winds, brass, and percussion. Prerequisite: audition.

**MUA 200.16 Sightsinging**: Additional training for the musical ear. Involves elements of association, habit, memory, theoretical understanding and imagery. Prerequisite: **MUS 152.**

**MUA 200.17 Orchestra**: Performs orchestral literature including concertos and symphonies. Prerequisite: audition.

**MUA 200.18 Wind Ensemble**: Performs wind ensemble and light classical literature. Prerequisite: audition.

**MUA 200.19 Men's Chorus**: Spans wide variety of styles, especially composers who specialize in this voicing. Prerequisite: audition.

CLASSROOM COURSES

**MUS 120 Musical Awareness**: Presents aspects of American folk music, jazz and rock, Western European art music, and non-Western music. Suitable for nonmajors. May not count toward the major in music.

**MUS 121 Introduction to Film Scoring**. Introduces students to facets of the music technology world. Utilizing recording software, notation software and MIDI sequencing, gives students insight into real world applications of these programs. Builds upon students' previous aural training to begin working on projects that could be useful in real world job opportunities.

**MUS 140 Introduction to Music Theory**: Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for nonmajors. May not count toward the major in music.

**MUS 150 Introduction to Keyboard Music Theory**: Teaches students to explore the language and skills of music performance through the study of music theory and beginning keyboard literature on a Triton LE Music Workstation. This technology gives students the opportunity to listen and play musical examples and understand the creative concept of music literature in a historical and cultural context.

**MUS 151 Theory 1 (Harmony)**: Develops skills in notation, scales, and elementary harmony, as well as sight-singing and ear-training. Keyboard Harmony/Secondary Piano laboratory required.

**MUS 152 Theory 2 (Harmony)**: Explores perceiving and writing music through simple exercises in traditional harmony and voice leading in the context of historical examples. Keyboard Harmony/Secondary Piano laboratory required. Prerequisite: **MUS 151** or consent.

**MUS 153 Keyboard Harmony I**: Teaches students the skills of harmonization, transposition, and sight-reading leading to the study of standard classical piano repertoire. Designed for all music majors and minors who are enrolled in MUS 151. Skill emphasis placed on scale and chord constructions, chord progressions, diatonic harmonization, transposition, alto clef, and sight reading.

**MUS 154 Keyboard Harmony II**: A continuation of MUS 153 Keyboard Harmony I. Emphasis on harmonization, transposition, modulation, improvisation, music dictation, and figured bass leading to four-part writing. Augmented and diminished triads, as well as major and minor seventh chords, also introduced. Other skills, such as reading tenor and alto clefs and score reading, taught in the latter part of the course. Prerequisite: **MUS 153.**

**MUS 160 History of Jazz**: Examines American popular musical styles from 1930 to present -- from musical components to musicians. Touches upon cultural, social, and historical milieu.

**MUS 165 History of Rock and Roll**: Probes sociological, cultural, political, and musical impact of rock and roll. Samples diverse style of "pop" music and discusses technology of electronic music.

**MUS 190 Introduction to Music and Technology:** Introduces musical uses of computers, synthesizers, and sound design. Students will learn to sequence, edit, mix, notate, and arrange music using modern techniques and computer applications. These applications include: Digital Performer, Sibelius, and Pro Tools. Knowledge of both computers and music is imperative.

**MUS 210 Designing Music with Digital Media**. Examines how technology has affected the history of music and how technology can be applied to the music of today's composer and arranger. Utilizes notation and recording software, to teach important real world applications of existing theoretical knowledge. Utilizes and strengthens the writing, arranging, and aural abilities of the non-performing musician. Prerequisite: **MUS 151.**

**MUS 215 Discovering Music Through Technology**. Introduces students to facets of the music technology world. Gives insight into real-world applications of recording software, notation software, and MIDI sequencing. Builds on previous aural training to begin working on projects that could be useful in real world job opportunities. Prerequisite: **MUS 151.**

**MUS 220 The Marriage of Music and Poetry**: Compares music ("language" of sound) and poetry ("music" of language) as expression: form, structure, syntax, articulation, and influences. Ponders how combination of music and poetry often results in a more expressive and fused art form.

**MUS 223 Singing Diction**: Applies International Phonetic Alphabet to languages sung on lyric stage: English, Italian, Latin, Spanish, French, and German. Examines vowel and consonant formation and problems of intelligibility in different pitch ranges.

**MUS 225 Topics in Music:** Ranges from popular music to masterworks of European art music. Varies from term to term.

**MUS 230 Rhythm of Music and Life:** Provides an understanding of rhythms from different cultures and how societies are shaped by cultural and artistic beliefs. Examines rhythms from Africa, South America, and world cultures. Includes basic percussion instruction on a variety of instruments.

**MUS 251 Theory 3 (Counterpoint)**: Expands writing skills in species counterpoint in two and three voices. Includes analysis of contrapuntal forms -- invention and fugue. Prerequisite: **MUS 152** or consent.

**MUS 252 Theory 4 (Chromatic Harmony and Introduction to Analysis)**: Highlights writing more chromatic harmonic accompaniments to melodies (Neapolitan $6^{th}$, $9^{th}$, $11^{th}$, and $13^{th}$ chords), as well as analyzing varied music. Prerequisite: **MUS 152** or consent.

**MUS 260 Music of the Caribbean and Brazil: From the Son to the Samba**: Through study of musical styles and traditions of five influential countries, examines historical, economical, sociological and technological factors that shaped their music. Extensive classroom listening and performances.

**MUS 280 Masterpieces of Choral Music**: Surveys history and performance practices of masterworks of choral literature from Renaissance to $20^{th}$ century.

**MUS 285 Music Business and Technology:** Familiarizes students with the many aspects of business and technology associated with the contemporary music industry. Topics include MIDI, notation printing, royalties, web applications, marketing, recording techniques, and common music business structuring. Prerequisite: **MUS 152** or consent.

**MUS 286 Introduction to Sound Recording**: Examines the methods and technologies used to record, edit, format, manufacture, and distribute music. Students gain an understanding of how to produce their own recordings.

**MUS 290 Basic Conducting**: Includes baton technique and basic score reading. Laboratory format. Prerequisite: music major and sophomore standing, or consent.

**MUS 292 Introduction to the Business of Music**: An introduction to the music business including the interaction of corporations, creativity, copyright, compensation, and cyberlaw. Topics include history, MIDI, royalties, web applications, marketing, recording techniques, and common business structures.

**MUS 310 The Art of Performing**: Explores etiology and elimination of stage fright. Presents methods for reducing anxiety and communicating with confidence.

**MUS 314 Improvisation**: Presents the rudiments of jazz idiom improvisational techniques. Discussion, demonstration, and performance of scales, harmonic devices, and forms. Prerequisite: music major or consent.

**MUS 320 Writing About Music**: Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Event admission fees required.

**MUS 325 Love, Death, and Opera**: Traces inspiration of specific operas -- original novels and plays, as well as librettos derived from them. Follows transformations of written word to lyric stage. Does not require reading knowledge of music.

**MUS 330 Bach's Back:** A writing-intensive course keyed to the music performed by the Bach Festival Society during the spring term of each year. Readings focus on the cultural, social, and historical contexts of the musical works. Prerequisite: **MUS 152** or consent.

**MUS 340/341/342/343 Methods: Percussion/Brass/Strings/Woodwinds:** Study, discussion, and analysis of methods and techniques of all instruments in the (percussion/brass/string/woodwind) family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. Prerequisite: **MUS** major or minor.

**MUS 351/352 Seminar in Composition I and II**: Emphasizes the development of a solid compositional craft to be attained through writing projects for a variety of media. Recent musical trends and literature will be discussed and each semester will culminate in a recital of student works. Prerequisites: **MUS 152** for **MUS 351** and **MUS 351** for **MUS 352.**

**MUS 355 Practicum: Composition:** Continues instruction in composition beyond **MUS 351/352 Seminar in Composition I and II** at an advanced level. May be repeated. Prerequisite: **MUS 352.**

**MUS 360 Music in the Global Environment**: Introduces the variety of native music and instruments throughout the world, as well as the effect of globalization on native culture, and native cultures on music throughout the world.

**MUS 361 Music History: Renaissance/Baroque**: Spans Renaissance (1450-1600) through baroque era (1600-1750). Prerequisite: **MUS 152.**

**MUS 362 Music History: Classic/Romantic**: Spans classic era (1750-1820) through romantic period (1820-1900). Prerequisite: **MUS 152.**

**MUS 363 American Music**: Explores the soundtrack of United States history, from the music of Native Americans and early colonists, through the various styles, periods, and performers of American Music History: Tin Pan Alley; jazz mixed with blues; classical; Broadway and bop; Copland, country, and Coltrane.

**MUS 364 Music History: 20$^{th}$-Century Music:** Surveys concert music styles of the 20$^{th}$ century and their reflection of society and events of the time. Prerequisite: music reading skills preferred, but not required.

**MUS 372 Survey of Jews and Music: From Sinai to Symphony:** Surveys some of the definitions of what is "Jewish" in music, from liturgical chant, to folk songs, to music of the concert hall and Tin Pan Alley. Fulfills an elective requirement for the music major, music minor, and Jewish studies minor. Prerequisite: sophomore standing.

**MUS 380 Literature of the Instrument:** Surveys major works of a particular instrument. Requires historical research, examination, and performance of scores, and extensive listening to recordings.

**MUS 385 Piano Accompanying**: Instruction in the art of piano accompanying through actual classroom performance with instrumentalists and vocalists.

**MUS 386 Advanced Sound Recording**: Examines advanced methods and technologies used to record, edit, format, manufacture, and distribute music. Students produce their own stereo and multi-track music recordings, and CD masters. Prerequisite: **MUS 286.**

**MUS 388 Advanced Music Technology**: Examines the methods and technologies used to record, edit, format, manufacture and distribute music. Prerequisite: **MUS 190.**

**MUS 390 Advanced Conducting and Repertory**: Features preparation and performance of compositions from standard repertory. Prerequisite:**MUS 290.**

**MUS 391 Practicum: Conducting**: Continues instruction for conducting students at an advanced level to further develop their knowledge of repertoire, performance practices, aural discrimination, and conducting technique. Prerequisite: **MUS 390** or consent.

**MUS 392 Introduction to Arts Management:** Introduces topics required to operate an arts organization, including (but not limited to) public relations, financial management and accounting, marketing, fundraising, and intellectual property, culminating in presentation of a business plan. Prerequisites: junior standing and consent.

**MUS 393 Piano Pedagogy I:** Introduction to the problems and psychology of teaching the beginning piano student. Emphasis on practical applications of pedagogical principles. Discussions of current methods and beginning materials, adaptation of the child to the instrument, and the development of the techniques and musicianship at the elementary level. Prerequisite: applied piano **201** or consent.

**MUS 394 Piano Pedagogy II: Practicum:** Observation of private and group instruction at the Community School of Music and opportunity to teach private and group lessons under supervision of the instructor. Continuing discussions of appropriate teaching materials for more advanced student. Prerequisite: **MUS 393.**

**MUS 395 Pedagogy for the Singing Voice**: Details anatomy and operation of laryngeal and respiratory apparatus as applied to singing voice. Examines standard voice nomenclature, fundamental acoustics, current singing science, care and hygiene for voice, teaching methods, and current literature in vocal research. Prerequisite: at least three years of applied voice study or consent.

**MUS 396 Voice Pedagogy: Practicum**: Student teaching of at least two private voice students under supervision. Observation of voice teaching in the College. Seminars in technique and teaching methods. Prerequisite: **MUS 395.**

**MUS 425 Topics in Music**: Focuses on single topic, such as composer, genre, or artistic movement.

**MUS 451 Form and Analysis:** Examines basic principles of musical construction as seen through detailed analysis of representative compositions dating from the baroque to the present. Prerequisite:

**MUS 252.**

**MUS 455 Paris, Moscow, Vienna 1890-1915.** Investigates various structural principles at work in music by Rachmaninov, Scriabin, and Stravinsky; Faure, Debussy, and Ravel; and Mahler, Strauss, Schoenberg, and Berg. Prerequisite: **MUS 252.**

**MUS 495 Senior Project:** This course is designed to tie together students' academic career at Rollins. Individual focus area may include a recital performance, student teaching, or a research project directed by the appropriate music faculty member. Prerequisite: senior standing.

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# Philosophy and Religion

Changes effective Fall Term 2011

| | | | |
|---|---|---|---|
| *Cook* | *D'Amato* | *Davis* | *Edge* |
| *Greenberg* | *Kenyon* | *McLaren* | *Musgrave-Bonomo* |
| *Rubarth* | *Smaw* | | |

Socrates said, "the unexamined life is not worth living." The disciplines of philosophy and religion examine our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary, sacred and profane.

Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing -- by engaging in argumentative dialogue with these philosophers. Nonmajors acquire valuable skills of analysis and argumentation while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

Religious studies examines the history, beliefs, practices, and role of religion in creating and shaping the world's cultures and societies. The department offers courses in Western and Eastern religions, courses in scriptures such as the *Hebrew Bible* and the *New Testament*, as well as more advanced and thematic courses such as *Religion and Film*, *Women and Religion*, and *Buddhist Ethics*. The objectives of the major are to explore the history of world religions, to comprehend religious beliefs along with their philosophical and psychological underpinnings, to appreciate the varieties of religious experience, to consider the impact and meaning of religious pluralism in America, and to assess the role that religions have historically played in shaping society's values.

The department offers majors and minors in both philosophy and religious studies.

**MAJOR REQUIREMENTS**

**PHILOSOPHY**
Twelve (12) courses are required.

CORE COURSES

FUNDAMENTALS

- **PHI 108 Ethics**
- **PHI 223 Introduction to Formal Logic**

ANCIENT PHILOSOPHY

- **PHI 230 History of Early Western Philosophy**

MODERN PHILOSOPHY

- **PHI 231 History of Modern Philosophy**

CONTEMPORARY PHILOSOPHY

- **PHI 250 Survey of Recent Philosophy**

  **OR PHI 302 American Philosophy**
  **OR PHI 310 Existentialism**
  **OR PHI 311 Philosophy of Science**
  **OR PHI 320 Postmodernism**
  **OR PHI 348 Philosophy of Mind**

SENIOR THESIS OR SENIOR SEMINAR

- **PHI 490 Senior Seminar OR PHI 499 Senior Thesis**

ELECTIVES
**Six (6) electives in the department are required, four (4) at the 300 or 400 level and at least four (4) in philosophy.**

- All senior philosophy majors must pass a comprehensive examination.

**RELIGIOUS STUDIES**
Twelve (12) courses are required.

CORE COURSES

- **REL 113 Asian Religions**
- **REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament**
- **REL 217 Jewish Life and Thought OR REL 218 Christianity: Thought and Practice**
- **REL 219 Islam: Religion and Society OR REL 230 Buddhism: Theory and Practice**

SENIOR COURSE

- **REL 490 Senior Seminar OR REL 499 Senior Independent Study**

ELECTIVES
Seven (7) electives are required: four (4) at the ***300-*** or ***400-level*** and at least four (4) in religion.

- **ANT 259 Contemporary Middle East and North Africa**
- **ANT 365 Real and the Supernatural in Latin America**
- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **CLS 232 Greek Mythology**
- **CLS 322 Classical Religion: Paganism**
- **ENG 231 The Bible as Literature**
- **PHI 317 Philosophy of Religion**
- **PSY 315 Topics in Psychology**
- **REL courses not taken to fulfill above requirements**

**MINOR REQUIREMENTS**

**PHILOSOPHY**
Eight (8) courses are required.

- **PHI 108 Ethics**
- **Two (2) history courses in philosophy**
- **Four (4) electives in the department: two (2) at the 300 or 400 level and three (3) in philosophy. The remaining one (1) can be taken in religion.**
- **PHI 498 Senior Thesis (for minors) OR PHI 490 Senior Seminar**

**RELIGIOUS STUDIES**
Eight (8) courses are required.

- **REL 113 Asian Religions**
- **REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament**
- **REL 217 Jewish Life and Thought OR REL 218 Christianity: Thought and Practice**
- **REL 219 Islam: Religion and Society OR REL 230 Buddhism: Theory and Practice**
- **REL 490 Senior Seminar OR REL 498 Senior Independent Study**
- **Three (3) electives in the department: two (2) at the 300- or 400-level and at least two (2) in religion.**

# Course of Study

PHILOSOPHY

**PHI 103 Introduction to Philosophy**: Presents aims, methods, and content of philosophy through important figures and perennial problems. Asks: How do we know ideas are true? What is reality? Does God exist? Why is there evil? Is mind distinct from body? Are we free or determined? What is our

highest good? How do we know right from wrong? What distinguishes beauty? What is place of individual in society?

**PHI 108 Ethics**: Introduces moral philosophy (defining value) and metaethics (justifying ethical beliefs) and applies them to common problems. Ponders what actions are morally good -- and what makes them that way.

**PHI 140 Friends and Others**: Examines ways classical and contemporary philosophers have analyzed friendship so that students can develop and express their own understandings.

**PHI 212 Philosophy of the Arts**: Covers both theory of art and theory of aesthetic. Addresses 2,400 years of writings on imitation, significant form, expression, death of art, taste, psychic distance, beauty, and the aesthetic.

**PHI 214 Philosophy in Literature**: Investigates perennial philosophical issues in conflicts of literary characters and ideas. Considers works of Voltaire, Dostoevsky, Barth, Ellison, Camus, and Flannery O'Connor.

**PHI 215 Social and Political Philosophy**: Explores moral grounds for state, place and value of freedom, nature and justification of property, and rights of individual to classical and contemporary thinkers.

**PHI 218 Argumentation and Media-Manipulation: Critical Thinking for the 21st Century**: Introduces principles of critical thinking and their application to both traditional argumentation and the highly sophisticated use of persuasion in television and other mass media. Examines misleading and manipulative arguments in ethical, political, religious, and philosophical discourse, including the use of persuasion in advertising and journalism. Examines the logic and grammar of images, the use of tacit messages, and other attempts to influence beliefs or otherwise affect behavior that may or may not be in overt propositional form. Develops critical viewing habits.

**PHI 223 Introduction to Formal Logic**: Examines principles of deductive reasoning expressed in symbolic form. Begins with Aristotelian categorical syllogisms, then considers truth-functional propositional and quantificational logic.

**PHI 226 Philosophy of Education**: Compares differing views on aims and methods of education. Touches upon theories of human nature underlying educational models, education versus indoctrination, moral dimensions of education, "liberal education," and ideals of educated men and women.

**PHI 230 History of Early Western Philosophy**: Chronicles development of philosophical thought in ancient Western world from 6th century BC until 300 AD, focusing on classical Greece and Rome. Students read primary sources in four areas: pre-Socratic philosophers, Socrates and Plato, Aristotle, and Late Hellenistic philosophy (Stoics, Skeptics, Epicureans, and Cynics).

**PHI 231 History of Modern Philosophy**: Investigates important philosophers in Britain and on the Continent during 17th and 18th century. Considers Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant as mediator of these two traditions.

**PHI 240 Topics in Philosophy**: Delves into philosopher's work, issue or concept, or specific tradition. Varies. May be repeated for credit. Suitable for first- and second-year students.

**PHI 242 Zombies, Serial Killers, and Madmen**: Subjects our everyday intuitions about cognition in moral reasoning and individual responsibility to scrutiny using the principles of logic and critical thinking. Investigates the modern phenomenon of zombies, serial killers and madmen in order to answer important moral/legal questions such as: Is rationality a necessary prerequisite for responsibility? What are we to do with irrational people who commit heinous acts?

**PHI 250 Survey of Recent Philosophy**: Surveys three major movements of late 19th and 20th century: existentialism, pragmatism, and analytic thought. Provides foundation for in-depth courses.

**PHI 280 Parapsychology -- Data/ Implications**: Analyzes methodology of parapsychological experiments and quantity/quality of empirical evidence produced. Addresses nature of science, parapsychology as philosophy and science, and implications of data.

**PHI 290 Medical Ethics**: Discusses moral problems of health care and medical technology: abortion, euthanasia, treatment of defective newborns, genetic screening, and human experiments.

**PHI 302 American Philosophy**: Emphasizes pragmatists -- from C. S. Peirce, William James, and John Dewey to Richard Rorty today. Prerequisite: one**PHI** course.

**PHI 308 Topics in Ethics**: Takes on varied topics in moral philosophy. Seminar. Prerequisite: **PHI 108** or consent.

**PHI 309 Environmental Ethics**: Considers duties to and value of animals, plants, entire species, ecosystems, and Earth as whole. Also connects environmental ethics to way we do business and live our lives. Prerequisite: **ENV 189.**

**PHI 310 Existentialism**: Links existentialism and phenomenology, two similar European movements of late 19th and 20th century. Tackles Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl, and Heidegger. Discusses fundamental existential problems -- meaning of life, nature and priority of self -- as well as phenomenological method. Prerequisite: **PHI 231** or consent.

**PHI 311 Philosophy of Science**: Analyzes presuppositions, methods, and leading concepts of natural sciences. Questions notions of truth and progress in science. Investigates how scientific account of the world relates to everyday understanding of life. Recommended for science majors. Prerequisite: one**PHI** course or consent.

**PHI 312 Feminist Theory**: Feminist theory foregrounds women and gender issues, taking the experiences of women seriously and using gender as a tool for critical analysis. Examines a variety of approaches. Prerequisite: one **PHI** or **WMS** course.

**PHI 313 Contemporary Analytic Philosophy**: Traces major 20th-century movement from Moore and Russell through Wittgenstein, Austin, and Ryle. Prerequisite: one**PHI** course.

**PHI 314 Topics in Philosophy**: Probes philosopher's work, issue or concept, or philosophical tradition. Varies. Suitable for juniors and seniors. Prerequisite: one**PHI** course.

**PHI 317 Philosophy of Religion**: Challenges students to subject religious beliefs to rational tests. Explores nature and existence of God, evil, relation of faith to reason, miracles, mystical experience, religious language, and meaning and verification of religious ideas. Prerequisite: one **PHI** or **REL** course.

**PHI 319 Evil and the Search for Meaning after the Holocaust**: Highlights philosophical, theological, and fictional works about Holocaust by Sartre, Camus, Buber, Arendt, Frankel, and Wiesel -- from 1945 to present. Prerequisite: one **PHI** or **REL** course.

**PHI 320 Postmodernism**: Takes on postmodern challenge to notions of truth, objectivity, and unity of self. Looks into limits of language and rationality, critiques of culture and technology, and impossibility of "grand theory." Students read representatives from French, German, and American tradition, such as Foucault, Derrida, Lyotard, Irigaray, Adorno, Horkheimer, and Rorty. *Prerequisite: **PHI 231*** or consent.

**PHI 325 Philosophy of Law**: Examines concept of constitutionality, "strict constructionism," nature and limits of law, justification of punishment, judicial reasoning, capital punishment, legal responsibility (strict liability and the insanity defense), legislating morality, and paternalism. Prerequisite: one **PHI** course.

**PHI 348 Philosophy of Mind**: Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. Prerequisite: one **PHI** or**PSY** course.

**PHI 398 Directed Study for Juniors**

**PHI 490 Senior Seminar**: Focuses on theme or philosopher. Requires substantial paper. May substitute for **PHI 498/499**. Prerequisites: philosophy major/minor and senior standing, or consent.

**PHI 498 Senior Independent Study**: Required for philosophy minor. (Must take this or **PHI 490.**)

**PHI 499 Senior Thesis: Required for philosophy major. (Must take this or PHI 490.)**

**RELIGION**

**REL 113 Asian Religions**: Explores forms, beliefs, and rituals of Hinduism, Buddhism, and religions of China and Japan through primary sources.

**REL 125 Hebrew Bible (Old Testament)**: Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

**REL 126 New Testament**: Introduces major themes and contemporary biblical scholarship.

**REL 135 Religion in America**: Surveys Native American religions, Judeo-Christian traditions of European immigrants, and African-American religion; religions originating in America; occult and metaphysical movements; Eastern religions; and regional religion. Examines dominance and unifying force of Protestantism, civil religion, and cultural religion. Also highlights conflicts and reconciliation between Protestants and Catholics, other Christians, and Jews.

**REL 170 The Search for Meaning**: Follows inner journeys of religious thinkers from a variety of traditions. Ponders process of search and discovery, its motives, and consequences.

**REL 217 Jewish Life and Thought**: Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and changing world of women in contemporary Judaism.

**REL 218 Christianity: Thought and Practice:** Introduces age-old issues: nature of God, evil, nature and work of Christ, redemption, sacraments, Christian living, and methods of theological reflection. Assigns writings of at least two key thinkers in Christian thought.

**REL 219 Islam: Religion and Society:** Explores religious, cultural, political, and social dimensions of Islam, from beliefs and practices to relationship of Islam to the Judaeo-Christian heritage.

**REL 220 Religion and Literature:** Discusses religious (and anti-religious) themes in recent writing from a variety of genres.

**REL 223 Contemporary Jewish Literature and Film:** Draws upon short stories, novels, and films that depict modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe, immigrant Jews in Israel and U.S., Holocaust, establishment of Israel and contemporary Israeli society, and tradition vs. modernity.

**REL 228 Women and Religion**: Studies the status, experiences, and contributions of women in world religions. Focuses on women in Judaism, Christianity, and Islam, and on contemporary feminist ideology and spirituality. Readings include sacred texts, history, theology, and anthropology. Discussions center around topics such as male and female concepts of the divine, gender roles, creation of new rituals, and women's ordination. Prerequisite: oneREL orWMS course.

**REL 230 Buddhism: Theory and Practice**: Explores the origins and basic theoretical principles of Buddhism and some of its cultural manifestations. Tibetan Buddhism, Zen, and Buddhism in the contemporary world are focal points.

**REL 235 Religion and Science**: Documents 20$^{th}$- and 21$^{st}$-century developments in Western religious thought in response to contemporary science. Touches upon religious and scientific language, nature and the supernatural, creation in physics and theology, biological evolution and creationism, sociobiology and ethics, and ecology and religious thought.

**REL 236 Religion and Film**: Examines contemporary films that contain messages about the meaning of life and death, the ultimate aims of existence, and other topics that have traditionally belonged to the domain of religion.

**REL 237 Religion and Terrorism:** Examines issues such as whether religion is inherently violent, the definition of religious terrorism, the significance of 9/11, the religious justification for violence, and the psychology of religious terrorism.

**REL 240 Buddhist Philosophy:** An examination of Buddhist philosophical theories regarding the nature of the self, reality, knowledge, language, the ultimate goal of sentient existence, and the path to that ultimate goal.

**REL 241 Buddhist Ethics**: A study of Buddhism's ethical principles and the ways these principles are applied to ethical issues in the domains of nature, economics, war and peace, medicine, sexuality, and others.

**REL 251 Topics in Religion:** Focuses on topic of interest to students and faculty. Suitable for first- and second-year students.

**REL 300 Religion and the Body**: Explores concepts and practices of the body in Eastern and Western traditions. Topics include mind/body dualism, body and gender roles, sexual norms and taboos, modesty, purity, and impurity. Prerequisite: one REL course.

**REL 304 Jerusalem: History, Religion, and Politics**: Examines the history of Jews, Christians, and Muslims in Jerusalem from the biblical period to the present. Focuses on religious teachings that expound notions of sacred land and the subsequent political dominations of the city, modern nationalist movements, and current debates and dialogues on the future of Jerusalem. Prerequisite: One REL course.

**REL 325 Psychological Theories of Religion**: Focuses on the psychological theories of religion offered by James, Freud, Jung, and others; examines the theories from a philosophical point of view. Prerequisite: one REL or PSY course.

**REL 331 Religious Ethics**: Discovers how different traditions deal with ethical questions: personal behavior in promise keeping, truth telling, and sexuality, as well as social issues about war, peace, poverty, injustice, and oppression. Prerequisite: one PHI or REL course.

**REL 333 Modern and Contemporary Jewish Thought**: Treats major Jewish thinkers and ideas from Enlightenment to present: personal autonomy vs. peoplehood and authoritative tradition; nationalism; feminism; and morality after the Holocaust. Prerequisite: one REL orPHI course.

**REL 340 Zen Buddhism**: Philosophical assessment of Zen discourse, through reading and critically reflecting on texts attributed to seminal Indian, Chinese, Korean, and Japanese masters. Prerequisite: one REL course.

**REL 351 Studies in Religion**: Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit. Prerequisite: one REL course.

**REL 490 Senior Seminar**: Focuses on a particular theme in the study of religion. Requires substantial research paper. May substitute for REL 498/499. Prerequisites: junior or senior standing and REL major or minor.

**REL 498/499 Senior Independent Study**: Required for all religious studies majors and minors.

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# Physical Education

Changes effective Spring Term 2012

*Pistor*

Students must complete three (3) terms of physical education: one (1) term of basic physical education (BPE) and two (2) terms of lifetime recreational activity electives. These coed courses: encourage students to maintain good physical fitness; emphasize that physical activity, done for pleasure, should become a way of life; teach new skills that enhance leisure time; provide basic health information; and develop neuromuscular systems. Usually, students take one (1) PEA course per term, although the chair may approve a second. Anyone who has finished four (4) terms may register for another activity as openings permit. Students may not earn more than four (4) semester hours of credit in lifetime recreational activity (PEA) or varsity sport (PEV) courses combined.

The college furnishes equipment for classes and intramural sports -- except tennis racquets and golf clubs. Sports participants assume a risk. Students should not undertake an activity for which they are not physically fit.

The director of Lakeside Health and Counseling Services, in consultation with the PE chair, may waive or alter requirements. The director must also endorse any certificates of disability from personal physicians. The chair reviews exceptional cases, which must also be approved by the assistant dean for academic administration and records.

**REQUIREMENTS FOR TRANSFER STUDENTS**
Transfer students who have completed sixty (60) semester hours in any field are exempt from the PE requirement. Transfer students with thirty (30) semester hours must take two terms of PE at Rollins but may skip the BPE course.

**BASIC PHYSICAL EDUCATION (BPE)**
A fitness program based upon Dr. Kenneth Cooper's aerobic system, BPE improves vigor and health through activities that demand oxygen consumption. BPE courses include *BPE Aerobic Fitness: Running*; *BPE Aerobic Fitness: Swimming*; *BPE Aerobic Fitness: Dance*; *PED 101,* and *PED 201.*

**PED 101 Behavioral Guidelines for Health and Wellness:** Emphasizes self-awareness and

responsibility in maintaining health. Deals with consumerism, emotional health, intimate relationships, stress management, nutrition, fitness, disease prevention, and individualized behavior modification.

**PED 106 Sport and Society**: Examines social organization, social change, and connection of sport to structure and dynamics of social life. Does not fulfill BPE or electives requirement.

**PED 201 Physiology of Exercise and Performance**: Explains physiological fundamentals of physical fitness and training techniques. Discusses human energy systems, aerobic exercise, muscular fitness, and training techniques. Encourages students to design individualized programs.

**PED 202 Topics in Sport Psychology:** Focuses on selected topics and issues in sport psychology relevant to the psychological and mental factors that influence performance and personal growth, including development of appropriate psychological skills for performance enhancement. Other topics include aggression, audiences and performers, and arousal and performance. Does not fulfill BPE or electives requirement.

**ELECTIVES**

Ballroom Dancing*
Basketball
Canoeing
Cycling
Fencing
Golf*
Jazz Dance for Exercise
Lifeguard Training*+
Pilates
Sports Pilates
Racquetball
Sailing
Scuba*+
Softball
Tae Kwon Do*
Tennis
Volleyball
Water Safety Instruction*+
Water-Skiing*
Weight Training
Windsurfing*
Varsity Sports

***Fee Courses, +Certification Courses**

The following academic courses may substitute for an elective.

- **DAN 170 Ballet I**
- **DAN 177 Jazz I**
- **DAN 179 Modern Dance I**

- **DAN 270 Ballet II**
- **DAN 277 Jazz II**
- **DAN 279 Modern Dance II**
- **DAN 394 Intermediate/Advanced Dance Technique**

## ATHLETIC COACHING COURSES

Three professional preparation courses meet state Department of Education requirements, but **not the BPE or electives requirement.**

**PED 475 Athletic Coaching Theory**: Improves coaching skills by covering psychosocial development, biophysiology, legal concerns, sport management, and sport instruction. *Prerequisite*: junior/senior standing.

**PED 476 Theory and Practice of Coaching a Specific Sport**: Introduces recent advances. Highlights interscholastic coaching/teaching methods, trends, hands-on lab experiences, and safety procedures. *Prerequisite*: junior/senior standing.

**PED 477 Care and Prevention of Athletic Injuries (Sports Medicine)**: Treats injury detection and treatment, rehabilitation, reconditioning, counseling, and injury prevention. Includes hands-on lab experiences and off-the-field safety precautions. *Prerequisite:* junior/senior standing.

## INTRAMURAL ACTIVITIES

Students choose to participate in the intramural program. These activities supplement PE classes and include some coed sports and one-day activities.

Fraternities and sororities, independents, first-year students, special groups, off-campus students, faculty, current graduate students, and administrative staff compete as teams. Sports include basketball, bowling, flag football, golf, sailing, soccer, softball, swimming, table tennis, tennis, and volleyball (beach and regulation).

## ATHLETICS

Sports play a significant role in life at Rollins. The athletic program encourages individual participation in 20 intercollegiate sports--baseball, basketball, crew, cross-country, golf, sailing, soccer, softball, tennis, volleyball, and water-skiing. The college also fields club teams for women's soccer and swimming.

## FACILITIES

The Alfond Sports Center contains basketball and volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alfond Boathouse, Bradley Boathouse, Alfond Pool, Alfond Stadium, Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts.

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StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

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# Physics

Changes effective Fall Term 2012

*Fuse* *Moore* *Murdaugh* *Pestka*

*Turri*

Physics encompasses more than the study of matter and energy. It seeks general principles behind phenomena as diverse as wispy elementary particles and gigantic galaxies.

Physics courses provide a pathway towards that understanding through laboratory and computer analysis and mathematical and computer modeling. Our laboratories are especially well equipped and our major emphasizes the development of sound laboratory skills. The major also stresses mathematics, the language of physics.

Physics provides a foundation for students interested in engineering -- the application of physical principles to the design of products and processes needed in today's technological world. Future engineers may concentrate in physics for the first three years at Rollins and then transfer to one of the engineering schools with which the college participates in a 3-2 dual-degree program. *For further information, contact the coordinator, Thomas R. Moore.*

Some graduates teach or work in industry while others pursue masters of business administration degrees (M.B.A.). Many physics majors go on to graduate school in specialized areas of physics, while others continue in such fields as astronomy, oceanography, materials science, and applied physics. Since physics majors know how to solve problems and use technology, they find interesting jobs with or without a higher degree.

**MAJOR REQUIREMENTS**

Fifteen (15) courses are required.

- **PHY 131 Principles of Physics**
- **PHY 132 Experimental Physics I**
- **PHY 220 Math Methods for Physical Sciences I**
- **PHY 221 Math Methods for Physical Sciences II**

- **PHY 230 Modern Physics**
- **PHY 232 Experimental Physics II**
- **PHY 233 Modern Electronics**
- **PHY 308 Mechanics**
- **PHY 314 Electromagnetic Theory I**
- **PHY 315 Electromagnetic Theory II**
- **PHY 325 Computational Physics**
- **PHY 398 Physics Seminar**
- **PHY 411 Modern Optics**
- **PHY 412 Experimental Optics**
- **PHY 451 Quantum Physics I**

Students without a strong background in physics and mathematics may wish to take ***MAT 111/MAT 112*** and ***PHY 120*** before beginning the sequence for the major.

Students who wish to continue physics in graduate school should consider the following electives:

- **CHM 120 Chemistry**
- **CHM 305 Physical Chemistry**
- **PHY 452 Quantum Physics II**
- **PHY 498 Physics Research**

Students who intend to transfer to an engineering school via the 3-2 program with a concentration in physics must complete all required courses for a physics major below the ***400 level.*** Additionally, they must pass ***CHM 120 Chemistry, CHM 305 Physical Chemistry*** and***CMS 167A/167B Introduction to Computing.***

**MINOR REQUIREMENTS**

Nine (9) courses are required.

- **PHY 131 Principles of Physics**
- **PHY 132 Experimental Physics I**
- **PHY 220 Math Methods for Physical Sciences I**
- **PHY 221 Math Methods for Physical Sciences II**
- **PHY 230 Modern Physics**
- **PHY 308 Mechanics**
- **PHY 314 Electromagnetic Theory I**
- **PHY 398 Physics Seminar**
- **PHY 451 Quantum Physics I**

# Course of Study

**PHY 105 Evolution of the Universe:** Examines characteristics of galaxies, red-shift and Hubble

relationship, and quasars, then considers modern cosmological models of how universe has developed into present state. For non-science majors with little or no prior knowledge of physics.

**PHY 108 Nuclear Power, Nuclear Arms, and Nuclear War:** Measures impact of nuclear energy in today's technological world, presenting both sides of controversial issues. Intended for non-science majors with no prior knowledge of physics.

**PHY 112 Astronomy:** Describes characteristics and evolution of solar system, structure and properties of stars and galaxies, and evolution of universe. Requires one formal observing session each week for constellation and star identification through binocular and telescopic observations. Intended for non-science majors with no prior knowledge of physics.

**PHY 114 Contemporary Physics:** Explores basic ideas of time, motion, and forces, as well as atomic and nuclear physics. When offered with laboratory, hands-on exercises feature fundamental concepts and applications of physics. Intended for non-science majors with no prior knowledge of physics.

**PHY 115 The Physics of Music:** Explores the physical principles of music and musical instruments. Topics include the scientific basis for music and the physics of brass, woodwind, and string instruments. Intended for non-science majors with no prior knowledge of physics.

**PHY 117 An Introduction to Lasers and Light:** Touches upon paint mixing, stage lighting, visual illusions, random-dot stereograms, lenses and curved mirrors, optical interference, iridescence, mirages, rainbows, and aurora. Uses interactive demonstrations to explain common and unusual optical effects. Intended for non-science majors with no prior knowledge of physics.

**PHY 120 General Physics I:** Introduces motion, forces, work, energy, waves, and conservation laws to students interested in science. Stresses interactive teaching and learning in all meetings, including required lab. Highlights theory and problem solving.

**PHY 121 General Physics II:** Discusses electric and magnetic forces and energies, electric circuits, optics, and foundations of modern physics. Lab required. Prerequisite: **PHY 120**.

**PHY 131 Principles of Physics:** Addresses electrostatics, direct and alternating currents, electric and magnetic fields, and geometrical and physical optics. Uses calculus. Corequisite: **PHY 132** and **MAT 112** or equivalent preparation. Prerequisite: **PHY 120** or advanced placement (AP/IB) physics in high school.

**PHY 132 Experimental Physics I:** First course in experimental techniques in which students are introduced to instrumentation, technical writing, and experimental design. These skills are then applied to experiments in classical physics, including mechanics, electricity and magnetism, and optics. Corequisite: **PHY 131**. Prerequisite: **PHY 120.**

**PHY 200 Conceptual Physical Science**: Presents basic ideas of physics and selected topics in earth science and astronomy. Integrates required lab, practical activities, and computer work with daily discussions. Prerequisite: elementary education major or consent.

**PHY 205 Stellar Evolution and Cosmology:** Life cycles of stars including supernovae, white dwarves, neutron stars, and black holes. Characteristics of galaxies, red-shift and the Hubble relationship leading

to modern models of cosmic evolution. Upper-level elective for science majors. Prerequisites: **MAT 112** and **PHY 121** or**131.**

**PHY 220 Math Methods for Physical Sciences I:** Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. Prerequisite: **MAT 112** or equivalent preparation.

**PHY 221 Math Methods for Physical Sciences II:** Continuation of PHY 220. Investigation of higher mathematics continues with vector analysis, integral transforms, ordinary and partial differential equations, and probability and statistics. Prerequisite: **PHY 220.**

**PHY 230 Modern Physics:** Investigates 20$^{th}$-century revelations about atoms and light, in contrast to the predictions of classical physics. Includes an in-depth quantitative analysis of Einstein's theory of relativity, quantum theory, statistical distributions, and nuclear physics. Prerequisite: **PHY 131.**

**PHY 232 Experimental Physics II:** Second course in experimental technique in which the design, construction, and analysis of experiments in modern physics are emphasized. Focus on experimental design; the collection, processing, and dissemination of data; the application of standard statistical models; and methods of interpretation and analysis of data. Strong laboratory component. Prerequisites: **PHY 132** and **PHY 230.**

**PHY 233 Modern Electronics:** Treats basic concepts, devices, and circuits of analog and digital electronics. Students study theory, then build and design circuits from scratch. Assumes no prior experience in electronics. Prerequisite: **PHY 131** and **PHY 132** or consent.

**PHY 240 Introduction to Astrophysics.** Addresses the application of atomic and nuclear physics to the problems of galaxy formation and astronomical spectroscopy. Investigates the basic scientific principles of planet formation and observational astronomy. Prerequisites: **PHY 220** and **PHY 230.**

**PHY 308 Mechanics:** Discusses Newtonian, Lagrangian, and Hamiltonian mechanics of particles and rigid bodies. Analyzes nonlinear dynamical systems with computer simulations. Prerequisites: **PHY 131** and **PHY 220.** Corequisite: **PHY 221** or consent.

**PHY 314 Electromagnetic Theory I:** Applies advanced mathematical techniques to the study of electromagnetics, emphasizing the solutions to Laplace's equation, vector analysis, and multipole approximations. Gives vector treatment of electrostatic and magnetostatic fields in vacuum and in matter, based on Maxwell's equations. Prerequisites: **PHY 131** and**PHY 221.**

**PHY 315 Electromagnetic Theory II:** A continuation of PHY 314 with emphasis on electro- and magneto-dynamics and time-varying phenomena including electromagnetic radiation. Prerequisite: **PHY 314.**

**PHY 325 Computational Physics:** This course introduces the student to the methods of computational physics, emphasizing numerical solutions to integral and differential equations. Prerequisite: **PHY 221.**

**PHY 398 Physics Seminar:** Traces evolution of physics and its place in modern society. Discusses readings from classical literature and current journals. Prerequisites: junior/senior standing and physics major/minor or pre-engineering major.

**PHY 411 Modern Optics:** This course consists of a survey of geometric, physical and quantum optics. Subjects include the design of optical components, systems of lenses, polarization and birefringence, coherence, Fraunhofer and Fresnel diffraction, Fourier optics, laser physics, and nonlinear optics. Corequisite: **PHY 412**. Prerequisites: **PHY 221** and **PHY 230**.

**PHY 412 Experimental Optics:** This course introduces the students to experimental techniques used in the study of optics. Optical equipment, design criteria, and methodology are presented in class; then the students are expected to design and build optical instruments to specification. Corequisite: **PHY 411**. Prerequisite: **PHY 315** and **PHY 232**.

**PHY 451 Quantum Physics I:** This course begins with early atomic models, wave aspects of particles, Schroedinger equation, quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound-state systems. Prerequisite: **PHY 221** .

**PHY 452 Quantum Physics II:** This is a continuation of the study of quantum physics that emphasizes applications of quantum mechanics to atomic physics, solid-state physics, and nuclear physics. Students also examine elementary perturbation theory, theory of angular momentum and spin, and quantum statistics. Prerequisite: **PHY 451**.

**PHY 498/499 Physics Research:** Requires independent research in such fields as acoustics, optics, astrophysics, condensed matter, quantum, or computational physics.

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# Political Science

Changes effective Spring Term 2012

*Boniface* *Chong* *Davison, D.* *Davison, J.*
*Foglesong* *Gunter* *Lairson* *Maskivker*
*Tatari*

Why Study Politics? Life is already political. Politics, then, is not just something that we study and read about: it is something that we live. In ways large and small, abstract and particular, global and local, theoretical and practical, our everyday lives are shaped by powers, ideologies, and customs. Politics happens to us whether we see it or not. But by studying political science, we can become conscious of, understand, engage, and work against the forces that give meaning and shape to our condition.

**MAJOR REQUIREMENTS**

To complete the major in Political Science students must pass twelve (12) courses. Students must complete the six (6) required Core courses and six (6) additional courses. Students may not transfer more than four (4) courses from another institution. Winter intersession courses do not count toward the major. The Department requires that students complete one upper-level course in at least two (2) different subfields for breadth.

The Department of Political Science allows students to pursue two tracks through the major. Each track offers students significant flexibility over their major course selections. Students should select a track and their course options through thoughtful deliberation.

HONORS IN POLITICAL SCIENCE
Students who satisfy the College's requirements for Honors in the Major Field (see "Curriculum and Curricular Requirements," Rollins College Catalogue may graduate with Honors in Political Science through one of the following methods. First, a student pursuing Honors in the Major Field in Political Science must successfully complete and defend an Honors in Political Science Research project under the supervision of a faculty member in the department. Alternatively, students may complete a second senior-year seminar as a thirteenth ($13^{th}$) course in Political Science and defend their research project

before a panel of three (3) faculty members, per the curricular requirements of the College. Students in the College Honors Degree Program may use their senior-year research project for Honors in Political Science, with Departmental approval.

CORE COURSES
All students are required to take introductory course selections in Comparative Politics (**POL 100**), Political Theory (**POL 120**), International Relations (**POL 130**), and American Politics (**POL 160**). Students are also required to complete Public Policy Analysis (**POL 240A**) OR Research Methods in Political Science (**POL 240B**), and a seminar class at the **400-level** that includes the completion of a major research project.

**Students must complete all four (4) introductory level courses:**

**POL 100 Introduction to Comparative Politics**
**POL 120 Problems in Political Thought**
**POL 130 Introduction to International Politics**
**POL 160 Introduction to American Politics**

**Students must complete one (1) course in research methods:**

**POL 240A Pubic Policy Analysis**
OR
***POL 240B Research Methods in Political Science***
(Should be completed by the end of the sophomore year).

**Students must complete one (1) *400-level* seminar:**

***POL 400-level Seminar in Political Science***
(Normally completed during senior year)

*Additional Requirements:*

- All political science majors are required to complete one (1) upper-level seminar at Rollins. Students should normally have at least junior status, and have completed the introductory and upper-level courses in the respective substantive area as well as a research methods course to ensure adequate preparation for the seminar.
- A comprehensive examination and portfolio also are required of all graduating seniors.

Core courses serve as prerequisites to corresponding upper-division courses. For example, **POL 160** must precede all upper-division courses in American politics.

Students may choose one of the following two options to complete their major requirements.

*TRACK I - TRADITIONAL MAJOR*
After completing the four (4) introductory-level courses students may select ANY six (6) upper-level courses they prefer. Students are required to complete one course from at least two (2) different subfields at the upper-level.

*TRACK II - SUBSTANTIVE CONCENTRATIONS IN POLITICAL SCIENCE*

After completing introductory-level courses, students may use upper-level courses to concentrate in a substantive topic. Students are required to complete one course from at least two (2) different subfields at the upper-level. The Department of Political Science lists below five (5) possible options for substantive concentrations. A concentration is a topic that typically cuts across subfields and allows students to study an important substantive theme in greater depth. A concentration will be composed of six (6) courses. At least five (5) of these courses must be at the ***300-*** or ***400-level.*** A final research project is required for all students completing a concentration and normally will be completed in the senior seminar. Students may also satisfy this research requirement by either pursuing Honors in Political Science or through the Senior Honors Research Project in the Honors Program.

It is possible for students to design a concentration which is different from those suggested below. ALL students who wish to pursue a concentration MUST receive Departmental approval. Normally, students should declare their concentration when they declare Political Science as their major, but NO LATER THAN registration for classes for their first semester of their junior year. The declaration should include a curriculum plan of study that outlines their concentration. The plan of study should state what is motivating the student to pursue a substantive concentration, the courses they have selected, and what separates those courses from the rest of the major.

SUGGESTED CONCENTRATIONS: (select six [6] courses from a concentration area, at least five [5] courses must be at the **300-** or **400-level)**

**1. Poverty, Inequality, and Development**

**POL 223 Power and Diplomacy: The United Nations**
**POL 240A Public Policy Analysis**
**POL 252 American Civil Rights Policy**
**POL 270 Ethics and Public Policy**
**POL 301 Revolution in the Modern World**
**POL 302 Politics in the Third World**
**POL 312 Problems of Latin America**
**POL 317 Latin American and US in World Politics**
**POL 321 The Politics of Latin America**
**POL 325 Sustainable Development in Southeast Asia**
**POL 327 Urban Policy Analysis**
**POL 330 Peace and Conflict Studies**
**POL 331 International Political Economy**
**POL 332 International Human Rights**
**POL 333 Case Studies in Sustainable Development**
**POL 336 Post-Communist Systems**
**POL 346 Voting and Elections**
**POL 354 International Organization**
**POL 370 Comparative Modern Ideologies**
**POL 376 Capitalism and its Consequences**
**POL 377 Gender and Political Theory**
**POL 384 East Asian Politics**
**POL 395 Topic: Israeli-Palestinian Politics**

**2. Democracy and Democratization**

**POL 240A Public Policy Analysis**
**POL 252 Topic: American Civil Rights Policy**
**POL 301 Revolution in the Modern World**
**POL 302 Politics in the Third World**
**POL 312 Problems of Latin America**
**POL 317 Latin America and US in World Politics**
**POL 321 The Politics of Latin America**
**POL 327 Urban Policy Analysis**
**POL 330 Peace and Conflict Studies**
**POL 333 Case Studies in Sustainable Development**
**POL 336 Post-Communist Systems**
**POL 343 The American Presidency**
**POL 346 Voting and Elections**
**POL 354 International Organization**
**POL 358 European Government and Politics**
**POL 375 American Political Thought**
**POL 376 Capitalism and its Consequences**
**POL 381 Congress and the Legislative Process**
**POL 382 Constitutional Law**
**POL 384 East Asian Politics**
**POL 391 Modern Political Theory**

**3. Law, Society, and Ideology**

**POL 223 Power and Diplomacy: The United Nations**
**POL 252 American Civil Rights Policy**
**POL 270 Ethics and Public Policy**
**POL 323 Global Environmental Affairs**
**POL 332 International Human Rights**
**POL 333 Case Studies in Sustainable Development**
**POL 351 International Security**
**POL 353 Foreign Policy of the U.S..**
**POL 354 International Organization**
**POL 370 Comparative Modern Ideologies**
**POL 375 American Political Thought**
**POL 376 Capitalism and its Consequences**
**POL 382 Constitutional Law**
**POL 391 Modern Political Theory**
**POL 392 Development of American Political Culture**

**4. Political Institutions and Policy**

**POL 304 Middle East Politics**
**POL 306 Muslims in Western Politics**
**POL 323 Global Environmental Affairs**

**POL 327 Urban Policy Analysis**
**POL 333 Case Studies in Sustainable Development**
**POL 336 Post-Communist Systems**
**POL 343 The American Presidency**
**POL 351 International Security**
**POL 353 Foreign Policy of the U. S.**
**POL 354 International Organization**
**POL 358 European Government and Politics**
**POL 361 Urban Politics**
**POL 363 American Public Policy**
**POL 368 Comparative Public Policy**
**POL 381 Congress and the Legislative Process**
**POL 384 East Asian Politics**

**5. Globalization**

**POL 223 Power and Diplomacy: The United Nations**
**POL 302 Politics in the Third World**
**POL 312 Problems of Latin America**
**POL 317 Latin American and the US in World Politics**
**POL 323 Global Environmental Affairs**
**POL 325 Sustainable Development in Southeast Asia**
**POL 330 Peace and Conflict Studies**
**POL 331 International Political Economy**
**POL 332 International Human Rights**
**POL 333 Case Studies in Sustainable Development**
**POL 334 Political Economy of Japan**
**POL 351 International Security**
**POL 353 Foreign Policy of the U.S..**
**POL 354 International Organization**
**POL 358 European Governments and Politics**
**POL 370 Comparative Modern Ideologies**
**POL 384 East Asian Politics**
**POL 391 Modern Political Theory**
**POL 395 Topic: Israeli-Palestinian Politics**

EXPERIENTIAL OPPORTUNITIES

Faculty in the Department of Political Science believe and encourage majors to pursue at least one non-traditional classroom learning experience, which can be accomplished through participating in a semester abroad program, the Washington Semester program, internships, or taking a course with a travel component. The Department's goal is to offer one course that includes an international trip each year.

WASHINGTON SEMESTER PROGRAM

Through a cooperative arrangement between Rollins and American University, a select number of students, usually juniors, may spend a semester in Washington, D.C., studying public affairs. (See *Special Curricular Opportunities* section of this Catalogue.)

Participants may select from separate programs in American politics, journalism, justice, foreign policy, peace and conflict resolution, economic policy, and art and architecture. Full-time faculty at American University direct the individual programs.

While enrolled in the Washington Semester Program, students live at American University and have full access to all library, cultural, and recreational facilities on campus. *For further information, contact Professor Michael Gunter.*

RESEARCH IN POLITICAL SCIENCE
Students also have the opportunity to conduct research in political science. This can be accomplished through a senior year research thesis for Honors in Political Science or as their final research project in their concentration. Students should have strong research and writing skills in order to complete a research project in Political Science.

**MINOR REQUIREMENTS**
Six (6) courses are required: three (3) introductory courses (**POL 100, 120, 130,** or **160**) and three (3) upper-level courses.

# Course of Study

CORE COURSES

**POL 100 Introduction to Comparative Politics**: Compares environment, structure, and process of politics in different nations. Suitable for nonmajors.

**POL 120 Problems in Political Thought**: Explores authority, legitimacy, power, democracy, ideology, equality, and political obligation as understood by major political thinkers in Western history. Suitable for nonmajors.

**POL 130 Introduction to International Politics**: Outlines decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. Places issues in 20$^{th}$-century context, stressing Cold War and its aftermath, international political economy, and international organizations. Suitable for nonmajors.

**POL 160 Introduction to American Politics**: Analyzes dynamics of American politics: underlying principles and institutions, relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, participation, and problems of liberal, capitalist state. Suitable for nonmajors.

**POL 240A Public Policy Analysis**: Introduces formal techniques -- some involving computer use -- for analyzing problems in public policy. Examines goals and difficulties in civil rights, discrimination, voting rights, and crime. Does not require background in public policy, politics, computer usage, or statistics.

**POL 240B Research Methods in Political Science:** Introduces students to the essential elements of research method in political science. Among the topics covered are understanding hypotheses formulation, structuring testable statements, measurement, types of data, casual thinking, and reporting results>.

**POL 410 Seminar in International Politics:** Presents the past, present, and future role of the sovereign state in the international system with a focus on issues such as economic globalization, non-traditional security threats, and the governance of transnational issues. *Prerequisites:* ***POL 130*** **and one (1)** ***300-level POL*** **course.**

**POL 422 Seminar in Comparative Politics**: Guides students in preparing, presenting, and writing research paper. Requires progress reports, outlines, bibliographies, and oral presentations. *Prerequisite:* completion of core and distribution courses in comparative politics and consent.

**POL 453 Seminar in International Politics**: Analyzes contending theories and approaches in international politics with emphasis on realism, liberalism, and institutionalism. *Prerequisites:* completion of core and distribution requirements in international politics and consent.

**POL 481 Seminar in American Politics**: Compares competing interpretations of politics and polity. *Prerequisites:* completion of core and distribution courses in American politics and consent.

**AMERICAN POLITICS**

**POL 327 Urban Policy Analysis**: Focuses on dilemmas of fast-growing urban areas: transportation, education, land-use planning, urban finance, and growth management.

**POL 341 Political Leadership**: Considers meaning of leadership, changing role of leaders, strategies and styles of effective leaders, and relationship between leadership and democracy. Stresses local government. *Prerequisite:****POL 160.***

**POL 343 The American Presidency**: Weighs logic and impact of constitutional design upon the office, including sources of power and constraint. Traces development of presidency through "imperial" to "postmodern" era, then turns to relationship between President and Congress, bureaucracy, and interest groups.

**POL 346 Voting and Elections**: Investigates electoral behavior in U.S..: rational, contextual, retrospective, and economic explanations for voting, as well as contemporary trends. Considers effects of media and money on election outcomes.

**POL 361 Urban Politics:** Examines impact on urban politics of decline of community in American cities, inequality of power among groups, and local and regional economy. Highlights economic decline in Frostbelt cities and problems of controlling growth in Sunbelt cities like Orlando. *Prerequisite:****POL 160*** or consent.

**POL 363 American Public Policy**: Treats relationship of politics and markets, reasons for government intervention in economy, and conflict surrounding policy implementation. Discusses pros and cons of government planning. Stresses problem of de-industrialization and efforts to formulate industrial policy. Prerequisite: **POL 160.**

**POL 365 Power in America**: Explores how political power is created and maintained. Considers political parties and coalitions, interest groups (including differences in political interests within American capitalism), economic change and international politics, political and economic elite, and state role in supporting and strengthening capitalism.*Prerequisite:* ***POL 160.***

**POL 381 Congress and the Legislative Process**: Deals with organization and operation of U.S.. Congress: how representatives make voting decisions, importance of rules and procedures, political strategy, legislative oversight of executive branch, and relationship between Congress and President.

**POL 382 Constitutional Law**: Analyzes major U.S.. Supreme Court decisions in order to understand development of law regarding powers of national government. Addresses judicial review, federalism, separation of powers, national authority over commerce, and constitutional protection of property. *Prerequisite:* ***POL 160*** or consent. Suitable for nonmajors.

**POL 387 Constitutional Law: Civil Rights and Liberties:** Focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and the rights of the accused, reflected in constitutional amendments four through eight. *Prerequisite:* ***POL 120*** or ***POL 160*** or consent.

**POLITICAL THEORY**

**POL 270 Ethics and Public Policy:** Examines the ethical and moral implications of a wide array of cases and current events, such as use of the atomic bomb, presidential activity, racial profiling, and affirmative action. *Prerequisite:* ***POL 120*** or consent.

**POL 375 American Political Thought:** Analyzes the ideals of America, as imagined, cultivated, and practiced. Explores the forces that shape identity, analyzes the contours and exclusions of democratic citizenship, and focuses on how natural geography has uniquely influenced American political thought. *Prerequisite*: ***POL 120.***

**POL 376 Capitalism and Its Consequences:** Explores the dialectical critiques of the "Frankfurt School" theorists. Analyzes the ways that capitalism has affected 20$^{th}$-century life in ways that extend beyond the economic sphere, shaping our social relations and our experience of the world itself. *Prerequisite:* ***POL 120.***

**POL 377 Gender and Political Theory:** Analyzes how idealized images of masculinity and femininity shape political theories, feminist theories, and influence public policy and law. Explores the gendered nature of the ideal liberal capitalist subject. *Prerequisite:* ***POL 120.***

**POL 390 Ancient Political Theory:** Surveys pre modern political theories with attention to their major theoretical innovations, historical contexts, and contemporary relevance. Major themes include the nature of political community and its relation to the cultivation of virtue, the origins of the ideas of law and freedom, the relation between knowledge and power and between politics and salvation. Readings include Thucydides, Plato, Aristotle, Augustine, Niccolo Machiavelli, and others. Prerequisite: POL 120, one PHI course, or consent.

**POL 391 Modern Political Theory**: Features such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Mill, Tocqueville, and Marx. Addresses questions about freedom, equality, revolution, private property, and public justice, origins of state, and purposes of political life. *Prerequisite:* ***POL 120***, one***PHI*** course, or consent.

**POL 392 Development of American Political Culture**: Explores relationship between republicanism and liberalism as core of American political thought and culture. Delves into human nature,

individualism, civic virtue, public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and marketplace, success, progress, and social Darwinism. Suitable for nonmajors. *Prerequisite:* ***POL 120*** or consent.

**POL 394 Contemporary Political Theory:** Examines 20th-century political theory. Covers the moral and conceptual foundations of liberal democracy and critiques of liberalism from communitarian, feminist, critical theory, and postmodern perspectives. *Prerequisite*: ***POL 120*** or consent.

**POL 395 Topics in Political Theory:** Advanced investigation of selected problems or areas in political theory. Topics may include feminist political theory, American political thought, and conservative political thought. *Prerequisite*: ***POL 120*** or consent.

**POL 470 Seminar in Political Theory:** Provides context for students to examine in-depth topics of justice, freedom, welfare, and equality, and considers contemporary issues against the arguments of political theorists. Requires extensive oral participation, independent work, and contribution of a major paper. *Prerequisite:* ***POL 120.***

**POL 498-499 Independent Study**

**COMPARATIVE POLITICS**

**POL 202 The Americas:** A Political History of Latin America: Outlines from conquest and colonization to contemporary times. Emphasizes aspects of Latin American civilization with enduring effects on political culture and international relations.

**POL 301 Revolution in the Modern World**: Analyzes meaning, dynamics, and goals of revolution as part of politics of violence. *Prerequisite:****POL 100.***

**POL 302 Politics in the Third World**: Reveals patterns of political life in such developing areas as Africa, Asia, and Latin America. *Prerequisite:****POL 100.***

**POL 304 Middle East Politics**. Explores the politics of the Middle East and various approaches for analyzing its regional and international issues such as U.S.. foreign policy in the region.

**POL 306 Muslims in Western Politics**. Explores the characteristics of Muslim populations and their role in politics in the U.S.. and three West European countries from a comparative perspective.

**POL 307 Islam and Politics**. Introduces Islam and covers Islamic theology, spirituality, jurisprudence, culture, and political ideology.

**POL 308 Immigration and Multiculturalism in the U.S.**. Critically examines immigration and multiculturalism in the U.S.. through extensive community engagement.

**POL 312 Problems of Latin America**: Alternates focus among different topics/regions depending on interest. *Prerequisite:* ***POL 100*** or at least two***LAC*** courses.

**POL 321 The Politics of Latin America**: Discusses problems of underdevelopment, cultural traditions and socioeconomic conditions, and challenge of winning/maintaining political power and bringing about

change in Latin American political systems. *Prerequisite:* ***POL 100*** or consent.

**POL 333 Case Studies in Sustainable Development:** Explores political concept of sustainable development, comparing how different states confront issues such as population growth, poverty, alternative energy, hazardous waste trade, deforestation, GMOs, ecotourism, sprawl, and invasive species. *Prerequisite*: ***POL 100*** or ***POL 130***.

**POL 336 Post-Communist Systems**: Discovers causes and consequences of changes in former Soviet bloc, particularly character and behavior of elites, parties, groups, and masses. Assesses possibility of democratization and likelihood of economic development. *Prerequisite:* ***POL 100.***

**POL 358 European Government and Politics**: Details goals, policies, institutions, and efficacy of European democracies. Treats funding of welfare state, prospects for uniting Europe, and future of NATO alliance. *Prerequisite:* ***POL 100.***

**POL 368 Comparative Public Policy**: Determines why certain governments cope better with common problems. Touches upon roles of political parties, bureaucracies, interest groups, political institutions, and public opinion. *Prerequisite:* ***POL 100*** or ***POL 160.***

**POL 370 Comparative Modern Ideologies**: Considers liberalism, conservatism, Christian democracy, socialist democracy, communism, fascism, and nationalism. Focuses on political programs of groups associated with these ideologies. *Prerequisite:* ***POL 100.***

**POL 384 East Asian Politics**: Compares political systems of China, Vietnam, Japan, and the Koreas. Looks into key regional issues and East Asia in post-Cold War global order.

**INTERNATIONAL POLITICS**

**POL 223 Power and Diplomacy: The United Nations:** Familiarizes students with the operations of the United Nations. Provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular.

**POL 232 World Issues of Our Times**: Develops informed opinions on such issues as East-West and North-South relations, population, hunger, development, terrorism, and war. Encourages students to think of solutions to problems. Assigns Foreign Policy Association's annual *Great Decisions* as core text. Suitable for nonmajors.

**POL 310 Sustainable Development: Dominican Republic:** Provides students with a better understanding of sustainable development through studying the Dominican Republic. Examines area history of the DR and methodology of sustainable development. Using a number of case studies, from tourism and sugar cane industries, to urban sprawl and forest protection, identifies historical connections to sustainable and unsustainable practices.

**POL 313 Economic and Political Development in Eastern Europe:** Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements **POL 358** and **ECO 305D**. *Prerequisites:* **ECO 202, ECO 203,** and **POL 130 or POL 100**.

**POL 317 Latin America and the United States in World Politics:** Evaluates relationships of nations of Western Hemisphere. Treats U.S.. foreign policy in general, then relations with Latin America. *Prerequisite:* ***POL 100, POL 130,*** or two ***LAC*** courses.

**POL 320 U.S..-Middle East Foreign Relations and Culture Since 1900:** Examines the history of contact between the United States and the Middle East since 1900, from the combined geopolitical and cultural perspectives of political science and anthropology. *Prerequisite:* **POL 100, or POL 130**, or one ***ANT*** course.

**POL 323 Global Environmental Affairs:** Examines global environmental issues from climate change to biodiversity protection with international relations theories that explore the role of civil society, institutions, and markets, in both contributing problems and finding solutions. *Prerequisite:* ***POL 130.***

**POL 325 Sustainable Development in Southeast Asia:** Southeast Asia provides a striking example of the central challenge facing much of the developing world, balancing rapid economic development and environmental protection. Much of the region's tropical forests have been cleared to make way for agriculture, plantations, and industrial development. Yet despite these inroads, many nations, such as Vietnam and Malaysia, still support a spectacular diversity of natural habitats and species. This course examines the recent history of economic and environmental change in Vietnam, Malaysia and Singapore, focusing on the role of high technology industry, resource extraction, and environmental planning. Students will travel to Singapore to study urban environmental planning, visit semiconductor plants and sustainable development agencies in Malaysia, and explore development issues in Vietnam. *Prerequisite:* ***POL 130*** or consent.

**POL 330 Peace and Conflict Studies:** Introduces students to the theories of conflict and peacebuilding, trends in political conflict, and presents case studies of several ongoing conflicts. *Prerequisite:* ***POL 130.***

**POL 331 International Political Economy:** Follows development of international monetary system, multinational coordination of economic policy, functions of international economic organizations, role of multinational corporations, energy and international politics, and problems of economic development, exploitation, and dependence in Third World. *Prerequisite:****POL 130.***

**POL 332 International Human Rights:** Introduces students to the theoretical, political, and legal dimensions of human rights in the modern global system. Students will further engage the concept of human rights through case studies and the study of critical issues in human rights, including gender, culture, refugees, and modern slaves.

**POL 334 Political Economy of Japan:** Chronicles origins, development, and contemporary arrangements of Japanese political economy from Meiji Restoration to present. Delves into 19th-century commitment to economic modernization and national independence, military expansion, relationship with U.S.., and complex link of Japanese state with economy. *Prerequisite:* ***POL 100*** or***POL 130.***

**POL 351 International Security:** Analyzes how international security is changing global interactions and how the world can adjust accordingly in the 21st century. Examines both the causes of war and the conditions that promote peace, all within the context of notable contemporary crises, including economic, environmental, and cultural dimensions. *Prerequisite:* ***POL 130.***

**POL 352 International Law**: Uses case studies to survey nature, sources, and applications of international law, particularly to resolve conflict. *Prerequisite:* ***POL 130*** or consent.

**POL 353 Foreign Policy of the U.S..**: Assesses decision-making power of interest groups, Congress, President, and bureaucracy. Asks if U.S.. foreign policy is reactive. Discusses nuclear security and arms control, trade relations, foreign aid, new world order, and North-South issues. *Prerequisite:* ***POL 130.***

**POL 354 International Organization**: Examines the interaction of state associations such as the United Nations (UN), European Union (EU), World Trade Organization (WTO), and Organization of the Petroleum Exporting Countries (OPEC), as well as transnational corporations like DuPont and BP, non-governmental organizations (NGOs) such as Conservation International and Medicines Sans Frontiers, and terrorist networks like Al Qaeda. Analyzes international regimes and treaties, offering a political critique of global governance in the 21st century. *Prerequisite:* ***POL 130.***

**POL 355 Political Psychology:** Introduces students to the field of political psychology and engages students in an in-depth study of recent pioneering works in the field. Topics include leadership, decision-making, conflict, and terrorism.

**POL 385 Politics and Society in Contemporary China:** An overview of the development of Chinese political, social, and economic life in the 20th century.

**POL 393 Vietnam Experience On-Line:** Uses information technology to expand the arc of expertise, interaction, and collaboration among students and faculty so as to understand better the Vietnam War. *Prerequisite:* ***POL 130*** or consent.

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# Psychology

Changes effective Fall Term 2011

| | | | |
|---|---|---|---|
| *Carnahan* | *Davidson* | *Harris* | *Houston* |
| *Queen* | *Ray* | *Richard* | *Ruiz* |
| *Smither* | *St. John* | *Woodward* | |

The psychology Major and Minor use the methods and content of psychological science to teach students to:

1. understand the reasons behind their own and others' behavior
2. become competent and critical decision makers
3. respect human diversity and
4. fulfill their social responsibilities.

With an emphasis on experiential learning and laboratory courses, scientific rigor, quantitative literacy, and verbal and written communication skills, the psychology major provides an excellent background for students planning to join the workforce upon graduation and for those planning to continue their education in graduate school.

Students need to consult a departmental advisor as early as possible to plan course selections. Because of the structure of the major, transfer students should expect to spend at least two (2) years in the Rollins program to complete major requirements.

**MAJOR REQUIREMENTS**

Twelve (12) courses and a comprehensive exam are required.

FOUNDATIONS

- **PSY 150 Perspectives in Psychology I: The Individual in Context**
- **PSY 155 Perspectives in Psychology II: Thought and Behavior**

SCIENTIFIC CORE

- **PSY 250 Statistics and Research Methods I with Laboratory**
- **PSY 255 Statistics and Research Methods II with Laboratory**

DOMAINS IN PSYCHOLOGY

- **Seven (7) courses, one each from five domains, three of which must be laboratory courses:**
  - **Domain I: Behavioral Perspectives (BEH Titles)**
  - **Domain II: Biological Perspectives (BIO Titles)**
  - **Domain III: Cognitive Perspectives (COG Titles)**
  - **Domain IV: Developmental Perspective (DEV Titles)**
  - **Domain V: Individual-Social Perspectives (ISP Titles)**

SENIOR CAPSTONE IN PSYCHOLOGY

- **A minimum of one (1) 400-level capstone course is taken during the senior year:**
  - **PSY 415 Advanced Topics in Psychology**
  - **PSY 491 Senior Seminar in Behavioral Psychology**
  - **PSY 492 Senior Seminar in Biological Psychology**
  - **PSY 493 Senior Seminar in Cognitive Psychology**
  - **PSY 494 Senior Seminar in Developmental Psych**
  - **PSY 495 Senior Seminar in Individual-Social Psych**
  - **PSY 499 Honors Research in Psychology (2 Semesters)**

ADDITIONAL REQUIREMENT

- **Completion of a comprehensive examination during the senior year.**

**MINOR REQUIREMENTS**

Nine (9) courses are required including the two (2) *Foundations* courses (PSY 150 & 155), the two (2) *Scientific Core* courses (PSY 250 & 255) listed above, and five (5) *Domains in Psychology* courses, one each from five domains, three of which must be w/Lab courses:

- **Domain I: Behavioral Perspectives (BEH Titles)**
- **Domain II: Biological Perspectives (BIO Titles)**
- **Domain III: Cognitive Perspectives (COG Titles)**
- **Domain IV: Developmental Perspective (DEV Titles)**
- **Domain V: Individual-Social Perspectives (ISP Titles)**

# Course of Study

**PSY 101 Introduction to Psychology**: Surveys physiological, developmental, social, and personality psychology; sensation perception; learning; information processing; motivation; psychopathology; and research methods.

**PSY 150 Perspectives in Psychology I: The Individual in Context**: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in developmental, personality, and social psychology.

**PSY 155 Perspectives in Psychology II: Thought and Behavior**: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in behavioral, cognitive/physiological, and applied psychology.

**PSY 190 Psychology of Adjustment and Stress Management**: Helps students cope with stress, bridging gap between current research and clinical treatment. Considers assessment, treatment guidelines and techniques, effects of motivation in controlling stressors, and physiology of stress. Students experiment with stress reduction through meditation, progressive relaxation, autogenic training, hypnosis, and biofeedback. Not open to students who have taken winter intersession classes *The Art and Science of Relaxation* or *Stress Management*.

**PSY 200 Stress Management: Hanging Loose in an Uptight World**: Offers an approach to stress management whereby students gain a clear and in-depth understanding of its causes and effects as well as many adoptable management techniques.

**PSY 203 Suicide and Depression**: Examines the personal and social factors contributing to suicide among Americans and demonstrates the possibilities for successful treatment of such individuals.

**PSY 210 Psychology Across Cultures**: Explores cultural components of several major areas in psychology, including research methods, human development, personality, social psychology, perception, and cognition. Empirical research on the interplay between individual and group beliefs and psychology forms the center of the course, which also includes guidelines to improve cross cultural relationships, and respectful research paradigms.

**PSY 211 Social Psychology**: Presents broad account of how actual or imagined presence of others influences thoughts, feelings, and behaviors. Touches upon conformity, attraction, prejudice, aggression, group decisions, and attitude change, as well as advertising, law, and indoctrination.

**PSY 213 Health Psychology:** Explores the interaction between the mind and the body as it relates to health with special emphasis on the physiological consequences related to healthy and unhealthy behavior. Investigates how psychological events, such as stress and other emotions, affect physical and emotional health.

**PSY 215 Topics in Psychology**: Focuses on a specific topic or field in psychology which is not covered elsewhere in the curriculum. May be repeated for credit. Suitable for nonmajors.

**PSY 217 Psychology of Drugs and Addictions, with Laboratory**: Questions whether chemical addiction (drugs and alcohol) is disease or an attempt to adapt to inner needs and external pressures.

**PSY 225 Careers in Psychology**: Designed for majors wanting to know more about careers in psychology. Students will research and present information about various careers in psychology, including job responsibilities, historical and current issues associated with different fields, educational requirements, availability of positions, and salary. Emphasis placed on careers that require graduate education, so part of the class will focus on strategies and requirements for applying to graduate school.

Registration priority to sophomore/junior psychology majors.

**PSY 250 Statistics and Research Methods I with Laboratory**: Surveys application of descriptive and inferential statistical analysis. Covers frequency distributions, transformed scores, normal-curve model, linear correlation and prediction, and hypothesis testing using variance analysis.

**PSY 255 Statistics and Research Methods II with Laboratory:** Details specialized lab techniques, methodology, and statistical analysis of different topical research areas. Integrates continuing lab project with discussion. Seminar. Prerequisite: **PSY 250.**

**PSY 300 ISP: Cross Cultural Psychology**: Explores the cultural components of several major areas in psychology, including research methods, human development, personality, social psychology, perception, neuropsychology, schooling, learning and memory, and cognition. Prerequisite: PSY 150.

**PSY 302 BIO-COG: Brain and Language:** Examines language in a biological context, and investigates the relationship between brain mechanisms and language behavior. Includes aphasia and other language disorders, hemispheric specialization, aphasia in the deaf, critical periods and aphasia in children, and gender differences in brain organization and cognitive abilities. Prerequisite: PSY 155.

**PSY 305 BIO: Sleep, Dreams, and Behavior:** We spend approximately a third of our lives engaged in sleep. The psychology of sleep and dreams is an important area of the discipline with implications for physiological psychology, neuroscience, personality, and clinical psychology. Lecture/discussion course in which students and instructor explore the recent scientific research on sleep and dreams and its impact on behavior. Prerequisite: PSY 155.

**PSY 306 ISP: Tests and Measurements:** Examines social role of tests, as well as methods of development and administration. Looks into achievement and intelligence testing, personality assessment, personnel selection, test bias, and vocational-interest testing. Prerequisites: PSY 150 and PSY 250.

**PSY 309 DEV: Adolescent Development:** Adolescence is characterized by rapid biological, cognitive, social, and psychological changes. Course addresses major topics in adolescent development (e.g., puberty, family, peers, sexual behavior, and romantic relationships). Prerequisite: PSY 150.

**PSY 310 ISP: Psychopathology:** Deals with psychological/psychiatric disorders presented in DSM IV. Lab acquaints students with institutional settings. Emphasizes treatment procedures and vocational opportunities. Prerequisite: PSY 150.

**PSY 312 ISP: Psychology and the Law:** Focuses on psychological research of direct relevance to the legal system. Topics may include police interrogation and confessions, the reliability of eyewitness testimony, scientific jury selection, competency, and the insanity defense. Prerequisite: PSY 150.

**PSY 313 ISP: Psychology of Religious Experience:** Provides an overview of historical and modern research and theory in the psychology of religion, focusing on empirical studies and religious behaviors. Discussions center on the relationships between religious and scientific world views. Topics include the relationship between religious beliefs and practices and child rearing, mental and physical health, brain functioning, and life after death experiences. Prerequisite: PSY 150.

**PSY 314 BIO-COG: Sensation and Perception:** Introduces psychophysical, physiological, and cognitive aspects of human and animal perception. Includes visual, auditory, somatic, and chemical sensation; visual perception of color, objects, depth, and movement; and speech, pain, and flavor perception. Prerequisite: PSY 150, PSY 155, andPSY 255.

**PSY 315 Intermediate Topics in Psychology:** Focuses on a specific topic or field in psychology which is not covered elsewhere in the curriculum. May be repeated for credit.

**PSY 317 ISP: Group Dynamics:** Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups. Prerequisite: PSY 150.

**PSY 319 ISP: The Psychology of Work:** Explores the psychological processes involved in organizational life. Drawing on current research and theory, examines issues such as employee selection, training, leadership, motivation and organizational change. Prerequisite: PSY 150.

**PSY 322 COG: Cognitive Psychology with Laboratory:** Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory, imagery, gene knowledge, language, problem-solving, and logical reasoning. Prerequisite: PSY 150, 155 and 255.

**PSY 324 BIO-COG: Neuropsychology:** Studies central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. Prerequisites: PSY 155.

**PSY 326 BIO: Physiological Psychology with Laboratory:** Introduces the fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures.

**PSY 327 BIO-ISP: Evolutionary Psychology:** Draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist because they facilitated survival and reproduction during our evolutionary history. Prerequisites: PSY 150 and 155.

**PSY 328 DEV: Developmental Psychology with Laboratory:** Tracks human growth and change: prenatal development, cognitive development, infant attachment, personality/social development, and language acquisition. Discusses major theories of human development including cognitive-developmental, social learning, and psychoanalytic models. Requires three hours per week of hands-on participation and observation in the Child Development Center. Prerequisite: PSY 150, 155, and 255.

**PSY 329 ISP: Environmental Psychology:** Examines how environments (natural and built) relate to thoughts, feelings, and behavior. Topics include nature and mental health, environmental responsibility, identity display, disasters, home and work, and environment and crime. Prerequisite: PSY 150.

**PSY 332 ISP: Psychology of Social Behavior:** An in depth examination of research and theory in social psychology related to such topics as social influence, person perception, prejudice and discrimination, group behavior, interpersonal attraction, helping, and aggression. Prerequisite: PSY 150.

**PSY 338 ISP: Clinical Assessment Procedures:** Presents principles of psychological testing and

evaluation. Highlights referral setting, relationships among test scores, consulting outside sources, role of the clinician, interpreting test data, integrating client's history with observations, and age considerations affecting interpretation of test data. Attempts to establish elusive connection between results of psychological testing and psychotherapy. Prerequisite: PSY 150.

**PSY 341 BEH: Learning with Laboratory:** Introduces fundamentals of behavior acquisition and modification: reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasizes total competence learning, requiring student to advance beyond recognition and recall. Prerequisite: PSY 150, 155, and 255.

**PSY 342 BEH: Comparative Animal Behavior with Laboratory:** Surveys the research by comparative psychologists and ethologists regarding species-specific vs. species-general behaviors. Topics include migration and other seasonal behaviors, territorial behavior, communication, aggression, defense, and reproduction-related behaviors such as mate recruitment, nesting, caring for young, and offspring socialization. Social and group behaviors, including dominance and social-synchrony, also included. Prerequisites: PSY 150, 155, and 255.

**PSY 345 BEH: Childhood Disorders:** Surveys a wide range of childhood disorders including behavioral and emotional disorders, developmental disorders, social and health-related disorders, and adolescent problems. Also considers children at risk, and addresses child physical abuse and neglect, child sexual abuse, and substance abuse. Interdependence of biological, psychological, and developmental factors are stressed in developing an understanding of childhood disorders in the context of family, school, community, and cultural influences. Prerequisite: PSY 155.

**PSY 347 Modern Psychology -- History and Systems:** Chronicles development and decline of systematic positions within psychology since its establishment as a separate discipline in 19$^{th}$ century. Prerequisites: PSY 150 and 155.

**PSY 354 ISP: Personality:** Examines traditional and contemporary theories (psychoanalytic, behavioral, humanistic, and factor analytic) about how individuals organize personal and social selves. Students apply theories to autobiographical data. Prerequisite: PSY 150.

**PSY 491 Senior Seminar in Behavioral Psychology:** An intensive investigation of theory, research, and practice relating to behavioral processes in psychology; requires students to apply knowledge and skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 492 Senior Seminar in Biological Psychology:** An intensive investigation of issues in psychology analyzed predominantly from a biological perspective; i.e., research emphasizing physiological or evolutionary perspectives, and animal or neuropsychological models. Students will synthesize knowledge from across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 493 Senior Seminar in Cognitive Psychology:** An intensive investigation of theory, research, and practice relating to cognitive processes in psychology; requires students to apply knowledge and skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 494 Senior Seminar in Developmental Psychology:** An intensive investigation of theory, research, and practice relating to developmental processes; requires students to apply knowledge and

skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 495 Senior Seminar in Individual-Social Psychology:** An intensive investigation of theory, research, and practice relating to individual and social processes in psychology; requires students to apply knowledge and skills from courses across the major. Prerequisites: PSY 150, 155, and 255; and senior standing.

**PSY 499 Honors Research in Psychology:** Intensive independent research on a selected topic in psychology. May be repeated for credit. Two semesters required for consideration of Honors in the Major. Prerequisites: PSY 150, 155, and 255; and senior standing..

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# Sociology

Changes effective Spring Term 2010

*Glennon McClure Nichter Ovist*

Sociology provides an understanding of human societies for students desiring a liberal arts education, as well as for those preparing for graduate study in sociology or related fields.

Qualified students may be invited to participate in the department's honors degree program, as well as in independent study projects and internships with faculty.

Because sociology relies heavily on advising for program direction, majors must choose an advisor in the department.

**MAJOR REQUIREMENTS**

Twelve (12) courses are required, at least eight (8) of which must be taken at Rollins. All core courses must also be taken at the College.

*CORE COURSES*

**Choose one (1) of the following four (4) prior to junior year.**

- **SOC 101 The Sociological Perspective**
- **SOC 102 American Society**
- **SOC 208 Self and Society**
- **SOC 211 Social Problems**

**Choose one (1) of the following three (3).**

- **SOC 323 Sociology of Culture**
- **SOC 355 Race and Ethnic Relations**
- **SOC 367 Economy and Society**

**Take all of the following.**

- **SOC 203 Methodology (fall of junior year)**
- **SOC 343 Social Stratification (fall of junior year)**
- **SOC 335 Sociological Theory (spring of junior year)**

ADDITIONAL REQUIREMENTS

- **One (1) course in anthropology, philosophy, economics, history, or politics**
- **Five (5) courses in sociology, at least three (3) of which must be at the 300-400-level**
- **SOC 418 Senior Seminar (after completion of core courses)**

**MINOR REQUIREMENTS**

Eight (8) courses are required, six (6) of which must be taken at Rollins.

- **Five (5) core courses required for major**
- **Two (2) 300-400 level courses in sociology**
- **SOC 418 Senior Seminar (after completion of core courses)**

# Course of Study

**SOC 101 The Sociological Perspective**: Covers scope, methods, and general principles of the discipline. Focuses on group behavior, race relations, inequality, social institutions, and social change. Suitable for nonmajors.

**SOC 102 American Society:** Examines recent social, political, economic, and cultural changes and trends.

**SOC 112 The Family**: Examines how political, economic, and social changes affect marriage and family. Highlights comparative family structure, divorce, abortion, homosexuality, and changing sex roles in light of larger social changes. Suitable for nonmajors.

**SOC 203 Methodology**: Focuses on collecting, analyzing, and interpreting social data. Addresses research strategies and their ethical implications. Prerequisite: sociology major or consent.

**SOC 208 Self and Society**: Introduces theories and research findings on socialization, identity formation, and presentation and actualization of self. Explores question of identity in contemporary American society and in everyday life. Suitable for nonmajors.

**SOC 211 Social Problems**: Follows traditional areas of social problem analysis (poverty, sexism, racism, and crime) as they evolve and transform society as a whole. Suitable for nonmajors.

**SOC 250 Sociology of Gender:** Examines gender relations and the construction of femininity and masculinity in American society. Explores gender within the context of social institutions, including

science, education, families, the economy, and sport. Suitable for nonmajors.

**SOC 258 Animals and Society**: Covers interspecies communication studies (particularly those focusing on dolphins, chimpanzees, and gorillas), role of pets in human society, trainer/performer relationship, and animal rights (factory farming, fur, use of animals in scientific experiments). Suitable for nonmajors.

**SOC 308 The Body in Society**: Investigates studies of gender, sexuality, and medicine which reveal that, far from being a biological given, the body is a construct altered by social forces that change over time. Looks into eating disorders, physical appearance, sex, reproduction, illness, and abortion. Uses sociohistorical analyses and case studies.

**SOC 311 Topics in Sociology**: Analyzes such contemporary topics as emerging social movements, global society, and the female heroic. Varies from year to year. May be repeated for credit.

**SOC 315 Sociology of Childhood:** Examines childhood as both a social construct and lived experience. Addresses the various cultural and structural factors that shape conceptions of childhood, the structure of childhood in contemporary society, children's "social worlds," and children's perceptions and experiences of everyday life. Prerequisite: one **SOC** course.

**SOC 317 Television and Society**: Investigates role of TV in creating new social environments and reshaping conventions of time and space. Addresses impact of TV on family, gender, race and ethnic relations, education, and consumption. Prerequisite: one **SOC** course or consent.

**SOC 320 Social Change**: Considers effect of change on organization of societies, relationship of humans to the environment, and future lifestyles.

**SOC 323 Sociology of Culture**: Includes various theories of culture. Emphasizes field research and observation of phenomena such as fads, fashions, and media themes and characters. Prerequisite: sociology major or consent.

**SOC 324 Women in Society**: Studies experiences created by differences in race, class, age, and sexual orientation. Presents theories about women's place in society. Discusses identity development, family relations, sexualities, paid and unpaid labor, feminization of poverty, violence, reproductive technologies, and feminist and antifeminist social movements.

**SOC 325 Political Sociology**: Reviews recent developments in American politics: structure of power in society, political significance of large corporations, relationship between business and government, and nature of American democracy.

**SOC 326 The Sociology of Kurt Vonnegut**: Compares Vonnegut's writings with work of sociologist/economist Thorstein Veblen. Uses Vonnegut's fiction as a springboard for discussion of alienation, quest for meaning in bureaucratic environment, "imbecile institutions," dangers of technocracy, and growing reality of plutocratic society.

**SOC 329 Sociology of the Sixties Counterculture**: Emphasizes political protest (civil rights, antiwar, feminist), alternative living arrangements (communes, cooperatives), and lifestyle (music, clothing, celebrations).

**SOC 333 Postmodern Society**: Reviews recent debates about postmodernity using critical-theory and sociology-of-knowledge approaches.

**SOC 335 Sociological Theory**: Examines concerns of early founders in light of contemporary trends within field. Addresses values in sociological inquiry, problem of applying general scientific model to sociology, and biases of researchers. Prerequisite: sociology major or consent.

**SOC 343 Social Stratification**: Investigates various forms of structured social and economic inequality, concentrating primarily on race, class, and gender. Prerequisite: sociology major or consent.

**SOC 345 Sociology of Gender**: Examines gender in American society, with an emphasis on the construction of femininity and masculinity in the context of major social institutions. Reviews various approaches to the study of gender that include elements of symbolic interactionism, constructionism, post-modernism, conflict theory, and feminist theory. Specific institutional contexts of the construction and management of gender, including science, schools, family, the economy, and sport, also considered.

**SOC 355 Race and Ethnic Relations**: Explores colonization and immigration, assimilation and pluralism, prejudice and discrimination, and inequality and conflict past and present.

**SOC 356 The State of Black America**: Examines political, economic, social and cultural standing of African Americans (both historical and contemporary), relationships between blacks and whites, and internal differentiation of black population.

**SOC 360 Poverty and Social Welfare**: Focuses on changing composition of poverty population, war on poverty, public and academic debates, present-day American welfare system, and relationship between poverty, welfare, and inequality.

**SOC 367 Economy and Society**: Analyzes American economic institutions, particularly the modern corporation, and the modern state. Relates shifting patterns of production and consumption to structural changes in late industrial capitalism. Measures impact of multinational corporations on community, environment, workers, and U.S. foreign policy.

**SOC 371 Deviant Behavior**: Investigates deviant behavior as the inverse of power: The more power a particular class of people possesses, the less likely they will be defined as deviant. Challenges students to redefine "deviance" and examine "normal" workings of U.S. institutions. Prerequisite: one **SOC** course or consent.

**SOC 417 Research Seminar**: Explores topics in contemporary sociology. Requires individual research projects and oral reports. May be repeated for credit. Prerequisite: one **SOC** course or consent.

**SOC 418 Senior Seminar**: Develops common grounding in a specific subject to serve as a framework for individual projects. Requires oral reports. Prerequisites: core courses and senior standing.

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine

BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

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# Sustainable Development and the Environment (minor only)

*Allen Gunter Lairson Lines*

The interdisciplinary minor in sustainable development and the environment examines whether transnational corporations can be both competitive and responsible by pursuing a strategy of sustainable development. The minor includes a set of courses that examine carefully the concept of sustainable development in an increasingly global economy. These courses are based on the premise that sustainable development means reconciling the need for economic growth, particularly in developing nations, with the need to protect both natural resources and the quality of life.

This minor will appeal primarily to students majoring in environmental studies or international business, but it will be available to other students as well. It includes a prescribed sequence of academic courses in conjunction with opportunities for practical applications of course theory through field study practical.

Students who complete this minor will gain an understanding of:

- the basic principles of environmental protection and sustainability;
- the emergence and consequences of globalization;
- the increasing role of international cooperation in managing environmental problems;
- the political economy of transnational corporations;
- the range of both positive and negative behaviors of transnational corporations in developing countries, and the ability to evaluate the environmental consequences of those behaviors and
- recent attempts to measure and evaluate sustainable development, including indicators of corporate practice.

**MINOR REQUIREMENTS**

Twenty-eight (28) semester hours are required: four (4) core courses, worth four (4) semester hours each and two (2) seminar/practicum courses worth six (6) semester hours each.

CORE COURSES

- **INB 200 Introduction to International Business**
- **ENV 292 Political Economy of Environmental Issues**
- **ENV 348 Sustainable Development**
- **INB 225 Sustainable Business Practices**

SEMINAR/PRACTICUM COURSES
Seminar/practicum courses serve as case studies in sustainable development. Each is comprised of a semester-length seminar followed by a study-abroad practicum. All are focused on Latin America and the Caribbean, areas that serve as representative case studies to illustrate a wide range of issues in sustainable development. Two (2) courses with field study component are required.

- **ENV 365 Environment and Development in Central America**
- **ENV 365F Central America Field Study**
- **ENV 375 Island Economies and Sustainability in the Caribbean**
- **ENV 375F Caribbean Field Study -- Dominica**
- **ENV 385 Sustainable Development in the Amazon Basin**
- **ENV 385F Amazon Basin Field Study**
- **INB 375 Global Production Systems and Sustainable Development**
- **INB 375F Northern Mexico Field Study**

# Course of Study

**ENV 365 Environment and Development in Central America:** Studies the need for broad-based sustainable development using Central America as a case study. Considers how widespread deforestation and rapid population growth have combined with other factors to depress living standards throughout the region. Examines why Costa Rica has attained a high level of human development. Explores appropriate models of sustainable development for the region. Co-requisite: **ENV 365F.**

**ENV 365F Central America Field Study:** The Central Highlands of Costa Rica provide an excellent case study in sustainable development. Students observe and analyze models of sustainability in the areas of agriculture, tourism, and ecosystem services, while examining a wide range of projects including a large-scale coffee plantation, an organic coffee cooperative, and the Monteverde Cloud Forest Preserve. Co-requisite: **ENV 365.**

**ENV 375 Island Economies and Sustainability in the Caribbean:** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Conservation of these resources for future generations while meeting the legitimate material needs of people in the region also discussed. Explores the prospects for sustainable economic development. Co-requisite: **ENV 375F.**

**ENV 375F Caribbean Field Study:** Dominica is currently experiencing a major transition from an economy based primarily on agricultural exports to a tourism-based economy. Examines the tension between various competing interests and identifies opportunities for achieving broad-based sustainable development. **Co-requisite: ENV 375.**

**ENV 385 Sustainable Development in the Amazon Basin**: Examines the Amazon Basin, the largest remaining tropical ecosystem on earth, considering the crucial ecological services it provides as well as the exceptional biological and cultural diversity it supports. Reviews historic attempts to exploit the rich

biological and mineral resources of the region, which failed through a misunderstanding of tropical ecology and an inability to recognize environmental limitations. Discusses new approaches to development that generate income while protecting crucial ecological systems supporting economic development. Examines such efforts in the areas of tourism, agriculture, forestry, and fisheries. Optional field study component also available. **Co-requisite: ENV 385F.**

**ENV 385F Amazon Basin Field Study:** The Peruvian Amazon provides an excellent case study of how governments, nongovernmental organizations, and private companies can form partnerships to promote sustainable development. Students work with local naturalist guides and project managers to gain a comprehensive understanding of the ecotourism industry. **Co-requisite: ENV 385.**

**INB 375 Global Production Systems and Sustainable Development:** Examines the emerging system of global production and its consequences for sustainable development. Considers the global production systems in apparel, autos, and semiconductors. Examines the impact of these production facilities on the social, economic, political and environmental systems of Mexico and Central America. **Co-requisite: INB 375F.**

**INB 375F Mexico Field Study:** Examines the impact of transnational firms on water quality, public facilities, and housing. Factors linked to corporate responsibility in these areas are studied, including international public pressure, corporate values in the home office, national origin of home office, and local political pressure. **Co-requisite: INB 375.**

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# Theatre Arts and Dance

Changes effective Fall Term 2012

| | | | |
|---|---|---|---|
| *Cavenaugh* | *Charles* | *Cody-Rapport* | *Griffin* |
| *Miller* | *Mobley* | *Neilson* | *Ouellette* |
| *Rodgers* | *Sherry* | *Zivot* | |

The theatre major offers a comprehensive education in the art and craft of the theatre. The curriculum exposes students broadly to theatre history, literature, theory, and criticism, and provides rigorous training in acting, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

**Philosophy**

The Rollins College Department of Theatre Arts and Dance believes that theatrical productions and classroom study are of equal and complementary value.

The faculty of the Department of Theatre Arts and Dance embraces the liberal arts mission of Rollins College. The study of theatre comes most fully to life when integrated with other disciplines, for example, psychology, English, sociology, art, music, classical studies, and history. The faculty strongly encourages its majors to complement their studies with those of other departments.

**Performance**

The department produces eight (8) theatre and dance productions per year at two on-campus venues: the Annie Russell Theatre, a 377-seat proscenium theatre listed on the National Registry of Historic Places, and the Fred Stone Theatre, a 90-seat black box space.

Majors take a set of courses and concentrate in performance, design and technical theatre, musical theatre, dramaturgy, or theatre studies. The department issues a comprehensive reading list of theatre

literature for majors. Faculty evaluate student progress at the end of the sophomore year, and seniors must complete a senior capstone experience.

**MAJOR REQUIREMENTS**

Fifty-four (54) credit hours are required, including:

- a core of eleven (11) courses,
  all majors take a core sequence of seven (7) four-hour courses and four (4) two-hour production courses; and
- an emphasis in one (1) of six (6) areas,
  all majors select an area of emphasis consisting of five (4) four-hour courses and a two-hour capstone course.

CORE COURSES

- **THE 111 Introduction to Technical Theatre**
- **THE 112 Fundamentals of Theatrical Design**
- **THE 133 Acting I: Fundamentals**
- **THE 201 Script Analysis**
- **THE 210 Survey of Western Dramatic Literature**
- **THE 341 History of the Theatre I**
- **THE 342 History of the Theatre II OR DAN 200 Dance in America**
- **Four (4) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.**

EMPHASES

- Design/Technical Theatre
- Directing
- Performance
- Musical Theatre
- Dramaturgy
- Theatre Studies

DESIGN/TECHNICAL THEATRE EMPHASIS

- **THE 221 Design/Technical Theatre Studio**
- **THE 333 Directing I: Fundamentals**
- **Two (2) of the following:**
  - **THE 321 Scene Design**
  - **THE 322 Lighting Design**
  - **THE 323 Costume Design**
  - **THE 324 Sound Design**
- **THE 481 Senior Design/Technical Theatre Portfolio/Capstone**

DIRECTING EMPHASIS

- **One (1) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 136 Voice and Speech I: Free Voice**
  - **THE 234 Movement I: Body Dynamics**
- **One (1) of the following:**
  - **THE 321 Scene Design**
  - **THE 322 Lighting Design**
  - **THE 323 Costume Design**
  - **THE 324 Sound Design**
- **THE 333 Directing I: Fundamentals**
- **THE 433 Directing II: Advanced**
- **THE 480 Senior Theatre Directing Project/Capstone**

PERFORMANCE EMPHASIS

- **Two (2) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 136 Voice and Speech I: Free Voice**
  - **THE 234 Movement I: Body Dynamics**
- **One (1) of the following:**
  - **THE 225 Improvisational Theatre I: Fundamentals**
  - **THE 236 Voice and Speech II: Vocal Dynamics**
  - **THE 333 Directing I: Fundamentals**
  - **THE 336 Theatre for Social Change**
  - **THE 355 Acting for the Musical Theatre**
- **THE 233 Acting II: Character w/Laboratory**
- **THE 480 Senior Theatre Performance Project/Capstone**

DRAMATURGY

- **THE 341 History of Theatre I (in core courses)**
- **THE 342 History of Theatre II (in core courses)**
- **One (1) of the following:**
  - **THE 328 Fundamentals of Playwriting**
  - **THE 343 Dramatic Theory and Criticism**
- **One (1) of the following:**
  - **ENG 312 Studies in Shakespeare**
  - **ENG 319 Studies in 20$^{th}$-Century British Literature**
  - **ENG 375 The Critics Role: Review Writing**
- **Two (2) of the following:**
  - **THE 241 Classical Theatre**
  - **THE 260 Feminist Theatre**
  - **THE 294 History of American Theatre**
  - **THE 360 Forbidden Acts: The Queer Aesthetic in 20th Century Theatre and Film**
- **THE 480 Senor Theatre Thesis/Capstone**

THEATRE STUDIES EMPHASIS

- **One (1) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 136 Voice and Speech I: Free Voice**
  - **THE 234 Movement I: Body Dynamics**
- **One (1) of the following:**
  - **THE 321 Scene Design**
  - **THE 322 Lighting Design**
  - **THE 323 Costume Design**
  - **THE 324 Sound Design**
- **One (1) of the following:**
  - **ENG 312 Studies in Shakespeare**
  - **THE 205 History of American Musical Theatre**
  - **THE 225 Improvisational Theatre I: Fundamentals**
  - **THE 328 Fundamentals of Playwriting**
  - **THE 336 Theatre for Social Change**
- **THE 333 Directing I**
- **THE 480 Senior Theatre Thesis/Capstone**

MUSICAL THEATRE EMPHASIS

- **One (1) of the following:**
  - **MUS 151 Theory I**
  - **MUA 101/102 Applied Music for Enrichment I/II**
- **One (1) of the following:**
  - **DAN 177 Jazz Dance I**
  - **DAN 175/275 Tap I and II**
  - **DAN 394 Intermediate/Advanced Dance Technique**
- **THE 355 Acting for the Musical Theatre**
- **THE 455 Acting for Musical Theatre II**
- **THE 480 Senior Theatre Performance Project/Capstone**

**MINOR REQUIREMENTS**

The minor offers a basic education in the art and craft of theatre. Students become familiar with theatre history, literature, theory, and criticism, and become competent in acting, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

Twenty-eight (28) credit hours are required.

- Six (6) four-hour courses
- Two (2) two-hour production courses

- **THE 111 Introduction to Technical Theatre**
- **THE 112 Fundamentals of Theatrical Design**
- **THE 133 Acting I: Fundamentals**
- **THE 210 Survey of Western Dramatic Literature**

- **One (1) of the following:**
  - **THE 135 Dance for Actors**
  - **THE 234 Movement I**
  - **DAN 170 Ballet I**
  - **DAN 177 Jazz I**
  - **DAN 179 Modern Dance I**
- **One (1) elective at the 200-400 level**
- **Two (2) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.**

# Course of Study

**THE 100 Introduction to the Theatre**: Surveys history of theatre art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

**THE 111 Introduction to Technical Theatre:** Introduces scenery, properties, scene painting, costumes, lighting, stage management, and drafting. Includes lecture and production projects in each area.

**THE 112 Fundamentals of Theatrical Design**: Examines through weekly projects the creative process fundamental to designing for stage. Focuses on visual communication and critical response. Includes drawing, painting, collage, and research projects.

**THE 113 Fundamentals of Makeup for the Theatre**: Explores basics of makeup application, creation of character makeup, and masks for stage. Combines one-hour lecture/demonstration with two-hour lab each week.

**THE 131 Introduction to Acting: Nonmajor**: Combines study and practice of basic rehearsal and performance techniques. Emphasizes evolution of performer's role.

**THE 133 Acting I: Fundamentals**: Focuses on development of actor in audition and performance. Develops concentration, imagination, relaxation, and voice production through individual and ensemble exercises. Prerequisite: consent.

**THE 135 Dance for Actors**: Covers stage movement for actors. Features exercises in coordination, rhythmic ability, and body mechanics.

**THE 136 Voice and Speech I: Free Voice**: Investigates the fundamental principles and functionality of voice production and speech mechanics. Suitable for nonmajors.

**THE 201 Script Analysis**: Analyzes structure, style, theme, and characterization in plays from a variety of historical periods. Discusses stage worthiness of scripts and theories affecting creative interpretation and performance. Suitable for nonmajors.

**THE 203 History of American Film**: Chronicles development of movies and political and socioeconomic impact of film industry from early 20th century to present. Requires evening movie viewing. Suitable for nonmajors.

**THE 205 History of American Musical Theatre**: Traces development from early and current European influences to present American musicals. Analyzes political, social, and musical styles. Suitable for nonmajors.

**THE 206 History of Radio and Television**: Surveys broadcasting from 1900 to present: inventions, trends, programs, events, and personalities. Suitable for nonmajors.

**THE 210 Survey of Western Dramatic Literature**: Covers major playwrights, genres, and dramatic texts from Ancient Greek tragedy to modern American realism and beyond. Evaluates the ways in which Western culture has (mis)represented itself and others onstage and given meaning to the human experience. Suitable for nonmajors.

**THE 220 History of American Musical Film**: Historical overview of the American film musical from its inception in the 1920's to the present. Suitable for nonmajors.

**THE 221 Design/Technical Theatre Studio:** Addresses the communication between theatrical design and technology. In a studio setting, students learn advanced techniques to design, draw, construct, paint, sculpt, sew, and light a variety of projects. Prerequisites: THE 111, THE 211, or consent.

**THE 225 Improvisational Theatre I: Fundamentals:** Investigates the fundamental concepts and principles of improvisational theatre that enable collaborative, spontaneous play. Particular emphasis is given to issues of storyline, scenic structure, and team-based creativity. Suitable for nonmajors.

**THE 233 Acting II: Character w/Laboratory:** Prepares actor to express believable, repeatable actions in scene work and monologues through text analysis, improvisation, and exercises. Stresses techniques of finding and playing objectives and intentions. Prerequisites: THE 111 and THE 133.

**THE 234 Movement I: Body Dynamics:** Explores the physical demands placed on the actor. Techniques learned are for finding a basic knowledge of the body's energies. Skills taught may include: dance technique, improvisation, mime, Pilates, unarmed combat, and physical improvisation. Prerequisites: THE 133-required, THE 136-suggested.

**THE 236 Voice and Speech II: Vocal Dynamics:** Investigates advanced principles and functionality of voice production and speech mechanics. Intended for THE majors/minors. Prerequisite: THE 136.

**THE 241 Classical Theatre:** Follows development of classical tragedy and comedy through readings in translation -- drama from Aeschylus to O'Neill and theory from Plato to Nietzsche. Considers mythology, architectural and scenic innovations, and connections between religion and theatre. Suitable for nonmajors.

**THE 248 Audition Techniques:** An in-depth study of the conditions surrounding and within the audition experience. Examines various audition environments and the techniques, knowledge, and skills

required to be effective in both theatre and media auditions.

**THE 260 Feminist Theatre:** Examines theatre companies and practitioners throughout the world who have committed themselves to telling "women's stories" in various types of performances, ranging from traditional plays to performance art. Explores the ways in which a feminist perspective shapes both the content and form of theatrical practice.

**THE 295 History of American Theatre:** The history of American theatre from 1665 to the present day. Examines trends, productions, dramatic texts, and theatre personnel who have helped to shape theatre in America.

**THE 321 Scene Design:** Applies creative concepts, text analysis, research, and visual communication techniques to scenic design. Draws texts from varying time periods and styles. Develops drawing and painting skills. Prerequisites: THE 111 and THE 211, or consent.

**THE 322 Lighting Design:** Applies creative concepts, text analysis, research, and visual communication techniques to lighting design projects in varying mediums. Develops drafting skills. Prerequisites: THE 111 and THE 211, or consent.

**THE 323 Costume Design:** Applies creative concepts, text analysis, research, and visual communication techniques to costume design. Draws texts from varying time periods and styles. Develops drawing and painting skills. Prerequisites: THE 111 and THE 211, or consent.

**THE 324 Sound Design:** Explores the role of sound in theatrical production as both an artistic and technical discipline. Develops a working knowledge of the equipment and vocabulary associated with theatrical sound. Integrates this working knowledge with the artistic theory and practical application of designing sound for the theatre. Prerequisite: THE 111 or consent.

**THE 325 Improvisational Theatre II:** Focus and Spontaneity: Explores a specific area of improvisational performance such as focus and spontaneity, characterization and status, physicality and environment, verbal skills and styles, or long-form and advanced structures. May be repeated for credit. Suitable for nonmajors. Prerequisite: THE 225 or consent.

**THE 328 Fundamentals of Playwriting:** Critiques student scripts and established work. Stages scenes from student plays or exercises in collaboration with acting/directing courses.

**THE 331 Acting III: Period Styles:** Explores acting in various periods and styles through reading, research, and scene work. Expands performer's agility through exercises in physical theatre and mask work. Requires journals reflecting research. Prerequisite: THE 233 or consent.

**THE 332 Acting IV: Scene Study:** Emphasizes actors skills in oral interpretation through exercises in energy and language imagery. Continues work in scene study and characterization. Introduces International Phonetic Alphabet (IPA) and use of dialects. Prerequisite: THE 331 or consent.

**THE 333 Directing I: Fundamentals:** Introduces directing terminology, formulation of ground plan, communication with actors, and concepts such as visual pause, beats, and blocking. Requires students to prepare exercises and scripted scenes from contemporary plays. Prerequisites: THE 111, THE 133, THE 201, and THE 211.

**THE 336 Theatre for Social Change:** Introduces and explores modern theatrical practices that utilize performance to facilitate heightened social awareness and/or change. May consider a variety of performance practices, such as: theatre of the oppressed, community-based theatre, psycho/sociodrama, theatre-in-education, and playback theatre. Prerequisite: THE 133, or THE 225, or consent.

**THE 340 Rollins Improv Players Laboratory:** An improvisatory laboratory for students interested in exploring the boundaries of spontaneous and service-centered performance. Prerequisite: audition and consent. Graded on a credit/no-credit (CR/NC) basis. May be repeated for credit.

**THE 341/342 History of the Theatre I and II:** Surveys major periods beginning with classical Greek, focusing on theatre architecture, styles of production, key personalities, and relationship of dramatic literature to production styles. Suitable for nonmajors.

**THE 343 Dramatic Theory and Criticism:** Surveys important trends in performance theory and criticism from the pre-Socratic and Plato, to postmodernism and queer theory. Examines the ways in which the art of representation has been viewed, pursued, and misconstrued. Prerequisite: THE 210 or consent.

**THE 350 Topics in Theatre:** Explores practitioners, theorists, and historians in the field of theatre and dance. Second Stage series is the capstone of the course -- student directed, designed, and performed productions in the Fred Stone Theatre.

**THE 355 Acting for the Musical Theatre:** Delves into textual/lyric analysis and history and context of different writing styles (including classical aria, 19$^{th}$-century patter song, American standard, and Broadway and West End musical). Prerequisite: consent.

**THE 360 Forbidden Acts: The Queer Aesthetic in 20$^{th}$ Century Theatre & Film:** Introduces students to aesthetics and theories through an examination of plays and films made by contemporary queer artists. Course develops students' abilities to read, view, and write about dramatic literature and film, as well as scholarly articles through a Queer Theoretical lens. Culminates in a performance piece that is conceived or adapted, rehearsed, and produced as a response to the material presented.

**THE 391/392/393 Second Stage: Production:** Departmental laboratory for student directors, designers, stage managers, and performers. Provides hands-on experience in all areas related to the production of a play. Prerequisite: consent.

**THE 418/419, 420/421 Theatre Production -- Technical:** Provides practical experience in technical/design work on major productions at Annie Russell Theatre. Assigns students to crews: scenic construction, props, painting, stage management, lights, sound, costumes, and make-up. Requires minimum 10 hours per week and attendance at weekly production meetings. Note: Majors must work in each of the following four areas: painting/props, stage management/lighting/sound, costumes/make-up, and scenic construction.

**THE 422/423, 424/425 Theatre Production Performance A/B, C/D:** Offers practical rehearsal/performance experience for major production at Annie Russell Theatre. Requires journal and final character analysis. Prerequisite: consent.

**THE 433 Directing II: Advanced:** Focuses on artistic collaboration, historical research, themes, and directorial vision. Emphasizes preparation and presentation of period scenes: Greek/Roman, Shakespearean, absurdist, and postmodern. Culminates in presentation of scenes for public viewing. Prerequisite: THE 333.

**THE 440 Senior Studio Workshop:** Prepares students for postgraduate study by developing auditions and portfolios. Culminates in public presentations. May be repeated for credit. Prerequisite: senior standing or consent.

**THE 455 Acting for Musical Theatre II:** Continued investigation into textual/lyric analysis and history, and context of different writing styles (including classical aria, 19th-century patter song, American standard, and Broadway and West End musical). Emphasis on musical theatre theory and terminology, text and sub-textual characterization, and the audition process. Prerequisite: THE 355 or consent.

**THE 480 Theatre Capstone:** Serves as the culminating project, performance, or document for theatre majors in the acting, musical theatre, directing, theatre studies, or dramaturgy concentrations. With approval and guidance from faculty, students may elect to complete their capstone experience as a portfolio, performance, or critical/historical document.

**THE 481 Design/Technical Theatre Capstone:** Focuses on designing and developing an aesthetically pleasing portfolio that incorporates a capstone and demonstrates the student's capabilities and achievements for presentation at graduate school and professional interviews. Prerequisite: senior standing or consent.

**THE 398-399, 498-499 Senior Project/Research/Internship/Tutorial:** Offers four types of individual study:

- **Senior Project -- Focuses on independent production project in acting, directing, design/technical theatre, or management. A comprehensive examination is given in the spring term of the senior year. Prerequisites: senior standing and theatre major.**
- **Research Project -- Involves independent research in theatre history, criticism, literature, design, playwriting, acting, or directing. Culminates in major research paper. Prerequisites: junior standing and theatre major**
- **Internship -- Places student with professional performing arts organization for one semester. Host or faculty advisor monitors student's work. Prerequisites: junior/senior standing, theatre major, and approval by career services and department in semester prior to enrollment.**
- **Tutorial -- Involves intensive research, writing, or production with instructor. May not duplicate regular course offering. Meets weekly and requires presentation and exam. Prerequisite: sophomore standing or consent.**

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# Dance (minor only)

Sherry

This program gives students the opportunity to experience dance as an art form. They can take studio classes in ballet, jazz, tap, and modern dance, as well as courses in history, notation, and composition. Minors develop an awareness of history, an understanding of composition, and a competency in several forms.

**MINOR REQUIREMENTS**

**Six (6) courses are required, four (4) core courses and two (2) electives.**

**CORE COURSES**

- **DAN 200 Dance in America OR DAN 203 Dance History**
- **DAN 300 Dance Composition**
- **DAN 394 Intermediate/Advanced Dance Technique (taken twice)**

**ELECTIVES**

**Two (2) of the following courses are required.**

- **DAN 170 Ballet I**
- **DAN 175 Tap Dance I**
- **DAN 177 Jazz I**
- **DAN 179 Modern Dance I**
- **DAN 200 Dance in America**
- **DAN 203 Dance History**
- **DAN 220 Women Leaders in American Modern Dance**
- **DAN 270 Ballet II**
- **DAN 275 Tap Dance II**
- **DAN 277 Jazz II**
- **DAN 279 Modern Dance II**
- **DAN 300 Dance Composition**
- **DAN 380 Studies in Dance**
- **DAN 394 Intermediate/Advanced Dance Technique**
- **DAN 420 Labanotation**
- **DAN 422 Dance Production**
- **THE 135 Dance for Actors**

# Course of Study

**DAN 170 Ballet I:** Introduces fundamental concepts and historical background. Presents positions and barre exercises to build correct alignment, flexibility, strength, coordination, and ballet vocabulary.

**DAN 175 Tap:** Introduces fundamental concepts and historical background. Covers basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, and soft-shoe, along with tap vocabulary.

**DAN 177 Jazz I:** Introduces fundamental concepts and historical background. Works in studio on body placement and alignment through highly-structured classical jazz warm-up (LUIGI). Values clarity and quality of movement, rhythm, style, and use of dynamics.

**DAN 179 Modern Dance I:** Introduces fundamental concepts and historical background. Focuses on style, phrasing, mood projection, and changing dynamics.

**DAN 200 Dance in America:** Studies relationships of choreographers, critics, and performers to historical trends in the art form. Links dance to contemporary political and social issues.

**DAN 203 Dance History:** Follows evolution of Western concert dance from primitive times to late 20th century: dance in ancient Egypt, Greece, and Rome; Ballet Comique; Opéra Ballet; Ballet d'Action; and romantic ballet.

**DAN 210 Dances of Other Cultures:** Explores various regional and ethnic dances with a focus on non-Western dance as an expression of culture. Participation in selected dances will be augmented by lecture and film.

**DAN 220 Women Leaders in American Modern Dance: Transcending from Sylph to Heroine:** Examines the women who led the modern dance movement from 1900 to present. Focuses on choreographic works and politics surrounding the development of modern dance in America through its leaders -- Isadora Duncan, Ruth St. Denis, Doris Humphery, Martha Graham, Catherine Dunham, and Twyla Tharp.

**DAN 270 Ballet II:** Drills pirouettes and longer and more complex "adages" and "allegros." Completes ballet theory and essentials of technique. Prerequisite: DAN 170 or consent.

**DAN 275 Tap Dance II:** Explores technique on an intermediate level, including all time steps (buck, soft-shoe, traveling, wing), Irish-over, Cincinnati, draw-backs, pick-ups, wings, maxiford, and riffs. Stresses speed, accuracy, and performance ability. May be repeated for credit. Prerequisite: DAN 175 or consent.

**DAN 277 Jazz II:** Concentrates studio work on more complicated combinations, changes of direction, and initiation of pirouettes. Includes historical research, critical studies, and vocabulary building. Prerequisite: DAN 177 or consent.

**DAN 279 Modern Dance II:** Builds on technique and includes history, theory, and vocabulary. Prerequisite: DAN 179 or consent.

**DAN 300 Dance Composition:** Introduces dance composition. Highlights personal invention, solo and group focus, and evaluative process in basic choreography. Includes readings and writings on choreographers and choreography. May be repeated for credit. Intended for dance minors. Prerequisite: DAN 394 or consent.

**DAN 380 Studies in Dance:** Delves into particular period, choreographer's work, or special issue,

depending on interest of students and faculty. May be repeated for credit.

**DAN 394 Intermediate/Advanced Dance Technique:** Offers heightened movement experience with greater emphasis on technical development and performance. Includes weekly classes in ballet, jazz, and modern dance. May be repeated for credit. Prerequisite: consent.

**DAN 420 Labanotation:** Teaches system of movement notation invented by Rudolph Van Laban and used in dance, sports, science, and other research areas. Does not require knowledge of dance. Consists of lecture, studio work, and movement-recording exercises.

**DAN 422 Dance Production:** Assigns students to performing or technical/design role in production. Prerequisite: consent.

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

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# Women's Studies (minor only)

Changes effective Spring Term 2002

*Faculty teaching Women's Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

Women's studies explores the nature and creations of women often neglected in traditional academic offerings. The multidisciplinary curriculum draws faculty from many departments – anthropology, biology, economics, religion, history, English, political science, sociology, and other disciplines.

Women's studies minors learn to evaluate cultural forces that have formed contemporary perceptions and expectations of women. Students investigate biological sexual differences, culturally assigned gender roles, theories about female consciousness and behavior, and restraints imposed by law and social conventions. The field covers an exciting range of topics, from the history of feminism to women's art and literature.

**MINOR REQUIREMENTS**

Six (6) courses are required: three (3) core courses, three (3) electives, **AND** a service-learning component.

CORE COURSES

- **WMS 205 Introduction to Women's Studies**
- **PHI 314 Topics in Philosophy: Feminist Theory**
- **WMS 350 Feminist Methodology OR an independent research project**

ELECTIVES

Choose three (3) courses listed in the schedule of classes under women's studies that meet the following criteria.

- **At least one at the 300 level or above**
- **At least one in the humanities**
- **At least one in the social sciences**
- **May be independent studies**
- **May count toward student's major**

SERVICE LEARNING

Students must complete twenty (20) hours of service learning as part of one (1) or two (2) courses.

- **May be part of core courses or WMS electives**
- **May be part of other courses with approval of women's studies coordinator**

# Course of Study

**WMS 205 Introduction to Women's Studies**: Presents feminist theory and origins of women's studies. Discusses classic texts of contemporary feminist movement. Raises consciousness about sexual stereotypes, anger, female friendships, lesbianism, mothering, violence against women, and economic power.

**WMS 350 Feminist Methodology**: Explores questions debated within academy. Examines feminist critique of and innovations in methodology in many fields, from the humanities to the social sciences.

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

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# English

Changes effective Spring Term 2012

| | | | |
|---|---|---|---|
| *Aggarwal* | *Boles* | *Cheng* | *Coffae* |
| *Cohen* | *Collins* | *Deaver* | *Fleming* |
| *Forsythe* | *Frost* | *Jones* | *Laws* |
| *Littler* | *Mathews* | *Nordstrom* | *O'Sullivan* |
| *Papay* | *Reich* | *Russell* | *Zimmerman* |

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature and writing. The goal of the curriculum is to provide a solid core of literature courses for all majors, while at the same time, providing each student the opportunity to create an individualized program that reflects his/her interests and passions. In addition to offering students a variety of choices in English, American and World Literature, the major provides a broad selection of writing courses.

**MAJOR REQUIREMENTS**

Students majoring in English are required to complete the following program of courses. A minimum of twelve (12) courses is required and must include six (6) core courses and six (6) electives. Majors must also submit a representative senior portfolio on or before April 23 for May graduation, October 31 for December graduation (the Friday before if the date falls on a weekend) and participate in a graduation conversation with faculty. Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor.

CORE COURSES

- **ENG 201 Major English Writings I**
- **ENG 202 Major English Writings II**
- **ENG 221/321 Topics in World Literature**

- **ENG 303 Historical Approaches to American Literature**
- **ENG 304 Genre Study in American Literature**
- **ENG 374 Editing Essentials OR ENG 380 Language Studies: Readers and Writers**

ELECTIVES

- **Six (6) elective courses in Literature, Writing, or Film.**
- **At least three (3) must be at the 300 level or higher.**
- **At least one (1) must be at the 400 level or higher.**

Note: **ENG 140 Composition: Writing about Selected Topics** may not be used as an elective in the English major.

POLICIES FOR THE MAJOR

Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.)

Students in both the English major and the writing minor may count only one (1) course toward both programs.

Arts and Sciences English majors must take their ***400-level*** required English elective course at Rollins.

**MINOR REQUIREMENTS**

**ENGLISH**

Students seeking a minor in English take two (2) core courses and four (4) electives.

CORE COURSES
Any two (2) of the following courses:

- **ENG 201 Major English Writings I**
- **ENG 202 Major English Writings II**
- **ENG 221/321 Topics in World Literature**
- **ENG 303 Historical Approaches to American Literature**
- **ENG 304 Genre Study in American Literature**

ELECTIVES

- **Four (4) elective courses in English are required**
- **Two (2) courses must be taken at the 300 or 400 level**

POLICIES FOR THE MINOR

***ENG 140 Composition: Writing about Selected Topics*** may not be used an an elective in the English minor. Students wishing to take ***ENG 303 Historical Approaches to American Literature*** or ***ENG 304 Genre Study in American Literature*** without first taking the ***ENG 201*** and ***ENG 202*** prerequisites for those courses must obtain the consent of the instructor.

**WRITING**

Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: creative writing or professional writing.

I. CREATIVE WRITING CONCENTRATION
The concentration in creative writing complements Rollins' mission of liberal education by providing a sequence of courses emphasizing the writing of fiction, poetry, and creative nonfiction. For English majors and other appreciators of literature, the concentration provides a bridge between students' study of the literary canon and their understanding of the creative process that produced it. For students in any major, the literary genre-based courses of this curriculum examine the art and craft of producing good writing and, in addition, provide close study of the work of successful contemporary authors. The creative writing concentration makes use of the workshop method, giving students extensive practice in producing and critiquing texts. Among the practicing writers teaching the courses of this minor are two writers-in-residence whose published works are nationally acclaimed.

Students seeking a minor in writing with a concentration in creative writing take three (3) core courses and three (3) electives:

CORE COURSES

- **ENG 167 Introduction to Creative Writing**
- **ENG 367 Creative Writing Workshop OR ENG 360 Creative Nonfiction Workshop**
- **ENG 475 Creative Writing Colloquy (must be taken in the senior year)**

ELECTIVES

- **ENG 260 Writer's Studio**
- **ENG 267 Topics/Techniques in Writing**
- **ENG 271 Personal Writing**
- **ENG 295/395 Studies in Nonfiction**
- **ENG 360 Creative Nonfiction Workshop**
- **ENG 367 Creative Writing Workshop**
- **ENG 374 Editing Essentials**
- **ENG 467 Advanced Creative Writing Workshop**
- **ENG 482 Writing for Publication**
- **ENG 397/497 Internship in Writing**
- **ENG 498/499 Independent Study: Writing Projects**

II. PROFESSIONAL WRITING CONCENTRATION

The concentration in professional writing offers courses for students interested in writing in the public arenas of civic life, the academy, and the professional world. Grounded in rhetorical theory, the courses provide humanistic, critical, and practical study of writing in specific genres, disciplines, and media. Over the last half-century technological developments have provided radical new means of communication and led to significant cultural shifts. More than ever, writers need a critical understanding of the rhetorical processes underlying communication in various media and the problem-solving skills to face continual technological and cultural change. In addition to obtaining a rhetorical understanding of communication, students will gain basic practical knowledge of how new communication technologies work and hone their writing skills through practice in specific genres and disciplines. Successful students will emerge as reflective and articulate writers able to contribute effectively to civic, academic, and professional endeavors in the twenty-first century.

Students seeking a minor in writing with a professional writing concentration take three (3) courses and three (3) electives.

CORE COURSES

- **ENG 210 Language and Power**
- **ENG 211 Visual Rhetoric for Writers**
- **ENG 276 Writing for the Future OR ENG 277 Writing in the Community**

ELECTIVES

- **ENG 273 Journalistic Writing I**
- **ENG 267 Topics/Techniques in Writing**
- **ENG 277 Writing in the Community**
- **ENG 295/395 Studies in Nonfiction**
- **ENG 361 Writing for the Professions**
- **ENG 373 Journalistic Writing II**
- **ENG 374 Editing Essentials**
- **ENG 375 The Criticï¿½s Role -- Review Writing**
- **ENG 397/497 Internship in Writing**
- **ENG 459 The Writer's Portfolio**

# Course of Study

**ENG 140 Composition: Writing about Selected Topics:** Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to satisfy the College's general education requirement for 'Writing, students must receive a grade of 'C' or better in the course. Students may take**ENG 140** a second time for credit, so long as a different topic is selected. Section topics are designated by individual instructors.

**ENG 167 Introduction to Creative Writing:** Writing in a variety of genres including fiction, creative nonfiction, and poetry. Focus on peer evaluation (oral and written) as well as that of the professor. Models of these genres are studied not as literature, but as writing samples.

***ENG 190 Literature and Experience:*** Aids students in developing the means to discover and write about the ways in which literature imaginatively reflects the human condition. Each section offers a distinct focus and content. Appropriate for nonmajors and also for potential English majors.

**ENG 201 Major English Writings I:** Critical and historical approaches to writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton.

**ENG 202 Major English Writings II:** Critical and historical approaches to writers of the long Eighteenth Century, the Romantic period, and the Victorian Age, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, and Hopkins.

**ENG 204 African Literature:** Introduces major writers and literary movements of Africa.

**ENG 206 Grammar Bootcamp**: Covers basic English grammar as well as more advanced grammar to prepare students for advanced writing courses. Topics include parts of speech, sentence structure, punctuation, diction, and cohesion.

**ENG 209 Introduction to Professional Writing**: Offers a foundation in professional writing theory and practice. Using a rhetorical approach, analyzes situations, texts, and audiences to understand and produce effective documents. Appropriate for non-majors.

**ENG 210 Language and Power:** Surveys rhetorical tools leaders have used throughout history to change their societies. Students will analyze how these tools function within speeches, letters, essays, and other literary texts that have persuaded audiences to think, feel, and act in new -- sometimes positive, sometimes destructive -- ways. By modeling such writing in their own essays, students will practice using these tools to address contemporary social issues while discussing the ethical concerns that responsible citizens must consider whenever they use rhetoric. Prerequisite: **ENG 140.**

***ENG 211 Visual Rhetoric for Writers:*** Investigates how visuals (pictures, graphics, color, and layout) interact with words to add or disrupt meaning in texts. Studies cutting-edge research on visual perception. Practices document design using *InDesign* software. *Prerequisite*: ***ENG 140.***

***ENG 216 Sandspur Production:*** Writing- and design-intensive course that supports production of The Sandspur. Covers various kinds of journalistic writing and news reporting: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce and edit well-written, accurate, insightful stories, and to do journalistic investigation and research. Classroom workshops are conducted before weekly newspaper staff meetings. Familiarizes students with contemporary journalistic practices and issues involving ethics and standards in the media.

**ENG 221/321 Topics in World Literature:** Introduces major writers and theoretical approaches in one or more more literary traditions other than - or in combination with - British and/or American. Specific topics vary. Prerequisite: **ENG 140.**

**ENG 230 Literary Nonfiction:** Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. Prerequisite: **ENG 140.**

**ENG 231 The Bible as Literature:** A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays, and novels influenced by the Bible. Works range from black spirituals to Jesus Christ Superstar.

**ENG 232 Literature and Experience:** Focus may include drama, poetry, and prose. Designed for upperclass nonmajors.

**ENG 233 Women Writers:** Traces the literature written by women during the past several hundred years with particular interest in the 19th and 20th centuries. Examines, through various genres, the cultural climate and the authors' central thematic interests.

**ENG 234 Selected Studies in Literary Themes:** Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors.

**ENG 235 Selected Studies in Environmental Literature:** A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

**ENG 241 Film and Literature:** Studies the history and aesthetics of film and the relationship of film to literature. Material and focus will vary from year to year. Suitable for nonmajors.

**ENG 242 Contemporary American Short Fiction:** Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

**ENG 245 Selected Studies in Popular Culture:** Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Suitable for nonmajors.

**ENG 249 Darkness Visible -- Radio Drama:** Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollinsï¿½ WPRK (Tuesdays, 9:00 p.m.).

**ENG 260 Writer's Studio:** Students will learn about creative potential and how to nurture it. They will take up a writing "practice" that includes regular writing and attention to the conditions under which they are most creative and productive. Responding effectively to the writing of others and basic techniques of craft that good writers use to achieve effect and meaning will be explored. Prerequisite: **ENG 140.**

**ENG 267 Topics/Techniques in Writing:** "Topics" version of this course offers an introduction to a very specific genre of writing (fiction, autobiography, humor writing, etc.), giving close attention to the defining characteristics of the genre and offering a sequence of short reading and writing assignments designed to develop facility in producing the genre. "Techniques" version of this course offers a close

study of a specific literary technique (point of view, character/dialogue, narrative design, voice), and requires practicing the technique in short, focused writing assignments with emphasis on both literary and technical excellence. Prerequisite: **ENG 140.**

**ENG 268 Writing Intensives:** Seven (7) intensive experiences in specific genres: memoir, short-short story, profile, sonnet, and writing about art. Each session introduces students to a particular type of writing and leads them in a series of exercises to practice writing the genre. Sessions are designed to be fun, informative, and inspirational. Instructors provide specific strategies for tackling a type of writing and for deepening and extending daily writing practice.

**ENG 271 Personal Writing:** Writing by self-discovery and self-expression. Explores writing as a means to discover thoughts, feelings, and intuitions, which would otherwise remain inchoate. Prerequisite: **ENG 140.**

**ENG 273 Journalistic Writing I:** Evolution of journalism and contemporary practices of news gathering and writing. Critical analyses of traditional and converging forms of journalism, the journalistic landscape, and student roles as reporters. Emphasizes journalism in the 21st century, and timeless tools essential for reporters. Prerequisite: **ENG 140** or equivalent.

**ENG 275 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

**ENG 276 Writing for the Future:** How do we depict ourselves when weï¿½re communicating on the Internet? How does our understanding of audience shift? This course in the genre of cyberspace writing explores how our own personal reading and writing are being changed by advances in technology, as well as how online forms and practices are reshaping corporate and academic writing. Focusing on new skills weï¿½d like to master, weï¿½ll consider whether our ability to learn is affected by our uses of technology. Previous experience is NOT a prerequisite.

**ENG 277 Writing in the Community:** Explores the issues shaping communities and writing forms intended to gain voice (political, environmental, social, etc.). Through compelling service learning projects, students write responses, letters, field studies, documentaries, or other persuasive pieces to gather public support. Prerequisite: **ENG 140.**

**ENG 278 The Beat: Writing and Reporting in the Community**: Explores interests with eyes and ears of journalists, picking a beat (e.g., Politics, Environment) to generate stories, identify stories off campus of interest to report on campus. Enables students to evaluate sources, enterprise content, write in lively journalistic styles. Submissions to Sandspur encouraged. Fulfills a core course in Professional Writing Minor. Prerequisite: **ENG 140** or equivalent.

**ENG291 Magical Realism:** When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland -- what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. Prerequisite: **ENG 140** or equivalent.

**ENG 295/395 Studies in Nonfiction:** Focus on forms, themes, and techniques of specific nonfiction

prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. Prerequisite: **ENG 140.**

**ENG 300 Expository Writing:** Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal studies curriculum. Develops writing strategies and forms that give meaningful shape to attitudes and experiences within the context of previously published ideas. Analysis of professional and anonymous student essays, as well as students' own writings. Prerequisite: **ENG 140.**

**ENG 303 Historical Approaches to American Literature:** Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 304A Genre Study in American Literature: Drama:** Examines drama in American literature, emphasizing the changing forms and conventions of the genre. Playwrights discussed include Treadwell, Miller, Williams, Hansberry, Shepard, Mamet, and Finley. Prerequisite: **ENG 140.**

**ENG 304B Genre Study in American Literature: Fiction:** Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 304C Genre Study in American Literature: Poetry:** Examines poetry in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Romanticism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation). Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 305 American Literature I: Beginnings through 1865:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 306 American Literature II: 1865 to Present:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisites: **ENG 201, ENG 202** or consent.

**ENG 307 American Literature IV: African American Literature:** Explores African American literary forms from the seventeenth to the twentieth centuries, in the context of the social, historical, economic, and cultural politics of literary production in this specific racial community. Prerequisite: junior standing.

**ENG 310/410 Studies in Anglo Saxon and Medieval Literature:** Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus:

Beowulf, Sir Gawain and the Green Knight, and Chaucer's Canterbury Tales.

**ENG 311/411 Studies in Renaissance Literature:** Examines English literature of the 16th and 17th centuries, excepting Shakespeare, in the context of the times. Focus varies from term to term, sometimes by genre (prose, lyric, epic, dramatic), sometimes by theme.

**ENG 312/412 Studies in Shakespeare:** Studies selected poems and plays by Shakespeare, viewed in the context of Elizabethan conventions and ideas. Focus varies from term to term, sometime by genre (comedy, tragedy, history, or romance), sometimes by theme, sometimes by emphasis on lyric and narrative verse.

**ENG 314/414 Topics in Restoration and 18th-Century Literature:** Examines major writers and writings of the Restoration and neoclassical periods. Focus on novel as a literary genre, comic potential of the war between the sexes, and poetsï¿½ efforts to offer the emerging middle class a sense of both the past and the world of ideas.

**ENG 315/415 Studies in 19th-Century British Literature:** Examines major writers and writings of the romantic and Victorian periods. Emphases may include works of either period, the forms of lyric poetry, the rise of the novel, or literary movements in their cultural contexts.

**ENG 319/419 Studies in 20th-Century British Literature:** Examines major writers and writings of the modern and contemporary periods. Emphases may include movements in poetry, fiction, or drama -- especially those that represent experiments in new modes of expression at the beginning and end of the century.

**ENG 324 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

**ENG 325 Modern Drama:** Focuses on American, British, and Continental plays written/produced from 1890 to 1945. Representative playwrights include Ibsen, Chekhov, Strindberg, Shaw, Synge, Oï¿½Neill, Treadwell, Pirandello, and Eliot. Emphasizes critical analysis, historical significance, and issues of performance.

**ENG 326/426 Southern Writers:** Studies selected Southern writers, including novelists, dramatists, and poets. Prerequisite: junior/senior standing.

**ENG 328/428 Contemporary American Literature:** Studies American literature in the last half of the 20th century, from the end of World War II and the emergence of the Beats, through the tumultuous 60's and 70's, and on into the fin de siècle.

**ENG 329/429 Selected Studies in American Literature:** Studies forms, traditions, themes, and genres, varying from year to year. Prerequisite: junior/senior standing.

**ENG 335 Critical Approaches to Literature:** Focuses on major works of critical theory as well as applications of critical theory to literary texts. Includes emphasis on literary terminology. Prerequisite: **ENG 140 or equivalent.**

**ENG 336/436 Twentieth-Century English and American Poetry:** Seminar on British and American poets of the 20th century, with emphasis upon the major poets.

**ENG 341 Film and Literature:** Focuses on the history and aesthetics of film and its relationship to literature. Specific topics vary. Prerequisite: ENG 140 or equivalent.

**ENG 342 Speculative Fiction:** Specific topics vary. May focus on science fiction; fantasy; utopias/dystopias; horror and the occult; magical realism; other; a combination thereof. Prerequisite: ENG 140 or equivalent.

**ENG 344 Literature and Cultural Studies:** Specific topics vary. Possibilities include The Postmodern; Visual Culture; Media Mixtures; Interactive Literary Venues; or some combination thereof. Prerequisite: ENG 140 or equivalent.

**ENG 345 Studies in Classical Rhetoric:** The Art and Science of Persuasion: A close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of rhetoric, how those theories differ and overlap, and how they have influenced modern notions of persuasiveness. Fulfills elective requirements in classical studies and communication.

**ENG 360 Creative Nonfiction Workshops:** Courses focus on the broad range of intellectual, rhetorical, and composition skills necessary to compose creative nonfiction prose characteristic of a single discourse form. Extensive use of a workshop approach to drafting, revising, and critiquing writing.

**ENG 360A Creative Nonfiction Workshop -- Autobiography:** Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing.

**ENG 360B Creative Nonfiction Workshop -- Travel Writing:** Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel not expected.

**ENG 360C Creative Nonfiction Workshop -- Literary Journalism:** This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles.

**ENG 361 Writing for the Professions:** Enables students to make the transition from student to professional. Gives students experience in developing the writing and presentation skills expected of them in their careers. Students will learn and apply specific communication principles typical of the

forms and practices of professionals. Coursework is done both independently and in groups. Appropriate for all majors. Prerequisite: ENG 140.

**ENG 367 Creative Writing Workshops:** Emphasis on various writing genres (fiction, creative nonfiction, etc.). Requires strong, established creative writing skills and experience in writing workshops. Prerequisite: ENG 167.

**ENG 367A Creative Writing Workshop -- Poetry:** Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets. Prerequisite: ENG 167.

**ENG 367B Creative Writing Workshop -- Childreni¿½s Writing:** Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of their original work. Prerequisite: ENG 167.

**ENG 367C Creative Writing Workshop -- Fiction:** Focuses on the writing of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers. Prerequisite: ENG 167.

**ENG 367D Creative Writing Workshop -- Screenwriting:** Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay. Prerequisite: ENG 167.

**ENG 370 Spiritual Autobiography:** Examines the life and work of autobiographers who have fostered social activism and profound spirituality in others. In addition to oral and written projects, students explore a variety of reflective practices. Prerequisite: ENG 140.

**ENG 372 Winter with the Writers:** Conducted in conjunction with the visiting authors series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of writersi¿½ visits. Provides opportunity to meet these writers and discuss their work in master classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. Prerequisite: ENG 140.

**ENG 373 Journalistic Writing II:** Students act as functioning journalists, researching and writing stories, dealing with sources, meeting deadlines, and working with fellow students in an editorial context. Prerequisite: ENG 273 or consent.

**ENG 374 Editing Essentials:** Focuses on editing writing at three levels: for correctness (grammar and punctuation); for precision (unity, order, coherence, emphasis, language); and for style (syntax, levels of detail, tone, diction, voice). Students will perform close analysis of surface features of their own and professional writing, and they will complete exercises designed to strengthen their ability to edit writing at the three levels mentioned above. This course is especially appropriate for students preparing to be teachers or engage in any profession that requires writing. Prerequisite: ENG 140.

**ENG 375 The Criticï¿½s Role -- Review Writing:** Considers the role that "professional" critics play in our world -- as "reviewers" and as shapers of our culture. Students practice writing techniques that critics use when discussing art forms such as cinema, music, and literature, or such issues as economic

and social policies. Strongly recommended for students considering a minor in writing or a career in writing or publishing. Prerequisite: ENG 140.

**ENG 380 Language Studies: Readers and Writers:** Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. Prerequisite: ENG 140.

**ENG 385 Prose Style:** Writing exercises designed to increase understanding and control of fine elements of style: word choice, sentence variety, point of view, tone, rhythm, etc.

**ENG390 Major Author(s):** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

**ENG 392 Environmental Writing:** Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. Prerequisite: ENG 140 or consent.

**ENG 395 Studies in Nonfiction:** Challenges writers to experiment with various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

**ENG 396 Journal Production: SPECS.** Produces SPECS, a national journal of literature and culture. Includes reading, discussion, selection, and editing of material for the journal. Students review online submissions, readings on the journal theme, and participate in class discussion. Examines past issues of the journal and other national journals, discussing principles of design, content, and aesthetics. Requires final project based on the call for papers for the current issue.

**ENG 397/497 Internship in Writing**

**ENG 412 Studies in Shakespeare:** Topical course on Shakespeare's works, for advanced students. Topic to be advertised in advance of registration. Prerequisite: English major or consent.

**ENG 440 Topic in World Literature:** Specific topics vary. Possibilities include a theme; a period; a selection of authors. Prerequisite: ENG 140 or equivalent.

**ENG 459 The Writers Portfolio:** Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing.

**ENG 467 Advanced Creative Writing Workshop:** Focuses on readings and writing in a chosen genre. Frequent deadlines and critiques in a workshop atmosphere emphasizing individual instruction. Revision and submission of works encouraged. May be taken three (3) times for credit. Prerequisite: ENG 367.

**ENG 475 Creative Writing Colloquy:** Capstone course that engages writing minors in a culminating workshop, facilitates an edited compilation of best work from the minor, and prepares them to continue

writing and market their work. *Prerequisite*: must have completed the twenty (20) semester hours required for the creative writing minor except for this final course. *By permission, a student may take this course concurrent with one other course to fulfill the minor.*

**ENG 482 Writing for Publication:** Identifies the demands/restrictions of various publications (newspapers, magazines, literary journals, literary contests, etc.). Students conduct research on the genre, style, and audience of specific publications, write queries and proposals, and submit to at least two publications.

**ENG 490 Advanced Major Author(s) Study:** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

**ENG 498/499 Independent Study/Research**

Catalogue HomeCourses of InstructionAfrican/African-American StudiesAnthropologyArchaeologyArt and Art HistoryAsian StudiesAustralian StudiesClassical StudiesBiochemistry/Molecular BiologyBiologyChemistryCritical Media and Cultural StudiesCommunicationComputer ScienceFilm StudiesHealth Professions Advising ProgramHistoryHonors Degree ProgramInternational BusinessInternational RelationsJewish StudiesLatin American and Caribbean StudiesMarine BiologyMathematicsModern Languages and LiteraturesMusicEnvironmental StudiesEducationEconomicsEnglishPhilosophy and ReligionPhysicsPhysical EducationPolitical SciencePsychologySociologySustainable Development and the EnvironmentTheatre Arts and DanceWomen's Studies

**Student Records**

Rollins College
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# Academic Regulations

## Academic Honor Code

### THE PHILOSOPHY OF THE ACADEMIC HONOR CODE

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

### THE HONOR PLEDGE AND REAFFIRMATION

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

## DEFINITIONS OF ACADEMIC HONOR CODE VIOLATIONS

Students are expected to conduct themselves with complete honesty in all academic work and campus activities. Violations of the Academic Honor Code include, but are not limited to the following.

1. PLAGIARISM. Offering the words, facts, or ideas of another person as your own in any academic exercise.

2. CHEATING. Using or attempting to use unauthorized materials, information, or study aids in an academic exercise. This includes sharing knowledge of previously administered or current tests. The keeping of tests, papers, and other assignments belonging to former students is prohibited. Use of external assistance (e.g., books, notes, calculators, conversations with others) in completing an "in class" or "take home" examination, unless specifically authorized by the instructor, is prohibited.

3. UNAUTHORIZED COLLABORATION. Collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, take home exams, essays, or other work for which you will receive academic credit.

4. SUBMISSION OF WORK PREPARED FOR ANOTHER COURSE. Turning in the same work, in whole or in part, to two or more instructors, without the consent of the instructors in both courses.

5. FABRICATION. Misrepresenting, mishandling, or falsifying information in an academic exercise. For example, creating false information for a bibliography, inventing data for a laboratory assignment, or representing a quotation from a secondary source (such as a book review or a textbook) as if it were a primary source.

6. FACILITATING ACADEMIC DISHONESTY. Helping another student commit an act of academic dishonesty.

7. VIOLATION OF TESTING CONDITIONS. Looking at other students' answers, allowing other students to look at your test, and working past allotted time are just a few examples where test conditions may be considered to be violated.

8. LYING. Lying is the making of a statement that one knows to be false with the intent to deceive. It includes actions such as (a) lying to faculty, administrators, or staff, and (b) lying to a member of the Honor Council.

9. FAILURE TO REPORT AN HONOR CODE VIOLATION. Failure to report occurs when a student has knowledge of or is witness to an act in violation of the Academic Honor Code and does not report it within five class days.

## REPORTING A VIOLATION

Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. All students, faculty, and staff are required to report violations in writing to the Academic Honor Council for disposition. Referrals will be made through the Dean of the Faculty's office.

1. If a faculty member has reason to believe that a violation of the Academic Honor Code has occurred, he/she may have an initial meeting with the student to determine if a violation has occurred. If the faculty member believes that a violation has occurred he/she is required to report it. This initial meeting is to clarify if a

violation has occurred and not to determine if a known violation is to be reported.

2. If a student has reason to believe that a violation of academic integrity has occurred, he/she is required to report it to the Academic Honor Council. The student that has witnessed a violation can, but is not required to, encourage the student suspected of the violation to self-report. If the student refuses to self-report, then the student that witnessed the violation must report it to the Academic Honor Council.

3. Staff members that believe they have witnessed a violation must refer the case to the Honor Council for disposition.

Complaints must be made in writing and filed through the Office of the Dean of the Faculty. These complaints are then forwarded to the Academic Honor Council. Allegations must be submitted in writing within ten days of the discovery of the alleged violation. Complaints against graduating seniors must be submitted by the date senior grades are due to allow time for an investigation before graduation. The complaint should indicate all relevant details, including names of witnesses and must be signed. Submissions may also be made online.

For additional information, please visit the Rollins Academic Honor Code website at http://www.rollins.edu/academichonorcode.

# Registration

### ACADEMIC ADVISORS

Along with selecting a major, students should select an advisor from their major program department by the end of the sophomore year. A Change of Advisor form must be filed with the Office of Student Records to accomplish such an assignment or to subsequently change advisors.

### ACADEMIC CALENDAR

The College's year consists of a 15-week fall and 15-week spring term. Included in either of these two terms are enriched educational programs, including study abroad courses, sometimes offered in early January, or in May or June. At the conclusion of regularly scheduled classes, there are usually four (4) days of examinations and up to three (3) reading days. Academic calendars and examination schedules are posted on the Student Records web site (http://www.rollins.edu/studentrecords/).

### ACADEMIC CREDIT

Academic credit at Rollins is awarded in semester hours. The standard course is defined as four (4) semester hours, which normally includes 150 minutes of in-class instruction per week.

Regular courses normally meet three times per week (typically Monday, Wednesday, and Friday) for fifty (50) minutes or two times per week for seventy-five (75) minutes. Some classes are offered for more semester hours and involve laboratories. Other classes are offered for fewer semester hours and normally meet for fewer hours in the course of a term.

As part of course requirements, Rollins faculty expect students to spend considerable time outside of class each week working on course-related activities. The work that occurs outside of and in preparation for class is essential for the learning that occurs in class. Students should expect to spend three hours out of class for every hour in class.

### CLASS ATTENDANCE

Rollins students are expected to attend all scheduled classes. Each instructor publishes in course syllabi a course

absence policy related to the goals and format of the course. At the instructor's discretion, and as stated in syllabi, a student's grade may be lowered as a penalty for excessive absences.

Students are expected to ascertain the absence policy for each course and to arrange with the instructor to make up any work missed. Students who must be absent from the campus for an extended period of time or during an emergency should inform the Dean of Student Affairs. However, arranging make-up work is always the student's responsibility, and in this respect there is no difference between excused and unexcused absences. Some assignments, by their very nature, cannot be made up in another setting at another time.

**FIRST DAY ATTENDANCE**

Students are required to attend all classes beginning with the first scheduled class meeting. Students who do not attend the first class meeting are subject to removal from the class at the discretion of the instructor. **To ensure accuracy of registration records, students are responsible for verifying their registration each term and submitting an official drop form for all classes not attended.** Students unable to attend due to circumstances beyond their control must notify the Dean of Student Affairs or the instructor prior to the first day of classes.

**CLASS STANDING**

Class standing is determined by the number of semester hours successfully completed.

| | |
|---|---|
| **Sophomore Standing** | **30 semester hours** |
| **Junior Standing** | **60 semester hours** |
| **Senior standing** | **100 semester hours** |

**COURSE AUDITING**

Students may audit a course with the instructor's permission. Such arrangements are informal, and audited courses are not part of the official academic record in Arts and Sciences and do not appear on official academic transcripts.

**COURSE CANCELLATIONS**

Rollins College reserves the right to cancel classes based on enrollment and/or instructor availability. In the event that a course is cancelled, a notation will be made on the list of course offerings. If a student is enrolled in a class that must be cancelled, the student will be notified by the registrar in a timely fashion and prompted to enroll in another class."

**COURSE LOADS**

To graduate in four years, students must average seventeen-and-a-half (17.5) successfully completed semester hours each semester. A full-time student in the College of Arts and Sciences is normally registered for sixteen to twenty (16-20) semester hours during the fall and spring terms.

Minimum full-time status is defined as twelve (12) semester hours. However, individual financial aid, scholarship, and/or other requirements may impose different minimum requirements.

An overload consists of more than twenty-two (22) semester hours during a term. Students seeking to enroll in

twenty-three (23) or more semester hours in a given term must have a cumulative GPA of no less than 3.0. Students who do not meet this requirement may request permission to enroll in twenty-three (23) or more semester hours by completing the Office of Student Records' Request For Course Overload form and submitting it to the Office of Student Records for consideration by the Appeals Subcommittee of the Academic Affairs Committee. This form must be submitted no later than 5 p.m. of the 3rd day of 'Add Week'. Students with a grade of 'I' (Incomplete), 'R' (Deferred), or 'Z' (No Grade Reported) must resolve this grade or explain it in a manner acceptable to the Appeals Subcommittee prior to being granted permission to register for more than twenty-two (22) semester hours. Under no circumstances will a student with a GPA less than 2.0 be permitted to carry an overload. Overloads will not be granted to students in their first semester at Rollins except by appeal. All students wishing to enroll in more than thirty (30) semester hours must employ the appeal process.

**Note:**

The Request For Course Overload form requires the support of the academic advisor.

All international students in F-1 or J-1 status are required by Federal immigration law to be registered full-time each fall and spring semester. Full-time is twelve (12) or more semester hours per term. International students must register and remain registered for at least twelve (12) semester hours each term. If you have a concern about your ability to stay registered full-time, you MUST see the International Student Services Coordinator PRIOR to dropping any courses that would bring you below the twelve (12) semester hour minimum.

## REGISTRATION

A registration advisement period is set aside during the fall and spring terms of each year to allow students to consult with academic advisors and prepare registration materials. The Schedule of Classes published each semester provides details concerning registration procedures. Students must complete paperless pre-registration processes by the deadlines stated each term in the Schedule of Classes. Late registration fines will be assessed for all students who fail to meet deadlines.

## REGISTRATION CHANGES

All changes in registration require the faculty advisor's signature and must be made during the first week of the term to add a course, or during the first two weeks to drop a course.

### ADDING COURSES

Under exceptional circumstances, students may add courses, internships, or independent studies to their class schedules after the end of the official schedule change (add-drop) period, provided that the permission of both the instructor and the academic advisor is obtained. Late add fines will be applied to student accounts for each course, internship, or independent study added. Students who receive any form of Federal financial aid are reminded that they must be registered for a minimum of twelve (12) semester hours by not later than the tenth (10th) in-class day each term or their Federal financial aid awards will be compromised.

### DROPPING COURSES

After the second week of class, the instructor's signature is required to drop a course. **Verbal notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a failing grade of 'WF.'**

A course dropped after the first two weeks of classes, but before Friday of the tenth week of classes (the "Drop without Penalty" deadline), is recorded on the student's permanent record as a 'W.' Withdrawal from a course after this deadline is possible only if approved by the Academic Appeals Committee. Students are responsible for consulting with the instructor regarding class standing prior to the final date

for withdrawal from courses. Instructors are responsible for providing students with a graded report concerning class standing before the final date for withdrawal from courses. Students who withdraw from a course after Friday of the tenth week of classes (the "Drop without Penalty" deadline) receive a grade of 'WF.'

Students dropping Information Technology (IFT) short courses (those meeting three weeks or less) prior to the second class meeting will have no notation placed on their transcripts. Students dropping IFT courses after the second class meeting, but prior to the mid-point of the course will receive a 'W' notation. Students dropping after the mid-point of an IFT course will receive a notation of 'NC.'

Students dropping Intersession courses on the first day of class have no notation placed on their transcripts. Intersession courses dropped on the second class meeting day receive grades of 'W' on the student's permanent record. Intersession courses dropped on the third class day or later receive 'NC' (no credit) grades.

All international students in F-1 or J-1 status must receive permission from the International Student Services Coordinator PRIOR to dropping any courses that would bring them below the twelve (12) semester hour minimum. Failure to receive PRIOR permission may result in a termination of the student's immigration status.

### REPEATED COURSES

Students may repeat courses regardless of the grades earned. However, students will only earn credit hours for the course one time. All grades will be calculated in the GPA, and all courses and grades will be part of the official academic transcript.

## Standards of Scholarship

### ACADEMIC WARNING SYSTEM

Faculty complete academic warning forms for students who are performing at unsatisfactory levels in their courses during weeks four (4) to twelve (12) of each term. Unsatisfactory academic performance includes poor attendance, lack of participation, failure to complete assignments on time, poor test and quiz grades, poor quality of written work, studio work, or laboratory work, or an estimated grade of 'C-' or lower in the course. The withdrawal without penalty deadline occurs in the tenth week of each semester; students may exercise their one-time, late CR/NC option through 5 p.m. on the last day of classes each term.

Academic warnings are sent via campus e-mail to the student, faculty advisor, and professional advisors in the Thomas P. Johnson Student Resource Center. Students receiving warnings are directed to meet with the professor of the course, as well as their faculty advisor, to discuss issues of concern, strategies for improvement, and other options including withdrawal from courses or exercise of the Late Credit/No Credit (CR/NC) option. In addition to these interventions, the Academic Advising Services staff also contacts students when they have been referred to the Tutoring and/or the Writing Center, or if they are deemed academically "at risk" for other reasons (multiple academic warnings, students with learning disabilities, and those on academic probation).

### ACADEMIC STANDING

Beginning Fall Term 2006, all students must maintain a cumulative Grade Point Average (GPA) of at least 2.00 and a single term Grade Point Average (GPA) of at least 2.00 to be in good academic standing.

**CREDIT/NO-CREDIT**

Students who wish to take a course on a credit/no-credit (CR/NC) basis rather than for a letter grade must complete the appropriate form, available on the Student Records webpage http://r-net.rollins.edu/studentrecords/Forms.html , no later than two weeks, ten (10) class days, after the beginning of the fall or spring terms. Courses normally offered for a letter grade, in which the student has elected to change to a CR/NC grade, may not be used to fulfill general education, major, minor, or concentration requirements.

If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected. Courses taken CR/NC may not be used to fulfill general education, major, minor, or concentration requirements. No more than one (1) letter-graded course per term may be declared credit/no-credit, and a maximum of four (4) such courses may count toward graduation. Courses normally graded as CR/NC (internships, information technology, and applied music, for example) do not count toward the per term or graduation limits.

Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses, above.)

The Academic Internship course, normally graded as CR/NC, may be used to fulfill major or minor requirements with the approval of the Department Chair/ Internship Representative. Students should first check with their Faculty Advisor to ensure they have satisfied all department prerequisites to participate in an internship for major or minor credit. Departments approving internships for major or minor credit should adhere to the minimum standards of the Academic Internship Program. To receive major or minor credit for an internship, the Academic Internship Program s Credit Approval Form should be signed by both the student s Faculty Advisor and the Department Chair/ Internship Representative. The Department Chair/ Internship Representative should request to see the internship job description before approving the internship. The Department Chair/ Internship Representative have the option to add supplemental requirements in order for the student to receive credit. These additions to the internship syllabus must be communicated both to the student and the Director of Academic Internships prior to starting the internship. Students who earn credit in the major or minor are typically registered for 4 semester hours. The Department Chair/ Internship Representative who has approved major or minor credit should give the final grade approval of CR/NC to the Director of Academic Internships or the designated faculty member supervising the internship course. An internship that is declined for major or minor credit may still be approved for interdisciplinary credit that counts towards students general elective requirements.

**ONE-TIME LATE CREDIT/NO-CREDIT DECLARATION**

Students may also exercise a one-time option of Late Credit/No Credit. In this option, students are permitted to declare a class Late Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins.

If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected.

Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements. Courses with general education designations for which the CR/NC option is elected will not earn general education designations. Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In

a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses, above.)

**GRADES**

Student grade reports are based on the following definitions.

- Grade 'A' is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.
- Grade 'B' is given for work that is consistently superior and shows interest, effort, or originality.
- Grade 'C' is a respectable grade. A 'C' average (2.00) is required for graduation. It reflects consistent daily preparation and satisfactory completion of all work required.
- Grade 'D-' is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.
- Grade 'F' is failing.

Cumulative grade point averages are based on a four-point (4.00) scale. Letter grades are assigned the following numerical equivalents.

| | | | | | |
|---|---|---|---|---|---|
| Grade A | 4.00 | Grade A- | 3.67 | Grade B+ | 3.33 |
| Grade B | 3.00 | Grade B- | 2.67 | Grade C+ | 2.33 |
| Grade C | 2.00 | Grade C- | 1.67 | Grade D+ | 1.33 |
| Grade D | 1.00 | Grade D- | .67 | Grade F | 0 |
| Grade WF | 0 | | | | |

Physical education activity (PEA) courses are graded on a credit/no credit (CR/NC) basis.

**GRADE APPEALS**

Students wishing to appeal a grade will first consult with the instructor to determine whether an error has been made or the instructor wishes to reconsider the grade. If this is the case, the instructor submits a grade change request to the Dean of the Faculty. If the student is dissatisfied with the results of that consultation and wishes to pursue the matter further, s/he will meet with the chair of the department, who in turn must inform the instructor of the substance of the student's appeal. The department chair acts as a mediator to attempt to resolve any disagreements and consults with the instructor about the grading process. Only the course instructor has the authority to change the grade at this point. (Should the instructor be the chair of the department, a tenured member of the department will be selected by the department to serve as mediator. If this is not possible, then the Dean of Student Affairs will serve in this capacity.)

Perceived or actual differences in grading policies or standards between instructors, which are not a violation of College policies, are not a basis for further appeal. Further appeals beyond the chair of the department will be allowed only when the student can furnish evidence that the final grade was affected by the student's opinion or conduct in matters unrelated to academic standards, bias based upon matters unrelated to academic standards, or the failure of the instructor to follow his or her own stated policies or College policies. The Dean of Students, President of the Faculty, and chair of the faculty members department (should the instructor be the chair of the department, a tenured member of the department or division will be selected by the department) must agree by two-thirds that it can be plausibly argued that these conditions are met in order for the appeal to proceed to the Academic Affairs Committee.

If these conditions are met, the student may proceed with the appeal to the Academic Affairs Committee by submitting a letter describing the situation to the Dean of Student Affairs. This appeal must be made within one (1) year of the conclusion of the course. The Dean will request from the department chair a written account of the mediation process described above and its results, if any. The Dean may also request any other appropriate documentation. The Dean prepares all documents related to the case for submission to the Academic Affairs Committee. These documents are made available to the student and instructor to review and respond. Their responses, if any, are included with the materials submitted to the Academic Affairs Committee. The Dean of the Faculty shall receive the recommendation of the Academic Affairs Committee, review all documents, and make additional inquiries if necessary before reaching a decision. After such review, the decision of the Dean of the Faculty is final.

## INCOMPLETE WORK

A mark of 'I,' indicating that the work of a course is incomplete, may be assigned only when serious and compelling circumstances beyond the control of the student -- such as illness or necessary absence from the campus -- have made it impossible for the student to complete the course work within the normal period. Students are responsible for completing the Contract for an Incomplete Grade form available available on the Student Records webpage http://r-net.rollins.edu/studentrecords/Forms.html. Students contracting for a mark of 'I' in the fall term must complete the course work no later than the end of the second week of the succeeding spring term. Students contracting for an 'I' in the spring term must complete the work no later than the end of the second week of the succeeding fall term. Failure to complete the course in the designated time will result in a grade of 'F.'

Faculty may not assign a grade of 'I' without the Contract for an Incomplete Grade, nor may a faculty member not assign a grade, a de facto Incomplete. Faculty who fail to submit a grade for a student by the deadline set by the College will be penalized at the discretion of the Dean.

## ACADEMIC WARNING, PROBATION, SUSPENSION, AND DISMISSAL

Students who fail to meet minimum academic standards at the end of any term are placed on academic warning or probation, academic suspension, or are dismissed permanently from the College. Students on academic warning or probation are required to enroll in a minimum academic load of sixteen (16) semester hours (except when waived by academic appeal), and may not normally withdraw from a course nor take a course on a credit/no-credit basis.

### Minimum Academic Standards

Students who maintain a cumulative Grade Point Average (GPA) of at least 2.00, but whose previous term GPA falls below 2.00 but above 1.25, will be placed on Academic Warning. Any student whose cumulative GPA falls below 2.00, or whose previous term GPA falls at or below 1.25, will be placed on probation.

| A student with: | Cum below 2.0 | Cum above 2.0 |
|---|---|---|
| **Term below 1.25** | probation | probation |
| **Term above 2.0** | probation | good standing |

| | | |
|---|---|---|
| **Term between 1.25 and 2.0** | probation | warning |

Students placed on probation will be asked to adhere to the General Requirements for Probation. Probationary students must first write a letter to the Dean of the Faculty, in which they "articulate both insight into the factors which led to the poor performance and a realistic plan to improve academic performance and return to good academic standing." They must then complete a Contract for Academic Success that specifies an individualized plan for returning to good academic standing and an agreement to abide by all probationary regulations, including enrollment in a specialized course focused on academic success. Failure to follow the terms of the Contract will result in a student's immediate suspension or permanent dismissal, even during the course of the term in progress.

Students who fall within any of the following categories will be academically suspended from the College.

- Those who have been on probation and do not meet the minimum academic standards the following term.
- Those on probation who fail to follow the guidelines of the Contract for Academic Success.

An exception is made for first-year students. First-year students will be academically suspended from the College after their first semester if their GPA falls below 1.25. If these students would like to be considered for continuation for a second semester, they should appeal their academic suspension. If their appeal is accepted and they are continued in the Spring, these students will be required to meet a second semester GPA designated by the Academic Appeals Committee in order to enroll the following Fall.

Students who are academically suspended from the College are not permitted to continue in any Rollins College programs, including the Hamilton Holt School. **No academic credit earned during a suspension will be transferable back to Rollins.**

Students who have been academically suspended a first time may petition for readmission by writing a letter to the Academic Appeals Committee of the Office of the Dean of the Faculty after one (1) calendar year has elapsed. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to scholarship.

Students who are academically suspended a second time are dismissed permanently from the College and may not subsequently enroll in any program.

### PRESIDENT'S AND DEAN'S LISTS

The President's and Dean's lists honor those students with a particularly high academic achievement in the previous fall or spring term. To be included on either list, students must complete a minimum of sixteen (16) letter-graded semester hours (no incomplete, 'I,' or deferred, 'R,' grades), and earn a GPA between 3.75 - 4.00 for the President's List and between 3.50 - 3.74 for the Dean's List. Upon removal of an incomplete or deferred grade, students who meet the requirements are added to the lists.

## Transfer and Other Credit

### ADVANCED STANDING CREDIT

Students may receive advanced standing by several means. This includes but is not limited to credit for Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Credit granted for any of these or by similar means does not automatically exempt a student from the general education requirements of the College.

Please contact the Office of Student Records for additional information.

**ADVANCED PLACEMENT (AP)**

Students are awarded four (4) semester hours of credit for each AP examination on which they earn a score of four (4) or five (5). Students who present scores of four (4) or higher on the AP English Language and Composition examination or the AP English Literature and Composition examination are exempt from satisfying the College's 'Writing general education curriculum requirement. Students who present scores of four (4) or five (5) on the AP Statistics examination are exempt from satisfying the College's 'Quantitative Reasoning general education curriculum requirement. Credit earned from other AP examinations does not exempt students from any other of the College's general education curriculum requirements.

**INTERNATIONAL BACCALAUREATE (IB)**

Credit for IB course work is granted for students with an IB diploma, on a course by course basis. Students with an IB Diploma and a score of thirty (30) or better will be awarded one year (thirty-two [32] semester hours) of credit. Students without the Diploma, or with the Diploma and a score of less than thirty (30), will be awarded eight (8) semester hours for each higher-level score of five (5) or better and four (4) semester hours for each score of four (4) or better (on a higher or subsidiary level), to a maximum of twenty-four (24) semester hours. General education credit will be awarded as appropriate, to be determined by suitable bodies. Advanced placement will be awarded for major courses, subject to departmental approval. Students who present both IB and AP work in the same subject area will not be awarded double credit.

**OTHER EXAMINATIONS**

Grades of 'A' through 'C' on most British GSE A-level exams earn two course credits, eight (8) semester hours, per examination.

## HAMILTON HOLT SCHOOL COURSE WORK

Sophomores, juniors, and seniors enrolled in the College may register for one undergraduate course per academic year in the Hamilton Holt School on a tuition-free basis, if approved by their academic advisor. During summer terms, Arts and Sciences students are expected to pay full tuition and fees for Holt School courses taken. Students interested in taking a Holt School course should contact the Office of Student Records.

Holt School courses have the same academic value as Arts and Sciences courses, unless exception is made in writing. Grades earned are calculated as part of the student's grade point average. Students desiring to fulfill Arts and Sciences general education requirements through Holt School course work must obtain advance permission, in writing, from the Office of Student Records. Students who want a Holt School course to apply toward major requirements in Arts and Sciences must obtain advance permission, in writing, from the chair of their major program. Students who have been academically or socially dismissed or suspended from Rollins College will not be awarded transfer credit for work undertaken at other institutions during the period of dismissal or suspension (see Appeals of Academic Policies, this section).

In an effort to ensure the availability of Holt School courses to the student population they were designed to serve, Arts and Sciences students are registered in Holt School only sections (identified as "H1G" in the Holt School Schedule) on a space-available basis: a maximum of five (5) Arts and Sciences students may register for any given course.

## OTHER COLLEGE AND UNIVERSITY CREDIT

Transfer students must meet all general education curriculum and major requirements to earn a Rollins College degree. The Office of Student Records reviews and evaluates courses taken at other institutions, determines courses/credit to be accepted, and prepares a Transfer Course Evaluation. The evaluation lists all courses accepted and any general education requirements those courses fulfill. Students who enter Rollins College ready to declare their major program of study may request a major course evaluation from the Office of Student Records. The major department makes decisions regarding fulfillment of major requirements through transfer credit.

In the evaluation of transfer credit, four (4) semester hours equals one Rollins course. Transfer credit is awarded only for course work taken at regionally-accredited (Middle States, North Central, New England, Northwest, Southern, and Western Association) institutions. Transfer credit is not awarded for courses with a grade below 'C-,' courses taken by mail, or course work not typically offered in a liberal arts college. All transfer courses must be officially letter-graded by the originating institution, with the exception of internships which may be graded Pass/Fail or Credit/No Credit if they meet the specific criteria outlined in the Education Programs and Opportunities section of this Catalogue. No more than twenty-four (24) semester hours are allowed for extension courses. No more than the equivalent of sixty-four (64) semester hours of credit are accepted from a two-year institution. Students with sixty (60) semester hours of credit enter Rollins College with junior standing, but may need additional time to fulfill the requirements of specific majors.

Rollins College participates in an articulation agreement between the Independent Colleges and Universities of Florida (ICUF) and the Florida Division of Community Colleges and Workforce Development. Through this participation, students who **enter** Rollins with a **completed** Associate of Arts (AA) degree from a Florida community college matriculate with junior standing and are usually able to transfer a total of sixty (60) semester hours, provided that they meet the same standards and program requirements as native Rollins students.

For all transfer students accepted though the College's participation in the ICUF Articulation Agreement, transfer credit for courses completed at the community college will only be awarded for grades of 'C-' or better, as is the standard for all transfer students in Arts & Sciences. No transfer credit will be awarded for college preparatory, distance learning, or experiential course work, as is the standard for all transfer students in Arts & Sciences. No more than a total of sixty-four (64) semester hours will be awarded to a student for transfer work from a two-year college.

As part of the College's participation in the ICUF Articulation Agreement, General Education Curriculum Requirements are waived for students with the A.A. degree from a Florida community college as well. Upper-level writing reinforcement and oral communication requirements, both part of the College's general education curriculum, are infused into one or more upper-level courses within each major course of study

Once admitted to full-time degree-seeking status, students must meet the College's residency requirement of seventy (70) semester hours, approximately sixteen (16) courses required for the major program of study, and the overall graduation requirement of 140 semester hours earned. If a course taken previously is repeated at Rollins, credit for the transfer course will be removed from the student's record.

## SUMMER COURSE WORK

Students may take courses at other institutions, including the Hamilton Holt School, during summer terms, though these courses do not count toward the College of Arts and Sciences' residency requirements. Students must secure approval from their academic advisor, major/minor department chair, and the Office of Student Records regarding both the institution and specific courses prior to enrollment in another program. A Request for Permission to Study Outside of Arts and Sciences form is available on the Student Records web site (http://r-net.rollins.edu /studentrecords/) and must be used to obtain approval. Courses not pre-approved by the advisor, department chair, and Office of Student Records will not be accepted for transfer. Although grades do not transfer, with the exception of Rollins programs, courses must be taken for a letter grade. Academic credit is given only if a grade of 'C-' or better

is earned. In addition, students must ensure that the institution attended, other than Rollins programs, sends an official transcript to Rollins after courses are completed. Students are responsible for requesting that an official transcript be sent directly to the Office of Student Records after completing summer courses.

**REQUIREMENTS FOR SECOND BACHELOR'S DEGREE**

Graduation requirements to receive a second bachelor's degree from the Arts and Sciences Program at Rollins College include the following. Upon completion, students will be awarded the College's Bachelor of Arts (Artium Baccalaureus) degree.

Two (2) full semesters in residence on-campus in Arts and Sciences for a total of not less than thirty-five (35) semester hours of course credit. Post-baccalaureate second degree special students are not eligible for on-campus housing. A major course of study that differs from that of the first degree, to be approved by the Office of the Dean of Faculty prior to admission. A minimum cumulative grade point average (GPA) of not less than 2.5 for all Rollins courses. Completion of all general education requirements of Arts and Sciences via courses undertaken at other regionally accredited institutions of higher education or while in residence. To be determined by transcript review in the Office of the Dean of the Faculty.

# Transcripts and Academic Records

**ACCESS TO STUDENT EDUCATIONAL RECORDS (FERPA)**

Rollins College complies with the Family Educational Rights and Privacy Act (FERPA). The Act is as follows:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Parents or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by [Rollins College] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office

U.S. Department of
Education
400 Maryland
Avenue, SW
Washington,
DC 20202

- Parents or eligible students have the right to provide written consent before the university discloses personally

identifiable information (PII) from the student's educational records. [Rollins College] must have written permission from the parent or eligible student in order to release any information from a student's education record. [Under FERPA, however, Rollins College is permitted] to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):

- School officials with legitimate educational interest;
- Other schools to which a student seeks or intends to enroll;
- Specified officials, such as Federal, State, or local educational authorities, for the purposes of audit or evaluation of supported educational programs, or enforcement of compliance with legal requirements relating to those programs;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- Parents of an "eligible student" to his or her parents if the student is a "dependent student," as defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax statement, the school may non-consensually disclose the student's education records to both parents;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding:
- The general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her; and
- Parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

[Rollins College] may also disclose, without consent, "directory information." "Directory information" is personally identifiable information that is not generally considered harmful or an invasion of privacy if disclosed and may include information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, [Rollins College] must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. [Rollins College] must notify parents and eligible students annually of their rights under FERPA. The actual means of notification...is left to the discretion of each school.

Under FERPA, Rollins College may define and disclose "directory information" provided that students and/or parents are notified of items that are deemed to be "directory information." As such, Rollins College defines "directory information" as including the following, as applicable:

- Name
- Address
- Telephone number
- E-mail address
- Date and place of birth
- Individually identifiable photographs of the student solicited or maintained directly by Rollins as part of the educational record
- Enrollment status, full-/part-time classification, and class level
- College/division, dates of attendance, and class schedule
- Major and minor field(s) of study

- Expected and actual graduation date
- Degrees, awards, and honors received
- Official athletic participation and athlete height and weight
- Name and location of most recent previously attended educational institution

Sources:

- U.S. Department of Education, http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html and http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html
- Cornell University Law School Legal Information Institute, http://www.law.cornell.edu/uscode/html/uscode26/usc_sec_26_00000152----000-.html

### RETENTION OF RECORDS

The Office of Student Records at Rollins College retains records and registration documents according to the guidelines established by the American Association of Collegiate Registrar and Admissions Officers (AACRAO). Academic records, change of grade forms, original grade sheets, and graduation lists are considered permanent and are not discarded. Records are kept from one (1) to five (5) years after graduation or date of last attendance. Written records retention policies are available from the Office of Student Records.

### TRANSCRIPTS

The Office of Student Records produces official and unofficial transcripts of students' academic work at Rollins College. Official transcripts of the College include the following information: course prefix and number, course title, grades, term and cumulative grade point averages, earned hours, academic standing, date of graduation and degrees, certifications or academic honors earned, and, if appropriate, transfer or affiliated coursework and transfer grades.

Written requests for transcripts with signature and other identifying information are required and may be submitted in person, by mail, or by facsimile. E-mail and/or telephone requests are not accepted in order to protect the privacy of students.

Payment of a nominal fee is required prior to processing of all requests and additional charges for rush services may be assessed. Current students may opt to have fees charged to their student accounts, all other requests must be prepaid by check or credit card. Specific instructions and fee schedules are available on the Student Records web page (r-net.rollins.edu/studentrecords/transcript.html).

Under no circumstances will transcripts be issued to any student who has an outstanding debt due to the College or any other hold on their College account.

Requests for official transcripts must be made **in writing** to:

Office of Student Records
Rollins College
1000 Holt Avenue - 2713
Winter Park, FL 32789

## Leaves and Withdrawals

### GENERAL GUIDELINES

Students who wish to take a leave of absence must make this request through the Office of the Dean of Student

Affairs, Warren Administration Building, Second Floor. A leave of absence may be granted for a program of work, study, or travel that demonstrably contributes to the student's personal development or program of study at Rollins, or for medical, financial, or personal reasons. Students may not remain on campus while on a leave of absence. Students who need to return to campus while on leave may do so only after coordinating with the Dean of Student Affairs.

Students may apply for a leave of absence for no more than one (1) academic year.

Requests for a leave of absence must be filed prior to the beginning of classes for a full refund for the first term of the leave and be approved by the Dean of Student Affairs. Requests filed after the start of classes will be subject to a prorated refund schedule. The Dean requires approval from the student's faculty advisor if the plans for a leave of absence contribute directly to the Rollins program of study.

Students studying off-campus in a Rollins or other affiliated program need not apply for a leave of absence. Such students register through the Office of International Programs.

Applications for readmission from a leave of absence are submitted to the Dean of Student Affairs. Readmission will only be considered by the Dean of Students for students who have been gone from the College no longer than one (1) academic year (two semesters). Students who are absent longer than (1) one year must reapply through the standard College admission process as a Transfer Student. Students who took a leave for medical reasons must furnish a physician's statement certifying that they are able to resume their studies. Any student readmitted after an absence may be subject to the academic requirements stated in the current College Catalogue. Requests for readmission from a personal leave of absence should be submitted no later than three (3) weeks before the first day of classes. Applications should include all appropriate supporting documentation.

Students may voluntarily withdraw from Rollins by filing a withdrawal form by appointment with the Dean of Student Affairs Office. After the second week of classes, the withdrawal is recorded on the student's transcript as a 'W.' Students who withdraw from the College after the Friday of the tenth week of classes (the "Drop without Penalty" deadline) are assigned grades of 'WF' for all their courses. After the Friday of the tenth week of classes (the "Drop without Penalty" deadline), students may not withdraw from courses without receiving failing grades, except for illness or other compelling reasons to be defined by the Academic Affairs Committee.

**MEDICAL LEAVE**

**For students who are temporarily unable to continue their studies due to medical or psychological issues.**

Medical Leave is a category of non-academic leave. While on leave the student is not considered to be currently enrolled in the College, but is considered to be in good standing with the College.

The Dean of Student Affairs grants a medical leave of absence to a student. Because a medical leave is sometimes needed to cope with sudden emergencies, a student may request a medical leave at any time during the semester. The medical leave must, however, be approved/granted prior to the end of classes for the academic semester in order to take effect for that semester.

The length of the medical leave depends on the nature and severity of the health concern. It is the concern of the Office of Health Services and the Office of Counseling and Psychological Services that the leave be long enough to allow a student to regain the health and energy required to manage a full-time academic load in a residential environment. In the case of physical medical leaves, the length of the leave is determined by the length of time needed to ameliorate the physical ailment. In contrast, due to the nature of psychological medical leaves, a student often requires at least one (1) additional semester for treatment and stabilization of the condition.

To take a medical leave, a student may speak with either the Dean of Student Affairs, someone in Health Services, or Counseling and Psychological Services. Before a leave is granted, a student must consult with either the Director of Health Services or the Director of Counseling and Psychological Services to determine whether or not the condition

can be successfully managed. Requests for a medical leave require thorough and credible documentation by an appropriate health care provider. These professional staff will then make a recommendation to the Dean of Student Affairs as to whether the leave is warranted and create a written plan for what needs to be accomplished during the leave. When students are placed on medical leave, all grades for the semester are noted as 'W' withdrawn. Students found responsible for violations of the College's Honor Code will receive any grades that are a part of Honor Council sanctions.

Student athletes should consult with the Director of Athletics or the compliance officer to determine if a medical leave will impact their NCAA eligibility.

International students should consult with the Director of International Student and Scholar Services regarding the effect of a medical leave on their immigration status.

Students receiving financial aid (grants, loans, and/or scholarships) should consult with the Office of Financial Aid before requesting a medical leave to determine the impact on their financial aid when they return.

Students on any type of leave are not eligible to enroll in the student insurance plan. Eligibility requirements of the plan stipulate that the student must be a full-time undergraduate Arts and Sciences student taking a minimum of 12 credit hours and must actively attend classes for at least the first 31 days after the date for which coverage is purchased. These requirements are not established by Rollins College, but by the student insurance company and are standard across most if not all student insurance plans.

If students have other considerations, such as, Honors Degree Program status or course requirements for a major, they should consult with academic departments and advisors.

Students on medical leave are not automatically reinstated to Rollins College. The student will be asked to provide documentation and a written recommendation from an appropriate health care provider to the Dean of Student Affairs confirming the student has completed all treatment recommendations and that the student's health will support a successful return to full-time academic work on a residential campus. The Dean will present this information to the Reinstatement Committee for consideration of and planning for the student's return. Both student and parent must review and agree to the requirements outlined on the Contract for Success before reinstatement. No academic credit earned during a medical leave will be transferable back to the College.

All written documents for requests regarding a return from medical leave must be received by **June 1 for fall semester and November 1 for spring semester.**

If students are not prepared to return to the campus in the semester following 12 months of medical leave, they must request in writing an extension of the medical leave. This request should be submitted to the Dean of Student Affairs and should include specific information about the student's need for more time away.

The College may require a student to take a medical leave of absence if, in the judgment of the Dean of Student Affairs and the professional staff of the Division, the student: (a) poses a threat to the lives or safety of himself/herself or other members of the Rollins community; (b) has a medical or psychological problem which cannot be properly treated in the College setting; or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Rollins community.

Students will not be granted more than two (2) medical leaves, each of one (1) year duration, for a total of not more than two (2) years.

[Note: In making the decision to require a student to take a medical leave, the Dean of Student Affairs must act out of concern for the student and his or her rights, concern for the other students, and concern for the College as a whole. The Dean will have to consider whether the College is able to provide the level of care and guidance needed, whether

there is a likelihood that the student will pose a threat to himself/herself or others, and/or to what extent the student seriously interferes with the rights of the others in the community to carry on their educational pursuits.]

For both voluntary and required leaves, the policy on refunds as posted by the Bursar will apply.

**READMISSION REQUIREMENTS FOR MEDICAL LEAVE**

If a student must leave Rollins for medical reasons, he or she must take sufficient time away to adequately address the issues that necessitated the leave. Students who depart the College after the tenth week of classes in any semester may not return until after the expiration of both the semester during which leave was taken and the next full fall or spring semester, i.e., a student who takes a medical leave in December, if readmitted on petition, may not return until the fall of the following school year.

During this absence, the College expects the student to undergo professional health-care treatment as the primary method of resolving the problem. Failure to seek ongoing treatment of a kind appropriate to the health problems will raise serious doubt as to the student's readiness to resume student status. In such a case, the College may withhold admission until such time that appropriate treatment has been received.

A student on medical leave who wishes to return, must initiate a request for readmission by writing a letter to the Dean of Student Affairs detailing what has been accomplished during the absence. The student must also provide supporting documentation from a healthcare professional that addresses the following: the specific diagnosis that precipitated the need for care; the treatment plan; gains that were made as a result of the treatment; the readiness of the students to return to Rollins and the potential impact of the intellectual, physical, and personal demands of being a full-time residential student; any special conditions under which the student should be readmitted; and a recommended treatment plan to support the student's transition back to campus. To facilitate the decision for readmission, the student must grant permission for the off campus healthcare provider to consult with the appropriate professional at Rollins, i.e., the Director of Counseling and Psychological Services or the Director of Health Services. Requests for readmission and the supporting documentation are due no less than three (3) weeks prior to the first day of classes for the fall and spring semesters.

The information gathered is reviewed by a committee comprised of the Dean of Student Affairs, the Director of Counseling and Psychological Services, the Director of Health Services, and the Director of Residential Life. When a student is permitted to return, special conditions or requirements may be outlined, and upon return, the student is expected adhere to the prescribed conditions or requirements. Failure to do so may result in the student's dismissal from the College. The decision to readmit a student from a health leave of absence is a provisional judgment which may be reversed if a student fails to be a responsible member of the Rollins community.

**COMPASSIONATE LEAVE**

A student may request a leave of absence when extraordinary personal reasons, not related to the student's physical or mental health prevent the student from continuing classes, e.g., death in the immediate family. Requests are made to and approved by the Dean of Student Affairs.

If the student departs after the start of the semester, the student will be granted grades of 'W' in all enrolled courses (even if the normal deadline for withdrawal without penalty has passed). A student on compassionate leave who wishes to return may do so by initiating a written request for readmission to the Dean of Student Affairs. Requests for readmission are due no less than three (3) weeks prior to the start of classes.

**PERSONAL LEAVE**

A leave of absence may be granted for a program of work, study, or travel that demonstrably contributes to the student's personal development or program of study at Rollins. A student may also request a personal leave for reasons related to financial hardship. Requests for personal leave are submitted to the Dean of Student Affairs.

Requests for readmission are due no less than three (3) weeks prior to the start of classes.

**FINANCIAL AID**

Students leaving the College in the middle of the semester should pay particular attention to how this might affect current financial aid eligibility. Please refer to the FAQ's on the Student Financial Aid Office website, http://www.rollins.edu/finaid/, or speak with the Student Financial Aid Office directly.

Students who withdraw or leave the College for a duration greater than one (1) academic year are not guaranteed a similar financial aid award package upon their return. The policies and availability of financial aid might vary from one year to the next. Therefore, no student is guaranteed Rollins' grants and scholarships upon their return to the College. Students who have been gone for more than one (1) academic year will be considered for financial aid in comparison to all other Transfer Students being admitted in that same semester.

# Appeals of Academic Policies

Rollins College is committed to fostering the academic and social success of each student. In the event the College deems a student's work or behavior to be unacceptable, the student will be suspended academically and progress toward graduation will be disrupted. Students suspended academically from campus are advised to spend the intervening time addressing the scholastic and/or social issues that led to the suspension from Rollins College. Suspended students may attend another institution of higher learning, but Rollins College does not award credit for any academic work the student undertakes during the period of suspension.

Academic Suspension:
When a student's study and work habits do not meet the high standards required of Rollins College, a suspension may be well spent at another institution developing more effective habits. **No academic credit earned during an academic suspension will be transferable back to the College.**

Social Suspension:
When personal or social issues have led to the suspension, Rollins College requires the student to use the suspension to address the personal and/or social issues impeding academic success. In the case of a social suspension, enrolling in another academic institution for the suspension may not be to the student's advantage. **No academic credit earned during a social suspension will be transferable back to the College.**

Readmission Procedure:
Before a student will be readmitted to the College, s/he must present a case demonstrating s/he is prepared to resume academic work. Typically, this includes a letter from the student detailing how the issue(s) related to the suspension were successfully addressed. In addition, the student is required to arrange an interview with a representative from the Dean of the Faculty's Office to discuss readmission to Rollins College.

Students may appeal to the Academic Appeals Committee the effects of any academic policy that applies to them. All appeals must be made within one (1) year of the conclusion of term for which the appeal is made. To submit academic appeals, students must complete the following steps.

Step l: Schedule an appointment with Mae Fitchett (phone 407-646-2354 or e-mail Appeals@Rollins.edu) to discuss the individual situation and determine required documentation.

Step 2: Submit an Appeal on-line. When considering appeals, the Committee takes into account matters of presentation such as grammar and spelling. It is recommended that students carefully proofread their appeals before clicking the "submit" button.

Step 3: Print an advising transcript.

Step 4: Submit transcript and required documentation to Mae Fitchett.

The Committee will discuss appeals only after all required documentation has been submitted. Required documentation also may include information from the advisor and/or professor. It is the student's responsibility to ensure that all documentation is submitted by the dates outlined on the Academic Appeals web site; appeals received after the student deadline will be reviewed at the next Appeals meeting.

Additional information and procedures may be found on the Thomas P. Johnson Student Resource Center web site (http://rnet.rollins.edu/tpj/advising/index.html).

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**Student Records**

Rollins College
1000 Holt Avenue
Winter Park, Florida 32789-4499
(407) 646-2000

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Presidents | Officers | Trustees

# Presidents of Rollins College

Edward Payson Hooker, 1885-1892

Charles Test Grandison Fairchild, 1893-1895

George Morgan Ward, 1896-1902

William Fremont Blackman, 1902-1915

Calvin Henry French, 1917-1919

Robert James Sprague, 1923-1924

William Clarence Weir, 1924-1925

Hamilton Holt, 1925-1949

Paul Alexander Wagner, 1949-1951

Hugh Ferguson McKean, 1951-1969

Jack Barron Critchfield, 1969-1978

Thaddeus Seymour, 1978-1990

Rita Bornstein, 1990-2004

Lewis M. Duncan, 2004-present

*Frederick Wolcott Lyman, John Howard Ford, George Morgan Ward, Robert James Sprague, Hugh Ferguson McKean, and Frederick William Hicks IV all served brief periods as Acting Presidents.*

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# Officers of the College

David H. Lord
Chairman of the Board

Lewis M. Duncan
President

Carol M. Bresnahan
Vice President of Academic Affairs and Provost

Jeffrey G. Eisenbarth
Vice President for Business & Finance and Treasurer

Ronald J. Korvas
Vice President for Institutional Advancement

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**Student Records**

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*Griffis Group of Companies, LLC*
*Denver, Colorado*

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*Corporate Vice President–Retired*
*Johnson & Johnson*
*Ponte Vedra Beach, Florida*

Thomas G. Kuntz '78
*Chairman, President & CEO*
*SunTrust Bank, FL*
*Orlando, Florida*

Bruce A. Beal '58
*Chairman & CEO*
*The Beal Companies*
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*President & CEO*
*Reinhold Corporation*
*Orange Park, Florida*

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*Kenyon Energy, LLC*
*Safety Harbor, Florida*

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*Ourisman Automotive*

*Orlando, Florida*

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*Winter Park, Florida*

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*National Association of Independent Colleges & Universities*
*Carlisle, Pennsylvania*

Ronald G. Gelbman '69 '70MBA
*Worldwide Chairman–Retired*
*Health Systems & Diagnostics Group*
*Johnson & Johnson*
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*Chief Executive Officer*
*The CED Companies*
*Maitland, Florida*

Rick Goings '12H
*Chairman & CEO*
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*Orlando, Florida*

*Rockville, Maryland*

Dianne Rice '61
*Private Investor*
*Jacksonville, Florida*

Sam Stark '91
*Executive Director*
*Chicago Sports Commission*
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R. Michael Strickland '72 '73MBA '04H
*Managing Director*
*Northern Trust, N.A.*
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*Eastgate Corporation*
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*Senior Vice President*
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*Winderweedle, Haines, Ward & Woodman, P.A.*
*Winter Park, Florida*

Winifred M. Warden '45 '12H
*President*
*Bert W. Martin Foundation*
*Orlando, Florida*

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*CEO*
*IMatchative and HedgeX.com*
*San Francisco, California*

Kurt M. Wells '95
*Managing Partner*
*Wellsolv=d Services*
*Cincinnati, Ohio*

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*Executive Vice President*
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Director of Financial Services and Bursar; B.A., Butler University

*Steve Booker*
Director, Student Financial Planning; B.A., Rockford College

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*Laura Cole*
Editorial Director; B.A., M.A., Rollins College.

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*Jeffrey Eisenbarth*
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Dean of Admission and Enrollment; B.A., Colby College; M.A.T., Brown University; M.A., State University of New York at Albany.

*Mae Fitchett*
Senior Academic Enhancement Coordinator, Thomas P. Johnson Student Resource Center; B.S., M.Ed., Virginia State University.

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Director, Interactive Marketing; B.B.A., Emory University.

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Dean of Student Affairs; B.S.Ed., M.A., Ohio State University; Ed.D., University of Cincinnati.

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*Ena Heller*
Bruce A. Beal Director of the Cornell Fine Arts Museum

*Toni Holbrook*
Assistant Provost; B.S.J., University of Florida; M.B.A., Crummer Graduate School of Business, Ed.D., University of Florida.

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Executive Assistant to the President; B.A., Rollins College; M.A., Ph.D., Vanderbilt University.

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Associate Dean, Hamilton Holt School and Director, Institutional Research; Director, Special Programs and Strategic Planning; B.A., Brooklyn College; M.Ed., University of Central Florida.

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Assistant Vice President, Human Resources and Risk Management; B.A., Allentown College of St. Francis de Salles; M.A., Lehigh University.

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Director, Community Engagement; B.S., State University of New York College at Fredonia; M.A., Bowling Green State University.

*Jonathan Miller*
Director, Olin Library; B.A., University of Sheffield (England); M.L.S., State University of New York at Buffalo; Ph.D. (candidate), University of Pittsburgh.

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Director, Campus Safety; B.A., Norwich University.

*Joseph Monti*
Director, Foundation Relations; B.A., University of Pittsburgh at Bradford; M.B.A., St. Bonaventure University.

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Director of Accounting; B.S., University of Central Florida; M.B.A., Crummer Graduate School of Business.

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Director of Athletics; B.A., University of Georgia.

*Holly Pohlig*
Director, Admission; B.A., Rollins College

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Dean of the Knowles Memorial Chapel and Chaplain to the College; M.A., Augustinian College; M.A., Villanova University; Ph.D., Duquesne University.

*David C.S. Richard*
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Assistant Vice President, Finance and Assistant Treasurer; B.A., University of North Florida. Certified Public Accountant.

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*Joanne Vogel*
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*Sandra Weisstein*
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University of Central Florida.

*Kathy Welch*
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*Debra K. Wellman*
Interim Dean, College of Professional Studies; B.S., Illinois College; M.S., Eastern Illinois University; Ph.D., University of Toledo.

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Executive Director, Student Success; B.S., Central Michigan University; M.Ed., Grand Valley State University.

*Diane Willingham*
Director, Community Standards and Responsibility; B.A., College of Mount Saint Joseph; M.S., Florida State University.

*Mary Wismar-Davis*
Creative Director; B.A., Rollins College; M.S.M., Crummer Graduate School of Business.

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# Endowed Chairs and Directorships



## Theodore Bruce and Barbara Lawrence Alfond Chair of English

*Established in 1994 by alumni Ted '68 and Barbara Lawrence Alfond '68 to honor a distinguished professor of English, enhancing the reputation of both the department and the College, and enriching the educational experience of its students.*

**Carol Frost**
**Professor of English**

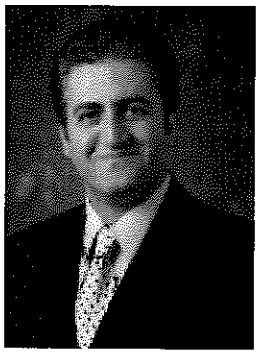
Email Carol Frost at cfrost@rollins.edu.

## Irving Bacheller Chair of Creative Writing

*Established in 1940 through the efforts of former Rollins trustee Joshua*

*Coffin Chase who spearheaded a campaign to endow this faculty chair in honor of Bacheller's contributions to literature and education. Read a 2008 release about this chair.*

**Vacant**



## Bank of America Chair of Finance

*Established in 1993 by Barnett Bank, the predecessor to NationsBank, which was subsequently acquired by Bank of America. The first faculty chair at the Crummer Graduate School of Business to be endowed by a corporation, it was created to recognize an eminent scholar in finance with a distinguished record of teaching, scholarship, and community involvement.*

**Halil Kiymaz**
**Professor of Finance**
**Crummer Graduate School of Business**

Email Halil Kiymaz at hkiymaz@rollins.edu.



## Bruce A. Beal Director of the Cornell Fine Arts Museum

*Endowed in 2008 by alumnus Bruce A. Beal '58 in honor of the Class of 1958 on the occasion of its fiftieth class reunion.*

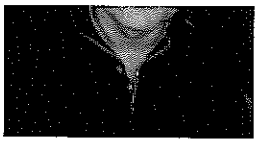
**Ena Heller**
**Director**
**Cornell Fine Arts Museum**

Email Ena Heller at eheller@rollins.edu.



## Archibald Granville Bush Chair of Mathematics

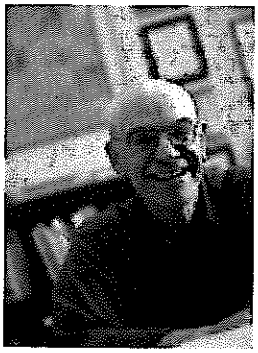
*Established in 1966 with a gift from Edyth Bassler Bush to bring*



*distinguished mathematicians to Rollins to teach, research, lecture, and assist in the development of the Bush Science Center program.*

**Richard Vitray**
**Professor of Mathematics**

Email Rick Vitray at rvitray@rollins.edu.



## Archibald Granville Bush Chair of Mathematics

*Established in 1966 with a gift from Edyth Bassler Bush to bring distinguished mathematicians to Rollins to teach, research, lecture, and assist in the development of the Bush Science Center program.*

**Jay Yellen**
**Professor of Mathematics**

Email Jay Yellen at jyellen@rollins.edu.

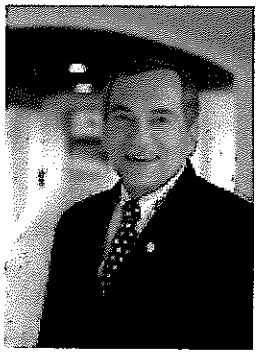


## Archibald Granville Bush Chair of Science

*Established in 1969 by The Bush Foundation to recognize outstanding faculty members of the natural sciences and to develop the caliber of faculty necessary "to assist the Bush Science Center in becoming one of the finest in the state of Florida." Read a 2009 release about this chair.*

**Thomas Moore**
**Professor of Physics**

Email Thomas Moore at tmoore@rollins.edu.



## George D. and Harriet W. Cornell Chair of Distinguished Presidential Leadership

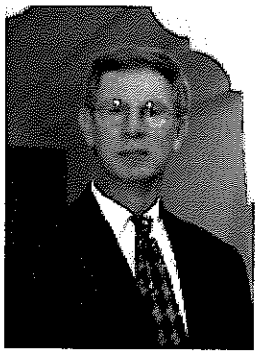
*Established in October 2001 by philanthropist and alumnus George Cornell '35 '85H, the chair is part of the first endowment for a college presidency in the nation. Read more about this chair.*

**Lewis M. Duncan**
**President**

Email Lewis Duncan at president@rollins.edu.

## George D. and Harriet W. Cornell Chairs

*Established by the largest gift in Rollins' history, the 2003 bequest of philanthropist and alumnus George Cornell '35 '85H, the Cornell Chairs are awarded throughout the College. Please Read more about these chairs.*



### George D. and Harriet W. Cornell Chair of Finance

**J. Clay Singleton**
**Professor of Finance**
**Crummer Graduate School of Business**

Email Clay Singleton at jcsingleton@rollins.edu.



### George D. and Harriet W. Cornell Chair of International Business

**Ilan Alon**
**Professor of International Business**

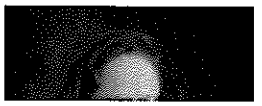
Email Ilan Alon at ialon@rollins.edu.



### George D. and Harriet W. Cornell Chair of Philanthropy and Leadership Development

**Rita Bornstein**
**President Emerita**

Email Rita Bornstein at rbornstein@rollins.edu.



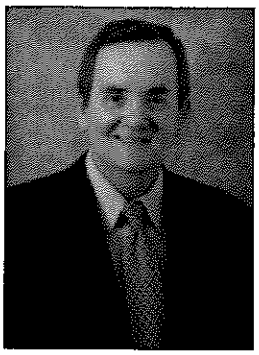
### George D. and Harriet W. Cornell Chair of



## Philosophy

**Margaret A. McLaren**
**Professor of Philosophy**

Email Margaret McLaren at mmclaren@rollins.edu.



## George D. and Harriet W. Cornell Chair of Politics

**Richard E. Foglesong**
**Professor of Politics**

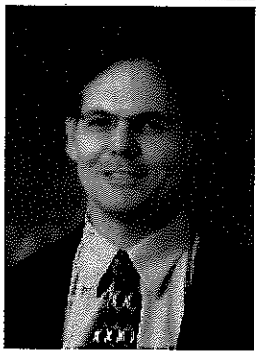
Email Rick Foglesong at rfoglesong@rollins.edu.



## George D. and Harriet W. Cornell Chair of Religion

**Yudit K. Greenberg**
**Professor of Religion**

Email Yudit Greenberg at ygreenberg@rollins.edu.



## George D. and Harriet W. Cornell Scholars in Classical Studies

*Established in 1985 through a gift from alumni George D. '35 '85H and Harriet W. '35HAL '90H Cornell and a challenge grant by the National Endowment for the Humanities to serve as the cornerstone of Rollins' Classical Studies Program. This endowment provides for the recruitment of distinguished scholars who will promote the understanding of, and appreciation for, classical civilization and thought, enabling the College to enhance the interdisciplinary character of the program and its quality and visibility in the coming years.*

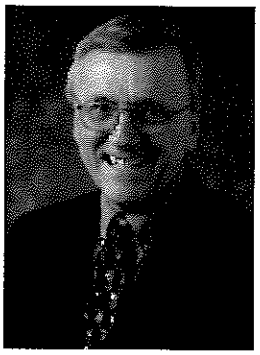
**Scott Mitchell Rubarth**
**Associate Professor of Classical Philosophy**

Email Scott Rubarth at srubarth@rollins.edu.

## D.J. and J.M. Cram Chair of Chemistry

*Established in 2001 with a bequest from the late Donald Cram '41 '88H, Rollins' only Nobel Prize winner, to provide the opportunity for and support of research in the field of chemistry. Read more about Nobel Laureate Donald Cram.*

**Vacant**

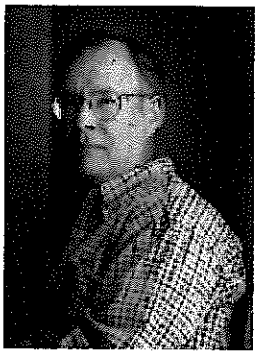


## Kenneth Curry Chair of Literature

*A gift of Kenneth Curry '32, an emeritus professor of English at the University of Tennessee and author of many books and articles on English literature of the Romantic period. The first Curry Professor was named in 1999. Read more about this endowed chair.*

**Maurice O'Sullivan**
**Professor of English**

Email Maurice O'Sullivan at mosullivan@rollins.edu.

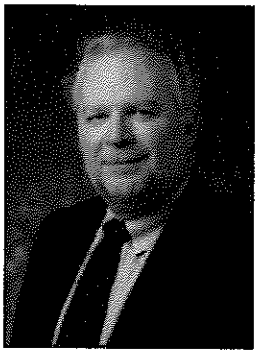


## Ronald G. and N. Jayne Gelbman Chair of International Business

*Established by alumnus Ronald Gelbman '69 '70MBA and an anonymous donor. The International Business major was introduced in 1998 to provide students the opportunity to study global business from a liberal arts perspective. Read more about this endowed chair.*

**Thomas Lairson**
**Professor of International Business and Politics**

Email Tom Lairson at tlairson@rollins.edu.

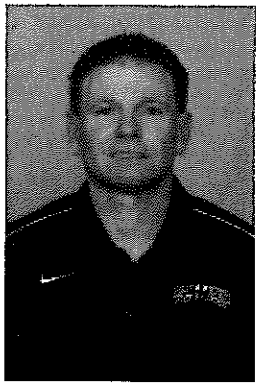


## Alan and Sandra Gerry Chair of Marketing and Ethics

*Established in 2002. Please click here to read more about this chair.*

**Mark W. Johnston**
**Professor of Marketing**
**Crummer Graduate School of Business**

Email Mark Johnston at mjohnston@rollins.edu.

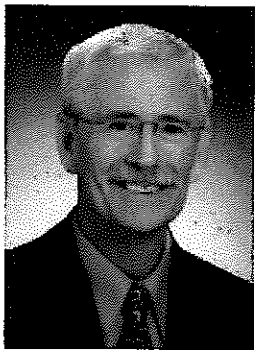


## Raymond W. Greene Chair of Physical Education

*Established in 1967 by Raymond W. Greene, who stipulated that the chair-holder should encourage reverence for the "Amazing Creation of the Human Body and Its Functions." Read more about this endowed chair. Read a 1972 release about this chair.*

**Keith Buckley**
**Assistant Athletic Director**

Email Keith Buckley at kbuckley@rollins.edu

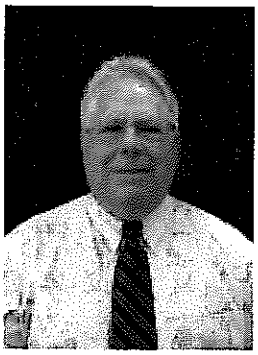


## Charles Harwood Chair of Marketing & Strategy

*Endowed in 1987 by the estate of Rollins alumnus Charles Harwood '44 to attract a distinguished scholar to the Crummer Graduate School of Business.*

**Greg Marshall**
**Professor of Marketing & Strategy**
**Crummer Graduate School of Business**

Email Greg Marshall at gmarshall@rollins.edu.



## William R. Kenan, Jr., Chair

*Awarded to Rollins in 1967 by the William R. Kenan, Jr., Charitable Trust "to support a college teacher whose enthusiasm for learning, commitment to teaching and interest in students will make a notable contribution to the College's undergraduate community." Read more about this chair. Click here to read the original 1968 announcement of the first appointment.*

**Edward H. Cohen**
**Professor of English**

Email Ed Cohen at ecohen@rollins.edu.

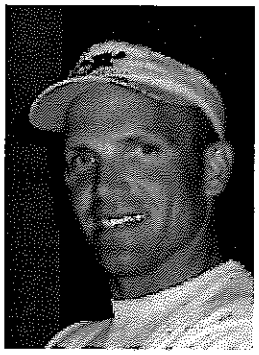


## Lord Family Director of Community Engagement

*Established in 2012 with gifts from David H. Lord '69 '71MBA and his family's foundation, the RNR Foundation, to perpetuate and add recognition for a critical staff position that leads all aspects of Rollins College's nationally and internationally recognized and award-winning community engagement infrastructure, which has made the Rollins mission more real, alive and transformative for more students than ever before.*

**Micki Meyer**
**Lord Family Director of Community Engagement**

Email Micki Meyer at mmeyer@rollins.edu



## Lyden Family Crew Chair

*Established in 2002 by James P. Lyden and his family to enhance the College's educational mission and to recognize the importance of athletics, rowing in particular. Read more about the Lyden family.*

**Shawn Pistor**
**Men's & Women's Rowing Coach**

Email Shawn Pistor at spistor@rollins.edu.

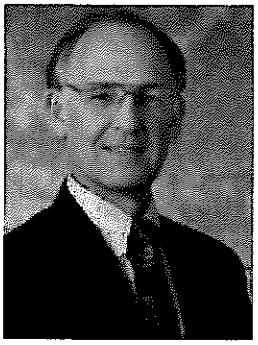


## Diane and Michael Maher Chair of Distinguished Teaching

*A gift of alumnus Michael C. Maher '63 and the Christian A. Johnson Endeavor Foundation to further the College's efforts and reputation in one of its recognized strengths—the art of teaching.*

**Rachel C. Newcomb**
**Associate Professor of Anthropology**

Email Rachel Newcomb at rnewcomb@rollins.edu

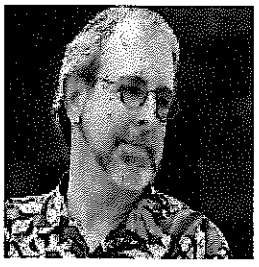


## Hugh F. and Jeannette G. McKean Chair

*Established in 1997 with an endowment from the Elizabeth Morse Genius Foundation to honor the legacy of former Rollins president Hugh McKean '30 '72H and his wife, Jeannette Genius McKean '62H, and their commitment to the College. Mrs. McKean established the Genius Foundation in 1959 in memory of her mother, who was the daughter of one of Winter Park's founders and greatest benefactors, Charles Hosmer Morse. Read more about this endowed chair.*

**Hoyt L. Edge**
**Professor of Philosophy**

Email Hoyt Edge at hedge@rollins.edu.



## Richard James Mertz Chair of Education

*Established in 2001 by Esther Mertz in memory of her son, alumnus Richard James Mertz '60, an elementary education major at Rollins. Read more about this chair.*

**H. James McLaughlin**
**Professor of Education**

Email H. James McLaughlin at hmclaughlin@rollins.edu.

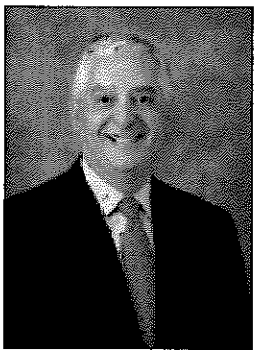


## Rapetti-Trunzo Chair of History

*Established in 1998 by alumnus Vincent A. Rapetti '50, this chair was established to provide a meaningful and lasting impact on the lives of students for generations to come.*

**Claire Strom**
**Professor of History**

Email Claire Strom at cstrom@rollins.edu.



## Steinmetz Chair of Management

*A 1999 gift of Charles and Lynn Steinmetz, the chair enables the Crummer Graduate School of Business to have a nationally recognized scholar in the area of management and strategy. Read more about this chair.*

**Samuel C. Certo**
**Professor of Management**
**Crummer Graduate School of Business**

Email Sam Certo at scerto@rollins.edu.



## John M. Tiedtke Chair of Music

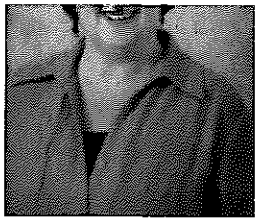
*The chair Honors longtime Rollins trustee and patron of the arts John Tiedtke '75H, and was the idea of Rollins alumni Fred '51 '74H and Joanne Rogers '50 '05H. Their generous support has been augmented by contributions from a number of friends and admirers. Read more about this chair.*

**John V. Sinclair**
**Professor of Music**

Email John Sinclair at jsinclair@rollins.edu.



## Winifred M. Warden Chair of Theatre Arts

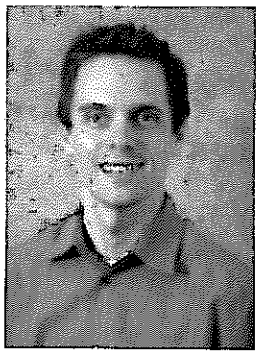


## and Dance

*Established by alumna Winifred Martin Warden '45 and the Bert W. Martin Foundation. The 2000 gift of this former ballet dancer and theatre student will ensure the future of a strong theatre and dance program at Rollins. Read more about this chair.*

**Jennifer Cavenaugh**
**Professor of Theatre Arts and Dance**

Email Jennifer Cavenaugh at jcavenaugh@rollins.edu.



## Weddell Chair of the Americas

*Funded by Ambassador and Mrs. Alexander W. Weddell, the chair was established by the Rollins College Board of Trustees in 1948 as a memorial to Ambassador and Mrs. Weddell "in grateful appreciation of their interest and help and in honor of their distinguished service to their country and to Inter-American relations." It recognizes a distinguished faculty member who is devoted to the teaching and correlation of courses in the history of the Western hemisphere.*

**Dexter Boniface**
**Associate Professor of Political Science**

Email Dexter Boniface at dboniface@rollins.edu.

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## Dean of Arts & Sciences

Robert Smither, Dean of Arts & Sciences

Rollins Faculty

*Dates indicate (1) first appointment at Rollins and (2) year of receiving present rank.*

*Vidhu Aggarwal*
Associate Professor of English (2005;2005); B.A., University of Chicago; M.A., Ph.D., University of Southern California. Specializations: transatlantic modernism, 19th- and 20th-century American and British literature, Asian-American and minority literatures, and composition and rhetoric for native and non-native speakers.

*Barry S. Allen*
Associate Professor of Environmental Studies (1982;1982); B.A., University of Miami; Ph.D., University of Pennsylvania. Specializations: environmental economics, national park policy, and sustainable development.

*Joshua Almond*
Assistant Professor of Art/Sculpture (2008;2008); B.A., Rhodes College; M.F.A., Arizona State University. Specializations: sculpture (traditional and contemporary), three-dimensional design, studio furniture, boat-building, and contemporary art and theory.

*Anna Alon*
Assistant Professor of Accounting (2009;2009); B.S, Case Western Reserve University; M.B.A., Rollins College, Crummer Graduate School of Business; Ph.D., University of Central Florida. Specializations: financial and managerial accounting, accounting in transitional economies, adoption and implementation of international financial accounting standards, and transnational accounting regulation.

*Ilan Alon*
George D. and Harriet W. Cornell Professor of International Business, College of Arts and Sciences and Roy E. Crummer Graduate School of Business (2003;2007); B.A., M.B.A., Fairleigh Dickinson University; M.A., Ph.D., Kent State University. Specializations: international management, global franchising, political and country risks, pedagogy, emerging markets, and markets of East Asia, China, the Middle East, and Russia.

*Mark S. Anderson*
Professor of Mathematics (1988;2005); B.A., Houghton College; M.S., Ph.D., University of Virginia. Specializations: algebraic and differential topology, and topological graph theory.

*Danny Arnold*
Professor of International Business (2012;2012); B.S., M.B.A., D.B.A., Louisiana Tech University.

*Benjamin Balak*
Associate Professor of Economics (2002;2007); B.A., The American University of Paris (France); Postgraduate Diploma, The University of Kent at Canterbury (United Kingdom); Ph.D., University of North Carolina at Chapel Hill. Specializations: ethics, history, and philosophy of economics; economics of ethics; economic rhetoric and modernity; comparative economic systems and cultures; and principles of macro and micro economics.

*Gabriel I. Barreneche*
Associate Professor of Modern Languages and Literatures (2003;2009); B.A., Boston College; M.A., Ph.D., University of California-Los Angeles. Specializations: Hispanic languages and literature including 20th-century Latin American literature, peninsular drama and poetry, and golden age literature.

*Pedro J. Bernal*
Professor of Chemistry (1986;2006); B.S., Ph.D., University of Tennessee. Specializations: physical and general chemistry, and the philosophy of science.

*Gay Biery-Hamilton*
Associate Professor of Latin American and Caribbean Affairs (1994;2003); B.S., M.A., Ph.D., University of Florida. Specializations: Brazilian Amazon, economic and ecological anthropology, economic development, culture change, water resources, political ecology, medical anthropology, women and development, and ideology.

*Alexander P. Boguslawski*
Professor of Modern Languages and Literatures (1983;1992); M.A., University of Warsaw; Ph.D., University of Kansas. Specializations: Old Russian literature and painting, Russian culture and folklore, 19th- and 20th-century Russian literature, and problems of translation.

*William C. Boles*
Professor of English (1995;2006); B.A., Wake Forest University; M.A., University of Maine; Ph.D., University of Tennessee. Specializations: dramatic literature, contemporary British and American drama.

*Richard K. Bommelje*
Associate Professor of Organizational Communication (1974;2000); B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Specializations: leadership, listening, and management.

*Dexter S. Boniface*
Weddell Chair of the Americas and Associate Professor of Political Science (2003;2008); B.A., Miami University (Ohio); M.A., Ph.D., University of Illinois. Specializations: Latin American and Brazilian politics, politics of market reforms, political economy of development, authoritarianism and democratization, state-society relations, and knowledge accumulation and methodology.

*Rita Bornstein*
President Emerita and George D. and Harriet W. Cornell Professor of Philanthropy and Leadership Development (1990;2004); B.A., M.A., Florida Atlantic University; Ph.D., University of Miami. Specializations: leadership, governance, and philanthropy.

*Michele Boulanger*
Visiting Assistant Professor of International Business (2011:2011); B.S., M.S., University of Paris, France; Ph.D., University of Rhode Island. Specializations: applied mathematics, statistics.

*Wendy W. Brandon*
Associate Professor of Education (1987;2004); B.S., University of Georgia; M.S., Central Missouri State University; Ed.D., Teachers College, Columbia University. Specializations: curriculum theory, critical theory, critical pedagogy, and service learning.

*Carol Bresnahan*
Professor of History (2011;2011); A.B., Smith College; A.M., Ph.D., Brown University. Specializations: Late Renaissance Florence.

*Sharon L. Carnahan*
Professor of Psychology (1990;2001); Director, Rollins Child Development Center; B.A., Hope College; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: child development, psychology and religion, and early childhood interventions.

*Julie Carrington*
Associate Professor of Mathematics and Computer Science (1992;1998); B.S., University of Central Florida; Ph.D., University of Central Florida. Specializations: graph theory, design and analysis of algorithms, and computational theory.

*Gregory L. Cavenaugh*
Assistant Professor of Communication (2005;2012); B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Louisiana State University. Specializations: performance studies, rhetorical and cultural criticism, and communication studies.

*Jennifer J. Cavenaugh*
Winifred M. Warden Professor of Theatre Arts and Dance (2005;2009); B.A., Dartmouth College; M.F.A., Brooklyn College; Ph.D., University of Washington. Specializations: ancient, medieval, Renaissance, and 19$^{th}$-century British and American theatre; theatre history; gender and performance; feminist theatre; and American musical theatre.

*Julian C. Chambliss*
Associate Professor of History (2003;2010); B.S., Jacksonville University; M.A., Ph.D., University of Florida. Specializations: U.S. urban history, race and ethnicity, African-American history, gender, popular culture, and urban politics.

*David A. Charles*
Associate Professor of Theatre Arts and Dance (2003;2009); B.A., Roosevelt University; M.F.A., Western Illinois University; Ph.D., Louisiana State University. Specializations: global improvisational

movements and structures, marginalized traditions (psychodrama and oral poetry), and traditional performance modes (Apidan drama, Japanese renga poetry, and the Maori haka).

*Martha S. Cheng*
Associate Professor of English (2003;2009); B.A., Christendom College; M.A., Ph.D., Carnegie Mellon University. Specializations: contemporary rhetorical theory, argumentation theory, ethos and individual agency, narrative theory, critical reading and writing, and technical writing.

*Daniel P.L. Chong*
Assistant Professor of Political Science (2008;2008); B.A., Biola University; M.A., University of Notre Dame; Ph.D., American University. Specializations: human rights, global poverty, international ethics, social movements and non-governmental organizations.

*Edward H. Cohen*
William R. Kenan, Jr. Professor of English (1967;1979); B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Specialization: Victorian studies.

*Billy Collins*
Senior Distinguished Fellow (2008;2010); B.S., Holy Cross College; Ph.D., University of California at Riverside. Specializations: 19th-century British poetry, modern British and American poetry, Irish literature, contemporary fiction, and exploratory writing.

*Gloria Cook*
Professor of Music (1998;2006); B.M., M.M., D.M.A., The Cleveland Institute of Music. Specializations: piano performance, piano pedagogy, and keyboard harmony.

*J. Thomas Cook*
Professor of Philosophy (1982;1993); B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Specializations: history of philosophy, philosophy of mind, and metaphysical issues such as the nature of self and human freedom.

*Daniel G. Crozier*
Professor of Music (1998;2012); B.M., Westminster College; M.M., D.M.A., Peabody Conservatory, Johns Hopkins University. Specializations: music composition, theoretical studies, and piano performance.

*Denise K. Cummings*
Associate Professor of Critical Media and Cultural Studies (2003;2007); B.S., University of New Hampshire; M.A., Salve Regina University; M.A., Carnegie Mellon University; Ph.D., University of Florida. Specializations: film history, theory, and criticism; American Indian literatures, cultures, and film; modernist literature, culture, and film; literature, media, and popular culture; American literature and culture; cultural studies; literary and critical theory.

*Nicholas Curtis*
Visiting Assistant Professor of Biology (2012; 2012); B.S., University of Miami; M.S., Ph.D., University of South Florida. Specializations: physiology (human and integrative), cell and molecular biology, phylogenetics, kleptoplasty in sacoglossan sea slugs, phycology, and occassional sea monster

identification.

*Mario D'Amato*
Associate Professor of Religion (2005; 2009); B.A., Loyola University of Chicago; M.A., Ph.D., University of Chicago. Specializations: Buddhist philosophy, Asian philosophy and religion, philosophy and psychology of religion, semiotics, and textual studies.

*Alice J. Davidson*
Assistant Professor of Psychology (2008;2009); B.A., Rhodes College; M.S., Ph.D., The Pennsylvania State University. Understanding the nature of children's need to belong and relate to others and school, links between peer experiences and children's social and academic adjustment, gender dynamics and acculturation in middle childhood and adolescence, and interventions in human development.

*Creston Davis*
Assistant Professor of Religion (2006;2006); B.A., Calvin College; M.T.S., Duke University; M.A., Ph.D., University of Virginia. Specializations: history and doctrine of Christianity, Christianity and culture, anthropology and sociology of comparative religions, race and religion, feminism and Third World theologies, and Latin American liberation theology.

*Donald L. Davison*
Professor of Politics (1989;1998); B.A., St. Louis University; M.A., University of Notre Dame; Ph.D., Washington University in St. Louis. Specializations: American political institutions, public policy, electoral politics and methodology, legislative decision-making, and the effect of race on political behavior.

*Joan Davison*
Professor of Politics (1986;2009); B.A., Wheeling College; M.A., Ph.D., University of Notre Dame. Specializations: comparative politics and international studies.

*Leigh De Armas DeLorenzi*
Visiting Assistant Professor of Counseling (2012;2012); B.S., University of Miami; M.S., Ph.D., University of Central Florida. Specializations: counselor education, psychological trauma, child sexual abuse, family violence, eye movement, desensitization reprocessing (EMDR), the treatment of child trauma victims in child advocacy centers.

*Philip F. Deaver*
Professor of English and Writer-in-Residence (1998;2009); B.A., St. Joseph's College; M.A., Ball State University; Ed.D., University of Virginia. Specializations: creative writing, American short story, and contemporary literary fiction.

*Nancy M. Decker*
Associate Professor of Modern Languages and Literatures (1986;1989); B.A., College of William and Mary; M.A., Ph.D., Cornell University. Specializations: German language, literature, cultural history, and questions of colonialism.

*Kimberly L. Dennis*
Associate Professor of Art History (2005;2005); B.A., Wake Forest University; M.A., Vanderbilt University; Ph.D., University of North Carolina at Chapel Hill. Specializations: art history; history of architecture, urbanism, gender issues in the history of art; Renaissance and Baroque art and architecture; and women's studies.

*Rosana Diaz Zambrana*
Associate Professor of Modern Languages and Literatures (2003;2009); B.S., University of Puerto Rico at Mayagüez; M.A., Ph.D., University of Illinois at Urbana-Champaign. Specializations: modern and contemporary Spanish-American literature, 19th- and 20th-century Brazilian literature, and 19th- and 20th-century French literature.

*John Donaldson*
Visiting Assistant Professor of Computer Science (2012; 2012); B.A., Case Western Reserve University; M.S., Ph.D., Ohio tate University. Specializations: computer system simulation and natural language processing.

*Lewis M. Duncan*
President and George D. and Harriet W. Cornell Professor of Distinguished Presidential Leadership (2004; 2004); B.A., M.S., Ph.D., Rice University. Specializations: experimental space plasma physics, radiophysics, and technology and public policy.

*Sue Easton*
Professor of Communication (2001;2012); B.A., State University of New York at Oswego; M.S., Syracuse University; Ph.D., Florida State University. Specializations: organizational communication, virtual communication, small group behavior, and work teams.

*Hoyt L. Edge*
Hugh F. and Jeannette G. McKean Professor of Philosophy (1970;1981); B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Specializations: philosophy of psychology, American philosophy, parapsychology, and cognitive anthropology.

*D. Larry Eng-Wilmot*
Professor of Chemistry (1980;1993); B.A., Eckerd College; Ph.D., University of South Florida. Specializations: general, analytical, and inorganic chemistry; molecular animations/conceptual visualization in learning; bioinorganic and coordination chemistry; structure and stereochemistry of microbial iron transport compounds; and model coordination compounds.

*Ashley Elston*
Visiting Assistant Professor of Art History (2011:2011); B.A., St. Olaf College, M.A., Ph.D., The University of Kansas. Specializations: art history from prehistory to the Renaissance and 20th-century art.

*Marc Fetscherin*
Associate Professor of International Business (2005;2005); M.S.M., University of Lausanne, Lausanne,

Switzerland; M.B.S., London School of Economics, London, UK; Doctorate in Economics and Social Science, University of Bern, Bern, Switzerland. Specializations: international marketing, branding, consumer brand relationships, corporate branding, place branding, and human branding.

*Patrick Fleming*
Visiting Assistant Professor of English (2012; 2012); B.A., Pomona College; M.S., Ph.D., University of Virginia. Specializations: nineteenth century British Literature, the novel, Romanticism, the Victorian Period, and children's literature.

*Richard E. Foglesong*
George D. and Harriet W. Cornell Professor of Politics (1984;1992); B.A., Drury College; M.A., Ph.D., University of Chicago. Specializations: American politics, political leadership, urban politics and policy, and urban planning history.

*Julia K. Foster*
Assistant Professor of Music (2009;2009); B.M., University of Wisconsin-Madison; M.M., Eastman School of Music; D.M.A. Vocal Performance, University of Houston. Specializations: anatomy, physiology, and pathology of the vocal mechanism; historically-informed performance of early music; suppressed German and Austrian Lieder of World War II; and American song and opera.

*Bryan Franks*
Visiting Assistant Professor of Art History (2011:2011); B.S., Villanova University; M.S., Ph.D., Drexel University. Specializations: physiological ecology and spatial ecology of marine organisms, behavior and space use of fish in marine ecosystems and the tradeoffs they face during their daily activities.

*Carol Frost*
Theodore Bruce and Barbara Lawrence Alfond Professor of English (2008;2008); B.A., State University of New York College at Oneonta; M.A., Syracuse University. Specializations: poetry, poetry workshop, contemporary American poetry, and American poets including Wallace Stevens, Robert Frost, Elizabeth Bishop, John Berryman, and others.

*Christopher R. Fuse*
Assistant Professor of Physics (2008;2008); B.S., St. Bonaventure University; M.S., Miami University (Ohio); Ph.D., Texas Christian University. Specializations: astronomy and astrophysics, planet and moon formation, isolated galaxies, high-energy astrophysics, galaxy formation, and evolution.

*Greg H. Gardner*
Professor of Speech (1985;1990); B.A., M.A., Ph.D., Bowling Green University. Specializations: legal rhetoric, campaign rhetoric, interpersonal communication, and computer-mediated communication.

*Lynda M. Glennon*
Professor of Sociology (1980;1986); B.A., Albertus Magnus College; M.A., Fordham University; Ph.D., Rutgers University. Specializations: theoretical paradigms, phenomenology and critical theory, cultural studies, animals and society, media, popular culture, and women's studies.

*Laurel A. Goj Habgood*

Associate Professor of Chemistry (2006;2012); B.A., Smith College; Ph.D., Duke University. Specializations: transition metal-mediated reactivity with an emphasis in synthetic organic methodology and mechanistic studies.

*Theodore P. Gournelos*
Assistant Professor of Critical Media and Cultural Studies (2010;2010); B.A., University of Maryland; M.F.A., Ph.D., University of Illinois, Urbana-Champaign. Specializations: alternative and oppositional cultures, television and film studies, Internet and digital culture policy, political theory and culture, advertising, cultural and media studies, and U.S., European Union and East Asian politics.

*Yudit K. Greenberg*
George D. and Harriet W. Cornell Professor of Religion (1986;1996); B.A., California State University at Hayward; M.A., San Francisco State University; Ph.D., Graduate Theological Union. Specializations: Jewish studies, women and religion, and religion and the body.

*Richard Gregor*
Visiting Assistant Professor of Chemistry (2010;2012); B.A., DePauw University; Ph.D. University of Pittsburgh.

*Eileen Gregory*
Professor of Biology (1979;1992); B.S., Michigan State University; M.S., Ph.D., University of Washington. Specializations: microbiology, immunology, and biochemistry.

*Michael M. Gunter, Jr.*
Associate Professor of Political Science (2000;2006); B.A., Vanderbilt University; M.A., Ph.D., University of Kentucky. Specializations: international relations, environmental politics and policy, non-governmental organizations, sustainable development, and international security.

*Dana Hargrove*
Associate Professor of Art (2003;2009); B.F.A., University of Dundee (Scotland); M.F.A., Southern Illinois University. Specializations: painting and drawing, computer graphics, and two-dimensional design.

*Fiona M. Harper*
Associate Professor of Biology (2005;2005); B.Sc., University of Guelph; M.Sc., Memorial University of Newfoundland; Ph.D., Dalhousie University. Specializations: ecology and evolution of benthic marine invertebrates from a multidisciplinary approach.

*Paul B. Harris*
Professor of Psychology (2000;2006); B.A., Knox College; M.S., Texas Christian University; M.S., University of Arizona; Ph.D., University of Utah. Specializations: social, environmental, health, organizational, and industrial psychology.

*Jonathan Harwell*
Head of Collections in Olin Library (2012; 2012); B.A., University of Southern Mississippi; M.I., The University of Alabama; M.S., Georgia Southern University.

*Karen L. Hater*
Dean of Student Affairs and Visiting Associate Professor of Education (2007;2007); B.S.Ed., M.A., Ohio State University; Ed.D., University of Cincinnati. Specializations: learning disabilities and attention deficit disorder, issues related to transition to college, and academic success strategies.

*J. Scott Hewit*
Associate Professor of Education (1994;1994); B.S., State University of New York; M.S., Indiana University; Ed.D., Ball State University. Specializations: role of families and the community in the effective school effort, the collaborative adaptation of curriculum and instruction to meet diverse student needs in an inclusive setting, and the emergence of the reflective educator and learner as a fundamental leader in the educative process.

*Alicia M. Homrich*
Professor of Counseling (1998;2004); B.S., M.S., Florida International University; M.A., Rollins College; Ph.D., University of Georgia. Specializations: family psychology, group work, learning disorders assessment, and counselor training.

*John M. Houston*
Professor of Psychology (1989;2003); B.S., Georgetown University; M.A., Ph.D., New York University. Specializations: industrial/organizational psychology, group dynamics, experimental and statistical analysis, and social psychology.

*Elizabeth A. Hunt*
Assistant Professor, Olin Library (2011;2012); B.A., University of Minnesota; M.L.I.S., University of Wisconsin-Milwaukee. Specializations: digital information management, print to electronic transition, information access.

*James P. Johnson*
Associate Professor of International Business, College of Arts and Sciences and Roy E. Crummer Graduate School of Business (2003;2007); B.A., University of London; M.A., University of Reading; M.B.A., San Diego State University; Ph.D. University of South Carolina. Specializations: cross cultural management, managing international joint ventures, strategic decision-making processes in multinational corporations, and strategic change in companies in emerging economies.

*Jill C. Jones*
Professor of English (1996;2012); B.A., M.A., University of New Hampshire; Ph.D., Tufts University. Specializations: 19$^{th}$- and early 20$^{th}$-century American literature, African-American literature, women writers, autobiography, narrative theory, feminist theory, composition, and the mystery novel.

*Sarah A. (Ashley) Kistler*
Assistant Professor of Anthropology (2008;2008); B.A., Muhlenberg College; M.A., Ph.D., Florida State University. Specializations: Mesoamerica; Mayan women, language, and hieroglyphic writing; kinship; gender; economic anthropology; ethnography; linguistic anthropology; cultural continuity; and discourse analysis.

*Stephen W. Klemann*
Professor of Biology (1982;1993); B.A., Hanover College; M.S., Ph.D., Miami University (Ohio). Specializations: cellular and developmental biology, emphasis on the cloning, characterization, and engineering of genes expressed by peri-implantation stage embryos of cattle and sheep.

*Emmanuel Kodzi*
Assistant Professor of International Business (2012; 2012); B.S., Kwame Nkrumah University; M.S., Kwame Nkrumah; M.B.A., University of Ghana; Ph.D., Purdue University.

*Philip Kozel*
Associate Professor of Economics (2006;2012); B.A. (History), B.A. (International Studies), Ohio State University; M.A., University of Denver; Ph.D., University of Massachusetts Amherst. Specializations: political economy, pirating, rhetoric of economics, and philosophy and methodology of economics.

*Harry N. Kypraios*
Associate Professor of Economics (1983;1989); B.A., M.A., University of Delaware; Ph.D., University of Virginia. Specializations: international economics, money, and finance.

*Susan Cohn Lackman*
Professor of Music Theory and Composition (1981;1996); B.Mus.Ed., Temple University; M.A., American University; Ph.D., Rutgers University. Specializations: musical composition, criticism, and broadcasting.

*Thomas D. Lairson*
Ronald G. and N. Jayne Gelbman Professor of International Business and Professor of Political Science (1976;1994); B.S., M.A., Ph.D., University of Kentucky. Specializations: international relations, political economy, e-commerce, and Asian politics.

*Carol Lauer*
Professor of Anthropology, (1977;1989); B.A., Brandeis University; M.A., Ph.D.; University of Michigan. Specializations: physical anthropology, primate behavior, and aggressive behavior in children.

*Lezlie Laws*
Professor of English (1989;1999); B.A., University of Missouri-Columbia; M.A., North Texas State University; Ph.D., University of Missouri-Columbia. Specializations: rhetoric, composition theory, and literary non-fiction.

*R. Barry Levis*
Professor of History (1968;1978); B.S., M.A., Ph.D., The Pennsylvania State University. Specializations: ancient, medieval, and early modern European history.

*Richard Lewin*
Assistant Professor of International Finance (2011:2011); B.S., Kings College; M.A., Ph.D., University of Cambridge. Specializations: strategies for emerging from the economic crisis, liquidity management, and the low cost airline industry.

*Susan H. Libby*
Professor of Art History (1998;2004); B.A., M.A., Ph.D., University of Maryland. Specializations: European and American art and theory from the 18th to 20th centuries.

*Richard A. Lima*
Associate Professor of Modern Languages and Literatures (1981;1985); B.S.Ed., Bridgewater State College; M.A., Ph.D., University of California at Berkeley. Specializations: French language and literature; Francophone studies.

*Lee G. Lines*
Diane and Michael Maher Chair of Distinguished Teaching and Professor of Environmental Studies (1996;2002); B.A., M.A., University of Florida; Ph.D., Arizona State University. Specializations: physical geography; conservation of biodiversity; and ecosystems of Florida, Latin America, and western North America.

*Toby Long*
Visiting Assistant Professor of Chemistry (2012; 2012); B.S., M.S., Missouri State University; Ph.D., University of Kansas.

*Nick Marx*
Visiting Assistant Professor of Critical Media & Cultural Studies (2012; 2012); B.S., University of Wisconsin-Madison; M.S., University of Texas; Ph.D., University of Wisconsin-Madison.

*Julia Maskivker*
Assistant Professor of Political Science (2009;2009); B.A., Universidad Torcuato Di Tella (Buenos Aires); M.A., M.Phil., Ph.D., Columbia University. Specializations: analytic ethical and political theory and philosophy, theories of justice, theories of social citizenship, welfare state philosophy, and modern political thought.

*Luis Martinez*
Visiting Associate Professor of Chemistry (2011:2011); B.A., Trinity University; M.A., University of Illinois; Ph.D., Harvard University. Specializations: organic chemistry, peer-led team learning, organic synthesis, drug design, chemical biology, biochemistry, and medical chemistry.

*Jana E. Mathews*
Assistant Professor of English (2010;2010); B.A., Brigham Young University; M.A., University of Colorado-Boulder; Ph.D., Duke University. Specializations: medieval British literature and culture, law and literature, medieval manuscript studies, middle Scots literature, early modern British literature, and theories of subjectivity, kingship, authorship, and authority.

*Dorothy Mays*
Associate Professor and Head of Public Services, Olin Library (2001;2005); B.A., Trinity University; M.A., University of Virginia; M.L.S., Indiana University. Specializations: early modern history, history of censorship, and library reference services.

*Amy McClure*
Visiting Assistant Professor of Sociology (2011:2011); B.A., Florida Atlantic University; M.S., Ph.D., North Carolina State University. Specializations: gender inequality, families, racial and ethnic inequality, social class inequality, scholarship of teaching and learning, adolescent sexualities, sociological social psychology, and qualitative methodologies.

*Cecilia V. McInnis-Bowers*
Professor of International Business (2003;2004); B.S., Florida State University; M.S., University of Florida; Ph.D., Southern Illinois University. Specializations: marketing (principles and services), consumer behavior, leadership and decision making, personal selling and sales management, and strategic management.

*Margaret McLaren*
George D. and Harriet W. Cornell Professor of Philosophy (1992;2004); B.Phil., Miami University (Ohio); M.A., Ph.D., Northwestern University. Specializations: 20th-century European philosophy, ethics, and feminist theory.

*James McLaughlin*
Richard James Mertz Professor of Education (2012; 2012); B.S., University of Kansad; Ph.D., Unversity of North Carline at Chapel Hill. Specializations: social curriculum in classrooms in the USA and rural Mexico, education of Latino immigrant students, history of immigrant education in the USA, and teacher action research.

*R. Matilde Mésavage*
Professor of Modern Languages and Literatures (1981;1990); B.S., The Juilliard School; M.A., Hunter College; M.Phil., Ph.D., Yale University. Specializations: 18th-century French literature, Quebec literature and civilization, Francophone literature of the Maghreb.

*Jonathan Miller*
Director, Olin Libary; B.A., University of Sheffield (England); M.L.S., State University of New York at Buffalo; Ph.D. (candidate), University of Pittsburgh.

*Jennifer Scott Mobley*
Visiting Assistant Professor of Theatre Arts and Dance (2012; 2012); B.A., College of William and Mary; M.F.A., Brooklyn College; Ph.D., City University of New York. Specializations: dramaturgy, women in American theatre, fat studies, Shakespeare for performance, the female body and fat in performance.

*Susan E. Montgomery*
Assistant Professor and Public Services Librarian, Olin Library, (2010;2010); B.A., Knox College; M.A., University of New Mexico; M.S., Florida State University. Specializations: Latin American history and politics, U.S. immigration policy, information literacy, and library outreach.

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Professor of Anthropology, (1988;1998); B.A., Tulane University; Ph.D., University of California at

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*Charles Patrick Rock*
Professor of Economics (1984;1993); B.A., Williams College; M.A., Ohio University; Ph.D., Cornell University. Specializations: labor economics, comparative economics, non-profit economics, alternative economics, and global economics.

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Assistant Professor of Photography (2008;2008); B.F.A., Marylhurst University; M.F.A., Illinois State University. Specializations: traditional and digital photography and digital video, interdisciplinary teaching, history of photography, personal and experimental cinema and video art, and themes of perception and temporality within the still and moving image.

*Donald P. Rogers*
Professor of International Business (1987;1987); B.B.A., University of Arizona; M.B.A., Ph.D., The Ohio University. Specializations: human resource strategies, global business strategies, performance management, and organizational change management.

*Edward C. Royce*
Professor of Sociology (1990;2009); B.A., University of Nevada at Reno; M.A., Arizona State University; Ph.D., State University of New York at Stony Brook. Specializations: poverty, social inequality, and race and ethnic relations.

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George D. and Harriet W. Cornell Scholar in Classical Studies and Associate Professor of Classical Philosophy (1997;2005); B.A., Los Angeles Baptist College; B.A., M.A., San Diego State University; Ph.D., University of Toronto. Specializations: ancient Greek philosophy, stoicism, perception, and gender in antiquity.

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*Anca M. Voicu*
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*Susan J. Walsh*
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*Jonathan R. Walz*
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Interim Dean of College of Professional Studies and Associate Professor of Education (2000;2006); B.S., Illinois College; M.S., Eastern Illinois University; Ph.D., University of Toledo. Specializations: emergent literacy, preservice and inservice teacher education, teacher change, literacy circles, and multicultural education.

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Associate Professor of Theatre Arts and Dance (2004;2007); B.F.A., Southern Methodist University;

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# Emeriti

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# ARTS AND SCIENCES CATALOGUE

***Educating for Global Citizenship and Responsible Learning***
**Spring Term 2011**


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# ARTS AND SCIENCES CATALOGUE REVISIONS

***Changes are listed by term, latest term first.***

| | | |
|---|---|---|
| ***Effective Fall Term 2011*** | | |
| Academic Regulations | Credit/No-Credit, Incomplete Work | 6-7-11 |
| Academic Regulations | Leaves and Withdrawals | 7-21-11 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 302* | 7-15-11 |
| Courses of Instruction | ART - *remove prerequisite from ART 223* | 9-6-11 |
| Courses of Instruction | ART - *add ART 391* | 7-15-11 |
| Courses of Instruction | BIOLOGY - *major requirements, minor requirements, delete BIO 385F, BIO 386F, and BIO 387F* | 6-21-11 |
| Courses of Instruction | BIOLOGY - *add BIO 301* | 7-15-11 |
| Courses of Instruction | CRITICAL MEDIA AND CULTURAL STUDIES - *add CMC 210, CMC 310* | 7-15-11 |
| Courses of Instruction | ECONOMICS - *add ECO 242, ECO 308* | 7-15-11 |
| Courses of Instruction | ENGLISH - *add ENG 216* | 7-15-11 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 200, INB 300* | 7-15-11 |
| Courses of Instruction | MARINE BIOLOGY - *major requirements* | 6-7-11 |
| Courses of Instruction | MATHEMATICS - *add MAT 410* | 7-15-11 |
| Courses of Instruction | MODERN LANGUAGES & LITERATURES - *add CHN 251* | 7-15-11 |
| Courses of Instruction | MUSIC - *add MUS 215* | 7-15-11 |
| Courses of Instruction | PHILOSOPHY AND RELIGIOUS STUDIES - *add PHI 242* | 7-15-11 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 314, PSY 324* | 7-15-11 |
| Courses of instruction | THEATRE ARTS & DANCE - *major requirements* | 11-4-11 |
| Curriculum and Curricular Requirements | Residency, Writing Reinforcement | 6-7-11 |
| Educational Programs and Opportunities | Office of Career Services | 6-7-11 |
| Educational Programs and Opportunities | International and Off-Campus Study | 9-1-11 |
| Special Degree Programs | Pre-Engineering Program | 6-7-11 |
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| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Delete Enrollment Deposit section | 5-17-11 |
| Admission | First-Year Student Admission; Accelerated Management Program Admission; Transfer Student Admission; | 12-6-10 |

| | | |
|---|---|---|
| | International Student Admission; Special Student Admission | |
| Courses of Instruction | ART AND ART HISTORY - *add ART 230* | 1-18-11 |
| Courses of Instruction | ASIAN STUDIES - *minor requirements* | 6-1-11 |
| Courses of Instruction | ASIAN STUDIES - *add major, update minor description, add ASA 400* | 3-29-11 |
| Courses of Instruction | BIOLOGY - *add BIO 104, BIO 122, BIO 388* | 1-18-11 |
| Courses of Instruction | CHEMISTRY - *major requirements; minor requirements* | 3-31-11 |
| Courses of Instruction | COMMUNICATION - *minor requirements; add COM 305 and COM 425* | 3-18-11 |
| Courses of Instruction | CRITICAL MEDIA AND CULTURAL STUDIES (CMC) - description, major requirements, course descriptions | 4-28-11 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 380* | 2-23-11 |
| Courses of Instruction | ECONOMICS - *add ECO 313, ECO 377* | 1-18-11 |
| Courses of Instruction | EDUCATION - *add EDU 470* | 1-18-11 |
| Courses of Instruction | ENGLISH - *add ENG 396* | 1-18-11 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *add LAC 200* | 1-18-11 |
| Courses of Instruction | MODERN LANG. AND LIT. - *add CHN 401/402* | 1-18-11 |
| Courses of Instruction | MUSIC - *major requirements* | 6-2-11 |
| Courses of Instruction | MUSIC - *add MUS 210* | 1-18-11 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 304* | 1-18-11 |
| Courses of Instruction | PHYSICS - *prerequisite change for PHY 411* | 2-9-11 |
| Courses of Instruction | PHYSICS - *add PHY 240* | 1-18-11 |
| Courses of Instruction | POLITICS - *add POL 313* | 1-18-11 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *major requirements; minor requirements* | 12-7-10 |
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| Academic Regulations | Academic Warning System | 9-23-10 |
| Academic Regulations | Definitions of Honor Code Violations | 7-27-10 |
| Academic Regulations | Readmission Procedure | 5-24-10 |
| Courses of Instruction | ANTHROPOLOGY - *major/minor requirements* | 8-30-10 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 255, 301* | 2-15-10 |
| Courses of Instruction | BIOCHEMISTRY - *delete BCH 431* and *BCH 432* | 8-11-10 |
| Courses of Instruction | BIOLOGY - *delete BIO 350* | 8-11-10 |
| Courses of Instruction | BIOLOGY - *add BIO 103* | 2-12-10 |

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| Courses of Instruction | COMMUNICATION - *add COM 445* | 3-04-10 |
| Courses of Instruction | COMMUNICATION - *add COM 307* | 2-12-10 |
| Courses of Instruction | COMPUTER SCIENCE - *major requirements; minor requirements; description change CMS 151; title change CMS 375, 395, 450; prereq change CMS 375, 440; delete CMS 485, 495* | 5-17-10 |
| Courses of Instruction | COMPUTER SCIENCE - *major requirements, add CMS 151, CMS 380* | 2-12-10 |
| Courses of Instruction | ECONOMICS - *add ECO 331, 310, 370* | 2-12-10 |
| Courses of Instruction | EDUCATION - *add EDU 210* | 4-01-10 |
| Courses of Instruction | ENGLISH - *add ENG 291, 335, 341, 342, 344, 390, 392, 395, 440, 490; delete ENG 150, 205, 206, 220, 274, 425; title and description change ENG 325* | 4-01-10 |
| Courses of Instruction | FILM STUDIES - *add FIL 350* | 2-15-10 |
| Courses of Instruction | HEALTH PROFESSIONS - *title and description change HPA 150* | 2-12-10 |
| Courses of Instruction | HISTORY - *major requirements* | 4-20-10 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 214* | 3-04-10 |
| Courses of Instruction | MATHEMATICS - *change prereq MAT 110* | 3-04-10 |
| Courses of Instruction | MATHEMATICS - *add MAT 419* | 2-12-10 |
| Courses of Instruction | MODERN LANG. & LIT. - *add GMN 252, 352* | 4-01-10 |
| Courses of Instruction | MUSIC - major requirements; add *MUS 495* | 9-3-10 |
| Courses of Instruction | MUSIC - *add MUS 150, 153, 154, 292, 360; title and description change MUS 260* | 2-15-10 |
| Courses of Instruction | MUSIC - *number and description change MUA 201, MUA 202; add MUA 102, MUA 201C* | 7-12-10 |
| Courses of Instruction | MUSIC - major requirements | 8-19-10 |
| Courses of Instruction | PSYCHOLOGY - description change; major requirements; minor requirements; multiple course number, description, and prerequisite changes. | 8-11-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *delete REL 318; title and/or minor description change REL 135, 170, 220* | 4-06-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add PHI 312* | 3-04-10 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 237* | 2-12-10 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 470, title change POL 358* | 2-15-10 |

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| Courses of Instruction | PSYCHOLOGY - *add PSY 312, 327, 329, 332, 342, 491, 492, 493, 494, 495; new title and description PSY 324* | 4-01-10 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 150, 155, 203, 250, 302, 309, 313, 314, 319, 345, 354; delete PSY 254* | 2-12-10 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 455* | 2-12-10 |
| Educational Programs and Opportunities | Academic Internship Program | 3-29-10 |
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| Academic Regulations | Academic Warning, Probation, Suspension, and Dismissal | 5-03-10 |
| Academic Regulations | Appeals of Academic Policies | 5-03-10 |
| Academic Regulations | Credit/No-Credit | 3-22-10 |
| Academic Regulations | Grade Appeals | 11-05-09 |
| Campus Life | Community Responsibility | 5-03-10 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 306* | 10-22-09 |
| Courses of Instruction | ANTHROPOLOGY - *delete ANT 253, 255, 256, 257, 258, 265, 338* | 10-08-09 |
| Courses of Instruction | ART AND ART HISTORY - *prereq change ART 251* | 1-21-10 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *introduction, major requirements* | 10-26-09 |
| Courses of Instruction | BIOLOGY - *major requirements, minor requirements, delete BIO 320, add BIO 211, 230, 325, prereq changes BIO 308, 311, 312, 335, 341, 360, 370* | 10-26-09 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *introduction, major requirements, CMC 205/305 change to 250/350, prereq change CMC 400* | 10-27-09 |
| Courses of Instruction | EDUCATION - *prereq change EDU 335* | 11-21-09 |
| Courses of Instruction | HISTORY - *add HIS 120* | 12-21-09 |
| Courses of Instruction | HISTORY - *add HIS 375* | 10-12-09 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *prereq change INB 397* | 10-22-09 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 225* | 10-16-09 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *introduction, major requirements, minor requirements* | 12-23-09 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *title and description change LAC 200* | 12-21-09 |
| Courses of Instruction | MARINE BIOLOGY - *major requirements* | 10-26-09 |
| Courses of Instruction | MATHEMATICS - *prereq changes MAT 110, 111, 140, 305* | 10-22-09 |

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| Courses of Instruction | MATHEMATICS - *add MAT 108* | 10-12-09 |
| Courses of Instruction | MUSIC - *add MUS 286, 386, 388* | 10-16-09 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *Religious Studies: introduction, major requirements, minor requirements* | 10-26-09 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 300* | 10-16-09 |
| Courses of Instruction | PHYSICAL EDUCATION - *Electives* | 12-21-09 |
| Courses of Instruction | PHYSICS - *add PHY 205* | 10-12-09 |
| Courses of Instruction | PSYCHOLOGY - *prereq changes PSY 265, 306, 322, 361* | 12-22-09 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 200, 300, 305, 405* | 10-16-09 |
| Courses of Instruction | SOCIOLOGY - *add SOC 345* | 10-16-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 295* | 12-21-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add DAN 210, THE 360, THE 391/2/3* | 10-12-09 |

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| Academic Regulations | Medical Leave | 9-03-09 |
| Academic Regulations | Incomplete Work, Hamilton Holt School Course Work, Appeals of Academic Policies | 8-14-09 |
| Courses of Instruction | AFRICAN/AFRICAN-AMER STUD - *extensive curriculum revisions* | 3-17-09 |
| Courses of Instruction | ANTHROPOLOGY - *delete ANT 208, 211, 212, 262, 314. 335, 355, 360, 475* | 2-06-09 |
| Courses of Instruction | ART AND ART HISTORY - Studio Art: *extensive curriculum revisions* | 2-13-09 |
| Courses of Instruction | BIOLOGY - *add BIO 100* | 2-26-09 |
| Courses of Instruction | BIOLOGY - *add BIO 240* | 2-12-09 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions* | 8-21-09 |
| Courses of Instruction | CHEMISTRY - *add CHM 121, 350, 445, 450; delete CHM 390* | 4-23-09 |
| Courses of Instruction | CHEMISTRY - *add CHM 103* | 2-12-09 |
| Courses of Instruction | CLASSICAL STUDIES - *add new major; Minor Requirements; title and description change CLS 203 and 305; add CLS 306* | 5-07-09 |
| Courses of Instruction | CLASSICAL STUDIES - *add CLS 204* | 2-12-09 |
| Courses of Instruction | ENGLISH - *description change ENG 201 and 202* | 3-24-09 |
| Courses of Instruction | ENGLISH - *Major Requirements; Minor Requirements; add ENG 304A, 304B, 304C, 306; number, title, and description change ENG 221; title and description change ENG 303, 305; delete ENG 304* | 2-19-09 |

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| Courses of Instruction | ENVIRONMENTAL STUDIES - *renumber ENV 220 to ENV 225* | 10-01-09 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *add ENV 105* | 4-30-09 |
| Courses of Instruction | HISTORY - *title change HIS 350* | 3-24-09 |
| Courses of Instruction | HISTORY - *title change HIS 142, 143, 346, 373; delete HIS 247, 310, 333, 334, 338, 344/345, 351, 381, 392; course number changes HIS 108 and 109* | 3-12-09 |
| Courses of Instruction | MATHEMATICS - *add MAT 201, 320* | 2-12-09 |
| Courses of Instruction | MODERN LANG. & LIT. - *add ARA 201 and 202* | 2-19-09 |
| Courses of Instruction | PHYSICAL EDUCATION - *electives* | 4-09-09 |
| Courses of Instruction | PHYSICS - *extensive curriculum revisions* | 2-16-09 |
| Courses of Instruction | PSYCHOLOGY - *add PSY 210* | 4-14-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *title and description change THE 480, delete THE 482 and 483* | 3-24-09 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *changes to Theatre Studies Emphasis; add THE 203, 205, 206, 220, 248, 260, 304; add DAN 220; delete THE 301, 303, 305* | 2-16-09 |
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| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *Introduction, Major Requirements, Recommendations* | 10-23-08 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *add BCH 335, 435* | 10-09-08 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *Introduction; Major Requirements; prereq changes: CMC 100, 200, 400* | 12-23-08 |
| Courses of Instruction | ENGLISH - *Policies in the Major, Minor Requirements* | 10-21-08 |
| Courses of Instruction | HISTORY - *add HIS 311* | 10-09-08 |
| Courses of Instruction | MATHEMATICS - *delete MAT 480* | 10-02-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *add CHN 151, CHN 152, GMN 161, GMN 261* | 10-07-08 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 324* | 10-02-08 |
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| Courses of Instruction | ART AND ART HISTORY - *ART 241 add to description, ART 450 add prereq* | 3-27-08 |
| Courses of Instruction | ART AND ART HISTORY - *add ART 440* | 2-25-08 |
| Courses of Instruction | BIOLOGY - *prereq changes to BIO 385F, 386F, 387F* | 7-22-08 |
| Courses of Instruction | BIOLOGY - *changed prereqs when ENV 120 to ENV 220* | 3-27-08 |
| Courses of Instruction | CLASSICAL STUDIES - *change to Minor Only, effective 4-10-08 as adopted by Executive Committee* | 4-29-08 |
| Courses of Instruction | COMPUTER SCIENCE - *Major Requirements; Minor Requirements; delete CMS 147, 157, 250, 370, 380; add CMS 230, 330, 450; changes to CMS 170, 270, 430, 480* | 2-19-08 |
| Courses of Instruction | ENGLISH - *add Policies for the Major section* | 5-13-08 |
| Courses of Instruction | ENGLISH - *add ENG 412* | 3-27-08 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *Introduction; Major Requirements; Minor Requirements; delete ENV 101, 120, 216, 284, 330, 362, 383; description and/or prereq changes ENV 130, 205/305, 206, 240, 270, 289, 302, 323, 325, 343, 347,348, 353, 365, 372, 375, 377, 380, 385, 386, 389, and 413; title and description changes ENV 220, 308* | 4-04-08 |
| Courses of Instruction | HISTORY - *add HIS 352, 353* | 4-10-08 |
| Courses of Instruction | HONORS DEGREE - *entire curriculum revised* | 5-20-08 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *International Experience* | 5-20-08 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 315* | 2-25-08 |
| Courses of Instruction | MATHEMATICS - *add MAT 440* | 3-27-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *add ARA 101, 102; add HBR 101, 102, 201, 202; add SPN 337, 344* | 3-27-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *SPN 210C, 210G, 210S prereq changes* | 3-07-08 |
| Courses of Instruction | MODERN LANG. & LIT. - *RSN 227 title change* | 2-19-08 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 385* | 2-25-08 |

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| Courses of Instruction | PHILOSOPHY AND RELIGION - *remove all Hebrew language courses to add to Modern Languages and Literatures* | 3-27-08 |
| Curriculum and Curricular Requirements | Minor Requirements | 9-22-08 |
| Curriculum and Curricular Requirements | Majors | 4-29-08 |
| Special Degree Programs | The Honors Degree Program | 5-19-08 |

| ***Effective Spring Term 2008*** | | |
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| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Courses of Instruction | ART AND ART HISTORY - *ARH 101 title and description change and add to electives list* | 10-01-07 |
| Course of Instruction | ASIAN STUDIES - *minor requirements-REL 113 title change* | 1-31-08 |
| Courses of Instruction | BIOLOGY - *add BIO 201* | 9-27-07 |
| Courses of Instruction | CLASSICAL STUDIES - *CLS 105 title and description change, CLS 232 title change* | 9-27-07 |
| Courses of Instruction | COMMUNICATION - *add COM 304* | 9-27-07 |
| Courses of Instruction | EDUCATION - *EED 369 prereq change* | 1-17-08 |
| Courses of Instruction | EDUCATION - *EDU 470 coreq correction* | 10-04-07 |
| Courses of Instruction | ENGLISH - *ENG 273 prereq* | 2-07-08 |
| Courses of Instruction | ENGLISH -*Professional Writing Concentration Core Courses, ENG 210 title change* | 1-31-08 |
| Courses of Instruction | HISTORY - *add HIS 347, 360* | 12-04-07 |
| Courses of Instruction | HISTORY - *add HIS 235* | 9-27-07 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 365* | 9-27-07 |
| Courses of Instruction | MATHEMATICS - *MAT 211 prereq* | 11-06-07 |
| Courses of Instruction | MATHEMATICS - *add MAT 310* | 10-03-07 |
| Courses of Instruction | MATHEMATICS - *MAT 140 description change* | 9-27-07 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *Religious Studies: core courses and electives, minor requirements, REL 113 title change* | 1-31-08 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 236, 240, 241, 325, 340, and 490* | 10-04-07 |

| ***Effective Fall Term 2007*** | | |
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| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Leaves and Withdrawals | 6-12-07 |
| Academic Regulations | Academic Warning, Probation, and Dismissal; Minimum Academic Standards | 4-13-07 |
| Academic Regulations | Enrollment Deposit - *new section* | 3-12-07 |

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| Courses of Instruction | ANTHROPOLOGY - *add ANT 208, 212, 314, 377, 451, 453; title and description change ANT 262* | 2-09-07 |
| Courses of Instruction | ART AND ART HISTORY - *add ARH 450* | 2-09-07 |
| Courses of Instruction | BIOLOGY - *double major policy* | 8-13-07 |
| Courses of Instruction | COMMUNICATION - *add COM 380* | 2-09-07 |
| Courses of Instruction | CRITICAL MED. & CULT. STUD. - *new major* | 3-14-07 |
| Courses of Instruction | ECONOMICS - *add ECO 371* | 2-09-07 |
| Courses of Instruction | ENGLISH - *major requirements* | 9-17-07 |
| Courses of Instruction | ENGLISH - *ENG 190 description change* | 6-05-07 |
| Courses of Instruction | ENGLISH - *add ENG 370; delete ENG 101 from all prereqs; change prereqs ENG 190, 303, and 304;* | 2-09-07<br>4-10-07 |
| Courses of Instruction | HEALTH PROFESSIONS - *add HPA 175F* | 7-17-07 |
| Courses of Instruction | HEALTH PROFESSIONS - *add HPA 150, 397.* | 5-11-07 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *INB 390 prerequisites* | 2-23-07 |
| Courses of Instruction | JEWISH STUDIES - *electives* | 7-19-07 |
| Courses of Instruction | MARINE BIOLOGY - *double major policy* | 8-13-07 |
| Courses of Instruction | MATHEMATICS - *MAT 140 prerequisites* | 7-03-07 |
| Courses of Instruction | MODERN LANG. & LIT. - *add SPN 335, 336, 338, 340; title change only SPN 321, 322, 330; delete SPN 331/333, replace with new SPN 331 and 333; delete SPN 332/334, replace with new SPN 332 and 334; new titles and descriptions SPN 431, 432* | 2-12-07 |
| Courses of Instruction | MUSIC - *ensembles grading* | 8-13-07 |
| Courses of Instruction | MUSIC - *change MUS 123 to 223* | 2-12-07 |
| Courses of Instruction | PHILOSOPHY AND RELIGION: *delete REL 114, 221, 225, 424, 329, 341, 361; title change REL 223, 235* | 7-19-07 |
| Courses of Instruction | POLITICAL SCIENCE - *extensive curriculum revisions; add POL 240B, 375, 376, 377; delete POL 311* | 6-05-07 |
| Courses of Instruction | POLITICAL SCIENCE - *change INT 223 to POL 223* | 3-02-07 |
| Courses of Instruction | POLITICAL SCIENCE - *title and description change POL 333; add POL 323* | 2-09-07 |
| Courses of Instruction | THEATRE ARTS & DANCE - *major requirements change; title change THE 480, 481, 482, 483* | 7-26-07 |

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| Curriculum and Curricular Requirements | Majors list - *add Critical Media and Cultural Studies* | 3-14-07 |
| Educational Programs and Opportunities | Internships | 6-08-07 |
| Endowed Chairs | *Removed page and linked to official Public Relations page* | 4-04-07 |
| ***Effective Spring Term 2007*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Courses of Instruction | ART AND ART HISTORY - *add ART 380/380F* | 9-27-06 |
| Courses of Instruction | BIOLOGY - *add BIO 335, 435; delete BIO 284* | 10-13-06 |
| Courses of Instruction | BIOLOGY - *add BIO 109* | 9-25-06 |
| Courses of Instruction | COMPUTER SCIENCE - *prereq ECO 430* | 10-06-06 |
| Courses of Instruction | ECONOMICS - *clarification in first paragraph* | 1-24-07 |
| Courses of Instruction | ECONOMICS - *prereq ECO 221* | 9-22-06 |
| Courses of Instruction | ENGLISH - *change ENG 496 to 475* | 1-30-07 |
| Courses of Instruction | ENGLISH - *delete prereqs for all ENG 367's* | 11-13-06 |
| Courses of Instruction | ENGLISH - *prereq ENG 260 , 303, 304* | 9-27-06 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *change BIO elective for Landscape/Environmental Track* | 10-13-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *title change INB 230* | 10-13-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 311F* | 9-27-06 |
| Courses of Instruction | MARINE BIOLOGY - *add new major* | 10-26-06 |
| Courses of Instruction | MATHEMATICS - *Typical Schedule, minor requirements* | 1-24-07 |
| Courses of Instruction | MATHEMATICS - *prereqs MAT 390/490* | 10-04-06 |
| Courses of Instruction | MODERN LANG. & LIT. - *add CHN 101, 102, 201, 202, 301, 302* | 9-25-06 |
| Courses of Instruction | MUSIC - *add MUS 330, prereq MUS 351/352* | 9-25-06 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 410* | 9-25-06 |
| Courses of Instruction | PSYCHOLOGY - *prereq PSY 474* | 10-06-06 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *title change THE 133, 136, 233, 236, 332, 333, 433; description change THE 331, 322* | 10-05-06 |
| Curriculum and Curricular Requirements | List of Majors - *add Marine Biology* | 10-13-06 |
| ***Effective Fall Term 2006*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Minimum Academic Standards | 8-18-06 |
| Academic Regulations | Other College and University Credit | 8-10-06 |
| Academic Regulations | Grades | 8-01-06 |

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| Academic Regulations | Withdrawal and Readmission | 7-19-06 |
| Academic Regulations | Academic Standing; Academic Warning, Probation, and Dismissal; Readmission from Dismissal | 7-12-06 |
| Academic Regulations | Course Loads, Dropping Courses | 7-06-06 |
| Academic Regulations | Appeals of Academic Policies | 6-28-06 |
| Academic Regulations | Academic Honor Code, Other College and University Credit, Requirements for Second Bachelor's Degree | 6-15-06 |
| Admission | First-Year Student Admission, Accelerated Management Program Admission | 6-15-06 |
| Campus Life | Arts and Theatre, Counseling Services, Health Services, Office of Multicultural Affairs, Student Involvement and Leadership | 6-27-06 |
| Campus Life | Athletics and Intramurals | 6-15-06 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 217* | 3-17-06 |
| Courses of Instruction | ART AND ART HISTORY - *add ARH 203* | 3-17-06 |
| Courses of Instruction | BIOLOGY - *correction of major requirements* | 9-07-06 |
| Courses of Instruction | BIOLOGY - *change major requirements; change biology electives; add BIO 210, 350* | 3-17-06 |
| Courses of Instruction | CHEMISTRY - *add CHM 104, 109* | 3-17-06 |
| Courses of Instruction | ENGLISH - *major and minor requirements revisions; WRITING extensive curriculum revision; add ENG 221, 380, 496; delete ENG 170, 290, 390, 490* | 6-27-06 |
| Courses of Instruction | ENGLISH - *description change ENG 273* | 4-25-06 |
| Courses of Instruction | COMMUNICATION - correct *INT 399 to INT 397* | 6-21-06 |
| Courses of Instruction | ENGLISH - *add ENG 190, 211, 475* | 3-17-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *introduction* | 9-12-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *business minor renamed international business minor* | 5-12-06 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 201* | 3-17-06 |
| Courses of Instruction | MATHEMATICS - *title change MAT 455, title and description change MAT 460* | 3-17-06 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 330, 332, 355 (also added these courses to International Relations electives)* | 3-17-06 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add 6th emphasis to major requirements* | 4-28-06 |

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| Courses of Instruction | THEATRE ARTS AND DANCE - *prereq changes THE 133, 211, 233, 333; description change THE 418/419* | 4-06-06 |
| Curriculum and Curricular Requirements | Self-Designed Majors | 6-28-06 |
| Educational Programs and Opportunities | International and Off-Campus Study | 8-09-06 |
| Educational Programs and Opportunities | Olin Library | 7-19-06 |
| Educational Programs and Opportunities | Office of External and Competitive Scholarships | 7-12-06 |
| Educational Programs and Opportunities | Internships; Rollins in London, England | 7-05-06 |
| Educational Programs and Opportunities | Thomas P. Johnson Student Resource Center | 6-28-06 |
| Educational Programs and Opportunities | Career Services, Information Technology, Rollins Conference Courses | 6-15-06 |
| Introduction | | 7-18-06 |
| Special Degree Programs | Accelerated Management Program | 6-28-06 |
| Student Financial Aid | Introduction, Financial Aid Programs, Standards of Satisfactory Academic Progress | 6-27-06 |

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| **Catalogue Section** | **Sub Section** | **Date to Web** |
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| Admission | International Student Admission | 10-12-05 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 320* | 9-28-05 |
| Courses of Instruction | AUSTRALIAN STUDIES - *add AUS 240* | 9-28-05 |
| Courses of Instruction | ART - *correct prereqs on ART 342, ART 372* | 2-08-06 |
| Courses of Instruction | BIOLOGY - *add BIO 105, BIO 106; title and description change to BIO 330* | 9-28-05 |
| Courses of Instruction | CHEMISTRY - *add CHM 107* | 9-28-05 |
| Courses of Instruction | COMMUNICATION - *add COM 335* | 9-28-05 |
| Courses of Instruction | EDUCATION - *change Sociological Foundations requirements and EDU 100 description.* | 12-02-05 |
| Courses of Instruction | EDUCATION - *add EDU 390* | 10-04-05 |
| Courses of Instruction | ENGLISH - | |
| Courses of Instruction | ENGLISH - *add ENG 277* | 9-28-05 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *restructure major requirements* | 11-30-05 |
| Courses of Instruction | HISTORY - *add HIS 370* | 9-28-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *delete European Studies major* | 12-19-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *description change FRN 331* | 11-14-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *add SPN 342* | 9-28-05 |
| Courses of Instruction | PHYSICS - *add PHY 312* | 9-28-05 |

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| Courses of Instruction | POLITICAL SCIENCE - *add POL 320* | 9-28-05 |
| Curriculum and Curricular Requirements | Major Requirements - *deleted European Studies* | 12-19-05 |
| ***Effective Fall Term 2005*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Credit/No-Credit | 7-15-05 |
| Courses of Instruction | ANTHROPOLOGY - *title change to ANT 259, ANT 426* | 7-15-05 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 319* | 2-16-05 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *change chemistry major requirements* | 7-15-05 |
| Courses of Instruction | BIOLOGY - *change chemistry major and minor requirements and prereqs, add BIO 118, BIO 119* | 7-15-05 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements; course number, description, and title changes; course deletions; and prereqs changes* | 7-15-05 |
| Courses of Instruction | CHEMISTRY - *add CHM 301 and CHM 390* | 2-16-05 |
| Courses of Instruction | COMPUTER SCIENCE - *change CMS 167 to 167A/B, description change to CMS 270, and change to mathematics requirements.* | 7-15-05 |
| Courses of Instruction | EDUCATION - *major requirements course count* | 7-27-05 |
| Courses of Instruction | EDUCATION - *changes to: admission requirements for teacher education program, elementary education sequence, secondary education sequence, student teaching requirements, ESOL designations.* | 7-15-05 |
| Courses of Instruction | ECONOMICS - *change mathematics requirement to new MAT 140 number* | 7-15-05 |
| Courses of Instruction | ENGLISH - *prerequiste changes to ENG 360s, 367s, 467.* | 9-02-05 |
| Courses of Instruction | ENGLISH - *electives* | 8-26-05 |
| Courses of Instruction | ENGLISH - *delete ENG 391* | 7-15-05 |
| Courses of Instruction | ENGLISH - *add ENG 345* | 2-16-05 |
| Courses of Instruction | HEALTH PROFESSIONS ADVISING - *change suggested courses for Biology, Chemistry, Mathematics, and English* | 7-15-05 |
| Courses of Instruction | HISTORY - *add HIS 265* | 7-15-05 |
| Courses of Instruction | HISTORY - *add HIS 349* | 2-16-05 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *extensive curriculum revisions, including new major, minor, area studies requirements; course number, description, and title changes; course deletions; prereqs changes; add INB 347* | 7-15-05 |

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| Courses of Instruction | INTERNATIONAL RELATIONS - *changes to all major requirements* | 7-15-05 |
| Courses of Instruction | LATIN AMERICAN/CARIBBEAN STUDIES - *change department name from Affairs to Studies, add new minor, extensive curriculum revisions to major* | 7-15-05 |
| Courses of Instruction | MATHEMATICS - *major requirement change, change MAT 240 to MAT 140, title change to MAT 330, delete MAT 440, add MAT 485* | 7-15-05 |
| Courses of Instruction | MATHEMATICS - *add MAT 106* | 2-16-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *changes to native and nonnative curriculum requirements* | 7-15-05 |
| Courses of Instruction | MODERN LANG. & LIT. - *change SPN 201 to SPN 110* | 2-22-05 |
| Courses of Instruction | MUSIC - *changes to major and minor requirements; title change to MUA 200, 200.3, 201, 202; delete MUS 125OL, 208, 490; add MUA 200.16/.17/.18/.19, MUS 385* | 7-15-05 |
| Courses of Instruction | MUSIC - *add MUS 190* | 2-16-05 |
| Courses of Instruction | PHYSICAL EDUCATION - *clarification of PEA and PEV requirments* | 7-15-05 |
| Courses of Instruction | PHYSICS - *major requirement sequence* | 8-03-05 |
| Courses of Instruction | PHYSICS - *changes to mathematics, chemistry, and pre-engineering requirements* | 7-15-05 |
| Courses of Instruction | POLITICAL SCIENCE - *addition to major additional requirements* | 7-20-05 |
| Courses of Instruction | POLITICAL SCIENCE - *title and course description change to POL 325* | 7-15-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *extensive curriculum revisions, including new major and minor requirements; course number changes; course deletions; and prereqs changes* | 7-15-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 136, 236* | 2-21-05 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *add THE 210, 221, 225, 234, 325, 336, 343, 480, 481, 482, 483* | 2-16-05 |
| Curriculum and Curricular Requirements | General Education Curriculum, General Education Areas, Personal Fitness Requirements, Minor Requirements | 7-15-05 |
| Educational Programs and Opportunities | Internships | 7-15-05 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Pre-Engineering Program* | 7-15-05 |

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| ***Effective Spring Term 2005*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Courses of Instruction | ANTHROPOLOGY - *title and description change to ANT 259, add ANT 317* | 10-14-04 |
| Courses of Instruction | ENGLISH - *change to Editing Proficiency requirement* | 10-14-04 |
| Courses of Instruction | HISTORY - *clarification of major requirements* | 1-21-05 |
| | **Back to Catalogue** | |
| ***Effective Fall Term 2004*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Registration - *Course Loads* | 3-8-04 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 277* | 3-9-04 |
| Courses of Instruction | ART - *department name changed to Art and Art History* | 5-7-04 |
| Courses of Instruction | ART - *description change to ART 222 and 223, add ART 392* | 3-8-04 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *BCH 431 corequisite change* | 3-9-04 |
| Courses of Instruction | BIOLOGY - *change to minor residency requirements* | 10-4-04 |
| Courses of Instruction | BIOLOGY - *change to major residency requirements* | 9-29-04 |
| Courses of Instruction | BIOLOGY - *add BIO 462 to core courses; prereq changes to BIO 107, 120/121, 223, 229, 234, 236, 237, 245, 246, 270, 284, 287/387, 308, 311, 312, 316, 330, 341, 360, 370, 381, 429.* | 4-15-04 |
| Courses of Instruction | BIOLOGY - *add BIO 107* | 3-17-04 |
| Courses of Instruction | BIOLOGY - *add BIO 344* | 3-9-0 |
| Courses of Instruction | CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements, course number and title changes, course deletions, prereqs, corequisites* | 3-9-04 |
| Courses of Instruction | COMPUTER SCIENCE - *extensive curriculum changes, including new major and minor requirements, course additions, deletions, and number changes* | 3-9-04 |
| Courses of Instruction | ECONOMICS - *extensive curriculum changes, including new major and minor requirements; add ECO 202, 203, 204; delete ECO 212 and 213; changes to prereqs affected by new numbers* | 4-22-04 |
| Courses of Instruction | EDUCATION - *add EDU 409L* | 3-17-04 |
| Courses of Instruction | EDUCATION - *add EDU 311* | 3-9-04 |
| Courses of Instruction | ENGLISH - *description change to ENG 140* | 5-3-04 |

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| Courses of Instruction | ENGLISH-WRITING MINOR - *changes to core and elective requirements, delete ENG 350* | 4-9-04 |
| Courses of Instruction | ENGLISH - *ENG 267 title and description change; ENG 276 description change; add ENG 140, 206, 260, 210, 268, 361, 374; delete ENG 100, 101, 102* | 3-8-04 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *change ENV 205 to 205/305 and change description* | 3-8-04 |
| Courses of Instruction | HISTORY - *change title of HIS 373; add HIS 240, 241, 354 and 355* | 3-8-04 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *changes to core courses/area studies/electives/minor requirements; delete INB 216 and 364* | 8-10-04 |
| Courses of Instruction | INTERNATIONAL RELATIONS - *changes to Economics requirements* | 5-4-04 |
| Courses of Instruction | LATIN AMERICAN AND CARIBBEAN AFFAIRS - *changes to Economics requirements* | 7-30-04 |
| Courses of Instruction | MATHEMATICS - *MAT 219 prereq change* | 7-30-04 |
| Courses of Instruction | MATHEMATICS - *department name changed to Mathematics and Computer Science* | 5-7-04 |
| Courses of Instruction | MATHEMATICS - *changes to major requirements, title change MAT 107, MAT 360 to 455, MAT 380 to 475* | 3-8-04 |
| Courses of Instruction | MODERN LANG. & LIT. - *SPN 302 replaces SPN 403* | 3-9-04 |
| Courses of Instruction | PHYSICS - *description change to PHY 114* | 3-8-04 |
| Courses of Instruction | POLITICAL SCIENCE - *addition to major requirements, change title POL 354* | 3-8-04 |
| Courses of Instruction | POLITICAL SCIENCE - *add prereq to POL 351 and 354* | 3-11-04 |
| Courses of Instruction | PSYCHOLOGY - *changes to major and minor requirements* | 4-15-04 |
| Courses of Instruction | THEATRE ARTS & DANCE - *changes to major requirements/core courses* | 5-10-04 |
| Curriculum and Curricular Requirements | General Education Curriculum - *list of core competencies* | 5-17-04 |
| Curriculum and Curricular Requirements | Graduation Petition and Senior Audit, Commencement | 5-5-04 |
| Curriculum and Curricular Requirements | General Education Areas - *'W'* | 5-3-04 |
| Introduction | Heritage | 7-30-04 |
| Introduction | Mission Statement | 3-11-04 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Accelerated Management Program* | 3-8-04 |

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| Student Financial Aid | Standards of Satisfactory Progress - *Completion Rate* | 3-8-04 |
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| ***Effective Spring Term 2004*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
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| Courses of Instruction | ANTHROPOLOGY - *change ANT 238 to ANT 338* | 10/10/03 |
| Courses of Instruction | AUSTRALIAN STUDIES - *Sydney Program curriculum changes, add AUS 300, delete AUS 200 and 280.* | 2/4/04 |
| Courses of Instruction | BIOCHEMISTRY - *delete BIO 499 from CORE, add laboratory required to BCH 431, 432* | 10/15/03 |
| Courses of Instruction | MODERN LANGUAGES AND LITERATURES - *change department name from Foreign Languages (and references to new department name in all sections of the Catalogue)* | 10/17/03 |
| Courses of Instruction | MODERN LANGUAGES AND LITERATURES - *change prereqs on SPN 290, 303, 321,322, 330, 331/333, 332/334, 341, 431, 432, 481. SPN major/minor elaboration for Asturias and Verano Español* | 10/28/03 |
| Courses of Instruction | PHYSICS - *add PHY 498 to major requirements* | 2/4/04 |
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| ***Effective Fall Term 2003*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Revisions to Academic Calendar, Advanced Standing, Transfer Credit changed to Other Course and University Credit, Summer Course Work, Academic Advisors, Registration section, Registration Changes, Auditing Courses, Transcripts, Retention of Records, Academic Standing, President's and Dean's List, Probation and Dismissal, Appeals of Academic Policies, Class Attendance, Academic Honesty, Withdrawal from College. Realignment of sections under new headings. | 7/30/03 |
| Admission | Freshman Admission, International Student Admission | 4/10/03 |
| Courses of Instruction | ANTHROPOLOGY - *add ANT 259, 370, 380; change prereq ANT 323* | 3/12/03 |
| Courses of Instruction | ARCHAEOLOGY - *change ARH 205&305 to ARH 315* | 4/10/03 |
| Courses of Instruction | ART - *Art History major and minor extensive revisions* | 3/12/03 |
| Courses of Instruction | BIOLOGY - *additional major requirements revisions* | 12/01/03 |

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| Courses of Instruction | BIOLOGY - *major requirements revisions* | 8/05/03 |
| Courses of Instruction | BUSINESS ADMINISTRATION - *change to Business minor and move to International Business curriculum* | 6/12/03 |
| Courses of Instruction | CLASSICAL STUDIES - *change ARH 205&305 to ARH 315* | 4/10/03 |
| Courses of Instruction | EDUCATION - *change course titles and descriptions: EDU 324, 406, 407* | 3/12/03 |
| Courses of Instruction | EDUCATION - *major requirements revisions, ESOL designations, delete EDU 411* | 4/15/03 |
| Courses of Instruction | HISTORY - *change title HIS 260* | 5/28/03 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add INB 215, 216, 425* | 3/12/03 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *add the new Business minor, changes to INB major requirements* | 6/12/03 |
| Courses of Instruction | PHYSICS - *add PHY 115* | 3/12/03 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 270, change POL 324 to POL 240, change title POL 361, change title and description POL 390* | 3/12/03 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *change DAN 140 to DAN 300* | 3/12/03 |
| Courses of Instruction | THEATRE ARTS AND DANCE - *change THE 201 to THE 302* | 3/12/03 |
| Curriculum and Academic Policies | Self-Designed Majors - *change GPA requirement* | 7/1/03 |
| Curriculum and Curricular Requirements | Title change to this main section. Revisions to Academic Requirements, Graduation Requirements, General Education Curriculum , Major Requirements, and Minor Requirements. | 7/25/03 |
| Curriculum and Curricular Requirements | Commencement | 8/13/03 |
| Educational Programs and Opportunities | Academic Support Programs and Facilities - *The Thomas P. Johnson Student Resource Center* | 4/14/03 |
| Educational Programs and Opportunities | International and Off-Campus Study - *program revisions/additions/deletions* | 4/14/03 |
| Special Degree Programs | Accelerated Management Program - *revised section* | 8/15/03 |
| Special Degree Programs | Combined and Cooperative Degree Programs - *Pre-Engineering Program* | 3/12/03 |
| Special Degree Programs | Honors Degree Program - *change physical education recommendation, program coordinator* | 7/11/03 |
| Student Financial Aid | Grants and Scholarships, Standards of Academic Progress | 3/12/03 |

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| ***Effective Spring Term 2003*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Advanced Standing Credit | 12/13/0 |
| Academic Regulations | Credit/No-Credit | 1/28/03 |
| Academic Regulations | One-Time Late Credit/No-Credit Declaration | 1/28/03 |
| Academic Regulations | Repeated Courses | 12/16/02 |
| Academic Regulations | Transfer Credit | |
| Courses of Instruction | EDUCATION - *curriculum changes, prequisite changes, EDU 306 to 406, EDU 307 to 407, add EDU 335* | 10/18/02 |
| Courses of Instruction | ENGLISH - *curriculum changes to Writing, add ENG 231, 275, 373* | 10/3/02 |
| Courses of Instruction | FOREIGN LANGUAGES - *add EUR 120/320, change SPN 305 to SPN 290* | 10/4/02 |
| Courses of Instruction | MATHEMATICS - *description change to MAT 240* | 10/4/02 |
| Courses of Instruction | MUSIC - *major requirements changes* | 12/06/02 |
| Courses of Instruction | MUSIC - *add MUS 285* | 10/11/02 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *title changes REL 113 and REL 114* | 9/23/02 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *add REL 230* | 10/4/02 |
| Courses of Instruction | POLITICAL SCIENCE - *add POL 387* | 10/4/02 |
| Educational Programs and Opportunities | Internships | 12/12/02 |
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| ***Effective Fall Term 2002*** | | |
| **Catalogue Section** | **Sub Section** | **Date to Web** |
| Academic Regulations | Academic Warning System - *new section replaces Mid-Term Progress Reports section* | 6/25/02 |
| Academic Regulations | Probation and Dismissal | 4/3/02 |
| Academic Regulations | Summer Course Work | 7/16/02 |
| Campus Life | Office of Community Engagement - *new section* | 5/30/02 |
| Courses of Instruction | ANTHROPOLOGY - *title change ANT 228* | 4/18/02 |
| Courses of Instruction | AUSTRALIAN STUDIES - *requirements correction* | 9/23/02 |
| Courses of Instruction | BUSINESS ADMINISTRATION - *curriculum changes* | 3/25/02 |
| Courses of Instruction | ENGLISH - *curriculum changes* | 3/26/02 |
| Courses of Instruction | ENGLISH - *description changes ENG 235, 310/410, delete ENG 236* | 4/12/02 |
| Courses of Instruction | FILM STUDIES - *new minor* | 4/19/02 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *curriculum changes* | 3/22/02 |

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| Courses of Instruction | MATHEMATICS - *description change MAT 240* | 4/10/02 |
| Curriculum and Academic Policies | General Education Areas - *'V'* | 7/17/02 |
| Curriculum and Academic Policies | Self-Designed Majors | 6/25/02 |
| Curriculum and Academic Policies | General Education Areas - *'W'* | 9/3/02 |
| Educational Programs and Opportunities | Special Curricular Opportunities - *Service-Learning* | 5/30/02 |
| | | |

***Effective Spring Term 2002***

| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Academic Standing | 1/15/02 |
| Academic Regulations | Late Credit/No-Credit Declaration | 1/17/02 |
| Curriculum & Academic Policies | Personal Fitness Requirements | 1/11/02 |
| Special Degree Programs | Pre-Engineering Program | 1/11/02 |
| Courses of Instruction | ANTHROPOLOGY - *new course ANT 452* | 2/21/02 |
| Courses of Instruction | ANTHROPOLOGY - *new course ANT 219* | 3/6/02 |
| Courses of Instruction | ART - *new course ART 300* | 1/10/02 |
| Courses of Instruction | ART - *curriculum changes to Studio Art* | 2/2/02 |
| Courses of Instruction | AUSTRALIAN STUDIES - *curriculum changes* | 1/10/02 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | BIOCHEMISTRY/MOLECULAR BIOLOGY - *new courses BCH 440, 498/499* | 3/6/02 |
| Courses of Instruction | BIOLOGY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | BIOLOGY - *change course numberBIO 408 to BIO 308* | 1/28/02 |
| Courses of Instruction | CHEMISTRY - *moved BCH 431, 432 to Biochemistry section* | 3/6/02 |
| Courses of Instruction | CLASSICAL STUDIES - *new course CLS 105* | 3/6/02 |
| Courses of Instruction | EDUCATION - *curriculum changes* | 1/10/02 |
| Courses of Instruction | ENGLISH - *curriculum changes* | 1/10/02 |
| Courses of Instruction | ENGLISH - *curriculum changes to Writing Minor* | 1/10/02 |
| Courses of Instruction | ENGLISH - *new courses ENG 303, 304, 305, 307* | 2/21/02 |
| Courses of Instruction | ENGLISH - *change course number ENG 374 to ENG 274* | 3/6/02 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *curriculum changes* | 1/15/02 |
| Courses of Instruction | ENVIRONMENTAL STUDIES - *new course ENV 330* | 3/6/02 |
| Courses of Instruction | FOREIGN LANGUAGES - *curriculum changes* | 1/10/02 |

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| Courses of Instruction | FOREIGN LANGUAGES - *new course SPN 330* | 3/6/02 |
| Courses of Instruction | HISTORY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *new courses INB 364, 480 and course description and title changes* | 1/10/02 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *new courses INB 150, 230, 373, 374* | 3/6/02 |
| Courses of Instruction | MATHEMATICS - *new courses MAT 107, 340/440* | 1/10/02 |
| Courses of Instruction | MUSIC - *new courses MUS 125OL, 202* | 1/10/02 |
| Courses of Instruction | MUSIC - *new courses MUS 230, 355, 364, 391, 392* | 3/6/02 |
| Courses of Instruction | PHYSICAL EDUCATION - *curriculum changes* | 1/11/02 |
| Courses of Instruction | POLITICAL SCIENCE - *new course POL 310* | 1/10/02 |
| Courses of Instruction | POLITICAL SCIENCE - *new courses POL 325, 394, 395* | 3/6/02 |
| Courses of Instruction | PSYCHOLOGY - *curriculum changes* | 1/10/02 |
| Courses of Instruction | WOMEN'S STUDIES - *title change WMS 205* | 2/21/02 |
| Administrative/Teaching Staff | Board of Trustees | 1/10/02 |
| Administrative/Teaching Staff | Endowed Chairs | 1/10/02 |
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***Effective Fall Term 2001***

| **Catalogue Section** | **Sub Section** | **Date to Web** |
|---|---|---|
| Academic Regulations | Credit/No Credit | 10/26/01 |
| Academic Regulations | Information Technology | 7/11/01 |
| Courses of Instruction | AFRICAN/AFRICAN AMERICAN STUDIES - *curriculum changes* | 7/11/01 |
| Courses of Instruction | ASIAN STUDIES - *new minor* | 7/11/01 |
| Courses of Instruction | ASIAN STUDIES - *curriculum changes* | 8/28/01 |
| Courses of Instruction | BUSINESS ADMINISTRATION - *curriculum changes* | 7/11/01 |
| Courses of Instruction | CLASSICAL STUDIES - *curriculum changes* | 7/11/01 |
| Courses of Instruction | ENGLISH - *course description change* | 8/23/01 |
| Courses of Instruction | INTERNATIONAL BUSINESS - *curriculum changes* | 7/11/01 |
| Courses of Instruction | MUSIC - *MUA 201 (letter grade)* | 7/12/01 |
| Courses of Instruction | PHILOSOPHY AND RELIGION - *curriculum changes to Religious Studies* | 7/11/01 |
| Courses of Instruction | WOMEN'S STUDIES - *faculty additions* | 7/11/01 |
| Educational Programs | Olin Library | 7/11/01 |
| Administrative/Teaching Staff | Board of Trustees | 7/11/01 |

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| Administrative/Teaching Staff | Emeriti List | 10/12/01 |
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# INTRODUCTION TO ROLLINS COLLEGE

Rollins College stands among those small, coeducational, independent liberal arts institutions that contribute distinctively to the vitality and diversity of American higher education. Founded in 1885 under the auspices of the Congregational Church, and designed to bring the educational standards of New England to the Florida frontier, Rollins was the first college in Florida. In 1885, admission requirements were similar to those of other good liberal arts institutions of the day: Latin and Greek, language and composition, plane geometry, history of Greece and Rome, and so on.

Rollins is nonsectarian and independent, and is supported through tuition, investments, and gifts from alumni, friends, and foundations. The College offers a challenging curriculum leading to the Artium Baccalaureus (Bachelor of Arts) degree. This curriculum, which includes thirty-one major fields of study and more than sixteen hundred courses, reflects a distinctive and innovative approach to education.

The College is located in Winter Park, an attractive residential community adjacent to the city of Orlando. Fifty miles from the Atlantic Ocean and seventy miles from the Gulf of Mexico, the seventy-acre campus is bounded by Lake Virginia to the east and south. A traditional Spanish-Mediterranean architecture characterizes the College facilities.

## Accreditation

Rollins College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, and master's degrees (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4500) and by AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard - Suite 750, Tampa, FL 33602-5730; telephone number 813-769-6500). It has been a full member of the National Association of Schools of Music since 1931, and has had a chemistry program accredited by the American Chemical Society since 1974. Its programs in education are approved by the Department of Education of the State of Florida, and its counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Rollins also holds institutional memberships in the Association of American Colleges and Universities, the American Council on Education, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, Associated Colleges of the South, the College Entrance Examination Board, the Florida Association of Colleges and Universities, the Association of Governing Boards of Universities and Colleges, and Independent Colleges and Universities of Florida, Inc.

## Associated Programs

The Hamilton Holt School of Rollins College offers associate and baccalaureate degrees as well as professional development courses and graduate programs leading to master's degrees in counseling, education, human resources, liberal studies, and teaching, in the afternoon and evening. The Roy E. Crummer Graduate School of Business offers the MBA degree for both full-time and part-time students, in addition to executive, professional, and Saturday MBA programs. The Crummer Graduate School also administers Centers for Management & Executive Education, Leadership, Entrepreneurship, and Philanthropy & Nonprofit Leadership.

## Purpose

Consistent with the purposes set forth in the 1885 Charter of the College, Rollins continues to prepare students for "virtuous and useful lives." The future of Rollins College depends on its excellence -- the quality of the educational experience, the quality of students and faculty, the quality of individual performance, and the quality of our life and work together.

## Mission Statement

On October 21, 2005, the Rollins College Board of Trustees adopted the following *Mission Statement:*

> *Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.*
>
> *Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate Arts & Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.*

## Heritage

One afternoon in 1880, in a garden in Daytona, Florida, Lucy Cross had a vision -- a college in Central Florida. Five years later she had garnered the support of the Congregational Church and in January 1885, representatives from five Central Florida communities competed for the privilege of becoming the College's home. The three-year-old town of Winter Park emerged as the undisputed winner, benefiting from a generous gift offered on its behalf by a Chicago businessman, Alonzo Rollins. Named in his honor, Rollins College was incorporated on April 28, 1885. The Rev. Edward Payson Hooker, who helped establish the College, served as its first president (1885-1892).

From its inception the College has been coeducational and has attracted students both from the local communities of Central Florida and from the North. Its two objectives were to serve Florida's educational needs and "to provide an opportunity for youth of the North, whose health demands that they should spend a considerable portion of the year in a more genial climate to pursue their studies" (Annual Catalogue, 1905-1906).

Early years saw the addition of "tasteful buildings," including residence halls that were built on the notion of a "cottage plan." One of these structures, Pinehurst Cottage, still occupies a visible place on the campus and ties the modern Rollins, with its Spanish-Mediterranean architecture, to its roots in turn-of-the-century Florida.

President George Morgan Ward (1896-1902), who later served as pastor of financier Henry Flagler's chapel in Palm Beach, Florida, guided the College through the devastating financial times following the citrus freeze of 1894-1895.

William Fremont Blackman was a faculty member at Yale University when he was called to the Rollins presidency in 1902. During his term in office (1902-1915), President Blackman faced a national depression and diminishing enrollment, yet he substantially increased the College's endowment, added to its facilities, and won the support of the Carnegie Foundation.

These early years also included strong ties to the country of Cuba. During the Spanish-American War, more Cuban students studied at Rollins than at any other American institution, and even in the 1920s, Rollins football and basketball teams competed against the University of Havana.

President Hamilton Holt (1925-1949), a nationally recognized journalist, editor, and internationalist, brought national visibility to the College in its middle years, and left a legacy which includes a distinguished tradition of "experimental" education. During Holt's administration Rollins College established the Conference Plan, which emphasized close teacher-student contact. Under this plan, teachers and students shared the learning

experience around a conference table, an activity that led students to develop clear standards by which to judge their work. The College retains aspects of this method, particularly in its program for first-year students, but not to the exclusion of other significant approaches to teaching.

The Holt years brought many national figures to campus including Nobel Peace Prize winner Jane Addams, author Majorie Kinnan Rawlings, Countess Alexandra Tolstoy, Justice William O. Douglas, and Edward R. Morrow. Perhaps most notably, in January 1931, Rollins hosted a Curriculum Conference, with the distinguished educator John Dewey as Chairman. The resulting recommendations -- which emphasized "Individualization in Education" -- were implemented by Rollins in the fall of 1931. So provocative were these innovations, that Sinclair Lewis, in his Stockholm address accepting the Nobel Prize in literature, listed Rollins *first* of all the colleges in the United States doing the most to encourage creative work in contemporary literature.

During the administration of Hugh F. McKean (1951-1969), the College developed the Honors Degree program for exceptionally well-prepared and qualified students. He also established graduate programs in education and business, the Hamilton Holt School, and the former Brevard Campus, which together provide evening education programs for nearly 2,000 adults annually. Although President McKean was a student and professor of art, his administration brought significant advances and general strengthening of the College programs in business administration, economics, and the sciences.

Jack B. Critchfield (1969-1978), elected president of Rollins from a position at the University of Pittsburgh, moved the College in new directions by establishing programs in environmental and interdisciplinary studies, graduate and undergraduate programs in criminal justice, and strengthening support from the business community.

Thaddeus Seymour (1978-1990) served previously as dean of Dartmouth College and president of Wabash College in Indiana. As Rollins celebrated its centennial, President Seymour defined its goal of providing superior liberal arts education in a personal and caring environment. During his administration, Rollins successfully completed a $43.9-million fund-raising campaign that provided facilities and endowment to support quality improvement and enhanced reputation. During this time, the faculty also completely reformulated the College's curriculum, based on the pioneering work of the well-known educator D.S. Bloom. Students pursued courses that fulfilled general education requirements in skills (composition, mathematics, foreign language, and decision-making), the cognitive area (social, natural, and physical sciences), and the affective area (arts and literature). The framework of this curriculum remains in place to this day, although it continues to be refined.

Under the leadership of Rita Bornstein (1990-2004), who was previously vice president of the University of Miami, the College focused on strengthening its commitment to excellence, innovation, and community. Standards were raised, innovative academic programs were introduced, and co-curricular activities were developed around themes of leadership education and civic engagement. In 1997, Rollins reaffirmed its role as a leader in the national conversation on liberal education, hosting leading educators for a conference entitled "The Rollins Colloquy – Toward a Pragmatic Liberal Education: The Curriculum of the Twenty-First Century." President Bornstein also oversaw the largest fundraising effort in Rollins' history. Widely considered to have transformed the College, The Campaign For Rollins secured $160.2 million, providing support for academic programs, scholarships, faculty chairs, and facilities, and significantly strengthening the College's financial health. Thanks to the generosity of donors and astute financial management, the College's endowment more than quintupled during Bornstein's presidency.

In March 2004, Lewis M. Duncan, formerly Dean of Dartmouth College's Thayer School and Senior Vice President for Academic Affairs and Provost at the University of Tulsa, was elected as the fourteenth president of the College. On his appointment, President Duncan remarked that the coming years are certain to be ones of extraordinary change, challenge, and opportunity in higher education. He has stated that the world has never faced

greater need for quality liberal education for a rising generation of citizen leaders and that Rollins College is exceptionally well positioned to answer this call.

As national recognition of the College's quality has grown, both the number and quality of applicants for admission have escalated, permitting the College to be more selective while enrolling a larger, more diverse student body. Building on a tradition of excellence, innovation, and community more than a century old, Rollins College continues to offer rigorous, relevant higher-learning opportunities while holding firm to its commitment to personalized education in a nurturing environment.

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# ACADEMIC REGULATIONS

## Academic Honor Code

***THE PHILOSOPHY OF THE ACADEMIC HONOR CODE***

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

***THE HONOR PLEDGE AND REAFFIRMATION***

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

***DEFINITIONS OF ACADEMIC HONOR CODE VIOLATIONS***

Students are expected to conduct themselves with complete honesty in all academic work and campus activities. Violations of the Academic Honor Code include, but are not limited to the following.

1. PLAGIARISM. Offering the words, facts, or ideas of another person as

your own in any academic exercise.

2. CHEATING. Using or attempting to use unauthorized materials, information, or study aids in an academic exercise. This includes sharing knowledge of previously administered or current tests. The keeping of tests, papers, and other assignments belonging to former students is prohibited. Use of external assistance (e.g., books, notes, calculators, conversations with others) in completing an "in class" or "take home" examination, unless specifically authorized by the instructor, is prohibited.

3. UNAUTHORIZED COLLABORATION. Collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, take home exams, essays, or other work for which you will receive academic credit.

4. SUBMISSION OF WORK PREPARED FOR ANOTHER COURSE. Turning in the same work, in whole or in part, to two or more instructors, without the consent of the instructors in both courses.

5. FABRICATION. Misrepresenting, mishandling, or falsifying information in an academic exercise. For example, creating false information for a bibliography, inventing data for a laboratory assignment, or representing a quotation from a secondary source (such as a book review or a textbook) as if it were a primary source.

6. FACILITATING ACADEMIC DISHONESTY. Helping another student commit an act of academic dishonesty.

7. VIOLATION OF TESTING CONDITIONS. Looking at other students' answers, allowing other students to look at your test, and working past allotted time are just a few examples where test conditions may be considered to be violated.

8. LYING. Lying is the making of a statement that one knows to be false with the intent to deceive. It includes actions such as (a) lying to faculty, administrators, or staff, and (b) lying to a member of the Honor Council.

9. FAILURE TO REPORT AN HONOR CODE VIOLATION. Failure to report occurs when a student has knowledge of or is witness to an act in violation of the Academic Honor Code and does not report it within five class days.

***REPORTING A VIOLATION***

Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. All students, faculty, and staff are required to report violations in writing to the Academic Honor Council for disposition. Referrals will be made through the Dean of the Faculty's office.

1. If a faculty member has reason to believe that a violation of the Academic Honor Code has occurred, he/she may have an initial meeting with the student to determine if a violation has occurred. If the faculty member believes that a violation has occurred he/she is required to report it. This initial meeting is to clarify if a violation has occurred and not to determine if a known violation is to be reported.

2. If a student has reason to believe that a violation of academic integrity has occurred, he/she is required to report it to the Academic Honor Council. The student that has witnessed a violation can, but is not required to, encourage the student suspected of the violation to self-report. If the student refuses to self-report, then the student that witnessed the violation must report it to the Academic Honor Council.

3. Staff members that believe they have witnessed a violation must refer the case to the Honor Council for disposition.

Complaints must be made in writing and filed through the Office of the Dean of the Faculty. These complaints are then forwarded to the Academic Honor Council. Allegations must be submitted in writing within ten days of the discovery of the alleged violation. Complaints against graduating seniors must be submitted by the date senior grades are due to allow time for an investigation before graduation. The complaint should indicate all relevant details, including names of witnesses and must be signed. Submissions may also be made online.

For additional information, please visit the Rollins Academic Honor Code website at **http://www.rollins.edu/academichonorcode**.

## Registration

### *ACADEMIC ADVISORS*

Along with selecting a major, students should select an advisor from their major program department by the end of the sophomore year. A Change of Advisor form must be filed with the Office of Student Records to accomplish such an assignment or to subsequently change advisors.

### *ACADEMIC CALENDAR*

The College's year consists of a 15-week fall and 15-week spring term. Included in either of these two terms are enriched educational programs, including study abroad courses, sometimes offered in early January, or in May or June. At the conclusion of regularly scheduled classes, there are usually four (4) days of examinations and up to three (3) reading days. Academic calendars and examination schedules are posted on the Student Records web site (**http://www.rollins.edu/studentrecords/**).

### *ACADEMIC CREDIT*

Academic credit at Rollins is awarded in semester hours. The standard course is defined as four (4) semester hours, which normally includes 150 minutes of in-class instruction per week.

Regular courses normally meet three times per week (typically Monday, Wednesday, and Friday) for fifty (50) minutes or two times per week for seventy-five (75) minutes. Some classes are offered for more semester hours and involve laboratories. Other classes are offered for fewer semester hours and normally meet for fewer hours in the course of a term.

As part of course requirements, Rollins faculty expect students to spend considerable time outside of class each week working on course-related activities. The work that occurs outside of and in preparation for class is essential for the learning that occurs in class. Students should expect to spend three hours out of class for every hour in class.

### *CLASS ATTENDANCE*

Rollins students are expected to attend all scheduled classes. Each instructor publishes in course syllabi a course absence policy related to the goals and format of the course. At the instructor's discretion, and as stated in syllabi, a student's grade may be lowered as a penalty for excessive absences.

Students are expected to ascertain the absence policy for each course and to arrange with the instructor to make up any work missed. Students who must be absent from the campus for an extended period of time or during an emergency should inform the Dean of Student Affairs. However, arranging make-up work is always the student's responsibility, and in this respect there is no difference between excused and unexcused absences. Some assignments, by their very nature, cannot be made up in another setting at another time.

***FIRST DAY ATTENDANCE***

Students are required to attend all classes beginning with the first scheduled class meeting. Students who do not attend the first class meeting are subject to removal from the class at the discretion of the instructor. ***To ensure accuracy of registration records, students are responsible for verifying their registration each term and submitting an official drop form for all classes not attended.*** Students unable to attend due to circumstances beyond their control must notify the Dean of Student Affairs or the instructor prior to the first day of classes.

***CLASS STANDING***

Class standing is determined by the number of semester hours successfully completed.

| | |
|---|---|
| **Sophomore Standing.....** | **30 semester hours** |
| **Junior Standing .....** | **60 semester hours** |
| **Senior standing .....** | **100 semester hours** |

***COURSE AUDITING***

Students may audit a course with the instructor's permission. Such arrangements are informal, and audited courses are not part of the official academic record in Arts and Sciences and do not appear on official academic transcripts.

***COURSE LOADS***

To graduate in four years, students must average seventeen-and-a-half (17.5) successfully completed semester hours each semester. A full-time student in the College of Arts and Sciences is normally registered for sixteen to twenty (16-20) semester hours during the fall and spring terms.

Minimum full-time status is defined as twelve (12) semester hours. However, individual financial aid, scholarship, and/or other requirements may impose different minimum requirements.

An overload consists of more than twenty-two (22) semester hours during a term. Students seeking to enroll in twenty-three (23) or more semester hours in a given term must have a cumulative GPA of no less than 3.0. Students who do not meet this requirement may request permission to enroll in twenty-three (23) or more semester hours by completing the Office of Student Records' Request For Course Overload form and submitting it to the Office of Student Records for consideration by the Appeals Subcommittee of the Academic Affairs Committee. This form must be submitted no later than 5 p.m. of the 3rd day of 'Add Week'. Students with a grade of '*I*' (Incomplete), '*R*' (Deferred), or '*Z*' (No Grade Reported) must resolve this grade or explain it in a manner acceptable to the Appeals Subcommittee prior to being granted permission to register for more than twenty-two (22) semester hours. Under no circumstances will a student with a GPA less than 2.0 be permitted to carry an overload. Overloads will not be granted to students in their first semester at Rollins except by appeal. All students wishing to enroll in more than thirty (30) semester hours must employ the appeal process.

**Note:**

The Request For Course Overload form requires the support of the academic advisor.

All international students in F-1 or J-1 status are required by Federal immigration law to be registered full-time each fall and spring semester. Full-time is twelve (12) or more semester hours per term. International students must register and remain registered for at least twelve (12)

semester hours each term. If you have a concern about your ability to stay registered full-time, you MUST see the International Student Services Coordinator PRIOR to dropping any courses that would bring you below the twelve (12) semester hour minimum.

***REGISTRATION***

A registration advisement period is set aside during the fall and spring terms of each year to allow students to consult with academic advisors and prepare registration materials. The *Schedule of Classes* published each semester provides details concerning registration procedures. Students must complete paperless pre-registration processes by the deadlines stated each term in the *Schedule of Classes*. Late registration fines will be assessed for all students who fail to meet deadlines.

***REGISTRATION CHANGES***

All changes in registration require the faculty advisor's signature and must be made during the first week of the term to add a course, or during the first two weeks to drop a course.

***ADDING COURSES***

Under exceptional circumstances, students may add courses, internships, or independent studies to their class schedules after the end of the official schedule change (add-drop) period, provided that the permission of both the instructor and the academic advisor is obtained. Late add fines will be applied to student accounts for each course, internship, or independent study added. Students who receive any form of Federal financial aid are reminded that they must be registered for a minimum of twelve (12) semester hours by not later than the tenth (10th) in-class day each term or their Federal financial aid awards will be compromised.

***DROPPING COURSES***

After the second week of class, the instructor's signature is required to drop a course. ***Verbal notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a failing grade of 'WF.'***

A course dropped after the first two weeks of classes, but before Friday of the tenth week of classes (the "Drop without Penalty" deadline), is recorded on the student's permanent record as a *'W.'* Withdrawal from a course after this deadline is possible only if approved by the Academic Appeals Committee. Students are responsible for consulting with the instructor regarding class standing prior to the final date for withdrawal from courses. Instructors are responsible for providing students with a graded report concerning class standing before the final date for withdrawal from courses. Students who withdraw from a course after Friday of the tenth week of classes (the "Drop without Penalty" deadline) receive a grade of *'WF.'*

Students dropping Information Technology (IFT) short courses (those meeting three weeks or less) prior to the second class meeting will have no notation placed on their transcripts. Students dropping IFT courses after the second class meeting, but prior to the mid-point of the course will receive a *'W'* notation. Students dropping after the mid-point of an IFT course will receive a notation of *'NC.'*

Students dropping Intersession courses on the first day of class

have no notation placed on their transcripts. Intersession courses dropped on the second class meeting day receive grades of *'W'* on the student's permanent record. Intersession courses dropped on the third class day or later receive *'NC'* (no credit) grades.

All international students in F-1 or J-1 status must receive permission from the International Student Services Coordinator PRIOR to dropping any courses that would bring them below the twelve (12) semester hour minimum. Failure to receive PRIOR permission may result in a termination of the student's immigration status.

***REPEATED COURSES***

Students may repeat courses regardless of the grades earned. However, students will only earn credit hours for the course one time. All grades will be calculated in the GPA, and all courses and grades will be part of the official academic transcript.

## Standards of Scholarship

***ACADEMIC WARNING SYSTEM***

Faculty complete academic warning forms for students who are performing at unsatisfactory levels in their courses during weeks four (4) to twelve (12) of each term. Unsatisfactory academic performance includes poor attendance, lack of participation, failure to complete assignments on time, poor test and quiz grades, poor quality of written work, studio work, or laboratory work, or an estimated grade of *'C-'* or lower in the course. The withdrawal without penalty deadline occurs in the tenth week of each semester; students may exercise their one-time, late CR/NC option through 5 p.m. on the last day of classes each term.

Academic warnings are sent via campus e-mail to the student, faculty advisor, and professional advisors in the Thomas P. Johnson Student Resource Center. Students receiving warnings are directed to meet with the professor of the course, as well as their faculty advisor, to discuss issues of concern, strategies for improvement, and other options including withdrawal from courses or exercise of the Late Credit/No Credit (CR/NC) option. In addition to these interventions, the Academic Advising Services staff also contacts students when they have been referred to the Tutoring and/or the Writing Center, or if they are deemed academically "at risk" for other reasons (multiple academic warnings, students with learning disabilities, and those on academic probation).

***ACADEMIC STANDING***

Beginning Fall Term 2006, all students must maintain a cumulative Grade Point Average (GPA) of at least 2.00 and a single term Grade Point Average (GPA) of at least 2.00 to be in good academic standing.

***CREDIT/NO-CREDIT***

Students who wish to take a course on a credit/no-credit (CR/NC) basis rather than for a letter grade must complete the appropriate form, available on the Student Records webpage **http://r-net.rollins.edu/studentrecords/Forms.html** , no later than two weeks, ten (10) class days, after the beginning of the fall or spring terms. Courses normally offered for a letter grade, in which the student has elected to change to a CR/NC grade, may not be used to fulfill general education, major, minor, or concentration requirements.

If a grade of *'C-'* or better is earned, a mark of *'CR'* and the appropriate number of semester hours are granted. If a grade below a *'C-'* is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of *'NC'* is granted. In any case, the grade point average is

not affected. Courses taken CR/NC may not be used to fulfill general education, major, minor, or concentration requirements. No more than one (1) letter-graded course per term may be declared credit/no-credit, and a maximum of four (4) such courses may count toward graduation. Courses normally graded as CR/NC (internships, information technology, and applied music, for example) do not count toward the per term or graduation limits.

Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses, above.)

The Academic Internship course, normally graded as CR/NC, may be used to fulfill major or minor requirements with the approval of the Department Chair/ Internship Representative. Students should first check with their Faculty Advisor to ensure they have satisfied all department prerequisites to participate in an internship for major or minor credit. Departments approving internships for major or minor credit should adhere to the minimum standards of the Academic Internship Program. To receive major or minor credit for an internship, the Academic Internship Program s *Credit Approval Form* should be signed by both the student s Faculty Advisor and the Department Chair/ Internship Representative. The Department Chair/ Internship Representative should request to see the internship job description before approving the internship. The Department Chair/ Internship Representative have the option to add supplemental requirements in order for the student to receive credit. These additions to the internship syllabus must be communicated both to the student and the Director of Academic Internships prior to starting the internship. Students who earn credit in the major or minor are typically registered for 4 semester hours. The Department Chair/ Internship Representative who has approved major or minor credit should give the final grade approval of CR/NC to the Director of Academic Internships or the designated faculty member supervising the internship course. An internship that is declined for major or minor credit may still be approved for interdisciplinary credit that counts towards students general elective requirements.

***ONE-TIME LATE CREDIT/NO-CREDIT DECLARATION***

Students may also exercise a one-time option of Late Credit/No Credit. In this option, students are permitted to declare a class Late Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins.

If a grade of *'C-'* or better is earned, a mark of *'CR'* and the appropriate number of semester hours are granted. If a grade below a *'C-'* is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of *'NC'* is granted. In any case, the grade point average is not affected.

Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements. Courses with general education designations for which the CR/NC option is elected will not earn general education designations. Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses,

above.)

***GRADES***

Student grade reports are based on the following definitions.

- Grade '*A*' is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.
- Grade '*B*' is given for work that is consistently superior and shows interest, effort, or originality.
- Grade '*C*' is a respectable grade. A '*C*' average (2.00) is required for graduation. It reflects consistent daily preparation and satisfactory completion of all work required.
- Grade '*D-*' is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.
- Grade '*F*' is failing.

Cumulative grade point averages are based on a four-point (4.00) scale. Letter grades are assigned the following numerical equivalents.

| | | | | | |
|---|---|---|---|---|---|
| Grade A | 4.00 | Grade A- | 3.67 | Grade B+ | 3.33 |
| Grade B | 3.00 | Grade B- | 2.67 | Grade C+ | 2.33 |
| Grade C | 2.00 | Grade C- | 1.67 | Grade D+ | 1.33 |
| Grade D | 1.00 | Grade D- | .67 | Grade F | 0 |
| Grade WF | 0 | | | | |

*Physical education activity (PEA) courses are graded on a credit/no credit (CR/NC) basis.*

***GRADE APPEALS***

Students wishing to appeal a grade will first consult with the instructor to determine whether an error has been made or the instructor wishes to reconsider the grade. If this is the case, the instructor submits a grade change request to the Dean of the Faculty. If the student is dissatisfied with the results of that consultation and wishes to pursue the matter further, s/he will meet with the chair of the department, who in turn must inform the instructor of the substance of the student's appeal. The department chair acts as a mediator to attempt to resolve any disagreements and consults with the instructor about the grading process. Only the course instructor has the authority to change the grade at this point. (Should the instructor be the chair of the department, a tenured member of the department will be selected by the department to serve as mediator. If this is not possible, then the Dean of Student Affairs will serve in this capacity.)

Perceived or actual differences in grading policies or standards between instructors, which are not a violation of College policies, are not a basis for further appeal. Further appeals beyond the chair of the department will be allowed only when the student can furnish evidence that the final grade was affected by the student's opinion or conduct in matters unrelated to academic standards, bias based upon matters unrelated to academic standards, or the failure of the instructor to follow his or her own stated policies or College policies. The Dean of Students, President of the Faculty, and chair of the faculty members department (should the instructor be the chair of the department, a tenured member of the department or division will be selected by the department) must agree by two-thirds that it can be plausibly argued that these conditions are met in order for the appeal to proceed to the Academic Affairs Committee.

If these conditions are met, the student may proceed with the appeal to the Academic Affairs Committee by submitting a letter describing the situation to the Dean of Student Affairs. This appeal must be made within one (1) year of

the conclusion of the course. The Dean will request from the department chair a written account of the mediation process described above and its results, if any. The Dean may also request any other appropriate documentation. The Dean prepares all documents related to the case for submission to the Academic Affairs Committee. These documents are made available to the student and instructor to review and respond. Their responses, if any, are included with the materials submitted to the Academic Affairs Committee. The Dean of the Faculty shall receive the recommendation of the Academic Affairs Committee, review all documents, and make additional inquiries if necessary before reaching a decision. After such review, the decision of the Dean of the Faculty is final.

***INCOMPLETE WORK***

A mark of '*I*,' indicating that the work of a course is incomplete, may be assigned only when serious and compelling circumstances beyond the control of the student -- such as illness or necessary absence from the campus -- have made it impossible for the student to complete the course work within the normal period. Students are responsible for completing the Contract for an Incomplete Grade form available available on the Student Records webpage **http://r-net.rollins.edu/studentrecords/Forms.html**. Students contracting for a mark of '*I*' in the fall term must complete the course work no later than the end of the second week of the succeeding spring term. Students contracting for an '*I*' in the spring term must complete the work no later than the end of the second week of the succeeding fall term. Failure to complete the course in the designated time will result in a grade of '*F*.'

Faculty may not assign a grade of '*I*' without the Contract for an Incomplete Grade, nor may a faculty member not assign a grade, a de facto Incomplete. Faculty who fail to submit a grade for a student by the deadline set by the College will be penalized at the discretion of the Dean.

***ACADEMIC WARNING, PROBATION, SUSPENSION, AND DISMISSAL***

Students who fail to meet minimum academic standards at the end of any term are placed on academic warning or probation, academic suspension, or are dismissed permanently from the College. Students on academic warning or probation are required to enroll in a minimum academic load of sixteen (16) semester hours (except when waived by academic appeal), and may not normally withdraw from a course nor take a course on a credit/no-credit basis.

**Minimum Academic Standards**

Students who maintain a cumulative Grade Point Average (GPA) of at least 2.00, but whose previous term GPA falls below 2.00 but above 1.25, will be placed on Academic Warning. Any student whose cumulative GPA falls below 2.00, or whose previous term GPA falls at or below 1.25, will be placed on probation.

| A student with: | Cum below 2.0 | Cum above 2.0 |
|---|---|---|
| Term below 1.25 | probation | probation |
| Term above 2.0 | probation | good standing |
| Term between 1.25 and 2.0 | probation | warning |

Students placed on probation will be asked to adhere to the General Requirements for Probation. Probationary students must first write a letter to the Dean of the Faculty, in which they "articulate both insight into the factors which led to the poor performance and a realistic plan to improve academic performance and return to good academic standing." They must then complete a Contract for Academic Success that specifies an individualized plan for returning to good academic standing and an agreement to abide by all probationary regulations, including enrollment in a specialized course

focused on academic success. Failure to follow the terms of the Contract will result in a student's immediate suspension or permanent dismissal, even during the course of the term in progress.

Students who fall within any of the following categories will be academically suspended from the College.

- Those who have been on probation and do not meet the minimum academic standards the following term.
- Those on probation who fail to follow the guidelines of the Contract for Academic Success.

An exception is made for first-year students. First-year students will be academically suspended from the College after their first semester if their GPA falls below 1.25. If these students would like to be considered for continuation for a second semester, they should appeal their academic suspension. If their appeal is accepted and they are continued in the Spring, these students will be required to meet a second semester GPA designated by the Academic Appeals Committee in order to enroll the following Fall.

Students who are academically suspended from the College are not permitted to continue in any Rollins College programs, including the Hamilton Holt School. **No academic credit earned during a suspension will be transferable back to Rollins.**

Students who have been academically suspended a first time may petition for readmission by writing a letter to the Academic Appeals Committee of the Office of the Dean of the Faculty after one (1) calendar year has elapsed. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to scholarship.

Students who are academically suspended a second time are dismissed permanently from the College and may not subsequently enroll in any program.

***PRESIDENT'S AND DEAN'S LISTS***

The President's and Dean's lists honor those students with a particularly high academic achievement in the previous fall or spring term. To be included on either list, students must complete a minimum of sixteen (16) letter-graded semester hours (no incomplete, '*I*,' or deferred, '*R*,' grades), and earn a GPA between 3.75 - 4.00 for the President's List and between 3.50 - 3.74 for the Dean's List. Upon removal of an incomplete or deferred grade, students who meet the requirements are added to the lists.

## Transfer and Other Credit

***ADVANCED STANDING CREDIT***

Students may receive advanced standing by several means. This includes but is not limited to credit for Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Credit granted for any of these or by similar means does not automatically exempt a student from the general education requirements of the College. Please contact the Office of Student Records for additional information.

***ADVANCED PLACEMENT (AP)***

Students are awarded four (4) semester hours of credit for each AP examination on which they earn a score of four (4) or five (5). Students who present scores of four (4) or higher on the AP English Language and Composition examination or the AP English Literature and Composition examination are exempt from satisfying the College's 'W'riting general education curriculum requirement. Students who present scores of four

(4) or five (5) on the AP Statistics examination are exempt from satisfying the College's 'Q'uantitative Reasoning general education curriculum requirement. Credit earned from other AP examinations does not exempt students from any other of the College's general education curriculum requirements.

***INTERNATIONAL BACCALAUREATE (IB)***
Credit for IB course work is granted for students with an IB diploma, on a course by course basis. Students with an IB Diploma and a score of thirty (30) or better will be awarded one year (thirty-two [32] semester hours) of credit. Students without the Diploma, or with the Diploma and a score of less than thirty (30), will be awarded eight (8) semester hours for each higher-level score of five (5) or better and four (4) semester hours for each score of four (4) or better (on a higher or subsidiary level), to a maximum of twenty-four (24) semester hours, General education credit will be awarded as appropriate, to be determined by suitable bodies. Advanced placement will be awarded for major courses, subject to departmental approval. Students who present both IB and AP work in the same subject area will not be awarded double credit.

***OTHER EXAMINATIONS***
Grades of 'A' through 'C' on most British GSE A-level exams earn two course credits, eight (8) semester hours, per examination.

***HAMILTON HOLT SCHOOL COURSE WORK***
Sophomores, juniors, and seniors enrolled in the College may register for one undergraduate course per academic year in the Hamilton Holt School on a tuition-free basis, if approved by their academic advisor. During summer terms, Arts and Sciences students are expected to pay full tuition and fees for Holt School courses taken. Students interested in taking a Holt School course should contact the Office of Student Records.

Holt School courses have the same academic value as Arts and Sciences courses, unless exception is made in writing. Grades earned are calculated as part of the student's grade point average. Students desiring to fulfill Arts and Sciences general education requirements through Holt School course work must obtain advance permission, in writing, from the Office of Student Records. Students who want a Holt School course to apply toward major requirements in Arts and Sciences must obtain advance permission, in writing, from the chair of their major program. Students who have been academically or socially dismissed or suspended from Rollins College will not be awarded transfer credit for work undertaken at other institutions during the period of dismissal or suspension (see Appeals of Academic Policies, this section).

In an effort to ensure the availability of Holt School courses to the student population they were designed to serve, Arts and Sciences students are registered in Holt School only sections (identified as "H1G" in the Holt School Schedule) on a space-available basis: a maximum of five (5) Arts and Sciences students may register for any given course.

***OTHER COLLEGE AND UNIVERSITY CREDIT***
Transfer students must meet all general education curriculum and major requirements to earn a Rollins College degree. The Office of Student Records reviews and evaluates courses taken at other institutions, determines courses/credit to be accepted, and prepares a Transfer Course Evaluation. The

evaluation lists all courses accepted and any general education requirements those courses fulfill. Students who enter Rollins College ready to declare their major program of study may request a major course evaluation from the Office of Student Records. The major department makes decisions regarding fulfillment of major requirements through transfer credit.

In the evaluation of transfer credit, four (4) semester hours equals one Rollins course. Transfer credit is awarded only for course work taken at regionally-accredited (Middle States, North Central, New England, Northwest, Southern, and Western Association) institutions. Transfer credit is not awarded for courses with a grade below '*C-*,' courses taken by mail, or course work not typically offered in a liberal arts college. All transfer courses must be officially letter-graded by the originating institution, with the exception of internships which may be graded Pass/Fail or Credit/No Credit if they meet the specific criteria outlined in the Education Programs and Opportunities section of this Catalogue. No more than twenty-four (24) semester hours are allowed for extension courses. No more than the equivalent of sixty-four (64) semester hours of credit are accepted from a two-year institution. Students with sixty (60) semester hours of credit enter Rollins College with junior standing, but may need additional time to fulfill the requirements of specific majors.

Rollins College participates in an articulation agreement between the Independent Colleges and Universities of Florida (ICUF) and the Florida Division of Community Colleges and Workforce Development. Through this participation, students who ***enter*** Rollins with a ***completed*** Associate of Arts (AA) degree from a Florida community college matriculate with junior standing and are usually able to transfer a total of sixty (60) semester hours, provided that they meet the same standards and program requirements as native Rollins students.

For all transfer students accepted though the College's participation in the ICUF Articulation Agreement, transfer credit for courses completed at the community college will only be awarded for grades of '*C-*' or better, as is the standard for all transfer students in Arts & Sciences. No transfer credit will be awarded for college preparatory, distance learning, or experiential course work, as is the standard for all transfer students in Arts & Sciences. No more than a total of sixty-four (64) semester hours will be awarded to a student for transfer work from a two-year college.

As part of the College's participation in the ICUF Articulation Agreement, General Education Curriculum Requirements are waived for students with the A.A. degree from a Florida community college as well. Upper-level writing reinforcement and oral communication requirements, both part of the College's general education curriculum, are infused into one or more upper-level courses within each major course of study

Once admitted to full-time degree-seeking status, students must meet the College's residency requirement of sixty-four (64) semester hours, approximately sixteen (16) courses required for the major program of study, and the overall graduation requirement of 140 semester hours earned. If a course taken previously is repeated at Rollins, credit for the transfer course will be removed from the student's record.

***SUMMER COURSE WORK***

Students may take courses at other institutions, including the Hamilton Holt School, during summer terms, though these courses do not count toward the College of Arts and Sciences' residency requirements. Students must secure approval from their academic advisor, major/minor department chair, and the Office of Student Records regarding both the institution and specific courses prior to enrollment in another program. A Request for Permission to Study

Outside of Arts and Sciences form is available on the Student Records web site (**http://r-net.rollins.edu/studentrecords/**) and must be used to obtain approval. Courses not pre-approved by the advisor, department chair, and Office of Student Records will not be accepted for transfer. Although grades do not transfer, with the exception of Rollins programs, courses must be taken for a letter grade. Academic credit is given only if a grade of 'C-' or better is earned. In addition, students must ensure that the institution attended, other than Rollins programs, sends an official transcript to Rollins after courses are completed. Students are responsible for requesting that an official transcript be sent directly to the Office of Student Records after completing summer courses.

***REQUIREMENTS FOR SECOND BACHELOR'S DEGREE***

Graduation requirements to receive a second bachelor's degree from the Arts and Sciences Program at Rollins College include the following. Upon completion, students will be awarded the College's Bachelor of Arts (Artium Baccalaureus) degree.

Two (2) full semesters in residence on-campus in Arts and Sciences for a total of not less than thirty-five (35) semester hours of course credit. Post-baccalaureate second degree special students are not eligible for on-campus housing. A major course of study that differs from that of the first degree, to be approved by the Office of the Dean of Faculty prior to admission. A minimum cumulative grade point average (GPA) of not less than 2.5 for all Rollins courses. Completion of all general education requirements of Arts and Sciences via courses undertaken at other regionally accredited institutions of higher education or while in residence. To be determined by transcript review in the Office of the Dean of the Faculty.

## Transcripts and Academic Records

***ACCESS TO STUDENT EDUCATIONAL RECORDS (FERPA)***

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, currently enrolled and former students, the parents of students under age eighteen (18), and parents of students over age eighteen (18) when the student is a dependent, have the right to review, inspect, and challenge the accuracy of or request correction of their Rollins educational records. Educational records are maintained in the offices of the Dean of Student Affairs, Student Records, Bursar, and Student Financial Aid. A more thorough explanation of a student's rights and privileges under this law is available from any of the above offices.

The Family Educational Rights and Privacy Act (FERPA) permits the release of certain "directory" information: name, address, telephone number, date and place of birth, honors and awards, major field of study, participation in officially recognized sports, weight and height of members of athletic teams, dates of attendance, degrees, most recent previous educational institution attended by the student, individually identifiable photographs of the student solicited by or maintained directly by Rollins as part of the educational record, e-mail address, class schedule/roster, and whether a student is of full- or part-time status.

Records are not released without the ***written consent*** of the student, except in the following situations.

- To school officials, such as faculty advisors, who have a legitimate educational interest.
- Other schools to which a student is transferring.
- Where the information is classified as "directory information." Students who do not wish to have such information released without their consent must complete the appropriate form in the Office of Student Records annually, no later than two weeks after the first day

of fall term classes. Such directory information is withheld on an "all or nothing" basis.

- To specified officials or third parties as permitted by FERPA statute number 99.31, such as financial aid auditors, accreditation agencies, in health or safety emergencies, organizations conducting certain studies for or on behalf of Rollins, to comply with judicial order or lawfully issued subpoena, or to state or local juvenile justice system authorities pursuant to specific state law.

***RETENTION OF RECORDS***

The Office of Student Records at Rollins College retains records and registration documents according to the guidelines established by the American Association of Collegiate Registrar and Admissions Officers (AACRAO). Academic records, change of grade forms, original grade sheets, and graduation lists are considered permanent and are not discarded. Records are kept from one (1) to five (5) years after graduation or date of last attendance. Written records retention policies are available from the Office of Student Records.

***TRANSCRIPTS***

The Office of Student Records produces official and unofficial transcripts of students' academic work at Rollins College. Official transcripts of the College include the following information: course prefix and number, course title, grades, term and cumulative grade point averages, earned hours, academic standing, date of graduation and degrees, certifications or academic honors earned, and, if appropriate, transfer or affiliated coursework and transfer grades.

Written requests for transcripts with signature and other identifying information are required and may be submitted in person, by mail, or by facsimile. E-mail and/or telephone requests are not accepted in order to protect the privacy of students.

Payment of a nominal fee is required prior to processing of all requests and additional charges for rush services may be assessed. Current students may opt to have fees charged to their student accounts, all other requests must be prepaid by check or credit card. Specific instructions and fee schedules are available on the Student Records web page (**r-net.rollins.edu/studentrecords/transcript.html**).

Under no circumstances will transcripts be issued to any student who has an outstanding debt due to the College or any other hold on their College account.

Requests for official transcripts must be made ***in writing*** to:

*Office of Student Records*
*Rollins College*
*1000 Holt Avenue - 2713*
*Winter Park, FL 32789*

## Leaves and Withdrawals

***GENERAL GUIDELINES***

Students who wish to take a leave of absence must complete the appropriate form in the Office of Student Success, Warren Administration Building, First Floor. A leave of absence may be granted for a program of work, study, or travel that demonstrably contributes to the student's personal development or program of study at Rollins, or for medical, financial, or personal reasons. Students may not remain on campus while on a leave of absence. Students who need to return to campus while on leave may do so only after coordinating with the Dean of Student Affairs.

Students may apply for a leave of absence for no more than one (1) academic year.

Requests for a leave of absence must be filed prior to the beginning of classes for a full refund for the first term of the leave and be approved by the Dean of Student Affairs. Requests filed after the start of classes will be subject to a prorated refund schedule. The Dean requires approval from the student's faculty advisor if the plans for a leave of absence contribute directly to the Rollins program of study.

Students studying off-campus in a Rollins or other affiliated program need not apply for a leave of absence. Such students register through the Office of International Programs.

Applications for readmission from a leave of absence are submitted to the Dean of Student Affairs. Readmission will only be considered by the Dean of Students for students who have been gone from the College no longer than one (1) academic year (two semesters). Students who are absent longer than (1) one year must reapply through the standard College admission process as a Transfer Student. Students who took a leave for medical reasons must furnish a physician's statement certifying that they are able to resume their studies. Any student readmitted after an absence may be subject to the academic requirements stated in the current College Catalogue. Applications for readmission from a leave of absence should be submitted no later than three (3) weeks before the first day of classes. Applications should include all appropriate supporting documentation.

Students may voluntarily withdraw from Rollins by filing a withdrawal form by appointment with the Dean of Student Affairs Office. After the second week of classes, the withdrawal is recorded on the student's transcript as a *'W.'* Students who withdraw from the College after the Friday of the tenth week of classes (the "Drop without Penalty" deadline) are assigned grades of *'WF'* for all their courses. After the Friday of the tenth week of classes (the "Drop without Penalty" deadline), students may not withdraw from courses without receiving failing grades, except for illness or other compelling reasons to be defined by the Academic Affairs Committee.

***MEDICAL LEAVE***
**For students who are temporarily unable to continue their studies due to medical or psychological issues.**

Medical Leave is a category of non-academic leave. While on leave the student is not considered to be currently enrolled in the College, but is considered to be in good standing with the College.

The Dean of Student Affairs grants a medical leave of absence to a student. Because a medical leave is sometimes needed to cope with sudden emergencies, a student may request a medical leave at any time during the semester. The medical leave must, however, be approved/granted prior to the end of classes for the academic semester in order to take effect for that semester.

The length of the medical leave depends on the nature and severity of the health concern. It is the concern of the Office of Health Services and the Office of Counseling and Psychological Services that the leave be long enough to allow a student to regain the health and energy required to manage a full-time academic load in a residential environment. In the case of physical medical leaves, the length of the leave is determined by the length of time needed to ameliorate the physical ailment. In contrast, due to the nature of psychological medical leaves, a student often requires at least one (1) additional semester for treatment and stabilization of the condition.

To take a medical leave, a student may speak with either the Dean of Student Affairs, someone in Health Services, or Counseling and Psychological Services. Before a leave is granted, a student must consult with either the Director of Health Services or the Director of Counseling and Psychological Services to determine whether or not the condition can be successfully managed. Requests for a medical leave require thorough and credible documentation by an appropriate health care provider. These professional staff will then make a recommendation to the Dean of Student Affairs as to whether the leave is warranted and create a written plan for what needs to be accomplished during the leave. When students are placed on medical leave, all grades for the semester are noted as "W," withdrawn. Students found responsible for violations of the College's Honor Code will receive any grades that are a part of Honor Council sanctions.

Student athletes should consult with the Director of Athletics or the compliance officer to determine if a medical leave will impact their NCAA eligibility.

International students should consult with the Director of International Student and Scholar Services regarding the effect of a medical leave on their immigration status.

Students receiving financial aid (grants, loans, and/or scholarships) should consult with the Office of Financial Aid before requesting a medical leave to determine the impact on their financial aid when they return.

Students on any type of leave are not eligible to enroll in the student insurance plan. Eligibility requirements of the plan stipulate that the student must be a full-time undergraduate Arts and Sciences student taking a minimum of 12 credit hours *and* must actively attend classes for at least the first 31 days after the date for which coverage is purchased. These requirements are not established by Rollins College, but by the student insurance company and are standard across most if not all student insurance plans.

If students have other considerations, such as, Honors Degree Program status or course requirements for a major, they should consult with academic departments and advisors.

Students on medical leave are not automatically reinstated to Rollins College. The student will be asked to provide documentation and a written recommendation from an appropriate health care provider to the Dean of Student Affairs confirming the student has completed all treatment recommendations and that the student's health will support a successful return to full-time academic work on a residential campus. The Dean will present this information to the Reinstatement Committee for consideration of and planning for the student's return. Both student and parent must review and agree to the requirements outlined on the Contract for Success before reinstatement. No academic credit earned during a medical leave will be transferable back to the College.

All written documents for requests regarding a return from medical leave must be received by **June 1 for fall semester and November 1 for spring semester.**

If students are not prepared to return to the campus in the semester following 12months of medical leave, they must request in writing an extension of the medical leave. This request should be submitted to the Dean of Student Affairs and should include specific information about the student's need for more time away.

The College may require a student to take a medical leave of absence if, in the judgment of the Dean of Student Affairs and the professional staff of the Division, the student: (a) poses a threat to the lives or safety of himself/herself or other members of the Rollins community; (b) has a medical or psychological problem which cannot be properly treated in the College setting; or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Rollins community.

Students will not be granted more than two (2) medical leaves, each of one (1) year duration, for a total of not more than two (2) years.

[Note: *In making the decision to require a student to take a medical leave, the Dean of Student Affairs must act out of concern for the student and his or her rights, concern for the other students, and concern for the College as a whole. The Dean will have to consider whether the College is able to provide the level of care and guidance needed, whether there is a likelihood that the student will pose a threat to himself/herself or others, and/or to what extent the student seriously interferes with the rights of the others in the community to carry on their educational pursuits.*]

For both voluntary and required leaves, the policy on refunds as posted by the Bursar will apply.

***READMISSION REQUIREMENTS FOR MEDICAL LEAVE***

If a student must leave Rollins for medical reasons, he or she must take sufficient time away to adequately address the issues that necessitated the leave. Students who depart the College after the tenth week of classes in any semester may not return until after the expiration of both the semester during which leave was taken and the next full fall or spring semester, i.e., a student who takes a medical leave in December, if readmitted on petition, may not return until the fall of the following school year.

During this absence, the College expects the student to undergo professional health-care treatment as the primary method of resolving the problem. Failure to seek ongoing treatment of a kind appropriate to the health problems will raise serious doubt as to the student's readiness to resume student status. In such a case, the College may withhold admission until such time that appropriate treatment has been received.

A student on medical leave who wishes to return, must initiate a request for readmission by writing a letter to the Dean of Student Affairs detailing what has been accomplished during the absence. The student must also provide supporting documentation from a healthcare professional that addresses the following: the specific diagnosis that precipitated the need for care; the treatment plan; gains that were made as a result of the treatment; the readiness of the students to return to Rollins and the potential impact of the intellectual, physical, and personal demands of being a full-time residential student; any special conditions under which the student should be readmitted; and a recommended treatment plan to support the student's transition back to campus. To facilitate the decision for readmission, the student must grant permission for the off campus healthcare provider to consult with the appropriate professional at Rollins, i.e., the Director of Counseling and Psychological Services or the Director of Health Services. Requests for readmission and the supporting documentation are due no less than three (3) weeks prior to the first day of classes for the fall and spring semesters.

The information gathered is reviewed by a committee comprised of the Dean of Student Affairs, the Director of Counseling and Psychological Services, the

Director of Health Services, and the Director of Residential Life. When a student is permitted to return, special conditions or requirements may be outlined, and upon return, the student is expected adhere to the prescribed conditions or requirements. Failure to do so may result in the student's dismissal from the College. The decision to readmit a student from a health leave of absence is a provisional judgment which may be reversed if a student fails to be a responsible member of the Rollins community.

***COMPASSIONATE LEAVE***
A student may request a leave of absence when extraordinary personal reasons, not related to the student's physical or mental health prevent the student from continuing classes, e.g., death in the immediate family. Requests are made to and approved by the Dean of Student Affairs.

If the student departs after the start of the semester, the student will be granted grades of *'W'* in all enrolled courses (even if the normal deadline for withdrawal without penalty has passed). A student on compassionate leave who wishes to return may do so by initiating a written request for readmission to the Dean of Student Affairs. Requests for readmission are due no less than three (3) weeks prior to the start of classes.

***PERSONAL LEAVE***
A leave of absence may be granted for a program of work, study, or travel that demonstrably contributes to the student's personal development or program of study at Rollins. A student may also request a personal leave for reasons related to financial hardship. Requests for personal leave are submitted to the Dean of Student Affairs. Requests for readmission are due no less than three (3) weeks prior to the start of classes.

***FINANCIAL AID***
Students leaving the College in the middle of the semester should pay particular attention to how this might affect current financial aid eligibility. Please refer to the FAQ's on the Student Financial Aid Office website, **http://www.rollins.edu/finaid/**, or speak with the Student Financial Aid Office directly.

Students who withdraw or leave the College for a duration greater than one (1) academic year are not guaranteed a similar financial aid award package upon their return. The policies and availability of financial aid might vary from one year to the next. Therefore, no student is guaranteed Rollins' grants and scholarships upon their return to the College. Students who have been gone for more than one (1) academic year will be considered for financial aid in comparison to all other Transfer Students being admitted in that same semester.

## Appeals of Academic Policies

Rollins College is committed to fostering the academic and social success of each student. In the event the College deems a student's work or behavior to be unacceptable, the student will be suspended academically and progress toward graduation will be disrupted. Students suspended academically from campus are advised to spend the intervening time addressing the scholastic and/or social issues that led to the suspension from Rollins College. Suspended students may attend another institution of higher learning, but Rollins College does not award credit for any academic work the student undertakes during the period of suspension.

*Academic Suspension:*
When a student's study and work habits do not meet the high standards required of Rollins College, a suspension may be well spent at another institution developing more effective habits. **No academic credit earned during an academic suspension will be transferable back to the College.**

*Social Suspension:*
When personal or social issues have led to the suspension, Rollins College requires the student to use the suspension to address the personal and/or social issues impeding academic success. In the case of a social suspension, enrolling in another academic institution for the suspension may not be to the student's advantage. **No academic credit earned during a social suspension will be transferable back to the College.**

*Readmission Procedure:*
Before a student will be readmitted to the College, s/he must present a case demonstrating s/he is prepared to resume academic work. Typically, this includes a letter from the student detailing how the issue(s) related to the suspension were successfully addressed. In addition, the student is required to arrange an interview with a representative from the Dean of the Faculty's Office to discuss readmission to Rollins College.

Students may appeal to the Academic Appeals Committee the effects of any academic policy that applies to them. All appeals must be made within one (1) year of the conclusion of term for which the appeal is made. To submit academic appeals, students must complete the following steps.

Step I: Schedule an appointment with Mae Fitchett (phone 407-646-2354 or e-mail **Appeals@Rollins.edu**) to discuss the individual situation and determine required documentation.

Step 2: Submit an **Appeal** on-line. When considering appeals, the Committee takes into account matters of presentation such as grammar and spelling. It is recommended that students carefully proofread their appeals before clicking the "submit" button.

Step 3: Print an advising transcript.

Step 4: Submit transcript and required documentation to Mae Fitchett.

The Committee will discuss appeals only after all required documentation has been submitted. Required documentation also may include information from the advisor and/or professor. It is the student's responsibility to ensure that all documentation is submitted by the dates outlined on the Academic Appeals web site; appeals received after the student deadline will be reviewed at the next Appeals meeting.

Additional information and procedures may be found on the Thomas P. Johnson Student Resource Center web site (**http://rnet.rollins.edu/tpj/advising/index.html**).

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# ADMISSION

Rollins College seeks applications from students with proven academic ability who demonstrate intellectual and personal promise. The Admission Committee sets admission policy for the College. Applications for admission are considered on the basis of the qualifications of each applicant without regard to race, color, religion, national origin, sex, age, sexual orientation, disability, or veterans' status. Rollins College is an equal opportunity institution that adheres to a non-discriminatory policy with respect to employment, enrollment, and programs. If an accommodation is needed, please contact the Office of Admission (407) 646-2161.

## First-Year Student Admission

Candidates for admission to the first-year student class should have a completed application on file with the Office of Admission by February 15. To complete the application file, candidates submit the admission application, an official transcript of grades nine (9) through twelve (12), and a recommendation from a guidance counselor.

In addition, applicants must submit either standardized test scores or the additional items for the Test Score Waived Option. Standardized test scores may be results of either the SAT I or ACT. Applicants should consider submitting results of both tests to maximize their acceptance probability.

Rollins participates in the group of colleges and universities using the Common Application, which can be submitted in place of the Rollins College application.

Candidates should have pursued a demanding high school curriculum in preparation for college entrance. Enrollment in advanced, honors, or Advanced Placement courses is strongly encouraged. In general, successful candidates for admission have completed, as a minimum, the following courses in secondary school:

- four (4) years of English;
- two (2) years of history or social studies;
- two (2) years of laboratory science;
- three (3) years of mathematics, including Algebra I, Geometry, and Algebra II;
- two (2) or more years of a foreign language.

Admission to the first-year student class is competitive. More than 3,500 applications were received for the 500 places in the freshman class for the 2010-2011 year. The Admission Committee evaluates each candidate on a variety of academic and personal factors. Academic factors include high school grades, rank in class, course selection, and standardized test results. Personal factors include recommendations, extracurricular activities or special talents, and the essay submitted with the application form.

Candidates are notified of their admission decision by April 1. Rollins participates in the Candidates' Reply Date of May 1, and accepted first-year students who intend to enroll must submit a nonrefundable tuition deposit of $500 by that date to hold their place in the class. Students who have received an application fee waiver from their secondary school on the basis of financial hardship and/or who will receive significant need-based financial assistance from the College may submit a reduced tuition deposit. Late applications are considered on a space-available basis.

## Early Decision Admission

High school seniors may submit their junior year record and results of the SAT I or ACT with the request that the Admission Committee grant an Early Decision. Candidates for Early Decision should apply only if Rollins is their first choice. Early Decision candidates may apply to other colleges or universities but agree to withdraw these applications if their application to

Rollins is accepted.

Two rounds of Early Decision review are available. Early Decision applicants whose applications are received by November 15 will be notified of their status by December 15. Early Decision applicants whose applications are received after November 15 but before January 15 will be notified of their status by February 1. A nonrefundable tuition deposit of $500 is due and payable upon notification of acceptance. Candidates not accepted under the Early Decision program will have their applications reconsidered for admission under the regular decision program.

### Accelerated Management Program Admission

In cooperation with the Roy E. Crummer Graduate School of Business, Rollins College offers a program leading to the A.B. and M.B.A. in five years. First-year students accepted into the Accelerated Management Program have the opportunity to apply to the Crummer School during their third year at Rollins. This unique dual degree program offers students the opportunity to acquire the breadth and depth of a liberal arts degree and a strong graduate management education, and also provides needed skills and practical experience through internships and relevant job exposure.

Students are competitive applicants to the Crummer School when they achieve at least a 3.2 cumulative grade point average, complete all general education, major, and credit hour requirements (108 semester hours) by the end of the third year, and meet program expectations during the first three years. A score of at least 600 on the Graduate Management Admissions Test must be earned by the end of the fall term of the junior year.

Applicants interested in the Accelerated Management Program should indicate this when they apply for admission to Rollins College. Admission is very selective.

### Spring Semester Admission

Each year there are a limited number of spaces available for first-year or transfer candidates seeking admission for the spring semester. Candidates interested in beginning their studies at midyear should contact the Office of Admission during the fall semester. Completed applications for spring admission should be on file by November 1. Decisions for spring admission are made in December, and candidates are notified of their admission status by January 1. A nonrefundable tuition deposit is required to hold a place in the spring class.

### Early Admission

Unusually well-qualified applicants may be considered for entrance prior to secondary school graduation, usually for entrance following their junior year. An interview with a member of the admission staff is recommended.

### Transfer Student Admission

Rollins encourages applications from qualified students transferring from accredited colleges or universities. Completed transfer applications should be on file in the Office of Admission by April 15 for the fall semester and by November 1 for the spring semester. Late applications are considered on a space-available basis. Applicants should be in good academic standing and eligible to return to the institution from which the transfer is proposed. To complete the transfer application file, candidates must submit the following:

- an admission application;
- official high school transcript or G.E.D. certificate;
- SAT I or ACT scores;
- official college transcripts from each institution previously attended;
- an application essay stating the reason for the transfer;
- a letter of recommendation.

Candidates are evaluated primarily on the basis of their college-level study. Grades and course selection are given the most weight in the admission process. Most successful candidates have achieved a minimum 2.7 grade point average from a four-year college or a minimum 3.0 average from a two-year school. The Admission Committee evaluates other academic factors, including high school preparation and standardized test scores. Personal factors, essay, academic recommendations, extracurricular

activities, and special talents are also considered.

Applicants are notified of their status before the end of December for spring semester admission and by May 1 for the fall semester. Late applicants are notified on a rolling basis after these dates. Accepted candidates are asked to submit a nonrefundable tuition deposit of $500 to hold their place in the entering class.

### International Student Admission

International students are required to submit official secondary school records. These documents should include all official grade reports and the official external examination report or evidence of successful completion of studies. If the school records are in a language other than English, students must submit certified translations of their records in addition to the original report. Candidates whose native language is not English are required to submit an official score report from the Test of English as a Foreign Language (TOEFL). A score of 80 or higher on the Internet-based TOEFL (213 on the computer-based or 550 on the written version), is required for admission. English proficiency is crucial for successful study at Rollins College. The College does not offer a formal program in English as a second language.

Rollins College requires all international undergraduate applicants to submit the results of either the Scholastic Aptitude Test (SAT I) or the American College Test (ACT), or the required materials for the Test Score Waived Option. While the College does not require a minimum score for admission, it uses these examinations to evaluate applicants' strengths for placement purposes and for possible academic scholarship consideration.

Accepted international students are required to advise Rollins College of their current immigration status. The I-20 (certificate of eligibility for a student visa) is issued only after the student has submitted the nonrefundable tuition deposit and the Statement of Financial Responsibility with the appropriate documentation that sufficient financial resources are available to finance college education for a minimum of one full year at Rollins.

### Special Student Admission

Rollins College welcomes applications from candidates seeking admission as a transient, guest, or special student if they intend to take courses for credit and are not degree-seeking candidates.

Special students are limited to a maximum of two (2) courses per term and are eligible to take these courses on a space-available basis. Admission is granted for **one (1) term only.** Students who wish to continue their study in this status must make a formal request for readmission for each consecutive term. Candidates for special admission must submit the following:

- a special student admission application;
- official transcripts from all high school and college-level study;
- scores from all standardized tests (SAT I or ACT) if the tests have been taken;
- an essay explaining their reasons for study in the special student category.

Admission of special students is based primarily on the student's personal situation, motivation, maturity, educational attainment, and personal goals.

### Campus Visits

A visit to the campus is strongly recommended. Information sessions are normally scheduled Monday through Friday between 9 a.m. and 4 p.m. and on some Saturdays during the academic year. Candidates should write or call the Office of Admission at (407) 646-2161 to schedule an appointment. Daily campus tours are conducted, and appointments with professors or class visits can be arranged.

*For further information, contact the Office of Admission, (407) 646-2161, e-mail:* **admission@rollins.edu**.

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# CAMPUS LIFE

As a residential liberal arts college, education at Rollins is not limited to the classroom. Rather, the discipline of academic study is enhanced by many other opportunities for learning and personal development. Residential life, student self-governance, and extracurricular activities contribute distinctively to a student's education.

The Rollins student lives and works in a cohesive, dynamic community formed for the sake of learning and marked by its diversity. Rollins makes a special effort to attract students with diverse backgrounds, interests, and experiences in order to enrich the educational experience available to students on campus. Many students come to Rollins from New England, the Midwest, the Middle Atlantic States, Latin America, and Europe. This geographically diverse mix, which is represented also in terms of cultures, languages, and ethnicity, forms the basis for a cosmopolitan community of learners on Rollins' beautiful lakeside campus.

## Community Responsibility

Rollins College is dedicated to fostering social responsibility as well as intellectual achievement and personal growth. For students to learn to live and work successfully with others, they must have respect for and be responsible to other members of the community, including other students, members of the faculty and staff, and residents of Winter Park.

*The Code of Community Standards,* created jointly by administrators, faculty, and students, is published annually on the Rollins web site (**http://www.rollins.edu/dosa/CSR/code.shtml**) and describes the principles and procedures employed at Rollins to ensure such an environment. It affirms student rights such as freedom of expression, privacy, and an atmosphere free of discrimination and harassment, and describes proscribed conduct and appropriate sanctions imposed when the Code is violated. The Dean of Student Affairs is responsible for student discipline, but because of the College's commitment to student self-governance, adjudication of student misconduct is often delegated to the Community Hearing Council. Any pending or emerging judicial action against a student will be adjudicated, whether said student remains in good standing, has withdrawn, is on leave, is suspended, or is dismissed.

Any threat of violence, whether verbal or written, by any student toward any other member of the Rollins community may result in immediate summary suspension of said student with action to be determined by the Dean of the Faculty and Dean of Student Affairs in consultation with each other. The student may appeal the summary suspension to the Provost by the designated date in the suspension letter. Additional information regarding summary suspensions may be found in *The Code of Community Standards*.

## The Office of Community Engagement

The Office of Community Engagement's vision is to create positive and meaningful relationships between Rollins College and the community at large through sustained involvement and service with and for each other. The Office supports this vision and the mission of Rollins by encouraging and promoting student, faculty, and staff involvement within our local and global communities. By providing the campus with innovative programs ad resources, we help identify opportunities to volunteer and connect with the community, and help to educate and support service-learning in the curriculum. Through these services, the Office of Community Engagement is deeply committed to fostering lifelong civic engagement and social responsibility in every member of the Rollins community.

*For more information, please contact the Office of Community Engagement, (407) 975-6406, or* **www.rollins.edu/communityengagement.**

## The Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) connects students to opportunities for building relationships with others throughout Rollins and the larger community so that students can gain a greater awareness of themselves and others. Programs are created to foster dialogue and relationships around the intersections of race, national origin, religion, sexual orientation, ability, age, economic background, and gender. Being involved in the Cultural Action Committee or one of the thirteen (13) organizations underneath this umbrella group allows students to connect with one another through social and educational events. Students can also participate in Camp Alliance, a pre-orientation program for first-year and transfer students of historically underrepresented populations who pair with a "big brother or sister" to get acquainted with the Rollins community before the start of classes. Students can also continue on throughout the school year through Circle of Friends, a mentoring program addressing the concerns of historically underrepresented students through dialogues about identity, building community relationships, and fun social events. Through the Office of Multicultural Affairs and its collaboration with the Office of Admissions, students can assist in the recruitment of a more diverse student body through phone-a-thons, newsletters and Diversity Day, a day created to bring accepted students interested in issues of multiculturalism to campus to be a part of what Rollins has to offer.

The Office of Multicultural Affairs also houses a resource library of books, DVDs, CDs, and magazines supporting various identities. These resources are available to any student, faculty, or staff member. Students can also participate in any of the Habitat for Humanity work days that are coordinated through the office or one of the many courses offered in collaboration with the Office of Multicultural Affairs.

### Residential Life

Rollins students may select from three types of housing: traditional residence halls, residential organizations, and apartments. Most students live in one of the 17 residential facilities on campus. Residence halls accommodate from 18 to 250 students and are staffed by upper-class students who assist in developing community within the building. The staff helps students understand the basic rules and guidelines that are in place for positive community development and health/safety reasons. Four (4) Assistant Directors live on campus, providing a professional adult presence on campus. Residential organizations whose members share common interests include fraternities, sororities, Pinehurst, and the Rollins Outdoor Club. There are first-year Living-Learning Communities in McKean Hall and Rex Beach Hall. Living in a residence hall provides challenges and opportunities that are an important part of the overall college experience.

*More information about living on campus can be found at the Residential Life web site,* **www.rollins.edu/reslife**.

### Student Involvement and Leadership

The Office of Student Involvement and Leadership is a group of staff, volunteers, and professionals who are dedicated to improving the quality of life on campus through student involvement and leadership opportunities. Please visit us in Chase Hall.

The Office of Student Involvement and Leadership supports the mission of Rollins College by providing intentional learning opportunities that prepare students for responsible citizenship in a global, diverse society. The office stands to promote citizenship, multiculturalism, and community involvement through leadership education, experiential learning opportunities, student organization involvement, and campus programming. Our programs are aimed at creating innovative learning environments within and outside of the classroom, aiding the transition to college and beyond, and facilitating holistic development.

Students may benefit from the Office of Student Involvement and Leadership by:

- Developing new friendships,
- Connecting with diverse others,
- Exploring new leadership horizons,

- Connecting class and out-of-class experiences,
- Unveiling abilities and developing new skills,
- Building self-awareness, and
- Discovering that anyone can be a leader.

### Health Services

The DuBois Health Center provides on-campus health services with a staff of a part-time physician, and two nurse practitioners. The College also offers a health insurance plan for all students. All entering first-year and transfer students are required to have a completed current medical history and current immunization record on file in the Student Health Center prior to matriculation.

Student Health Services provides on-campus medical treatment for mild illnesses and accidents. Serious illnesses and accidents are treated at two nearby hospitals and an urgent care center. All sessions and medical records are treated with strict confidentiality. Routine health care is free to Arts and Sciences students. Fees may be charged for specific laboratory work, treatments, medication, and specific physicals (annual school, athletic, gynecological).

Student Health Services provides campus and community health promotion through its extensive peer health education curricula.

*For more information, contact Dubois Health Center, (407) 646-2235.*

### Counseling Services

The College's Personal Counseling Center provides counseling for a range of student problems including adjustment to college, depression, substance abuse, and other personal concerns. Counseling services are free for Arts and Sciences students. Sessions are treated with strict confidentiality.

*For more information, contact Counseling Services, (407) 628-6340.*

### Arts and Theatre

The arts have always been a highly visible part of the Rollins experience. Each year the college calendar is filled with concerts, exhibitions, lectures, readings, and performances that draw audiences from campus and the larger Central Florida community.

The Department of Music offers an eclectic array of concerts and showcases each year featuring distinguished visiting artists, faculty, and students. More than a dozen student groups, such as the Rollins Singers, the Rollins College Choir, the 10 O'Clock Jazz Ensemble, and the Percussion Ensemble provide performance experiences for majors and nonmajors. The Annie Russell Theatre and the Fred Stone Theatre present plays and dance productions throughout the academic year. Each February, Winter with the Writers, a Festival of the Literary Arts, brings distinguished authors to campus for readings, interviews, and master classes. The Cornell Fine Arts Museum presents several exhibitions each year and holds a collection of nearly 6,000 objects from ancient to contemporary. The Museum works closely with the Department of Art and Art History, offering student internships, serving as a resource for study and inspiration, and exhibiting the work of graduating studio art majors and minors in the annual Senior Art Show.

### Athletics and Intramurals

Sports are a significant part of life at Rollins. Students have the opportunity to become involved in a variety of athletic activities and be part of the diversified intramural program for men and women which includes basketball, bowling, flag football, table tennis, surfing, soccer, softball, swimming, tennis, kickball, yoga, pilates, group exercise, and volleyball. Many intramural activities are co-ed.

The Alfond Sports Center contains basketball courts, volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alfond Boathouse, Bradley Boathouse, Alfond Pool, Harper-Shepherd Field, Cahall Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts. These facilities are available to students at designated times.

The College has achieved considerable national recognition in intercollegiate competition with the aid of a modest scholarship program and solid academic standards. The varsity athletic program encourages individual participation in twenty-one intercollegiate teams: baseball, basketball, cheerleading, crew, cross-country, golf, sailing, soccer, softball, swimming, tennis, volleyball, and waterskiing. Rollins is a member of the Sunshine State Conference and Division II of the NCAA.

*For further information, contact Pennie Parker, Director of Athletics, (407) 646-2365.*

## Religious Life

The mission of Knowles Memorial Chapel and the United Campus Ministries, led by the Dean of the Chapel, is to nurture the religious life in the Rollins community. The character and programs of the Chapel are interdenominational and interfaith, seeking to serve and support persons in a variety of faith traditions and to emphasize the conviction and commitments they share with one another. Each Sunday at 11:00 a.m., students help lead and participate in interdenominational services in the Chapel. Students, faculty, and others may relate to the Chapel as associates. Services of meditation, vespers, gatherings for spiritual responses to special crises or celebrations, weddings, and memorial services are offered.

The United Campus Ministry offers programs and a variety of religious services to Roman Catholics, Christians of all denominations, Jewish, and Muslim students.

The Dean of the Chapel is also the Director of the Center for Public Service, which offers a variety of volunteer opportunities.

*For further information, contact Patrick Powers, Dean of the Chapel, (407) 646-2115.*

## Campus Safety

The Rollins College Campus Safety Office is charged with the general security of the campus and the protection of persons and property. Campus Safety is responsible for enforcing all local and state ordinances and school regulations.

*The Campus Safety Office is on duty continuously throughout the year and may be contacted for any campus emergency at (407) 646-2299.*

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# CURRICULUM AND CURRICULAR REQUIREMENTS

## Academic Requirements

To be eligible for the Bachelor of Arts degree, a student must complete the following requirements, in addition to courses outlined in the major. A student may fulfill the requirements specified in this Catalogue or any subsequent Catalogues maintained and updated regularly on the College's web site, while the student is continuously enrolled in the College of Arts and Sciences. However, a student who withdraws or is dismissed from Rollins may be required to follow any curricular policies in effect at the time of the return.

***STATEMENT OF RESPONSIBILITY***

Students are responsible for knowing and meeting all degree requirements and academic regulations listed in the College Catalogue. Academic advising transcripts and general education completion reports are available to all students on the Office of Student Records web site (**www.rollins.edu/studentrecords**) to assist them in keeping informed about progress made toward the degree. Questions concerning degree requirements and academic regulations should be addressed to the academic advisor or the Assistant Dean for Academic Administration and Records.

## Graduation Requirements

***CREDIT***

Students must complete a minimum of 140 semester hours of academic work, of which at least sixty-four (64) semester hours must be outside a single departmental prefix. All students must complete a minimum of sixteen (16) semester hours that are not used to meet either a general education curriculum or major requirement.

***GRADE POINT AVERAGE***

Students must earn a minimum academic average of a 2.00 ('C') for all courses taken at Rollins and achieve a minimum academic average of a 2.00 ('C') for all courses taken to fulfill major requirements.

***GRADUATION PETITION AND SENIOR AUDIT***

Students must complete and submit a Graduation Petition to be considered for graduation. In addition, students are responsible for preparing, submitting, and obtaining approval for their Senior General Education, Major, and if appropriate, Minor Audits. The Senior Audits document, by academic advisor and major/minor department chair approval, that all general education curriculum and major/minor requirements have been met.

Students may not receive degrees (including diploma or final transcript showing degree completion) until all graduation forms have been submitted and all graduation requirements have been completed. The degrees are awarded in December, May, and August, therefore the degree completion date will be the next degree date following the completion of graduation requirements and receipt of all forms and transcripts.

***RESIDENCY***

Once admitted to full-time degree status in the College of Arts and Sciences, students must complete at least seventy (70) semester hours in

the College (including Rollins or Rollins-affiliated off-campus courses, but excluding Hamilton Holt School courses). Moreover, students must be enrolled full-time in the College of Arts and Sciences (excluding Hamilton Holt School courses) during the last two (2) consecutive semesters (excluding summer terms).

***HONORS AT GRADUATION***

Faculty of the College of Arts and Sciences make the distinction Cum Laude (with honors). In making such awards, the faculty requires that both of the following criteria be met.

- Grade Point Average
  - *Cum Laude: 3.50-3.69*
  - *Magna Cum Laude: 3.70-3.89*
  - *Summa Cum Laude: 3.90-4.00*
- Endorsement by the major department.

***COMMENCEMENT***

Graduating seniors participate in an annual Commencement ceremony held each May. Only students who have completed all graduation requirements may participate in the Commencement ceremony.

Petitions of Academic Appeal to participate in Commencement without all graduation requirements complete will be considered only when the following conditions are met.

1) The student has an overall GPA of 2.0 (*'C'*) and a 2.0 (*'C'*) GPA in the major both at the time of petition and at the time of Commencement;
2) the student presents a viable plan, including documentation of course availability and an approved Request to Study Outside of Arts and Sciences, consisting of no more than eight (8) semester hours; and
3) the department chair of the student's major approves the plan submitted.

Students who file a Request to Participate in Commencement and subsequently participate in the May commencement ceremony may not then enroll in regularly scheduled Arts and Sciences courses during any future fall or spring term. Request to Participate in Commencement forms to make such academic appeals are available from the Office of Student Records.

College honors, honors in the major field, nor any other College awards to graduating students will be neither recorded in programs, ascribed to student academic records, nor announced during ceremonies for any student who has not completed all graduation requirements at the time of Commencement. Students may participate in only one (1) graduation ceremony for Arts & Sciences.

The President approves degrees for students completing graduation requirements in fall term in December, for students completing requirements in spring term in May, and for students completing requirements in summer term in August.

## General Education Curriculum

As preparation for "responsible citizenship and ethical leadership in local and global communities," as articulated in the February 2004 Rollins College mission statement, students need both breadth and depth in their learning experience. By majoring in at least one area of knowledge, students gain the depth necessary for disciplinary expertise, whereas the general education curriculum in the Arts and Sciences exposes students to varied perspectives and domains of knowledge. Additionally, in keeping with the mission of the

College of Arts and Sciences, which is, in part, "to provide a rigorous liberal arts baccalaureate education of the highest quality," the general education curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other.

The faculty of the College of Arts and Sciences have identified the following set of core competencies within the general education program.

1. To obtain knowledge of the distinctive methodologies and subject matter of the sciences, social sciences, arts, and humanities.
2. Ability to read, think, write, and speak critically and analytically.
3. Ability to identify and articulate moral and ethical dimensions of a personal or social issue.

To be eligible for a Bachelor of Arts degree, students must complete one course from each of the general education areas listed below, with the possible exception of up to three courses to fulfill the foreign language 'F' requirement. Courses that meet these requirements are appropriately designated in the *Schedule of Classes*, published each term by the Office of Student Records. First-year students are also required to take a Rollins College Conference course, which may also fulfill a general education requirement.

Students may take an unlimited number of Foreign Language (F), Quantitative Reasoning (Q), Decision Making and Valuation (V), or Writing (W) courses within the major.

However, only one (1) additional general education curriculum course can be taken in the major from amongst the Expressive Arts (A), Non-Western Cultures (C), Western Society and Culture (D), Literature (L), Organic and Physical Sciences with Laboratory (O, P, and N), or Contemporary American Society (S), areas. Students may satisfy two (2) of this latter group of requirements within a self-designed major contract, but not within a single department.

Courses used to fulfill general education requirements must be taken for a letter grade, not on a credit/no-credit (CR/NC) basis. In addition, courses used to complete general education requirements may not normally be fulfilled through independent study – tutorial or research. The Office of Student Records may approve courses taken at regionally accredited institutions of higher education other than Rollins, or through International Baccalaureate (IB) or Advanced Placement (AP) courses, for general education curriculum credit. Approval designations will be noted on each student's Transfer Coursework Evaluation Form and Academic Advising Transcript (as provided on the Office of Student Records web site at **www.rollins.edu/studentrecords**).

## General Education Areas

***(A) Expressive Arts:*** Artistic creation is a central and enduring activity in all cultures. The arts attest to the fundamental human need for self-expression and for the transformation of human experience into lasting symbolic form. Furthermore, the great diversity of art forms across cultures is evidence of the degree to which human experience, while shared, is also culturally determined. Expressive arts classes provide students with an appreciation for aesthetic experience by teaching the skills necessary for individual aesthetic expression or by focusing on acquiring a critical vocabulary with which to articulate aesthetic experience, or both, depending on the discipline. The expressive arts thus encompass both primary aspects of artistic creation: its practice and its scholarly study.

***(C) Non-Western Cultures:*** Humans have adapted to a wide range of habitats and developed a rich variety of ways of interpreting and understanding the world. The diversity of these interpretations is part of what defines our species. By analyzing a non-western culture, students will better understand what is common to human nature and how societies differ from each other. Knowledge of other cultures will allow students, in addition, to recognize the dangers of cultural stereotyping.

***(D) Western Society and Culture:*** The ideas, arts, and institutions that define Western society and culture have emerged from a rich historical process. In order to understand, appreciate and critically evaluate any aspect of this culture, one must have an understanding of the context from which it arose. By studying the Western heritage in its historical development, students will be encouraged to see the historical dimensions of the issues they face as engaged citizens today.

***(F) Foreign Language:*** Foreign Language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures, a window through which students can learn to communicate in a language other than their native tongue, learn how other people live and what they value, or, in the case of ancient languages, delve into our rich culture and philological heritage. Second language study also provides insights into the nature of language and its power to shape ideas and expression. The 'F' requirement can be fulfilled by studying either an ancient or a modern language for one semester at the intermediate (200) and/or advanced (300) level.

Only the following students can be exempted from this requirement:

1. Foreign students who have been admitted to the College based on their TOEFL (*Test of English as a Foreign Language*) score.
2. Students, who transfer to Rollins, who have completed the intermediate level of a foreign language from a regionally-accredited institution of higher learning.

Students who have taken the SAT-II, AP, or IB exams, regardless of their performance on these exams, **are not** exempt from this requirement.

Students are allowed to enroll at any level of the language they deem appropriate based on their previous preparation in secondary school. They will receive academic credit for all successfully completed courses. They may choose to enroll in elementary-level courses even though they have taken four years of high school study of a particular language. Nevertheless, **students will fulfill the 'F' requirement only when they have taken at least one course at the intermediate (200) and/or advanced (300) level.**

***(L) Literature:*** Part of the reality and evolution of a mature culture resides in that culture's literary tradition, and the knowledgeable citizen will have read widely and understood that material. These courses expose the student to compelling contemporary writing as well as literary works that, by tradition and broad cultural consensus, have been deemed excellent in form or expression and of lasting, or even permanent, value and universal interest.

***(O, P, and N)*** **Organic and Physical Sciences with Laboratory:** Humans live in and are part of the natural world. Our survival and success depends on our ability to understand, draw sustenance from, and sustain this world.

Together, these courses focus on understanding the nature of science: its discovery process, the scientific method, and the historical sequence leading to major discoveries. Where possible, these courses discuss the social context of the science courses, and give examples of the interplay between science and society. Students must complete two sciences courses, one from the organic (life) or experimental behavioral sciences (O) and one from the physical sciences (P). A laboratory (N) is required with at least one of these two courses.

***(Q) Quantitative Reasoning:*** Quantitative methods have become increasingly important in the natural and social sciences, business, government, and in many other activities that directly affect our lives. Furthermore, with the advent of fast computers with huge storage capabilities, it has become possible to collect, process, and disseminate large amounts of data. Playing an active role in the decision-making that shapes our society requires us to be able to interpret, analyze, and draw sound conclusions from the standard representations of data. This requirement may be satisfied by successful completion of a 'Q' course or by passing a 'Q' examination.

***(S) Contemporary American Society:*** Because of the global prominence of the United States, a critical understanding of contemporary American society is a central component of a liberal arts education intended to prepare students for effective citizenship. The knowledge students acquire about American history, culture, and social institutions will contribute to their ability to reflect critically on their social environment and will enable them to sustain and transform the communities in which they live.

***(V) Values:*** Through ethical values and moral principles, people find meaning in and justification of their actions as individuals, and as participants in their communities. Personal growth is encouraged by critically reflecting on one's own values, on the values of others, and on the values shaping society. Values courses improve students' abilities to articulate and evaluate the ethical principles involved in important decisions, in their own personal lives, or in society (either contemporary or historical).

***(W) Writing*:** The communication of ideas, information, poetry, stories, intent, and even culture itself has been dependent on the ability of humans effectively to store facts and convert thoughts to written language. The ability to communicate ideas and information in writing is at the core of a liberal arts education and is essential for active citizenship. In covering both academic and (to a lesser degree) familiar writing, the W course focuses on understanding rhetorical strategies. Students will read the texts of others and learn to shape their own meanings by writing and editing a variety of forms.

***Also included in the College's general education curriculum, but infused into one or more courses in each major discipline of study, are the following requirements.***

***Communication Across The Curriculum:*** A liberally educated person should be articulate and capable of effective listening. Oral communication skills are best developed if emphasized in a variety of disciplinary contexts. Students who acquire skills in oral communication are better prepared to perform in professional and civic life.

***Writing Reinforcement:*** In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. *Writing Reinforcement* coursework requires students

to produce a series of written assignments intended both to extend facility in English composition and to deepen understanding of course content. Students completing this requirement with ENG 140 must earn a grade of 'C' or better to receive the "W" general education designation.

## Personal Fitness Requirements

Entering first-year students, or transfer students who have completed less than thirty (30) semester hours in any field, must satisfactorily complete three (3) terms of physical education. This includes one (1) term of Basic Physical Education (BPE) and two (2) terms of elective lifetime recreational activities (PEA). Students may be excused from PEA requirements for medical reasons.Transfer students with at least thirty (30) semester hours must take two (2) terms of PEA at Rollins, but are exempt from the BPE requirement. Transfer students who have completed sixty (60) semester hours in any field are exempt from both the BPE and PEA requirements. Students may not earn more than four (4) semester hours of credit for lifetime recreational activities (PEA) or varsity sport (PEV) courses combined.

## Major Requirements

Students must satisfactorily fulfill the requirements of an established major or the plan of study of a self-designed major. Department Chairs or Program Coordinators must approve course substitutions within the major. In addition, students must earn a minimum grade point average of 2.00 (*'C'*) in the courses approved for the major as accepted on the senior audit.

Selecting a major does not imply a career choice. Concentration in a major field of study is designed to give students command of the content and methods of one discipline or field, acquaintance with recognized authorities in the field, and general competence in dealing with courses of research or analysis. A declaration of major must be filed in the Office of Student Records prior to registration for the junior year. Students who do not file declarations of major will not be allowed to register for subsequent terms.

Majors are noted on a student's official academic transcript, but not on the diploma.

### *HONORS IN THE MAJOR FIELD*

Honors in the Major Field provides for independent research or special study during the senior year under the supervision of a three-member committee in the student's major. To be eligible for Honors in the Major Field, students must:

- achieve a minimum overall GPA of *'C+'* (2.33) for all courses at Rollins,
- achieve a minimum overall GPA of *'B+'* (3.33) for all courses taken in the major at Rollins, and
- receive endorsement of the committee for participation in the program.

Satisfactory performance on an approved thesis or individual project, an oral examination, and maintenance of the above averages qualifies a student for Honors in the Major Field, which is shown on the student's official academic transcript.

### *MAJORS*

- *Anthropology*
- *Art-History*
- *Art-Studio Art*
- *Biochemistry/Molecular Biology*
- *Biology*

- *Chemistry*
- *Classical Studies*
- *Computer Science*
- *Critical Media and Cultural Studies*
- *Economics*
- *Elementary Education*
- *English*
- *Environmental Studies*
- *French*
- *History*
- *International Business*
- *International Relations*
- *Latin American/Caribbean Studies*
- *Marine Biology*
- *Mathematics*
- *Music*
- *Philosophy*
- *Physics*
- *Political Science*
- *Pre-Engineering*
- *Psychology*
- *Religious Studies*
- *Self-Designed*
- *Sociology*
- *Spanish*
- *Theatre Arts*

***SELF-DESIGNED MAJORS***

Self-Designed Majors are intended for disciplined and highly motivated students who are clearly focused in their interests. These majors reflect the College's recognition that not every student's area of special interest will always fall neatly within the bounds of a single discipline as traditionally defined.

The Self-Designed Major is not intended as a way for a student to avoid the intellectual focus and methodological rigor required in the normal departmental major or to avoid certain difficult courses within majors. It should not be used to concentrate work in a narrowly preprofessional way. On the contrary, by successfully completing the courses and integrative research project that constitute the Self-Designed Major, the student is expected to achieve a depth of focused reflection and understanding at least comparable to that of a traditional major.

***Guidelines for Submission of a Self-Designed Major Proposal***

1. Students proposing a self-designed major must have a grade point average of 3.33 or better.

2. The proposal must include the names of three faculty members willing to serve on the senior research project committee. The faculty must represent the three disciplines represented in the major. The student must select a director, from among these three, who works with the student and the other committee members in preparing the proposal. The director also serves as an advocate in the approval process. Once the proposal has been approved, the director serves as the student's academic advisor, monitors the student's progress in completing the major, and chairs the committee which reviews the senior research project.

3. The proposed major program must have a coherent theme or topic that integrates at least three traditional disciplines. It must be

different enough from a regular major that some combination of major and minor would not substantially achieve the same result. The student must include a rationale for choosing a self-designed major rather than a conventional major.

4. The proposal must include a list of courses, all related to and converging on the theme of the proposed major, from at least three disciplines.

5. The major must include a two-term, 8-semester-hour independent research project, (or combination of a 4-semester-hour upper-level seminar and a one-term, 4-semester-hour research project) integrating the major, to be completed in the senior year

6. The program must be at least sixty-four (64) semester hours (including the senior project) in length, of which thirty-two (32) semester hours must be at the ***300 level*** or above

The proposal must be submitted to the Dean of the Faculty for approval prior to March 1 of the sophomore year. The Dean of the Faculty then submits the proposal to the Academic Affairs Committee for final approval. An Amendment Form must be submitted to approve any changes from the original proposal.

## Minor Requirements

Students who declare a minor must fulfill satisfactorily the requirements of that minor as specified by the department or program. Minors normally involve twenty-four (24) to thirty-two (32) semester hours of study. As with majors, minors are noted on a student's official academic transcript, but not on the diploma.

Disciplinary minors are offered in conjunction with most of the majors in Arts and Sciences, plus communication, dance, German, Russian, teacher certification, and writing. Disciplinary minors are not offered in biochemistry/molecular biology, critical media and cultural studies, elementary education, international relations, or marine biology.

Interdisciplinary minors involve courses from more than one discipline or major. Interdisciplinary minors are offered in African/African-American studies, archaeology, Australian studies, classical studies, film studies, Jewish studies, sustainable development and the environment, and women's studies.

A student may declare more than one minor but may not have a minor and major in the same discipline. Some interdisciplinary minors may require different course sequences for students from different majors.

## Practical Concentrations

Students may also elect to complete sequences of courses identified as practical concentrations. Practical concentrations normally involve sixteen (16) to twenty-four (24) semester hours of study in at least two different disciplines, plus an internship. Practical concentrations both identify courses that are related in meaningful ways to specific vocational opportunities and make evident the connections among courses in different disciplines. Practical concentrations may require different course sequences for students, depending on their major.

Practical concentrations are offered on an 'as available' basis. Availability depends on the presence or absence of specific faculty. The College seeks to offer practical concentrations that will benefit its students, but does not guarantee that a particular practical concentration can be completed in each and every year. As with majors and minors, practical concentrations are

| | |
|---|---|
| | noted on the student's academic transcript, but not on the diploma. |

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

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# EDUCATIONAL PROGRAMS AND OPPORTUNITIES

All Arts and Sciences students pursue either a Bachelor of Arts (Artium Baccalaureus) or Honors Bachelor of Arts (Artium Baccalaureus Honoris) degree. Requirements for these degrees are described in the *Curriculum and Curricular Requirements* and *Special Degree Programs* sections of this Catalogue. Both degrees are designed to ensure that students develop strong foundational skills as they pursue a course of study that is appropriately broad, but with an area of specialization. Foundational skills -- including expository writing, critical reading, quantitative reasoning, decision making and values, and oral communication -- are taught and reinforced in courses across the curriculum. Breadth of knowledge and an understanding of diverse methods of academic inquiry are encouraged through the College's other general education requirements. Specialization is emphasized within the College's majors, minors, and practical concentrations. Students may also construct and seek approval for a self-designed major that integrates courses from multiple departments.

## Choosing a Course of Study

All first-year students enroll in a *Rollins Conference Course* during the fall semester. The faculty member teaching this seminar course serves as the student's academic advisor. Upperclass peer mentors assist with *Rollins Conference Courses* and help first-year students make the transition to college life and work.

By the end of the first year, students are encouraged to choose an academic advisor in their probable, or chosen, major field of study. Advisors assist students in designing a thoughtful course of study in light of life and career goals. They work with students in regard to course selection and registration, dropping and adding courses, selecting a major area of study, and improving study skills. An important part of this process involves consideration of a student's interests, aspirations, and abilities. The Office of Career Services provides additional programs to help students reflect on and understand their individual abilities and interests.

In addition, students may seek assistance from the staff of the Thomas P. Johnson Student Resource Center. Academic counselors in this Center support and supplement the faculty advising system, while providing advice and counsel on a wide variety of academic and personal matters.

Although Rollins provides an extensive network of faculty advisors and professional staff, the responsibility for meeting all requirements for graduation, both in general education curriculum and major program requirements, rests solely with each student. The Office of Student Records provides on its web site (**www.rollins.edu/studentrecords**) academic advising transcripts and general education summary reports available to students and faculty advisors. These reports are updated each term after final grades are posted and after most transfer work has been received. Students are responsible for monitoring progress toward meeting all requirements.

### *ROLLINS CONFERENCE COURSES*

The Conference is a seminar class in which approximately sixteen first-year students meet with a member of the faculty to explore a topic in the faculty member's area of expertise. Faculty instructors are drawn from the full range of academic disciplines -- encompassing the arts, the sciences, the humanities, and the social sciences -- and include some of Rollins' most distinguished faculty.

Conference topics are selected to be interesting, relevant, and challenging. Students are encouraged to think rigorously through reading and writing assignments and in discussion; and skills are emphasized that enhance the

students' ability to succeed at Rollins. Throughout the first semester, the Conference professor also joins students in educational and social activities, and experiences that supplement and enhance the course. These might include film and theatre excursions, field trips, dinners and other social activities, and career exploration activities.

## Academic Support Programs and Facilities

***THE THOMAS P. JOHNSON STUDENT RESOURCE CENTER***

The Thomas P. Johnson Student Resource Center, located on the second floor of Mills Memorial Building, is a comprehensive academic support center with programs designed to challenge students to take responsibility for their own learning, and to provide students with tools and feedback for developing learning strategies to achieve academic success.

**The Writing Center,** staffed by trained peer consultants from across the curriculum, welcomes writers at any stage of the writing process, from brainstorming, to revising, to final editing. Writers of all abilities benefit from putting their work before an audience. Through one-on-one conversations and occasional group sessions, consultants serve Arts and Sciences, Hamilton Holt School, and Master of Liberal Studies students, sharing strategies, questioning rhetorical choices, and summarizing their discussions for both clients and faculty members.

**The Peer Tutoring Program** hires and trains faculty-nominated peer tutors to help students understand and improve learning in specific courses. Since peer tutors have recently succeeded in these courses, they can often convince student clients to try more effective and efficient reading, learning, and problem-solving techniques. They then monitor students' strategic use of these skills in later sessions, both individual and group. In addition, tutors give feedback on students' understanding of course concepts in the early stages of writing. Professors and student clients receive copies of tutoring notes made during each session.

**Academic Advising Support Services** assist faculty advisors in helping students clarify and set academic goals, interpreting general academic requirements, and developing strategies for success. Professional staff provide advising support for students experiencing academic difficulty, students submitting academic appeals, first-year and transfer student registration, and for students pursing the Accelerated Management Program. Other services include workshops and instructional sessions on time management, study skills, academic and career planning, test anxiety, and reading and note-taking strategies.

**International Student Services** provides a variety of services for international students planning on enrolling or enrolled at Rollins College. The office acts as a resource center for students, faculty, and administrators and seeks to develop a supportive on-going relationship with each international student. The International Student Services Coordinator helps students understand how to maintain legal immigration status, obtain legal employment authorization, and learn more about U.S. culture and higher education.

**Services for Students with Disabilities** provides assistance to students with documented disabilities as they become independent and successful learners within the academically competitive environment of the College. It is the responsibility of the student who will be seeking accommodations for a disability to contact the Disability Services Coordinator. For more information on policies and procedures, please visit our web site (**http://rnet.rollins.edu/tpj/disabilityservices/**).

*For more information, or to make an appointment, call (407) 646-2354.*

***OFFICE OF EXTERNAL AND COMPETITIVE SCHOLARSHIPS***

The Office of External and Competitive Scholarships provides information and support to students applying for prestigious honor scholarships such as the Rhodes, Marshall, Truman, Goldwater, and Udall. Professional staff provide information on scholarship possibilities and deadlines, consultation on personal statements, and support during the scholarship process. Information about scholarships is available in the office as well as through the website at: **http://www.rollins.edu/ecs/**.

***CAREER SERVICES***

The Office of Career Services assists students and alumni in the career development process, focusing on self-assessment, career exploration, and career decision-making. The center provides a variety of services and resources including career counseling and planning, career information programs, experiential education and identification of employment opportunities. These services and resources are delivered in ways designed to reinforce the personal, social and intellectual development fostered by a liberal arts education.

*For further information, contact the Office of Career Services, (407) 646-2195, or see the Career Services web site:* **www.rollins.edu/careerservices**.

***CAREERS IN LAW***

The Center for Prelaw Advising at Rollins is designed to help prepare students for admission to law school. Students who have an interest (even if tentative) in attending law school following graduation from Rollins are encouraged to register at the Center early in the freshman year. Students will, at their request, receive assistance during their years at Rollins in addressing questions, choosing courses, and otherwise preparing for law school.

The Center offers:

- programs designed especially for students interested in the study of law, including meetings with leading judges, lawyers, public figures, and others;
- practice LSAT examinations, individual conferences with analysis and guidance in preparing for the formal test (normally taken in the junior year);
- assistance in securing special internships, clerkships with local law firms, and summer employment in the courts or with law firms.

The Center keeps in touch with leading law schools and stays current with the law school admission requirements.

*For further information, contact Dr. Marvin Newman, Director of Prelaw Advising, (407) 646-2511.*

***CAREERS IN HEALTH RELATED PROFESSIONS***

The Rollins *Health Professions Advising Program* is designed to help students prepare for admission into schools of human medicine, veterinary medicine, dentistry, optometry, podiatry, physical therapy, physician's assistant, and other health-related graduate programs. As it takes a minimum of two years to meet entrance requirements of these professional schools, students are encouraged to register with the Chief Health Professions Advisor and begin the appropriate course of study early in their college careers. The Health Professions Advising Program is coordinated by the Health Professions Advisory Committee (HPAC), which may be composed of faculty from the natural sciences, humanities, or social sciences.

The Committee and the Chief Health Professions Advisor provide the following services.

- Furnishes information on the appropriate course of study for each type of professional school.
- Generates and disseminates data about health careers.
- Maintains communications with regional health professional schools.
- Promotes student interaction with community professionals and health organizations.
- Advises students on the value of extracurricular and experiential activities in professional school admission.
- Assists students in preparing for admission examinations.
- Provides information and help in the application process.
- Collects information on each pre-professional student and conducts a formal interview.
- Provides a formal Committee evaluation to professional schools for

each student requesting one.

*For further information, contact Dr. James Small, Chief Health Professions Advisor, (407) 646-2433*

***OLIN LIBRARY***

When Rollins College was founded in 1885, its library collection consisted of a Bible and a dictionary. More than 100 years later, students have at their disposal considerable library resources ranging from ancient tomes to the latest technology in information retrieval.

The Olin Library, a $4.7 million gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shores of Lake Virginia, the four-level, 54,000-square-foot structure retains the Spanish Colonial architecture that dominates the campus. A second gift of $2.7 million established the Olin Electronic Research and Information Center. The Center features the latest technology, including computer workstations, a variety of software applications, online databases, full Internet access, color printers, and digitizing equipment. These tools facilitate students' creativity as they pursue research questions, and prepare multimedia presentations and Web pages.

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Holdings currently include more than 303,000 volumes, 1,600 periodical and serial subscriptions, 13,200 periodicals available through electronic resources, 42,000 government documents, a number of special collections, and hundreds of compact discs, digital video discs, and videotapes.

The College Archives and Special Collections Department, housed on the first floor of the Olin Library, provides further opportunities for research in rare books and manuscripts and the historical records of Rollins College. Special collections emphasize the liberal arts character of the Library. Examples include the William Sloane Kennedy bequest of Whitmaniana; the Jesse B. Rittenhouse library of modern poetry and literature, including her correspondence with many literary personalities; the Mead and Nehrling horticultural papers; and an outstanding collection of Floridiana. The Archives offer a wealth of information to local historians, collecting both documents of the institution and extensive holdings on the history of Winter Park.

The Library faculty are information professionals who, in addition to providing individual reference and research consultation, teach courses in research methods to Rollins undergraduate and graduate students. The Olin Library is an integral part of the instructional, intellectual, and cultural life of Rollins College.

*For further information, call (407) 646-2521.*

***INFORMATION TECHNOLOGY***

Rollins has made a significant investment in technology during the past several years. All residence hall rooms, as well as classrooms and labs are connected by wireless and wired to the campus network and to the Internet.

Several computer labs provide general and special-use facilities for students. Public labs are available in the Bush Science Center, Cornell Hall for Social Sciences, and the Olin Library's Electronic Research and Information Center. These labs are networked to printing facilities, the campus network, and the Internet. Computers for writing and quantitative learning instruction are available in the Thomas P. Johnson Student Resource Center in the Mills Memorial Center.

Public computers are also available in the Olin Library and Cornell Campus Center to provide convenient Internet and e-mail access. Most computer labs along with the Student Help Desk are available more than 90 hours each week, with 24 hour access available, in the Olin Electronic Research and Information Center.

More than 90-percent of Rollins' students either bring their own computer to campus or purchase or rent computers through the College. Information on computer sales and rentals is provided to incoming students with their

matriculation information and is offered to current students periodically during the school year. While both Macintosh and Windows computers are used on campus, preferences of Rollins faculty and students closely match those of the computer market in general; Windows PCs are the preferred platform for most, with the vast majority of computer software being used by faculty available in that format.

A variety of microcomputer software is available in the labs, including word processing, multi-media and web design, programming languages, statistical packages, and discipline-specific software for individual courses. E-mail and Web page storage for student web sites is provided to all students and accessible on the Rollins Web server at http://www.rollins.edu.

The Department of Information Technology offers courses throughout the year, both credit and non-credit, on topics such as *Using the World Wide Web for Research, Digital Video, and Creating Home Pages on the World Wide Web.*

Opportunities for student employment are varied within Information Technology, and include Web page design and writing, student lab assistants, and Help Desk and computer hardware consultants. In addition, IT grants are offered to about a dozen incoming students with strong interests in computer technology; information on this program is available from the Office of Admissions.

*For additional information, contact the Department of Information Technology at (407) 628-6326.*

***PRESENTATION SYSTEMS***
The College's Department of Presentation Systems, housed in the Bush Science Center, provides instructional support for a wide range of materials and information in audio, visual, and other non-print formats. The department supports various media-equipped classrooms and advises the student-operated cable television channel.

## Special Curricular Opportunities

The traditional, four-year curriculum offered at Rollins is enriched by many special academic programs, most administered by Rollins and some sponsored by other institutions. Students may participate in various programs while in residence at the College, or enroll in programs that involve living at other colleges or traveling abroad.

***INDEPENDENT STUDY***
Independent Studies offer students an opportunity for specialized study and are meant to encourage intellectual curiosity, initiative, and sustained effort. Independent Studies (classified either as tutorials or research projects) must be sponsored by a faculty member, and approved by an academic department and the Office of the Dean of the Faculty. Proposal forms for Independent Studies are available (in electronic form suitable for download) on the Student Records web site (**www.rollins.edu/studentrecords**).

***TUTORIALS***
Working under the close supervision of a faculty member, students read primary and secondary material, and/or work in a laboratory or studio setting. Evaluation is usually based on a paper, an examination, or both. A tutorial cannot normally duplicate a course that is offered regularly. The student must meet formally with the instructor a minimum of one hour per week. Normally, sophomore status is required.

***RESEARCH PROJECTS***
To qualify, students already must have acquired the knowledge and skills necessary to do the research. This implies that the research is in the major (or in a closely allied field), and that the student has achieved junior or senior status. Such projects usually involve original research with primary materials or original work in the laboratory or studio.

***ACADEMIC INTERNSHIP PROGRAM***
"An internship is any carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience" (The National Society

for Experiential Education). Internships are viewed as being an integral part of a student' s academic program. The Rollins Academic Internship Program enhances students' internship experience through in-depth reflection and critical analysis of the work environment. Students are encouraged to take advantage of the numerous internship opportunities approved for academic credit through the Office of Academic Internships and the Office of Career Services. With the appropriate consents, students also have the option of developing their own internships locally, at home, or abroad for academic credit. In addition, students can earn academic credit for structured, study abroad internships approved through the Office of Academic Internships and Office of International Programs. Again, all internships for academic credit must be pre-approved and no credit will be granted retroactively.

*Eligibility Criteria*
In order to be eligible for the Academic Internship Program (AIP), a student must have earned a minimum of 30 (thirty) semester hours of credit and not be on academic or judicial probation during the semester in which they are enrolled for the internship. Students may enroll in one (1) academic internship per semester, and a maximum of four (4) semester hours of credit may be earned for any internship in a single semester. A student who completes the same internship multiple terms may only receive academic credit for that internship during one (1) term. A maximum of 12 (twelve) semester hours of internship credit may be applied towards graduation. Appeals to these academic policies should be submitted to the Academic Appeals Committee through the Thomas P. Johnson Student Resource Center.

*Registration*
A student may enroll in an academic internship during a regular semester (fall or spring) or during the summer. A student may earn two, three, or four (2, 3, or 4) semester hours of academic credit for an internship. Each credit hour requires a minimum of 40 hours of work at the internship site within the dates of the semester. Students should submit an *Intent to Register Form* and a *Credit Approval Form* to the Office of Career Services by the published registration deadline for each semester. If the internship has not previously been approved for academic credit, an *Internship Posting Form* must also be submitted before the published deadline. All forms and published deadlines may be found on the Office of Career Services' website **http://www.rollins.edu/careerservices/** .

*Course Requirements*
The Director of Academic Internships or a designated faculty member supervises students enrolled in academic internships. This individual maintains contact with both the student and the host organization, and makes decisions regarding the granting of credit at the end of each semester. The requirements for the successful completion of an internship include, attending a mandatory orientation, working a minimum of 40 hours per semester hour earned, and submitting comprehensive reflection assignments that may include: writing reflective journals, establishing learning objectives, submitting evaluations, and a final paper. The summer internship course requires a matriculation fee. The semester dates for summer academic internships are set by the designated internship instructor, and may begin as early as the day after commencement and last up to nine (9) weeks. All credit requirements for summer internships must be completed within the nine-week time period.

*Interdisciplinary, Major or Minor Credit*
Students may earn interdisciplinary, major, or minor credit by completing an academic internship. Many students choose to complete internships for interdisciplinary credit that does not fulfill major or minor requirements. The grade for an internship is either credit or no-credit (CR/NC) and is listed on the student' s transcript as ***INTN*** (or a departmental prefix) ***397: Internship***.

To receive interdisciplinary credit for an internship, students should take a *Credit Approval Form* to their Faculty Advisor to secure his/her signature indicating that they are aware their advisee will be completing an internship for academic credit. To receive major or minor credit for an internship, the *Credit Approval Form* should be signed by both the student' s Faculty

Advisor and the Department Chair/Internship Representative. Students should first check with their Faculty Advisor to ensure they have satisfied all department prerequisites to participate in an internship for major or minor credit. Departments approving internships for major or minor credit should adhere to the minimum standards of the Academic Internship Program. The Department Chair/Internship Representative should request to see the internship job description before approving the internship. The Department Chair/Internship Representative have the option to add supplemental requirements in order for the student to receive credit. These additions to the internship syllabus must be communicated both to the student and the Director of Academic Internships prior to starting the internship. Students who earn credit in the major or minor are typically registered for four (4) semester hours. The Department Chair/Internship Representative that has approved major or minor credit should give the final grade approval of CR/NC to the Director of Academic Internships or the designated faculty member supervising the internship course. An internship that is declined for major or minor credit may still be approved for interdisciplinary credit that counts towards students' general elective requirements. International Business majors must have the approval of the Director of International Business Internships prior to pursuing internships intended to fulfill the major requirement.

*Approval of Transfer Credit*
Internships taken pass/fail (P/F) or credit/no-credit (CR/NC) at other institutions will be awarded academic credit only if certain criteria are met. These criteria are as follows. 1) The internship must be pre-approved by the Director of Academic Internships. 2) The internship course must have a written syllabus stating that it is an academic course, not just a work experience. 3) The requirements for receiving credit must be specified. 4) There must be an academic advisor assigned to the student who will provide continual supervision of the intern during the semester. 5) There must be a minimum of 40 hours of work for each credit hour earned. 6) A maximum of four (4) credit hours will be accepted for credit. 7) The student must establish learning objectives, and those objectives must be evaluated throughout the semester by both the student and the academic advisor to insure that the internship is progressing. 8) A final project must be required. This project could be a paper or a portfolio assessment of the internship experience. The project should stress the learning aspect of the internship and include an assessment of the learning objectives. A journal alone will not be acceptable. The project must be submitted to the Director of Academic Internships for evaluation. 9) The student must receive a satisfactory written evaluation from the internship site. 10) The student must complete all requirements as stated in the syllabus, and must submit a copy of the final project/ paper and written evaluation to the Director of Academic Internships before transfer credit will be approved.

*For further information, contact the Office of Career Services, (407) 646-2195.*

***INTERNATIONAL AND OFF-CAMPUS STUDY***
Rollins College is committed to enhancing its international opportunities abroad and on-campus. International study experiences equal in quality and rigor to Rollins' academic programs are an integral component of this mission. A variety of off-campus programs allows eligible Rollins students the opportunity to extend their education beyond the campus. In order to participate in international and off-campus programs, students must be in good academic and social standing, and have a history of good conduct at Rollins. For more detailed information, students may contact the Office of International Programs or visit its web site, **www.rollins.edu/int-programs**.

For information regarding financial aid for these programs, see "Aid for Off-Campus Programs" in the *Student Financial Aid* section of this Catalogue.

**Rollins College Approved Semester Programs.**
Rollins semester programs are offered in Sydney, Australia; Brazil; Shanghai and Hong Kong, China; Lancaster, England; London, England; Paris, France; Athens, Greece; Münster and Trier, Germany; Rome, Italy; Osaka, Japan;

Rabat, Morocco; and Asturias, Spain. Rollins also offers two approved domestic semester programs: American University's Washington Semester; and the Duke University Marine Lab. These programs are offered in cooperation with institutions and organizations overseas and the United States and they have been carefully reviewed, selected and developed with the Rollins mission and Rollins students in mind. Students accepted into these programs may apply their Rollins, Federal, and state financial aid (exceptions may include work study, academic department and athletic scholarships), to the program cost: a flat fee equivalent to regular Rollins tuition, room, and board. All earned grades are factored into the Rollins grade point average. Courses are either considered Rollins courses, or may be approved as transfer credits: this varies by program; see the individual program descriptions below for further details. For any credits that are accepted as transfer credits, grades lower than a C- will still display on the Rollins transcript and be factored into the Rollins grade point average.

**Rollins College Summer Programs.**
Currently Rollins offers one summer program: Verano Español in Madrid, Spain. Courses are considered Rollins College courses and grades are factored into the Rollins grade point average.

**Field Study Courses.**
Short courses taught by Rollins faculty are offered each year in diverse international locations for one and a half to four weeks in early January or throughout the summer months. Field course offerings and credit varies from year to year. Field studies are either connected to fall or spring term courses or function as stand-alone courses; students typically earn two (2) to four (4) semester hours of credit for field study courses. Travel costs range from $1,000 to $4,500 per course and limited need-based scholarships are available. These courses are Rollins College courses and grades are factored into the Rollins grade point average.

**Other Programs.**
International Programs coordinates transfer credit approval for other study abroad programs in cooperation with academic departments and the Office of Student Records on a case-by-case basis. Students take a leave of absence to participate and are responsible for a $550 fee for semester and academic year programs, and a $250 fee for summer and short-term programs; credits may be approved as transfer credits but grades are not factored into the Rollins grade point average, and Rollins, Federal, and state financial aid may not be applied. All other transfer credit policies apply.

**Further Information**
International Programs offers study basic abroad advising, pre-departure orientation and assistance, and support for students while they are abroad, regardless of the program sponsor.

Applicants to all programs should be in good social and academic standing. Applicants for semester and academic year programs must have a minimum of a 3.0 cumulative grade point average and applicants for Field Study courses must have a minimum of a 2.4 cumulative grade point average. Additional program specific application requirements and qualifications may also apply. Students must apply online for any and all programs through Rollins International Programs Application (RIPA), available through Foxlink.

Students interested in international study should visit the Office of International Programs or review the information on our website: www.rollins.edu/int-programs. Students are encouraged to pick up a copy of the *Guidebook to Study Abroad* for complete policies and procedures, and to look at the resource materials available in our office and online. The application deadline for winter and spring programs is typically at the end of September or the beginning of October; the deadline for spring break programs is typically in early December; and the deadline for summer, fall and academic year programs is typically in mid-February.

**ISA at the University of Belgrano, Argentina**
The semester program at the University of Belgrano through ISA (International Studies Abroad) provides students the opportunity to study for the semester at a highly ranked university in Latin America. The

University of Belgrano, founded in 1964 was among the first universities in Argentina to promote study abroad and internationalization. Rollins students will have access to a wide variety of courses in a broad range of fields including: Spanish, Latin American Studies, Political Science, Culture, Literature, and Business. Courses are taught by full time faculty at the University, and there are direct enrollment options, in addition to courses with foreign students. Certain courses are also taught in English. In addition, students have the opportunity to enroll in a month-long intensive Spanish language course which is available immediately prior to the start of fall (end of June - late July) and spring (early February - early March) semesters. While not required, the program is strongly encouraged and is included in the semester cost. Students will live in a homestay as a way to fully integrate into the community. Belgrano is an upper-middle class neighborhood in the north of the city, with tree-lined streets and excellent access to public transportation. All courses earned at the University of Belgrano will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Rollins in Sydney, Australia.**
The Rollins program in Sydney offers students the opportunity to explore and experience Australia through course work, numerous excursions to places of historical, cultural, and environmental interest, and a homestay with Australian hosts. The fall semester in Sydney offers a range of courses in Australian Studies -- art, aboriginal studies, environmental studies, literature, history, economics, and politics. For a complete listing of courses available, refer to the *Australian Studies Minor* section of this Catalogue or the International Programs website. There is an optional internship in a variety of professional fields for which students extend their stay in Sydney by five weeks and must pay an additional fee. Students earn sixteen to twenty semester hours of credit and may fulfill general education requirements. A semester in Sydney is required for the Australian Studies minor. All courses are considered Rollins courses.

**Rollins in Shanghai, China**
The Rollins in Shanghai curriculum was designed for Rollins students pursuing an East Asian major/minor but is also popular with other students in many disciplines because it allows them to make optimum use of their time in the "Middle Kingdom" through special courses that include numerous field trips and excursions to places of historical and cultural interest. The goal of the semester is to introduce students to all aspects China and Chinese life from the urban centers to the rural countryside. The program is facilitated by EducAsian, a study abroad organization with 15 years of experience developing and implementing high-quality rigorous academic programs in China. Students experience the benefits of studying on the campus of host institution, Shanghai Jiao Yong University, with access to all campus facilities and activities, as well as the support of a full time Program Director and local staff. This program is appropriate for sophomores, juniors and seniors with an interest in China and/or East Asia. Students normally earn between fourteen (14) and eighteen (18) credits and must take at least one Mandarin language course for eight to ten credits, and at least one content course taught in English. Courses are considered Rollins College courses and grades are factored into the Rollins grade point average.

**Hong Kong Baptist University, China**
The Rollins exchange program at Hong Kong Baptist University offers students the opportunity to enroll directly at a prestigious institution in one of the premier economic and cultural centers in modern Asia. Hong Kong Baptist University offers courses in 40 majors in the areas of arts, business administration, science, social sciences, and social work. Many classes are taught in English, and students take courses with local and other international students. Housing is provided in the international student dormitory and exchange students can take advantage of university services and co-curricular activities and opportunities for students. Hong Kong Baptist University has partnerships with many US institutions and their staff provide excellent support for incoming exchange students. Students typically earn twelve (12) credits and can participate during the fall or spring semesters, or for the full academic year. All courses earned at Hong

Kong Baptist University will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**CAPA Semester and Internship in London**
Rollins College offers a semester internship program in both fall and spring terms in London, England. The program is facilitated by CAPA International Education, a leading provider of internship and study abroad programs. Students have the option of participating in an internship and internship course, and taking two other courses; participating in a service-learning course and experience and taking two other courses; or taking four (4) to five (5) courses. All courses are offered through CAPA. Internships are available in education, film, finance, government, health care, journalism, law, marketing, museums, radio, and social services, and many more fields. Students work in their internship placements fifteen to twenty hours per week for fourteen (14) weeks. Students on the service-learning track complete fifteen (15) hours per week of service. Students may choose to live in centrally located apartments in London with other program participants. Students who successfully complete all aspects of the program receive twelve to fifteen (12-15) semester hours: six (6) semester hours (CR/NC) for the internship and participation in an internship course, and six (6) to nine (9) semester hours (graded) for the academic courses and/or additional enrollment in the Rollins academic internship course. All courses taken in London will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Students who opt to also enroll in the Rollins academic internship course will earn Rollins credit for that one course.

**Queen Mary, University of London**
The Rollins Semester program at Queen Mary provides students the opportunity to study for the semester or the full academic year at an institution rated among the top fifteen in the United Kingdom. Queen Mary is located in the diverse East End neighborhood of London and is unique to central London institutions due to its lovely and contained urban campus close to all London has to offer. Rollins students will have access to a wide variety of courses in a broad range of fields including: English, Drama, Film, Biological Sciences, Psychology, History and Political Science. Students live in dormitories on the Queen Mary campus and are fully integrated into University life. Students typically earn twelve (12) to sixteen (16) credits for one semester. All courses earned at Queen Mary will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Lancaster University, England**
The Rollins Semester program at **Lancaster University** provides students the opportunity to study for the semester or the full academic year at a leading teaching and research university, recently ranked ninth among all UK universities as a research institution. At Lancaster, commitments to a high standard of undergraduate and post graduate teaching and to research reinforce one another and make possible a wide variety of specialized courses. Rollins students will find a wide variety of courses in a broad range of academic fields, which makes the program a strong fit for students looking for fulfill major and minor requirements. Students live in residence halls on the beautiful campus located in the lake district of England, famed for its picturesque landscapes. Students are integrated fully into life on campus and can easily become involved in the many extracurricular activities available to students. Typically students earn from twelve (12) to sixteen (16) credits for one semester. All courses earned at Lancaster will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Hollins in Paris France**
Hollins University was among the first colleges in the nation to offer an international study program in Paris in 1955. A distinctive study abroad program, it is designed to be flexible in curriculum and builds around the interests of students. Students experience the city of Paris with courses that take them right into the daily lives of its inhabitants. This program is available to students at an intermediate level of French. All courses are

taught in French. This program is available in fall or spring semester or for a full year. All courses earned at Hollins in Paris will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**University of Trier, Germany**
Rollins College offers a spring semester intensive, in-depth, experience in German language, culture, and society in Münster and Trier, Germany. It is designed for students at the intermediate or advanced level of German language. Students live with student hosts or in residence halls. The program is hosted by the University of Münster, the University of Trier, and Kapito Sprachschule in Münster. Students spend the first eight (8) weeks of their program at Kapito in a total immersion program. Students then enroll in regularly scheduled courses at the University of Trier for the second part of the program. Students who complete the spring semester in Germany can earn up to twenty (20) semester hours. Credits earned in Münster are considered Rollins credits. Credits earned at the University of Trier will appear on the Rollins transcript as transfer credits. All earned grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Applicants should have a demonstrated interest in Germany, a desire to become proficient in German language, and a desire to learn about German culture and society. They should have at least junior status and be in good social and academic standing. Students must have completed intermediate college-level German or the equivalent.

**College Year in Athens, Greece**

College Year in Athens (CYA) provides students with the resources to achieve a comprehensive knowledge of Greece and the Eastern Mediterranean. It is administered for Rollins by Southwestern University. Even though the program is best suited for students studying the classics, majors in anthropology/ethnography, art history, European studies, history, international relations, literature, philosophy, political science and religious studies are also welcomed. Classes are taught in English and include field trips to historical sites and museums. Students may participate for a full academic year, or for just the fall or spring semester. All courses earned at CYA will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**The Intercollegiate Center for Classical Studies in Rome, Italy**
The Intercollegiate Center for Classical Studies in Rome (ICCS) was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100. It provides undergraduate students with an opportunity in Rome to study ancient history and archaeology, Greek and Latin literature, and ancient art. Many classicists currently in the field are alumni of the ICCS Rome program and look back fondly on their experience at the Centro. All courses earned at ICCS will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Trinity in Rome, Italy**
Trinity College's Rome Campus, established in 1970, offers an outstanding educational opportunity in the heart of one of the world's great cities, where glorious treasures and haunting ruins of several magnificent civilizations are stage to a vibrant, modern capital. Students enjoy a superb location, excellent teachers, a broad liberal arts curriculum, stimulating fieldwork in Rome, the city's lively cosmopolitan culture, and faculty-led academic excursions to Venice, Florence, and Naples/Pompeii/Capri. In a typical semester, the Rome Campus has approximately 60 participants, drawn from America's finest colleges. Visiting students have been an essential part of the program since its inception in 1970, with visiting students comprising approximately 50 percent of each group. We welcome students from schools all over the United States. New friendships and personal growth develop through diversity on campus and the adventure of immersion in Rome. All courses earned at Trinity in Rome will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Kansai Gaidai University, Japan**
The Rollins exchange program at Kansai Gaidai in Osaka, Japan provides an incredible opportunity for students interested in Japanese language and culture and students broadly interested in Asian Studies. Courses taught in English are offered in the Humanities, Social Sciences and Business/Economics, with a special focus on Asia in all courses. Many courses offer field trips that are integrated into the curriculum. Students can choose to live in on campus in the international student dormitory or at a homestay. Students have many opportunities to meet local students through Friendship Programs and other campus activities. Previous study of Japanese is not required, though students must take Spoken Japanese while studying at Kansai Gaidai. Typically students earn fourteen (14) to sixteen (16) credits for one semester. All courses earned at Kansai Gaidai will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**University of Oviedo, Asturias**
Rollins College offers semester- or year-long opportunities to study at the University of Oviedo in Asturias, Spain. The language and culture program, offered both fall and spring semesters, provides an intensive, in-depth, experience in Spanish language, culture, and society, and is designed for intermediate to advanced students of Spanish. The direct enrollment program is offered for the academic year or spring semester to advanced or native speakers who want to take university courses in their major field of study. Both the language and culture program and the direct enrollment program are located at the University of Oviedo, a major university boasting more than 44,000 students enrolled in thirty-five (35) departments. Students who complete the program earn academic credit equal to sixteen (16) to twenty-four (24) semester hours. All courses earned on this program will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average. Rollins students who are majoring or minoring in Spanish may apply up to three (3) of their courses in Oviedo, with the exception of Spanish literature. Students live with Spanish hosts and participate in a varied cultural program during the semester. Applicants should have sophomore status and be in good social and academic standing. Applicants must have completed intermediate college Spanish or the equivalent.

**Rollins Summer Program: *Verano Español in Madrid.***
Rollins offers a six-week summer language and culture study program, and an eight-week language study and internship program, both hosted by don Quijote Language School in Madrid, Spain. Local faculty teach courses in Spanish language at the beginning, intermediate, and advanced levels. Students live with Spanish hosts and participate in excursions to historic and cultural sites near Madrid. A Rollins College Spanish faculty member accompanies the group. Applicants to this program should have a demonstrated interest in Spain, a desire to become proficient in Spanish language, and a desire to learn about Spanish culture and society. The language and culture program is open to all students at the intermediate and advanced levels, and to rising juniors and seniors at the beginning level; the language and internship option is open to all students at the advanced level of Spanish Students receive up to eight (8) semester hours of Rollins credit and grades are factored into the Rollins grade point average. Course descriptions are listed in the *Modern Languages and Literatures* section of this Catalogue.

## World Learning and the School for International Training, Varied Locations

World Learning is a nonprofit organization that manages a variety of international education and exchange programs including SIT Study Abroad. World Learning and SIT are recognized as leaders in the field of international education, and their undergraduate study abroad programs are unique in the emphasis on total integration, field-based and experiential learning, and independent student research. SIT offers more than 70 semester, summer, and academic year study abroad programs focused on critical global issues: Arts, Media, and Social Change; Development, Urban

Studies, and Entrepreneurship; Global Health; Identity and Globalization; Natural Resource Management, Biodiversity, and Environmental Policy; Post-Conflict Transformation; and Social Movements, Education, and Human Rights. Programs foster academic rigor, intensive cultural immersion, substantial community involvement, and an emphasis on field-based research. The program curriculum incorporates classroom instruction and field study. Students typically live in homestays; take intensive language classes; and conduct an Independent Research Project: an intensive case study, practicum, or community project. Students typically earn sixteen (16) credits for the semester. All courses earned on these programs will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Washington D.C. Internship Program**
The Washington semester program at American University lets students intern in Washington while taking seminars with guest speakers from the realms of foreign and domestic politics, law and jurisprudence, international business and trade, journalism, economic policy, peace and conflict resolution, and more. Students live on campus at American University located in the Georgetown area. A minimum grade point average of 3.0 is required. All courses earned at American University will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

**Duke Marine Lab**
Duke Marine Lab is a campus of Duke University and a unit within the Nicholas School of the Environment. The mission is education, research, and service to understand marine systems, including the human component, and to develop approaches for marine conservation and restoration. Today, the Marine Laboratory operates year round to provide educational, training, and research opportunities to about 3,500 persons annually, including undergraduate, graduate, and professional students enrolled in the university's academic programs; visiting student groups who use the laboratory's facilities; and scientists who come from North America and abroad to conduct their own research. A seminar/lecture series features many distinguished scientific speakers from across the nation and abroad. All courses earned at the Marine Lab will appear on the Rollins transcript as transfer credits; grades will display on the Rollins transcript and will be factored into the Rollins grade point average.

*For further information about any study abroad program, contact the Office of International Programs (407) 646-2466, e-mail:* **intprog@rollins.edu** *or see* **www.rollins.edu/Int-programs**.

***SERVICE-LEARNING***
Service-learning offers students an opportunity to combine classroom theory and knowledge with practical community experience. In service-learning courses, students will, as part of the class, spend time volunteering in the community. "Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is key to learning. Students learn best not by reading the Great Books in a closed room but by opening the doors and windows of experience" (Thomas Ehrlich, in Barbara Jacoby and Associates, *Service-Learning in Higher Education: Concepts and Practices*, San Francisco, California, Jossey-Bass, 1996).

*For more information on service-learning courses at Rollins College, please contact the Office of Community Engagement, (407) 975-6406, or see* **www.rollins.edu/communityengagement.**

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins
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# SPECIAL DEGREE PROGRAMS

## The Honors Degree Program

Rollins offers a special program in the liberal arts for students with exceptional abilities. The Honors Degree Program admits students with a superior record of academic achievement and leads to a distinct and separate undergraduate degree – *Artium Baccalaureus Honoris* – the Honors Bachelor of Arts Degree. Honors students complete a core sequence of interdisciplinary courses designed to provide an integrated understanding of the liberal arts. A series of four team-taught seminars during their first and second years introduce students to the various methods of inquiry in the liberal arts. These courses substitute for some of the general education requirements of the regular bachelor's degree program and are designed to: (1) teach students to think and write critically across a broad range of disciplines and (2) encourage and prepare students to be independent thinkers.

***HONORS STUDENTS***

Most Honors students are admitted to the program prior to their first year at Rollins. With regard to academic and social permissions, they enter the College with sophomore status. Attending small, interactive seminars together for four years, Honors students get to know each other and form a community of learners based on shared experiences, collaborative projects, and lively discussions. This sense of community begins during their first days on campus with the *Honors Conference Seminar* and culminates with the *Darrah Honors Synoptic Seminar*, in which students will be presented with a series of contemporary problems and will demonstrate how each discipline would contribute to an understanding and a solution to these problems. Special Honors Dinners and other Honors activities further enhance this sense of community. Students find that the challenge and excitement of learning is not dependent solely on faculty members, but arises freely and spontaneously within this community of peers.

Adventurous students are encouraged to spend a semester away from the campus (usually in the junior year) pursuing experiential learning, study abroad, or some other exceptional educational opportunity.

***ADMISSION***

Entering first-year students are eligible for the Honors Degree Program if their high school record shows evidence of special scholastic attitude and aptitude. Honors students normally constitute the top 10-percent of the entering class. The Honors Program Supervisory Board, together with the Office of Admissions, reviews the files of the most promising entering students in order to identify and select candidates for the Program.

Transfer students with forty (40) or fewer semester hours may also be selected for admission. In addition, each year a small number of Rollins' sophomore students are also admitted to the Honors Degree Program based on their academic performance, the rigor of their schedules as first-year students, and recommendations from their professors.

***GRADUATION REQUIREMENTS***

I. COURSES AND CREDITS

*(See Courses of Instruction, **Honors Degree Program** for course descriptions.)*

A. Seminars

- ***HON 201 and HON 202***
- ***HON 301 and HON 302***
- ***HON 490***

B. Independent Studies

- Honors Degree Program students must complete a two-semester Honors-in-the-Major-Field project (total of eight [8] semester hours) approved and supervised by the student's major department. One member of the student's committee must be a faculty member from the Honors Degree Supervisory Board or a faculty member approved by the Board. In addition, each student must make a presentation in the fall semester to his/her committee about the nature of the project and work that has been completed to that point, and make a detailed defense of the project to his/her committee and a more general public presentation of his/her work at the end of the spring semester. The eight (8) semester hours for the Honors-in-the-Major-Field project may count toward requirements credit in the student's major at the discretion of the student's major department.

C. General Education Requirements

- ***Knowledge of Other Cultures (C)***
- ***Decision Making and Valuation (V)***
- ***Foreign Language (F)***
- ***Lab Science (O or P, and N)***
- ***Quantitative (Q)***

D. Major Field

- ***Complete courses required for major*** **(48-64 semester hours)**

E. Electives

- ***Includes an optional minor of six to eight courses*** **(32-48 semester hours)**

For the sake of providing flexibility in their academic scheduling, Honors students are required to complete only two physical education courses:

- *one Basic Physical Education (BPE) and*
- *one Physical Education Activity (PEA).*

Nonetheless, the Program does support the principle of a sound mind in a sound body and therefore recommends the usual three (3) physical education courses.

Students must fulfill the above academic requirements in no less than 140 semester hours.

II. GRADES AND EXAMINATIONS
Candidates for the Honors B.A. Degree must maintain a minimum cumulative average of 3.33 to continue in the program and earn the degree. They must also earn a grade of *'B'* or better for their Honors-in-the-Major-Field project. Latin honors at graduation (Cum Laude, Magna Cum Laude, and Summa Cum Laude) are awarded in the Honors Program on the basis of cumulative GPA, with the same numerical criteria as in the rest of the College (see the *Curriculum and Academic Policies* section of this Catalogue).

***THE HONORS DEGREE SUPERVISORY BOARD***
The policies and procedures of the Honors Program are monitored by the

Honors Degree Supervisory Board. The Board consists of the Dean of the Faculty (or designate), the Director of the Honors Degree Program (a faculty member), the Dean of Admission (or designate), a representative from the Office of Student Records, three other faculty members, and four student representatives. Faculty members of the Board are appointed annually, and the student members are chosen annually by the Honors Degree candidates of the four respective classes. These representatives may call meetings of the honors students during the year to discuss the program and make suggestions.

*For further information, contact Dr. R. Barry Levis, Program Coordinator, (407) 646-2158.*

## Combined and Cooperative Degree Programs

The College offers three combined and/or cooperative degree programs:

***ACCELERATED MANAGEMENT PROGRAM (A.B./M.B.A.)***

Outstanding Rollins students have an opportunity to obtain both the College's Artium Baccalaureus (AB) degree and the Master of Business of Administration (MBA) degree in five (5) years through the College's Accelerated Management Program (AMP). The first three years of study are completed in the College of Arts and Sciences; the second two years are completed in the Crummer Graduate School of Business through the Early Advantage MBA program.

As part of the structure required by the Accelerated Management Program, students agree to adhere to specific academic and experiential requirements listed below. Acceptance into the Early Advantage MBA program is conditional upon the student's satisfactory completion of these requirements:

- Term grade point averages of 3.2 or better while participating in the program and a cumulative grade point average of 3.2 or better by the end of the third year.
- Attendance at all scheduled AMP seminars during the first three (3) years.
- Completion of all general education curriculum, major, and minor (if declared) requirements prior to the end of the third year.
- Completion of at least one (1) internship prior to the end of the third year.
- Completion of at least 108 earned semester hours by the end of the third year.
- Completion of graduation petition and graduation compliance audit forms (general education, major, and minor) in spring term of the third year.
- A score of at least 600 on the Graduate Management Admissions Test (GMAT) by the end of the fall term of the third year.
- Preparation of an accepted resume and videotaped mock interview prior to the end of the third year.
- A personal interview with the Director of Admissions, Crummer Graduate School of Business.

Students not accepted into the Accelerated Management Program as part of the admissions process may make application to the Program during the spring of their first year. The application is required by not later than April 15 and is available from the Program Coordinator. Students will be notified of acceptance by the fall of their second year. Application to the Accelerated Management Program may not be made in the second or third year.

*For further information, contact the AMP Program Advisor in the Thomas P. Johnson Student Resource Center at 407-646-2354.*

***PRE-ENGINEERING PROGRAM (A.B./B.S.)***

Rollins College cooperates with Auburn University and Washington University (St. Louis) in combined programs designed for students who wish to become professional engineers. Students attend Rollins for three years in a program of liberal arts and science before transferring to the engineering school. Students receive an A.B. degree from Rollins and a Bachelor of Science (B.S.) degree from the engineering school.

In order to receive the A.B. degree from Rollins College with a major in pre-engineering, students must complete a set of core requirements in the sciences and mathematics, must satisfy all general education requirements of the College, must complete an approved area of concentration within one of the established majors offered by the College, must successfully complete at least 105 semester hours of study at Rollins, and must complete at least 35 semester hours of study leading to the B.S. in engineering at one of the cooperative engineering schools.

Fields of study include chemical, civil, electrical, mechanical, industrial, and computer engineering. Other fields are biomedical engineering, aerospace engineering, materials science and engineering, and systems science and engineering.

The basic first- and second-year requirements at Rollins for all of these programs include.

- ***MAT 111-112 Calculus I and II***
- ***MAT 211 Multivariable Calculus***
- ***MAT 230 Linear Algebra***
- ***MAT 305 Ordinary Differential Equations***
- ***CHM 120 Chemistry***
- ***CHM 305 Physical Chemistry***
- ***PHY 130 Principles of Physics I***
- ***PHY 131 Principles of Physics II***
- ***PHY 230 Modern Physics***
- ***CMS 167A/167B Introduction to Computing***
- ***Courses in the General Education Curriculum, including Physical Education***

During their sophomore year, students should meet with Dr. Thomas Moore, Program Coordinator of the Cooperative Pre-Engineering Program, and plan a sequence of advanced courses that satisfy the concentration requirement at Rollins. The areas of concentration are similar to a minor in a field of study and are usually in physics, chemistry, computer science, or mathematics. Please refer to *The Rollins College Cooperative Pre-Engineering Program: A Guide for Students and Advisors* for details; it is available at **http://www.rollins.edu/as/academics/departments-majors-minors.html** within **Pre-Engineering** under Three/Two Programs.

*For further information, contact Dr. Thomas Moore, Program Coordinator, (407) 646-2349.*

***ENVIRONMENTAL MANAGEMENT (A.B./M.E.M. or M.F.)***
This cooperative program offers an excellent opportunity to combine liberal arts with a graduate degree in environmental management or forestry from the Duke University School of the Environment. Duke's graduate program in these areas is one of the best in the country. Students spend three years at Rollins followed by four terms at Duke and receive the Rollins A.B. degree, and the Master of Environmental Management (M.E.M) or the Master of Forestry (M.F.) from Duke. The M.E.M. degree offers majors in resource ecology, water and air resources, or resource economics and policy. The M.F. degree represents a major in forest resource management. Concurrent graduate degrees in business administration, environmental law, or public policy are also available with two additional terms at Duke.

*For further information, contact Dr. Lee Lines, Program Coordinator, (407) 628-6377.*

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# STUDENT FINANCIAL AID

The mission of the Student Financial Aid Office is to assist students and their families in managing the cost of a Rollins education. Services include the following:

- financial aid awards to qualified students in the form of loans, grants, scholarships, and on-campus employment;
- coordination of scholarships and other assistance programs to insure proper credit to the student's account;
- counseling in financial aid for undergraduate and graduate education;
- student loan debt management counseling; and

## Financial Aid Programs

*Financial Aid recipients must enroll for at least twelve (12) semester hours per term to be considered* ***full-time.***

***GRANTS AND SCHOLARSHIPS***

***Federal Pell Grant.*** A program for needy undergraduate students. Eligibility is determined by the Federal government.

***Rollins Grant.*** A Rollins program for full-time students with demonstrated need and academic talent. The Student Financial Aid staff determines eligibility based on the Free Application for Federal Student Aid and the student's academic record.

***Federal Supplemental Educational Opportunity Grant.*** A program for undergraduate students with exceptional financial need. All eligible students are ranked according to family contribution determined by the Free Application for Federal Student Aid. Awards are made to those with the lowest family contribution.

***Florida Student Assistance Grant.*** This grant, of up to $1,600 per year, is provided by the State of Florida and the Federal government to needy students who are full-time and have been residents of the State of Florida for at least twelve (12) months immediately prior to enrollment. The Florida Office of Student Financial Assistance determines eligibility based on the Free Application for Federal Student Aid.

***Florida Resident Access Grant.*** This State program provides up to $3,000 to full-time students attending accredited private colleges in Florida. Students must be residents of Florida for at least twelve (12) months. Financial need is not a requirement. *A one-time application must be submitted no later than the first day of classes.*

***Rollins Cornell Scholarship.*** This is the top academic merit award on campus. Your scholarship is renewable provided you maintain at least a 3.6 cumulative grade point average and complete at least twenty-four (24) semester hours each academic year while remaining enrolled in the Arts & Sciences program. If you do not meet the 3.6 cumulative grade point average, but maintain at least a 3.2 grade point average, you may receive an Alonzo Rollins Scholarship.

***Alonzo Rollins Scholarship.*** This award ranges up to $20,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.2 grade point average (GPA) or better. Awards are made by the Admission Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

***Presidential Scholarship.*** This award ranges up to $8,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.0 GPA or better. Awards are made by the Admissions Committee based on the student's total

record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

***Centennial Scholarship.*** This award up to $5,000 is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 2.8 GPA or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

***Donald Cram Science Scholarship.*** This $5,000 award is offered to entering first-year students from Florida who plan to major in chemistry, physics, computer science, mathematics or pre-engineering. It is renewable providing the recipient maintains a 3.2 GPA or better and continues to major in the appropriate field. Selection is made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

***Rollins College Scholarships.*** A number of scholarships are part of the College's endowment, and the income is usually awarded annually to Rollins students. In addition, the College frequently receives expendable gifts designated for scholarships from individual donors, foundations, corporations and other organizations. Recipients of these grants are generally selected by the Student Financial Aid staff in consultation with the chairs of the various academic departments if so specified by donors in the scholarship agreements. Preference may be given to students with financial need.

***LOANS***

***Federal Perkins Loan.*** This loan allows needy students to borrow funds, repaying after graduation at a low interest rate. The Student Financial Aid staff determine eligibility from the Free Application for Federal Student Aid. The amount of the loan depends upon the student's need as well as the availability of funds.

***Federal Direct Student Loan.*** Funds for this loan are provided by the Federal government. Repayment begins after graduation at a low rate of interest. Eligibility is based on the student's need and is determined from the Free Application for Federal Student Aid.

***Federal Direct Unsubsidized Loan.*** This loan is available from the Federal government. Interest accrues immediately. However, repayment may be deferred until after graduation.

***Federal Direct Parent Loans to Undergraduate Students.*** Parents may borrow up to the full cost each year from the Federal government. Repayment begins immediately.

***EMPLOYMENT***

***Federal Work-Study Program.*** This program provides on-campus employment to students with financial need. The Student Financial Aid staff determine eligibility from the Free Application for Federal Student Aid.

***AID FOR OFF-CAMPUS PROGRAMS***

Rollins programs are those operated by the College and offered in cooperation with other colleges and universities. Please refer to the *International and Off-Campus Study section for the list of programs offered.*

Financial aid recipients (need-based and non-need-based) may apply to receive assistance for attendance in Rollins and affiliate programs. All aid programs used for attendance on-campus can be used for this purpose, except talent scholarships awarded by academic and athletic departments, which require departmental approval. Departments offering talent scholarships are not required to exempt students from performance obligations required of scholarship recipients or approve the scholarship for use in study abroad programs.

To qualify for assistance, students must meet the same eligibility criteria that are otherwise required of financial aid recipients.

***VERANO ESPAÑOL***

The *Verano Español* program is a Rollins summer program. Financial aid for summer study is not available through Rollins programs. Students qualifying for Federal Direct Loans or Parent Loans, who have not exhausted the maximum program eligibility during the regular academic year, may use the balance of their eligibility for study at Verano Español.

## Standards of Satisfactory Academic Progress

To receive aid at Rollins College, students must maintain satisfactory academic progress. The following criteria are checked at the end of the spring semester.

***GRADE POINT AVERAGE***

A minimum grade point average of 2.0 is required for both initial and renewal awards (entering first-year students should normally have a high school grade point average of 2.0). Some programs require a higher GPA: Alonzo Rollins Scholarship (3.2); Presidential Scholarship (3.0); Centennial Scholarship (2.8); Florida Academic Scholars Fund (3.0); and Florida Merit Scholars (2.75). Grade point averages are checked each term.

***COMPLETION RATE***

Aid recipients are expected to successfully complete a minimum of twenty-four (24) semester hours each academic year. At this rate, obtaining a degree will take longer than four (4) years. However, Rollins' sources provide aid for only four years. Therefore, the completion schedule should be used as a **minimum** guideline, not a registration plan. For transfer students, Rollins' aid will be provided for the number of years remaining to complete a degree based on the grade level at the time of transfer. For example, students transferring in at the junior level will receive Rollins' aid for no more than two years.

***To graduate, students must complete at least 140 semester hours of academic work.*** An *'I'* or *'R'* grade in a course is considered a successful completion only after the grade is officially changed. A grade of *'F'* is NOT considered to be a successful completion. A withdrawal is NOT considered to be a successful completion.

First time aid recipients are expected to meet these standards before any aid is awarded. Students receiving aid who fail to maintain these standards the first time are placed on Aid Warning. Students on Aid Warning because of a GPA less than 2.0 have until the end of the following year to bring up their average. Students on Aid Warning because of their completion rate must complete twenty-four (24) semester hours in the subsequent year. Students who fail to complete twenty-four (24) semester hours for two consecutive years will no longer be eligible for aid.

The Financial Aid Review Committee may approve individual appeals due to mitigating circumstances. Students who are denied aid because of failure to maintain satisfactory progress may become eligible by: 1) bringing the cumulative GPA and completion rate up to standard, or 2) if it is not feasible to accomplish item one in one term, students may submit a plan of action to the Financial Aid Review Committee for approval. Students must demonstrate substantial improvement in progress for the first term without aid and have a reasonable plan to bring progress up to standard once aid is reinstated.

## Rights and Responsibilities of the Aid Recipient

***APPLICANTS FOR FINANCIAL AID HAVE THE RIGHT TO***

- Confidentiality. Financial aid records are protected by the Family Educational Rights and Privacy Act.
- Appeal financial aid decisions about their application. Written appeals are submitted to the Student Aid Appeals Committee in care of the Student Financial Aid Office.
- Information about the terms and conditions of financial aid programs, provided in the Rollins College Catalogue or in the Student Aid Award Notice enclosures.
- Inspect your education records and request amendment of those records, if you believe them to be inaccurate, by contacting the Dean

of Student Affairs.
- File a complaint with the Department of Education if you believe your right to confidentiality has been compromised.
- Defer direct loan payments for Peace Corps or other volunteer service after you graduate.

***APPLICANTS FOR FINANCIAL AID ARE RESPONSIBLE FOR***

- Submitting accurate applications and forms before the deadlines and according to the instructions provided.
- Following instructions for application, renewal of aid, or resolving problems.
- Providing the Office of Student Records with accurate permanent and local addresses and telephone numbers.
- Notifying the Student Financial Aid Office of changes in family financial situation and when receiving assistance from an outside source.
- Reading the provided information about the terms and conditions of all aid programs.
- Enrolling in a full-time course load of not less than twelve (12) semester hours for fall and spring terms.
- Requesting special assistance when it is needed.
- Maintaining satisfactory academic progress according to the established financial aid policies.

*For further information, contact Student Financial Aid, (407) 646-2395.*

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# ARTS AND SCIENCES COURSES OF INSTRUCTION

**Minor Only*

- African/African American Studies*
- Anthropology
- Archaeology*
- Art and Art History
- Asian Studies*
- Australian Studies*
- Biochemistry/Molecular Biology
- Biology
- Chemistry
- Classical Studies
- Communication*
- Computer Science
- Critical Media and Cultural Studies
- Economics
- Education
- English
- Environmental Studies
- Film Studies*
- Health Professions Advising Program
- History
- Honors Degree Program
- International Business
- International Relations
- Jewish Studies*
- Latin American and Caribbean Studies
- Marine Biology
- Mathematics
- Modern Languages and Literatures
- Music
- Philosophy and Religion
- Physical Education
- Physics
- Political Science
- Psychology
- Sociology
- Sustainable Development and the Environment*
- Theatre Arts and Dance
- Women's Studies*
- Writing*

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# AFRICAN/AFRICAN-AMERICAN STUDIES (MINOR ONLY)

**Changes effective Fall Term 2009**

*Faculty teaching African/African-American Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The interdisciplinary African/African-American Studies minor centralizes, honors, and teaches the importance of the presence and contribution of Africans and their New World descendants in Western culture and society.

**MINOR REQUIREMENTS**

Seven (7) courses are required along with an integrated senior independent study project that utilizes the student's major field to explore the African or African-American experience as the final minor requirement. This final paper is designed to be a fifteen- to twenty-page analysis of an historical or contemporary issue facing Africans or African-Americans. Students are encouraged to integrate international perspectives, service learning, and/or traditional archival research into their final research project.

*INTRODUCTORY COURSES*

Introductory courses are those that offer key concepts related to Africa and/or the African-American experience from multiple disciplinary perspectives. These courses explore core themes in African culture, African-American culture, and the Caribbean. The minor program does not require prerequisite courses as these classes are intended to serve as an introduction to the minor's main themes and goals.

Choose three (3) from among the following:

- ***CMC 100 Introduction to Media and Cultural Studies***
- ***ENG 221 Topics in World Literature***
- ***HIS 240 African-American History I***
- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***MUS 160 History of Jazz***
- ***REL 135 Religion in America***

*SECONDARY COURSES*

Secondary courses build on key concepts offered in the introductory courses by emphasizing themes, content, and theory related to African and African-American experience.

Choose two (2) from among the following:

- ***ANT 277 Gender in the Middle East and North Africa***
- ***EDU 271 School and Society***
- ***ENV 206 Caribbean Environmental History***
- ***HIS 241 African-American History II***
- ***POL 252 Topic: American Civil Rights Policy***
- ***REL 251 Topic: Islam and Society***

*ADVANCED COURSES*

Advanced courses provide significant material and content on African and African-American Experience. Students should consider how these courses will contribute to the development of their senior independent study.

Choose two (2) from among the following:

- ***ENG 307 American Literature IV: African American Literature***
- ***FRN 320 Introduction to French Civilization***

- ***HIS 370 Race and Ethnicity in the United States***
- ***SOC 356 The State of Black America***
- ***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins (Taught in Spanish)***

*SENIOR INDEPENDENT STUDY OR INTERNSHIP*
Students will arrange senior research project with appropriate instructor/advisor of the AAAS program. The final requirement for the minor is designed to encourage students to use their major field study in combination with the minor experience to create an independent research project focus on Africa or the African-American experience. This project can be a standard written research paper, performance, or media project that engages the student. Students are strongly encouraged to utilize community partners as part of the senior research project.

*SUBSTITUTIONS*
Other courses offered during the academic year may be substituted for the listed courses at the discretion of the Program Coordinator. Study Abroad is encouraged and should be pursued in collaboration with the Program Coordinator.

*PATHWAYS*
Students interested in completing the minor program are encouraged to integrate their experience within the minor to emphasize specific themes and/or ideas that they can integrate into their senior research project. The groupings below represent possible paths through the major, but the final decision must be based on course availability, student preference, and matriculation goals.

Students interested in exploring the culture and society of the Atlantic world from an African perspective should consider:

***ANT 277 Gender in the Middle East and North Africa***
***ENG 221 Topics in World Literature***
***FRN 320 Introduction to French Civilization***
***LAC 201 Foundations of Caribbean Culture and Society***
***REL 251 Topic: Islam and Society***
***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins (Taught in Spanish)***

Students interested in exploring culture and society of the Atlantic world from an African-American perspective should consider:

***EDU 271 School and Society***
***ENG 307 American Literature IV: African American Literature***
***HIS 240 African-American History I***
***LAC 201 Foundations of Caribbean Culture and Society***
***POL 252 Topic: American Civil Rights Policy***
***REL 135 Religion in America***
***SOC 356 The State of Black America***

Students interested in African-American Experience from a social policy and public policy perspective should consider:

***CMC 100 Introduction to Media and Cultural Studies***
***EDU 271 School and Society***
***HIS 240 African-American History I***
***HIS 370 Race and Ethnicity in the United States***
***LAC 201 Foundations of Caribbean Culture and Society***
***POL 252 Topic: American Civil Rights Policy***
***SOC 356 The State of Black America***

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# ANTHROPOLOGY

**Changes effective Fall Term 2011**

*Biery-Hamilton* *Kistler* *Lauer* *Moore*

*Newcomb* *Walz*

The anthropology major exposes students to many related subdisciplines of the field. Undergraduates take courses in cultural anthropology, biological anthropology, archaeology, and linguistics.

The study of anthropology develops analytical and research skills necessary for understanding the complexities of the world's cultures. It also prepares students for careers in business, law, government, and medicine.

Because anthropology emphasizes field research, the department provides opportunities to visit and study other modern cultures, as well as to analyze fossils and archaeological materials.

Anthropology encompasses many interests and approaches -- from archaeology to primate behavior. Anthropology courses probe the biological basis of human society, cultural mores, social change, and the development of civilization.

Anthropology majors must declare their major early and choose an advisor in the department.

**MAJOR REQUIREMENTS**
Ten (10) courses are required, six (6) of which must originate within the Department of Anthropology at Rollins.

*CORE COURSES*
All core courses must be taken at Rollins.

- ***ANT 200 Cultural Anthropology***
- ***ANT 210 Human Evolution***
- ***ANT 300 Development of Anthropological Thought***
- ***ANT 323 Foundations in Archaeology***
- ***ANT 351 Language, Culture, and Society***

*ADDITIONAL REQUIREMENTS*

- ***One (1) anthropology course at any level***
- ***Three (3) anthropology courses at the 300-400 level, one of which includes a fieldwork component***
- ***One (1) capstone seminar, seniors only***
- ***Satisfactory performance on a comprehensive examination***

Students seeking recommendations for graduate school in anthropology must complete a course in statistics (chosen in consultation with a departmental advisor).

**MINOR REQUIREMENTS**
Six (6) courses are required: the five (5) core courses required of the major and one (1) anthropology elective, which must be at the ***300-400 level***. At

least five (5) courses must be taken within the Department of Anthropology at Rollins.

## Course of Study

***ANT 150 Cultures of the World*:** Surveys past and present peoples of the world. Introduces students to diversity and underlying unity of human culture from evolutionary and ecological perspectives. Suitable for nonmajors.

***ANT 200 Cultural Anthropology***: Compares and contrasts pre-industrial and industrial societies while introducing concepts and methodology in study of culture and human socialization. Focuses on relationship between human behavior and cultural adaptation. Suitable for nonmajors.

***ANT 205/305 Topics in Anthropology***: Introduces subdisciplines. Varies from year to year. May be repeated for credit.

***ANT 206 Anthropological Perspectives on Love and Marriage:*** Investigates patterns of courtship and marriage from a cross-cultural perspective. Hypotheses about the biological/evolutionary bases of male-female relationships reviewed in brief. Texts on love and marriage in non-Western cultures, and several articles and excerpts from larger works included.

***ANT 210 Human Evolution***: Introduces physical anthropology. Reviews genetics, including evolution, then turns to nonhuman primates for models for human physical and cultural evolution. Examines human fossils and changes in human form and material culture. Dissects debates among paleontologists to illuminate how science works. Suitable for nonmajors.

***ANT 215 Human Ecology:*** Introduces the ecological and anthropological study of human adaptation in tropical and subtropical regions. Special emphasis on the ecology of Latin America (the Amazon and Caribbean Basins), but also includes studies of other tropical and subtropical regions of the earth.

***ANT 217 Anthropology, Fiction and Literature:*** Explores the possibility of representing other cultures through the writing of fiction. Examines experimental and fictional works by both anthropologists and non-anthropologists that portray other cultures in a compelling manner.

***ANT 219 Cultures of the Amazon:*** Study of indigenous groups and *caboclos* (or *riberinhos*) in the tropical lowlands of South America. Examines the ecology of the region and human adaptations to the various ecosystems there during prehistorical, historical, and contemporary periods. Also examines ways in which traditional *caboclo* and indigenous adaptations can assist scientists and policy makers in developing strategies to use resources more sustainably in tropical Latin America.

***ANT 228 Introduction to Archaeology***: Surveys origins and cultures of early civilizations, including hunter-gatherers, the Neolithic, Sumerians, Egyptians, Mayans, Aztecs, and Incas. Contrasts ancient customs and processes of cultural change with those of modern civilization. Suitable for nonmajors.

***ANT 251 Native American Cultures***: Introduces North American Indian culture, both traditional and modern, through in-depth analysis of various Indian societies, their problems, and their adaptive responses to changing environments. Places both Native American and "Anglo" culture in

anthropological perspective. Suitable for nonmajors.

***ANT 252 Cultures of China***: Surveys cultures, peoples, and history of mainland China from primitive times until present. Suitable for nonmajors.

***ANT 254 Cultures of Japan***: Surveys Japanese culture from origins to present configurations, touching upon social institutions such as family, traditional and modern state systems, and modern Japanese corporations. Evaluates effects of modernization, influence of West, and predictions about future of Japanese society. Suitable for nonmajors.

***ANT 255 Middle East Culture: From Hip-Hop to Hezbollah***: Explores everyday lives of people in the Middle East as they negotiate the challenges of globalization, new media, human rights discourses, religion, and the legacy of colonialism.

***ANT 259 Contemporary Middle East and North Africa:*** Explores the diversity of social life and cultures in contemporary Middle Eastern societies. Examines contemporary social, political, and religious issues of the Middle East and North Africa from an anthropological perspective.

***ANT 275 Sex and Gender: Biology and Culture***: Weighs extent to which sex roles are culturally or genetically determined. Draws on biology, sociology, psychology, and anthropology. Examines gender roles in different cultures, including non-Western societies, and applies insights to contemporary American culture. Suitable for nonmajors.

***ANT 277 Gender in the Middle East and North Africa:*** Explores the concept of gender in the Middle East and North Africa from an anthropological perspective. Examines how religion, cultural practices, media, politics, and social class affect men's and women's roles in work, family, and society.

***ANT 300 Development of Anthropological Thought:*** Traces development of classic anthropological thought. *Prerequisites:* major and junior/senior standing, or consent.

***ANT 301 Nutrition and Health:*** A course about what people need to eat, how those needs have evolved, and how peoples' choices across cultures effect their health and the health of the environment. Discusses basic human nutritional requirements, and how evolution and culture have both worked to shape traditional and modern diets resulting in different disease patterns in different cultures. Some attention given to current U.S. practices, including fast food and factory farming, and their implications for the health of U.S. populations. *Prerequisite*: one ***ANT*** course.

***ANT 302 The Maya:*** Uses the Maya's own words to analyze their historical representation. Explores Maya language, personhood, and oppression in Pre-Columbian, colonial, Civil War, and post-Civil War eras. *Prerequisite*: one ***ANT*** or ***LAC*** course.

***ANT 306 Medicine and Culture:*** Examines how different cultures view disease and illness, how they explain illnesses, what they do about them, and how they use disease and illness as social controls. Discusses these issues in general and then as they apply to several specific cultures -- including our own. *Prerequisite*: one ***ANT*** or ***BIO*** course.

***ANT 315 Women in the Developing World:*** Explores the role and status of women in the developing world by examining how historical and contemporary processes have affected women's livelihoods and those of their families. Examines these economic and political strategies women use to ensure their interests.

***ANT 317 Anthropology and Global Problem Solving:*** Explores the

contribution of anthropology to the understanding of contemporary social issues such as globalization, inequality, migration, and development. Examines global issues from an anthropological perspective. *Prerequisite*: one ***ANT*** course.

***ANT 319 Cultures Without Borders: Globalization:*** Examines the history and meanings of globalization by exploring related phenomena: migration and diaspora, nationalism and transnationalism, the rise of non-state actors, technology and flows of capital, and human rights issues. *Prerequisite*: one ***ANT*** course.

***ANT 320 U.S.-Middle East Foreign Relations and Culture Since 1900:*** Examines the history of contact between the United States and the Middle East since 1900, from the combined geopolitical and cultural perspectives of political science and anthropology. *Prerequisite*: ***POL 100***, or ***POL 130***, or one ***ANT*** course.

***ANT 323 Foundations in Archaeology***: Presents subdiscipline of archaeology, including fieldwork, laboratory analysis, and theory. Students interpret past human behavior and cultural change from stone tools, ceramics and other artifacts, dietary remains, and settlement patterns. *Prerequisite:* ***ANT 210*** or ***ANT 228***.

***ANT 345 Brazilian Amazon: Culture and Environmental Change:*** Explores the relationship between the ecology of the Brazilian Amazon and human beings. Considers the complexity of Amazonian habitats and human strategies within those habitats. Examines the social, economic, and environmental impacts resulting from governmental efforts. *Prerequisite*: one ***LACA***, ***ANT***, ***ENV***, ***IR***, or ***SOC*** course.

***ANT 351 Language, Culture and Society***: Examines origin of language, linguistic change, variability of speech vis-à-vis social factors (sex, class, ethnicity), and functions of language in shaping and reflecting cultural beliefs and values. Also discusses meaning, metaphor, and special language systems such as jargons, naming, and slang.

***ANT 362 Urban Anthropology***: Discusses the city -- and human adaptation to it -- in various cultures. Follows evolution of early cities (Mesopotamian, Mayan) and modern metropolises.

***ANT 365 Real and the Supernatural in Latin America:*** Examines relationships between belief systems and the economic, social, and political components of their cultures. Focuses on Latin American folklore traditions of the supernatural, including the conditions under which incidences of witchcraft increase; the pharmacological and psychological causes of the Haitian zombie phenomenon; the uses of magic; ritual sorcery among tropical groups; and shamanism and healing. *Prerequisite:* one ***ANT*** course.

***ANT 370 Forensic Anthropology:*** Considers the basics of human osteology and the application of osteology to modern skeletal and crime scene investigation.

***ANT 375 Monkeys, Apes, and Humans***: Enters world of monkeys, apes, and prosimians, with eye towards understanding ecology and social organization of living species. Uses insights to explain and interpret human behavior. *Prerequisite:* one ***ANT*** course, one ***BIO*** course, or consent.

***ANT 377 Morocco: Culture and Society:*** Seminar and accompanying field experience focused on Morocco's history and culture, as well as its position as a developing nation. Students are expected to participate in an international service learning field experience. *Prerequisites:* ***ANT*** major and consent.

***ANT 380 Doing Anthropology: The Anthropologist at Work:*** Teaches

anthropology major and minors, and other interested students, how to carry out anthropological fieldwork and how to write an ethnography. Primarily for majors and minors in anthropology.

***ANT 400 Ethnohistory of the Maya:*** History and socio-cultural role of the Maya in Southern Mexico and Central America from pre-Hispanic era to present. Upper-division anthropology seminar that gives credit in the LACA program.

***ANT 426 Seminar: Youth Cultures***: Explores values, norms, and social behavior of adolescents and young adults in tribal, agrarian, and urban societies, both Western and non-Western. Compares patterns of development in youth cultures of modern Europe, North America, and Asia, especially 20th-century student cultures. Also considers gender differences.

***ANT 451 Seminar: Applied Anthropology:*** Examines how anthropology can be applied to the understanding of contemporary social issues such as globalization, inequality, migration, and development. Students will conduct their own applied fieldwork project. *Prerequisite*: ***ANT 200***.

***ANT 452 Seminar: Cinema and Society in China:*** Considers the societies of the People's Republic of China (PRC), Taiwan, and Hong Kong through their portrayals in cinema, with attention to the political and social forces that shape the portrayals.

***ANT 453 The Brazilian Amazon: Environment and Culture Change:*** Explores the relationship between the ecology of the Brazilian Amazon and human beings who have lived there. Exposes students to the complexity of Amazonian habitats and human strategies within those habitats during different time periods of the region's history. In particular, examines the social, economic, and environmental impacts resulting from governmental efforts, initiated in the 1960s, to develop the region, and strategies used by different social groups to address these impacts. *Prerequisite:* ***ANT 200***. *Registration preference to* ***ANT*** *majors.*

***ANT 499 Research/Internship/Field Experience***

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# ARCHAEOLOGY (MINOR ONLY)

**Changes effective Fall Term 2009**

*Faculty teaching Archaeology courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The archaeology minor combines courses in anthropology and art history for an overall study of human societies from 40,000 years ago to the present. The program is interdisciplinary and multicultural with a variety of topical and methodological perspectives, including prehistoric, classical, and historical archaeology. Students aspiring to graduate studies in archaeology may combine the minor with a major in anthropology or classical studies.

**MINOR REQUIREMENTS**
Seven (7) courses: four (4) core courses and three (3) electives.

*CORE COURSES*

- ***ANT 228 Introduction to Archaeology (yearly)***
- ***ARH 218 Art and Archaeology of Egypt and the Near East (alternate years)***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome (alternate years)***
- ***ANT 323 Foundations in Archaeology (yearly)***

*ELECTIVES*
Three (3) of the following, two (2) of which must be at the ***300 level***.

- ***ANT 205/305 Topics in Anthropological Archaeology (topic varies from year to year; may be repeated for credit)***
- ***ANT 338 Biblical Archaeology (yearly)***
- ***ARH 315 Special Studies - Ancient Art***

Additional archaeology courses as approved by the coordinators of the archaeology minor.

*SPECIAL CO-CURRICULAR OPPORTUNITIES*

- Associated Colleges of the South summer field school in Turkey
- Semester at Intercollegiate Center for Classical Studies in Rome, Italy
- Semester at College Year in Athens, Greece
- Rollins College overseas trips

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# ART AND ART HISTORY

**Changes effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Almond* | *Dennis* | *Elston* | *Hargrove* |
| *Libby* | *Roe* | *Simmons* | *Vander Poppen* |

Students may major in art history or studio art. Majors take a set of core courses, then choose electives. Minors complete six courses in art history or studio art.

This sequence of required core courses enables students to develop skills, concepts, and critical awareness about art and society.

**ART HISTORY**
The art history major familiarizes students with the visual culture of societies from prehistory to the present day; strengthening students' understanding of art and culture through the analysis and interpretation of works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms; emphasizes the development of strong critical thinking, writing, and presentation skills; teaches students a variety of scholarly art historical and archaeological methodologies; prepares students for a variety of careers, including those in the arts and archaeology, and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues.

**MAJOR REQUIREMENTS**
Twelve (12) courses are required, seven (7) core courses and five (5) electives. Four (4) of the required five (5) electives must be at the ***300 level*** or higher.

Graduate programs in the History of Western Art usually require degree candidates to pass exams in French and German. Graduate programs in the field of art conservation usually require applicants to have taken college-level chemistry through organic and have a strong studio art background (some also require reading proficiency in French and/or German). Students planning to attend graduate school are strongly encouraged to complete ***ARH 499 Senior Thesis.***

In addition to art history courses, elective credit may be awarded for ***PHI 212 Philosophy of the Arts*** (see below) and for art history internships with an added research component that are completed under the supervision of an art history professor. Elective credit my also be awarded for selected studio art and classical studies courses.

*CORE COURSES*

- ***ARH 201 Introduction to Art History I***
- ***ARH 202 Introduction to Art History II***
- ***ART 110 Two-Dimensional (2D) Foundations OR ART 221 Drawing and Composition***
- ***One (1) course in Ancient/Medieval Art***
- ***One (1) course in Renaissance/Baroque Art***
- ***One (1) course in Modern Art (1800-present)***
- ***ARH 450 Art History Capstone Seminar***

*ELECTIVES*

- ***ARH 101 Introduction to Visual Culture***
- ***ARH 203 History of Western Architecture***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 220 Castles and Cathedrals - Medieval Art***
- ***ARH 231 Northern Renaissance Art***

- ***ARH 240 Baroque and Rococo Art***
- ***ARH 250 Modern European Art***
- ***ARH 360 Women in Art***
- ***ARH 361 History of Photography***
- ***ARH 362 History and Theory of Museums***
- ***ARH 315 Special Studies - Ancient Art***
- ***ARH 325 Special Studies - Medieval Art***
- ***ARH 335 Special Studies - Renaissance Art***
- ***ARH 355 Special Studies - Modern European Art***
- ***ARH 365 Special Studies - Modern American Art***
- ***ARH 424 Contemporary Art and Theory***
- ***ARH 499 Senior Thesis***
- ***PHI 212 Philosophy of the Arts***

**MINOR REQUIREMENTS**
The art history minor familiarizes students with the visual culture of societies from prehistory to the present day, strengthening students' understanding of art and culture through the analysis and interpretation of works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms. The minor teaches students a variety of scholarly art historical and archaeological methodologies; emphasizes the development of strong critical thinking, writing, and presentation skills; and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues. The minor also supports and adds valuable knowledge and skills to majors such as studio art, history, philosophy, critical media and cultural studies, English, modern languages, and classical studies.

Six (6) courses are required***: ARH 201, ARH 202, one (1) course in Ancient/Medieval Art, one (1) course in Renaissance/Baroque Art, one (1) course in Modern Art (1800-present),*** and ***one (1) ARH designated elective course at the 300 level or higher***.

**STUDIO ART**
The studio art major includes a core of foundation courses that introduce students to the fundamental concerns of the art making process. Advanced level courses build upon this foundation and provide each student the opportunity to create individualized programs that reflect his/her interests. Through both practice and theory, developing artists refine their skills and techniques, expand their creative and imaginative capacity, and develop critical and analytical judgment. The major culminates in a senior-year group art exhibition at the Cornell Fine Arts Museum. The rigorous process involved in preparing for a professional-level exhibition provides students with the practice necessary to be working artists while also preparing them for advanced study at the graduate school level.

Students declaring a studio major should contact their advisor or the Art and Art History Department chair (in cases where an advisor belongs to another department) to discuss course sequencing and to complete the degree-planning sheet.

**MAJOR REQUIREMENTS**
Twelve (12) courses and a Junior Year Portfolio Review with the academic advisor are required.

*CORE COURSES*

- ***ARH 201 Introduction to Art History I***
- ***ARH 202 Introduction to Art History II***
- ***ARH 424 Contemporary Art and Theory***
- ***ART 110 Two-Dimensional (2D) Foundations***
- ***ART 120 Three-Dimensional (3D) Foundations***
- ***ART 221 Drawing and Composition***
- ***ART 440 Senior Studio***
- ***ART 450 Senior Seminar***

*ELECTIVES*
Two (2) intermediate studio courses at the ***200 level*** or above, and two (2) advanced studio courses at the ***300 level*** or above. At least one elective must be an approved Digital Media Course (see below for list).

**MINOR REQUIREMENTS**
Six (6) courses are required: ***ARH 201 or ARH 202, ART 110, ART 120,*** one (1) intermediate studio elective, and two (2) advanced studio courses at the ***300 level*** or above. At least one elective must be an approved Digital Media Course (see below for list).

*DIGITAL MEDIA COURSES*

- ***ART 130 Introduction to Digital Media***
- ***ART 210 Introduction to Video Art***
- ***ART 223 Graphic Design I***
- ***ART 300 Photography II***
- ***ART 323 Graphic Design II***
- ***ART 392 Digital and Mixed Media Printmaking***

## Course of Study

ART HISTORY

***ARH 101 Introduction to Visual Culture:*** Introduces a wide variety of Western art forms in their aesthetic, cultural, and theoretical contexts. Visual material includes traditional art forms as well as popular culture.

***ARH 201/202 Introduction to Art History I and II:*** Outlines history of visual art, architecture, sculpture, and painting: Western art from ancient times through Middle Ages in fall and visual arts from Italian Renaissance to present in spring.

***ARH 203 History of Western Architecture:*** Traces the history of architecture in Western Europe and the United States from antiquity to postmodernity, emphasizing the relationship between form and function, and the impact of social, political, and religious forces on the evolution of built environments across time.

***ARH 218 Art and Archaeology of Egypt and the Near East:*** Overview of the major art historical and architectural monuments of ancient Egypt and the Near East. Themes include artistic canons, pyramids, royal art, art of daily life and death, temple and tomb architecture. Legacy to the art of classical Greece noted throughout.

***ARH 219 Art and Archaeology of Ancient Greece and Rome:*** Survey of the art-historical and architectural monuments from Bronze Age Greece to the late Roman Empire. Topics include representation of the human figure and narrative in art, development of Doric, Ionic and Corinthian architecture, urban planning, Roman portraiture, architecture, and painting, and the late antique style.

***ARH 220 Castles and Cathedrals - Medieval Art:*** Covers architecture, sculpture, painting, and minor arts, c. 300-1300, including decline of classical art, emergence of early Christian and Byzantine art, and relationship between arts of East and West. Examines development of Romanesque and Gothic styles as symbols of human life, belief, and ideas.

***ARH 230 Italian Renaissance Art:*** Focuses on art and architecture in Italy from 1400-1530, with attention to social influences on the subject and style of the artists and with emphasis on Leonardo, Raphael, and Michelangelo.

***ARH 231 Northern Renaissance Art:*** Follows evolution of painting techniques and styles during 15$^{th}$ and 16$^{th}$ centuries north of the Alps. Touches upon iconography and analogies between visual arts and contemporary humanist ideas.

***ARH 240 Baroque and Rococo Art:*** Pursues 17$^{th}$-century Baroque style in Italy, Holland, Flanders, France, England, and Spain, from Renaissance and Mannerist sources, though termination in 18$^{th}$-century Rococo style, c. 1750.

***ARH 250 Modern European Art:*** Overview of the major artistic movements and theories of 19$^{th}$-century Europe, primarily France, Great Britain, and

Germany. Movements include Neoclassicism, Romanticism, the Pre-Raphaelites, Impressionism, and Symbolism. Examines the emergence of photography. Situates the arts in their social and political contexts.

***ARH 260 Modern American Art:*** Overview of the major artistic movements and theories in art of 20th-century United States, including abstraction, cubism, abstract expressionism, and pop art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals.

***ARH 315 Special Studies - Ancient Art:*** Focused studies in specific areas of ancient art and archaeology. Topics vary, but include *Art and Archaeology of Pompeii* and *Roman Daily Life*, *Art and Archaeology of the Holy Land*, and *Power, Propaganda, and Empire: Art and Architecture of the Roman Provinces*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical and archaeological methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of ancient art and archaeology. May be repeated for credit where there is not topical overlap.

***ARH 325 Special Studies - Medieval Art:*** Focused studies in specific areas of Medieval art from the conversion of Constantine to 1453. Topics vary, but include *Gothic Architecture*, *Manuscript Illumination in the Middle Ages*, and the *Art of the Crusades*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of Medieval art history. May be repeated for credit where there is not topical overlap.

***ARH 335 Special Studies - Renaissance Art:*** Focused studies in specific areas of Renaissance art. Topics vary, but include *The Age of Michelangelo*, *Art of Renaissance Florence*, and *Medici Madness*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of Renaissance art history. May be repeated for credit where there is not topical overlap.

***ARH 355 Special Studies - Modern European Art:*** Focused studies in specific areas of European art from 1789 to World War II. Topics vary, but include Impressionism and Post-Impressionism, Art of Revolution, and Dada and Surrealism. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern art history. May be repeated for credit where there is not topical overlap.

***ARH 360 Women in Art:*** Examines the roles of women artists in Western art from the Renaissance to the present, focusing on how cultural conditions determined women's artistic production. Also addresses how women are portrayed in the arts, ranging from painting to contemporary mass media. *Prerequisite:* sophomore standing or consent.

***ARH 361 History of Photography:*** Introduces students to the major contributors, movements, and technologies of photographic history. Primary focus on cultural, social, aesthetic, and commercial implications of photography concurrent with its invention and development through the present day. The photograph, as document and as aesthetic object, is analyzed through contemporary criticism, historical writing, and illustrated lectures.

***ARH 362 History and Theory of Museums:*** Explores a wide variety of museums, the issues and problems they face, their contributions to society, and our relationship to them as visitor, staff member, or benefactor. Topics include: defining museums; what, how, and why museums collect; legal and ethical issues of collection; role of museums in society; and personal relationships to community museums.

***ARH 365 Special Studies - Modern American Art:*** Focused studies in specific areas of American art from 1900-1960. Topics vary, but include *Pop Art*, *Culture Wars*, *Abstraction from O'Keefe to Pollock*, and *Primitivism*. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern American art. May be repeated for credit where there is not topical overlap.

***ARH 424 Contemporary Art and Theory:*** An examination of postmodern art and theory (1960◆present) beginning with fine art◆s appropriation of popular culture in the 1960s and culminating with today◆s pluralistic range of traditional to virtual media. Themes include temporary art forms, constructions of national, ethnic, and gender identity in a post-colonial world, and recent arts controversies and censorship issues. *Prerequisite:* sophomore standing.

***ARH 450 Art History Capstone Seminar:*** Addresses the history and theories of art history, focusing on either ancient, early modern, modern, or non-Western art history. Required for ***ARH*** seniors; open to ***ARH*** juniors. *Prerequisites*: ***ARH 201*** and ***ARH 202***.

STUDIO ART

***ART 110 Two-Dimensional (2D) Foundations:*** Introduces students to various methods and concepts in the visual arts practice. Projects incorporate drawing, painting, printmaking, mixed media, and basic color theory. Required first course for studio art majors and minors. Appropriate for nonmajors who wish to explore various media and basic visual art concepts.

***ART 120 Three-Dimensional (3D) Foundations:*** Introduces fundamentals of three-dimensional (3D) design with an emphasis on spatial awareness, problem solving, and the development of ideas related to traditional and non-traditional approaches to making art. Readings, discussions, and group critiques complement the studio work. Suitable for majors and nonmajors.

***ART 130 Introduction to Digital Media:*** Introduces students to digital workflow as it relates to the studio art process. Students will work with Adobe◆ Photoshop◆ and various web design, video editing, and blog applications to create studio projects addressing aesthetic, formal and conceptual issues. Suitable for majors and nonmajors. Continuous access to a digital camera is required.

***ART 210 Introduction to Video Art:*** Introduces the medium of digital video with primary focus on locating video art in contemporary fine arts contexts, as opposed to and/or in contrast with broadcast media. Discusses the medium's history alongside the larger categories of other time- and lens-based media such as film and photography, and covers concepts and theories related to these media. Basic image capture and editing techniques taught using industry standard software. Suitable for majors and highly motivated nonmajors. *Prerequisite:* ***ART 130*** or ***ART 293*** or consent.

***ART 215 Artist◆s Book: Concepts and Practice:*** Examination of the book as an art object. Develops basic bookbinding, typesetting, and printing skills through individual and collaborative studio projects. Suitable for majors or nonmajors.

***ART 221 Drawing and Composition:*** Develops basic drawing skills with an emphasis on principles of composition, proportions, linear perspective, and perception of form in space. Uses a variety of drawing materials, both traditional and contemporary. Experiential studio learning experiences with formal and informal critique sessions. Required for majors, but suitable for nonmajors.

***ART 222 Introduction to Design:*** Explores visual communication through basic design elements and principles with an emphasis on the process of creative problem solving, idea generation, development, and refinement of designs that develop perceptual skills, and critical judgment. Studio work,

individual and group critiques, and individual research using traditional media with a side-project crossover to digital media. Suitable for majors and nonmajors.

***ART 223 Graphic Design I:*** Presents basic concepts and techniques associated with computer-based design. Builds upon concepts covered in *ART 222 Introduction to Design* with similar emphasis placed on the process of creative problem solving, research, and idea generation. Students will develop technical skills in this primarily computer based course using Adobe Photoshop and Adobe Illustrator commercial software applications.

***ART 230 Introduction to Digital Media.*** Introduces students to digital workflow related to the studio art process. Students will work with Photoshop, and various web design, video editing, and blog applications to create studio projects addressing aesthetic, formal, and conceptual issues. Suitable for majors and nonmajors. Continuous access to a digital camera required.

***ART 232/332 Special Studies in Painting and Drawing:*** Fosters technical improvement and critical thinking among intermediate and advanced painters and drawers. Studio work, individual and group critiques, and individual research. *Prerequisite:* ***ART 221*** or consent.

***ART 233/333 Special Studies in Sculpture:*** In-depth investigation of themes, trends, and/or processes specific and pertinent to contemporary sculpture. Topics vary. Substantial reading and discussions complement the studio work. Attention paid throughout the course to understanding and articulating form in space and to helping students develop personal ways of working alongside, and in response to, current issues in contemporary sculpture. *Prerequisite:* ***ART 120*** or consent.

***ART 234/334 Special Studies in Photography:*** Focuses on topics relevant to both the contemporary and historical discourse surrounding the medium of photography and, at times, other lens-based media. Seminar style course with heavy emphasis on relating assigned readings, lectures, and discussions to students' studio work. Suitable for majors and highly motivated nonmajors. *Prerequisite:* ***ART 293*** or consent.

***ART 241 Sculpture I:*** Explores the range of what sculpture might be and investigates creative approaches to perception, making, and critical analysis. Assignments expose students to both traditional and contemporary concepts, methods, and techniques particular to the medium of sculpture. Readings, discussions, and group critiques complement studio work. *Prerequisite:* ***ART 120*** or consent.

***ART 243/343 Human Figure Drawing:*** Challenges intermediate and advanced students to incorporate human figures into artwork. Stresses studio exercises, such as gesture drawings and in-depth anatomical studies, as well as individual and group critiques, and discussions with individual research. *Prerequisites:* ***ART 110, ART 221,*** or consent.

***ART 251 Painting I:*** Introduces the basics of oil and/or acrylic painting techniques while encouraging development of compositional and conceptual language of intermediate students. Intensive studio work, individual and group critiques, and individual research. *Prerequisite*: ***ART 110*** or ***ART 221*** or consent.

***ART 272 Relief Printing:*** Introduces intermediate level relief printing techniques such as letterpress printing, multiple color linoleum printing, and collagraph. Suitable for majors or nonmajors. *Prerequisites:* ***ART 110, ART 221,*** or ***ART 222.***

***ART 293 Photography I:*** Introduces techniques, processes, and creative possibilities of black and white photography, and traditional darkroom printing. Considers aesthetic and stylistic issues and emphasizes conceptual concerns particular to the medium◆s history. Suitable for majors and nonmajors. Continuous access to a manually adjustable 35mm camera required.

***ART 300 Photography II:*** Introduces students to the digital darkroom through work with digital cameras and/or scanned negatives, Adobe◆

Photoshop®, and Epson® inkjet printers. Conceptual concerns of contemporary photography considered through engagement with critical theory via assigned readings and class discussions. *Prerequisite*: ***ART 293.*** Continuous access to a digital or film camera required.

***ART 323 Graphic Design II:*** Intermediate graphic design course stressing creative problem solving as applied to single and multiple page layout, as well as typography and website design. Strengthens students' graphic design portfolios while introducing Adobe® InDesign® and world wide web development software. *Prerequisites:* ***ART 222*** and ***ART 223.***

***ART 342 Sculpture II:*** Provides further investigation into the history of making and thinking in sculpture and raises questions pertinent to contemporary art. Explores new techniques and materials while honing familiar skills. Designed to help students become self-directed in their work. Group discussion of student projects, readings, slides, and video addressing current art practice are core to the class. Regular individual and group critiques monitor the progress of each independent project. *Prerequisite:* ***ART 241*** or consent.

***ART 351 Painting II:*** Probes problems presented in ***Painting I.*** Features studio work, individual and group critiques, and individual research. *Prerequisite:* ***ART 251***.

***ART 366F Field Study: Making Art in Scotland:*** Two-week field study trip to Edinburgh, Scotland, led by Rollins studio art faculty during the world renowned Edinburgh Fringe Festival. Students choose and complete two art classes offered by Edinburgh College of Art.

***ART 372 Lithographic Printmaking:*** Introduces the printmaking technique of lithography through both traditional and contemporary approaches. Utilizes design and drawing skills to build a unified body of work. *Prerequisites:* ***ART 110, ART 120*** or ***ART 130*** and any ***200-*** or ***300-level*** studio art elective.

***ART 380F Art in the City with Field Study:*** A first-hand look into the masterpieces of modern and contemporary art and artists in New York City. Students visit institutions such as the Metropolitan Museum of Art and Museum of Modern Art, as well as galleries not seen anywhere else. Students produce artwork that responds to their experiences.

***ART 391 Screen Printing:*** Students create portfolio based on an over-arching concept and create multi-layered images using drawing fluid, photo emulsion, autographic positives and photography. *Prerequisites*: ***ART 110*** or ***ART 120*** or ***ART 215*** or ***ART 222*** or ***ART 230*** or ***ART 293.***

***ART 392 Digital and Mixed Media Printmaking:*** Reinforces the concept of printmaking through integration of traditional and non-traditional processes and tools. Mixed media projects develop students' visual design skills through integration of Adobe® Photoshop®, traditional intaglio techniques, and lithographic printmaking. Suggested for majors, but suitable for nonmajors. Basic knowledge of Adobe® Photoshop® is required. *Prerequisites*: ***ART 110, ART 120,*** or ***ART 130.***

***ART 440 Senior Studio:*** Concentrated, advanced study in art concepts and mediums. Students produce a unified body of work for display during the *ART 450 Senior Seminar.* Required course for studio art majors in fall of the senior year and for minors who wish to participate in the Senior Exhibition. Students must submit a portfolio for faculty review in the spring of the junior year to be admitted to this course in fall of the senior year.

***ART 450 Senior Seminar:*** Addresses career issues and helps students gain practical skills necessary for careers in the arts. Students learn discipline-specific resume writing, compose artist®s statements, create an artist's web site, and photographically document and prepare their work for exhibition. Students take part in Senior Exhibition and gain design and curatorial experience by assisting Cornell Fine Arts Museum staff in preparing and hanging of the exhibition. Required of majors in their final spring semester at Rollins and of minors who wish to participate in the Senior Exhibition. *Prerequisite:* ***ART 440.***

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Class Schedule

# ASIAN STUDIES

**Changes effective Spring Term 2011**

| | | | |
|---|---|---|---|
| *Alon* | *D'Amato* | *Fetscherin* | *Greenberg* |
| *Lairson* | *Moore, R.* | *Warnecke* | *Wei* |
| *Yao* | *Zhang* | | |

The Asian Studies major provides students the opportunity to study in depth one of the most important regions in the world. The importance of Asia derives from its large population, long history, complex and diverse societies and cultures, and rising economic significance. As the peoples and nations of the world become increasingly interconnected, successful leaders will benefit from a mastery of this key region.

The Asian Studies major combines courses in history, culture, and politics with those from modern languages and an array of electives from other disciplines. Students majoring in Asian Studies are expected to:

- develop an understanding of the historical, cultural, political and economic forces that have shaped modern Asia,
- master the rudiments of an Asian language, and
- experience cultural immersion through study abroad in at least one Asian country.

Students will complete an international experience in Asia. Currently Rollins offers such experiences in Shanghai, Hong Kong, and Osaka.

The Asian Studies major is designed to educate Rollins students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The major spans a variety of academic departments and students are required to incorporate courses from different departments.

**MAJOR REQUIREMENTS**

Requirements for the Asian Studies major are: twelve (12) courses, including five (5) from the history and culture category, five (5) from politics, economics and business, and two (2) courses in an Asian language beyond the 100 level. At least six (6) courses must be taken at the upper division (***300-400***) level and no more than three (3) courses can be in any single department. The required upper division seminar (***ASA 400***) can be taken only after both of the required lower division courses (***REL 113*** and ***HIS 263***) have been completed.

INTERNATIONAL EXPERIENCE

Students are required to participate in one (1) academically-based study trip to Asia. Experiences counting toward such a requirement include Rollins courses with a seminar followed by a minimum two (2) week study tour *or* an approved study tour to Asia of one (1) month or longer. Students are highly encouraged to meet this requirement with a semester-long stay in one of the Asian Studies approved programs or universities, from which a maximum of four (4) pre-approved courses may be counted towards the major.

*RESIDENCY AND DISTRIBUTION*

Asian Studies majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of

all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major must be at the ***300-400 level***.

*FOREIGN LANGUAGE REQUIREMENT*

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

- First, students may take and successfully complete two (2) college-level courses (eight semester hours) or the equivalent in a single Asian language at the intermediate ***200 level*** or beyond.
- Second, the two-course requirement may be waived by demonstrating 'native proficiency' in a modern Asian language, as determined by the Rollins College Department of Modern Languages and Literatures. If the language is not taught at Rollins, the two-course (***200 level***) requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

**Receiving a foreign language waiver does not reduce the total number of courses required for the Asian Studies major (12). Students receiving such a waiver are required to take two (2) additional courses in either the history and culture or the politics, economics and business categories.**

*ASIAN STUDIES COURSES*

*REQUIRED COURSES*

All Asian Studies majors must take the following course:

- ***HIS 263 East Asia in Modern Times***
- ***REL 113 Asian Religions***
- ***ASA 400 Senior Capstone Seminar***

*HISTORY AND CULTURE COURSES*

- ***ANT 252 Cultures of China***
- ***ANT 254 Cultures of Japan***
- ***ANT 305 Topic: Sufi-Buddhist Mysticism***
- ***ANT 452 Seminar: Cinema and Society in China***
- ***HIS 212/212F Journey to the Middle Kingdom (Field Study)***
- ***HIS 250 Modern Japan***
- ***HIS 261 Modern China***
- ***HIS 349 The Chinese Revolutions***
- ***HIS 350 U.S. and China Relations***
- ***HIS 361 Contemporary China***
- ***PHI 211/211F Religion and Culture in Bali (Field Study)***
- ***REL 230 Buddhism: Theory and Practice***
- ***REL 240 Buddhist Philosophy***
- ***REL 241 Buddhist Ethics***
- ***REL 270F India and the Infinite***
- ***REL 340 Zen Buddhism***

*POLITICS, ECONOMICS AND BUSINESS COURSES*

- ***POL 130 Introduction to International Politics***
- ***INB 300 Introduction to International Business***
- ***ECO 203 Principles of Micro and Macro-economics****
- ***ECO 327 Comparative Economic Systems****

- ***ECO 331 Globalization and Gender***
- ***ECO 351 Economic Development****
- ***POL 302 Politics in the Third World***
- ***POL 325 Sustainable Dev. in Southeast Asia***
- ***POL 331 International Political Economy***
- ***POL 334 Political Economy of Japan***
- ***POL 384 East Asian Politics***
- ***POL 393 Vietnam Experience Online***
- ***INB 311 Asian Business Environment***

**** Note that ECO 202 is a prerequisite for ECO 203, and both ECO 202 and 203 are prerequisites for ECO 327 and ECO 351.***

**MINOR REQUIREMENTS**
Six (6) courses are required for the Asian Studies minor, one of which must be HIS 263 *East Asia in Modern Times*. No more than three (3) courses may be taken in any one department and no more than two (2) language courses may be counted toward the minor. At least three (3) of the courses must be taken at Rollins, and of these at least two (2) must be upper division.

1. Core course: ***HIS 263 East Asia in Modern Times***

2. Two (2) courses from the following group.

   - ***ANT 252 Cultures of China***
   - ***ANT 254 Cultures of Japan***
   - ***CHN 101 Introduction to Mandarin Chinese I***
   - ***CHN 102 Introduction to Mandarin Chinese II***
   - ***CHN 201 Intermediate Chinese I***
   - ***CHN 202 Intermediate Chinese II***
   - ***HIS 212/212F A Journey to the Middle Kingdom (field study)***
   - ***HIS 250 Modern Japan***
   - ***HIS 260 History of Chinese Civilization***
   - ***HIS 261 Modern China***
   - ***PHI 211/211F Religion and Culture in Bali (field study)***
   - ***REL 113 Asian Religions***
   - ***REL 230 Buddhism: Theory and Practice***

3. Three (3) courses from the following group.

   - ***ANT 452 Seminar: Cinema and Society in China***
   - ***CHN 301 Advanced Chinese I***
   - ***CHN 302 Advanced Chinese II***
   - ***HIS 350 U.S. and China Relations***
   - ***HIS 365 Topics: Contemporary China***
   - ***INB 311 Asian Business Environment***
   - ***POL 334 Political Economy of Japan***
   - ***POL 384 East Asian Politics***
   - ***POL 385 Politics and Society in Contemporary China***

## Course of Study

***ASA 400 Senior Capstone Seminar***: Guides students in preparing, presenting and writing a research paper on a topic related to Asia. Requires bibliographies, multiple drafts, and in-class oral presentation. *Prerequisites*: Senior standing and ***HIS 263*** or instructor permission.

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# AUSTRALIAN STUDIES (MINOR ONLY)

**Changes effective Spring Term 2006**

*Edge*

The Australian studies minor, based upon the Rollins Program in Sydney, fosters an intellectual and social understanding between Australia and the United States.

Thanks to the faculty exchange program begun in January 1981, one or two visiting professors from Australia spend time at Rollins each year. Recent lecturers have included Rosemary Broomham in history and Graham Boardman in Australian literature.

**MINOR REQUIREMENTS**
Six (6) courses are required (totaling at least 24 semester hours): four (4) completed for grade-point credit in Australia during the required term in Sydney and two (2) more taken at Rollins or in Australia.

*THE ROLLINS PROGRAM IN SYDNEY*
Two (2) core courses are required during the fall term in Sydney.

- ***AUS 288 Australian History***
- ***AUS 368 The Fauna and Flora of Australia OR AUS 388 Australia's Physical Environment***

Four (4) more courses are required from among the following group.

- ***AUS 255 Australian Aboriginal Studies***
- ***AUS 262 The Australian Economic and Political Systems***
- ***AUS 300 International Business***
- ***AUS 356 Australian Literature***
- ***AUS 361 Australian Art***
- ***AUS 368 The Fauna and Flora of Australia***
- ***AUS 388 Australia's Physical Environment***
- ***Courses at Rollins with the AUS designation***

## Sydney Courses

***AUS 235 Australia in the Global Context:*** Globalization provides Australia not only with the promise of greater economic growth, but also with significant challenges to its traditional markets and alliances. This course examines the various responses to the challenges that Australia might make.

***AUS 240 Painting the American and Australian Environment: Likeness and Difference:*** A comparative study of American and Australian art, including Aboriginal art. Investigates how art has evolved, examining the reasons, similarities, and the differences between the two environments.

***AUS 255 Australian Aboriginal Studies***: Presents historical overview of relations between Aborigines and Europeans in Australia and discusses contemporary social and political dimensions of Aboriginal life. Students may explore own interests in this field.

***AUS 262 The Australian Economic and Political Systems***: Studies structure and functioning of Australian economic and political systems -- dynamics, interactions, and mechanisms for adjusting to change. Applies concepts to current events.

***AUS 288 Australian History***: Surveys Australia's history from first human

settlement to present with emphasis on European occupation of past two centuries.

***AUS 300 International Business:*** A study of the strategies that firms use to compete globally. Topics include international competition, competitive advantage, international trade theory, international political economy, foreign direct investment, international operations, and globalization. Taught using case studies from Australia.

***AUS 356 Australian Literature***: Chronicles fiction and drama from realist writing about the Bush in 1890s to work of Patrick White, Elizabeth Jolley, and other contemporary writers. Students may follow up special interests such as feminist writing, writing by Aborigines, and recent poetry.

***AUS 361 Australian Art***: Introduces Australia's main schools and movements from 18th through 20th century from international art-history perspective. Supplements lectures with excursions to public and commercial galleries in Sydney and Canberra.

***AUS 368 The Fauna and Flora of Australia***: Examines unique character of Australia's plant and animal life. Emphasizes ecological fieldwork in variety of habitats in Sydney area.

***AUS 388 Australia's Physical Environment***: Acquaints students with climate, physiography, geology, and hydrology of coastal, estuarian, rolling uplands, and interior regions through lectures and field trips.

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# BIOCHEMISTRY/MOLECULAR BIOLOGY

**Changes effective Spring Term 2010**

| | | | |
|---|---|---|---|
| *Bernal* | *Blossey* | *Eng-Wilmot* | *Gregory* |
| *Harper* | *Klemann* | *Schmalstig* | *Small* |
| *Stephenson* | *Stoub* | *Sutherland* | |

The biochemistry/molecular biology major is an interdepartmental major that provides students with a strong background in chemistry and biology with an emphasis on molecular aspects. Through selected electives, students may concentrate on specific areas of interest. Students have excellent opportunities within the departments of biology and chemistry to engage in independent research projects. Graduates are prepared to pursue employment in biochemical, pharmaceutical, and biotechnological laboratories, and further study in the health professions or graduate research institutions. **Note that biochemistry/molecular biology majors may not double major in biology or chemistry.**

**MAJOR REQUIREMENTS**
Thirteen (13) courses are required: nine (9) core courses and four (4) electives. At least seven (7) courses must be at the ***300-400 level***.

*CORE COURSES*

BIOLOGY

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 341 Molecular Biology***

CHEMISTRY

- ***CHM 120 Chemistry I***
- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***

BIOCHEMISTRY

- ***BCH 335 Biochemistry***
- ***BCH 435 Advanced Biochemistry***
- ***BCH 440 Senior Seminar in Biochemistry***

*ELECTIVES*
Choose four (4) of the following elective courses.

- ***BIO 229 Microbiology***
- ***BIO 308 Genetics***
- ***BIO 311 Plant Physiology***
- ***BIO 312 Animal Physiology***
- ***BIO 320 Medicinal Botany***
- ***BIO 329 Microbial Physiology***
- ***BIO 342 Biostatistics***
- ***BIO 360 Cellular Biology***
- ***BIO 370 Developmental Biology***
- ***BIO 429 Immunology***
- ***BCH 397/497 Biochemical Internship***
- ***BCH 498 Independent Study Library Research***
- ***BCH 499 Independent Study Laboratory Research***
- ***CHM 301 Intermediate Inorganic Chemistry***
- ***CHM 305 Physical Chemistry I***
- ***CHM 306 Physical Chemistry II***

- ***CHM 320 Analytical Chemistry***
- ***CHM 380 Instrumental Analysis***
- ***PSY 324 Neuropsychology***
- ***PSY 326 Physiological Psychology***

*RECOMMENDATIONS*
Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy, need a thorough introduction to physics and possibly calculus. Therefore, they should take ***PHY 120*** and ***PHY 121*** or ***131*** and (a) calculus course(s). Students contemplating careers and graduate study in biochemistry or pharmaceutical chemistry should include ***PHY 120*** and ***PHY 121*** or ***131***, ***MAT 111*** and ***MAT 112***, and a full year of physical chemistry -- ***CHM 305*** and ***CHM 306***.

## Course of Study

***BCH 335 Biochemistry:*** Introduces an integrated perspective of the chemical structure and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics include structural enzymology, molecular biology, and metabolism. Laboratory required. *Prerequisites:* ***BIO 121*** and ***CHM 221***.

***BCH 435 Advanced Biochemistry:*** Explores advanced experimental techniques to investigate complex biochemical problems. Topics include structural enzymology, nucleic acid biochemistry, mechanisms of transcription and translation, medicinal biochemistry, and integrated metabolism. Laboratory required. *Prerequisite:* ***BCH 335.***

***BCH 440 Senior Seminar in Biochemistry:*** Students direct analysis and discussion of integrative biochemistry and molecular biology topics. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisite:* senior standing.

***BCH 498/499 Independent Study: Research I and II:*** Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written report and seminar on work conducted. *Prerequisites:* instructor's consent for ***I*** and ***II***; senior standing and ***BCH 498*** for ***II.***

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# BIOLOGY

**Changes effective Fall Term 2011**

*Franks* *Gregory* *Harper* *Klemann*

*Schmalstig* *Small* *Stephenson* *Sutherland*

*Walsh*

The biology major exposes students to a wide variety of field, laboratory, and classroom experiences fundamental to the life sciences. Through selected electives, students may concentrate on specific areas of interest such as marine biology, ecology, microbiology, botany, zoology, or molecular biology. The major also offers the flexibility for students to minor in another area or to fulfill requirements for secondary teaching certification. Students have excellent opportunities to engage in independent research projects. Graduates are prepared to pursue employment in biological laboratories, and for further study in the health professions or graduate research institutions. **Students may not simultaneously major or minor in biology and marine biology, or biochemistry/molecular biology.**

**MAJOR REQUIREMENTS**

Eleven (11) courses and an additional 10 semester hours of elective course credit are required: seven (7) core biology courses, four (4) core physical science courses, 10 semester hours of elective courses, and satisfactory performance on a comprehensive standardized examination. At least seven (7) of the eleven (11) courses required for the biology major must be taken at Rollins College or as part of a Rollins-sanctioned program (e.g., Duke Marine Laboratory, University of London). Of these seven (7), at least five (5) must be ***BIO*** courses beyond ***BIO 120/121***.

*CORE BIOLOGY COURSES* (seven courses)

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***One course in molecular biology/genetics***
  - ***BIO 308 Genetics***
  - ***BIO 341 Molecular Biology***
- ***One course in ecosystems/field study***
  - ***BIO 210 Introduction to Marine Science and BIO 388 Marine Biology Laboratory***
  - ***BIO 316 Ecology***
  - ***BIO 330 Field Botany and Florida Ecosystems***
- ***One course in physiology***
  - ***BIO 311 Plant Physiology***
  - ***BIO 312 Animal Physiology***
  - ***BIO 360 Cellular Biology***
- ***BIO 344 Biology Journal Club***
- ***BIO 440 Senior Seminar OR BIO 499 Independent Study: Biological Research***

*CORE PHYSICAL SCIENCE COURSES* (four courses)

- ***CHM 120 General Chemistry I***

- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***
- ***PHY 120 General Physics I***

**OR**

- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***
- ***CHM 221 Organic Chemistry II***
- ***PHY 120 General Physics I***

*BIOLOGY ELECTIVES*
Ten (10) semester hours.

- Any biology course above ***BIO 210.*** Courses from the core groupings, other than those used to satisfy the core, may be used as electives. One ***Biological Internship*** (***BIO 296, 396,*** or ***496***) may be used as an elective.

- Plants play a central role in our biosphere. However, our modern society often fails to recognize the significance of plants in biological systems, the scientific contributions of plant-based research, and the importance of plants in human affairs. Therefore, the department recommends that at least one (1) of the courses taken to fulfill the requirements for a major in biology be a plant-oriented biology course.

*RECOMMENDATIONS*
Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy need a thorough introduction to chemistry, physics, and mathematics. Therefore, they are advised to take ***CHM 221*** and ***PHY 121*** or ***PHY 131***, (a) calculus course(s), and a statistics course. In addition, some professional schools now require biochemistry. Students should be aware that requirements of different programs can vary and that they should seek guidance from advisors and program directors.

*OFF-CAMPUS EXPERIENCES*
Rollins College, has an agreement with Marine Biological Laboratories at Duke University and Woods Hole enabling students to spend a semester at these sites. Courses taken at the Duke lab can be used to fulfill two courses in the biology major (any combination of core and electives). Students participating in the Semester in Environmental Science at Woods Hole will be able to use courses taken there as the core course in ecosystems/field study and up to two (2) electives. Students need to petition and receive approval from the Department of Biology for this and any other off-campus program.

**MINOR REQUIREMENTS**
Eight (8) courses and an additional 10 semester hours of elective course credit are required: four (4) core biology courses, two (2) core chemistry courses, and 10 semester hours of elective courses. At least four (4) of the courses required for the biology minor must be taken at Rollins College or as part of a Rollins sanctioned program (e.g., Woods Hole, University of London). Of these four (4), at least three (3) must be ***BIO*** courses beyond ***BIO 120/121.***

*CORE BIOLOGY COURSES* (four courses)

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***

***Two (2) courses satisfying two (2) out of the following three (3) clusters: molecular biology/genetics, ecosystems/field study, and physiology.***

- ***Molecular biology/genetics***
  - ***BIO 308 Genetics***
  - ***BIO 341 Molecular Biology***
- ***Ecosystems/Field study***
  - ***BIO 210 Introduction to Marine Science and BIO 388 Marine Biology Laboratory***
  - ***BIO 316 Ecology***
  - ***BIO 330 Field Botany and Florida Ecosystems***
- ***Physiology***
  - ***BIO 311 Plant Physiology***
  - ***BIO 312 Animal Physiology***
  - ***BIO 360 Cellular Biology***

*CORE CHEMISTRY COURSES* (two courses in Chemistry selected from the list below.)

- ***CHM 120 General Chemistry I***
- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***

*BIOLOGY ELECTIVES*
Ten (10) semester hours; at least one of the elective courses must be at the ***300-*** or ***400-level.***

Any biology course above ***BIO 210.*** After satisfying core requirements in the cellular/molecular biology and ecosystems/field study, additional courses from these clusters may be used as electives.

## Course of Study

***BIO 100 Discover Biology:*** Discussion course that introduces students to the variety of subdisciplines in the field of biology. Readings focus on historically important discoveries in biology and current issues and controversies. *Prerequisite:* entering new and new transfer students only.

***BIO 103 Biology for Everyday Life:*** Explores today's challenges from a biological perspective. Discussions focus on issues such as cancer, global warming, urban deserts, and infectious disease. Students apply their knowledge by leading elementary students in science experiments. Laboratory course for non-science majors.

***BIO 104 Animal Nutrition***. Reviews the ways animals digest and metabolize their food to fuel a variety of physiological states. Stresses the interconnections between anatomy, ecology, and physiology. Suitable for nonmajors.

***BIO 105 Ecological Basis of Environmental Issues:*** Introduces students to ecological principles that form the basis for understanding environmental issues, and to scientific concepts, laboratory, and field techniques used to study and assess natural and human-induced changes in ecosystems. Lab course designed for non-science majors.

***BIO 106 Human Impacts on Marine Ecosystems:*** Introduces students to marine ecosystems and the impacts of human activities on marine flora and fauna. Addresses contemporary issues of exploitation, pollution and conservation, and their ecological consequences. Lab course designed for non-science majors.

***BIO 107 Sustaining Biodiversity with Laboratory:*** Investigates patterns of biodiversity across biomes, human impact on wild populations and

habitats, social and political issues at the local and global level, and the search for sustainable solutions to a world of expanding human populations with finite resources. Lab course for nonmajors.

***BIO 109 Wild Florida:*** Interdisciplinary course that educates students about Florida's natural habitats, with an emphasis on botany, and provides students with an understanding of how humans historically interact with, and effect, these ecosystems. Suitable for nonmajors. Laboratory required.

***BIO 112 Biological Aspects of Nutrition***: Examines foods, nutrients, and biological processes by which humans ingest, digest, metabolize, transport, utilize, and excrete wastes. Covers current concepts in scientific nutrition and how they apply to personal health. Lab course for nonmajors.

***BIO 113 Plants and Humanity***: Explores human dependence on plants through investigations of plant structure and function, development, inheritance, diversity, and environmental interactions. Weighs value and limits of scientific approaches to improving world's food and biodiversity crises. Lab course for nonmajors.

***BIO 115 Human Reproduction and Development***: Examines human reproduction, pregnancy, parturition, and lactation. Explores development from fertilization to birth. Discusses congenital abnormalities and their basis in genetics and the environment. For nonmajors.

***BIO 117 Bacteria, Viruses and Humans***: Introduces world of microorganisms and their impact on human life. Presents basic principles of biology while probing diversity, genetics, and ecology of microorganisms; their uses in food, agriculture, and industry; and their ability to produce disease. Lab exercises involve quantitative and qualitative analysis of bacterial nutrition and procedures for identification and control of microbes. Lab course for nonmajors.

***BIO 118 Introduction to the Forensic Sciences***: Survey of the major disciplines within the forensic sciences. Focuses on the use of basic scientific principles and the scientific method in crime investigations. Designed for nonmajors.

***BIO 119 Conservation of Florida's Freshwater Ecosystems***: Introduces students to the amazing diversity of Florida's freshwater ecosystems, while familiarizing them with the basic physical, chemical, biological, and ecological characteristics of these systems. Scientific concepts and laboratory and field techniques used to study, monitor, and conserve Florida's freshwater ecosystems also included. Lab course for nonmajors.

***BIO 120/121 General Biology I and II***: Includes cell structure and function, genetics and evolution, and diversity of organisms and ecology. Lab course intended for science majors.

***BIO 122 Human Biology***. General education combined course that is fully integrated with a laboratory for students not majoring in biology. Course includes study of human body systems with emphasis on major organ systems and process, and their links to biology concepts underlying major human evolution, genetics, reproduction, development, and diseases of man. Suitable for nonmajors.

***BIO 201 Careers in Biology:*** Introduces students to the variety of career opportunities available to biology majors. Course topics include internship and research opportunities, graduate school, resumes, and career preparation. Students will investigate possible careers and meet professionals in a variety of biological fields. *Prerequisite*: ***BIO 120***.

***BIO 203 Biology for Teachers***: Prepares students to teach biology in

elementary school. Incorporates principles and concepts of chemistry to demonstrate relationship to biology. Models integration of lab exercises, elementary activities, research projects, and educational technology. Lab course for education majors.

***BIO 210 Introduction to Marine Science:*** Introduction to biological, physical, chemical, and geological processes in the oceans and coastal environments and their interaction. Introduces scientific concepts used to study marine ecosystems. For biology majors and minors. *Prerequisite:* ***BIO 121***.

***BIO 211 Marine Botany:*** Study of marine macro- and microalgae, and coastal vascular plants. Human impact and interaction with these ecosystems is also examined. Two weekend field trips are required. *Prerequisite:* ***BIO 121***.

***BIO 223 Comparative Vertebrate Anatomy***: Surveys anatomy of major groups of vertebrate organisms. Students dissect lamprey, shark, mud puppy, and cat. Lab required. *Prerequisite:* ***BIO 121.***

***BIO 229 Microbiology***: Emphasizes metabolism, genetics, reproduction, and ecology of bacteria and viruses and their relationship to infectious disease and immunology. Develops basic research and microbiological lab skills. Lab required. *Prerequisite:* ***BIO 121.***

***BIO 230 Local Flora***: Study of local flora through field trips, directed observations, and plant collections. (Students who have successfully completed ***BIO 330 Field Botany and Florida Ecosystems*** may not receive credit for this course.) *Prerequisite*: ***BIO 121*** or ***ENV 220.***

***BIO 234 Plant Kingdom***: Surveys evolution of plant and fungi kingdoms and algal protists. Covers plant anatomy, morphology, reproduction, and structure of plant communities. Fieldwork teaches use of taxonomic keys to identify plants. Lab and fieldwork required. *Prerequisite:* ***BIO 121.***

***BIO 236 Invertebrate Zoology:*** Examines animal kingdom from motile protists (protozoa) through invertebrate chordates, with emphasis on evolution and organization of animal diversity. Required lab and fieldwork use as much live material as possible, especially faunal groups from Central Florida and Florida Keys. *Prerequisite:* ***BIO 121.***

***BIO 237 Vertebrate Zoology:*** Surveys vertebrate chordates from jawless lamprey through fishes, amphibians, reptiles, birds, and mammals. Stresses structural and functional characteristics, evolutionary relationships, ecology, behavior, and distribution. Required lab and fieldwork focus on Florida fish and wildlife. *Prerequisite:* ***BIO 121.***

***BIO 240 The Biology of Fishes:*** Introduces ichthyology, the scientific study of the vertebrate organisms known as fishes. Major emphasis on fish classification, identification, anatomy, physiology, ecology, and evolution. Laboratory focuses on identification and biology of major fish groups found in Florida waters. *Prerequisite:* ***BIO 121.***

***BIO 245 Human Anatomy with Laboratory:*** Studies major human organ systems and their functional characteristics in normal and abnormal states. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other majors **not** planning to attend medical, dental, or graduate school. Laboratory includes study of human bones, microscopic slides of tissues, and dissection of cats and other mammalian organs. *Prerequisite*: ***BIO 121.***

***BIO 246 Human Physiology:*** Studies the function of human systems (cardiovascular, muscle, nervous, etc.) related to homeostasis. Designed

primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other students **not** planning to attend medical, dental, or graduate school. Laboratory involves physiological studies on humans and other mammals. *Prerequisite*: ***BIO 121.***

***BIO 270 Plant Growth and Development***: Examines structural, biochemical, and molecular aspects of growth and development of angiosperms from seed germination to flowering to seed formation. Lab required. *Prerequisite:* ***BIO 121***.

***BIO 287/387 Tropical Field Biology***: Explores ecology, diversity, biography, and behavior of terrestrial and aquatic organisms of American tropics. Compares representative ecosystems of Central America (lowland and mountain rain forests, mangroves, cloud forest, paramo) and Caribbean (coral reefs, turtle grass, intertidal). *Prerequisite:* ***BIO 121*** or ***ENV 220.***

***BIO 301 The Biology of Fungal Pathogens***: Explores diversity, ecology, physiology, and reproduction of common animal and plant pathogens. Incorporates general aspects of fungal biology and evolution. *Prerequisites:* ***BIO 121.***

***BIO 308 Genetics***: Analyzes prokaryotic and eukaryotic genetics at the level of molecule, cell, organism and population. Uses quantitative approach in presentation of concepts and in genetic analysis. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

***BIO 311 Plant Physiology***: Analyzes life processes of higher plants: water relations, mineral nutrition, cellular and long-distance transport, photosynthesis, carbon and nitrogen metabolism, and hormonal control of development. Required lab includes student-directed investigations. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

***BIO 312 Animal Physiology***: Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

***BIO 316 Ecology***: Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. *Prerequisite:* ***BIO 121*** or ***ENV 220.***

***BIO 325 Medicinal Botany:*** Explores the botany, history, and conservation of major poisonous and medicinal plants, and the chemistry and mechanism of active compounds. *Prerequisite*: ***CHM 220.***

***BIO 329 Microbial Physiology:*** Explores the structure of prokaryotic cells through investigations of the diverse chemistry, genetics, and metabolism of these microbes. Required laboratory includes student-designed research. *Prerequisite:* ***BIO 229.***

***BIO 330 Field Botany and Florida Ecosystems:*** Examines taxonomy, evolution, ecology, and environmental significance of local flora through directed observations, identification, and experimental analysis. Explores Florida natural ecosystems and native species. Lab required. *Prerequisite*: ***BIO 121*** or ***ENV 220.***

***BIO 335 Marine Biology with Laboratory:*** Examines the adaptations of marine organisms to their environment, and the ecological principles and processes that structure their associations. Laboratory required and emphasizes studies of representative field areas on the Florida coasts.

*Prerequisites*: ***BIO 210***.

***BIO 340 Topics in Biology***: Focuses on specialized topic such as epidemiology, immunology, medical microbiology, nutrition, parasitology, physiological ecology, or virology -- depending on faculty interest.

***BIO 341 Molecular Biology***: Describes structure of chromosomes and organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. *Prerequisite:* ***BIO 121*** and ***CHM 220***.

***BIO 342 Biostatistics***: Applies principles and practices of statistics to biological problems. Covers experimental design, descriptive statistics, parametric and nonparametric testing of hypotheses, regression, correlation, and interpretation of results. *Prerequisite:* ***MAT 109, MAT 110,*** or ***MAT 111.***

***BIO 344 Biology Journal Club:*** Assists students in advanced biology courses in developing the skills necessary to read, comprehend, and abstract material from primary source journals.

***BIO 360 Cellular Biology***: Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

***BIO 370 Developmental Biology***: Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

***BIO 381 Vertebrate Histology and Microtechnique***: Discusses structure and function of vertebrate cells and tissues. Involves microscopic examination of tissues and preparation of slides. Lab required. *Prerequisite:* ***BIO 121.***

***BIO 388 Marine Bio Lab*: Location TBA.** Studies marine life at off-campus marine laboratories. Comprehensive, in-field-ecological analyses of representative temperate or tropical marine ecosystems, including coral reefs, rocky/sandy intertidal, mangroves, and estuarine areas. *Prerequisite:* ***BIO 210***.

***BIO 429 Immunology:*** Investigates structure and function of immune system; concept of "self" vs. "foreign," tolerance, and immunological memory. Focuses on host defense systems of mammals with emphasis on human adaptive and nonadaptive immunity. Also examines causes and effects of immune deficiencies. *Prerequisite:* senior standing or consent.

***BIO 435 Senior Seminar in Marine Biology***: Students direct analysis and discussions of integrative topics in marine biology. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisites*: marine biology major and senior standing.

***BIO 440 Senior Seminar: Topics in Biology:*** Students direct analysis and discussion of integrative topics. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisite:* senior standing.

***BIO 462 Evolution***: Integrates previous coursework with new scientific and philosophical material on processes and mechanisms of evolution. Capstone seminar. *Prerequisite:* senior standing.

***BIO 296/396/496 Biological Internship***: Pairs students with professional

scientists.

***BIO 297/397/497 Directed Studies in Biology:*** Tutorial on subject of student interest. May include library, lab, or fieldwork.

***BIO 298/398/498 Independent Study: Library Research***: Investigates literature on specific topic determined by student in conjunction with faculty sponsor. May be taken separately or as prelude to ***BIO 399/499*** for two-term research project. Students meet as group every other week to report on activities.

***BIO 399/499 Independent Study: Biological Research***: Pursues lab, field, or theoretical work on topic of student interest. Students meet as group every other week to report on activities.

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U.S. News America's Best Colleges 2009

# CHEMISTRY

**Changes effective Spring Term 2011**

*Bernal* *Eng-Wilmot* *Goj* *Gregor*

*Martinez*

Chemistry explores matter and its properties, its physical and chemical transformations, and energy changes associated with these transformations. Bridging traditional humanities on one hand and modern physics on the other, chemistry is a central subject in a liberal arts curriculum. "Every aspect of our world today -- even politics and international relations -- is affected by chemistry," said Linus Pauling. Chemists search for new molecules in space; make new useful materials; solve problems of the environment, energy, health, and food production; and probe how organisms work.

The chemistry department offers a program of study leading to certification as a chemist by the American Chemical Society Committee on Professional Training and designed to develop critical thinking, problem solving, and communication skills. Many graduates continue their education in graduate or professional school and become chemists, teachers, doctors, lawyers, biochemists, pharmacists, veterinarians, engineers, and business people.

**MAJOR REQUIREMENTS**
The chemistry program requires a sequence of courses. The ***100-level*** courses introduce first-year students to the discipline and serve as prerequisites for foundational courses and in-depth elective courses.

**CHEMISTRY MAJOR**
Eleven (11) to fourteen (14) courses are required

*INTRODUCTORY COURSES*

- ***CHM 120 Chemistry I***
- ***CHM 121 Chemistry II***

*FOUNDATION COURSES*

- ***CHM 220 Organic Chemistry I***
- ***BCH 335 Biochemistry***
- ***CHM 320 Analytical Chemistry***
- ***CHM 301 Inorganic Chemistry***
- ***CHM 305 Physical Chemistry I***

*DEPARTMENTAL SEMINARS*

- ***CHM 350 Chemistry Seminar I***
- ***CHM 450 Chemistry Seminar II***

*IN-DEPTH ELECTIVES*

- ***CHM 221 Organic Chemistry II***
- ***CHM 306 Physical Chemistry II***
- ***CHM 380 Instrumental Analysis***
- ***BCH 435 Advanced Biochemistry***
- ***CHM 400 Advanced Analytical Chemistry***

- ***CHM 401 Advanced Inorganic Chemistry***
- ***CHM 417 Advanced Organic Chemistry***
- ***CHM 460 Advanced Topics in Chemistry***
- ***CHM 498 Chemical Research I and CHM 499 Chemical Research II***
- ***CHM 445 Advanced Integrated Laboratory in Chemistry***

*SUPPORTING ELECTIVES*

- ***MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***PHY 120 General Physics I***
- ***PHY 121 General Physics II***

***N O T E***

Students interested in earning an ACS certified degree are required to take either *Chemical Research I and II* or *Advanced Integrated Lab*, and three additional electives from the in-depth course listing. Students interested in graduate school in chemistry are strongly advised to take *Organic Chemistry II (CHM 221)*; *Physical Chemistry II (CHM 306)*; and *Instrumental Analysis (CHM 380)* as their three electives and are, in addition, encouraged to consider additional mathematics courses such as *Introduction to Discrete Mathematics (MAT 140)*; *Calculus III (MAT 211)*; *Linear Algebra (MAT 230)*; and *Ordinary Differential Equations (MAT 305)*. Students enrolled in *Chemical Research I (CHM 498)* must enroll in *Chemical Research II (CHM 499)*.

Students interested in earning a non-ACS certified degree are required to take three in-depth elective courses. Possible ways to satisfy the requirement are as follows:

- Three electives from the in-depth course listing excluding *Chemical Research* and *Advanced Integrated Lab*
- *Advanced Integrated Lab* and two additional electives from the in-depth listing
- *Chemical Research I and II* and two additional electives from the in-depth listing

Supporting electives for those not interested in certification are:

- ***MAT 110 Applied Calculus OR MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***PHY 120 General Physics I***
- ***PHY 121 General Physics II***

This curriculum allows students to concentrate in certain areas, such as biochemistry and environmental chemistry, by selecting courses dealing with the areas of interest. For example, students who wish to emphasize biochemistry in preparation for graduate study should complete:

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 341 Molecular Biology***
- ***BCH 435 Advanced Biochemistry***

Students interested in environmental chemistry may want to consider:

- ***CHM 400 Advanced Analytical Chemistry***
- ***CHM 460 Advanced Topics in Chemistry***

*RECOMMENDED SEQUENCE OF STUDY*

| FALL TERM | SPRING TERM |
|---|---|
| *Note: (A) indicates in-depth courses and (F) indicates foundational courses* | |
| ***CHM 120 Chemistry I*** | ***CHM 121 Chemistry II*** |

| | |
|---|---|
| ***CHM 220 Organic Chemistry I*** (F) | ***CHM 221 Organic Chemistry II*** (A)<br>***BCH 335 Biochemistry*** (F) |
| ***CHM 305 Physical Chemistry I*** (F)<br>***CHM 320 Analytical Chemistry*** (F)<br>***CHM 350 Chemistry Seminar I*** | ***CHM 301 Inorganic Chemistry*** (F)<br>***Advanced Elective*** (A) |
| ***CHM 450 Chemistry Seminar II***<br>***Advanced Elective*** (A)<br>and/or<br>***CHM 498 Chemical Research I*** | ***Advanced Elective*** (A)<br>and/or<br>***CHM 499 Chemical Research II*** |

***N O T E***
Students majoring in chemistry should take *CHM 120* and *MAT 111* in fall term and *CHM 121* and *MAT 112* in spring term of the first year. Students may start the physics sequence of *PHY 120/PHY 131* first or second years. First-year students who have not had high school physics, or have deficiencies in mathematics and/or science background, should take *PHY 120* and *MAT 109* in fall term and *PHY 121* and a calculus course in spring term.

**CHEMISTRY MINOR**
Six (6) courses are required.

*INTRODUCTORY COURSES*

- ***CHM 120 Chemistry I***
- ***CHM 121 Chemistry II***

*FOUNDATION COURSES*

- ***CHM 220 Organic Chemistry***

*ELECTIVES* (choose three)

- ***CHM 221 Organic Chemistry II***
- ***CHM 301 Inorganic Chemistry***
- ***CHM 305 Physical Chemistry I***
- ***CHM 306 Physical Chemistry II***
- ***BCH 335 Biochemistry***
- ***CHM 380 Instrumental Analysis***
- ***CHM 400 Advanced Analytical Chemistry***
- ***CHM 401 Advanced Inorganic Chemistry***
- ***CHM 417 Advanced Organic Chemistry***
- ***BCH 435 Advanced Biochemistry***
- ***CHM 445 Advanced Integrated Laboratory in Chemistry***
- ***CHM 460 Advanced Topics in Chemistry***

***N O T E***
Students interested in pursuing graduate studies or employment in a laboratory setting are advised to take both CHM 221 and CHM 320 as two of the three electives.

## Course of Study

***CHM 103 Crime Scene Chemistry:*** Enables students to watch or read something in the popular media and thoughtfully analyze the case based on chemical and forensic principles. Designed for non-science majors.

***CHM 105 Chemistry and Society -- Applications and Issues:*** Examines chemistry in daily life and decision making -- from nutrition, drugs, cosmetics, and household chemistry to environmental problems. Discusses data analysis and scientific methodology and its limitations. Designed for non-science majors. Lab required.

***CHM 106 Chemistry of Life:*** Introduces biochemistry and its relationship to people. Covers diets and fat metabolism, as well as action of steroids, carbohydrates, proteins, and nucleic acids. Analyzes data from lab or historical sources. Designed for non-science majors. Lab required.

***CHM 107 Chemistry of Art:*** Applies the concepts and methods of chemistry to art. Covers authentication, conservation, and artists' materials. Analyzes data from laboratory or historical sciences. Designed for non-science majors. Lab required.

***CHM 110 Chemistry and the Environment:*** Applies concepts and methods of chemistry to environmental problems. Weighs quantitative and qualitative data gathered from historical sources, demonstration, and lab experiments. Designed for non-science majors. Lab required.

***CHM 120 Chemistry I:*** Basic inorganic chemistry, including atomic structure and periodicity, stoichiometry, inorganic reactions (acid-base, precipitation, oxidation-reduction, complexation), and modern chemical bonding theories. Lab required. For science majors.

***CHM 121 Chemistry II:*** Continues introduction to chemistry by discussing bonding in solids and liquids, thermodynamics, acid-base and solubility equilibria, phase equilibria and colligative properties, electrochemistry, coordination chemistry and chemical kinetics. Lab required. For science majors. *Prerequisite:* ***CHM 120*** or consent.

***CHM 220/221 Organic Chemistry I and II:*** This sequence introduces the principles of organic chemistry through the study of structure-activity relationships, properties and reactions of carbon compounds. Instrumental methods are used in separation and identification of organic compounds such as gas chromatography, nuclear magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. Lab required. *Prerequisite:* ***CHM 121.***

***CHM 301 Inorganic Chemistry:*** Basic descriptive chemistry of representative elements, with emphasis on transition metals chemistry (structure, properties, bonding, spectra, and reaction mechanisms), and an introduction to organometallic and bioinorganic chemistry. Laboratory will involve the synthesis, and quantitative and structural analysis of a variety of representative inorganic and organometallic compounds. *Prerequisite:* ***CHM 320*** or consent.

***CHM 305 Physical Chemistry I:*** Studies chemical thermodynamics and reaction kinetics. Introduces the laws of thermodynamics and their application to chemical and phase equilibria as well as solutions. Reaction kinetics is a basic treatment of reaction rates, mechanisms, and theories of why and how chemical reactions occur. Lab required. *Prerequisite:* ***CHM 221*** or consent.

***CHM 306 Physical Chemistry II:*** Studies quantum and statistical mechanics. Introduces quantum mechanics and symmetry and their application to chemical bonding, atomic, and molecular spectroscopy. Statistical mechanics is a basic treatment of the connection between microscopic states and thermodynamic properties. Lab required. *Prerequisite:* ***CHM 305.***

***CHM 320 Analytical Chemistry:*** Inorganic quantitative analysis, emphasizing free energy-equilibrium relationships, statistical treatment of data, solution equilibria and volumetric analysis based on precipitation, acid-base, complexation, and oxidation-reduction reactions, and spectrophotometric and chromatographic methods of analysis. Lab required. *Prerequisites:* ***CHM 121*** and ***CHM 220.***

***CHM 350 Chemistry Seminar I:*** Engages students in discussions with faculty, fellow students, and visiting scholars centered on advanced topics surrounding chemical research. Provides a venue for students to develop their senior research proposals and to discuss their own research projects with other students. Required for junior majors. *Prerequisites:* ***CHM 120*** and ***CHM 220.***

***CHM 380 Instrumental Analysis:*** Applies variety of spectroscopic, electrometric, and chromatographic methods to such instruments as spectrometers (nuclear magnetic resonance, mass, and Fourier transform infrared) and gas and high-performance liquid

chromatographs. Considers chemical, biochemical, and environmental problems. Lab required. *Prerequisite:* ***CHM 320.***

***CHM 400 Advanced Analytical Chemistry:*** Deals with advanced treatments of simultaneous and complex equilibria, electrochemistry, spectrophotometric analysis, and separation methods. *Prerequisites:* ***CHM 305*** and ***CHM 380.***

***CHM 401 Advanced Inorganic Chemistry:*** Applies thermodynamics, kinetics, symmetry and group theory, and the theories of ionic, metallic and covalent bonding to the chemistry of nonmetallic, transition metal, organometallic and bioinorganic compounds. Projects based lab required. *Prerequisites:* ***CHM 301*** and ***CHM 306.***

***CHM 417 Advanced Organic Chemistry:*** Interprets molecular structure and reactivity related by means of organic reaction mechanisms. Introduces organic synthesis strategies and their applications. *Prerequisites:* ***CHM 221, CHM 301*** and ***CHM 305***.

***CHM 445 Advanced Integrated Laboratory in Chemistry:*** Provides students with experience in advanced experimental approaches to solve complex and real world chemical problems. Projects involve perspectives, skills, and instrumentation from each of the divisions of chemistry. *Prerequisites:* ***CHM 121, CHM 221,*** and one 300-level chemistry course with lab.

***CHM 450 Chemistry Seminar II:*** Engages students in discussions with faculty, fellow students, and visiting scholars centered on advanced topics surrounding chemical research. Provides a venue for students to discuss their own research projects with other students. Required for senior majors. *Prerequisite:* ***CHM 350*** or consent.

***CHM 460 Topics in Chemistry:*** Explores subject chosen by faculty and student, such as environmental chemistry, polymers, stereochemistry, nuclear and radiation chemistry, phase relationship, inorganic synthesis, advanced electrochemical techniques, organometallics, photochemistry, natural products, special problems in chemical education, and current problems from the chemical literature. May be repeated for credit. *Prerequisites:* some knowledge of four basic areas of chemistry and consent.

***CHM 498/499 Research I and II:*** Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written thesis and oral presentation on work conducted. Capstone experience. *Prerequisite:* ***CHM 350*** and consent.

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# CLASSICAL STUDIES

**Changes effective Fall Term 2009**

*Rubarth* *Vander Poppen*

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today -- not only for majors and minors, but also for students fulfilling general education requirements. In addition to language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

**MAJOR REQUIREMENTS**
Ten (10) courses are required.

*CORE COURSES*

- ***CLS 203 The Greeks and the Good Life***
- ***CLS 204 When in Rome: Identity and Empire in Ancient Rome***

*ELECTIVES*
At least three (3) of the following, two (2) of which must be at the ***300 level.***

- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome***
- ***ARH 315 Special Studies - Ancient Art***
- ***CLS 105 Ancient Rome in Contemporary Film and Media***
- ***CLS 232 Greek Mythology***
- ***CLS 305 Topics in Classical Studies***
- ***CLS 306 Topics in Classical Archaeology***
- ***CLS 321 Gender and Sexuality in Antiquity***
- ***CLS 322 Classical Religion: Paganism and the Death of the Gods***
- ***CLS 499 Independent Study***
- ***HIS 108 Ancient History***
- ***PHI 230 History of Early Western Philosophy***
- ***POL 390 Ancient Political Theory***
- ***THE 241 Classical Theater***

*ANCIENT LANGUAGE PROFICIENCY*
Students are required to demonstrate proficiency in an ancient language through the ***202 (Intermediate II) level.*** To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the major and will only be required to take a total of nine (9) courses and may not take ***LAT 101*** for credit.

- ***GRK 101/102 Introductory Greek (tutorial)***
- ***GRK 201 Intermediate Greek (tutorial)***
- ***GRK 202 Readings in Greek Prose and Poetry (tutorial)***
- ***GRK 391 Tutorial in Greek Literature (may be repeated)***
- ***LAT 101/102 Introductory Latin***
- ***LAT 201 Intermediate Latin***
- ***LAT 202 Readings In Latin Prose and Poetry***
- ***LAT 391 Tutorial In Latin Literature (may be repeated)***

*CAPSTONE EXPERIENCE*
At least one (1) of the following.

- ***CLS 450 Capstone Methods Seminar***
- ***Study Abroad***
- ***Archaeological Excavation***
- ***A Capstone Thesis (CLS 499) or Honors in the Major Field in Classical Studies***

**MINOR REQUIREMENTS**
Seven (7) courses are required.

*CORE COURSES*

- ***CLS 203 The Greeks and the Good Life***
- ***CLS 204 When in Rome: Identity and Empire in Ancient Rome***

*ELECTIVES*
At least two (2) of the following, one (1) of which must be at the ***300 level.***

- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome***
- ***ARH 315 Special Studies - Ancient Art***
- ***CLS 105 Ancient Rome in Contemporary Film and Media***
- ***CLS 232 Greek Mythology***
- ***CLS 305 Topics in Classical Studies***
- ***CLS 306 Topics in Classical Archaeology***
- ***CLS 321 Gender and Sexuality in Antiquity***
- ***CLS 322 Classical Religion: Paganism and the Death of the Gods***
- ***CLS 499 Independent Study***
- ***HIS 108 Ancient History***
- ***PHI 230 History of Early Western Philosophy***
- ***POL 390 Ancient Political Theory***
- ***THE 241 Classical Theater***

*ANCIENT LANGUAGE PROFICIENCY*
Students are required to demonstrate proficiency in an ancient language through the ***201 (Intermediate I) level***. To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of six (6) courses and may not take ***LAT 101*** for credit.

- ***GRK 101/102 Introductory Greek (tutorial)***
- ***GRK 201 Intermediate Greek (tutorial)***
- ***GRK 202 Readings in Greek Prose and Poetry (tutorial)***
- ***GRK 391 Tutorial in Greek Literature (may be repeated)***
- ***LAT 101/102 Introductory Latin***
- ***LAT 201 Intermediate Latin***
- ***LAT 202 Readings In Latin Prose and Poetry***
- ***LAT 391 Tutorial In Latin Literature (may be repeated)***

## Course of Study

***CLS 105 Ancient Rome in Contemporary Film and Media:*** Introduces Roman history, politics, and culture through film, television, and popular fiction. Examines how cinema and popular media affect our understanding of ancient Rome by contrasting primary sources and contemporary representations.

***CLS 203 The Greeks and the Good Life:*** Provides an introduction to ancient Greek history and culture by examining the central question in Greek Moral theory: "What is the Good Life?" Course provides a foundation for further studies of ancient Greek literature, history, and philosophy.

***CLS 204 When in Rome: Identity and Empire in Ancient Rome:*** An introduction to the history, literature, and culture of ancient Rome focusing on issues of changing identity from the foundation of the Roman state (8th

century BC) to the conversion of the Empire to Christianity (4th century AD).

***CLS 232 Greek Mythology***: Plumbs content, structure, and function of myths in classical literature -- from depths of chaos to divine machinations to labors of heroes -- and examines them against background of ancient religion. Draws upon primary literary sources in translation supplemented by materials drawn from ancient art and archaeology and later retellings in literature and art. Recommended for nonmajors.

***CLS 305 Topics in Classical Studies:*** Focuses on such interdisciplinary topics as roots of Western sexuality, Greek medicine, Roman law, and rise of Christianity. Suitable for upperclass nonmajors. May be repeated for credit.

***CLS 306 Topics in Classical Archaeology:*** Approaches the classical world using the disciplines of archaeology, and art history. Courses will be geared toward exploring aspects of the Classical World through a topical lens such as urbanism, colonialism, slavery, food, or citizenship.

***CLS 321 Gender and Sexuality in Antiquity:*** Studies status of women in Greek and Roman world as context for discussion of misogyny, same-sex relations, and sexuality in literature, art, and religion. Assigns English translations of original sources and modern scholarly responses. Suitable for nonmajors.

***CLS 322 Classical Religion: Paganism and the Death of the Gods***: Examines religious thought of ancient Greek and Roman philosophers, "mystery" religions, and radically new Christianity. Suitable for majors and nonmajors from history, religion, or philosophy.

***CLS 450 Capstone Methods Seminar***

***CLS 499 Independent Study***

***GRK 101/102 Introductory Greek***: Presents grammar and syntax of ancient Greek, Classical and New Testament. Aims for reading texts as soon as possible. Available as tutorial only.

***GRK 201 Intermediate Greek***: Reviews and strengthens grammar and syntax. Increases speed and facility in translating prose and poetry of Xenophon, Plato, and Euripides. *Prerequisite:* ***GRK 102*** or equivalent (see instructor). Available as tutorial only.

***GRK 202 Readings in Greek Prose and Poetry***: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* consent. Available as tutorial only.

***GRK 391 Tutorial in Greek Literature***: Discusses readings chosen by students and instructor. *Prerequisite:* consent.

***LAT 101/102 Introductory Latin***: Emphasizes grammar, syntax, and translation of simple prose through oral and written exercises. Connects Latin roots to English words and introduces historical and cultural aspects of Roman civilization.

***LAT 201 Intermediate Latin***: Reviews grammar and syntax while expanding reading comprehension and speed and facility in translation. *Prerequisite:* ***LAT 102*** or two to three years of high school Latin (see instructor).

***LAT 202 Readings in Latin Prose and Poetry***: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* ***LAT 201*** or consent.

***LAT 391 Tutorial in Latin Literature***: Discusses readings chosen by students and instructor. *Prerequisite:* consent.

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# COMMUNICATION (MINOR ONLY)

**Changes effective Spring Term 2011**

*Bommelje* *Cavenaugh* *Easton* *Gardner*
*Morrison* *Planck*

The study of human communication, one of the seven original liberal arts, has important implications for each of us in contemporary society. Everything from raising families to making friends to working efficiently in our chosen careers would be impossible without speech and language. Communication lies at the heart of human existence.

The minor in communication prepares students for their personal, social, and working lives by developing skills in critical thinking, decision making, and oral presentation.

**MINOR REQUIREMENTS**
Six (6) courses are required: four (4) core courses and two (2) electives.

*CORE COURSES*

- ***COM 110 Public Speaking***
- ***COM 220 Interpersonal Communication***
- ***COM 303 Communication Ethics***
- ***COM 425 Communication Theory and Research***

*ELECTIVES*
Two (2) of the following elective courses are required.

- ***COM 120 Small Groups and Leadership***
- ***COM 305 Listening***
- ***COM 306 Intercultural Communication***
- ***COM 312 Persuasion Theory***
- ***COM 335 Lawyers in Film***
- ***COM 340 Legal Issues in Communication***
- ***COM 421 Organizational Communication***
- ***COM 440 Topics in Communication***
- ***INT 397 Internship***

## Course of Study

***COM 110 Public Speaking***: Explains research, organization, writing, delivery, and critical analysis of oral presentations with attention to individual needs.

***COM 120 Small Groups and Leadership***: Examines communication, leadership, participation, and decision making within groups and teams.

***COM 220 Interpersonal Communication***: Explores one-on-one communication with significant others in personal and career situations.

***COM 300 Communication Theory***: Provides various explanations of the

process by which senders and receivers of messages interact in social and organizational contexts.

***COM 303 Communication Ethics***: Challenges students preparing for professional and business careers to make moral choices and develop questions when confronted by ethical dilemmas in real-life case studies.

***COM 304 Media and Cyber Ethics:*** Examines and evaluates ethical, social, legal, and political issues created by the proliferation of cyber space technologies including: privacy, intellectual property, Internet and information security. Focuses on the ethical, political, and international issues of cyber space technology as they relate to the worlds of commerce, social interaction, and communication in the 21st century.

***COM 305 Listening*** Studies the art of listening and its importance in our personal and professional lives. Students analyze, assess, and improve their own listening abilities.

***COM 306 Intercultural Communication***: Examines relationship between communication and culture as applied to community, ethnic, and foreign groups.

***COM 307 Justice***: Involves students in a searching, lyrical exploration of the meaning of justice, one that invites people of all political persuasions to consider familiar controversies in fresh and illuminating ways. Affirmative action, same-sex marriage, physician assisted suicide, abortion, national service, patriotism and dissent, and the moral limits of markets are explored. Utilizes case studies to challenge students' grasp of the essentials of ethical thinking and reasoning that can help make sense of justice.

***COM 312 Persuasion Theory***: Explores influencing human behavior in socially acceptable ways. Looks into persuasion strategies from attitude change to audience analysis.

***COM 335 Lawyers in Film:*** Through exploration of "legal" film genre, provides an illuminating examination of the interrelationship between law and film.

***COM 340 Legal Issues in Communication***: Examines role of judiciary at national, local, and emerging levels of government. Focuses on relationship between effective communication and legal problems.

***COM 380 Mass Persuasion and Propaganda:*** Examines techniques of persuasion and propaganda as instruments that manipulate the symbols by which people think, feel, and communicate. Chronicles how propaganda works to persuade, via threats and promises, and affect hopes and fears.

***COM 421 Organizational Communication***: Analyzes communication in organizations such as corporations, nonprofits, government agencies, and other workplaces.

***COM 425 Communication Theory and Research*** Explores foundational theories in the discipline of communication studies and provides students with an applied understanding of those theories through training in qualitative and quantitative research methods. Students conduct original research and demonstrate a firm grasp of the practices, ethics, and practical applications of communication theory and research. *Prerequisites:* ***COM 220*** and ***COM 303*** recommended.

***COM 440 Topics in Communication***: Targets selected areas of communication chosen by instructor. Seminar.

***COM 445 Death and Dying***: Focuses on new and emerging technology, and

its ethical implications for healthcare, terminal illness, "defective" newborns, organ transplantation, suicide, surrogacy, and in vitro fertilization. Students volunteer at health care related agencies, putting into practice classroom theory and case studies. Features guest lecturers including survivors of the Holocaust, Hiroshima, and recent terrorist activities.

***INT 397 Internship***: Provides on-the-job experience. Students may choose internships from approved list provided by career services, or they may make own arrangements within established guidelines. Interns must complete a minimum of 180 hours of fieldwork.

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# COMPUTER SCIENCE

**Changes effective Fall Term 2010**

*Anderson* *Carrington* *Holt* *James*

The Department of Mathematics and Computer Science offers a computer science major that develops students' ability to design and implement computer programs to solve many types of problems. Based on curricula developed by the Association for Computing Machinery (ACM), the major prepares students for graduate study and for many interesting computer-related endeavors. The computer science minor complements any major for which computer applications are important. The minor also gives students excellent preparation for many computer-related occupations.

**MAJOR REQUIREMENTS**

Thirteen (13) courses are required. A first-year student majoring in computer science will typically take ***CMS 167A/167B*** and ***MAT 111*** in the fall, and ***CMS 170*** and ***MAT 140*** in the spring. Students who are not prepared to start with calculus should start with ***MAT 109*** instead of ***MAT 111***.

*CORE COURSES*

- ***CMS 167A/167B Introduction to Computer Programming***
- ***CMS 170 Computer Science Principles I***
- ***CMS 230 Introduction to Computer Systems***
- ***CMS 270 Computer Science Principles II (object oriented design)***
- ***CMS 330 System Software Principles***
- ***CMS 360 Algorithm Analysis***
- ***CMS 380 Simulation Analysis and Design OR MAT 219 Probability and Statistics***
- ***CMS 484 Senior Computer Science Capstone***
- ***MAT 111 Calculus I***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 310 Applied Discrete Mathematics***

*ELECTIVES*

Two (2) of the following are required; one (1) of these must be a ***400-level*** course.

- ***CMS 375 Database Design***
- ***CMS 395 Special Topics***
- ***CMS 430 Artificial Intelligence***
- ***CMS 440 Computer Graphics***
- ***CMS 450 Networks***
- ***CMS 480 Programming Language Translation***

***In addition, MAT 112 Calculus II is strongly recommended for students considering graduate education in Computer Science.***

**MINOR REQUIREMENTS**

Eight (8) courses are required: the following four (4) courses and four (4) additional classes chosen from the requirements for the major.

*CORE COURSES*

- ***CMS 167A/167B Introduction to Computer Programming***
- ***CMS 170 Computer Science Principles I***
- ***CMS 270 Computer Science Principles II***
- ***MAT 110 Applied Calculus OR MAT 111 Calculus I OR MAT 140 Introduction to Discrete Mathematics***

## Course of Study

***CMS 151 Fundamentals of Programming:*** Introduces the central themes of computing with an emphasis on creating machines that solve problems. Focuses on problem-solving techniques coupled with programming robots. Includes use of both a graphical software development system and the writing of simple programs using the Java language. No prior programming skills required. Does not count toward requirements for major or minor.

***CMS 167A/167B Introduction to Computer Programming:*** Introduction to fundamental aspects of programming, focusing on problem solving, software design concepts, and their realization as computer programs. Topics include: variables, procedural abstraction, control structures, iteration, representation of numbers, and data types. Introduction to high-level programming language to gain mastery of these principles provided in classroom activities and closed laboratory experiences.

***CMS 170 Computer Science Principles I***: Develops discipline in program design, problem solving, debugging, and testing, with an introduction to data structures. Topics include: abstract data types, complexity analysis, and recursion. Basic data structures (queues, stacks, trees, and graphs) and transformations (sorting and searching) are introduced as representative of the fundamental tools that are used to aid in software development. A high-level programming language is used to construct programs of a moderate size. *Prerequisite:* ***CMS 167A/167B.***

***CMS 230 Introduction to Computer Systems***: Introduction to the study of how software controls the critical hardware components of a computer's architecture – the CPU and RAM. Topics include development of C language programs, comparison of high-order procedural languages to machine language programs, CPU organization and functionality at the register/bus level, instruction formats, and development of machine language and assembly level programs using multiple addressing modes, flow-of-control branching and subroutine calls. *Prerequisites:* ***CMS 170 and MAT 140.***

***CMS 270 Computer Science Principles II***: Object-oriented programming, event-driven programming, UML, unit testing, virtual machines, design patterns, exception handling, and user interfaces. Uses Java and assumes knowledge of a procedural or object-oriented language. *Prerequisite:* ***CMS 170.***

***CMS 330: System Software Principles***: Short history of programming languages and their construction. Techniques of language translation including lexical analysis, grammars, and parsers. Analysis of the structure and functionality of modern operating system software, with emphasis on concurrent processes. Topics include: process scheduling, communication, and synchronization; API services; and, design and development of concurrent program using OS features. *Prerequisite*: ***CMS 230.***

***CMS 360 Algorithm Analysis***: Detailed study of algorithm design and analysis, including greedy algorithm, divide and conquer, dynamic programming, backtracking, and branch and bound. Emphasis on verification and analysis of time space complexity. NP theory is introduced. *Prerequisites:* ***CMS 270*** and ***MAT 140.***

***CMS 375 Database Design***: Introduction to design and management of database systems. The course project involves design and implementation of a relational database. Topics include file organization, relational models and their implementations, query language theory, and data normalization. *Prerequisites:* ***CMS 330*** and ***MAT 140***.

***CMS 380 Simulation Analysis and Design***: Explores the use of probability theory and statistical methods in the development of computer simulations used to study/model real-world phenomenon. *Prerequisites:* ***MAT 111*** and ***CMS 270.***

***CMS 395 Special Topics***: An intensive introduction to a specialized area of

computer science. Example topics are: user interface design, parallel and distributed processing, multimedia development, theory of computation, network programming, modeling and simulation, and software development tools. *Prerequisites:* ***CMS 270*** and consent.

***CMS 430 Artificial Intelligence***: Selective survey of key concepts and applications of artificial intelligence and an in-depth experience with a language commonly used for building AI systems (e.g., LISP or Prolog). Subtopics include knowledge representation, state space/searching, heuristic search, expert systems, expert system shells, natural language processing, propositional logic, learning and cognitive models, and vision. *Prerequisite:* ***MAT 310.***

***CMS 440 Computer Graphics***: Survey of computer graphic hardware, primitive graphic operations and implementations, two-dimensional and three-dimensional transformations, hidden lines and surface removal, illumination and shading models, curves and surface, color modeling, and animation. *Prerequisite:* ***CMS 270*** and ***MAT 111.***

***CMS 450 Networks***: Study of the technology, architecture, and software used by systems of network-connected computers. Topics include data transmission, local area network architectures, network protocols, inter-networking, distributed systems, security, and network applications such as email, WWW, and FTP. Students will develop programs that run concurrently on multiple computers. *Prerequisite*: ***CMS 330***.

***CMS 480 Programming Language Translation***: An in-depth study of the principles and design aspects of programming language translation. The major components of a compiler are discussed: lexical analysis, syntactic analysis, type checking, code generation, and optimization. Alternate parsing strategies are presented and compared with respect to space and time tradeoffs. A course project consists of the design and construction of a small compiler. *Prerequisites:* ***CMS 270*** and ***CMS 330.***

***CMS 484 Senior Computer Science Capstone:*** The Senior Capstone course provides a culminating and integrative educational experience. While participating on a team with other students, students will design and implement a large-scale software project. Class meetings will be used for teams to demonstrate the progress of their project as well as for the teams to meet and work. Team meetings outside of class will be required. *Prerequisite*: one ***400-level CMS*** course.

***CMS 499 Independent Study***: Covers selected topics in computer science. May be repeated for credit.

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# CRITICAL MEDIA AND CULTURAL STUDIES (CMC)

**Effective Fall Term 2011**

*Cummings* *Gournelos* *Tillmann*

This major investigates: what forms of media and culture facilitate—and undermine—our participation as citizens in a free democratic society? Whose political and economic interests drive media and cultural systems? Who profits from the status quo, and at whose expense? CMC aims to cultivate a community of intellectually curious, socially aware, and politically engaged citizens who can both critically read media and cultural texts and produce oral, textual, and mediated arguments.

Qualified students may be invited to participate in the department's honors degree program and/or independent study projects. Majors will work with an approved CMC faculty advisor to create an area of concentration and work toward a senior documentary project.

**MAJOR REQUIREMENTS**
Three five-semester-hour courses; seven four-semester-hour courses; and one of the following: an academic international experience, an approved CMC internship, or service to campus media. At least eight courses (including all core courses) must be taken at Rollins.

*CORE COURSES*

Complete ALL of the following.

- ***CMC 100 Introduction to Media and Cultural Studies*** (best taken before spring of sophomore year)
- ***CMC 200 Researching Media and Culture*** (best taken before fall of junior year)
- ***CMC 400 Senior Seminar/Research Practicum*** (after completion of all other core courses)

Complete ONE of the following.

- ***CMC 300 Critical Frameworks for Contemporary Culture*** (best taken before spring of junior year)
- ***SOC 335 Sociological Theory*** (best taken before spring of junior year)

*ADDITIONAL REQUIREMENTS*

Complete BOTH of the following.

- ***An academic international experience, four semester hours of an approved CMC internship,[1] OR involvement with a campus media outlet (e.g., The Sandspur, R-TV, or WPRK).[2]***
- ***Six electives in an area of concentration, at least three of which must be 300- or 400-level courses.***

Notes:
[1]See the Career Services website for a list of pre-approved CMC internships. In general, we approve internships with public media (e.g., NPR/PBS), independent media (e.g., Democracy Now, freepress.net), and some alternative media (e.g., the Watermark) as well as social justice organizations (e.g., Amnesty International).

[2]Service to campus media might involve: a) a one year term as editor or staff writer for *The Sandspur* OR no fewer than five published pieces reflective of CMC; b) a one-year term as director, producer, or board member for R-TV OR no fewer than two original pieces reflective of CMC; c) a one-year term as staff member, DJ, etc., for WPRK OR no fewer than three original pieces reflective of CMC. A portfolio of work is due to the student's CMC advisor no later than the last day of class in the semester prior to the student's semester of graduation.

*EXAMPLE AREAS OF CONCENTRATION*

**1. International Media.** This concentration examines media in international contexts, helping students understand the history, scope, diversity, politics, and economics of global media.

Sample relevant courses:

***ANT 452 Seminar: Cinema and Society in China***
***CLS 105 Ancient Rome in Contemporary Film and Media***
***ENG 241 Film and Literature: Post Colonial Film***
***INB 215 The Global Entertainment Business***
***RSN 234 Russia in the Movies***
***SPN 341 Spanish Film/Cultural Trends***
***SPN 342 Latin American Film***

**2. Power and Persuasion.** This concentration focuses on links between political discourse, mass media, and public policy.

Sample relevant courses:

***COM 312 Persuasion Theory***
***ENG 210 Language and Power***
***PHI 218 Argumentation and Media-Manipulation***
***POL 315 Topic: Fact and Fiction in Film: War on the Silver Screen***
***POL 330 Peace and Conflict Studies***
***POL 370 Comparative Modern Ideologies***

**3. Specialized Concentration.** We highly encourage majors to work with an approved CMC faculty advisor (contact CMC department chair for a list) to design a specialized area of concentration. Elective choices must be approved by a CMC faculty advisor or the chair of CMC in order to count toward an area of concentration, *with the exception of the following CMC electives, which count toward ANY area of concentration.*

***CMC 310 Media, Peace and Justice***
***CMC 398/399/498/499 Independent Study in Media and Cultural Studies***
***CMC 397 Internship in Media and Cultural Studies***
***CMC 350 Topics in Media and Cultural Studies***
***ECO 142 Political Economy of the Media***
***INT 360 Culture Wars: Ethics, Aesthetics, and Politics***
***PHI 218 Argumentation and Media-Manipulation***

***SOC 311 Topic: American Dream in Film and Fiction***
***SOC 335 Sociological Theory*** (unless taken in lieu of CMC 300)

Other CMC electives sample courses that, with CMC advisor approval, could count toward a specialized area of concentration:

***ANT 277 Women and Gender: Middle East and North Africa***
***ARH 101 Introduction to Visual Culture***
***ARH 355 Studies: Avant Garde in Europe***
***CLS 321 Gender and Sex in Antiquity***
***COM 306 Intercultural Communication***
***ENG 211 Visual Rhetoric***
***ENG 245 Selected Studies in Popular Culture: Films of the 80's***
***FIL 150 Introduction to Film***
***HIS 235 American Graphic Media***
***HIS 370 Race and Ethnicity in the United States***
***PHI 314 Topic: Feminist Theory***
***PHI 314 Topic: Queer Theory***
***REL 251 Topic: Portraits of the Modern Jew in American Film and Fiction***
***SOC 250 Sociology of Gender***
***SOC 308 The Body in Society***
***SOC 317 Television and Society***
***SOC 326 The Sociology of Kurt Vonnegut***
***SOC 356 The State of Black America***
***SOC 360 Poverty and Social Welfare***
***WMS 205 Introduction to Women's Studies***

*ADDITIONAL RECOMMENDED COURSES*
If a student wishes to study and/or utilize a particular medium (e.g., film), her/his CMC faculty advisor may recommend one or more additional media history and/or practice courses. *These courses are encouraged, but, in general, do not count toward areas of concentration.*

**Media History**
***ARH 361 History of Photography***
***MUS 160 History of Jazz***
***MUS 165 History of Rock and Roll***
***THE 203 History of American Film***
***THE 206 History of Radio and Television***
***THE 220 History of American Musical Film***

**Practice Courses**
***ART 130 Introduction to Digital Media***
***ART 223 Graphic Design I***
***ART 293 Photography I***
***ART 300 Photography II***
***ART 323 Graphic Design II***
***COM 110 Public Speaking***
***ENG 273 Journalistic Writing I***
***ENG 276 Writing for the Future: The Rhetoric of Cyberspace***
***ENG 373 Journalistic Writing II***

## Core Course Descriptions:

***CMC 100 Introduction to Media and Cultural Studies with Lab:*** Orients

students to critical approaches to the study of media and culture, such as political economy, textual analysis, and audience reception. Lab builds competency in photo, sound, and video editing.

***CMC 200 Researching Media and Culture with Lab*:** Explores multiple methods for researching media and culture from a critical perspective. Lab builds competency in finding, evaluating, and synthesizing information from multiple sources; in distinguishing scholarly from non-scholarly evidence; and in MLA formatting. *Prerequisite*: ***CMC 100***.

***CMC 210 Animation and Society*:** Animation has resulted in some of the most culturally significant films and television shows in the history of mass media. Examines the most innovative animated films, from the first known animation to the latest examples of cutting-edge web animation.

***CMC 300 Critical Frameworks for Contemporary Culture***: Presents critical theory (informed by structuralism, post-structuralism, deconstruction, etc.) as a set of tools useful in reading and navigating contemporary culture. *Prerequisite:* ***CMC 100***.

***CMC 310 Media, Peace, and Justice*:** Develops and applies talents to realization of peace and justice through study of media and hands-on learning: Global Peace Film Festival Production, multimedia making, lab instruction in digital video. *Prerequisite*: ***CMC*** major, ***FIL*** minor, or consent..

***SOC 335 Sociological Theory***: Examines concerns of early founders in light of contemporary trends within field. Addresses values in sociological inquiry, problem of applying general scientific model to sociology, and biases of researchers. *Prerequisite:* sociology major or consent.

***CMC 400 Senior Seminar/Research Practicum with Lab***: Involves synthesizing scholarly research, conducting original research, and producing a documentary film pertaining to the student's area of concentration. Lab builds competency in documentary filmmaking. *Prerequisites*: all core courses, plus at least four courses toward area of concentration.

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# ECONOMICS

**Changes effective Fall Term 2011**

| | | | | |
|---|---|---|---|---|
| *Balak* | *Kozel* | *Kypraios* | *Peng* | *Reinauer* |
| *Rock* | *Schutz* | *Skelley* | *Taylor* | *Vidovic* |
| *Voicu* | *Warnecke* | | | |

The required core curriculum provides economics majors with a foundation to pursue either economic theory or applied economics. Students must take core courses in the Arts and Sciences Program at Rollins, although transfer students may transfer core equivalents at time of enrollment.

Potential majors and minors should take a ***100-level*** course in the first year. Some ***100-level*** courses fulfill requirements only if taken prior to ***ECO 202.***

Since most economics courses have prerequisites, students should contact a member of the Department of Economics for academic advice in the first year to plan their course of study.

**MAJOR REQUIREMENTS**
Twelve (12) courses are required: eight (8) core courses, including a capstone course to be chosen from among three (3) ***400-level*** electives, and four (4) electives.

*CORE COURSES*

- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***
- ***ECO 204 Alternative Economic Perspectives***
- ***ECO 221 Statistics for Economics***
- ***ECO 303 Intermediate Microeconomics***
- ***ECO 304 Intermediate Macroeconomics***
- ***ECO 442 History of Economic Thought OR ECO 448 Alternative Economic Theories OR ECO 404 Senior Seminar in Economics***
- ***MAT 110 Applied Calculus OR MAT 111 Calculus I***

*ELECTIVES*
Four (4) courses in economics are required, three (3) of which must be at the ***300-400 level*** and only one (1) of which may be at the ***100 level***. An economics RCC counts as a ***200-level*** elective. Overseas programs and independent study may count for elective credit with the pre-approval of the department chair. Students finished with the core may develop a one-course independent study to explore special interests or to earn honors in the major.

***N O T E***
The department recommends the following courses for students preparing for graduate programs in economics:

- ***ECO 381 Introduction to Econometrics***
- ***ECO 403 Applied Microeconomics***
- ***ECO 411 Introduction to Mathematical Economics***

- ***MAT 111 / 112 / 211 Calculus I, Calculus II, and Calculus III***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 219 Probability and Statistics***
- ***MAT 230 Linear Algebra***

**MINOR REQUIREMENTS**
Six (6) courses are required.

- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***
- ***ECO 204 Alternative Economic Perspectives***
- ***ECO 221 Statistics for Economics***
- ***Two (2) electives, which must be at the 300-400 level. A course from an overseas or special program may substitute for one elective with pre-approval of the department chair.***

## Course of Study

***ECO 121 Economics of Contemporary Issues***: Applies elementary tools of economic analysis to issues of national and social importance. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

***ECO 126 Economics and Public Policy***: Examines U.S. macroeconomic policies and effects on inflation, unemployment, rate of growth of GDP, budget deficit, and other current policy questions. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

***ECO 130 Democracy and Economics***: Assesses difficulties, successes, and potentials of economic institutions with democratic rules. Evaluates nature of democratic control both for economic efficiency and alternative criteria. Highlights traditional analysis based on property rights. Suitable for all majors.

***ECO 135 The Global Economy***: Explores multilateral and bilateral political economy relationships. Touches upon historical development of global economic integration, global economic geography, major institutional features of contemporary international economic relations, current conflicts of interest, and likely future evolution of world system. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

***ECO 140 Nonprofit Economics: Analysis of the "Third Sector:"*** Analyzes organizations neither government nor privately controlled for profit of owners, including charities, foundations, membership associations, cooperatives, mutuals, and other third-sector entities. Requires volunteer work at local third-sector organization.

***ECO 142 Political Economy of the Media***: Dissects print, film, broadcast, cable, and new electronic media in U.S. today. Questions economic structure of media institutions, differing viewpoints of media sources, and role of media in resolving current political/economic issues. Reviews journalistic and academic works, as well as video and audio recordings (including international short-wave news and program broadcasts), newspapers, magazines, and publications of citizen and government groups.

***ECO 202 Introduction to Economics in Historical Perspective:***
Introduces students to economics as a social science in which ideas and issues grow out of a historical context. Examines the evolution of the relationships among societies and institutions in different economic systems. Principles and tools will be developed and applied for understanding historical

and contemporary economic and social issues. Suitable for nonmajors. *Prerequisite:* second semester first-year student standing.

***ECO 203 Principles of Micro- and Macroeconomics:*** Introduces mainstream theories of consumer and firm behavior. Covers utility, cost and production, market structure, and the allocation of resources. Also examines aggregate economic behavior, including determination of national income, sources of inflation and unemployment, the banking system and money supply process, fiscal and monetary policy, economic growth, and international economic issues. Suitable for nonmajors. *Prerequisite:* ***ECO 202.***

***ECO 204 Alternative Economic Perspectives:*** Considers and applies alternative economic approaches to economic policy issues and problems. Compares the values, theories, methods, analysis, and policies of these different economic approaches. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 221 Statistics for Economics***: Presents descriptive statistics and probability, emphasizing inferential statistics. Also looks into measures of central tendency, dispersion, skewness, probability distributions, interval estimation, hypothesis tests, correlation, and regression. Computer projects required. *Prerequisites:* ***ECO 202*** and sophomore standing.

***ECO 239 Women and Work***: Deals with effects of increasing numbers of working women on households and employment policies, earnings differentials, company and government policies, comparison of women's work issues with those of minorities, and valuation of household work. Suitable for nonmajors. *Prerequisite:* sophomore standing or consent.

***ECO 242 Economics, Media, and Propoganda***: Examines how rhetoric in the media is shaping popular understanding of political-economic issues and public policy. Consider the following quote: "The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists." (Joan Robinson, 1955).

***ECO 254 The Latin American Economies***: Stresses post-WWII economic issues of growth, inflation, unemployment, income and wealth distribution, and economic development, as well as connection between economic events and politics. Suitable for nonmajors.

***ECO 303 Intermediate Microeconomics***: Continues with mainstream theories of consumer and firm behavior, using mathematical as well as graphical techniques. *Prerequisites:* ***ECO 202, ECO 203, ECO 204,*** and ***MAT 110.*** *(****ECO 204*** *may be taken concurrently with* ***ECO 303.****)*

***ECO 304 Intermediate Macroeconomics***: Uses mathematical and graphical techniques to analyze behavior and relationships among broad aggregates of economic activity. Topics include discussion of economic policy, policy alternatives, and alternative economic models of macroeconomy. *Prerequisites:* ***ECO 202, ECO 203,*** and ***ECO 204.*** *(****ECO 204*** *may be taken concurrently with* ***ECO 304.****)*

***ECO 306 Monetary Economics***: Examines financial markets and institutions, monetary theory, and macroeconomic implications. Charts relationship between Federal Reserve and depository institutions, as well as effects of monetary and fiscal policies on economic performance. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 307 International Economics***: Focuses on theory and practice of international trade: comparative advantage, economies of scale, trade policy, international labor and capital movements, and economic integration.

*Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 308 European Emerging Markets***: Analyzes economic developments within Central East Europe (CEE) from a historical perspective. Covers the communist period (1950-1989) and post-communist years (1990-present). Analyzes the CEEs transition and answers what best explains economic status today. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 310 International Finance***: Considers balance-of-payments adjustment mechanisms and impacts on domestic economies. Examines exchange rate regimes, international capital flows, and the objectives and effects of international monetary standards. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 311 Economic Journalism:*** Examines current economic writing for general and specialized audiences. Applies economic knowledge to descriptive writing about contemporary issues and problems. Explores ideologies and their influence on economic topics selected by media and other writers. Required experiential component. *Prerequisites*: ***ECO 202, ECO 203***, and completion of "Q" requirement.

***ECO 313 Economic and Political Development in Eastern Europe***. Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements ***POL 358*** and ***ECO 305D***. *Prerequisites:* ***ECO 202, ECO 203,*** and ***POL 130 or POL 100***.

***ECO 315 Radical Political Economics***: Outlines economic analysis of capitalism given by Karl Marx and other modern socialist theorists. Covers evolutionary rise of capitalism, alienation and other behavioral traits of people living in capitalist system, labor theory of value, concentration of capital, causes of capitalist economic crises, capitalist imperialism, and socialism as alternative economic system. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 321 Labor Economics***: Highlights trends in employment, problems of unemployment, relevance of markets for labor services, and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and theory and practice of collective bargaining. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 325 Distribution of Income and Wealth***: Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in U.S. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 327 Comparative Economic Systems***: Examines similarities and differences among ideal types of economic systems: capitalist, centrally planned socialist, decentralized market socialist, and communist. Undertakes case studies of individual countries (Japan, Sweden, Russia, China, and Yugoslavia) to compare and contrast real vs. ideal. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 330 Rationality and Economic Behavior:*** Explores various conceptions of rationality as related to economic behavior and the efficacy of market allocation. Engages student in class experiments analogous to formal economic experiments to deepen understanding of rationality concepts and resulting economic behaviors, both expected and anomalous. *Prerequisites*: junior/senior standing and ***ECO 202, ECO 203***, and ***ECO 221***.

***ECO 331 Globalization and Gender***: Investigates how globalization interrelates with gender norms and socioeconomic outcomes. Considers

economic, political, and cultural processes of globalization while exploring topics such as the effects of globalization on labor markets, migration, inequality, and international finance from a gender-based perspective. Examines the social and economic impact of increasingly-mobile capital and culture on different groups of men, women, and households. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 332 Industrial Organization***: Probes problems in control of industry performance in mixed economy. Surveys microeconomic theory and economic research on industry structure, conduct and performance; and antitrust litigation. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 340 Classic Works in Economics***: Focuses on works that helped shape modern economics. Draws upon such primary sources as Adam Smith's *The Wealth of Nations;* David Ricardo's *Principles of Political Economy and Taxation;* John Stuart Mill's *Principles of Political Economy;* Karl Marx's *Das Kapital;* Alfred Marshall's *Principles of Economics;* and J. M. Keynes's *The General Theory of Employment, Interest and Money. Prerequisites:* ***ECO 202*** and ***ECO 203*** or consent.

***ECO 347 International Trade and Finance:*** Surveys theory and practice of international trade and finance. Topics include: comparative advantage, economies of scale and other explanations for trade, international factor movements, trade policy, exchange rate determination, international macroeconomic adjustment, and economic integration. Student essays and oral presentations based on current international events. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

***ECO 351 Economic Development***: Traces evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. Assesses current economic conditions and future prospects in less-developed countries through theoretical models and actual data. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 355 Environmental Economics***: Approaches resource use and particularly pollution from economic standpoint. Examines economic impact of pollution and alternative proposals to deal with problems. Presents externalities, public goods, private and public property rights, and cost-benefit analysis. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 361 Urban Economics***: Stresses location theory and application of microeconomic theory to analysis of urban policy issues. May cover land-use controls, housing, urban poverty, transportation, and urban public finances. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 365 Economic Democracy and Economic Theory***: Contrasts alternatively structured organizations -- especially those based on one person/one vote -- with traditional capitalistic firm of West, which bases control on property ownership with primary goal of profit maximization. Examines democratic worker-managed firms, nonprofit and volunteer organizations, consumer or producer-controlled cooperatives, and publicly controlled enterprises or financial institutions. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 370 The Economics of Piracy***: From the high seas to digital video discs (DVDs), piracy surrounds us. Piracy evolves with changing technology and legal innovations. Explores economic implications of, and rationale for, piracy in detail. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

***ECO 371 International Economic History:*** Traces the evolution of economic institutions from antiquity to the present. Applies diverse approaches to understand historical processes and structures, concentrating

on those relevant to current debates. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

***ECO 377 Economics and Cinema***. Focuses on how movies employ cinematographic artistry to address economic issues. Students create and present movie proposals including a narrative synopsis, economic context, and an analysis of social-economic issues. Production of short pilot movies highly encouraged. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

***ECO 381 Introduction to Econometrics***: Presents regression theory, multiple regression, simultaneous equations, identification problems, time-series problems, selected estimating techniques, and basic econometric models. *Prerequisites:* economics major, ***ECO 202, ECO 203,*** and ***ECO 221***.

***ECO 403 Applied Microeconomics***: Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. *Prerequisites:* ***ECO 202, ECO 203,*** and ***ECO 303***.

***ECO 404 Senior Seminar in Economics***: Probes theoretical, applied, or policy economics, as well as issues in historical, institutional, or critical economics studies. May be repeated for credit with consent of department chair. *Prerequisites:* ***ECO 221, ECO 303,*** and ***ECO 304,*** or consent.

***ECO 407 International Finance***: Considers balance-of-payments adjustment mechanisms and impact on national economies. Looks at alternative exchange-rate regimes, international movements of capital, foreign-exchange intervention, impact of exchange-rate variations, and objectives and effects of international monetary standards and financial institutions. *Prerequisite:* ***ECO 304*** or ***ECO 306***.

***ECO 411 Introduction to Mathematical Economics***: Uses mathematical tools from linear algebra, calculus, and difference equations to analyze economic theories and problems. Looks into consumer choice, production, partial and general equilibrium, economic growth, and macroeconomic models. *Prerequisites:* ***ECO 303*** and ***ECO 304***.

***ECO 435 Public Economics***: Applies microeconomic theory to analysis of government spending in market economy. Touches upon theory of welfare economics and market failure, principles of expenditure analysis, benefit-cost analysis, government and distribution of income, and public-choice theory. *Prerequisites:* ***ECO 202, ECO 203, ECO 303,*** and working knowledge of indifference curve analysis.

***ECO 438 The Economics of Taxation***: Examines principles of tax analysis and U.S. tax system, especially effects of taxes on economic efficiency and distribution of income. Ranges from Federal individual and corporate income taxes to local property and sales taxes. *Prerequisite:* ***ECO 303***.

***ECO 442 History of Economic Thought***: Chronicles economic theories from ancient to modern times -- particularly from the mercantilist period (circa A.D. 1650) -- and links them to contemporary social and political systems. *Prerequisites:* ***ECO 221, ECO 303***, and ***ECO 304***.

***ECO 448 Alternative Economic Theories***: Surveys Marxism, Austrianism, Post-Keynesianism, institutionalism, feminism, bioeconomism. Contrasts methodology, analysis, and policy prescriptions with those of classical and Keynesian theories that guide economic orthodoxy. *Prerequisites:* ***ECO 221, ECO 303,*** and ***ECO 304***.

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# EDUCATION

**Changes effective Spring Term 2011**

*Brandon* *Fadool* *Hater* *Hewit*

*Valiante* *Wellman*

The Department of Education offers state-approved academic and field experiences that prepare students to enter the teaching profession. Graduates are eligible for teacher certification in the state of Florida.

Students can major in elementary education (grades K-6) or obtain certification to teach in secondary schools (grades 6-12) by completing selected majors in the intended teaching area and the education certification course sequence.

**ADMISSION TO AND COMPLETION OF THE TEACHER EDUCATION PROGRAM**

**Students must apply for admission to the Teacher Education Program as soon as they declare an elementary major or decide to seek certification in a secondary area.** Students can find and file applications in the Department of Education. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Florida requires that students have a passing score on the General Knowledge Test (GK) of the Florida Teacher Certification Exam (FTCE) to be admitted to any state-approved program.

All students completing a Florida State-approved Teacher Education Program must pass all portions of the Florida Teacher Certification Exam (FTCE), including the General Knowledge, Professional Education and Subject Area Exams, and have an overall GPA of 2.5.

**Students must be admitted to the Teacher Education Program before enrolling in courses limited to majors and certification students.**

**MAJOR REQUIREMENTS**
Eighteen (18) courses are required. **Beginning Fall 2001, all students completing a Rollins Teacher Education Program must take the first-year/second-year core curriculum requirements mandated by the State of Florida** (available in the Department of Education office). Elementary and certification students must complete **all** of the following:

- **foundation courses in professional education,**
- **elementary or secondary course sequence, and a**
- **clinical experience, including student teaching.**

*FOUNDATION COURSES*

Sociological Foundations

- ***EDU 271 School and Society***
- ***EDU 280 Diversity in American Education***

Psychological Foundations

- ***EDU 272 Educational Psychology***

Curriculum or General Methods

- ***EDU 324 Curriculum Development for Diverse Learners***

*ELEMENTARY EDUCATION SEQUENCE*

- ***EDU 309 Fundamentals of Reading***
- ***EDU 371 Diagnosis of Reading Difficulties***
- ***EDU 406 Teaching and Learning in Diverse Elementary Schools****
- ***EDU 409 Literacy and Content Area Instruction****
- ***EDU 409L Reading Field Experience***
- ***EED 317 Music for Elementary Schools***
- ***EED 318 Art for Elementary Schools***
- ***EED 363 Social Studies for Elementary Schools***
- ***EED 364 Science for Elementary Schools***
- ***EED 367 Health and Physical Education for Elementary Schools***
- ***EED 368 Mathematics for Elementary Teachers, Content and Methods***
- ***EED 369 Children's Literature***

***The following courses require concurrent registration: EDU 406 and EDU 409.***

*SECONDARY EDUCATION SEQUENCE*
Students who intend to teach in secondary or middle schools must complete a major in the intended teaching area. Only the following majors are appropriate for secondary certification.

| | | |
|---|---|---|
| *Biology* | *French* | *Physics* |
| *Chemistry* | *Mathematics* | *Spanish* |
| *English* | *Music* | *Theatre Arts* |

With proper course selection, students majoring in any social or behavioral science may qualify for certification in social science. Since certification in music and foreign languages covers grades K-12, all music majors must enroll in ***EED 317 Music for Elementary Schools,*** and all modern languages and literatures majors must enroll in ***EED 355 Teaching (Foreign Language) in the Elementary Schools.***

In addition, students must complete the following, required, three-course (12-semester-hour sequence):

- ***EDU 335 Content Area Reading in Secondary Schools***
- ***EDU 407 Teaching and Learning in Diverse Secondary Schools, and***
- ***EDU 417 Teaching (Particular Subject) in Secondary Schools***
- ***EDU 417L Teaching (Particular Subject) in Secondary Schools: Lab***

*STUDENT TEACHING*
All students seeking elementary or secondary school certification must complete a teaching internship in the area of certification. Graded on a credit/no-credit basis, student teaching involves working full time for fifteen (15) weeks in an approved area school.

Juniors may apply for student teaching only after meeting the following requirements:

- passing score on the General Knowledge (GK) and Professional Education (PED) sections of the Florida Teacher Certification Exam (FTCE)
- completion of prerequisites for ***EDU 490*** or ***491*** and ***EDU 470,*** and
- overall GPA of 2.5.

Undergraduates must submit applications for student teaching to the Director of Student Teaching by
***February 20 for fall placement*** or ***September 20 for spring placement***

After approval for student teaching, seniors enroll in the following courses during fall or spring.

- ***EDU 490 Student Teaching: Elementary*** OR ***EDU 491 Student Teaching: Secondary***
- ***EDU 470 Competencies for the Beginning Teacher***

Anyone not approved for student teaching has the right to appeal to the Education Review Committee.

All elementary education majors and English teacher certification minors must successfully complete the coursework required for the Florida English for Speakers of Other Languages (ESOL) endorsement. Coursework for elementary education majors includes ***EDU 271***, ***EDU 280***, ***EDU 324***, ***EDU 406***, ***EDU 409***, and ***EDU 409L***. Coursework for English teacher certification minors includes ***EDU 271***, ***EDU 280***, ***EDU 324***, ***EDU 335***, and ***EDU 407***. These courses are part of the already existing state approved teacher certification programs in elementary education and English with teacher certification.

## Course of Study

***EDU 100 Contemporary Issues in Education***: Introduces school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and policy controversies. Suitable for nonmajors. Open to first-year students only.

***EDU 210 Sport Psychology***: Examines the primary psychological constructs related to performance in sport and athletic settings including motivation, performance anxiety, confidence, and achievement goals. Focuses on both theoretical and practical understanding of sport psychology, as well as the ability to apply these ideas across athletic situations.

***EDU 264 Introduction to Educational Technology***: Introduces students to basic technology currently used in elementary classrooms and provides instruction in the use of Windows, E-mail, Excel, PowerPoint, Netscape Composer, electronic portfolios, and the Internet as a research tool. The role of these tools in enhancing student learning and teacher productivity is addressed.

***EDU 271 School and Society***: Chronicles social, political, economic, and historical background of contemporary American school system. Demonstrates how social forces have shaped curriculum, organization, and purposes of formal education. ESOL infused course.

***EDU 272 Educational Psychology***: Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on

motivation, perception, personality, intelligence, and learning. *Prerequisite:* education major or certification track.

***EDU 280 Diversity in American Education***: Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. ESOL specific course.

***EDU 285 High School Sports: Contemporary Issues***: Examines current issues in American sports emphasizing issues affecting public and private secondary schools. Topics include: gender equity, substance abuse (drugs, alcohol, and tobacco), faculty and academic concerns, the media, risk management, ethnicity, and other relevant issues and problems affecting school sports programs.

***EDU 287 The Developing Child in the Elementary School***: Studies physical, social, cognitive, emotional, and creative development of young child. Stresses practical applications of theory and research about language, personality, motivation, and learning styles.

***EDU 309 Fundamentals of Reading***: Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores basic phonics instruction, reading programs in use, nature of reading and writing processes, and balanced approach to reading instruction.

***EDU 311 Teaching Writing in Elementary Schools***: Students will learn about the nature of the writing process and how to develop learning activities, where the development of good writing will be facilitated among elementary students. *Prerequisite:* junior or senior standing.

***EDU 324 Curriculum Development for Diverse Learners***: Study of the relationship of curriculum approaches to contemporary issues in school program design and instruction. Encourages cross-cultural awareness, language development, and academic progress of all students. ESOL specific course.

***EDU 330 Counseling in Schools***: Familiarizes students with values, myths, and realities of school counseling programs in U.S. elementary and secondary schools. Explores personal decision making, career and academic concerns, and social responsibilities.

***EDU 335 Content Area Reading in Secondary Schools***: Prepares teachers in content areas with tools required to assist students with reading skills. Pre-service teachers will learn strategies to improve vocabulary, reading comprehension, and writing skills, enabling students to better learn content materials. *Prerequisites:* certification track only; ***EDU 271*** and ***EDU 272***. ESOL infused course.

***EDU 358 Strategies for Classroom Management***: Teaches prevention or solution of problems through management of classroom, children, and curriculum. Reviews techniques to move children from external to internal control.

***EDU 371 Diagnosis of Reading Difficulties***: Covers administration and interpretation of reading tests and acquisition of the knowledge to plan appropriate strategies to provide optimum growth in students' reading abilities. Includes 25 hours of field experience. *Prerequisite:* elementary education major.

***EDU 385 Teaching Children with Special Needs***: Emphasizes useful strategies for teaching special populations, including students with learning disabilities, mental disabilities, emotional disabilities, physical disabilities,

sensory disabilities, communication disabilities, and giftedness. Includes field component.

***EDU 390 Topics: International Education***: In-depth studies of educational institutions and curricula of various Caribbean countries. Includes an analysis of educational differences and cultural and historical influences. Students will participate in cultural awareness activities. (Credit/no-credit course.)

***EDU 406 Teaching and Learning in Diverse Elementary Schools***: Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. *Prerequisites:* admission to elementary education major; ***EDU 271*** and ***EDU 272.*** *Corequisite:* ***EDU 409.*** ESOL infused course.

***EDU 407 Teaching and Learning in Diverse Secondary Schools***: Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. *Prerequisites:* admission to certification track; ***EDU 271*** and ***EDU 272***. ESOL infused course.

***EDU 409 Literacy and Content Area Instruction***: Presents methods for teaching reading, writing, and language in a constructivist, balanced, reading classroom. *Prerequisites*: elementary education major, junior standing, ***EDU 309***, and ***EDU 371***. *Corequisite:* ***EDU 406***. ESOL infused course.

***EDU 409L Reading Field Experience***: Both ***EDU 406 Teaching and Learning in Diverse Elementary Schools*** and ***EDU 409 Literacy and Content Area Instruction*** require an extensive field component. Students will spend 75+ hours teaching reading and content area reading in an assigned elementary school. *Corequisites:* ***EDU 406*** and ***409***. ESOL infused course.

***EDU 417 Teaching (Particular Subject) in Secondary Schools***: Explores selection, evaluation, and use of instructional materials to adapt college major to secondary school. Seminar. *Prerequisites:* certification track and junior standing. ESOL infused course.

***EDU 444 Educational Statistics, Tests, and Measurements***: Focuses on the basic concepts of educational statistics with applications to the theories of tests and measurements. Topics include descriptive statistics, inferential statistics, correlation and prediction, and test theory.

***EDU 470 Classroom Management***. Survey course taken during the student teaching semester. Prepares future teachers in the planning of instruction, organization of classrooms, and the management of student learning and conduct. Examines topics pertaining to teaching such as child abuse, assessments, and job-hunting skills. The ETEP portfolio based on the Florida Educator Accomplished Practices must be completed at the performance level. Taken concurrently with ***EDU 490***. *Prerequisites: All education courses except* ***EDU 490***.

***EDU 490 Student Teaching -- Elementary***: Provides full-time experience integrating and applying skills in approved local school under direction of master teacher. *Prerequisites:* all education major requirements. *Corequisite:* ***EDU 470***.

***EDU 491 Student Teaching -- Secondary***: Similar to ***EDU 490,*** with substitutions for teaching level. *Prerequisites:* all certification track requirements. *Corequisite:* ***EDU 470***.

***EDU 496B Leadership Skills***: Evaluates effects of leadership styles on

organizational climate and productivity.

*ELEMENTARY EDUCATION*

***EED 317 Music for Elementary Schools***: Presents basic concepts, literature, and methods for teaching vocal and instrumental music. Workshop. Required for certification in music. *Prerequisite:* elementary education or music major.

***EED 318 Art for Elementary Schools***: Examines use of art to foster child development and supplement learning in curricular areas. Explores sensory experiences, aesthetics and aesthetic education, management of classroom art center, and adult's role in child art. Participants experience an array of media and conduct art activities with children. *Prerequisite:* elementary education or art major.

***EED 355 Teaching (Foreign Languages) in the Elementary School***: Required for all students seeking foreign language certification.

***EED 363 Social Studies for Elementary Schools***: Delves into foundations for social studies, exploring human experience, environmental studies (including conservation), teaching strategies for inquiry learning, problem solving, and concept development. *Prerequisite:* elementary education major.

***EED 364 Science for Elementary Schools***: Stresses major concepts and processes of science: process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in today's society. *Prerequisite:* elementary education major. *Recommendation:* Take concurrently with ***BIO 203***.

***EED 367 Health and Physical Education for Elementary Schools***: Discusses methods for physical activities for children, concepts and materials of health education, and values underlying programs of personal fitness for children. *Prerequisite:* elementary education major.

***EED 368 Mathematics for Elementary Teachers, Content, and Methods***: Combines mathematical content and teaching methods based on NCTM Standards. Emphasizes problem solving while covering numeration, measurement, geometry, statistics and probability, and number operations. *Prerequisites:* elementary education major and one methods course.

***EED 369 Children's Literature***: Survey of the genres of literature for elementary school-aged children. Emphasis on techniques used to implement literature across the elementary school curriculum. Reviews recent research, major authors and illustrators, and literature circles as means of instruction. *Prerequisite:* elementary education major or consent.

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

U.S. News Best Colleges 2009

# ENGLISH

**Changes effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Aggarwal* | *Boles* | *Cheng* | *Coffae* |
| *Cohen* | *Collins* | *Deaver* | *Forsythe* |
| *Frost* | *Jones* | *Laws* | *Littler* |
| *Mathews* | *Nordstrom* | *O'Sullivan* | *Reich* |
| *Russell* | *Selgin* | *Zimmerman* | |

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature and writing. The goal of the curriculum is to provide a solid core of literature courses for all majors, while at the same time, providing each student the opportunity to create an individualized program that reflects his/her interests and passions. In addition to offering students a variety of choices in English, American and World Literature, the major provides a broad selection of writing courses.

**MAJOR REQUIREMENTS**
Students majoring in English are required to complete the following program of courses. A minimum of twelve (12) courses is required and must include six (6) core courses and six (6) electives. Majors must also submit a representative senior portfolio on or before April 23 for May graduation, October 31 for December graduation (the Friday before if the date falls on a weekend) and participate in a graduation conversation with faculty. Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor.

*CORE COURSES*

- ***ENG 201 Major English Writings I***
- ***ENG 202 Major English Writings II***
- ***ENG 221 Topics in World Literature***
- ***ENG 303 Historical Approaches to American Literature***
- ***ENG 304 Genre Study in American Literature***
- ***ENG 374 Editing Essentials OR ENG 380 Language Studies: Readers and Writers***

*ELECTIVES*

- ***Six (6) elective courses in English are required.***
- ***At least three (3) must be at the 300 level or higher.***
- ***At least one (1) must be at the 400 level or higher.***

Note: ***ENG 140 Composition: Writing about Selected Topics*** may not be used as an elective in the English major.

*POLICIES FOR THE MAJOR*
Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after

matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.)

Students in both the English major and the writing minor may count only one (1) course toward both programs.

Arts and Sciences English majors must take their ***400-level*** required English elective course at Rollins.

**MINOR REQUIREMENTS**

**ENGLISH**
Students seeking a minor in English take two (2) core courses and four (4) electives.

*CORE COURSES*
Any two (2) of the following courses:

- ***ENG 201 Major English Writings I***
- ***ENG 202 Major English Writings II***
- ***ENG 221/321 Topics in World Literature***
- ***ENG 303 Historical Approaches to American Literature***
- ***ENG 304 Genre Study in American Literature***

*ELECTIVES*

- ***Four (4) elective courses in English are required***
- ***Two (2) courses must be taken at the 300 or 400 level***

*POLICIES FOR THE MINOR*
***ENG 140 Composition: Writing about Selected Topics*** may not be used an an elective in the English minor. Students wishing to take ***ENG 303 Historical Approaches to American Literature*** or ***ENG 304 Genre Study in American Literature*** without first taking the ***ENG 201*** and ***ENG 202*** prerequisites for those courses must obtain the consent of the instructor.

**WRITING**
Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: creative writing or professional writing.

I. CREATIVE WRITING CONCENTRATION
The concentration in creative writing complements Rollins' mission of liberal education by providing a sequence of courses emphasizing the writing of fiction, poetry, and creative nonfiction. For English majors and other appreciators of literature, the concentration provides a bridge between students' study of the literary canon and their understanding of the creative process that produced it. For students in any major, the literary genre-based courses of this curriculum examine the art and craft of producing good writing and, in addition, provide close study of the work of successful contemporary authors. The creative writing concentration makes use of the workshop method, giving students extensive practice in producing and critiquing texts. Among the practicing writers teaching the courses of this minor are two writers-in-residence whose published works are nationally acclaimed.

Students seeking a minor in writing with a concentration in creative writing

take three (3) core courses and three (3) electives:

*CORE COURSES*

- ***ENG 167 Introduction to Creative Writing***
- ***ENG 367 Creative Writing Workshop OR ENG 360 Creative Nonfiction Workshop***
- ***ENG 475 Creative Writing Colloquy (must be taken in the senior year)***

*ELECTIVES*

- ***ENG 260 Writer's Studio***
- ***ENG 267 Topics/Techniques in Writing***
- ***ENG 271 Personal Writing***
- ***ENG 295/395 Studies in Nonfiction***
- ***ENG 360 Creative Nonfiction Workshop***
- ***ENG 367 Creative Writing Workshop***
- ***ENG 374 Editing Essentials***
- ***ENG 467 Advanced Creative Writing Workshop***
- ***ENG 482 Writing for Publication***
- ***ENG 397/497 Internship in Writing***
- ***ENG 498/499 Independent Study: Writing Projects***

II. PROFESSIONAL WRITING CONCENTRATION
The concentration in professional writing offers courses for students interested in writing in the public arenas of civic life, the academy, and the professional world. Grounded in rhetorical theory, the courses provide humanistic, critical, and practical study of writing in specific genres, disciplines, and media. Over the last half-century technological developments have provided radical new means of communication and led to significant cultural shifts. More than ever, writers need a critical understanding of the rhetorical processes underlying communication in various media and the problem-solving skills to face continual technological and cultural change. In addition to obtaining a rhetorical understanding of communication, students will gain basic practical knowledge of how new communication technologies work and hone their writing skills through practice in specific genres and disciplines. Successful students will emerge as reflective and articulate writers able to contribute effectively to civic, academic, and professional endeavors in the twenty-first century.

Students seeking a minor in writing with a professional writing concentration take three (3) courses and three (3) electives.

*CORE COURSES*

- ***ENG 210 Language and Power***
- ***ENG 211 Visual Rhetoric for Writers***
- ***ENG 276 Writing for the Future OR ENG 277 Writing in the Community***

*ELECTIVES*

- ***ENG 273 Journalistic Writing I***
- ***ENG 267 Topics/Techniques in Writing***
- ***ENG 277 Writing in the Community***
- ***ENG 295/395 Studies in Nonfiction***
- ***ENG 361 Writing for the Professions***
- ***ENG 373 Journalistic Writing II***
- ***ENG 374 Editing Essentials***
- ***ENG 375 The Critic's Role -- Review Writing***
- ***ENG 397/497 Internship in Writing***

- ***ENG 459 The Writer's Portfolio***

## Course of Study

***ENG 140 Composition: Writing about Selected Topics:*** Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to satisfy the College's general education requirement for 'W'riting, students must receive a grade of *'C'* or better in the course. Students may take ***ENG 140*** a second time for credit, so long as a different topic is selected. Section topics are designated by individual instructors.

***ENG 167 Introduction to Creative Writing:*** Writing in a variety of genres including fiction, creative nonfiction, and poetry. Focus on peer evaluation (oral and written) as well as that of the professor. Models of these genres are studied not as literature, but as writing samples.

***ENG 190 Literature and Experience:*** Aids students in developing the means to discover and write about the ways in which literature imaginatively reflects the human condition. Each section offers a distinct focus and content. Appropriate for nonmajors and also for potential English majors.

***ENG 201 Major English Writings I:*** Critical and historical approaches to writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton.

***ENG 202 Major English Writings II:*** Critical and historical approaches to writers of the long Eighteenth Century, the Romantic period, and the Victorian Age, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, and Hopkins.

***ENG 204 African Literature:*** Introduces major writers and literary movements of Africa.

***ENG 210 Language and Power:*** Surveys rhetorical tools leaders have used throughout history to change their societies. Students will analyze how these tools function within speeches, letters, essays, and other literary texts that have persuaded audiences to think, feel, and act in new -- sometimes positive, sometimes destructive -- ways. By modeling such writing in their own essays, students will practice using these tools to address contemporary social issues while discussing the ethical concerns that responsible citizens must consider whenever they use rhetoric. *Prerequisite*: ***ENG 140.***

***ENG 211 Visual Rhetoric for Writers:*** Investigates how visuals (pictures, graphics, color, and layout) interact with words to add or disrupt meaning in texts. Studies cutting-edge research on visual perception. Practices document design using *InDesign* software. *Prerequisite*: ***ENG 140.***

***ENG 216 Sandspur Production:*** Writing- and design-intensive course that supports production of The Sandspur. Covers various kinds of journalistic writing and news reporting: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce and edit well-written, accurate, insightful stories, and to do journalistic investigation and research. Classroom workshops are conducted before weekly newspaper staff meetings. Familiarizes students with contemporary journalistic practices and issues involving ethics and standards in the media.

***ENG 221/321 Topics in World Literature:*** Introduces major writers and theoretical approaches in one or more more literary traditions other than - or

in combination with - British and/or American. Specific topics vary. *Prerequisite:* ***ENG 140.***

***ENG 230 Literary Nonfiction:*** Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. *Prerequisite*: ***ENG 140.***

***ENG 231 The Bible as Literature:*** A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays, and novels influenced by the Bible. Works range from black spirituals to *Jesus Christ Superstar*.

***ENG 232 Literature and Experience:*** Focus may include drama, poetry, and prose. Designed for upperclass nonmajors.

***ENG 233 Women Writers:*** Traces the literature written by women during the past several hundred years with particular interest in the 19th and 20th centuries. Examines, through various genres, the cultural climate and the authors' central thematic interests.

***ENG 234 Selected Studies in Literary Themes:*** Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors.

***ENG 235 Selected Studies in Environmental Literature:*** A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

***ENG 241 Film and Literature:*** Studies the history and aesthetics of film and the relationship of film to literature. Material and focus will vary from year to year. Suitable for nonmajors.

***ENG 242 Contemporary American Short Fiction:*** Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

***ENG 245 Selected Studies in Popular Culture:*** Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Suitable for nonmajors.

***ENG 249 Darkness Visible -- Radio Drama:*** Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollins' WPRK (Tuesdays, 9:00 p.m.).

***ENG 260 Writer's Studio:*** Students will learn about creative potential and how to nurture it. They will take up a writing "practice" that includes regular writing and attention to the conditions under which they are most creative and productive. Responding effectively to the writing of others and basic techniques of craft that good writers use to achieve effect and meaning will be explored. *Prerequisite:* ***ENG 140.***

***ENG 267 Topics/Techniques in Writing:*** "Topics" version of this course offers an introduction to a very specific genre of writing (fiction, autobiography, humor writing, etc.), giving close attention to the defining characteristics of the genre and offering a sequence of short reading and writing assignments designed to develop facility in producing the genre. "Techniques" version of this course offers a close study of a specific literary technique (point of view, character/dialogue, narrative design, voice), and

requires practicing the technique in short, focused writing assignments with emphasis on both literary and technical excellence. *Prerequisite:* ***ENG 140.***

***ENG 268 Writing Intensives:*** Seven (7) intensive experiences in specific genres: memoir, short-short story, profile, sonnet, and writing about art. Each session introduces students to a particular type of writing and leads them in a series of exercises to practice writing the genre. Sessions are designed to be fun, informative, and inspirational. Instructors provide specific strategies for tackling a type of writing and for deepening and extending daily writing practice.

***ENG 271 Personal Writing:*** Writing by self-discovery and self-expression. Explores writing as a means to discover thoughts, feelings, and intuitions, which would otherwise remain inchoate. *Prerequisite*: ***ENG 140***.

***ENG 273 Journalistic Writing I:*** Writing-intensive course that introduces students to the various kinds of journalistic writing: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce well written, accurate, insightful stories, and develops the skills necessary to do journalistic investigation and research. Through classroom workshops, also provides basics of story editing, and the way in which generalized themes can be turned into specific, clearly defined journalistic pieces. Students become familiar with contemporary journalistic practices and issues involving ethics and standards in the media. Students will be encouraged to submit stories to *Sandspur* and join *Sandspur* staff. *Prerequisite*: ***ENG 140***.

***ENG 275 Selected Studies in Minority Literature:*** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

***ENG 276 Writing for the Future:*** How do we depict ourselves when we're communicating on the internet? How does our understanding of audience shift? This course in the genre of cyberspace writing explores how our own personal reading and writing are being changed by advances in technology, as well as how online forms and practices are reshaping corporate and academic writing. Focusing on new skills we'd like to master, we'll consider whether our ability to learn is affected by our uses of technology. Previous experience is NOT a prerequisite.

***ENG 277 Writing in the Community:*** Explores the issues shaping communities and writing forms intended to gain voice (political, environmental, social, etc.). Through compelling service learning projects, students write responses, letters, field studies, documentaries, or other persuasive pieces to gather public support. *Prerequisite:* ***ENG 140.***

***ENG 291 Magical Realism:*** When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland -- what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 295/395 Studies in Nonfiction:*** Focus on forms, themes, and techniques of specific nonfiction prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. *Prerequisite*: ***ENG 140.***

***ENG 300 Expository Writing:*** Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal studies curriculum. Develops writing strategies and

forms that give meaningful shape to attitudes and experiences within the context of previously published ideas. Analysis of professional and anonymous student essays, as well as students' own writings. *Prerequisite*: ***ENG 140.***

***ENG 303 Historical Approaches to American Literature:*** Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. *Prerequisites*: ***ENG 201, ENG 202*** or consent.

***ENG 304A Genre Study in American Literature: Drama:*** Examines drama in American literature, emphasizing the changing forms and conventions of the genre. Playwrights discussed include Treadwell, Miller, Williams, Hansberry, Shepard, Mamet, and Finley. *Prerequisite:* ***ENG 140.***

***ENG 304B Genre Study in American Literature: Fiction:*** Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). *Prerequisites:* ***ENG 201, ENG 202*** or consent.

***ENG 304C Genre Study in American Literature: Poetry:*** Examines poetry in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Romanticism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation). *Prerequisites:* ***ENG 201, ENG 202*** or consent.

***ENG 305 American Literature I: Beginnings through 1865:*** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites:* ***ENG 201, ENG 202*** or consent.

***ENG 306 American Literature II: 1865 to Present:*** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites:* ***ENG 201, ENG 202*** or consent.

***ENG 307 American Literature IV: African American Literature:*** Explores African American literary forms from the seventeenth to the twentieth centuries, in the context of the social, historical, economic, and cultural politics of literary production in this specific racial community. *Prerequisite*: junior standing.

***ENG 310/410 Studies in Anglo Saxon and Medieval Literature:*** Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus: *Beowulf, Sir Gawain and the Green Knight*, and Chaucer's *Canterbury Tales*.

***ENG 311/411 Studies in Renaissance Literature:*** Examines English literature of the $16^{th}$ and $17^{th}$ centuries, excepting Shakespeare, in the context of the times. Focus varies from term to term, sometimes by genre (prose, lyric, epic, dramatic), sometimes by theme.

***ENG 312/412 Studies in Shakespeare:*** Studies selected poems and plays by Shakespeare, viewed in the context of Elizabethan conventions and ideas. Focus varies from term to term, sometime by genre (comedy, tragedy, history, or romance), sometimes by theme, sometimes by emphasis on lyric

and narrative verse.

***ENG 314/414 Topics in Restoration and 18th-Century Literature:*** Examines major writers and writings of the Restoration and neoclassical periods. Focus on novel as a literary genre, comic potential of the war between the sexes, and poets' efforts to offer the emerging middle class a sense of both the past and the world of ideas.

***ENG 315/415 Studies in 19th-Century British Literature:*** Examines major writers and writings of the romantic and Victorian periods. Emphases may include works of either period, the forms of lyric poetry, the rise of the novel, or literary movements in their cultural contexts.

***ENG 319/419 Studies in 20th-Century British Literature:*** Examines major writers and writings of the modern and contemporary periods. Emphases may include movements in poetry, fiction, or drama -- especially those that represent experiments in new modes of expression at the beginning and end of the century.

***ENG 324 Selected Studies in Minority Literature:*** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

***ENG 325 Modern Drama:*** Focuses on American, British, and Continental plays written/produced from 1890 to 1945. Representative playwrights include Ibsen, Chekhov, Strindberg, Shaw, Synge, O'Neill, Treadwell, Pirandello, and Eliot. Emphasizes critical analysis, historical significance, and issues of performance.

***ENG 326/426 Southern Writers:*** Studies selected Southern writers, including novelists, dramatists, and poets. *Prerequisite*: junior/senior standing.

***ENG 328/428 Contemporary American Literature:*** Studies American literature in the last half of the 20th century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and on into the fin de siècle.

***ENG 329/429 Selected Studies in American Literature:*** Studies forms, traditions, themes, and genres, varying from year to year. *Prerequisite*: junior/senior standing.

***ENG 335 Critical Approaches to Literature:*** Focuses on major works of critical theory as well as applications of critical theory to literary texts. Includes emphasis on literary terminology. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 336/436 Twentieth-Century English and American Poetry:*** Seminar on British and American poets of the 20th century, with emphasis upon the major poets.

***ENG 341 Film and Literature:*** Focuses on the history and aesthetics of film and its relationship to literature. Specific topics vary. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 342 Speculative Fiction:*** Specific topics vary. May focus on science fiction; fantasy; utopias/dystopias; horror and the occult; magical realism; other; a combination thereof. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 344 Literature and Cultural Studies:*** Specific topics vary. Possibilities include The Postmodern; Visual Culture; Media Mixtures; Interactive Literary Venues; or some combination thereof. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 345 Studies in Classical Rhetoric: The Art and Science of Persuasion:*** A close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of rhetoric, how those theories differ and overlap, and how they have influenced modern notions of persuasiveness. Fulfills elective requirements in classical studies and communication.

***ENG 360 Creative Nonfiction Workshops:*** Courses focus on the broad range of intellectual, rhetorical, and composition skills necessary to compose creative nonfiction prose characteristic of a single discourse form. Extensive use of a workshop approach to drafting, revising, and critiquing writing.

***ENG 360A Creative Nonfiction Workshop -- Autobiography:*** Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students' single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing.

***ENG 360B Creative Nonfiction Workshop -- Travel Writing:*** Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel ***not*** expected.

***ENG 360C Creative Nonfiction Workshop -- Literary Journalism:*** This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles.

***ENG 361 Writing for the Professions:*** Enables students to make the transition from student to professional. Gives students experience in developing the writing and presentation skills expected of them in their careers. Students will learn and apply specific communication principles typical of the forms and practices of professionals. Coursework is done both independently and in groups. Appropriate for all majors. *Prerequisite*: ***ENG 140***.

***ENG 367 Creative Writing Workshops:*** Emphasis on various writing genres (fiction, creative nonfiction, etc.). Requires strong, established creative writing skills and experience in writing workshops. *Prerequisite*: ***ENG 167.***

***ENG 367A Creative Writing Workshop -- Poetry:*** Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets. *Prerequisite*: ***ENG 167.***

***ENG 367B Creative Writing Workshop -- Children's Writing:*** Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of their original work. *Prerequisite*: ***ENG 167.***

***ENG 367C Creative Writing Workshop -- Fiction:*** Focuses on the writing

of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers. *Prerequisite*: ***ENG 167.***

***ENG 367D Creative Writing Workshop -- Screenwriting:*** Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay. *Prerequisite*: ***ENG 167.***

***ENG 370 Spiritual Autobiography:*** Examines the life and work of autobiographers who have fostered social activism and profound spirituality in others. In addition to oral and written projects, students explore a variety of reflective practices. *Prerequisite*: ***ENG 140.***

***ENG 372 Winter with the Writers:*** Conducted in conjunction with the visiting authors series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of writers' visits. Provides opportunity to meet these writers and discuss their work in master classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. *Prerequisite:* ***ENG 140.***

***ENG 373 Journalistic Writing II:*** Students act as functioning journalists, researching and writing stories, dealing with sources, meeting deadlines, and working with fellow students in an editorial context. *Prerequisite:* ***ENG 273*** or consent.

***ENG 374 Editing Essentials:*** Focuses on editing writing at three levels: for correctness (grammar and punctuation); for precision (unity, order, coherence, emphasis, language); and for style (syntax, levels of detail, tone, diction, voice). Students will perform close analysis of surface features of their own and professional writing, and they will complete exercises designed to strengthen their ability to edit writing at the three levels mentioned above. This course is especially appropriate for students preparing to be teachers or engage in any profession that requires writing. *Prerequisite*: ***ENG 140.***

***ENG 375 The Critic's Role -- Review Writing:*** Considers the role that "professional" critics play in our world -- as "reviewers" and as shapers of our culture. Students practice writing techniques that critics use when discussing art forms such as cinema, music, and literature, or such issues as economic and social policies. Strongly recommended for students considering a minor in writing or a career in writing or publishing. *Prerequisite*: ***ENG 140.***

***ENG 380 Language Studies: Readers and Writers:*** Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. *Prerequisite:* ***ENG 140.***

***ENG 385 Prose Style:*** Writing exercises designed to increase understanding and control of fine elements of style: word choice, sentence variety, point of view, tone, rhythm, etc.

***ENG 390 Major Author(s):*** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 392 Environmental Writing:*** Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. *Prerequisite:* ***ENG 140*** or consent.

***ENG 395 Studies in Nonfiction:*** Challenges writers to experiment with

various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 396 Journal Production: SPECS.*** Produces *SPECS*, a national journal of literature and culture. Includes reading, discussion, selection, and editing of material for the journal. Students review online submissions, readings on the journal theme, and participate in class discussion. Examines past issues of the journal and other national journals, discussing principles of design, content, and aesthetics. Requires final project based on the call for papers for the current issue.

***ENG 397/497 Internship in Writing***

***ENG 412 Studies in Shakespeare:*** Topical course on Shakespeare's works, for advanced students. Topic to be advertised in advance of registration. *Prerequisite:* English major or consent.

***ENG 440 Topic in World Literature:*** Specific topics vary. Possibilities include a theme; a period; a selection of authors. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 459 The Writer's Portfolio:*** Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing.

***ENG 467 Advanced Creative Writing Workshop:*** Focuses on readings and writing in a chosen genre. Frequent deadlines and critiques in a workshop atmosphere emphasizing individual instruction. Revision and submission of works encouraged. May be taken three (3) times for credit. *Prerequisite*: ***ENG 367.***

***ENG 475 Creative Writing Colloquy***: Capstone course that engages writing minors in a culminating workshop, facilitates an edited compilation of best work from the minor, and prepares them to continue writing and market their work. *Prerequisite*: must have completed the twenty (20) semester hours required for the creative writing minor except for this final course. *By permission, a student may take this course concurrent with one other course to fulfill the minor.*

***ENG 482 Writing for Publication:*** Identifies the demands/restrictions of various publications (newspapers, magazines, literary journals, literary contests, etc.). Students conduct research on the genre, style, and audience of specific publications, write queries and proposals, and submit to at least two publications.

***ENG 490 Advanced Major Author(s) Study:*** Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts include secondary sources as well as primary works. *Prerequisite:* ***ENG 140*** or equivalent.

***ENG 498/499 Independent Study/Research***

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U.S. News & World Report Best Colleges 2009

# ENVIRONMENTAL STUDIES

**Changes effective Fall Term 2009**

*Allen* *Klepek* *Lines* *Siry*

*Stephenson*

The interdisciplinary environmental studies major examines natural and cultural systems from many perspectives -- ecological, economic, ethical, historical, geographical, and political. Students study the conservation and utilization of natural resources essential for economic development and public well being.

The curriculum analyzes the problems, processes, and possibilities of creating a more sustainable society. It also offers preparation for an environmental career, broad background in several related areas of study, or concentration in a particular thematic issue as a basis for graduate study.

Florida offers an ideal laboratory for environmental studies. Nationally recognized projects such as the Everglades restoration, Wekiva Geopark, and models in the New Urbanism place Florida in the forefront of environmental protection and sustainable design.

**MAJOR REQUIREMENTS**

Ten (10) courses required: six (6) core courses, one (1) required course in the origins of environmental thought, and three (3) environmental studies electives.

*CORE COURSES; complete six (6):*

- ***ENV 130 The Geosphere with Lab***
- ***ENV 189 The Environmental Crisis in its Cultural Context***
- ***ENV 225 The Biosphere with Lab***
- ***ENV 323 Conservation of Biodiversity OR BIO 316 Ecology***
- ***ENV 389 Environmental Planning***
- ***ENV 413 Senior Seminar in Environmental Issues***

*ORIGINS OF ENVIRONMENTAL THOUGHT REQUIREMENT; complete one (1):*

- ***ENV 270 Environmental Literature***
- ***ENV 353 National Parks and Protected Areas***
- ***ENV 380 American Environmental History***

*ELECTIVES; complete three (3):*

- ***At least two (2) of these courses must be at the 300 level or above.***

*FIELD STUDY/COMMUNITY ENGAGEMENT REQUIREMENT:*

- *One of the ten (10) courses taken to complete the major must have a significant field study or community engagement component. Such courses are designated each semester by the Chair of the Environmental Studies department.*

**MINOR REQUIREMENTS**
Seven (7) courses are required: the five (5) core courses shown below and two (2) electives in environmental studies, one (1) of which must be at the ***300 level*** or above.

- ***ENV 130 The Geosphere with Lab***
- ***ENV 189 The Environmental Crisis in its Cultural Context***
- ***ENV 225 The Biosphere with Lab***
- ***ENV 323 Conservation of Biodiversity OR BIO 316 Ecology***
- ***ENV 389 Environmental Planning***

## Course of Study

***ENV 105/205/305 Topics: Environmental Studies:*** Examines contemporary environmental issues. Topics vary from year to year.

***ENV 130 The Geosphere with Lab:*** Introductory earth science course exploring the dynamic interactions between the earth's climate, landforms, water, ecosystems, and soils. Emphasizes key environmental topics such as global warming, tropical deforestation, and natural hazards.

***ENV 189 The Environmental Crisis in its Cultural Context:*** Weighs humanity's responsibility to nature, technocratic drift of society, and conflicts between material and environmental values. Traces development of mechanistic worldview and re-emergence of organic or holistic perspective.

***ENV 204 Landscapes of Promise: The Ecological Transformation of the West:*** Historical study of regional ecology with a critical analysis of economic change. Optional field study component focuses on regional landscapes that reflect the competing attempts to transform and preserve the natural world.

***ENV 206 Caribbean Environmental History:*** Explores the tension among American, European, and African cultures in the Caribbean. Topics include the Spanish conquest, the slave economy, and the exchange of organisms between Old and New World environments.

***ENV 225 The Biosphere with Lab:*** Introduces ecological principles forming the basis for understanding environmental issues and policy. Explores scientific concepts and laboratory field techniques used to study and assess ecosystems.

***ENV 240 Ecosystems of North America:*** Examines the geographic distribution, characteristics, and present status of terrestrial biomes in North America. Emphasizes case studies of critical environmental regions including the Everglades, the Colorado Plateau, and the Pacific Northwest.

***ENV 260 History of Technology: Tools of Toil:*** Chronicles history of mechanization and cultural change from ancient world to this century. Considers tool evaluation and design, as well as social and psychological influences of mechanical advances. Ties everyday use of tools to modern industrialism's roots and global influences on labor.

***ENV 270 Environmental Literature:*** Features poets, novelists, and essayists who have spoken out strongly for preservation of the environment. May include Emerson, Thoreau, Whitman, Muir, Leopold, and Abbey.

***ENV 289 Nature in the City:*** Examines the origins of suburban sprawl, its problems and ongoing solutions. Traces efforts of design professionals from Frederick Law Olmstead to the present and examines their efforts to harmonize urban and natural worlds.

***ENV 292 Political Economy of Environmental Issues:*** Traces transformation of organic society into market society and resulting commodification of nature.

***ENV 302 Traditional Town Planning:*** Explores movement to return to pedestrian-friendly communities built along natural lines. Examines problems of suburbanization: traffic congestion, pollution, visual blight, strip malls, and housing designed for autos at the expense of pedestrians and children.

***ENV 308 Science and Policy:*** Critically questions the role of science in contemporary society and international relations.

***ENV 323 Conservation of Biodiversity:*** Examines our present biodiversity crisis through the lens of biogeography, an integrative field of study focused on large-scale human interactions with the earth's ecosystems. Case studies presented throughout the semester sharpen our focus on specific regions. *Prerequisite:* ***ENV 225*** or consent.

***ENV 325 Natural Habitats of Florida:*** In-depth look at Florida's natural habitats. Examines how human activity is changing the face of Florida's physical landscape and natural communities. *Prerequisite*: ***ENV 130*** or ***ENV 225.***

***ENV 343 History of Science:*** Chronicles the major scientific discoveries that changed worldviews and the personalities that shaped them. Examines the social context in which these discoveries arose.

***ENV 347 Islands in the Stream:*** Describes the literature, natural history, and settlement of our nation's subtropical region. Examines the protection of coral reefs, mangrove forests, and fisheries.

***ENV 348 Sustainable Development:*** Explores both theoretical and actual development strategies that are ecologically and socially acceptable.

***ENV 353 National Parks and Protected Areas:*** Discusses value of national parks as pleasuring grounds, genetic banks, working ecosystems, and symbols of national heritage.

***ENV 365 Environment and Development in Central America:*** Studies the need for broad-based sustainable development using Central America as a case study. Explores appropriate models of development.

***ENV 372 Images of the Environment as Seen Through Film:*** Reveals attitudes toward nature and wilderness, attitudes toward technology, exploitation of nature, and visions of the future.

***ENV 375 Island Economies and Sustainable Development in the Caribbean:*** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Explores the prospects for sustainable economic development in the region.

***ENV 377 Wilderness and the American Mind:*** Examines arguments for and against the preservation of wilderness and the role of these arguments in shaping environmental policy.

***ENV 380 American Environmental History:*** Follows the changing patterns of land and resource use. Examines the displacement of Native Americans, expansion of the frontier, the progressive conservation movement, and development of contemporary environmentalism. *Prerequisite*: ***ENV 189***.

***ENV 385 Sustainable Development in the Amazon Basin:*** Explores the largest remaining tropical ecosystem on earth and considers the crucial

ecological services it provides as well as its exceptional biological and cultural diversity. Examines new approaches to development that generate income while protecting vital ecological systems supporting economic development.

***ENV 386 Environmental Law:*** Focuses on the interpretation and application of federal, state, and local environmental regulations.

***ENV 389 Environmental Planning:*** Examines competing demands for urban growth and development and the need to conserve and protect limited natural resources. *Prerequisite*: ***ENV 189***. *Recommended*: ***ENV 225.***

***ENV 390 Culture and Landscape:*** Analyzes American landscapes and human cultures that created them, particularly intensive development that has radically altered natural systems.

***ENV 399/499 Independent Study Environmental Research:*** Designated for field-based or problem-centered topics. *Prerequisite*: sophomore or junior standing for ***ENV 399***; senior standing and consent of advisor for ***ENV 499***.

***ENV 413 Senior Seminar in Environmental Issues:*** Senior capstone seminar. Concentrates on major themes in the discipline and their relationship to current environmental issues. *Prerequisites:* senior standing and environmental studies major.

***BIO 316 Ecology***: Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. *Prerequisite:* ***BIO 121*** or ***ENV 225.***

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# FILM STUDIES (MINOR ONLY)

**Changes effective Fall Term 2010**

*Faculty teaching Film Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

More than a century old, film is an integral, omnipresent art form and a component of our day-to-day lives. The film studies minor examines how film reflects and affects the social, intellectual, cultural, ethical, economic, aesthetic, and political aspects of our world; encourages students to move toward critical thinking about how film influences values and ideologies as well as our views on gender, race, class, sexuality, religion, and nationality; and demonstrates that film is a medium which both reflects and produces social conflicts, desires, and power relations.

**MINOR REQUIREMENTS**
Six (6) courses are required: two (2) core courses and four (4) electives. Students are advised to complete ***FIL 150*** as one of the first three courses counted toward the film studies minor.

*CORE COURSES*

- ***FIL 150 Introduction to Film***
- ***FIL 450 Film Seminar***

*ELECTIVES*
Choose four (4) courses from the schedule of courses that are noted as fulfilling the "**FIL** minor," which meet the following criteria.

- ***At least two at the 300 level or above***
- ***At least one must focus on foreign film***
- ***One may be an internship***

  Film courses taken in the Hamilton Holt School or at other institutions may count toward the minor at the discretion of the Film Studies Program Director.

## Course of Study

***FIL 150 Introduction to Film:*** Focuses on film literacy and the culture of film, using films from the history of film.

***FIL 350 Special Topics in Film Studies:*** Experiential and/or traditional "classroom" courses that allow immersion in a specific area of film—director, genre, national cinema(s), film making, film festivals—and/or examination —race, class, gender, sexuality, multiculturalism, globalization.

***FIL 450 Film Seminar:*** Capstone course for the minor emphasizing film theory, history, and culture. Features an in-depth examination of a specific construct of film. *Prerequisite*: ***FIL 150.***

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# HEALTH PROFESSIONS ADVISING PROGRAM

**Changes effective Fall Term 2010**

*Small* *Stoub*

Medical, dental, veterinary, optometry, podiatry, and other professional schools seek students with a broad education who can handle the rigors of basic science courses. The Health Professions Advising Program uses an interdisciplinary approach to prepare students for graduate study. While the program highlights the necessary preprofessional courses (science, math, and English), it also encourages students to major in liberal arts disciplines consistent with their interests and talents. Students should consider nontraditional health-related majors (such as history or philosophy), as well as fields like biology and chemistry.

Faculty from the natural sciences, humanities, and social sciences serve on the Health Professions Advisory Committee (HPAC), which coordinates the program. HPAC sponsors the following activities:

- generating and disseminating data about health careers;
- staying in touch with regional health professional schools;
- promoting student interaction with community professionals and health organizations;
- providing a forum for discussion of problems, concerns, and stresses associated with preparation for professional school;
- advising students on course selection and the value of extracurricular and experiential activities;
- conducting a formal review of each sophomore's progress toward health careers, as well as assigning health-science advisors (Sophomore Review);
- interviewing and evaluating each preprofessional senior (Senior Review); and
- writing a committee evaluation for each student requesting one.

**THE CURRICULUM**

Medical, dental, optometry, and podiatry schools specify a fairly uniform set of entrance requirements. Prerequisites vary for veterinary medicine, physical therapy, occupational therapy, nursing, etc. Students should check with the health professions program chief advisor for information on specific schools.

| SUBJECT | SUGGESTED COURSES |
|---|---|
| BIOLOGY | ***BIO 120 General Biology I***<br>***BIO 121 General Biology I***<br><br>Recommended: Two (2) additional biology courses from the following:<br>***BIO 229 Microbiology***<br>***BIO 312 Animal Physiology***<br>***BIO 360 Cellular Biology***<br>***BIO 370 Developmental Biology*** |
| CHEMISTRY | ***CHM 120 Chemistry***<br>***CHM 220 Organic Chemistry I***<br>***CHM 221 Organic Chemistry II***<br>***CHM 320 Analytical Chemistry***<br><br>Recommended:<br>***BCH 431 Biochemistry I***<br>***BCH 432 Biochemistry II*** |

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|---|---|
| PHYSICS | ***PHY 120 General Physics I***<br>***PHY 121 General Physics II***<br>**OR**<br>***PHY 130 Principles of Physics I***<br>***PHY 131 Principles of Physics II*** |
| MATHEMATICS | ***MAT 111 Calculus I***<br>***MAT 112 Calculus II***<br>**OR**<br>***MAT 109 Precalculus Mathematics***<br>***MAT 110 Applied Calculus*** |
| ENGLISH | ***ENG 140 Composition: Writing about Selected Topics***<br>***ENG 170 Writing about Literature***<br>**OR**<br>***ENG 300 Expository Writing*** |

First-year students should meet with the chief advisor or coordinator of the health professions program as soon as possible to plan their pre-professional curriculum.

***HPA 150 Careers in Health Sciences:*** Explores various careers in the health sciences including human and veterinary medicine, dentistry, optometry, physical therapy, and other related fields. Provides students with information about the scope of disciplines through lectures, student research, and guest speakers from the medical fields. Requirements for successful application to programs and specific issues in medicine are discussed.

***HPA 175F International Medical Service-Learning Field Experience:*** Through this international healthcare experience, students will explore how global citizenship, responsible leadership, and healthcare advocacy are related through clinical practice, theory, and reflection on being a healthcare professional. Course fee required. *Prerequisites*: application process, completion of ***HPA 150***, and instructor's consent.

***HPA 397 Health Sciences Internship:*** Students interested in health-related careers should gain practical experience through summer or volunteer work. With HPA support, juniors may plan academic internships with working practitioners for credit.

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# HISTORY

**Changes effective Fall Term 2010**

*Chambliss* *Levis* *Norris* *Strom*

*Yao*

Historians try to understand and reconstruct past human activities, institutions, ideas, and aspirations in light of current knowledge, concerns, and hopes for the future. Knowledge of history is desirable for its intrinsic worth and its illumination of present problems and future prospects. In its methodology and values, history crosses the humanities with the social sciences.

The history faculty believes that their discipline provides an introduction to all other liberal arts subjects. "If History be made a constant part of [a student's] reading," wrote Benjamin Franklin, "may not almost all kinds of useful knowledge be that way introduced to advantage and with pleasure to the student?" By connecting us to our past, history also provides a sense of continuity and moral purpose.

**MAJOR REQUIREMENTS**
Twelve (12) courses are required, six (6) of which must be at the ***300-400 level*** and three (3) electives, of which one (1) must be taken at the ***300-400 level.***

- ***HIS 113 History of Modern Europe: 1500-1815 OR HIS 114 History of Modern Europe: 1815-present***
- ***HIS 120 Decade of Decision***
- ***HIS 142 History of the United States to 1877 OR HIS 143 History of the United States from 1877***
- ***One (1) of the following:***
  - ***HIS 250 Modern Japan***
  - ***HIS 260 History of Chinese Civilization***
  - ***HIS 261 Modern China***
  - ***HIS 263 East Asia in Modern Times***
- ***One (1) 300-400 level course from each of the following concentrations:***
  - ***United States***
  - ***European***
  - ***Non-United States/European***
- ***One (1) 300-400 level course, taken in the last quarter of junior or senior year, must be a designated research course in which the student completes a major research paper using primary sources.***
- ***HIS 490 Senior Capstone Course (portfolio required)****

* The senior seminar portfolio includes research papers, essay examinations, and critical essays from different courses. It should reflect the student's program in each year of the major.

**MINOR REQUIREMENTS**
Eight (8) courses are required, four (4) at the ***300-400 level.*** The senior seminar may count as one (1) of the four (4) required ***300-400 level***

courses. Requirements for survey courses, ***200-level*** Asian history elective, distribution of ***300-400 level*** courses, the research course, and the portfolio remain the same as for the major. Students should plan the sequence of courses in consultation with their academic advisors.

## Course of Study

***HIS 101/102 The Essentials of World Civilization***: Introduces dominant traits, achievements, and dilemmas of great civilizations from ancient Far East, Africa, and Europe. Covers prehistory to 1600 in first term and continues to present in second. Suitable for nonmajors.

***HIS 108 Ancient History***: Surveys ancient world from prehistoric times through middle of 5th century with emphasis on Greece and Rome. Suitable for nonmajors.

***HIS 109 Medieval History***: Discusses social, political, and religious developments in medieval Europe from 5th to 15th centuries. Suitable for nonmajors.

***HIS 113/114 History of Modern Europe***: Presents political, intellectual, social, economic, and religious history of Europe from Renaissance to present. Spans 1500-1815 in first term, 1815-present in second. Suitable for nonmajors.

***HIS 120 Decade of Decision***: Introduces the study of history through an examination of the political, economic, social, intellectual, and cultural events of a specific ten-year period (chosen by the instructor).

***HIS 142/143 History of the United States***: Examines major political, social, and economic themes from revolutionary era to present. Covers to 1877 in first term, 1877-present in second. Students read textbook, secondary-source essays, and primary-source documents. Suitable for nonmajors.

***HIS 206 Women in Early America:*** Examines the impact of the Revolutionary era ideology of "republican motherhood," the rise of cult domesticity and "true womanhood," the 19th-century women's rights and suffrage movements, women's work cultures, and other topics in Victorian America. Appropriate for nonmajors.

***HIS 207 Women in the Modern United States:*** Utilizes race, class, and region as analytical categories to examine American women's changing work roles, reform activities, domestic duties, and political identities. Themes include Southern women and emancipation, women's suffrage, the World Wars and women's work, Cold War and domesticity, women and the Civil Rights Movement, and the second wave of feminism. Appropriate for nonmajors.

***HIS 210 Christianity and Society:*** Examines the history of Christianity from its foundation to the present, specifically analyzing the historical forces that shaped its development and conversely its impact on society.

***HIS 211 Origins of the Modern Family:*** Surveys the institutional development of the Western family from 1500 to present. Explores change in the family unit from the extended, patriarchal family of the late-Middle Ages to the companionate marriage of the 18th century and the rapidly changing alteration of family units in modern America. Focuses on the social, economic, and religious factors that brought about these transformations.

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|---|---|
| PHYSICS | ***PHY 120 General Physics I***<br>***PHY 121 General Physics II***<br>**OR**<br>***PHY 130 Principles of Physics I***<br>***PHY 131 Principles of Physics II*** |
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*Yao*

Historians try to understand and reconstruct past human activities, institutions, ideas, and aspirations in light of current knowledge, concerns, and hopes for the future. Knowledge of history is desirable for its intrinsic worth and its illumination of present problems and future prospects. In its methodology and values, history crosses the humanities with the social sciences.

The history faculty believes that their discipline provides an introduction to all other liberal arts subjects. "If History be made a constant part of [a student's] reading," wrote Benjamin Franklin, "may not almost all kinds of useful knowledge be that way introduced to advantage and with pleasure to the student?" By connecting us to our past, history also provides a sense of continuity and moral purpose.

**MAJOR REQUIREMENTS**
Twelve (12) courses are required, six (6) of which must be at the ***300-400 level*** and three (3) electives, of which one (1) must be taken at the ***300-400 level.***

- ***HIS 113 History of Modern Europe: 1500-1815 OR HIS 114 History of Modern Europe: 1815-present***
- ***HIS 120 Decade of Decision***
- ***HIS 142 History of the United States to 1877 OR HIS 143 History of the United States from 1877***
- ***One (1) of the following:***
  - ***HIS 250 Modern Japan***
  - ***HIS 260 History of Chinese Civilization***
  - ***HIS 261 Modern China***
  - ***HIS 263 East Asia in Modern Times***
- ***One (1) 300-400 level course from each of the following concentrations:***
  - ***United States***
  - ***European***
  - ***Non-United States/European***
- ***One (1) 300-400 level course, taken in the last quarter of junior or senior year, must be a designated research course in which the student completes a major research paper using primary sources.***
- ***HIS 490 Senior Capstone Course (portfolio required)****

* The senior seminar portfolio includes research papers, essay examinations, and critical essays from different courses. It should reflect the student's program in each year of the major.

**MINOR REQUIREMENTS**
Eight (8) courses are required, four (4) at the ***300-400 level***. The senior seminar may count as one (1) of the four (4) required ***300-400 level***

courses. Requirements for survey courses, ***200-level*** Asian history elective, distribution of ***300-400 level*** courses, the research course, and the portfolio remain the same as for the major. Students should plan the sequence of courses in consultation with their academic advisors.

## Course of Study

***HIS 101/102 The Essentials of World Civilization***: Introduces dominant traits, achievements, and dilemmas of great civilizations from ancient Far East, Africa, and Europe. Covers prehistory to 1600 in first term and continues to present in second. Suitable for nonmajors.

***HIS 108 Ancient History***: Surveys ancient world from prehistoric times through middle of 5th century with emphasis on Greece and Rome. Suitable for nonmajors.

***HIS 109 Medieval History***: Discusses social, political, and religious developments in medieval Europe from 5th to 15th centuries. Suitable for nonmajors.

***HIS 113/114 History of Modern Europe***: Presents political, intellectual, social, economic, and religious history of Europe from Renaissance to present. Spans 1500-1815 in first term, 1815-present in second. Suitable for nonmajors.

***HIS 120 Decade of Decision***: Introduces the study of history through an examination of the political, economic, social, intellectual, and cultural events of a specific ten-year period (chosen by the instructor).

***HIS 142/143 History of the United States***: Examines major political, social, and economic themes from revolutionary era to present. Covers to 1877 in first term, 1877-present in second. Students read textbook, secondary-source essays, and primary-source documents. Suitable for nonmajors.

***HIS 206 Women in Early America:*** Examines the impact of the Revolutionary era ideology of "republican motherhood," the rise of cult domesticity and "true womanhood," the 19th-century women's rights and suffrage movements, women's work cultures, and other topics in Victorian America. Appropriate for nonmajors.

***HIS 207 Women in the Modern United States:*** Utilizes race, class, and region as analytical categories to examine American women's changing work roles, reform activities, domestic duties, and political identities. Themes include Southern women and emancipation, women's suffrage, the World Wars and women's work, Cold War and domesticity, women and the Civil Rights Movement, and the second wave of feminism. Appropriate for nonmajors.

***HIS 210 Christianity and Society:*** Examines the history of Christianity from its foundation to the present, specifically analyzing the historical forces that shaped its development and conversely its impact on society.

***HIS 211 Origins of the Modern Family:*** Surveys the institutional development of the Western family from 1500 to present. Explores change in the family unit from the extended, patriarchal family of the late-Middle Ages to the companionate marriage of the 18th century and the rapidly changing alteration of family units in modern America. Focuses on the social, economic, and religious factors that brought about these transformations.

***HIS 235 American Graphic Media:*** Explores the superhero comic book genre from its pulp origin to multimedia present in the U.S. Requires students to seriously consider underlying symbolism and deconstruct the meaning of comic art in the twentieth century. Taking the comic genre from the 1930s milieu to the sci-fi heights of the present day, explores the political, social, and economic concerns reflected in comic books. Situates the comic medium within the broader sweep of popular culture.

***HIS 240 African-American History I -- Colonial Era to Reconstruction:*** Surveys the political, social, and economic issues shaping African-American experiences from the colonial period to Reconstruction.

***HIS 241 African-American History II -- Reconstruction to Present Day:*** Surveys the political, social, and economic issues shaping African-American experiences from the Reconstruction Era to present day.

***HIS 250 Modern Japan:*** Survey of modern Japanese history from the mid 19th-century to the present, including topics of Western intrusion, Meiji Restoration, failure of the democratic experiment and rise of militarism, U.S. occupation, and economic take-off. Appropriate for nonmajors.

***HIS 260 History of Chinese Civilization:*** A general introduction to Chinese civilization, its origin, evolution, rise, and decline. A wide range of topics will be covered including development of Chinese philosophical and religious traditions, rise and fall of Chinese Empires, interactions between the Han Chinese with nomadic peoples, medieval economic revolution, and late imperial stagnation and decline. Students will also be introduced to some analytical perspectives on the nature and characteristics of the Chinese history and civilization.

***HIS 261 Modern China:*** Introduction to modern Chinese history from the Opium War to the present. Themes include the Western intrusion, rise of nationalism, cultural and identity crises, revolutions, and current economic reform. Appropriate for nonmajors.

***HIS 262 East Asia in Pre-Modern Times:*** A survey of the cultural zone including China, Japan, Korea, and Vietnam, with an examination of continuity and change in the institutions of the state, economy, society, and values up to the eve of Western intrusion.

***HIS 263 East Asia in Modern Times:*** A survey of East Asian Countries -- China, Japan, Korea, and Vietnam -- their tradition and modern transformation in the 19th and 20th centuries. Western expansion into East Asia, revolution in China, WWII in the Pacific, the gain of Japan as an emerging power, and the Cold War in East Asia will be covered.

***HIS 265 Topics in History:*** Probes a narrow topic in American, modern European, or world history. May be repeated for credit.

***HIS 311 History of American Sexuality:*** Examines American sexuality from colonial era to present. Traces societal attitudes toward premarital and teen sex, gendered sexual pleasure, prostitution, abortion, contraception, eugenics, pregnancy, and other sexual issues.

***HIS 315 Social Movements in the 20th-Century United States:*** Examines social movements in the 20th century, both progressive (birth control and civil rights) and conservative (temperance and anti-obscenity). Compares and contrasts these movements, assessing the intentions of actors and the consequences of actions. Provides an understanding of how Americans have used grassroots activism to effect widespread change at different moments in the 20th century.

***HIS 325 Tudor-Stuart England, 1485-1714***: Studies political, constitutional, religious, and social development in England from 1485 to 1714. Suitable for nonmajors. Alternate years.

***HIS 326 Hanoverian England, 1714-1918***: Follows ***HIS 325,*** focusing on Hanoverian succession to end of WWI. Suitable for nonmajors.

***HIS 328 European Diplomacy, 1848 to World War II***: Considers concepts, techniques, forces, and personalities in era of Europe's greatest power -- the prelude to contemporary diplomacy.

***HIS 330 America Between the Two World Wars***: Focuses on 1920s and 1930s: culture of 1920s, economic crisis, New Deal reform, and particularly rise of consumer culture and its effect on Depression generation.

***HIS 335 History of the South***: Explores defining characteristics of Old South and their present relevance. Analyzes Old South mystique, master-slave relationship and slave subculture, Southern self-consciousness, honor and violence, sense of grievance against "outside agitators," preoccupation with race, cult of lost cause, recurrent ideas about New South, and burden of past. *Prerequisite:* ***HIS 142, HIS 143,*** or consent.

***HIS 341 Era of the American Revolution***: Analyzes nature of colonial society, place of colonies in British mercantile system, origins of American political culture, and causes and consequences of the Revolution. Examines the Constitution as culmination of Revolutionary era. *Prerequisite:* ***HIS 142*** or consent.

***HIS 346 The United States Since 1945***: Approaches post-WWII years thematically, emphasizing social and cultural trends. *Prerequisite:* ***HIS 143*** or consent.

***HIS 347 History of Urban America***: An analysis of the growth and development of urban space in the U.S. Special emphasis on how cities developed and their impact on politics, economics, and culture. Incorporates analysis of the technological transformation associated with urban life, infrastructure, and city planning in U.S. society.

***HIS 349 The Chinese Revolutions***: Studies theories of revolution and the Chinese case. The 20$^{th}$ century of Chinese history can be characterized as a century of revolution -- intellectual revolution of the New Culture Movement, the Nationalist Revolution, the Communist Revolution under Mao Zedong, and the economic reform under Deng Xiaoping, which is called the "second revolution." These revolutions fundamentally changed China's polity and society and defined China's search for a modern identity. We will examine the major characteristics of these revolutions.

***HIS 350 U.S. and China Relations:*** Survey of relations between the U.S. and China in the 20$^{th}$ century, from the signing of unequal treaties to the open door policy, from fighting as allies in World War II through Cold War confrontations, from normalization to current issues of controversy. Appropriate for nonmajors.

**HIS 352** ***China: From Antiquity to Present:*** Provides students with an overview of Chinese history from ancient times to present. Topics include origins of Chinese civilization and Chinese political, economic, social, and intellectual traditions and their modern transformation.

**HIS 353** ***Evolution of Chinese Culture:*** Provides students with an overview of Chinese culture and its evolution through examination of fourteen topics in historical perspective. These topics include origin of Chinese civilization and

cultural identity; Chinese political, economic, social, and educational systems; and Chinese philosophical, religious, and intellectual traditions.

***HIS 354 Imperial Russia:*** Examines the historical evolution of Russia including the Kievan period (10th thru 13th centuries), the rise of Moscow (14th thru 16th centuries), the legacy of the early Romanovs (1613 thru Peter the Great), the consolidation of imperial power (18th century), and the conflict, reform, and violence of the 19th century and early 20th century.

***HIS 355 History of the Soviet Union and After:*** Continues the historical analysis of Russia in the 20th century with emphasis on thematic aspects relating to: war and revolution (1914-1920); the consolidation of Soviet power under Communism (1920-1930); industrialization, collectivization and repression fostered by Stalin (1930-1940); the Second World War and its aftermath (1941-1945); the legacy of Stalinism; the Soviet Union in the Cold War era (1960-1991); and post-Soviet Russia's role in the early 21st century. Selected readings (including scholarly work of the last decade from recently opened Soviet archives), lectures, and discussion provide the basis for analyses.

***HIS 360 American Planning History:*** Examines the evolution of city planning in the U.S. from mid-nineteenth century to the present. Focuses on the changing spatial forms and functions of American cities, and how these changes relate to socioeconomic and political aspects of urbanization, as well as to changes in technology. Emphasis is placed on analyzing the relationships between historical developments associated with urban infrastructure, planning theory, and planning practice to understand how urban planning evolved into its current practices.

***HIS 361 Contemporary China:*** Study of contemporary China since the founding of the People's Republic of China in 1949, with a focus on its "opening-up" and economic reforms after 1978. Examines political, economic, and social systems, as well as policies and their repercussions under Mao and their changes and challenges under Deng Xiaoping and beyond.

***HIS 362 History of American Foreign Policy***: Presents patterns, themes, and developments in foreign policy, with emphasis on 20th century.

***HIS 365 Topics in History***: Probes narrow topic in American or modern European history. May be repeated for credit.

***HIS 368 Anatomy of Revolution***: Contrasts revolutionary activity (intellectual, social, and political forces) in England during 17th century and America and France during 18thcentury. Suitable for nonmajors.

***HIS 370 Race and Ethnicity in United States:*** Introduction to racial and ethnic identity issues through critical examination of the social, political, and economic factors that helped to construct identity in the United States. Examines how America's racial and ethnic ideas were created, maintained, and what is at stake when we struggle to define race/ethnic identity.

***HIS 372 The Reformation***: Analyzes causes and consequences of Protestant Reformation in 16th and early 17th centuries. Ranges over religious, political, and social causes of Reformation in Germany, Switzerland, and England; reaction of Roman Catholic Church to Protestant challenge; and social, political, and intellectual consequences of the movement. Suitable for nonmajors.

***HIS 373 Gilded Age and Progressive Era, 1870-1914:*** Explores social, cultural, political, and intellectual impact of economic changes in U.S.

between Civil War and WWI. Considers effect of technology and bureaucracy on traditional values and institutions. Tracks cultural and political movements in response to modernization. *Prerequisite:* ***HIS 143*** or consent.

***HIS 375 Aspects of War: Topics to Vary:*** Examines the political, social, economic, and personal impact of warfare. What has caused and resulted from this most brutal of human struggles? Conflict under consideration will vary according to the instructor as will the particular emphasis of the material covered.

***HIS 383 The Decline of Europe***: Explains cultural and intellectual impact of Europe's loss of equilibrium and hegemony after 1914. Touches upon effect of WWI, rise of totalitarianism, sensation of anomie, disintegration of colonial empires, WWII, and Holocaust. Suitable for nonmajors.

***HIS 480 Selected Studies in History***: Focuses on topic chosen in consultation with instructor. May be repeated for credit. *Prerequisites:* history major; junior/senior standing; 3.33 cumulative average or better; and consent of instructor and department head.

***HIS 490 Senior Capstone Course***: Challenges majors to trace their intellectual growth from the first course to senior year: what and how they have learned; how their ideas have changed, been modified, or solidified; how they might approach issues with new insights and skills. Each student compiles portfolio and uses it to construct an academic autobiography, emphasizing methodology and historiographical skills they have acquired. Requires paper on historical origins of contemporary event, problem, or issue. Seminar.

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# HONORS DEGREE PROGRAM

**Changes effective Fall Term 2008**

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**CURRICULUM**

Through a series of team-taught interdisciplinary seminars, the Honors Degree Program introduces students to the various methods of inquiry in the liberal arts. The core curriculum (***HON 201 Honors Conference Seminar*** through ***HON 490 The Theodore Darrah Honors Synoptic Seminar***) builds community by providing a shared experience as students progress through college together. The first two years encourage integrative understanding. In the senior year, students must also satisfy the requirements of a two-semester Honors-in-the-Major Field project, as well as the interdisciplinary Darrah Honors Synoptic Seminar.

## Course of Study

***HON 201 Honors Conference Seminar:*** Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

***HON 202 First-Year Honors Spring Seminar:*** Two sections of this course with different themes offered each spring: team-taught. Faculty will come from two different departments and generally from two different divisions.

***HON 301 Sophomore Honors Seminar:*** Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

> *Note: In order to insure that all Honors Degree Students have a broad exposure to all of the Liberal Arts, the Honors Degree Supervisory Board will designate each seminar as fulfilling one or more of the three distribution requirements: Arts and Humanities (AH), Social Sciences (SS), and Natural Sciences (NS). Depending on the disciplines of the faculty involved, seminars may have up to two distribution designations. All Honors Degree Program students must have at least one seminar in each of these three areas. The Honors Degree Program Supervisory Board will review the records of all sophomores to make certain that each student has fulfilled this requirement. In addition, faculty advisors of first-year Honors Degree Program students will also work closely with their advisees to make certain that Honors Degree Program students undertake the broadest possible exposure to the liberal arts.*

***HON 302 Sophomore Honors Seminar -- Inquiry and Interpretation in Research:*** Students pursue small-scale individual research projects in various disciplines, focusing on a broad common topic. Provides a forum for interdisciplinary discussion and for focused attention to the process of investigative/experimental research.

***HON 490 The Theodore Darrah Honors Synoptic Seminar:*** Team-taught interdisciplinary course in which students are presented with a series of contemporary problems and will demonstrate how disciplines represented contribute to an understanding of and solutions to these problems. Students complete this course in the fall of their senior year.

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# INTERNATIONAL BUSINESS

**Changes effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Agee* | *Alon, A.* | *Alon, I.* | *Boulanger* |
| *Fetscherin* | *Johnson* | *Lairson* | *Lewin* |
| *McInnis-Bowers* | *Rogers* | *Sardy* | *Taylor* |

As the business world and global economy become increasingly interconnected, successful leaders need more than a traditional business degree to compete. A well-rounded base of knowledge, experience, and skills -- integrating international themes, foreign cultures, and mindsets -- are essential to truly understanding the foundation of international business systems. For those who bring these credentials to the table, a career in international business promises benefits and experiences beyond the imagination.

The International Business major at Rollins is among the first of its kind and is unlike any such undergraduate program in the country. The major combines intense courses in international business with those from modern languages and an array of multidisciplinary electives from traditional liberal arts disciplines. Students are challenged by a rigorous curriculum that is distinguished by requiring:

- examination of themselves in relation to the world and to the diversity of people with whom they will work,
- development of cross-cultural competencies,
- proficiency in a second language,
- cultural immersion through experience(s) abroad, and
- participation in a globally focused business internship

Students will integrate basic business skills with an emphasis on international economics, politics, area and cultural studies, as well as languages. Students will complete an international experience and globally focused internship, offered in more than 30 locations around the world. Additionally, Rollins is in the process of launching the Living and Learning Center in Shanghai, which will serve as an academic beacon and hub for students, as well as U.S. and Chinese corporate interests.

The International Business program is grounded in the Rollins' commitment to educate students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The department offers a major in International Business, a minor in International Business, a minor in Sustainable Development (in cooperation with the Department of Environmental Studies), and preparation for the 3-2 MBA program (in cooperation with the Roy E. Crummer Graduate School of Business).

**MAJOR REQUIREMENTS**

Requirements for the International Business major are: eighteen (18) courses, including ten (10) core courses, an internship in international business, four (4) foreign language courses, four (4) electives, and a direct

international experience.

*INTERNATIONAL BUSINESS CORE COURSES*

- ***INB 230 Principles of Financial and Managerial Accounting***
- ***INB 300 International Business Environments***
- ***INB 337 International Marketing***
- ***INB 345 International Management***
- ***INB 372 International Financial Management***
- ***INB 397 International Business Internship***
- ***INB 450 Global Business Strategy***
- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***
- ***ECO 221 Statistics for Economics***

*INTERNATIONAL BUSINESS INTERNSHIP*
INB majors are required to complete an internship in international business (***INB 397***). INB majors may satisfy this requirement by (a) participating in a Rollins International Internship program (London, Spain, or Australia), (b) a summer internship abroad, or (c) a local internship in some aspect of international business. Students register for internships through the Office of Career Services.

*INTERNATIONAL EXPERIENCE*
INB majors are required to have direct international experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students should document their international experience, including dates, location, activities, etc., provide supporting evidence of overseas travel from a copy of entry/exit stamps from their passport, and write an essay (minimum length two pages, double-spaced) describing how their overseas experience has helped them to cope with, deal with, and appreciate another culture. An international business faculty member, appointed by the chair of the department, will review the essay to determine whether or not the international experience satisfies the requirements for the INB major.

*RESIDENCY AND DISTRIBUTION*
INB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major at the ***300-400 level***.

*MODERN LANGUAGE STUDY*
Proficiency in English and at least one (1) modern foreign language is essential to a successful career in international business. The experience of studying a foreign language is also essential to developing the cultural sensitivity required for living and working outside one's native environment. All INB majors are required to take four (4) courses or the equivalent in a modern foreign language at the intermediate or advanced level. This four-course foreign language requirement is an essential component of the International Business major.

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

- First, students may take and successfully complete four (4) college-level courses (16 semester hours) or the equivalent in a single modern language at the intermediate (***200***) level and beyond (at least two [2] at the ***300-400 level***). These courses must be conducted in the language, with the purpose of achieving reading and

conversational proficiency (courses in translation may not be counted). These courses must provide intensive conversational preparation and basic business vocabulary.

- Second, students may take and successfully complete a college level, semester-long, intensive, foreign language program of fifteen to sixteen (15-16) semester hours taught entirely in the foreign language.

- Third, the four-course requirement may be waived by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures). If the language is not taught at Rollins, the four-course requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

**Receiving a foreign language waiver does not reduce the total number of courses required for the International Business major (18). Students receiving such a waiver are required to take four (4) additional courses (at least two [2] of which must be at the *300-400 level*) from the list of area studies electives in International Business. Of the four (4) courses required, up to two (2) may be appropriate courses in their native language.**

**The Department of International Business *does not* grant waivers, exemptions, or substitutions for the four-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.**

*AREA STUDIES ELECTIVES*
This requirement may be satisfied in two ways.

First, students may satisfy the requirement by taking at least two of the following courses; at least one must be at the ***300-400 level.***

- ***ANT 252 Cultures of China***
- ***ANT 254 Cultures of Japan***
- ***ANT 259 Culture and Societies of the Islamic World***
- ***ANT 315 Women in the Developing World***
- ***AUS 262 The Australian Economic and Political Systems***
- ***COM 306 Intercultural Communication***
- ***ECO 254 The Latin American Economics***
- ***ECO 307 International Economics***
- ***ECO 327 Comparative Economic Systems***
- ***ECO 351 Economic Development***
- ***ENV 292 Political Economy of Environmental Issues***
- ***ENV 348 Sustainable Development***
- ***ENV 365 Environment and Development in Central America***
- ***EUR 320 The European Union: A Cultural Evolution***
- ***FRN 320 Introduction to French Civilization***
- ***GMN 221 Germany Today: East Meets West***
- ***GMN 392 German Cultural History***
- ***HIS 261 Modern China***
- ***HIS 263 East Asia in Modern Times***
- ***HIS 350 U.S. and China Relations***
- ***HIS 361 Contemporary China***

- ***LAC 200 Foundations of Latin American Culture and Society***
- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***LAC 325 Women in Latin America***
- ***LAC 400 Seminar in Latin American and Caribbean Studies***
- ***POL 302 Politics in the Third World***
- ***POL 321 The Politics of Latin America***
- ***POL 331 International Political Economy***
- ***POL 334 Political Economy of Japan***
- ***POL 384 East Asian Politics***
- ***POL 393 Vietnam Experience On-Line***
- ***REL 217 Jewish Life and Thought***
- ***REL 218 Christianity: Thought and Practice***
- ***REL 219 Islam: Religion and Society***
- ***REL 230 Buddhism: Theory and Practice***
- ***SPN 321 Spanish Life and Society***
- ***SPN 322 Latin American Life and Society***

Second, students may satisfy this requirement by completing one (1) of the following minors and substituting it for the two Area Studies electives.

- ***Asian Studies***
- ***Australian Studies***
- ***Latin American and Caribbean Studies***
- ***French*** **(if not used to satisfy the INB foreign language requirement)**
- ***German*** **(if not used to satisfy the INB foreign language requirement)**
- ***Russian*** **(if not used to satisfy the INB foreign language requirement)**
- ***Spanish*** **(if not used to satisfy the INB foreign language requirement)**

*INTERNATIONAL BUSINESS ELECTIVES*
Students may satisfy this requirement by taking at least two (2) of the following courses; at least one (1) must be at the ***300-400 level***.

- ***INB 201 Technology and Global Business***
- ***INB 215 The Global Entertainment Business***
- ***INB 311/311F Asian Business Environment***
- ***INB 313 Australian Business Enviroment***
- ***INB 338 Global Consumer Behavior***
- ***INB 342 International Human Resource Management***
- ***INB 347 International Advertising***
- ***INB 363 Global e-Business***
- ***INB 373 International Investments***
- ***INB 374 Computational Finance***
- ***INB 390 Special Topics in International Business***

**MINOR REQUIREMENTS**
Requirements for the International Business minor are as follows.

- ***INB 230 Principles of Financial and Managerial Accounting***
- ***INB 300 International Business Environments***
- ***INB 337 International Marketing***
- ***INB 345 International Management***
- ***INB 372 International Financial Management***
- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***

The International Business minor is open to any student. The minor can be combined with any major (except, of course, International Business) to give the student a better understanding of the role of business in today's world,

current knowledge of international business, and career related skills.

## Course of Study

***INB 101 Controversial Issues in International Business:*** Examines current issues in international business (such as wealth, progress, poverty, income inequity, economic development, social responsibility, cultural sensitivity, corruption, ecological efficiency, sustainable development, and worker exploitation) from a variety of perspectives. Students will learn to analyze fact, value, and policy issues using a variety of critical thinking tools.

***INB 110 Comparative Business Systems:*** Examines various forms of capitalism and the implications for global economic competition. Focuses on comparison of the Anglo-American form of capitalism to a European and an Asian form. Looks at village enterprises in China, hybrid state enterprises in South Korea, alliance capitalism in Japan, welfare capitalism in Europe, patterns of ownership, stakeholder vs. stockholder capitalism, state roles in managing development, national innovation systems, comparative financial systems, and industrial governance systems.

***INB 200 Introduction to International Business:*** Introduces basic concepts in international business (INB) and examines key forces impacting INB. Studies global, political, economic, cultural, legal, demographic, geographic, and historical processes to understand how the world economy functions.

***INB 201 Technology and Global Business:*** Examines technologies important to the competitive operations of global businesses. Technologies such as business software applications, Internet, multimedia, videogames, databases, web services, wireless, and global telecommunications will be understood in relation to their effect on global business.

***INB 214 Global Business of Sport:*** Creates awareness of the magnitude of global expansion and development of sport, and provides familiarity with the principal "players" (firms and organizations) on the global scene, major issues in global sports, and business opportunities that are created internationally. Underlying focus on contrasts between the U.S. sport industry and foreign markets.

***INB 215 The Global Entertainment Business:*** Introduces students to the business side of the multifaceted world of entertainment, including the areas of film, theater, music, and theme parks. Covers the economics, finance, management, and marketing of the industry in addition to current business issues. There may be periodic visits from industry professionals.

***INB 225 Sustainable Business Practices:*** Recognizing the need to manage natural resources more responsibly, international firms have adopted sustainable strategies for resource acquisition and use (known as "Green Management"). Using case studies, this course explores such strategies from a managerial perspective.

***INB 230 Principles of Financial and Managerial Accounting:*** User-based accounting course for students who will become tomorrow's managers, investors, and other business stakeholders. Surveys financial and managerial accounting topics emphasizing the analysis of financial statements and management decision techniques. Utilizes spreadsheets and presentations. *Prerequisite*: sophomore standing.

***INB 300 International Business Operations:*** The day-to-day creation of value occurs through the integrated production and distribution of goods,

services, and information (from acquisition of materials through production to distribution of products, services, and information). Discusses all major international business functions. *Prerequisites:* ***INB 200*** and ***ECO 230.***

***INB 311/311F Asian Business Environment with Field Study:*** Examines the nature and development of capitalism in Asia and the problems and issues involved in conducting business in Asia. Uses case studies to investigate how differences in cultures and business practices affect international business; special institutions in Asia; entry strategies by transnational firms; the differences in economic and political circumstances across Asia; and future economic prospects for Asia. *Prerequisites*: ***INB 311F*** required for ***INB 311*** and vice versa, and junior standing.

***INB 313 Australian Business Environment:*** Collaborative learning seminar exploring the unique aspects of Australia's free enterprise system. Addresses key aspects of the Australian business environment, Australia's competitive situation, issues currently confronting Australia, and the future of the Australian business system. *Prerequisite*: junior standing.

***INB 315 Business and Economic Development in Modern China:*** Acquaints students with the issues, problems, and challenges to successfully conduct business, make investment decisions, and/or pursue management careers across national borders in general and in China in particular. *Prerequisite:* ***INB 300.***

***INB 337 International Marketing:*** Examines strategic marketing and market entry decisions in the context of dynamic global, regional, and country market forces. Emphasizes how international marketers standardize and adapt product/service, pricing, channel, and communication strategies to meet target market needs and company objectives. Students will develop a comprehensive international marketing plan for a specified product or service. *Prerequisites*: ***INB 300*** and ***ECO 203***.

***INB 338 Global Consumer Behavior:*** Explores, compares, and applies diverse perspectives to interdisciplinary and multicultural study of consumer behavior. Emphasizes analysis and design of effective marketing strategies to foster and fulfill target market demand across international borders. *Prerequisite*: ***INB 300.***

***INB 342 International Human Resource Management:*** Examines approaches to human resource management (HRM) and implications for competitiveness, standards of living, and quality of life. Topics include competitive advantages, core competencies, HR roles and responsibilities, employee rights, employee relations, employee performance, motivation, communication, recruitment, selection, retention, training, compensation, and evaluation. Taught from a comparative HRM perspective using a variety of case studies. *Prerequisite:* ***INB 101*** or ***INB 300.***

***INB 345 International Management:*** A study of international management theories, concepts, and applications. Focuses on managing international projects and the individual, group, and organizational dynamics involved in managing international project teams. Addresses the creation of value through the integrated management of people, information, structures, operations, and relationships. *Prerequisites:* ***INB 300*** and ***ECO 203.***

***INB 347 International Advertising:*** Examines international marketing communication, advertising, publicity, and promotion. Considers management of the process and effects on consumer behavior. Focuses on current issues in international marketing communications.

***INB 363 Global e-Business:*** Examines the development of and future prospects for electronic business. Focuses on the technology of e-business

and the business models and strategies adopted by firms for the "new economy." Emphasis is given to detailed case studies of a variety of firms, global e-commerce, marketing, supply chains, networks, innovation, customer relationship management, and future developments in e-commerce. *Prerequisite*: ***INB 300***.

***INB 365 International Operations Management:*** Examines fundamental concepts and techniques critical to successful management of an organization's operations, for both manufacturing and service activities. Globalization provides examples of evolutionary stages in the field of operations management. *Prerequisites*: ***INB 300*** and junior or senior standing.

***INB 372 International Financial Management:*** Introduces theory and practice of international finance. Topics include global monetary system, international currency exchanges, capital mobility, central banks, financial aspects of international trade theory, foreign direct investments, regional economic integration, and specialized institutions (i.e., International Monetary Fund -- IMF). *Prerequisites:* ***INB 300*** and ***ECO 203.***

***INB 373 International Investments:*** Exposes students to theory and techniques used for solving many different investment problems. Problem solving skills will involve spreadsheet modeling, portfolio, asset, and derivative analysis in a global environment. *Prerequisite*: ***INB 300.***

***INB 374 Computational Finance:*** Exposes students to theory and methods used for solving many different problems in areas of finance and investments. Problem solving skills will involve spreadsheet modeling and elements of visual basic programming. *Prerequisite*: ***INB 230***.

***INB 380 Global Brand Management:*** Brand management is organized around the product and management decisions that must be made to build, measure, and manage brand equity. Objectives are: 1) to increase understanding of the important issues in planning and evaluating brand strategies and 2) to provide the appropriate theories, models, and research tools to make better branding decisions. Course covers the role of brands, the concepts of brand equity, ways to build and measure brand equity, and how to implement a brand measurement system.

***INB 390 Special Topics in International Business:*** Deals with significant economic, political, social, and ethical problems facing global businesses. Conducted as a seminar with discussion based on current journal articles. *Prerequisites*: ***INB 300*** and junior/senior ***INB*** major.

***INB 397 International Business Internship:*** Designed to provide students with carefully monitored work or service experience in international business environments. Students may choose internships from a list of opportunities generated by Career Services or they may develop their own internships (within College guidelines). *Prerequisites*: ***INB 300*** and junior standing.

***INB 450 Global Business Strategy:*** Examines the process, problems, and consequences of creating, implementing, and evaluating business strategy on a global scale. Students will make several formal presentations focusing on situational analysis, formulation of objectives and strategies, implementation of action plans, and evaluation of results. Taught from a managerial perspective using case studies. *Prerequisites*: ***INB 337, INB 345,*** and ***INB 372.***

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# INTERNATIONAL RELATIONS

**Changes effective Fall Term 2009**

*Faculty teaching International Relations courses include members of the Humanities and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The international relations major is designed to develop an appreciation for the multi-disciplinary aspects of global affairs. The curriculum exposes students to political questions about security, diplomacy, and power relations among nations; the nature of political life in other societies; the development of economic relationships within and between nations; the historical and cultural origins of American, European, Asian, Latin American, and African nations; and requires proficiency in foreign language. While not directly vocational in nature, the international relations major prepares students for graduate and professional schools, for careers in international and regional agencies and organizations in the public and private sectors, and for the foreign service.

**MAJOR REQUIREMENTS**

Majors in international relations must complete a minimum of fourteen (14) courses from five (5) academic areas: politics, history, economics, modern languages, and culture area studies. At least one-half of these courses must be taken at the ***300-400 level***, at least two (2) of these upper-level courses must be in the same area. A required senior capstone seminar in international politics (***POL 453***) must be taken during the senior year while in residence at Rollins College. No off-campus course(s) may be substituted for the senior seminar. In order to prepare adequately for this requirement, international relations majors must have completed at least seven (7) courses in the major, including courses in comparative and international politics, and in foreign policy. Therefore, transfer students and those with A.A. degrees should assume that it will take at least two years to complete the major. Seniors graduating in December must take the capstone seminar during the previous spring term.

Students are strongly encouraged to participate in one of the Rollins-sponsored study-abroad programs and/or in the Foreign Policy Semester at American University in Washington, D.C. The program coordinator tries to facilitate these activities by counting courses from these programs toward the major at Rollins. However, these courses, and any course substitutions, must have a demonstrable substantial academic content and relevance to the major in order to be approved by the program coordinator. A maximum of five transfer courses will be counted toward the major, and no more than one transfer course will be accepted for any single academic area within the major, except for political science, for which two courses will be accepted.

All students are required to complete ***POL 130, POL 453, ECO 202*** and ***ECO 203***. Students choose the remaining ten (10) courses from the following lists tailored to fit individual interest and needs. Descriptions for the courses listed below can be found in the individual departmental sections of this catalogue. The program coordinator must approve any transfer courses and any course substitutions for those listed below.

*POLITICAL SCIENCE*

Five (5) courses required for an understanding of comparative politics, international relations, and foreign policy.

- ***POL 100 Introduction to Comparative Politics***
- ***POL 130 Introduction to International Politics*** **(Required)**
- ***POL 202 The Americas: A Political History of Latin America***
- ***POL 232 World Issues of Our Times***

- ***POL 301 Revolution in the Modern World***
- ***POL 302 Politics in the Third World***
- ***POL 311 Authoritarianism: Right and Left***
- ***POL 312 Problems of Latin America***
- ***POL 315 Topic: War and Conflict on the Silver Screen***
- ***POL 317 Latin America and the U.S. in World Politics***
- ***POL 321 The Politics of Latin America***
- ***POL 330 Peace and Conflict Studies***
- ***POL 331 International Political Economy***
- ***POl 332 International Human Rights***
- ***POL 333 Case Studies in Sustainable Development***
- ***POL 334 Political Economy of Japan***
- ***POL 336 Post Communist Systems***
- ***POL 351 International Security***
- ***POL 352 International Law***
- ***POL 353 Foreign Policy of the U.S.***
- ***POL 354 International Organization***
- ***POL 355 Political Psychology***
- ***POL 358 European Government and Politics***
- ***POL 368 Comparative Public Policy***
- ***POL 370 Comparative Modern Ideologies***
- ***POL 384 East Asian Politics***
- ***POL 422 Seminar in Comparative Politics***
- ***POL 453 Seminar in International Politics*** **(Required)**

*HISTORY*
Two (2) courses required to attain a knowledge of American and/or European history.

- ***HIS 113 History of Modern Europe: 1500-1815***
- ***HIS 114 History of Modern Europe: 1815 to Present***
- ***HIS 142 History of the U.S. to 1877***
- ***HIS 143 History of the U.S. from 1877***
- ***HIS 350 U.S. and China Relations***
- ***HIS 354 Imperial Russia***
- ***HIS 355 History of the Soviet Union***
- ***HIS 362 History of American Foreign Policy***
- ***HIS 368 Anatomy of Revolution***
- ***HIS 383 The Decline of Europe***
- ***RSN 220 The Rise of Russia***
- ***RSN 221 Introduction to Russian Culture***

*ECONOMICS*
Three (3) courses required for a basic understanding of economic ideas and and introduction to the world economy.

- ***ECO 202 Introduction to Economics in Historical Perspective*** **(Required)**
- ***ECO 203 Principles of Micro- and Macroeconomics*** **(Required)**
- ***ECO 204 Alternative Economic Perspectives***
- ***ECO 304 Intermediate Macroeconomics***
- ***ECO 307 International Economics***
- ***ECO 325 Distribution of Income and Wealth***
- ***ECO 327 Comparative Economic Systems***
- ***ECO 351 Economic Development***
- ***ECO 407 International Finance***
- ***ECO 442 History of Economics***

*MODERN LANGUAGES*
Two (2) courses are required in a modern language at the ***200*** intermediate level. The courses must be conducted in that language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). If either intermediate level course is waived, an appropriate ***300- or 400-level*** course will be required.

**The two-course requirement may be waived** by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures).

If the language is not taught at Rollins, **the two-course requirement may be waived** by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures. Receiving a foreign language waiver does not reduce the total number of courses required for the international relations major (14). Students receiving such a waiver are required to take two additional courses from the **lists of approved courses in international relations (political science, history, economics, and cultural area studies)**. The international relations major does not grant waivers, exemptions, or substitutions for the two-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.

*CULTURE AREA STUDIES*
Two (2) courses focused on Africa, Asia, the Middle East, and/or Latin America are required.

- ***ANT 252 Cultures of China***
- ***ANT 254 Cultures of Japan***
- ***ANT 259 Culture and Societies of Islam***
- ***ANT 277 Gender in the Middle East and North Africa***
- ***ANT 345 Brazilian Amazon***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***HIS 250 Modern Japan***
- ***HIS 260 History of Chinese Civilization***
- ***HIS 262 East Asia in Pre-Modern Times***
- ***HIS 263 East Asia in Modern Times***
- ***HIS 349 The Chinese Revolutions***
- ***HIS 361 Contemporary China***
- ***LAC 200 Foundations of Latin American Culture and Society***
- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***LAC 305 Topics in Latin American and Caribbean Studies***
- ***LAC 400 Seminar in Latin American and Caribbean Studies***

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# JEWISH STUDIES (MINOR ONLY)

**Changes effective Fall Term 2007**

*Faculty teaching Jewish Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

The Jewish studies program focuses on the academic investigation of the religion, history, and culture of the Jewish people and the study of the interaction of this culture with the civilizations of the world.

This program identifies and combines courses in the departments of philosophy and religion, English, modern languages and literatures, art, music, and anthropology. Time periods and geographical areas covered range from ancient Israel to contemporary American society. The multidisciplinary approach of the program includes biblical studies, history of religions, intellectual history, European studies, art, music, archaeology, literature, women's studies, and philosophy.

The Jewish studies minor may be particularly beneficial for students interested in graduate studies in religious studies, international politics, history, comparative literature, modern languages, classics, or ancient Mediterranean studies. In addition, the Jewish studies minor would serve students who pursue the fields of education, social work, communal service, public administration, law, foreign service, the ministry and/or the rabbinate.

**MINOR REQUIREMENTS**
Six (6) courses are required: two (2) core courses, three (3) electives, and a senior independent study research paper.

*CORE COURSES*

- ***REL 125 Hebrew Bible***
- ***REL 217 Jewish Life and Thought***

*ELECTIVES*
Three (3) of the following, two (2) of which must be at the ***300 level*** or higher.

- ***ANT 338 Biblical Archaeology***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 305 Art and Archaeology of Classical Israel***
- ***ENG 231 The Bible as Literature***
- ***GMN 266 The Holocaust***
- ***GMN 331 Survey of German Literature I: Germans and Jews***
- ***HEB 101/102 Elementary Hebrew***
- ***MUS 372 From Sinai to Symphony: A Survey of Jewish Music***
- ***PHI 314 Spinoza: Secular Jewish Philosopher***
- ***PHI 319 Evil and the Search for Meaning after the Holocaust***
- ***REL 223 Contemporary Jewish Literature and Film***
- ***REL 228 Women in Judaism and Islam***
- ***REL 333 Modern and Contemporary Jewish Thought***

Additional electives to be approved by the coordinator include study abroad at Hebrew University and/or other Israeli institutions of higher education, summer study courses, and archaeological excavations in Israel, service learning courses, and internships.

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# LATIN AMERICAN AND CARIBBEAN STUDIES

**Changes effective Spring Term 2011**

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|---|---|---|---|
| *Allen* | *Barreneche* | *Biery-Hamilton* | *Boniface* |
| *Diaz-Zambrana* | *Kistler* | *Lines* | *Prieto-Calixto* |
| *Siry* | *Taylor* | *Tomé* | |

The Latin American and Caribbean Studies major introduces students to the peoples, cultures, and resources of Latin America and the Caribbean, as well as to the challenges facing this critical region in the twenty-first century through an interdisciplinary curriculum. The major includes studies in anthropology, economics, environmental studies, political science, and foreign language, along with two (2) core courses in Latin American and Caribbean Studies. One of the two (2) core courses is a senior capstone seminar, which reinforces the learning objectives presented throughout the major curriculum. Proficiency in foreign languages is essential to the successful completion of the major. Furthermore, the Latin American and Caribbean Studies Steering Committee strongly recommends that all majors participate in Rollins' overseas programs in the region. Majors wishing to pursue courses on Latin America or the Caribbean at other institutions may petition the Steering Committee for course acceptance. Coursework in this major prepares students for positions in business, government, library research, international affairs, and other professions.

**MAJOR REQUIREMENTS**
Ten (10) courses (40 semester hours) are required. At least seven (7) of these courses must be completed at Rollins and five (5) must be at the ***300-400 level.*** The major consists of two core courses, at least one advanced course in modern languages, three divisional courses, and four elective courses (or sixteen semester hours in any combination). Only two (2) courses taken to fulfill requirements in another major or minor from the departments listed below, and with a concentration on Latin America or the Caribbean, may count toward meeting the requirements of the major in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSES *(two courses required)*

- ***LAC 200 Foundations of Latin American and Caribbean Culture and Society***
- ***LAC 400 Seminar in Latin American and Caribbean Studies (capstone seminar)***

FOREIGN LANGUAGE REQUIREMENT *(one course required)*

- ***Modern Languages (300- or 400-level, Spanish, French, or Portuguese)***

All Latin American and Caribbean Studies majors are required to take one (1) course in Spanish, French, or Portuguese at the ***300-*** or ***400-level***, *including* those students who have native proficiency. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the required ***300-400 level*** courses. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through courses in Spanish should select from the following list.

- ***SPN 302 Spanish for Advanced Communication***
- ***SPN 303 Business Spanish for Non-Native Speakers***

- ***SPN 322 Peoples and Cultures of Latin America***
- ***SPN 330 U.S. Latino Literature: Writings from Migration and Exile***
- ***SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:***
- ***SPN 334 Latin American Identity in Literature***
- ***SPN 336 Latin American Short Fiction: Telling Stories***
- ***SPN 337 Performing Identity: Hispanic Theatre Today***
- ***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins***
- ***SPN 340 Hispanic Caribbean Literature: Culture Clash***
- ***SPN 342 Latin American Film***
- ***SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics***
- ***SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation***

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a 300-level course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

DIVISIONAL COURSES *(three courses required)*

- ***Three (3) courses chosen from three (3) different disciplines, anthropology, economics, environmental studies, political science, and humanities (as approved by the LACS Director, are required.)***

ANTHROPOLOGY COURSES

- ***ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)***
- ***ANT 315 Women in the Developing World (focus on Latin America)***
- ***ANT 345 Brazilian Amazon: Culture and Environmental Change***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

ECONOMICS COURSES

- ***ECO 126 Economics and Public Policy***
- ***ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)***
- ***ECO 254 The Latin American Economies***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

ENVIRONMENTAL STUDIES COURSES

- ***ENV 206 Caribbean Environmental History***
- ***ENV 305 Topic: Environmental Issues in Latin America***

- ***ENV 323 Conservation of Biodiversity***
- ***ENV 348 Sustainable Development***
- ***ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)***
- ***ENV 365 Environment and Development in Central America***
- ***ENV 375 Island Economics and Sustainable Development in the Caribbean***
- ***ENV 385 Sustainable Development in the Amazon Basin***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

POLITICAL SCIENCE COURSES

- ***POL 312 Problems of Latin America***
- ***POL 317 Latin America and the United States in World Politics***
- ***POL 321 The Politics of Latin America***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

HUMANITIES COURSES

- ***A course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

ELECTIVE COURSES *(16 semester hours in any combination)*

Students must complete sixteen (16) semester hours of additional courses on Latin American and the Caribbean. These semester hours may be fulfilled by taking additional courses from the list above (including modern languages), or may be fulfilled by any of the following.

- ***International field study courses in Latin American or the Caribbean***
- ***Topical courses with a LAC course designation (i.e., LAC 205)***
- ***Study abroad courses approves by the LACS Director***
- ***SPN 290 Introduction to Hispanic Literature***

**MINOR REQUIREMENTS**

The minor in Latin American and Caribbean Studies is designed to complement a number of existing majors at the College by adding an international dimension. The minor is comprised of six (6) courses on Latin American and the Caribbean, including one (1) core course, and five (5) elective courses (or twenty semester hours in any combination); at least three (3) of which must be at the ***300- 400-level***. Only two (2) courses taken to fulfill requirements in another major or minor from the departments listed above, and with a concentration on Latin American or the Caribbean, may count toward meeting the requirements of the minor in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSE *(required)*

- ***LAC 200 Foundations of Latin American and Caribbean Culture and Society***

ELECTIVE COURSES *(five courses or 20 semester hours in any combination)*

Five (5) courses chosen from the list below; no more than three (3) courses can be taken from the same discipline.

ANTHROPOLOGY COURSES

- ***ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)***
- ***ANT 315 Women in the Developing World (focus on Latin America)***
- ***ANT 345 Brazilian Amazon: Culture and Environmental Change***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean***

***Studies Steering Committee***

ECONOMICS COURSES

- ***ECO 126 Economics and Public Policy***
- ***ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)***
- ***ECO 254 The Latin American Economies***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

ENVIRONMENTAL STUDIES COURSES

- ***ENV 206 Caribbean Environmental History***
- ***ENV 305 Topic: Environmental Issues in Latin America***
- ***ENV 323 Conservation of Biodiversity***
- ***ENV 348 Sustainable Development***
- ***ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)***
- ***ENV 365 Environment and Development in Central America***
- ***ENV 375 Island Economics and Sustainable Development in the Caribbean***
- ***ENV 385 Sustainable Development in the Amazon Basin***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

LATIN AMERICAN AND CARIBBEAN STUDIES COURSES

- ***Any topics class with a LAC designation (i.e., LAC 205)***

POLITICAL SCIENCE COURSES

- ***POL 312 Problems of Latin America***
- ***POL 317 Latin America and the United States in World Politics***
- ***POL 321 The Politics of Latin America***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

MODERN LANGUAGES COURSES

- ***Spanish, French, or Portuguese (300- or 400-level)***

Latin American and Caribbean Studies minors are required to take one (1) course in Spanish, French, or Portuguese at the ***300-*** or ***400-level*** as an elective in the minor. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the required ***300-400 level*** course. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through a course in Spanish should select from the following list.

- ***SPN 302 Spanish for Advanced Communication***
- ***SPN 303 Business Spanish for Non-Native Speakers***
- ***SPN 322 Peoples and Cultures of Latin America***
- ***SPN 330 U.S. Latino Literature: Writings from Migration and Exile***
- ***SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:***
- ***SPN 334 Latin American Identity in Literature***
- ***SPN 336 Latin American Short Fiction: Telling Stories***
- ***SPN 337 Performing Identity: Hispanic Theatre Today***
- ***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins***
- ***SPN 340 Hispanic Caribbean Literature: Culture Clash***
- ***SPN 342 Latin American Film***
- ***SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics***

- ***SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation***

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a ***300-level*** course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

HUMANITIES COURSES

- ***A course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

INTERNATIONAL FIELD STUDY COURSES

- ***International field study courses in Latin American or the Caribbean***
- ***Study abroad courses approves by the LACS Director***

## Course of Study

***LAC 200 Foundations of Latin America and Caribbean Culture & Society.*** Surveys Latin American and Caribbean history, anthropology, and literature. Addresses the region's prehistory, colonialism, slavery, kinship, music, dance, race and identity, tourism, transnational encounters, and globalization.

***LAC 201 Foundations of Caribbean Culture and Society:*** Explores history from 1492 to present: Africa in New World; colonial heritage; slavery; ideological and sociopolitical background of Caribbean society; plantation system; contemporary social structure; ethnicity and ethnic-group relations; major themes of English, Spanish, and French Caribbean literature; folklore and religion; U.S.-Caribbean international relations; and future of region. Taught in English.

***LAC 325 Women in Latin America:*** Explores women's experience in Latin America as they negotiate their lives within a context of constraints and opportunities that range from how they conceive of themselves, to their status and role within the family and community, to global influences. *Prerequisite*: one ***ANT***, ***LAC***, or international relations course.

***LAC 400 Seminar in Latin American and Caribbean Studies:*** Highlights research on contemporary problems. May delve into health of institutions in light of economic development (and underdevelopment); revolution and radicalization of masses; overpopulation, land scarcity, and hunger; human rights; role of elite in social and political life; social activism of the Catholic Church; and today's revolutions. Taught in English. *Prerequisites*: second-semester junior or senior standing, ***LAC 200***, and ***LAC 201***.

***LAC 415 Seminar: Women and Health in Latin America:*** Explores cross-cultural concepts of health and healthcare with an emphasis on the needs of women in Latin America. Examines the effect of poverty, race, social class, economic activities, migration, rural or urban location, diseases enhanced by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and birth control policies and cultural values about birth control on women's health in general, and

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| | reproduction and life expectancy, in particular. *Prerequisite*: one ***ANT*** or ***LAC*** course. |

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# MARINE BIOLOGY

**Effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Gregory* | *Harper* | *Klemann* | *Schmalstig* |
| *Small* | *Stephenson* | *Sutherland* | *Walsh* |

The major in marine biology provides students with a broad understanding of the basic biological and ecological principles as they relate to the marine ecosystems. Core courses will expose students to the discovery nature of science and educate them in their roles as global citizens in preserving the health of the marine environment. The major prepares students to enter careers and advanced studies in biological research, environmental science, and conservation.

**MAJOR REQUIREMENTS**

Thirteen (13) courses are required: eight (8) core marine biology courses, three (3) core chemistry courses, one (1) biology elective course, one (1) approved field experience in marine biology, and satisfactory performance on a comprehensive standard exam. At least eight (8) of the thirteen (13) courses required for the marine biology major must be taken at Rollins College or as part of a Rollins-sanctioned program. Of these eight (8), at least five (5) must be ***BIO*** prefix courses beyond ***BIO 120/121.*** **Students may not simultaneously major or minor in marine biology and biology, or biochemistry/molecular biology.**

*CORE BIOLOGY COURSES* (eight courses)

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 210 Introduction to Marine Science***
- ***One course in marine organisms***
  - ***BIO 211 Marine Botany***
  - ***BIO 236 Invertebrate Zoology***
  - ***BIO 240 Biology of Fishes***
- ***One course in molecular biology/genetics***
  - ***BIO 308 Genetics*** **OR** ***BIO 341 Molecular Biology***
  - ***BIO 341 Molecular Biology***
- ***BIO 316 Ecology***
- ***BIO 335 Marine Biology with Laboratory***
- ***BIO 435 Senior Seminar in Marine Biology*** **OR approved** ***BIO 499*** **in Marine Biology**

*FIELD STUDY REQUIREMENT*

An approved field experience in marine biology is required and may be satisfied by one of the following.

- ***BIO 388 Marine Biology Laboratory (prerequisite BIO 210 Introduction to Marine Sciences)*** **OR**
- ***One (1) semester in residence at an approved marine field station*** **OR**
- ***One (1) approved internship***

*CORE PHYSICAL SCIENCE COURSES*

- ***CHM 120 General Chemistry I***
- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***

*BIOLOGY ELECTIVE*
Courses from the following list, or the above ***BIO*** core groupings (other than those used to satisfy core requirements) may be used as electives, as may other courses approved by the Department Chair.

- ***BIO 211 Marine Botany***
- ***BIO 229 Microbiology***
- ***BIO 236 Invertebrate Zoology***
- ***BIO 240 Biology of Fishes***
- ***BIO 312 Animal Physiology***
- ***BIO 342 Biostatistics***
- ***BIO 498 Independent Study: Biological Research***

*RECOMMENDATIONS*
Students preparing for graduate programs in any area of biology or professional school require a thorough introduction to physics and calculus. Therefore, they are advised to take ***CHM 221, PHY 120*** and ***PHY 121*** or ***131***, calculus, and statistics.

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# MATHEMATICS

**Changes effective Fall Term 2011**

*Anderson* *Boyd* *Lochner* *Teymuroglu*

*Vitray* *Yellen*

One of the distinguishing characteristics of the Department of Mathematics and Computer Science is its commitment to quality teaching, which promotes active learning on the part of students. Faculty work closely with students to ensure that each has a successful educational experience. To this end, the department has been involved in the calculus reform movement since its beginnings and, as a result, nonlecture methods, coupled with technology, are used in many classes.

The Rollins mathematics curriculum is flexible enough to prepare a major for a wide choice of career options, such as graduate work in pure or applied mathematics, statistics, economics, secondary education, actuarial science, government, industry, or law school.

**MAJOR REQUIREMENTS**
Fourteen (14) courses are required: ten (10) core courses and four (4) electives.

*CORE COURSES*

- ***MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 211 Calculus III***
- ***MAT 219 Probability and Statistics***
- ***MAT 230 Linear Algebra***
- ***MAT 330 Proof and Abstraction***
- ***MAT 455 Real Analysis OR MAT 475 Abstract Algebra I***
- ***MAT 485 Senior Seminar in Mathematics***
- ***CMS 167A/167B Introduction to Computing***

*ELECTIVES*
Four (4) additional courses in mathematics: two (2) at or above the ***300 level*** and two (2) at the ***400 level***.

*TYPICAL SCHEDULE*
There are a variety of ways in which students interested in mathematics can complete the major. However, by the end of the junior year, majors should complete all core courses numbered ***330*** or below and have taken one elective. This will leave ***MAT 455/475, MAT 485,*** and three electives for the senior year.

**MINOR REQUIREMENTS**
Eight (8) courses from the major requirements, excluding ***MAT 485***.

## Course of Study

***MAT 103 Quantitative Reasoning:*** Covers collection of data and analysis of everyday quantitative information using spreadsheets or statistical packages. Touches upon population vs. sample, parameter vs. statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

***MAT 106 Geometry for Teachers:*** Explores fundamental concepts of Euclidean geometry, transformational geometry, and graph theory, including area, volume, and scaling; polygons, polyhedra, and angles; and circles, spheres, and symmetry.

***MAT 107 Mathematics for Teachers:*** Explores areas of mathematics of importance to elementary school teachers. Emphasis on developing students' ability to solve problems in the areas of set theory, number theory, algebra, and geometry.

***MAT 108 Essential Math:*** Basic mathematical competency course required for Rollins Plan students. Covers displaying and describing data; functions including linear, exponential and multivariable; linear regression and correlation; and basic probability. *Prerequisite*: high school Algebra II.

***MAT 109 Precalculus Mathematics:*** Discusses function, including behavior and properties of elementary functions -- polynomial, rational, exponential, and trigonometric. Stresses understanding of graphs through use of graphing calculator. Requires review of algebra but no use of calculus. Prepares students for ***MAT 110*** and ***MAT 111.***

***MAT 110 Applied Calculus:*** Applies concept of derivative to economics, business, and life sciences. Includes partial differentiation with applications. *Prerequisite*: ***MAT 109*** or consent. Not open to students with credit in ***MAT 111***.

***MAT 111 Calculus I:*** Investigates functions using fundamentals of calculus: limit, derivative, and integral. Uses current technology to support graphical, numeric, and symbolic approaches. *Prerequisite*: high school precalculus or equivalent.

***MAT 112 Calculus II:*** Emphasizes applications of integrals, methods of integration, power series, and differential equations in the continuing investigation of functions. *Prerequisite:* ***MAT 111.***

***MAT 140 Introduction to Discrete Mathematics:*** Provides the foundation essential for sound mathematical reasoning and computer science. Topics include, but are not restricted to, propositional and predicate logic; proof strategies and induction; sets, functions, and recursion; elementary counting techniques; and number systems.

***MAT 201 Mathematics of Gaming:*** Uncovers the mathematics behind games of chance. Students will learn probability theory and statistical methods through the study of such games as roulette, craps, backgammon, poker, and blackjack. Suitable for nonmajors. *Prerequisite:* sophomore, junior, or senior standing.

***MAT 211 Calculus III:*** Follows *MAT 112* or *MAT 114.* Explores vectors, directional derivatives, and gradient; functions of several variables; partial derivatives and applications; multiple integrals; and other coordinate systems. *Prerequisite:* ***MAT 112***.

***MAT 219 Probability and Statistics:*** Delves into sample spaces, conditional probability, random variables, expectations and distributions, moment-generating functions, central-limit theorem, and introduction to

estimation, confidence intervals, and hypothesis testing. *Prerequisites:* ***MAT 112*** or ***MAT 140.***

***MAT 230 Linear Algebra:*** Highlights connections between matrices and systems of equations. Uses technology extensively to examine Euclidean n-space, linear independence, spanning, bases, Gaussian elimination, matrix algebra, determinants, eigenvalues and eigenvectors, and Gram-Schmidt orthogonalization. *Prerequisite:* ***MAT 111*** or ***CMS 167A/167B.***

***MAT 301 Non-Euclidean Geometry:*** Delves into the realms of Euclidean and Non-Euclidean geometries. Studies finite geometries, neutral geometry, Euclidean geometry, and hyperbolic geometry. *Prerequisite:* one ***200-level MAT*** course.

***MAT 305 Ordinary Differential Equations:*** Examines first-order equations and theory of linear differential equations: series solutions, systems of linear differential equations, and basic boundary-value problems and eigenvalues. *Prerequisite:* ***MAT 112.***

***MAT 310 Applied Discrete Mathematics:*** Builds on the foundation established in *Introduction to Discrete Mathematics*. Topics include, but are not restricted to, combinatorics and graph theory, Boolean algebra, digital logic circuits, functional programming, models of computation, and computational complexity. *Prerequisite:* ***MAT 140.***

***MAT 320 Math Methods for Physical Sciences I:*** Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. *Prerequisite:* ***MAT 112*** or equivalent preparation.

***MAT 330 Proof and Abstraction:*** Studies logic (including quantifiers) as well as sets, relations (including equivalence and order relations), functions (1-1, onto), and induction. Students test conjectures, write proofs, and provide counterexamples. *Prerequisite:* ***MAT 140*** or ***MAT 230.***

***MAT 340 Models and Algorithms in Graph Theory:*** An applications-oriented course in graph theory. Topics include properties and representations of graphs, models, trees, connectivity, and traversal and graph-coloring algorithms. Applications are likely to include Chinese-Postman, Traveling-Salesman, software-testing, and timetabling. *Prerequisite:* ***MAT 140.***

***MAT 370 Mathematical Statistics I:*** Introduces random variables, moment-generating functions, functions of random variables, limit laws, point estimations and statistical inference, tests of hypotheses, and interval estimation. Uses commercial statistical packages. *Prerequisites:* ***MAT 211*** and ***MAT 219.***

***MAT 390/490 Topics in Mathematics:*** An intensive introduction to a specialized area of mathematics. *Prerequisite:* for ***MAT 390, MAT 140*** or ***230***; for ***MAT 490, MAT 330.***

***MAT 398 Directed Study:*** Supervises individual study on such advanced topics as differential equations, linear programming, game theory, probability and statistics, and model theory. May be repeated for credit.

***MAT 410 Pure and Applied Graph Theory:*** Topics include connectivity, traversals, network flow, and colorings, with balance given to theoretical aspects and their application to various areas in computer science, operations research, science, and engineering. *Prerequisites:* ***MAT 140*** and any ***300-level MAT*** course.

***MAT 419 Probabilistic Methods in Operations Research:*** Applications-oriented operations research course that introduces a variety of probability

models and solution methods to solve a broad range of real-world problems in science, financial engineering, economics, and management science. *Prerequisites:* ***MAT 219*** and one ***300-*** or ***400-level MAT*** course.

***MAT 440 Coding Theory:*** Investigates means of encoding information in such a way as to be able to detect and/or correct transmission errors efficiently. *Prerequisite:* ***MAT 330.***

***MAT 450 Mathematical Modeling:*** Emphasizes creation of mathematical models representing real-world situations and use of models to formulate reasonable solutions to problems. Explores concepts from graph theory, probability, linear algebra, and differential equations. *Prerequisites:* ***MAT 140, MAT 219, MAT 230,*** and ***MAT 305.***

***MAT 455 Real Analysis:*** Examines structure of real numbers, including completeness, topological properties, limits of sequences, continuity, uniform continuity, boundedness, and derivatives. Students write proofs and produce counterexamples. *Prerequisites:* ***MAT 112*** and ***MAT 330.***

***MAT 460 Complex Analysis:*** A rigorous study of the functions of a complex variable. Topics include complex derivatives, contour integrals, series representations of analytic functions, residues, and some applications. *Prerequisites:* ***MAT 112*** and ***MAT 330.***

***MAT 470 Mathematical Statistics II:*** Continues ***Mathematical Statistics I*** with ranking and selection procedures, decision theory, nonparametric statistical inference, regression and linear statistical inference, multivariate analysis, and time-series analysis. Uses commercial statistical packages. *Prerequisites:* ***MAT 230*** and ***MAT 370.***

***MAT 475 Abstract Algebra I:*** Acquaints students with large collection of groups and with Cayley's theorem, Lagrange's theorem, and fundamental homomorphism theorem. Emphasizes production of accurate, concise proofs. *Prerequisite:* ***MAT 330.***

***MAT 485 Senior Seminar in Mathematics:*** Requires students to prepare, deliver, and evaluate oral presentations based on their readings of mathematical literature. *Prerequisite:* one ***400-level MAT*** course or consent.

***MAT 499 Independent Study:*** Covers selected topics in mathematics. May be repeated for credit.

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# MODERN LANGUAGES AND LITERATURES

**Changes effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Barreneche* | *Boguslawski* | *Decker* | *Diaz Zambrana* |
| *Lilienthal* | *Lima* | *Mésavage* | *Paniagua-Tejo* |
| *Prieto-Calixto* | *Smith* | *Tomé* | *Wei* |

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

The department offers majors and minors in French and Spanish, as well as minors in German and Russian.

**MAJOR REQUIREMENTS**

***FRENCH***
Eleven (11) courses are required above the ***100 level***: six (6) core courses and five (5) French electives at the ***300*** or ***400 level.***

*CORE COURSES*

- ***FRN 201 Intermediate French I****
- ***FRN 202 Intermediate French II*****
- ***FRN 301 Advanced French OR FRN 305 Business French OR FRN 311 Composition and Conversation***
- ***FRN 320 Introduction to French Civilization***
- ***FRN 331 Introduction to French Literature***
- ***FRN 497 Senior Capstone Seminar in French***

*Students exempted from ***FRN 201*** must take either ***FRN 301 OR FRN 305 AND FRN 311***.
**Students exempted from both ***FRN 201*** and ***202*** must complete six (6) electives at the ***300*** or ***400 level***.

***SPANISH***
The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

*NATIVE SPEAKERS PROGRAM*
Eleven (11) courses are required above the ***100 level***.

- ***SPN 290 Introduction to Hispanic Literature***
- ***Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334***
- ***Five (5) electives at the 300 level or above at Rollins or in the Asturias program in Spain***
- ***Two (2) 400-level courses in Spanish***
- ***SPN 497 Senior Capstone Seminar***

*NONNATIVE SPEAKERS PROGRAM*
Eleven (11) courses are required above the ***100 level***.

- ***Two (2) electives at the 210 level***
- ***SPN 290 Introduction to Hispanic Literature***
- ***Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334***
- ***Four (4) electives at the 300 level or above at Rollins or in the Asturias program in Spain***
- ***One (1) 400-level course in Spanish***
- ***SPN 497 Senior Capstone Seminar***

*DIAGNOSTIC TEST FOR ALL SPANISH MAJORS*
All prospective Spanish majors must take a diagnostic test, ideally in sophomore year. Faculty administer the test during spring term and discuss results with each student. Transfer students should take the exam as soon as possible after matriculating at Rollins.

*SENIOR CAPSTONE SEMINAR IN SPANISH*

***SPN 497 Senior Capstone Seminar***, a required, 1/2-unit course, meets once a week during the spring. It helps majors prepare for the final, comprehensive, capstone exam in Spanish, which tests student abilities in all areas of Spanish language and Hispanic literature and culture. Faculty provide suggested and required bibliography.

**MINOR REQUIREMENTS**

***FRENCH***
Six (6) courses are required: four (4) core courses ***(FRN 201, FRN 202, FRN 301*** and/or ***FRN 305*** and/or ***FRN 311, FRN 320***, and/or ***FRN 331)*** and two (2) electives in French. *NOTE: Students exempt from intermediate courses must take the four (4)* ***300-level*** *courses in the core and two (2) electives.*

***GERMAN or RUSSIAN***
Six (6) courses at the ***200, 300***, or ***400 level*** are required. At least three (3) courses must be taken on the Rollins campus.

***SPANISH***

*NATIVE SPEAKERS PROGRAM*
Six (6) courses are required.

- ***Five (5) electives at the 300 level***
- ***One (1) elective at the 400 level***

*NONNATIVE SPEAKERS PROGRAM*
Six (6) courses are required.

- ***Three (3) electives at the 200 level***
- ***Three (3) electives at the 300 level***

**STUDY ABROAD**
Qualified Rollins students may participate in foreign study programs by:

- applying for admission to a foreign university;
- applying for admission to an approved foreign-study program administered by another U.S. college, university, or consortium; or
- participating in Rollins College's own overseas programs. Rollins offers a summer and semester program in Spain and occasional programs in places like Russia, Germany, and France.

Students who choose either of the first two options must complete request-

for-study-abroad forms available at the Office of International Programs. With approval of the department, courses in accredited academic programs abroad may count toward a language major, if taken in the foreign language.

## Course of Study

### COURSES TAUGHT IN ENGLISH

***EUR 120/320 The European Union: A Cultural Evolution:*** Examines development of the European Union from the Treaty of Rome in 1957, to the Treaty of Nice in 2001. Explores institutions, focusing on various cultural aspects that have been integrated into the Union. *Prerequisite for* ***EUR 320*** *only:* a ***300-level*** course in French, German, or Spanish.

***FRN 242 Imaginary Voyages in French Prose Fiction:*** Investigates genre's polemic. Concentrates on utopian motif, characterization of non-Europeans, and changing social, political and philosophical concepts presented by French authors from Middle Ages to present -- Chretien de Troyes, Rabelais, Voltaire, Verne, Celine, Butor, and Tournier.

***GMN 221 Germany Today: East Meets West:*** Examines German society in 20th century: political institutions, political parties, educational system, media, industry and trade unions, role of women, youth, foreign workers, and cultural scene.

***GMN 241 There's No Place Like Home:*** Contrasts German ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in folk tales, novels, and films.

***GMN 252 Looking Back at the Third Reich:*** Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums.

***LIT 231 Survey of German Literature I:*** Spotlights specific themes in German literature such as *Madness and Evil* or *Germans and Jews*. Students read works in English.

***LIT 243 19th- and 20th-Century French Novel:*** Examines the major literary trends and ideas of the 19th and 20th centuries as defined by the classic works by Hugo, Flaubert, Zola, Proust, Gide, and Camus through novels and films. Novels in translation, films subtitled.

***LIT 251 Fiction into Film:*** Explores the relationship between some key works of German literature/biography and their film versions. Students read works in English.

***RSN 220 The Rise of Russia: From Its Beginnings to the First World War:*** Surveys political, social, economic, and intellectual forces which shaped Russia. Touches upon origins of Kievan state, Christianization of Russia, Mongol invasion and occupation, rise of monasticism, formation of strong centralized state, Napoleon's invasion of Russia, reign of Nicholas I and the Crimean War, emancipation of serfs, first revolution, and Russia's involvement in WWI.

***RSN 221 Introduction to Russian Culture:*** Reviews selected achievements of Russian culture from inception through the early 20th century. Topics include principles of Russian medieval painting and architecture, iconography, Russian baroque and neoclassical architecture, Russian folklore (including Propp's theory of fairy tales), 19th-century Russian realist painting, and

Russian avant-garde art.

***RSN 222 History of Russian Painting:*** Surveys 700 years of icons, frescoes, and mosaics; neoclassical and romantic painting; realist art; Russian avant-garde; and contemporary developments. Discusses artistic developments in other countries to demonstrate influences, borrowings, and original contributions of Russian artists.

***RSN 227 Russian Folklore through Film:*** Examines fairy and folk tales, heroic epic, mythology, folk architecture, and lacquer painting for insight into customs, beliefs, and the "Russian Soul."

***RSN 234 Russia in the Movies:*** Examines movies from and about Russia, analyzing their historical, political, economic, and cultural background and discussing the issues which seem to be of utmost importance not only to the rapidly transforming Russian society, but also to every democratic country in the world.

***RSN 241 Masterpieces of 19th-Century Russian Prose in Translation:*** Studies selected 19th-century Russian short stories and novels with emphasis on the intrinsic values of the works and their importance to the development of Russian and world fiction.

***RSN 242 Masterpieces of 20th-Century Russian Prose in Translation:*** Highlights literary devices, experimentation, stylistic and compositional innovations, and importance of works by Babel, Bulgakov, Zamyatin, Olesha, Fedin, Sokolov, Nabokov, and Solzhenitsyn.

***SPN 242 Masters of Latin American Fiction:*** Analyzes writing by Amado (Brazil), Vargas Llosa (Peru), Fuentes (Mexico), Allende (Chile), Borges (Argentina), and Garcia Marquez (Columbia). Places works in sociohistorical context.

**MODERN LANGUAGES**
*(Taught in foreign languages.)*

Language determines prefix: Arabic (ARA), Chinese (CHN), French (FRN), German (GMN), Hebrew (HBR), Brazilian Portuguese (PTG), Russian (RSN), Spanish (SPN).

ARABIC

***ARA 101 Elementary Arabic I:*** Introduces students to the fundamentals of the Arabic language.

***ARA 102 Elementary Arabic II:*** Continues fundamental introduction to Arabic language. *Prerequisite:* ***ARA 101.***

***ARA 201 Intermediate Arabic I:*** Reviews and builds on first year grammar and vocabulary. *Prerequiste:* ***ARA 102.***

***ARA 202 Intermediate Arabic II:*** Reviews and builds on first year grammar and vocabulary. Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written skills. *Prerequisite:* ***ARA 201.***

CHINESE

***CHN 101 Introduction to Mandarin Chinese I:*** Introduces students to the fundamentals of the Mandarin Chinese language.

***CHN 102 Introduction to Mandarin Chinese II:*** Develops student's vocabulary and grammatical skills in the Mandarin Chinese language.

*Prerequisite:* ***CHN 101*** or equivalent.

***CHN 151 Elementary Chinese Conversation in the Language Living and Learning Community:*** Students in the Language Living and Learning Community work with the Chinese native-speaker tutor to make level-appropriate presentations.

***CHN 152 Elementary Chinese Conversation II:*** Students work with the Chinese native-speaker tutor to make level-appropriate presentations and learn more about Chinese language, culture, and every day life. *Prerequisite:* ***CHN 101***.

***CHN 201 Intermediate Chinese I:*** Reviews the basic structure of Mandarin Chinese grammar and the rules of pronunciation. Develops vocabulary, expression building, reading, and writing. *Prerequisite:* ***CHN 102*** or equivalent.

***CHN 202 Intermediate Chinese II:*** Enhances student's skills in writing, reading, and comprehension of Mandarin Chinese. *Prerequisite:* ***CHN 201*** or equivalent.

***CHN 251 Chinese Conversation II:*** Complements the grammatical and structural content of 200 and 300-level language courses. Focuses on verbal communication skills. *Prerequisite:* ***CHN 151***.

***CHN 301 Advanced Chinese I:*** For students with intermediate level of Mandarin Chinese to develop their all-around skills of the language, with particular attention to speech and reading skills. *Prerequisite:* ***CHN 202*** or equivalent.

***CHN 302 Advanced Chinese II:*** Enables students with an intermediate level of Mandarin Chinese to further develop conversation and composition skills. *Prerequisite:* ***CHN 301*** or equivalent.

***CHN 401/402 Advanced Chinese III/IV***. Further develops students' language and cultural competence through selected readings of authentic materials and hybrid media content, emphasizing pragmatic Chinese, spoken and written. *Prerequisite:* ***CHN 302***.

FRENCH

***FRN 101 Elementary French I:*** Stresses speaking through intensive oral practice of grammar and vocabulary. Includes short readings, cultural materials, and lab work. For beginners or those with one year of high school French.

***FRN 102 Elementary French II:*** Drills grammar and vocabulary. Includes readings, cultural materials, and lab work. *Prerequisite*: ***FRN 101*** or no more than two years of high school French.

***FRN 201 Intermediate French I:*** Reviews and builds upon grammar while emphasizing vocabulary and more challenging reading and writing assignments. Lab work. *Prerequisite*: ***FRN 102*** or no more than three years of high school French.

***FRN 202 Intermediate French II:*** Focuses on reading, writing, and speaking to improve grammar, vocabulary, and cultural background. Lab work. *Prerequisite*: ***FRN 201*** or four years of high school French.

***FRN 301 Advanced French:*** Discusses short literary texts. Assigns grammar exercises and compositions related to readings. *Prerequisite*: ***FRN 202*** or consent.

***FRN 305 Business French:*** Provides the essential terminology of commerce and industry needed to function in the world of business: banking, stock markets, post office, commercial correspondence, or interning for a French company. Taught in French.

***FRN 311 Composition and Conversation:*** Uses readings on French culture and literature as basis for class discussions. Requires compositions and oral presentations. *Prerequisite*: ***FRN 202*** or consent.

***FRN 320 Introduction to French Civilization:*** Explores cultural, social, political, economic, religious, intellectual, and linguistic aspects of French civilization. Highlights conflict between traditional and modern values in education, family, employment, and status of women and minorities. Varies focus (metropolitan France or Francophone countries outside Europe) year to year. May be repeated for credit.

***FRN 331 Introduction to French Literature:*** Analyzes poetry, essays, drama, and fiction structurally and contextually. Varies period or genre. *Prerequisite*: ***FRN 202*** or consent.

***FRN 441 The French Novel:*** Traces development of novel from 17th century to present. Includes such authors as Mme. de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. *Prerequisite*: one ***300-level*** French course.

***FRN 451 French Poetry:*** Chronicles development of poetry from Middle Ages to present. Presents work by La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chenier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarme, Apollinaire, Valery, Eluard, and Prevert. *Prerequisite*: one ***300-level*** French course.

***FRN 461 Le Théâtre Français:*** Follows French theatre from 17th century to present. Assigns plays by Corneille, Racine, Moliére, Beaumarchais, Marivaux, Musset, Vigny, Hugo, Monterlant, Anouilh, Genet, Cocteau, Girandoux, Salacrou, Pagnol, Sartre, and Ionesco. *Prerequisite*: one ***300-level*** French course.

***FRN 481 Seminar:*** Explores such topics as history of ideas; French nonfiction, short stories, or new novels; avant-garde theatre; Francophone literature from Canada, Africa, or Caribbean. May be repeated for credit. *Prerequisite*: one ***300-level*** French course or consent.

***FRN 497 Senior Capstone Seminar in French:*** Prepares French majors for the *Comprehensive Examination in French*, a final exam given at the end of the semester to evaluate student abilities in French language, literature, and both French and Francophone civilizations. Includes reading lists and guidelines for exam preparation. Required of all senior French majors. *Prerequisites*: French major and senior standing.

GERMAN

***GMN 101 Elementary German I:*** Introduces basics of reading, writing, listening, and speaking in German. Includes lab work and computer drills. For beginners or those with only one year of high school German.

***GMN 102 Elementary German II:*** Develops vocabulary and grammatical skills. Includes lab work and computer drills. *Prerequisite*: ***GMN 101*** or no more than two years of high school German.

***GMN 161 Elementary German Conversation in the Language Living and Learning Community:*** Students living in the Language Living and Learning Community work with the German native-speaker tutor to make level-

appropriate presentations.

***GMN 201 Intermediate German I:*** Reviews basic grammar while building vocabulary and reading comprehension. Includes computer drills. *Prerequisite*: ***GMN 102*** or no more than three years of high school German.

***GMN 202 Intermediate German II:*** Enhances skills in writing, reading comprehension, and group discussion. *Prerequisite*: ***GMN 201*** or four years of high school German.

***GMN 261 Intermediate German Conversation and Culture:*** Students work with the German native-speaker tutor to make level-appropriate presentations and learn more about German language, culture, and every day life. *Prerequisites:* ***GMN 101*** and ***102.***

***GMN 311 Advanced Composition and Conversation:*** Builds vocabulary by providing extensive practice in writing and conversing in German. *Prerequisite*: ***GMN 202*** or equivalent.

***GMN 331 Survey of German Literature:*** Spotlights specific themes in German such as *Madness and Evil* or *Germans and Jews*. Students read larger texts in English with supplemental works in German. See ***LIT 231***.

***GMN 332 Survey of German Literature II:*** Concentrates on 20th-century writers such as Mann, Kafka, Brecht, Bobrowski, Seghers, Eichinger, Hesse, Böll, and Dürrenmatt, as well as on cultural and literary developments. *Prerequisite*: ***GMN 202*** or consent.

***GMN 341 There's No Place Like Home:*** Contrasts Germans ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in fairy tales, novels, and films. Students read larger texts in English with supplemental works in German.

***GMN 351 Fiction into Film:*** Explores the relationship between some key works of literature/biography and their film versions. Students read larger texts in English with supplemental works in German. See ***LIT 251***.

***GMN 352 Looking Back at the Third Reich:*** Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums. *Prerequisite:* ***GMN 202*** or consent.

***GMN 391 German Business and Media Language:*** Investigates and develops vocabulary used in newspapers, business correspondence, television, and radio. *Prerequisite*: ***GMN 202*** or equivalent.

***GMN 392 German Cultural History:*** Surveys cultural achievements from 800 AD to present. *Prerequisite*: ***GMN 202*** or equivalent.

***GMN 481 Seminar:*** Probes literary, cultural, historical, political, or linguistic topics. May be repeated for credit. *Prerequisite*: one ***300-level GMN*** course or consent.

HEBREW

***HBR 101/102 Elementary Hebrew***: Aims for basic knowledge of modern Hebrew in both oral and written forms. Assigns readings on Jewish culture and history.

***HBR 201 Intermediate Hebrew***: Stresses reading, writing, speaking, grammar review, and lab. Offered alternate years as enrollment permits. *Prerequisite:* ***HBR 102*** or equivalent.

***HBR 202 Intermediate Hebrew***: Continues ***HBR 201***with emphasis on reading comprehension and expansion of vocabulary; oral and written proficiency; enhancement of cultural background; and application of grammatical concepts. Offered alternate years as enrollment permits. *Prerequisite:* ***HBR 201*** or equivalent.

PORTUGUESE

***PTG 101/102 Elementary Brazilian Portuguese:*** Develops speaking, listening, reading, and writing skills. For beginners. *Prerequisite for* ***PTG 102*** *only:* ***PTG 101*** or no more than two years of high school Portuguese.

RUSSIAN

***RSN 101 Elementary Russian:*** Covers alphabet, pronunciation, basic vocabulary, and grammar. Lab work. For beginners or those who have taken one year of high school Russian.

***RSN 102 Elementary Russian:*** Emphasizes vocabulary building, grammar, idiomatic expressions, reading, and translating. Lab work. *Prerequisite*: ***RSN 101*** or no more than two years of high school Russian.

***RSN 201 Intermediate Russian:*** Reviews and builds upon first-year grammar and vocabulary. Aims to develop fluency in reading and translating. Acquaints students with Russia and former Soviet Union. *Prerequisite*: ***RSN 102*** or no more than three years of high school Russian.

***RSN 202 Intermediate Russian:*** Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. *Prerequisite*: ***RSN 201*** or no more than four years of high school Russian.

***RSN 391 Tutorial in Russian Language:*** Draws lessons in conversation, composition, grammar, and reading from materials chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

***RSN 393 Tutorial in Russian Literature:*** Features materials chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

SPANISH

***SPN 101/102 Elementary Spanish I and II:*** Introduces speaking, listening, reading, and writing. For beginners. *Prerequisite for* ***SPN 102*** *only*: ***SPN 101*** or no more than two years of high school Spanish.

***SPN 110 Review of Elementary Spanish:*** Reviews grammar and develops speaking, listening, reading, and writing skills. *Prerequisite*: ***SPN 102*** or no more than three years of high school Spanish.

***SPN 210C Intermediate Spanish: Composition:*** Enhancement of ability to write the language correctly, from simple paragraphs to longer essays. Emphasis on syntax, idioms, and current Spanish usage. *Prerequisite*: ***SPN 102***, or ***SPN 110***, or four years of high school Spanish.

***SPN 210G Intermediate Spanish: Grammar:*** Intensive review of Spanish grammar. Practical application through written and oral exercises. Emphasis on idiomatic usage and expressions. *Prerequisite*: ***SPN 102***, or ***SPN 110***, or four years of high school Spanish.

***SPN 210S Intermediate Spanish: Conversation:*** Improvement of oral fluency and listening comprehension in Spanish through in-class drills, discussions, and presentations. *Prerequisite*: ***SPN 102***, or ***SPN 110***, or four years of high school Spanish.

***SPN 290 Introduction to Hispanic Literature:*** Improves interpretation, comprehension, and vocabulary skills by exposing students to a variety of writing styles: short stories, one-act plays, poetry, and essays. *Prerequisite*: ***SPN 210*** or consent.

***SPN 497 Senior Capstone Seminar:*** Helps majors prepare for comprehensive capstone exam in language and culture. Taught collectively by Spanish faculty.

COURSES OFFERED IN ALTERNATE YEARS

***SPN 222 Spanish for Heritage Speakers:*** Course designed to satisfy the needs of students from Hispanic backgrounds, to reactivate the student's Spanish, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, and to develop or augment academic language skills. *Prerequisite*: consent.

***SPN 302 Spanish for Advanced Communication:*** Students will master all communicative skills in Spanish -- speaking, writing, and comprehension -- at an advanced level and will attain near-fluency. *Prerequisites*: two ***SPN 210*** courses or consent.

***SPN 303 Business Spanish for Non-Native Speakers:*** Introduces business terminology, usage, and commercial correspondence. Teaches sensitivity to and appreciation of cultural differences in Hispanic business world. *Prerequisite*: two ***SPN 210*** or consent.

***SPN 321 Peoples and Cultures of Spain:*** Considers historical, cultural, sociological, and political factors influencing Spanish society. *Prerequisite*: two ***SPN 210*** or consent.

***SPN 322 Peoples and Cultures of Latin America:*** Explores historical, cultural, and political factors influencing Latin American society. *Prerequisite*: two ***SPN 210*** or consent.

***SPN 330 U.S. Latino Literature: Writings from Migration and Exile:*** Presents literary texts of fiction and non-fiction written and published in Spanish, in the U.S., by writers of Hispanic heritage. Explores issues of exile, colonialism, statehood, cultural hybridization and immigration. *Prerequisite*: ***SPN 290*** or consent.

***SPN 331 Medieval Spanish Literature: Arabs, Jews, and Christians from Frontier to Empire:*** Analyzes significant impact of conflictive coexistence of Christians, Arabs, and Jews on Medieval Spain through literature. *Prerequisite*: ***SPN 290*** or consent.

***SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:*** Early Chronicles of the discovery, exploration, and conquest of America by Spain. *Prerequisite*: ***SPN 290*** or consent.

***SPN 333 Golden Age of Spanish Literature: Imperial Spain and the Age of Conflict:*** Studies literary responses to new constitution of Spain as Empire and new definitions of Spanish identity. *Prerequisite*: ***SPN 290*** or consent.

***SPN 334 Latin American Identity in Literature:*** Examines theories of Latin American identity through regional, national, and Pan American literary movements. Varied works and genres are studied, from the time of conquest through the 21st century. *Prerequisite*: ***SPN 290*** or consent.

***SPN 335 Modern Spanish Literature: Visions of Spain through***

***Narrative, Theater, and Poetry:*** Study of representative poetic, narrative, and dramatic texts from the 19th to 21st centuries. Emphasis on the technical and thematic innovations of the poetry, novel, essay, short story, and written dramatic texts, as well as the social and historical contexts that have shaped literary production. *Prerequisite*: ***SPN 290*** or consent.

***SPN 336 Latin American Short Fiction: Telling Stories:*** Study of Latin American short narrative, including short stories, novellas, and theater. *Prerequisite*: ***SPN 290*** or consent.

***SPN 337 Performing Identity: Hispanic Theatre Today:*** Analysis of Hispanic culture and identity as presented through several theatrical plays and performances in the Spanish-speaking U.S. and Latin America. Explores the concepts of self-identity, nation/narration and "performativity" during the 20th and 21st centuries. Taught in Spanish. *Prerequisite*: ***SPN 290*** or consent.

***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins:*** Studies the representation of marginalized segments of Latin American society through literature. Explores the literary expressions of feminist, indigenous, Afro-Caribbean, and gay writers of Latin America. *Prerequisite:* ***SPN 290*** or consent.

***SPN 340 Hispanic Caribbean Literature: Culture Clash:*** Analysis of Caribbean culture as presented through the literature of the Spanish-speaking Caribbean. Explores the concepts of colonialism, nationalism, cultural hybridity, the Diaspora, and the Neo-Baroque from the Spanish conquest through the 21st century. *Prerequisite*: ***SPN 290*** or consent.

***SPN 341 Spanish Film/Cultural Trends:*** Taking the history of Spanish film from its beginnings to the present as a point of departure, this course emphasizes the political, social, economic, and cultural contexts from where these films emerge. It also analyzes the specific techniques and strategies used by the films to tell stories. The objective of this course is to raise awareness about the role of film in modern Spain and about the ways in which it reflects Spanish culture. *Prerequisite*: two ***SPN 210*** or consent.

***SPN 342 Latin American Film:*** Explores the tendencies and practices in Latin American cinema. Examines some of the most representative films produced in Latin America, considering the cultural, political, economical, and social contexts in which they were conceived and produced. Analyzes the diverse representations of culture, the construction of gender, and ultimately, the connection between national identity and filmmaking. Prerequisite: one ***300-level SPN*** class or native/near native proficiency in Spanish.

***SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics:*** Explores the representations of crime, punishment, family structure, and national politics in Latin America during the 20th and 21st centuries. Examines the construction of national identity through the analysis of violence in different media, such as the detective genre, post-dictatorial fiction, film noir, and other expressions of popular culture. *Prerequisite:* ***SPN 290*** or consent.

***SPN 431 Spanish Literature: Fiction and Truth in Cervantes' Work:*** Study of Cervantes' successful formula for the novel. Analyzes conflict between fiction and truth as basis for new realist novel proposed by Cervantes. *Prerequisite*: one Spanish or Latin American survey course or consent.

***SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation:*** In depth study of the Latin American literary movements

through a century of social and political change. Explores experimentalist writers, the Boom generation, post-modern literature, social realism, and testimonial literature. *Prerequisite*: ***SPN 290*** or consent.

***SPN 481 Seminar:*** Probes literary, linguistic, or cultural topics. *Prerequisite*: one ***300-level SPN*** course or consent.

***Rollins in Asturias***
Rollins College offers an opportunity to study at the University of Oviedo, Asturias (Spain), for an academic year or a semester. The "Language and Culture Program" is offered in both fall and spring semesters and provides an intensive, in-depth experience in Spanish language, culture, and society, designed for intermediate to advanced students of Spanish who are eager to improve or achieve proficiency in their language skills. The "Direct Enrollment Program" is offered for the academic year or spring semester. It is for advanced or native speakers who want to take university courses in their major field of study. A third option allows students to combine the two programs.

Rollins students who are majoring in Spanish may apply up to three of their courses in Oviedo. Rollins students minoring in Spanish may apply up to two of their courses in Oviedo.

***Verano Español***
Rollins also offers a summer program in Spain, "Verano Español." This four- to six-week program is designed for students at all levels of language proficiency who want to experience a total immersion in Spanish language. Instructor's consent is required.

Rollins students who are majoring or minoring in Spanish may apply up to two "Verano" courses.

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# MUSIC

**Changes effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Archard* | *Cook* | *Crozier* | *Foster* |
| *Lackman* | *Ray* | *Roos* | Sinclair |

The Virginia S. and W.W. Nelson Department of Music began as a conservatory of music even before the college's founding in 1885. The program is a charter member -- since 1931 -- of the National Association of Schools of Music, whose curricula guide the baccalaureate offerings.

Since the conservatory's restructuring as a liberal arts department in 1966, Rollins has continued to enjoy a reputation as one of the finest schools in the Southeast offering preprofessional music training.

The mission of the department is fourfold:

- to provide majors the best possible education in performance, historical literature, and theory -- the background necessary to pursue graduate work or a career in music;
- to open the curriculum to the wider campus community by encouraging nonmajors to take courses, including those designed specially for novices;
- to give all students -- majors and nonmajors--performance experience through choral and instrumental ensembles and individual training in applied music; and
- to offer the Central Florida community performances of outstanding merit by resident and guest artists, as well as opportunities to study music avocationally.

We are committed to music for all rather than music for the few.

**MAJOR REQUIREMENTS**
Fifty-six (56) semester hours are required: twenty-eight (28) in musicianship, twelve (12) in performance, and twelve (12) in electives, and four (4) in a senior capstone course.

*MUSICIANSHIP AREA* -- Twenty-eight (28) semester hours required.

- ***MUS 152 Theory 2 (Harmony) with Lab*** -- Four (4) semester hours required.
- ***MUS 153-154 Keyboard Harmony I and II*** -- Four (4) semester hours required.
- ***MUS 251 Theory 3 (Counterpoint)*** -- Four (4) semester hours required.
- ***MUS 252 Theory 4 (Chromatic Harmony)*** -- Four (4) semester hours required.
- ***MUS 360 Music in the Global Environment*** -- Four (4) semester hours required.
- ***MUS 361 Music History: Renaissance/Baroque*** -- Four (4) semester hours required.
- ***MUS 362 Music History: Classic/Romantic*** -- Four (4) semester hours required.

*PERFORMANCE AREA* -- Twelve (12) semester hours required.

- ***MUA 200 Music Ensembles*** -- Four (4) semester hours required.
- ***MUA 201P OR 201C OR MUA 301 OR MUA 401 Applied Music*** --

Eight (8) semester hours required.

*MUSIC ELECTIVES* -- Twelve (12) semester hours required.

- ***Three (3) electives in music, two (2) of which must be at the 300 level or above***

*SENIOR PROJECT* -- Four (4) semester hours required.

- ***MUS 495 Senior Project*** -- Four (4) semester hours required.

*ADDITIONAL REQUIREMENTS*

- Pass a fundamental keyboard skills examination by the end of the sophomore year, or complete two (2) terms of secondary applied piano.
- Freshman Assessment: End-of-Year Self-Assessment, including portfolio; interview with Department of Music faculty.
- Sophomore Review: End-of-Year Self-Assessment, including portfolio; interview with Department of Music faculty.

**MINOR REQUIREMENTS**
Twenty-eight (28) semester hours are required.

- ***MUS 151 Theory 1 with Laboratory*** -- Four (4) semester hours required.
- ***MUS 152 Theory 2 with Laboratory*** -- Four (4) semester hours required.
- ***MUA 200 Music Ensembles*** -- Four (4) semester hours required.
- ***MUA 201P OR 201C OR MUA 301 OR MUA 401 Applied Music*** -- Eight (8) semester hours required.
- ***Two (2) electives in music, one of which must be at the 300 level or above*** -- Eight (8) semester hours required.

## Course of Study:

*PERFORMANCE*

***Applied Music***
The department offers private instruction in voice, piano, organ, guitar, all orchestral instruments, harpsichord, conducting, and composition.

***MUA 101 Applied Music for Enrichment I***: Involves one half-hour lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded credit/no credit. Appropriate for beginners.

***MUA 102 Applied Music for Enrichment II:*** Involves one 45-minute lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded credit/no credit. Appropriate for beginners.

***MUA 201P or 201C Applied Music for the Music Major/Minor***: Offers 45-minute lesson per week in any major applied or concentration area. No recital required. May be repeated for credit. Graded on letter basis. Appropriate for those continuing studies.

***MUA 301 Applied Music for the Music Major/Minor***: Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. *Prerequisites:* excellent performance skills and admission audition usually no later than end of

sophomore year.

***MUA 401 Applied Music for the Music Major/Minor***: Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. *Prerequisites:* superior performance skills and admission audition, available in senior year only.

*ENSEMBLES*

***MUA 200.01 Rollins College Choir***: Emphasizes performance of high-quality literature for large choral ensemble.

***MUA 200.02 Rollins Singers***: Concentrates on contemporary, popular, and musical theater pieces for several small music ensembles. *Prerequisite:* audition.

***MUA 200.03 Concert Choir***: Focuses on music for the most select choral ensemble. *Prerequisite:* audition.

***MUA 200.04 Women's Ensemble***: Spans wide variety of styles, especially composers who specialize in music in this voicing. *Prerequisite:* audition.

***MUA 200.05 Rollins Brass Ensemble***: Joins students and community members in performing brass music from Renaissance through 20th century. *Prerequisite:* audition.

***MUA 200.06 Rollins Jazz Ensemble***: Performs jazz from all periods. *Prerequisite:* audition.

***MUA 200.07 Flute Choir***: Combines students and community members in performing flute ensemble music. *Prerequisite:* audition.

***MUA 200.08 Percussion Ensemble***: Emphasizes music for percussion instruments. *Prerequisite:* audition.

***MUA 200.09 Small Chamber Ensembles***: Includes small vocal and instrumental ensembles. Varies from term to term. *Prerequisite:* audition.

***MUA 200.10 Bach Festival Choir***: Joins students and community members in performing primarily oratorio works. Prestigious, historical music organization. *Prerequisite:* audition.

***MUA 200.11 String Ensemble***: Tailors orchestral literature from all periods to ensemble's instrumentation. *Prerequisite:* audition.

***MUA 200.12 Horn Ensemble***: Teams students with community members in performing horn music from Renaissance through 20th century. *Prerequisite:* audition.

***MUA 200.13 Opera Workshop***: Delves into study and performance of opera roles and scenes. *Corequisite:* choral ensemble. *Prerequisite:* audition.

***MUA 200.14 Mallet Ensemble***: Performs music for marimba, glockenspiel, xylophone, vibraphone, and chimes. *Prerequisite:* audition.

***MUA 200.15 Pep Band***: Performs at college athletic events. Winds, brass, and percussion. *Prerequisite:* audition.

***MUA 200.16 Sightsinging***: Additional training for the musical ear. Involves elements of association, habit, memory, theoretical understanding and imagery. *Prerequisite:* ***MUS 152***.

***MUA 200.17 Orchestra:*** Performs orchestral literature including concertos and symphonies. *Prerequisite*: audition.

***MUA 200.18 Wind Ensemble***: Performs wind ensemble and light classical literature. *Prerequisite*: audition.

***MUA 200.19 Men's Chorus***: Spans wide variety of styles, especially composers who specialize in this voicing. *Prerequisite*: audition.

*CLASSROOM COURSES*

***MUS 120 Musical Awareness***: Presents aspects of American folk music, jazz and rock, Western European art music, and non-Western music. Suitable for nonmajors. May not count toward the major in music.

***MUS 140 Introduction to Music Theory***: Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for nonmajors. May not count toward the major in music.

***MUS 150 Introduction to Keyboard Music Theory***: Teaches students to explore the language and skills of music performance through the study of music theory and beginning keyboard literature on a Triton LE Music Workstation. This technology gives students the opportunity to listen and play musical examples and understand the creative concept of music literature in a historical and cultural context.

***MUS 151 Theory 1 (Harmony)***: Develops skills in notation, scales, and elementary harmony, as well as sight-singing and ear-training. Keyboard Harmony/Secondary Piano laboratory required.

***MUS 152 Theory 2 (Harmony)***: Explores perceiving and writing music through simple exercises in traditional harmony and voice leading in the context of historical examples. Keyboard Harmony/Secondary Piano laboratory required. *Prerequisite:* ***MUS 151*** or consent.

***MUS 153 Keyboard Harmony I***: Teaches students the skills of harmonization, transposition, and sight-reading leading to the study of standard classical piano repertoire. Designed for all music majors and minors who are enrolled in MUS 151. Skill emphasis placed on scale and chord constructions, chord progressions, diatonic harmonization, transposition, alto clef, and sight reading.

***MUS 154 Keyboard Harmony II***: A continuation of MUS 153 *Keyboard Harmony I.* Emphasis on harmonization, transposition, modulation, improvisation, music dictation, and figured bass leading to four-part writing. Augmented and diminished triads, as well as major and minor seventh chords, also introduced. Other skills, such as reading tenor and alto clefs and score reading, taught in the latter part of the course. *Prerequisite:* ***MUS 153.***

***MUS 160 History of Jazz***: Examines American popular musical styles from 1930 to present -- from musical components to musicians. Touches upon cultural, social, and historical milieu.

***MUS 165 History of Rock and Roll***: Probes sociological, cultural, political, and musical impact of rock and roll. Samples diverse style of "pop" music and discusses technology of electronic music.

***MUS 190 Introduction to Music and Technology:*** Introduces musical uses of computers, synthesizers, and sound design. Students will learn to sequence, edit, mix, notate, and arrange music using modern techniques and computer applications. These applications include: Digital Performer, Sibelius, and Pro Tools. Knowledge of both computers and music is imperative.

***MUS 210 Designing Music with Digital Media***. Examines how technology

has affected the history of music and how technology can be applied to the music of today's composer and arranger. Utilizes notation and recording software, to teach important real world applications of existing theoretical knowledge. Utilizes and strengthens the writing, arranging, and aural abilities of the non-performing musician. *Prerequisite:* ***MUS 151***.

***MUS 215 Discovering Music Through Technology***. Introduces studentsto facets of the music technology world. Gives insight into real-world applications of recording software, notation software, and MIDI sequencing. Builds on previous aural training to begin working on projects that could be useful in real world job opportunities. *Prerequisite:* ***MUS 151***.

***MUS 220 The Marriage of Music and Poetry***: Compares music ("language" of sound) and poetry ("music" of language) as expression: form, structure, syntax, articulation, and influences. Ponders how combination of music and poetry often results in a more expressive and fused art form.

***MUS 223 Singing Diction***: Applies International Phonetic Alphabet to languages sung on lyric stage: English, Italian, Latin, Spanish, French, and German. Examines vowel and consonant formation and problems of intelligibility in different pitch ranges.

***MUS 225 Topics in Music:*** Ranges from popular music to masterworks of European art music. Varies from term to term.

***MUS 230 Rhythm of Music and Life:*** Provides an understanding of rhythms from different cultures and how societies are shaped by cultural and artistic beliefs. Examines rhythms from Africa, South America, and world cultures. Includes basic percussion instruction on a variety of instruments.

***MUS 251 Theory 3 (Counterpoint)***: Expands writing skills in species counterpoint in two and three voices. Includes analysis of contrapuntal forms -- invention and fugue. *Prerequisite:* ***MUS 152*** or consent.

***MUS 252 Theory 4 (Chromatic Harmony and Introduction to Analysis)***: Highlights writing more chromatic harmonic accompaniments to melodies (Neapolitan $6^{th}$, $9^{th}$, $11^{th}$ , and $13^{th}$ chords), as well as analyzing varied music. *Prerequisite:* ***MUS 152*** or consent.

***MUS 260 Music of the Caribbean and Brazil: From the Son to the Samba***: Through study of musical styles and traditions of five influential countries, examines historical, economical, sociological and technological factors that shaped their music. Extensive classroom listening and performances.

***MUS 280 Masterpieces of Choral Music***: Surveys history and performance practices of masterworks of choral literature from Renaissance to $20^{th}$ century.

***MUS 285 Music Business and Technology:*** Familiarizes students with the many aspects of business and technology associated with the contemporary music industry. Topics include MIDI, notation printing, royalties, web applications, marketing, recording techniques, and common music business structuring. *Prerequisite*: ***MUS 152*** or consent.

***MUS 286 Introduction to Sound Recording***: Examines the methods and technologies used to record, edit, format, manufacture, and distribute music. Students gain an understanding of how to produce their own recordings.

***MUS 290 Basic Conducting***: Includes baton technique and basic score reading. Laboratory format. *Prerequisite:* music major and sophomore standing, or consent.

***MUS 292 Introduction to the Business of Music***: An introduction to the music business including the interaction of corporations, creativity, copyright, compensation, and cyberlaw. Topics include history, MIDI, royalties, web applications, marketing, recording techniques, and common business structures.

***MUS 310 The Art of Performing***: Explores etiology and elimination of stage fright. Presents methods for reducing anxiety and communicating with confidence.

***MUS 314 Improvisation***: Presents the rudiments of jazz idiom improvisational techniques. Discussion, demonstration, and performance of scales, harmonic devices, and forms. *Prerequisite*: music major or consent.

***MUS 320 Writing About Music***: Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Event admission fees required.

***MUS 325 Love, Death, and Opera***: Traces inspiration of specific operas -- original novels and plays, as well as librettos derived from them. Follows transformations of written word to lyric stage. Does not require reading knowledge of music.

***MUS 330 Bach's Back:*** A writing-intensive course keyed to the music performed by the Bach Festival Society during the spring term of each year. Readings focus on the cultural, social, and historical contexts of the musical works. *Prerequisite:* ***MUS 152*** or consent.

***MUS 340/341/342/343 Methods: Percussion/Brass/Strings /Woodwinds:*** Study, discussion, and analysis of methods and techniques of all instruments in the (percussion/brass/string/woodwind) family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. *Prerequisite*: ***MUS*** major or minor.

***MUS 351/352 Seminar in Composition I and II***: Emphasizes the development of a solid compositional craft to be attained through writing projects for a variety of media. Recent musical trends and literature will be discussed and each semester will culminate in a recital of student works. *Prerequisites*: ***MUS 152*** for ***MUS 351*** and ***MUS 351*** for ***MUS 352***.

***MUS 355 Practicum: Composition:*** Continues instruction in composition beyond ***MUS 351/352 Seminar in Composition I and II*** at an advanced level. May be repeated. *Prerequisite*: ***MUS 352***.

***MUS 360 Music in the Global Environment***: Introduces the variety of native music and instruments throughout the world, as well as the effect of globalization on native culture, and native cultures on music throughout the world.

***MUS 361 Music History: Renaissance/Baroque***: Spans Renaissance (1450-1600) through baroque era (1600-1750). *Prerequisite*: ***MUS 152***.

***MUS 362 Music History: Classic/Romantic***: Spans classic era (1750-1820) through romantic period (1820-1900). *Prerequisite*: ***MUS 152***.

***MUS 363 American Music***: Chronicles styles, periods, and performers: Tin Pan Alley; jazz mixed with blues; classical; Broadway and bop; Copland, country, and Coltrane. Exposes students to wealth of musical culture through recordings, videos, and live concerts.

***MUS 364 Music History: 20th-Century Music:*** Surveys concert music styles of the 20th century and their reflection of society and events of the time. *Prerequisite*: music reading skills preferred, but not required.

***MUS 372 Survey of Jews and Music: From Sinai to Symphony:*** Surveys some of the definitions of what is "Jewish" in music, from liturgical chant, to folk songs, to music of the concert hall and Tin Pan Alley. Fulfills an elective requirement for the music major, music minor, and Jewish studies minor. *Prerequisite*: sophomore standing.

***MUS 380 Literature of the Instrument:*** Surveys major works of a particular instrument. Requires historical research, examination, and performance of scores, and extensive listening to recordings.

***MUS 385 Piano Accompanying***: Instruction in the art of piano accompanying through actual classroom performance with instrumentalists and vocalists.

***MUS 386 Advanced Sound Recording***: Examines advanced methods and technologies used to record, edit, format, manufacture, and distribute music. Students produce their own stereo and multi-track music recordings, and CD masters. *Prerequisite*: ***MUS 286.***

***MUS 388 Advanced Music Technology***: Examines the methods and technologies used to record, edit, format, manufacture and distribute music. *Prerequisite*: ***MUS 190.***

***MUS 390 Advanced Conducting and Repertory***: Features preparation and performance of compositions from standard repertory. *Prerequisite:* ***MUS 290***.

***MUS 391 Practicum: Conducting***: Continues instruction for conducting students at an advanced level to further develop their knowledge of repertoire, performance practices, aural discrimination, and conducting technique. *Prerequisite*: ***MUS 390*** or consent.

***MUS 392 Introduction to Arts Management:*** Introduces topics required to operate an arts organization, including (but not limited to) public relations, financial management and accounting, marketing, fundraising, and intellectual property, culminating in presentation of a business plan. *Prerequisites*: junior standing and consent.

***MUS 393 Piano Pedagogy I:*** Introduction to the problems and psychology of teaching the beginning piano student. Emphasis on practical applications of pedagogical principles. Discussions of current methods and beginning materials, adaptation of the child to the instrument, and the development of the techniques and musicianship at the elementary level. *Prerequisite*: applied piano ***201*** or consent.

***MUS 394 Piano Pedagogy II: Practicum:*** Observation of private and group instruction at the Community School of Music and opportunity to teach private and group lessons under supervision of the instructor. Continuing discussions of appropriate teaching materials for more advanced student. *Prerequisite*: ***MUS 393.***

***MUS 395 Pedagogy for the Singing Voice***: Details anatomy and operation of laryngeal and respiratory apparatus as applied to singing voice. Examines standard voice nomenclature, fundamental acoustics, current singing science, care and hygiene for voice, teaching methods, and current literature in vocal research. *Prerequisite:* at least three years of applied voice study or consent.

***MUS 396 Voice Pedagogy: Practicum***: Student teaching of at least two

private voice students under supervision. Observation of voice teaching in the College. Seminars in technique and teaching methods. *Prerequisite*: ***MUS 395***.

***MUS 425 Topics in Music***: Focuses on single topic, such as composer, genre, or artistic movement.

***MUS 451 Form and Analysis:*** Examines basic principles of musical construction as seen through detailed analysis of representative compositions dating from the baroque to the present. *Prerequisite*: ***MUS 252***.

***MUS 495 Senior Project:*** This course is designed to tie together students' academic career at Rollins. Individual focus area may include a recital performance, student teaching, or a research project directed by the appropriate music faculty member. *Prerequisite*: senior standing.

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# PHILOSOPHY AND RELIGION

**Changes effective Fall Term 2011**

*Cook* *D'Amato* *Davis* *Edge*

*Greenberg* *McLaren* *Musgrave* *Rubarth*

*Smaw*

Socrates said, "the unexamined life is not worth living." The disciplines of philosophy and religion examine our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary, sacred and profane.

Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing -- by engaging in argumentative dialogue with these philosophers. Nonmajors acquire valuable skills of analysis and argumentation while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

Religious studies examines the history, beliefs, practices, and role of religion in creating and shaping the world's cultures and societies. The department offers courses in Western and Eastern religions, courses in scriptures such as the *Hebrew Bible* and the *New Testament*, as well as more advanced and thematic courses such as *Religion and Film*, *Women and Religion*, and *Buddhist Ethics.* The objectives of the major are to explore the history of world religions, to comprehend religious beliefs along with their philosophical and psychological underpinnings, to appreciate the varieties of religious experience, to consider the impact and meaning of religious pluralism in America, and to assess the role that religions have historically played in shaping society's values.

The department offers majors and minors in both philosophy and religious studies.

**MAJOR REQUIREMENTS**

**PHILOSOPHY**
Twelve (12) courses are required.

*CORE COURSES*

FUNDAMENTALS

- ***PHI 108 Ethics***
- ***PHI 223 Introduction to Formal Logic***

ANCIENT PHILOSOPHY

- ***PHI 230 History of Early Western Philosophy***

MODERN PHILOSOPHY

- ***PHI 231 History of Modern Philosophy***

CONTEMPORARY PHILOSOPHY

- ***PHI 250 Survey of Recent Philosophy***

  ***OR PHI 302 American Philosophy***
  ***OR PHI 310 Existentialism***
  ***OR PHI 311 Philosophy of Science***
  ***OR PHI 320 Postmodernism***
  ***OR PHI 348 Philosophy of Mind***

SENIOR THESIS OR SENIOR SEMINAR

- ***PHI 490 Senior Seminar OR PHI 499 Senior Thesis***

*ELECTIVES*
**Six (6) electives in the department are required, four (4) at the 300 or 400 level and at least four (4) in philosophy.**

- All senior philosophy majors must pass a comprehensive examination.

**RELIGIOUS STUDIES**
Twelve (12) courses are required.

*CORE COURSES*

- ***REL 113 Asian Religions***
- ***REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament***
- ***REL 217 Jewish Life and Thought OR REL 218 Christianity: Thought and Practice***
- ***REL 219 Islam: Religion and Society OR REL 230 Buddhism: Theory and Practice***

*SENIOR COURSE*

- ***REL 490 Senior Seminar OR REL 499 Senior Independent Study***

*ELECTIVES*
Seven (7) electives are required: four (4) at the ***300-*** or ***400-level*** and at least four (4) in religion.

- ***ANT 259 Contemporary Middle East and North Africa***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***CLS 232 Greek Mythology***
- ***CLS 322 Classical Religion: Paganism***
- ***ENG 231 The Bible as Literature***
- ***PHI 317 Philosophy of Religion***
- ***PSY 315 Topics in Psychology***
- ***REL courses not taken to fulfill above requirements***

**MINOR REQUIREMENTS**

**PHILOSOPHY**
Eight (8) courses are required.

- ***PHI 108 Ethics***

- ***Two (2) history courses in philosophy***
- ***Four (4) electives in the department: two (2) at the 300 or 400 level and three (3) in philosophy. The remaining one (1) can be taken in religion.***
- ***PHI 498 Senior Thesis (for minors) OR PHI 490 Senior Seminar***

**RELIGIOUS STUDIES**
Eight (8) courses are required.

- ***REL 113 Asian Religions***
- ***REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament***
- ***REL 217 Jewish Life and Thought OR REL 218 Christianity: Thought and Practice***
- ***REL 219 Islam: Religion and Society OR REL 230 Buddhism: Theory and Practice***
- ***REL 490 Senior Seminar OR REL 498 Senior Independent Study***
- ***Three (3) electives in the department: two (2) at the 300- or 400-level and at least two (2) in religion.***

## Course of Study

PHILOSOPHY

***PHI 103 Introduction to Philosophy***: Presents aims, methods, and content of philosophy through important figures and perennial problems. Asks: How do we know ideas are true? What is reality? Does God exist? Why is there evil? Is mind distinct from body? Are we free or determined? What is our highest good? How do we know right from wrong? What distinguishes beauty? What is place of individual in society?

***PHI 108 Ethics***: Introduces moral philosophy (defining value) and metaethics (justifying ethical beliefs) and applies them to common problems. Ponders what actions are morally good -- and what makes them that way.

***PHI 140 Friends and Others***: Examines ways classical and contemporary philosophers have analyzed friendship so that students can develop and express their own understandings.

***PHI 212 Philosophy of the Arts***: Covers both theory of art and theory of aesthetic. Addresses 2,400 years of writings on imitation, significant form, expression, death of art, taste, psychic distance, beauty, and the aesthetic.

***PHI 214 Philosophy in Literature***: Investigates perennial philosophical issues in conflicts of literary characters and ideas. Considers works of Voltaire, Dostoevsky, Barth, Ellison, Camus, and Flannery O'Connor.

***PHI 215 Social and Political Philosophy***: Explores moral grounds for state, place and value of freedom, nature and justification of property, and rights of individual to classical and contemporary thinkers.

***PHI 218 Argumentation and Media-Manipulation: Critical Thinking for the 21st Century***: Introduces principles of critical thinking and their application to both traditional argumentation and the highly sophisticated use of persuasion in television and other mass media. Examines misleading and manipulative arguments in ethical, political, religious, and philosophical discourse, including the use of persuasion in advertising and journalism. Examines the logic and grammar of images, the use of tacit messages, and other attempts to influence beliefs or otherwise affect behavior that may or

may not be in overt propositional form. Develops critical viewing habits.

***PHI 223 Introduction to Formal Logic***: Examines principles of deductive reasoning expressed in symbolic form. Begins with Aristotelian categorical syllogisms, then considers truth-functional propositional and quantificational logic.

***PHI 226 Philosophy of Education***: Compares differing views on aims and methods of education. Touches upon theories of human nature underlying educational models, education versus indoctrination, moral dimensions of education, "liberal education," and ideals of educated men and women.

***PHI 230 History of Early Western Philosophy***: Chronicles development of philosophical thought in ancient Western world from 6th century BC until 300 AD, focusing on classical Greece and Rome. Students read primary sources in four areas: pre-Socratic philosophers, Socrates and Plato, Aristotle, and Late Hellenistic philosophy (Stoics, Skeptics, Epicureans, and Cynics).

***PHI 231 History of Modern Philosophy***: Investigates important philosophers in Britain and on the Continent during 17th and 18th century. Considers Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant as mediator of these two traditions.

***PHI 240 Topics in Philosophy***: Delves into philosopher's work, issue or concept, or specific tradition. Varies. May be repeated for credit. Suitable for first- and second-year students.

***PHI 242 Zombies, Serial Killers, and Madmen***: Subjects our everyday intuitions about cognition in moral reasoning and individual responsibility to scrutiny using the principles of logic and critical thinking. Investigates the modern phenomenon of zombies, serial killers and madmen in order to answer important moral/legal questions such as: Is rationality a necessary prerequisite for responsibility? What are we to do with irrational people who commit heinous acts?

***PHI 250 Survey of Recent Philosophy***: Surveys three major movements of late 19th and 20th century: existentialism, pragmatism, and analytic thought. Provides foundation for in-depth courses.

***PHI 280 Parapsychology -- Data/ Implications***: Analyzes methodology of parapsychological experiments and quantity/quality of empirical evidence produced. Addresses nature of science, parapsychology as philosophy and science, and implications of data.

***PHI 290 Medical Ethics***: Discusses moral problems of health care and medical technology: abortion, euthanasia, treatment of defective newborns, genetic screening, and human experiments.

***PHI 302 American Philosophy***: Emphasizes pragmatists -- from C. S. Peirce, William James, and John Dewey to Richard Rorty today. *Prerequisite:* one ***PHI*** course.

***PHI 308 Topics in Ethics***: Takes on varied topics in moral philosophy. Seminar. *Prerequisite:* ***PHI 108*** or consent.

***PHI 309 Environmental Ethics***: Considers duties to and value of animals, plants, entire species, ecosystems, and Earth as whole. Also connects environmental ethics to way we do business and live our lives. *Prerequisite:* ***ENV 189.***

***PHI 310 Existentialism***: Links existentialism and phenomenology, two similar European movements of late 19th and 20th century. Tackles Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl, and Heidegger. Discusses fundamental existential problems -- meaning of life, nature and priority of self -- as well as phenomenological method. *Prerequisite:* ***PHI 231*** or consent.

***PHI 311 Philosophy of Science***: Analyzes presuppositions, methods, and leading concepts of natural sciences. Questions notions of truth and progress in science. Investigates how scientific account of the world relates to everyday understanding of life. Recommended for science majors. *Prerequisite:* one ***PHI*** course or consent.

***PHI 312 Feminist Theory***: Feminist theory foregrounds women and gender issues, taking the experiences of women seriously and using gender as a tool for critical analysis. Examines a variety of approaches. *Prerequisite:* one ***PHI*** or ***WMS*** course.

***PHI 313 Contemporary Analytic Philosophy***: Traces major 20th-century movement from Moore and Russell through Wittgenstein, Austin, and Ryle. *Prerequisite:* one ***PHI*** course.

***PHI 314 Topics in Philosophy***: Probes philosopher's work, issue or concept, or philosophical tradition. Varies. Suitable for juniors and seniors. *Prerequisite:* one ***PHI*** course.

***PHI 317 Philosophy of Religion***: Challenges students to subject religious beliefs to rational tests. Explores nature and existence of God, evil, relation of faith to reason, miracles, mystical experience, religious language, and meaning and verification of religious ideas. *Prerequisite:* one ***PHI*** or ***REL*** course.

***PHI 319 Evil and the Search for Meaning after the Holocaust***: Highlights philosophical, theological, and fictional works about Holocaust by Sartre, Camus, Buber, Arendt, Frankel, and Wiesel -- from 1945 to present. *Prerequisite:* one ***PHI*** or ***REL*** course.

***PHI 320 Postmodernism***: Takes on postmodern challenge to notions of truth, objectivity, and unity of self. Looks into limits of language and rationality, critiques of culture and technology, and impossibility of "grand theory." Students read representatives from French, German, and American tradition, such as Foucault, Derrida, Lyotard, Irigaray, Adorno, Horkheimer, and Rorty. *Prerequisite:* ***PHI 231*** or consent.

***PHI 325 Philosophy of Law***: Examines concept of constitutionality, "strict constructionism," nature and limits of law, justification of punishment, judicial reasoning, capital punishment, legal responsibility (strict liability and the insanity defense), legislating morality, and paternalism. *Prerequisite:* one ***PHI*** course.

***PHI 348 Philosophy of Mind***: Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. *Prerequisite:* one ***PHI*** or ***PSY*** course.

***PHI 398 Directed Study for Juniors***

***PHI 490 Senior Seminar***: Focuses on theme or philosopher. Requires substantial paper. May substitute for ***PHI 498/499***. *Prerequisites:* philosophy major/minor and senior standing, or consent.

***PHI 498 Senior Independent Study***: Required for philosophy minor. (Must take this or ***PHI 490.***)

***PHI 499 Senior Thesis***: Required for philosophy major. (Must take this or ***PHI 490.***)

RELIGION

***REL 113 Asian Religions***: Explores forms, beliefs, and rituals of Hinduism, Buddhism, and religions of China and Japan through primary sources.

***REL 125 Hebrew Bible (Old Testament)***: Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

***REL 126 New Testament***: Introduces major themes and contemporary biblical scholarship.

***REL 135 Religion in America***: Surveys Native American religions, Judeo-Christian traditions of European immigrants, and African-American religion; religions originating in America; occult and metaphysical movements; Eastern religions; and regional religion. Examines dominance and unifying force of Protestantism, civil religion, and cultural religion. Also highlights conflicts and reconciliations between Protestants and Catholics, other Christians, and Jews.

***REL 170 The Search for Meaning***: Follows inner journeys of religious thinkers from a variety of traditions. Ponders process of search and discovery, its motives, and consequences.

***REL 217 Jewish Life and Thought***: Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and changing world of women in contemporary Judaism.

***REL 218 Christianity: Thought and Practice***: Introduces age-old issues: nature of God, evil, nature and work of Christ, redemption, sacraments, Christian living, and methods of theological reflection. Assigns writings of at least two key thinkers in Christian thought.

***REL 219 Islam: Religion and Society***: Explores religious, cultural, political, and social dimensions of Islam, from beliefs and practices to relationship of Islam to the Judaeo-Christian heritage.

***REL 220 Religion and Literature***: Discusses religious (and anti-religious) themes in recent writing from a variety of genres.

***REL 223 Contemporary Jewish Literature and Film***: Draws upon short stories, novels, and films that depict modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe, immigrant Jews in Israel and U.S., Holocaust, establishment of Israel and contemporary Israeli society, and tradition vs. modernity.

***REL 228 Women and Religion***: Studies the status, experiences, and contributions of women in world religions. Focuses on women in Judaism, Christianity, and Islam, and on contemporary feminist ideology and spirituality. Readings include sacred texts, history, theology, and anthropology. Discussions center around topics such as male and female concepts of the divine, gender roles, creation of new rituals, and women's ordination. *Prerequisite:* one ***REL*** or ***WMS*** course.

***REL 230 Buddhism: Theory and Practice***: Explores the origins and basic theoretical principles of Buddhism and some of its cultural manifestations. Tibetan Buddhism, Zen, and Buddhism in the contemporary world are focal points.

***REL 235 Religion and Science***: Documents 20th- and 21st-century developments in Western religious thought in response to contemporary science. Touches upon religious and scientific language, nature and the supernatural, creation in physics and theology, biological evolution and creationism, sociobiology and ethics, and ecology and religious thought.

***REL 236 Religion and Film***: Examines contemporary films that contain messages about the meaning of life and death, the ultimate aims of existence, and other topics that have traditionally belonged to the domain of religion.

***REL 237 Religion and Terrorism***: Examines issues such as whether religion is inherently violent, the definition of religious terrorism, the significance of 9/11, the religious justification for violence, and the psychology of religious terrorism.

***REL 240 Buddhist Philosophy***: An examination of Buddhist philosophical theories regarding the nature of the self, reality, knowledge, language, the ultimate goal of sentient existence, and the path to that ultimate goal.

***REL 241 Buddhist Ethics***: A study of Buddhism's ethical principles and the ways these principles are applied to ethical issues in the domains of nature, economics, war and peace, medicine, sexuality, and others.

***REL 251 Topics in Religion***: Focuses on topic of interest to students and faculty. Suitable for first- and second-year students.

***REL 300 Religion and the Body***: Explores concepts and practices of the body in Eastern and Western traditions. Topics include mind/body dualism, body and gender roles, sexual norms and taboos, modesty, purity, and impurity. *Prerequisite*: one ***REL*** course.

***REL 304 Jerusalem: History, Religion, and Politics***. Examines the history of Jews, Christians, and Muslims in Jerusalem from the biblical period to the present. Focuses on religious teachings that expound notions of sacred land and the subsequent political dominations of the city, modern nationalist movements, and current debates and dialogues on the future of Jerusalem. *Prerequisite:* One ***REL*** course.

***REL 325 Psychological Theories of Religion***: Focuses on the psychological theories of religion offered by James, Freud, Jung, and others; examines the theories from a philosophical point of view. *Prerequisite*: one ***REL*** or ***PSY*** course.

***REL 331 Religious Ethics***: Discovers how different traditions deal with ethical questions: personal behavior in promise keeping, truth telling, and sexuality, as well as social issues about war, peace, poverty, injustice, and oppression. *Prerequisite:* one ***PHI*** or ***REL*** course.

***REL 333 Modern and Contemporary Jewish Thought***: Treats major Jewish thinkers and ideas from Enlightenment to present: personal autonomy vs. peoplehood and authoritative tradition; nationalism; feminism; and morality after the Holocaust. *Prerequisite:* one ***REL*** or ***PHI*** course.

***REL 340 Zen Buddhism***: Philosophical assessment of Zen discourse, through reading and critically reflecting on texts attributed to seminal Indian, Chinese, Korean, and Japanese masters. *Prerequisite*: one ***REL*** course.

***REL 351 Studies in Religion***: Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit.

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|---|---|
| | *Prerequisite:* one ***REL*** course.<br><br>***REL 490 Senior Seminar***: Focuses on a particular theme in the study of religion. Requires substantial research paper. May substitute for ***REL 498/499***. *Prerequisites:* junior or senior standing and ***REL*** major or minor.<br><br>***REL 498/499 Senior Independent Study***: Required for all religious studies majors and minors. |

# PHYSICAL EDUCATION

**Changes effective Spring Term 2010**

*Pistor*

Students must complete three (3) terms of physical education: one (1) term of basic physical education (BPE) and two (2) terms of lifetime recreational activity electives. These coed courses: encourage students to maintain good physical fitness; emphasize that physical activity, done for pleasure, should become a way of life; teach new skills that enhance leisure time; provide basic health information; and develop neuromuscular systems. Usually, students take one (1) PEA course per term, although the chair may approve a second. Anyone who has finished four (4) terms may register for another activity as openings permit. Students may not earn more than four (4) semester hours of credit in lifetime recreational activity (PEA) or varsity sport (PEV) courses combined.

The college furnishes equipment for classes and intramural sports -- except tennis racquets and golf clubs. Sports participants assume a risk. Students should not undertake an activity for which they are not physically fit.

The director of Lakeside Health and Counseling Services, in consultation with the PE chair, may waive or alter requirements. The director must also endorse any certificates of disability from personal physicians. The chair reviews exceptional cases, which must also be approved by the assistant dean for academic administration and records.

**REQUIREMENTS FOR TRANSFER STUDENTS**
Transfer students who have completed sixty (60) semester hours in any field are exempt from the PE requirement. Transfer students with thirty (30) semester hours must take two terms of PE at Rollins but may skip the BPE course.

**BASIC PHYSICAL EDUCATION (BPE)**
A fitness program based upon Dr. Kenneth Cooper's aerobic system, BPE improves vigor and health through activities that demand oxygen consumption. BPE courses include *BPE Aerobic Fitness: Running*; *BPE Aerobic Fitness: Swimming*; *BPE Aerobic Fitness: Dance*; *PED 101,* and *PED 201*.

***PED 101 Behavioral Guidelines for Health and Wellness***: Emphasizes self-awareness and responsibility in maintaining health. Deals with consumerism, emotional health, intimate relationships, stress management, nutrition, fitness, disease prevention, and individualized behavior modification.

***PED 106 Sport and Society***: Examines social organization, social change, and connection of sport to structure and dynamics of social life. Does not fulfill BPE or electives requirement.

***PED 201 Physiology of Exercise and Performance***: Explains physiological fundamentals of physical fitness and training techniques. Discusses human energy systems, aerobic exercise, muscular fitness, and training techniques. Encourages students to design individualized

programs.

***PED 202 Topics in Sport Psychology:*** Focuses on selected topics and issues in sport psychology relevant to the psychological and mental factors that influence performance and personal growth, including development of appropriate psychological skills for performance enhancement. Other topics include aggression, audiences and performers, and arousal and performance. Does not fulfill BPE or electives requirement.

**ELECTIVES**
Ballroom Dancing*
Basketball
Canoeing
Fencing
Golf*
Jazz Dance for Exercise
Lifeguard Training*+
Pilates
Sports Pilates
Racquetball
Sailing
Scuba*+
Softball
Tae Kwon Do*
Tennis
Volleyball
Water Safety Instruction*+
Water-Skiing*
Weight Training
Windsurfing*
Varsity Sports
***Fee Courses, +Certification Courses***

The following academic courses may substitute for an elective.

- ***DAN 170 Ballet I***
- ***DAN 177 Jazz I***
- ***DAN 179 Modern Dance I***
- ***DAN 270 Ballet II***
- ***DAN 277 Jazz II***
- ***DAN 279 Modern Dance II***
- ***DAN 394 Intermediate/Advanced Dance Technique***

**ATHLETIC COACHING COURSES**
Three professional preparation courses meet state Department of Education requirements, but **not the BPE or electives requirement.**

***PED 475 Athletic Coaching Theory***: Improves coaching skills by covering psychosocial development, biophysiology, legal concerns, sport management, and sport instruction. *Prerequisite*: junior/senior standing.

***PED 476 Theory and Practice of Coaching a Specific Sport***: Introduces recent advances. Highlights interscholastic coaching/teaching methods, trends, hands-on lab experiences, and safety procedures. *Prerequisite*: junior/senior standing.

***PED 477 Care and Prevention of Athletic Injuries (Sports Medicine)***: Treats injury detection and treatment, rehabilitation, reconditioning, counseling, and injury prevention. Includes hands-on lab experiences and off-the-field safety precautions. *Prerequisite:* junior/senior standing.

**INTRAMURAL ACTIVITIES**

Students choose to participate in the intramural program. These activities supplement PE classes and include some coed sports and one-day activities.

Fraternities and sororities, independents, first-year students, special groups, off-campus students, faculty, current graduate students, and administrative staff compete as teams. Sports include basketball, bowling, flag football, golf, sailing, soccer, softball, swimming, table tennis, tennis, and volleyball (beach and regulation).

**ATHLETICS**
Sports play a significant role in life at Rollins. The athletic program encourages individual participation in 20 intercollegiate sports--baseball, basketball, crew, cross-country, golf, sailing, soccer, softball, tennis, volleyball, and water-skiing. The college also fields club teams for women's soccer and swimming.

**FACILITIES**
The Alfond Sports Center contains basketball and volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alfond Boathouse, Bradley Boathouse, Alfond Pool, Alfond Stadium, Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts.

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins



# PHYSICS

**Changes effective Spring Term 2011**

*Fuse* *Moore* *Murdaugh* *Pestka*

*Turri*

Physics encompasses more than the study of matter and energy. It seeks general principles behind phenomena as diverse as wispy elementary particles and gigantic galaxies.

Physics courses provide a pathway towards that understanding through laboratory and computer analysis and mathematical and computer modeling. Our laboratories are especially well equipped and our major emphasizes the development of sound laboratory skills. The major also stresses mathematics, the language of physics.

Physics provides a foundation for students interested in engineering -- the application of physical principles to the design of products and processes needed in today's technological world. Future engineers may concentrate in physics for the first three years at Rollins and then transfer to one of the engineering schools with which the college participates in a 3-2 dual-degree program. *For further information, contact the coordinator, Thomas R. Moore.*

Some graduates teach or work in industry while others pursue master's of business administration degrees (M.B.A.'s). Many physics majors go on to graduate school in specialized areas of physics, while others continue in such fields as astronomy, oceanography, materials science, and applied physics. Since physics majors know how to solve problems and use technology, they find interesting jobs with or without a higher degree.

**MAJOR REQUIREMENTS**
Fifteen (15) courses are required.

- ***PHY 131 Principles of Physics***
- ***PHY 132 Experimental Physics I***
- ***PHY 220 Math Methods for Physical Sciences I***
- ***PHY 221 Math Methods for Physical Sciences II***
- ***PHY 230 Modern Physics***
- ***PHY 232 Experimental Physics II***
- ***PHY 233 Modern Electronics***
- ***PHY 308 Mechanics***
- ***PHY 314 Electromagnetic Theory I***
- ***PHY 315 Electromagnetic Theory II***
- ***PHY 325 Computational Physics***
- ***PHY 398 Physics Seminar***
- ***PHY 411 Modern Optics***
- ***PHY 412 Experimental Optics***
- ***PHY 451 Quantum Physics I***

Students without a strong background in physics and mathematics may wish to take ***MAT 111/MAT 112*** and ***PHY 120*** before beginning the sequence for the major.

Students who wish to continue physics in graduate school should consider the following electives:

- ***CHM 120 Chemistry***
- ***CHM 305 Physical Chemistry***
- ***PHY 452 Quantum Physics II***
- ***PHY 498 Physics Research***

Students who intend to transfer to an engineering school via the 3-2 program with a concentration in physics must complete all required courses for a physics major below the ***400 level.*** Additionally, they must pass ***CHM 120 Chemistry, CHM 305 Physical Chemistry*** and ***CMS 167A/167B Introduction to Computing.***

**MINOR REQUIREMENTS**
Nine (9) courses are required.

- ***PHY 131 Principles of Physics***
- ***PHY 132 Experimental Physics I***
- ***PHY 220 Math Methods for Physical Sciences I***
- ***PHY 221 Math Methods for Physical Sciences II***
- ***PHY 230 Modern Physics***
- ***PHY 308 Mechanics***
- ***PHY 314 Electromagnetic Theory I***
- ***PHY 398 Physics Seminar***
- ***PHY 451 Quantum Physics I***

## Course of Study

***PHY 105 Evolution of the Universe:*** Examines characteristics of galaxies, red-shift and Hubble relationship, and quasars, then considers modern cosmological models of how universe has developed into present state. For non-science majors with little or no prior knowledge of physics.

***PHY 108 Nuclear Power, Nuclear Arms, and Nuclear War:*** Measures impact of nuclear energy in today's technological world, presenting both sides of controversial issues. Intended for non-science majors with no prior knowledge of physics.

***PHY 112 Astronomy:*** Describes characteristics and evolution of solar system, structure and properties of stars and galaxies, and evolution of universe. Requires one formal observing session each week for constellation and star identification through binocular and telescopic observations. Intended for non-science majors with no prior knowledge of physics.

***PHY 114 Contemporary Physics:*** Explores basic ideas of time, motion, and forces, as well as atomic and nuclear physics. When offered with laboratory, hands-on exercises feature fundamental concepts and applications of physics. Intended for non-science majors with no prior knowledge of physics.

***PHY 115 The Physics of Music:*** Explores the physical principles of music and musical instruments. Topics include the scientific basis for music and the physics of brass, woodwind, and string instruments. Intended for non-science majors with no prior knowledge of physics.

***PHY 117 An Introduction to Lasers and Light:*** Touches upon paint mixing, stage lighting, visual illusions, random-dot stereograms, lenses and curved mirrors, optical interference, iridescence, mirages, rainbows, and aurora. Uses interactive demonstrations to explain common and unusual

optical effects. Intended for non-science majors with no prior knowledge of physics.

***PHY 120 General Physics I:*** Introduces motion, forces, work, energy, waves, and conservation laws to students interested in science. Stresses interactive teaching and learning in all meetings, including required lab. Highlights theory and problem solving.

***PHY 121 General Physics II:*** Discusses electric and magnetic forces and energies, electric circuits, optics, and foundations of modern physics. Lab required. *Prerequisite:* ***PHY 120.***

***PHY 131 Principles of Physics:*** Addresses electrostatics, direct and alternating currents, electric and magnetic fields, and geometrical and physical optics. Uses calculus. *Corequisite:* ***MAT 112*** or equivalent preparation. *Prerequisite:* ***PHY 120*** or advanced placement (AP/IB) physics in high school.

***PHY 132 Experimental Physics I:*** First course in experimental techniques in which students are introduced to instrumentation, technical writing, and experimental design. These skills are then applied to experiments in classical physics, including mechanics, electricity and magnetism, and optics. *Prerequisite:* ***PHY 120.***

***PHY 200 Conceptual Physical Science:*** Presents basic ideas of physics and selected topics in earth science and astronomy. Integrates required lab, practical activities, and computer work with daily discussions. *Prerequisite:* elementary education major or consent.

***PHY 205 Stellar Evolution and Cosmology:*** Life cycles of stars including supernovae, white dwarves, neutron stars, and black holes. Characteristics of galaxies, red-shift and the Hubble relationship leading to modern models of cosmic evolution. Upper-level elective for science majors. *Prerequisites*: ***MAT 112*** and ***PHY 121*** or ***131.***

***PHY 220 Math Methods for Physical Sciences I:*** Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. *Prerequisite:* ***MAT 112*** or equivalent preparation.

***PHY 221 Math Methods for Physical Sciences II:*** Continuation of *PHY 220*. Investigation of higher mathematics continues with vector analysis, integral transforms, ordinary and partial differential equations, and probability and statistics. *Prerequisite:* ***PHY 220.***

***PHY 230 Modern Physics:*** Investigates 20$^{th}$-century revelations about atoms and light, in contrast to the predictions of classical physics. Includes an in-depth quantitative analysis of Einstein's theory of relativity, quantum theory, statistical distributions, and nuclear physics. *Prerequisite:* ***PHY 131.***

***PHY 232 Experimental Physics II:*** Second course in experimental technique in which the design, construction, and analysis of experiments in modern physics are emphasized. Focus on experimental design; the collection, processing, and dissemination of data; the application of standard statistical models; and methods of interpretation and analysis of data. Strong laboratory component. *Prerequisites:* ***PHY 132*** and ***PHY 230.***

***PHY 233 Modern Electronics:*** Treats basic concepts, devices, and circuits of analog and digital electronics. Students study theory, then build and design circuits from scratch. Assumes no prior experience in electronics. *Prerequisite:* ***PHY 131*** or consent.

***PHY 240 Introduction to Astrophysics***. Addresses the application of

atomic and nuclear physics to the problems of galaxy formation and astronomical spectroscopy. Investigates the basic scientific principles of planet formation and observational astronomy. *Prerequisites:* ***PHY 220*** and ***PHY 230***.

***PHY 308 Mechanics:*** Discusses Newtonian, Lagrangian, and Hamiltonian mechanics of particles and rigid bodies. Analyzes nonlinear dynamical systems with computer simulations. *Prerequisites:* ***PHY 131*** and ***PHY 220.*** *Corequisite:* ***PHY 221*** or consent.

***PHY 314 Electromagnetic Theory I:*** Applies advanced mathematical techniques to the study of electromagnetics, emphasizing the solutions to Laplace's equation, vector analysis, and multipole approximations. Gives vector treatment of electrostatic and magnetostatic fields in vacuum and in matter, based on Maxwell's equations. *Prerequisites:* ***PHY 131*** and ***PHY 221***.

***PHY 315 Electromagnetic Theory II:*** A continuation of *PHY 314* with emphasis on electro- and magneto-dnynamics and time-varying phenomena including electromagnetic radiation. *Prerequisite:* ***PHY 314***.

***PHY 325 Computational Physics:*** This course introduces the student to the methods of computational physics, emphasizing numerical solutions to integral and differential equations. *Prerequisite:* ***PHY 221***.

***PHY 398 Physics Seminar:*** Traces evolution of physics and its place in modern society. Discusses readings from classical literature and current journals. *Prerequisites:* junior/senior standing and physics major/minor or pre-engineering major.

***PHY 411 Modern Optics:*** This course consists of a survey of geometric, physical and quantum optics. Subjects include the design of optical components, systems of lenses, polarization and birefringence, coherence, Fraunhofer and Fresnel diffraction, Fourier optics, laser physics, and nonlinear optics. *Prerequisites:* ***PHY 221*** and ***PHY 230***.

***PHY 412 Experimental Optics:*** This course introduces the students to experimental techniques used in the study of optics. Optical equipment, design criteria, and methodology are presented in class; then the students are expected to design and build optical instruments to specification. *Prerequisite:* ***PHY 315***.

***PHY 451 Quantum Physics I:*** This course begins with early atomic models, wave aspects of particles, Schroedinger equation, quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound-state systems. *Prerequisite:* ***PHY 221***.

***PHY 452 Quantum Physics II:*** This is a continuation of the study of quantum physics that emphasizes applications of quantum mechanics to atomic physics, solid-state physics, and nuclear physics. Students also examine elementary perturbation theory, theory of angular momentum and spin, and quantum statistics. *Prerequisite:* ***PHY 451***.

***PHY 498/499 Physics Research:*** Requires independent research in such fields as acoustics, optics, astrophysics, condensed matter, quantum, or computational physics.

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

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# POLITICAL SCIENCE

**Changes effective Spring Term 2011**

| | | | |
|---|---|---|---|
| *Boniface* | *Chong* | *Davison, D.* | *Davison, J.* |
| *Foglesong* | *Gunter* | *Lairson* | *Maskivker* |
| *Skinner* | *Tatari* | | |

Why Study Politics? Life is already political. Politics, then, is not just something that we study and read about: it is something that we live. In ways large and small, abstract and particular, global and local, theoretical and practical, our everyday lives are shaped by powers, ideologies, and customs. Politics happens to us whether we see it or not. But by studying political science, we can become conscious of, understand, engage, and work against the forces that give meaning and shape to our condition.

**MAJOR REQUIREMENTS**

To complete the major in Political Science students must pass twelve (12) courses. Students must complete the six (6) required Core courses and six (6) additional courses. Students may not transfer more than four (4) courses from another institution. Winter intersession courses do not count toward the major. The Department requires that students complete one upper-level course in at least two (2) different subfields for breadth.

The Department of Political Science allows students to pursue two tracks through the major. Each track offers students significant flexibility over their major course selections. Students should select a track and their course options through thoughtful deliberation.

*HONORS IN POLITICAL SCIENCE*

Students who satisfy the College's requirements for Honors in the Major Field (see "Curriculum and Curricular Requirements," *Rollins College Catalogue*) may graduate with Honors in Political Science through one of the following methods. First, a student pursuing Honors in the Major Field in Political Science must successfully complete and defend an Honors in Political Science Research project under the supervision of a faculty member in the department. Alternatively, students may complete a second senior-year seminar as a thirteenth ($13^{th}$) course in Political Science and defend their research project before a panel of three (3) faculty members, per the curricular requirements of the College. Students in the College Honors Degree Program may use their senior-year research project for Honors in Political Science, with Departmental approval.

*CORE COURSES*

All students are required to take introductory course selections in Comparative Politics (***POL 100***), Political Theory (***POL 120***), International Relations (***POL 130***), and American Politics (***POL 160***). Students are also required to complete Public Policy Analysis (***POL 240A***) OR Research Methods in Political Science (***POL 240B***), and a seminar class at the ***400-level*** that includes the completion of a major research project.

**Students must complete all four (4) introductory level courses:**

***POL 100 Introduction to Comparative Politics***
***POL 120 Problems in Political Thought***
***POL 130 Introduction to International Politics***
***POL 160 Introduction to American Politics***

**Students must complete one (1) course in research methods:**

***POL 240A Pubic Policy Analysis***
OR
***POL 240B Research Methods in Political Science***
(Should be completed by the end of the sophomore year).

**Students must complete one (1) *400-level* seminar:**

***POL 400-level Seminar in Political Science***
(Normally completed during senior year)

*Additional Requirements:*

- All political science majors are required to complete one (1) upper-level seminar at Rollins. Students should normally have at least junior status, and have completed the introductory and upper-level courses in the respective substantive area as well as a research methods course to ensure adequate preparation for the seminar.
- A comprehensive examination and portfolio also are required of all graduating seniors.

Core courses serve as prerequisites to corresponding upper-division courses. For example, ***POL 160*** must precede all upper-division courses in American politics.

Students may choose one of the following two options to complete their major requirements.

*TRACK I - TRADITIONAL MAJOR*
After completing the four (4) introductory-level courses students may select ANY six (6) upper-level courses they prefer. Students are required to complete one course from at least two (2) different subfields at the upper-level.

*TRACK II - SUBSTANTIVE CONCENTRATIONS IN POLITICAL SCIENCE*
After completing introductory-level courses, students may use upper-level courses to concentrate in a substantive topic. Students are required to complete one course from at least two (2) different subfields at the upper-level. The Department of Political Science lists below five (5) possible options for substantive concentrations. A concentration is a topic that typically cuts across subfields and allows students to study an important substantive theme in greater depth. A concentration will be composed of six (6) courses. At least five (5) of these courses must be at the ***300-*** or ***400-level***. A final research project is required for all students completing a concentration and normally will be completed in the senior seminar. Students may also satisfy this research requirement by either pursuing Honors in Political Science or through the Senior Honors Research Project in the Honors Program.

It is possible for students to design a concentration which is different from those suggested below. ALL students who wish to pursue a concentration MUST receive Departmental approval. Normally, students should declare their concentration when they declare Political Science as their major, but NO LATER THAN registration for classes for their first semester of their junior year. The declaration should include a curriculum plan of study that outlines their concentration. The plan of study should state what is motivating the student to pursue a substantive concentration, the courses they have selected, and what separates those courses from the rest of the major.

*SUGGESTED CONCENTRATIONS*: (select six [6] courses from a concentration area, at least five [5] courses must be at the ***300-*** or ***400-level***)

1. **Poverty, Inequality, and Development**

***POL 223 Power and Diplomacy: The United Nations***
***POL 240A Public Policy Analysis***
***POL 252 Topic: American Civil Rights Policy***

***POL 270 Ethics and Public Policy***
***POL 301 Revolution in the Modern World***
***POL 302 Politics in the Third World***
***POL 312 Problems of Latin America***
***POL 317 Latin American and US in World Politics***
***POL 321 The Politics of Latin America***
***POL 325 Sustainable Development in Southeast Asia***
***POL 327 Urban Policy Analysis***
***POL 330 Peace and Conflict Studies***
***POL 331 International Political Economy***
***POL 332 International Human Rights***
***POL 333 Case Studies in Sustainable Development***
***POL 336 Post-Communist Systems***
***POL 346 Voting and Elections***
***POL 354 International Organization***
***POL 370 Comparative Modern Ideologies***
***POL 376 Capitalism and its Consequences***
***POL 377 Gender and Political Theory***
***POL 384 East Asian Politics***
***POL 395 Topic: Israeli-Palestinian Politics***

**2. Democracy and Democratization**

***POL 240A Public Policy Analysis***
***POL 252 Topic: American Civil Rights Policy***
***POL 301 Revolution in the Modern World***
***POL 302 Politics in the Third World***
***POL 312 Problems of Latin America***
***POL 317 Latin America and US in World Politics***
***POL 321 The Politics of Latin America***
***POL 327 Urban Policy Analysis***
***POL 330 Peace and Conflict Studies***
***POL 333 Case Studies in Sustainable Development***
***POL 336 Post-Communist Systems***
***POL 343 The American Presidency***
***POL 346 Voting and Elections***
***POL 354 International Organization***
***POL 358 European Government and Politics***
***POL 375 American Political Thought***
***POL 376 Capitalism and its Consequences***
***POL 381 Congress and the Legislative Process***
***POL 382 Constitutional Law***
***POL 384 East Asian Politics***
***POL 391 Modern Political Theory***

**3. Law, Society, and Ideology**

***POL 223 Power and Diplomacy: The United Nations***
***POL 252 Topic: American Civil Rights Policy***
***POL 270 Ethics and Public Policy***
***POL 323 Global Environmental Affairs***
***POL 332 International Human Rights***
***POL 333 Case Studies in Sustainable Development***
***POL 351 International Security***
***POL 353 Foreign Policy of the U.S.***
***POL 354 International Organization***
***POL 370 Comparative Modern Ideologies***
***POL 375 American Political Thought***
***POL 376 Capitalism and its Consequences***
***POL 382 Constitutional Law***
***POL 391 Modern Political Theory***
***POL 392 Development of American Political Culture***

**4. Political Institutions and Policy**

***POL 323 Global Environmental Affairs***
***POL 327 Urban Policy Analysis***
***POL 333 Case Studies in Sustainable Development***
***POL 336 Post-Communist Systems***

***POL 343 The American Presidency***
***POL 351 International Security***
***POL 353 Foreign Policy of the U. S.***
***POL 354 International Organization***
***POL 358 European Government and Politics***
***POL 361 Urban Politics***
***POL 363 American Public Policy***
***POL 368 Comparative Public Policy***
***POL 381 Congress and the Legislative Process***
***POL 384 East Asian Politics***

**5. Globalization**

***POL 223 Power and Diplomacy: The United Nations***
***POL 302 Politics in the Third World***
***POL 312 Problems of Latin America***
***POL 317 Latin American and the US in World Politics***
***POL 323 Global Environmental Affairs***
***POL 325 Sustainable Development in Southeast Asia***
***POL 330 Peace and Conflict Studies***
***POL 331 International Political Economy***
***POL 332 International Human Rights***
***POL 333 Case Studies in Sustainable Development***
***POL 334 Political Economy of Japan***
***POL 351 International Security***
***POL 353 Foreign Policy of the U.S.***
***POL 354 International Organization***
***POL 358 European Governments and Politics***
***POL 370 Comparative Modern Ideologies***
***POL 384 East Asian Politics***
***POL 391 Modern Political Theory***
***POL 395 Topic: Israeli-Palestinian Politics***

*EXPERIENTIAL OPPORTUNITIES*
Faculty in the Department of Political Science believe and encourage majors to pursue at least one non-traditional classroom learning experience, which can be accomplished through participating in a semester abroad program, the Washington Semester program, internships, or taking a course with a travel component. The Department's goal is to offer one course that includes an international trip each year.

*WASHINGTON SEMESTER PROGRAM*
Through a cooperative arrangement between Rollins and American University, a select number of students, usually juniors, may spend a semester in Washington, D.C., studying public affairs. (See *Special Curricular Opportunities* section of this Catalogue.)

Participants may select from separate programs in American politics, journalism, justice, foreign policy, peace and conflict resolution, economic policy, and art and architecture. Full-time faculty at American University direct the individual programs.

While enrolled in the Washington Semester Program, students live at American University and have full access to all library, cultural, and recreational facilities on campus. *For further information, contact Professor Michael Gunter.*

*RESEARCH IN POLITICAL SCIENCE*
Students also have the opportunity to conduct research in political science. This can be accomplished through a senior year research thesis for Honors in Political Science or as their final research project in their concentration. Students should have strong research and writing skills in order to complete a research project in Political Science.

**MINOR REQUIREMENTS**
Six (6) courses are required: three (3) introductory courses (***POL 100, 120, 130***, or ***160***) and three (3) upper-level courses.

## Course of Study

CORE COURSES

***POL 100 Introduction to Comparative Politics***: Compares environment, structure, and process of politics in different nations. Suitable for nonmajors.

***POL 120 Problems in Political Thought***: Explores authority, legitimacy, power, democracy, ideology, equality, and political obligation as understood by major political thinkers in Western history. Suitable for nonmajors.

***POL 130 Introduction to International Politics***: Outlines decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. Places issues in 20th-century context, stressing Cold War and its aftermath, international political economy, and international organizations. Suitable for nonmajors.

***POL 160 Introduction to American Politics***: Analyzes dynamics of American politics: underlying principles and institutions, relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, participation, and problems of liberal, capitalist state. Suitable for nonmajors.

***POL 240A Public Policy Analysis***: Introduces formal techniques -- some involving computer use -- for analyzing problems in public policy. Examines goals and difficulties in civil rights, discrimination, voting rights, and crime. Does not require background in public policy, politics, computer usage, or statistics.

***POL 240B Research Methods in Political Science:*** Introduces students to the essential elements of research method in political science. Among the topics covered are understanding hypotheses formulation, structuring testable statements, measurement, types of data, casual thinking, and reporting results.

***POL 410 Seminar in International Politics:*** Presents the past, present, and future role of the sovereign state in the international system with a focus on issues such as economic globalization, non-traditional security threats, and the governance of transnational issues. *Prerequisites:* ***POL 130*** and one (1) ***300-level POL*** course.

***POL 422 Seminar in Comparative Politics***: Guides students in preparing, presenting, and writing research paper. Requires progress reports, outlines, bibliographies, and oral presentations. *Prerequisite:* completion of core and distribution courses in comparative politics and consent.

***POL 453 Seminar in International Politics***: Analyzes contending theories and approaches in international politics with emphasis on realism, liberalism, and institutionalism. *Prerequisites:* completion of core and distribution requirements in international politics and consent.

***POL 481 Seminar in American Politics***: Compares competing interpretations of politics and polity. *Prerequisites:* completion of core and distribution courses in American politics and consent.

AMERICAN POLITICS

***POL 327 Urban Policy Analysis***: Focuses on dilemmas of fast-growing urban areas: transportation, education, land-use planning, urban finance, and growth management.

***POL 341 Political Leadership***: Considers meaning of leadership, changing role of leaders, strategies and styles of effective leaders, and relationship between leadership and democracy. Stresses local government. *Prerequisite:* ***POL 160.***

***POL 343 The American Presidency***: Weighs logic and impact of constitutional design upon the office, including sources of power and constraint. Traces development of presidency through "imperial" to

"postmodern" era, then turns to relationship between President and Congress, bureaucracy, and interest groups.

***POL 346 Voting and Elections***: Investigates electoral behavior in U.S.: rational, contextual, retrospective, and economic explanations for voting, as well as contemporary trends. Considers effects of media and money on election outcomes.

***POL 361 Urban Politics:*** Examines impact on urban politics of decline of community in American cities, inequality of power among groups, and local and regional economy. Highlights economic decline in Frostbelt cities and problems of controlling growth in Sunbelt cities like Orlando. *Prerequisite:* ***POL 160*** or consent.

***POL 363 American Public Policy***: Treats relationship of politics and markets, reasons for government intervention in economy, and conflict surrounding policy implementation. Discusses pros and cons of government planning. Stresses problem of deindustrialization and efforts to formulate industrial policy. *Prerequisite:* ***POL 160.***

***POL 365 Power in America***: Explores how political power is created and maintained. Considers political parties and coalitions, interest groups (including differences in political interests within American capitalism), economic change and international politics, political and economic elite, and state role in supporting and strengthening capitalism. *Prerequisite:* ***POL 160***.

***POL 381 Congress and the Legislative Process***: Deals with organization and operation of U.S. Congress: how representatives make voting decisions, importance of rules and procedures, political strategy, legislative oversight of executive branch, and relationship between Congress and President.

***POL 382 Constitutional Law***: Analyzes major U.S. Supreme Court decisions in order to understand development of law regarding powers of national government. Addresses judicial review, federalism, separation of powers, national authority over commerce, and constitutional protection of property. *Prerequisite:* ***POL 160*** or consent. Suitable for nonmajors.

***POL 387 Constitutional Law: Civil Rights and Liberties:*** Focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and the rights of the accused, reflected in constitutional amendments four through eight. *Prerequisite:* ***POL 120*** or ***POL 160*** or consent.

POLITICAL THEORY

***POL 270 Ethics and Public Policy:*** Examines the ethical and moral implications of a wide array of cases and current events, such as use of the atomic bomb, presidential activity, racial profiling, and affirmative action. *Prerequisite:* ***POL 120*** or consent.

***POL 375 American Political Thought:*** Analyzes the ideals of America, as imagined, cultivated, and practiced. Explores the forces that shape identity, analyzes the contours and exclusions of democratic citizenship, and focuses on how natural geography has uniquely influenced American political thought. *Prerequisite*: ***POL 120.***

***POL 376 Capitalism and Its Consequences:*** Explores the dialectical critiques of the "Frankfurt School" theorists. Analyzes the ways that capitalism has affected 20$^{th}$-century life in ways that extend beyond the economic sphere, shaping our social relations and our experience of the world itself. *Prerequisite:* ***POL 120.***

***POL 377 Gender and Political Theory:*** Analyzes how idealized images of masculinity and femininity shape political theories, feminist theories, and influence public policy and law. Explores the gendered nature of the ideal liberal capitalist subject. *Prerequisite:* ***POL 120.***

***POL 390 Ancient Political Theory:*** Surveys premodern political theories with attention to their major theoretical innovations, historical contexts, and contemporary relevance. Major themes include the nature of political

community and its relation to the cultivation of virtue, the origins of the ideas of law and freedom, the relation between knowledge and power and between politics and salvation. Readings include Thucydides, Plato, Aristotle, Augustine, Niccolo Machiavelli, and others. *Prerequisite:* ***POL 120,*** one ***PHI*** course, or consent.

***POL 391 Modern Political Theory***: Features such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Mill, Tocqueville, and Marx. Addresses questions about freedom, equality, revolution, private property, and public justice, origins of state, and purposes of political life. *Prerequisite:* ***POL 120***, one ***PHI*** course, or consent.

***POL 392 Development of American Political Culture***: Explores relationship between republicanism and liberalism as core of American political thought and culture. Delves into human nature, individualism, civic virtue, public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and marketplace, success, progress, and social Darwinism. Suitable for nonmajors. *Prerequisite:* ***POL 120*** or consent.

***POL 394 Contemporary Political Theory:*** Examines 20th-century political theory. Covers the moral and conceptual foundations of liberal democracy and critiques of liberalism from communitarian, feminist, critical theory, and postmodern perspectives. *Prerequisite*: ***POL120*** or consent.

***POL 395 Topics in Political Theory:*** Advanced investigation of selected problems or areas in political theory. Topics may include feminist political theory, American political thought, and conservative political thought. *Prerequisite*: ***POL 120*** or consent.

***POL 470 Seminar in Political Theory:*** Provides context for students to examine in-depth topics of justice, freedom, welfare, and equality, and considers contemporary issues against the arguments of political theorists. Requires extensive oral participation, independent work, and contribution of a major paper. *Prerequisite:* ***POL 120.***

***POL 498-499 Independent Study***

COMPARATIVE POLITICS

***POL 202 The Americas: A Political History of Latin America:*** Outlines from conquest and colonization to contemporary times. Emphasizes aspects of Latin American civilization with enduring effects on political culture and international relations.

***POL 301 Revolution in the Modern World***: Analyzes meaning, dynamics, and goals of revolution as part of politics of violence. *Prerequisite:* ***POL 100.***

***POL 302 Politics in the Third World***: Reveals patterns of political life in such developing areas as Africa, Asia, and Latin America. *Prerequisite:* ***POL 100.***

***POL 312 Problems of Latin America***: Alternates focus among different topics/regions depending on interest. *Prerequisite:* ***POL 100*** or at least two ***LAC*** courses.

***POL 321 The Politics of Latin America***: Discusses problems of underdevelopment, cultural traditions and socioeconomic conditions, and challenge of winning/maintaining political power and bringing about change in Latin American political systems. *Prerequisite:* ***POL 100*** or consent.

***POL 333 Case Studies in Sustainable Development:*** Explores political concept of sustainable development, comparing how different states confront issues such as population growth, poverty, alternative energy, hazardous waste trade, deforestation, GMOs, ecotourism, sprawl, and invasive species. *Prerequisite*: ***POL 100*** or ***POL 130***.

***POL 336 Post-Communist Systems***: Discovers causes and consequences of changes in former Soviet bloc, particularly character and behavior of elites, parties, groups, and masses. Assesses possibility of democratization

and likelihood of economic development. *Prerequisite:* ***POL 100.***

***POL 358 European Government and Politics***: Details goals, policies, institutions, and efficacy of European democracies. Treats funding of welfare state, prospects for uniting Europe, and future of NATO alliance. *Prerequisite:* ***POL 100.***

***POL 368 Comparative Public Policy***: Determines why certain governments cope better with common problems. Touches upon roles of political parties, bureaucracies, interest groups, political institutions, and public opinion. *Prerequisite:* ***POL 100*** or ***POL 160.***

***POL 370 Comparative Modern Ideologies***: Considers liberalism, conservatism, Christian democracy, socialist democracy, communism, fascism, and nationalism. Focuses on political programs of groups associated with these ideologies. *Prerequisite:* ***POL 100.***

***POL 384 East Asian Politics***: Compares political systems of China, Vietnam, Japan, and the Koreas. Looks into key regional issues and East Asia in post-Cold War global order.

INTERNATIONAL POLITICS

***POL 223 Power and Diplomacy: The United Nations:*** Familiarizes students with the operations of the United Nations. Provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular.

***POL 232 World Issues of Our Times***: Develops informed opinions on such issues as East-West and North-South relations, population, hunger, development, terrorism, and war. Encourages students to think of solutions to problems. Assigns Foreign Policy Association's annual *Great Decisions* as core text. Suitable for nonmajors.

***POL 310 Sustainable Development: Dominican Republic:*** Provides students with a better understanding of sustainable development through studying the Dominican Republic. Examines area history of the DR and methodology of sustainable development. Using a number of case studies, from tourism and sugar cane industries, to urban sprawl and forest protection, identifies historical connections to sustainable and unsustainable practices.

***POL 313 Economic and Political Development in Eastern Europe***. Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements ***POL 358*** and ***ECO 305D***. *Prerequisites:* ***ECO 202, ECO 203,*** and ***POL 130 or POL 100***.

***POL 317 Latin America and the United States in World Politics***: Evaluates relationships of nations of Western Hemisphere. Treats U.S. foreign policy in general, then relations with Latin America. *Prerequisite:* ***POL 100, POL 130,*** or two ***LAC*** courses.

***POL 320 U.S.-Middle East Foreign Relations and Culture Since 1900:*** Examines the history of contact between the United States and the Middle East since 1900, from the combined geopolitical and cultural perspectives of political science and anthropology. *Prerequisite*: ***POL 100***, or ***POL 130***, or one ***ANT*** course.

***POL 323 Global Environmental Affairs:*** Examines global environmental issues from climate change to biodiversity protection with international relations theories that explore the role of civil society, institutions, and markets, in both contributing problems and finding solutions. *Prerequisite*: ***POL 130***.

***POL 325 Sustainable Development in Southeast Asia:*** Southeast Asia provides a striking example of the central challenge facing much of the developing world, balancing rapid economic development and environmental protection. Much of the region's tropical forests have been cleared to make way for agriculture, plantations, and industrial development. Yet despite

these inroads, many nations, such as Vietnam and Malaysia, still support a spectacular diversity of natural habitats and species. This course examines the recent history of economic and environmental change in Vietnam, Malaysia and Singapore, focusing on the role of high technology industry, resource extraction, and environmental planning. Students will travel to Singapore to study urban environmental planning, visit semiconductor plants and sustainable development agencies in Malaysia, and explore development issues in Vietnam. *Prerequisite*: ***POL 130*** or consent.

***POL 330 Peace and Conflict Studies:*** Introduces students to the theories of conflict and peacebuilding, trends in political conflict, and presents case studies of several ongoing conflicts. *Prerequisite*: ***POL 130.***

***POL 331 International Political Economy***: Follows development of international monetary system, multinational coordination of economic policy, functions of international economic organizations, role of multinational corporations, energy and international politics, and problems of economic development, exploitation, and dependence in Third World. *Prerequisite:* ***POL 130.***

***POL 332 International Human Rights:*** Introduces students to the theoretical, political, and legal dimensions of human rights in the modern global system. Students will further engage the concept of human rights through case studies and the study of critical issues in human rights, including gender, culture, refugees, and modern slaves.

***POL 334 Political Economy of Japan***: Chronicles origins, development, and contemporary arrangements of Japanese political economy from Meiji Restoration to present. Delves into 19th-century commitment to economic modernization and national independence, military expansion, relationship with U.S., and complex link of Japanese state with economy. *Prerequisite:* ***POL 100*** or ***POL 130.***

***POL 351 International Security***: Analyzes how international security is changing global interactions and how the world can adjust accordingly in the 21st century. Examines both the causes of war and the conditions that promote peace, all within the context of notable contemporary crises, including economic, environmental, and cultural dimensions. *Prerequisite:* ***POL 130***.

***POL 352 International Law***: Uses case studies to survey nature, sources, and applications of international law, particularly to resolve conflict. *Prerequisite:* ***POL 130*** or consent.

***POL 353 Foreign Policy of the U.S.***: Assesses decision-making power of interest groups, Congress, President, and bureaucracy. Asks if U.S. foreign policy is reactive. Discusses nuclear security and arms control, trade relations, foreign aid, new world order, and North-South issues. *Prerequisite:* ***POL 130.***

***POL 354 International Organization***: Examines the interaction of state associations such as the United Nations (UN), European Union (EU), World Trade Organization (WTO), and Organization of the Petroleum Exporting Countries (OPEC), as well as transnational corporations like DuPont and BP p.l.c., non-governmental organizations (NGOs) such as Conservation International and Medecins Sans Frontieres, and terrorist networks like Al Qaeda. Analyzes international regimes and treaties, offering a political critique of global governance in the 21st century. *Prerequisite:* ***POL 130***.

***POL 355 Political Psychology:*** Introduces students to the field of political psychology and engages students in an in-depth study of recent pioneering works in the field. Topics include leadership, decision-making, conflict, and terrorism.

***POL 385 Politics and Society in Contemporary China:*** An overview of the development of Chinese political, social, and economic life in the 20th century.

***POL 393 Vietnam Experience On-Line:*** Uses information technology to expand the arc of expertise, interaction, and collaboration among students

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| | and faculty so as to understand better the Vietnam War. *Prerequisite*: ***POL 130*** or consent. |

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WINTER PARK INSTITUTE

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

Best Colleges 2009

# PSYCHOLOGY

**Changes effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Carnahan* | *Davidson* | *Farkash* | *Harris* |
| *Houston* | *Queen* | *Ray* | *Richard* |
| *Ruiz* | *Smither* | *St. John* | *Woodward* |

The psychology Major and Minor use the methods and content of psychological science to teach students to:

1. understand the reasons behind their own and others' behavior
2. become competent and critical decision makers
3. respect human diversity and
4. fulfill their social responsibilities.

With an emphasis on experiential learning and laboratory courses, scientific rigor, quantitative literacy, and verbal and written communication skills, the psychology major provides an excellent background for students planning to join the workforce upon graduation and for those planning to continue their education in graduate school.

Students need to consult a departmental advisor as early as possible to plan course selections. Because of the structure of the major, transfer students should expect to spend at least two (2) years in the Rollins program to complete major requirements.

**MAJOR REQUIREMENTS**
Twelve (12) courses and a comprehensive exam are required.

*FOUNDATIONS*

- ***PSY 150 Perspectives in Psychology I: The Individual in Context***
- ***PSY 155 Perspectives in Psychology II: Thought and Behavior***

*SCIENTIFIC CORE*

- ***PSY 250 Statistics and Research Methods I with Laboratory***
- ***PSY 255 Statistics and Research Methods II with Laboratory***

*DOMAINS IN PSYCHOLOGY*

- ***Seven (7) courses, one each from five domains, three of which must be laboratory courses:***
  - **Domain I: Behavioral Perspectives (BEH Titles)**
  - **Domain II: Biological Perspectives (BIO Titles)**
  - **Domain III: Cognitive Perspectives (COG Titles)**
  - **Domain IV: Developmental Perspective (DEV Titles)**
  - **Domain V: Individual-Social Perspectives (ISP Titles)**

*SENIOR CAPSTONE IN PSYCHOLOGY*

- ***A minimum of one (1) 400-level capstone course is taken during the senior year:***

- ***PSY 415 Advanced Topics in Psychology***
- ***PSY 491 Senior Seminar in Behavioral Psychology***
- ***PSY 492 Senior Seminar in Biological Psychology***
- ***PSY 493 Senior Seminar in Cognitive Psychology***
- ***PSY 494 Senior Seminar in Developmental Psych***
- ***PSY 495 Senior Seminar in Individual-Social Psych***
- ***PSY 499 Honors Research in Psychology (2 Semesters)***

*ADDITIONAL REQUIREMENT*

- ***Completion of a comprehensive examination during the senior year.***

**MINOR REQUIREMENTS**
Nine (9) courses are required including the two (2) *Foundations* courses (PSY 150 & 155), the two (2) *Scientific Core* courses (PSY 250 & 255) listed above, and five (5) *Domains in Psychology* courses, one each from five domains, three of which must be w/Lab courses:

- **Domain I: Behavioral Perspectives (BEH Titles)**
- **Domain II: Biological Perspectives (BIO Titles)**
- **Domain III: Cognitive Perspectives (COG Titles)**
- **Domain IV: Developmental Perspective (DEV Titles)**
- **Domain V: Individual-Social Perspectives (ISP Titles)**

## Course of Study

***PSY 101 Introduction to Psychology***: Surveys physiological, developmental, social, and personality psychology; sensation perception; learning; information processing; motivation; psychopathology; and research methods.

***PSY 150 Perspectives in Psychology I: The Individual in Context***: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in developmental, personality, and social psychology.

***PSY 155 Perspectives in Psychology II: Thought and Behavior***: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in behavioral, cognitive/physiological, and applied psychology.

***PSY 190 Psychology of Adjustment and Stress Management***: Helps students cope with stress, bridging gap between current research and clinical treatment. Considers assessment, treatment guidelines and techniques, effects of motivation in controlling stressors, and physiology of stress. Students experiment with stress reduction through meditation, progressive relaxation, autogenic training, hypnosis, and biofeedback. Not open to students who have taken winter intersession classes *The Art and Science of Relaxation* or *Stress Management*.

***PSY 200 Stress Management: Hanging Loose in an Uptight World***: Offers an approach to stress management whereby students gain a clear and in-depth understanding of its causes and effects as well as many adoptable management techniques.

***PSY 203 Suicide and Depression***: Examines the personal and social factors contributing to suicide among Americans and demonstrates the possibilities for successful treatment of such individuals.

***PSY 210 Psychology Across Cultures***: Explores cultural components of

several major areas in psychology, including research methods, human development, personality, social psychology, perception, and cognition. Empirical research on the interplay between individual and group beliefs and psychology forms the center of the course, which also includes guidelines to improve cross cultural relationships, and respectful research paradigms.

***PSY 211 Social Psychology***: Presents broad account of how actual or imagined presence of others influences thoughts, feelings, and behaviors. Touches upon conformity, attraction, prejudice, aggression, group decisions, and attitude change, as well as advertising, law, and indoctrination.

***PSY 213 Health Psychology:*** Explores the interaction between the mind and the body as it relates to health with special emphasis on the physiological consequences related to healthy and unhealthy behavior. Investigates how psychological events, such as stress and other emotions, affect physical and emotional health.

***PSY 215 Topics in Psychology***: Focuses on a specific topic or field in psychology which is not covered elsewhere in the curriculum. May be repeated for credit. Suitable for nonmajors.

***PSY 217 Psychology of Drugs and Addictions, with Laboratory***: Questions whether chemical addiction (drugs and alcohol) is disease or an attempt to adapt to inner needs and external pressures.

***PSY 225 Careers in Psychology***: Designed for majors wanting to know more about careers in psychology. Students will research and present information about various careers in psychology, including job responsibilities, historical and current issues associated with different fields, educational requirements, availability of positions, and salary. Emphasis placed on careers that require graduate education, so part of the class will focus on strategies and requirements for applying to graduate school. Registration priority to sophomore/junior psychology majors.

***PSY 250 Statistics and Research Methods I with Laboratory***: Surveys application of descriptive and inferential statistical analysis. Covers frequency distributions, transformed scores, normal-curve model, linear correlation and prediction, and hypothesis testing using variance analysis.

***PSY 255 Statistics and Research Methods II with Laboratory:*** Details specialized lab techniques, methodology, and statistical analysis of different topical research areas. Integrates continuing lab project with discussion. Seminar. *Prerequisite:* ***PSY 250.***

***PSY 300 ISP: Cross Cultural Psychology***: Explores the cultural components of several major areas in psychology, including research methods, human development, personality, social psychology, perception, neuropsychology, schooling, learning and memory, and cognition. *Prerequisite:* ***PSY 150***.

***PSY 302 BIO-COG: Brain and Language***: Examines language in a biological context, and investigates the relationship between brain mechanisms and language behavior. Includes aphasia and other language disorders, hemispheric specialization, aphasia in the deaf, critical periods and aphasia in children, and gender differences in brain organization and cognitive abilities. *Prerequisite:* ***PSY 155***.

***PSY 305 BIO: Sleep, Dreams, and Behavior***: We spend approximately a third of our lives engaged in sleep. The psychology of sleep and dreams is an important area of the discipline with implications for physiological psychology, neuroscience, personality, and clinical psychology. Lecture/discussion course in which students and instructor explore the recent

scientific research on sleep and dreams and its impact on behavior. *Prerequisite:* ***PSY 155***.

***PSY 306 ISP: Tests and Measurements***: Examines social role of tests, as well as methods of development and administration. Looks into achievement and intelligence testing, personality assessment, personnel selection, test bias, and vocational-interest testing. *Prerequisites:* ***PSY 150*** and ***PSY 250***.

***PSY 309 DEV: Adolescent Development***: Adolescence is characterized by rapid biological, cognitive, social, and psychological changes. Course addresses major topics in adolescent development (e.g., puberty, family, peers, sexual behavior, and romantic relationships). *Prerequisite:* ***PSY 150***.

***PSY 310 ISP: Psychopathology***: Deals with psychological/psychiatric disorders presented in DSM IV. Lab acquaints students with institutional settings. Emphasizes treatment procedures and vocational opportunities. *Prerequisite:* ***PSY 150***.

***PSY 312 ISP: Psychology and the Law***: Focuses on psychological research of direct relevance to the legal system. Topics may include police interrogation and confessions, the reliability of eyewitness testimony, scientific jury selection, competency, and the insanity defense. *Prerequisite:* ***PSY 150.***

***PSY 313 ISP: Psychology of Religious Experience***: Provides an overview of historical and modern research and theory in the psychology of religion, focusing on empirical studies and religious behaviors. Discussions center on the relationships between religious and scientific world views. Topics include the relationship between religious beliefs and practices and child rearing, mental and physical health, brain functioning, and life after death experiences. *Prerequisite:* ***PSY 150***.

***PSY 314 BIO-COG: Sensation and Perception***: Introduces psychophysical, physiological, and cognitive aspects of human and animal perception. Includes visual, auditory, somatic, and chemical sensation; visual perception of color, objects, depth, and movement; and speech, pain, and flavor perception. *Prerequisite:* ***PSY 150, PSY 155,*** and ***PSY 255***.

***PSY 315 Intermediate Topics in Psychology***: Focuses on a specific topic or field in psychology which is not covered elsewhere in the curriculum. May be repeated for credit.

***PSY 317 ISP: Group Dynamics***: Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups. *Prerequisite:* ***PSY 150***.

***PSY 319 ISP: The Psychology of Work***: Explores the psychological processes involved in organizational life. Drawing on current research and theory, examines issues such as employee selection, training, leadership, motivation and organizational change. *Prerequisite:* ***PSY 150***.

***PSY 322 COG: Cognitive Psychology with Laboratory***: Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory, imagery, gene knowledge, language, problem-solving, and logical reasoning. *Prerequisite:* ***PSY 150, 155*** and ***255***.

***PSY 324 BIO-COG: Neuropsychology***: Studies central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. *Prerequisites:* ***PSY 155.***

***PSY 326 BIO: Physiological Psychology with Laboratory***: Introduces the fundamentals of nervous system responses to psychological processes.

Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures.

***PSY 327 BIO-ISP: Evolutionary Psychology***: Draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist because they facilitated survival and reproduction during our evolutionary history. *Prerequisites:* ***PSY 150*** and ***155.***

***PSY 328 DEV: Developmental Psychology with Laboratory***: Tracks human growth and change: prenatal development, cognitive development, infant attachment, personality/social development, and language acquisition. Discusses major theories of human development including cognitive-developmental, social learning, and psychoanalytic models. Requires three hours per week of hands-on participation and observation in the Child Development Center. *Prerequisite:* ***PSY 150, 155,*** and ***255.***

***PSY 329 ISP: Environmental Psychology***: Examines how environments (natural and built) relate to thoughts, feelings, and behavior. Topics include nature and mental health, environmental responsibility, identity display, disasters, home and work, and environment and crime. *Prerequisite:* ***PSY 150.***

***PSY 332 ISP: Psychology of Social Behavior***: An in depth examination of research and theory in social psychology related to such topics as social influence, person perception, prejudice and discrimination, group behavior, interpersonal attraction, helping, and aggression. *Prerequisite:* ***PSY 150.***

***PSY 338 ISP: Clinical Assessment Procedures***: Presents principles of psychological testing and evaluation. Highlights referral setting, relationships among test scores, consulting outside sources, role of the clinician, interpreting test data, integrating client's history with observations, and age considerations affecting interpretation of test data. Attempts to establish elusive connection between results of psychological testing and psychotherapy. *Prerequisite:* ***PSY 150.***

***PSY 341 BEH: Learning with Laboratory***: Introduces fundamentals of behavior acquisition and modification: reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasizes total competence learning, requiring student to advance beyond recognition and recall. *Prerequisite:* ***PSY 150, 155,*** and ***255.***

***PSY 342 BEH: Comparative Animal Behavior with Laboratory***: Surveys the research by comparative psychologists and ethologists regarding species-specific vs. species-general behaviors. Topics include migration and other seasonal behaviors, territorial behavior, communication, aggression, defense, and reproduction-related behaviors such as mate recruitment, nesting, caring for young, and offspring socialization. Social and group behaviors, including dominance and social-synchrony, also included. *Prerequisites:* ***PSY 150, 155,*** and ***255.***

***PSY 345 BEH: Childhood Disorders***: Surveys a wide range of childhood disorders including behavioral and emotional disorders, developmental disorders, social and health-related disorders, and adolescent problems. Also considers children at risk, and addresses child physical abuse and neglect, child sexual abuse, and substance abuse. Interdependence of biological, psychological, and developmental factors are stressed in developing an understanding of childhood disorders in the context of family, school, community, and cultural influences. *Prerequisite:* ***PSY 155.***

***PSY 347 Modern Psychology -- History and Systems***: Chronicles

development and decline of systematic positions within psychology since its establishment as a separate discipline in 19th century. *Prerequisites:* ***PSY 150*** and ***155***.

***PSY 354 ISP: Personality***: Examines traditional and contemporary theories (psychoanalytic, behavioral, humanistic, and factor analytic) about how individuals organize personal and social selves. Students apply theories to autobiographical data. *Prerequisite:* ***PSY 150***.

***PSY 491 Senior Seminar in Behavioral Psychology***: An intensive investigation of theory, research, and practice relating to behavioral processes in psychology; requires students to apply knowledge and skills from courses across the major. P*rerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

***PSY 492 Senior Seminar in Biological Psychology***: An intensive investigation of issues in psychology analyzed predominantly from a biological perspective; i.e., research emphasizing physiological or evolutionary perspectives, and animal or neuropsychological models. Students will synthesize knowledge from across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

***PSY 493 Senior Seminar in Cognitive Psychology***: An intensive investigation of theory, research, and practice relating to cognitive processes in psychology; requires students to apply knowledge and skills from courses across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

***PSY 494 Senior Seminar in Developmental Psychology***: An intensive investigation of theory, research, and practice relating to developmental processes; requires students to apply knowledge and skills from courses across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255;*** and senior standing.

***PSY 495 Senior Seminar in Individual-Social Psychology***: An intensive investigation of theory, research, and practice relating to individual and social processes in psychology; requires students to apply knowledge and skills from courses across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

***PSY 499 Honors Research in Psychology***: Intensive independent research on a selected topic in psychology. May be repeated for credit. Two semesters required for consideration of Honors in the Major. *Prerequisites*: ***PSY 150, 155,*** and ***255;*** and senior standing..

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Best Colleges 2009

# SOCIOLOGY

**Changes effective Spring Term 2010**

*Glennon* *Joyner* *Ovist* *Royce*

*Van Sickle*

Sociology provides an understanding of human societies for students desiring a liberal arts education, as well as for those preparing for graduate study in sociology or related fields.

Qualified students may be invited to participate in the department's honors degree program, as well as in independent study projects and internships with faculty.

Because sociology relies heavily on advising for program direction, majors must choose an advisor in the department.

**MAJOR REQUIREMENTS**
Twelve (12) courses are required, at least eight (8) of which must be taken at Rollins. All core courses must also be taken at the College.

*CORE COURSES*

***Choose one (1) of the following four (4) prior to junior year.***

- ***SOC 101 The Sociological Perspective***
- ***SOC 102 American Society***
- ***SOC 208 Self and Society***
- ***SOC 211 Social Problems***

***Choose one (1) of the following three (3).***

- ***SOC 323 Sociology of Culture***
- ***SOC 355 Race and Ethnic Relations***
- ***SOC 367 Economy and Society***

***Take all of the following.***

- ***SOC 203 Methodology (fall of junior year)***
- ***SOC 343 Social Stratification (fall of junior year)***
- ***SOC 335 Sociological Theory (spring of junior year)***

*ADDITIONAL REQUIREMENTS*

- ***One (1) course in anthropology, philosophy, economics, history, or politics***
- ***Five (5) courses in sociology, at least three (3) of which must be at the 300-400-level***
- ***SOC 418 Senior Seminar (after completion of core courses)***

**MINOR REQUIREMENTS**
Eight (8) courses are required, six (6) of which must be taken at Rollins.

- ***Five (5) core courses required for major***
- ***Two (2) 300-400 level courses in sociology***

- ***SOC 418 Senior Seminar (after completion of core courses)***

## Course of Study

***SOC 101 The Sociological Perspective***: Covers scope, methods, and general principles of the discipline. Focuses on group behavior, race relations, inequality, social institutions, and social change. Suitable for nonmajors.

***SOC 102 American Society:*** Examines recent social, political, economic, and cultural changes and trends.

***SOC 112 The Family***: Examines how political, economic, and social changes affect marriage and family. Highlights comparative family structure, divorce, abortion, homosexuality, and changing sex roles in light of larger social changes. Suitable for nonmajors.

***SOC 203 Methodology***: Focuses on collecting, analyzing, and interpreting social data. Addresses research strategies and their ethical implications. *Prerequisite:* sociology major or consent.

***SOC 208 Self and Society***: Introduces theories and research findings on socialization, identity formation, and presentation and actualization of self. Explores question of identity in contemporary American society and in everyday life. Suitable for nonmajors.

***SOC 211 Social Problems***: Follows traditional areas of social problem analysis (poverty, sexism, racism, and crime) as they evolve and transform society as a whole. Suitable for nonmajors.

***SOC 250 Sociology of Gender:*** Examines gender relations and the construction of femininity and masculinity in American society. Explores gender within the context of social institutions, including science, education, families, the economy, and sport. Suitable for nonmajors.

***SOC 258 Animals and Society***: Covers interspecies communication studies (particularly those focusing on dolphins, chimpanzees, and gorillas), role of pets in human society, trainer/performer relationship, and animal rights (factory farming, fur, use of animals in scientific experiments). Suitable for nonmajors.

***SOC 308 The Body in Society***: Investigates studies of gender, sexuality, and medicine which reveal that, far from being a biological given, the body is a construct altered by social forces that change over time. Looks into eating disorders, physical appearance, sex, reproduction, illness, and abortion. Uses sociohistorical analyses and case studies.

***SOC 311 Topics in Sociology***: Analyzes such contemporary topics as emerging social movements, global society, and the female heroic. Varies from year to year. May be repeated for credit.

***SOC 315 Sociology of Childhood:*** Examines childhood as both a social construct and lived experience. Addresses the various cultural and structural factors that shape conceptions of childhood, the structure of childhood in contemporary society, children's "social worlds," and children's perceptions and experiences of everyday life. *Prerequisite*: one ***SOC*** course.

***SOC 317 Television and Society***: Investigates role of TV in creating new social environments and reshaping conventions of time and space. Addresses impact of TV on family, gender, race and ethnic relations, education, and consumption. *Prerequisite:* one ***SOC*** course or consent.

***SOC 320 Social Change***: Considers effect of change on organization of societies, relationship of humans to the environment, and future lifestyles.

***SOC 323 Sociology of Culture***: Includes various theories of culture. Emphasizes field research and observation of phenomena such as fads, fashions, and media themes and characters. *Prerequisite:* sociology major or consent.

***SOC 324 Women in Society***: Studies experiences created by differences in race, class, age, and sexual orientation. Presents theories about women's place in society. Discusses identity development, family relations, sexualities, paid and unpaid labor, feminization of poverty, violence, reproductive technologies, and feminist and antifeminist social movements.

***SOC 325 Political Sociology***: Reviews recent developments in American politics: structure of power in society, political significance of large corporations, relationship between business and government, and nature of American democracy.

***SOC 326 The Sociology of Kurt Vonnegut***: Compares Vonnegut's writings with work of sociologist/economist Thorstein Veblen. Uses Vonnegut's fiction as a springboard for discussion of alienation, quest for meaning in bureaucratic environment, "imbecile institutions," dangers of technocracy, and growing reality of plutocratic society.

***SOC 329 Sociology of the Sixties Counterculture***: Emphasizes political protest (civil rights, antiwar, feminist), alternative living arrangements (communes, cooperatives), and lifestyle (music, clothing, celebrations).

***SOC 333 Postmodern Society***: Reviews recent debates about postmodernity using critical-theory and sociology-of-knowledge approaches.

***SOC 335 Sociological Theory***: Examines concerns of early founders in light of contemporary trends within field. Addresses values in sociological inquiry, problem of applying general scientific model to sociology, and biases of researchers. *Prerequisite:* sociology major or consent.

***SOC 343 Social Stratification***: Investigates various forms of structured social and economic inequality, concentrating primarily on race, class, and gender. *Prerequisite:* sociology major or consent.

***SOC 345 Sociology of Gender***: Examines gender in American society, with an emphasis on the construction of femininity and masculinity in the context of major social institutions. Reviews various approaches to the study of gender that include elements of symbolic interactionism, constructionism, post-modernism, conflict theory, and feminist theory. Specific institutional contexts of the construction and management of gender, including science, schools, family, the economy, and sport, also considered.

***SOC 355 Race and Ethnic Relations***: Explores colonization and immigration, assimilation and pluralism, prejudice and discrimination, and inequality and conflict past and present.

***SOC 356 The State of Black America***: Examines political, economic, social and cultural standing of African Americans (both historical and contemporary), relationships between blacks and whites, and internal differentiation of black population.

***SOC 360 Poverty and Social Welfare***: Focuses on changing composition of poverty population, war on poverty, public and academic debates, present-day American welfare system, and relationship between poverty, welfare, and inequality.

***SOC 367 Economy and Society***: Analyzes American economic institutions, particularly the modern corporation, and the modern state. Relates shifting patterns of production and consumption to structural changes in late industrial capitalism. Measures impact of multinational corporations on community, environment, workers, and U.S. foreign policy.

***SOC 371 Deviant Behavior***: Investigates deviant behavior as the inverse of power: The more power a particular class of people possesses, the less likely they will be defined as deviant. Challenges students to redefine "deviance" and examine "normal" workings of U.S. institutions. *Prerequisite:* one ***SOC*** course or consent.

***SOC 417 Research Seminar***: Explores topics in contemporary sociology. Requires individual research projects and oral reports. May be repeated for credit. *Prerequisite:* one ***SOC*** course or consent.

***SOC 418 Senior Seminar***: Develops common grounding in a specific subject to serve as a framework for individual projects. Requires oral reports. *Prerequisites:* core courses and senior standing.

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U.S. News America's Best Colleges 2009

# SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT (MINOR ONLY)

*Allen* *Gunter* *Lairson* *Lines*

The interdisciplinary minor in sustainable development and the environment examines whether transnational corporations can be both competitive and responsible by pursuing a strategy of sustainable development. The minor includes a set of courses that examine carefully the concept of sustainable development in an increasingly global economy. These courses are based on the premise that sustainable development means reconciling the need for economic growth, particularly in developing nations, with the need to protect both natural resources and the quality of life.

This minor will appeal primarily to students majoring in environmental studies or international business, but it will be available to other students as well. It includes a prescribed sequence of academic courses in conjunction with opportunities for practical applications of course theory through field study practica.

Students who complete this minor will gain an understanding of:

- the basic principles of environmental protection and sustainability;
- the emergence and consequences of globalization;
- the increasing role of international cooperation in managing environmental problems;
- the political economy of transnational corporations;
- the range of both positive and negative behaviors of transnational corporations in developing countries, and the ability to evaluate the environmental consequences of those behaviors; and
- recent attempts to measure and evaluate sustainable development, including indicators of corporate practice.

**MINOR REQUIREMENTS**
Twenty-eight (28) semester hours are required: four (4) core courses, worth four (4) semester hours each and two (2) seminar/practicum courses worth six (6) semester hours each.

*CORE COURSES*

- ***INB 100 Introduction to International Business***
- ***ENV 292 Political Economy of Environmental Issues***
- ***ENV 348 Sustainable Development***
- ***INB 355 Transnational Corporations***

*SEMINAR/PRACTICUM COURSES*
Seminar/practicum courses serve as case studies in sustainable development. Each is comprised of a semester-length seminar followed by a study-abroad practicum. All are focused on Latin America and the Caribbean, areas that serve as representative case studies to illustrate a wide range of issues in sustainable development. Two (2) courses with field study component are required.

- ***ENV 365 Environment and Development in Central America***
- ***ENV 365F Central America Field Study***
- ***ENV 375 Island Economies and Sustainability in the Caribbean***
- ***ENV 375F Caribbean Field Study -- Dominica***
- ***ENV 385 Sustainable Development in the Amazon Basin***
- ***ENV 385F Amazon Basin Field Study***
- ***INB 375 Global Production Systems and Sustainable Development***
- ***INB 375F Northern Mexico Field Study***

## Course of Study

***ENV 365 Environment and Development in Central America:*** Studies the need for broad-based sustainable development using Central America as a case study. Considers how widespread deforestation and rapid population growth have combined with other factors to depress living standards throughout the region. Examines why Costa Rica has attained a high level of human development. Explores appropriate models of sustainable development for the region. *Co-requisite*: ***ENV 365F.***

***ENV 365F Central America Field Study:*** The Central Highlands of Costa Rica provide an excellent case study in sustainable development. Students observe and analyze models of sustainability in the areas of agriculture, tourism, and ecosystem services, while examining a wide range of projects including a large-scale coffee plantation, an organic coffee cooperative, and the Monteverde Cloud Forest Preserve. *Co-requisite*: ***ENV 365.***

***ENV 375 Island Economies and Sustainability in the Caribbean:*** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Conservation of these resources for future generations while meeting the legitimate material needs of people in the region also discussed. Explores the prospects for sustainable economic development. *Co-requisite*: ***ENV 375F.***

***ENV 375F Caribbean Field Study:*** Dominica is currently experiencing a major transition from an economy based primarily on agricultural exports to a tourism-based economy. Examines the tension between various competing interests and identifies opportunities for achieving broad-based sustainable development. *Co-requisite:* ***ENV 375.***

***ENV 385 Sustainable Development in the Amazon Basin***: Examines the Amazon Basin, the largest remaining tropical ecosystem on earth, considering the crucial ecological services it provides as well as the exceptional biological and cultural diversity it supports. Reviews historic attempts to exploit the rich biological and mineral resources of the region, which failed through a misunderstanding of tropical ecology and an inability to recognize environmental limitations. Discusses new approaches to development that generate income while protecting crucial ecological systems supporting economic development. Examines such efforts in the areas of tourism, agriculture, forestry, and fisheries. Optional field study component also available. *Co-requisite:* ***ENV 385F.***

***ENV 385F Amazon Basin Field Study:*** The Peruvian Amazon provides an excellent case study of how governments, nongovernmental organizations, and private companies can form partnerships to promote sustainable development. Students work with local naturalist guides and project managers to gain a comprehensive understanding of the ecotourism industry. *Co-requisite*:***ENV385.***

***INB 375 Global Production Systems and Sustainable Development:*** Examines the emerging system of global production and its consequences for sustainable development. Considers the global production systems in apparel, autos, and semiconductors. Examines the impact of these production facilities on the social, economic, political and environmental systems of Mexico and Central America. *Co-requisite:* ***INB 375F.***

***INB 375F Mexico Field Study:*** Examines the impact of transnational firms on water quality, public facilities, and housing. Factors linked to corporate responsibility in these areas are studied, including international public pressure, corporate values in the home office, national origin of home office, and local political pressure. *Co-requisite:* ***INB 375.***

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# THEATRE ARTS AND DANCE

**Changes effective Fall Term 2011**

| | | | |
|---|---|---|---|
| *Cavenaugh* | *Charles* | *Cody-Rapport* | *Griffin* |
| *Miller* | *Neilson* | *Ouellette* | *Rodgers* |
| *Sherry* | *Zivot* | | |

The theatre major offers a comprehensive education in the art and craft of the theatre. The curriculum exposes students broadly to theatre history, literature, theory, and criticism, and provides rigorous training in acting, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

***Philosophy***

The Rollins College Department of Theatre Arts and Dance believes that theatrical productions and classroom study are of equal and complementary value.

The faculty of the Department of Theatre Arts and Dance embraces the liberal arts mission of Rollins College. The study of theatre comes most fully to life when integrated with other disciplines, for example, psychology, English, sociology, art, music, classical studies, and history. The faculty strongly encourages its majors to complement their studies with those of other departments.

***Performance***

The department produces eight (8) theatre and dance productions per year at two on-campus venues: the Annie Russell Theatre, a 377-seat proscenium theatre listed on the National Registry of Historic Places, and the Fred Stone Theatre, a 90-seat black box space.

Majors take a set of courses and concentrate in performance, design and technical theatre, musical theatre, dramaturgy, or theatre studies. The department issues a comprehensive reading list of theatre literature for majors. Faculty evaluate student progress at the end of the sophomore year, and seniors must complete a senior capstone experience.

**MAJOR REQUIREMENTS**

Fifty-four (54) credit hours are required, including:

- a core of eleven (11) courses,
  all majors take a core sequence of seven (7) four-hour courses and four (4) two-hour production courses; and
- an emphasis in one (1) of six (6) areas,
  all majors select an area of emphasis consisting of five (4) four-hour courses and a two-hour capstone course.

*CORE COURSES*

- ***THE 111 Introduction to Technical Theatre***
- ***THE 133 Acting I: Fundamentals***
- ***THE 201 Script Analysis***
- ***THE 210 Survey of Western Dramatic Literature***
- ***THE 211 Fundamentals of Theatrical Design***
- ***THE 341 History of the Theatre I***
- ***THE 342 History of the Theatre II OR DAN 200 Dance in America***
- ***Four (4) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.***

*EMPHASES*

- Design/Technical Theatre
- Directing
- Performance
- Musical Theatre

- Dramaturgy
- Theatre Studies

*DESIGN/TECHNICAL THEATRE EMPHASIS*

- ***THE 221 Design/Technical Theatre Studio***
- ***THE 333 Directing I: Fundamentals***
- ***Two (2) of the following:***
  - ***THE 321 Scene Design***
  - ***THE 322 Lighting Design***
  - ***THE 323 Costume Design***
  - ***THE 324 Sound Design***
- ***THE 481 Senior Design/Technical Theatre Portfolio/Capstone***

*DIRECTING EMPHASIS*

- ***One (1) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 136 Voice and Speech I: Free Voice***
  - ***THE 234 Movement I: Body Dynamics***
- ***One (1) of the following:***
  - ***THE 321 Scene Design***
  - ***THE 322 Lighting Design***
  - ***THE 323 Costume Design***
  - ***THE 324 Sound Design***
- ***THE 333 Directing I: Fundamentals***
- ***THE 433 Directing II: Advanced***
- ***THE 480 Senior Theatre Directing Project/Capstone***

*PERFORMANCE EMPHASIS*

- ***Two (2) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 136 Voice and Speech I: Free Voice***
  - ***THE 234 Movement I: Body Dynamics***
- ***One (1) of the following:***
  - ***THE 225 Improvisational Theatre I: Fundamentals***
  - ***THE 236 Voice and Speech II: Vocal Dynamics***
  - ***THE 333 Directing I: Fundamentals***
  - ***THE 336 Theatre for Social Change***
  - ***THE 355 Acting for the Musical Theatre***
- ***THE 233 Acting II: Character w/Laboratory***
- ***THE 480 Senior Theatre Performance Project/Capstone***

*DRAMATURGY*

- ***THE 341 History of Theatre I (in core courses)***
- ***THE 342 History of Theatre II (in core courses)***
- ***One (1) of the following:***
  - ***THE 328 Fundamentals of Playwriting***
  - ***THE 343 Dramatic Theory and Criticism***
- ***One (1) of the following:***
  - ***ENG 312 Studies in Shakespeare***
  - ***ENG 319 Studies in 20th-Century British Literature***
  - ***ENG 375 The Critics Role: Review Writing***
- ***Two (2) of the following:***
  - ***THE 241 Classical Theatre***
  - ***THE 260 Feminist Theatre***
  - ***THE 294 History of American Theatre***
  - ***THE 360 Forbidden Acts: The Queer Aesthetic in 20th Century Theatre and Film***
- ***THE 480 Senor Theatre Thesis/Capstone***

*THEATRE STUDIES EMPHASIS*

- ***One (1) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 136 Voice and Speech I: Free Voice***
  - ***THE 234 Movement I: Body Dynamics***
- ***One (1) of the following:***

- ***THE 321 Scene Design***
- ***THE 322 Lighting Design***
- ***THE 323 Costume Design***
- ***THE 324 Sound Design***

- ***One (1) of the following:***
  - ***ENG 312 Studies in Shakespeare***
  - ***THE 205 History of American Musical Theatre***
  - ***THE 225 Improvisational Theatre I: Fundamentals***
  - ***THE 328 Fundamentals of Playwriting***
  - ***THE 336 Theatre for Social Change***
- ***THE 333 Directing I***
- ***THE 480 Senior Theatre Thesis/Capstone***

*MUSICAL THEATRE EMPHASIS*

- ***One (1) of the following:***
  - ***MUS 151 Theory I***
  - ***MUA 101/102 Applied Music for Enrichment I/II***
- ***One (1) of the following:***
  - ***DAN 177 Jazz Dance I***
  - ***DAN 175/275 Tap I and II***
  - ***DAN 394 Intermediate/Advanced Dance Technique***
- ***THE 355 Acting for the Musical Theatre***
- ***THE 455 Acting for Musical Theatre II***
- ***THE 480 Senior Theatre Performance Project/Capstone***

**MINOR REQUIREMENTS**
The minor offers a basic education in the art and craft of theatre. Students become familiar with theatre history, literature, theory, and criticism, and become competent in acting, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

Twenty-eight (28) credit hours are required.

- Six (6) four-hour courses
- Two (2) two-hour production courses

- ***THE 111 Introduction to Technical Theatre***
- ***THE 133 Acting I: Fundamentals***
- ***THE 210 Survey of Western Dramatic Literature***
- ***THE 211 Fundamentals of Theatrical Design***
- ***One (1) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 234 Movement I***
  - ***DAN 170 Ballet I***
  - ***DAN 177 Jazz I***
  - ***DAN 179 Modern Dance I***
- ***One (1) elective at the 200-400 level***
- ***Two (2) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.***

## Course of Study

***THE 100 Introduction to the Theatre***: Surveys history of theatre art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

***THE 111 Introduction to Technical Theatre:*** Introduces scenery, properties, scene painting, costumes, lighting, stage management, and drafting. Includes lecture and production projects in each area.

***THE 113 Fundamentals of Makeup for the Theatre***: Explores basics of makeup application, creation of character makeup, and masks for stage. Combines one-hour lecture/demonstration with two-hour lab each week.

***THE 131 Introduction to Acting: Nonmajor***: Combines study and practice of basic rehearsal and performance techniques. Emphasizes evolution of performer's role.

***THE 133 Acting I: Fundamentals***: Focuses on development of actor in audition and performance.

Develops concentration, imagination, relaxation, and voice production through individual and ensemble exercises. *Prerequisite:* consent.

***THE 135 Dance for Actors***: Covers stage movement for actors. Features exercises in coordination, rhythmic ability, and body mechanics.

***THE 136 Voice and Speech I: Free Voice***: Investigates the fundamental principles and functionality of voice production and speech mechanics. Suitable for nonmajors.

***THE 201 Script Analysis***: Analyzes structure, style, theme, and characterization in plays from a variety of historical periods. Discusses stage worthiness of scripts and theories affecting creative interpretation and performance. Suitable for nonmajors.

***THE 203 History of American Film***: Chronicles development of movies and political and socioeconomic impact of film industry from early 20th century to present. Requires evening movie viewing. Suitable for nonmajors.

***THE 205 History of American Musical Theatre***: Traces development from early and current European influences to present American musicals. Analyzes political, social, and musical styles. Suitable for nonmajors.

***THE 206 History of Radio and Television***: Surveys broadcasting from 1900 to present: inventions, trends, programs, events, and personalities. Suitable for nonmajors.

***THE 210 Survey of Western Dramatic Literature***: Covers major playwrights, genres, and dramatic texts from Ancient Greek tragedy to modern American realism and beyond. Evaluates the ways in which Western culture has (mis)represented itself and others onstage and given meaning to the human experience. Suitable for nonmajors.

***THE 211 Fundamentals of Theatrical Design***: Examines through weekly projects the creative process fundamental to designing for stage. Focuses on visual communication and critical response. Includes drawing, painting, collage, and research projects.

***THE 220 History of American Musical Film***: Historical overview of the American film musical from its inception in the 1920's to the present. Suitable for nonmajors.

***THE 221 Design/Technical Theatre Studio***: Addresses the communication between theatrical design and technology. In a studio setting, students learn advanced techniques to design, draw, construct, paint, sculpt, sew, and light a variety of projects. *Prerequisites*: ***THE 111***, ***THE 211***, or consent.

***THE 225 Improvisational Theatre I: Fundamentals***: Investigates the fundamental concepts and principles of improvisational theatre that enable collaborative, spontaneous play. Particular emphasis is given to issues of storyline, scenic structure, and team-based creativity. Suitable for nonmajors.

***THE 233 Acting II: Character w/Laboratory***: Prepares actor to express believable, repeatable actions in scene work and monologues through text analysis, improvisation, and exercises. Stresses techniques of finding and playing objectives and intentions. *Prerequisites:* ***THE 111*** and ***THE 133.***

***THE 234 Movement I: Body Dynamics***: Explores the physical demands placed on the actor. Techniques learned are for finding a basic knowledge of the body's energies. Skills taught may include: dance technique, improvisation, mime, Pilates, unarmed combat, and physical improvisation. *Prerequisites*: ***THE 133***-required, ***THE 136***-suggested.

***THE 236 Voice and Speech II: Vocal Dynamics***: Investigates advanced principles and functionality of voice production and speech mechanics. Intended for THE majors/minors. *Prerequisite:* ***THE 136***.

***THE 241 Classical Theatre***: Follows development of classical tragedy and comedy through readings in translation -- drama from Aeschylus to O'Neill and theory from Plato to Nietzsche. Considers mythology, architectural and scenic innovations, and connections between religion and theatre. Suitable for nonmajors.

***THE 248 Audition Techniques***: An in-depth study of the conditions surrounding and within the audition experience. Examines various audition environments and the techniques, knowledge, and skills required to be effective in both theatre and media auditions.

***THE 260 Feminist Theatre***: Examines theatre companies and practitioners throughout the world who have committed themselves to telling "women's stories" in various types of performances, ranging from traditional plays to performance art. Explores the ways in which a feminist perspective shapes both the content and form of theatrical practice.

***THE 295 History of American Theatre***: The history of American theatre from 1665 to the present day. Examines trends, productions, dramatic texts, and theatre personnel who have helped to shape theatre in America.

***THE 321 Scene Design***: Applies creative concepts, text analysis, research, and visual communication techniques to scenic design. Draws texts from varying time periods and styles. Develops drawing and painting skills. *Prerequisites:* ***THE 111*** and ***THE 211,*** or consent.

***THE 322 Lighting Design***: Applies creative concepts, text analysis, research, and visual communication techniques to lighting design projects in varying mediums. Develops drafting skills. *Prerequisites:* ***THE 111*** and ***THE 211***, or consent.

***THE 323 Costume Design***: Applies creative concepts, text analysis, research, and visual communication techniques to costume design. Draws texts from varying time periods and styles. Develops drawing and painting skills. *Prerequisites:* ***THE 111*** and ***THE 211,*** or consent.

***THE 324 Sound Design***: Explores the role of sound in theatrical production as both an artistic and technical discipline. Develops a working knowledge of the equipment and vocabulary associated with theatrical sound. Integrates this working knowledge with the artistic theory and practical application of designing sound for the theatre. *Prerequisite:* ***THE 111*** or consent.

***THE 325 Improvisational Theatre II: Focus and Spontaneity***: Explores a specific area of improvisational performance such as focus and spontaneity, characterization and status, physicality and environment, verbal skills and styles, or long-form and advanced structures. May be repeated for credit. Suitable for nonmajors. *Prerequisite*: ***THE 225*** or consent.

***THE 328 Fundamentals of Playwriting***: Critiques student scripts and established work. Stages scenes from student plays or exercises in collaboration with acting/directing courses.

***THE 331 Acting III: Period Styles***: Explores acting in various periods and styles through reading, research, and scene work. Expands performer's agility through exercises in physical theatre and mask work. Requires journals reflecting research. *Prerequisite:* ***THE 233*** or consent.

***THE 332 Acting IV: Scene Study***: Emphasizes actor's skills in oral interpretation through exercises in energy and language imagery. Continues work in scene study and characterization. Introduces International Phonetic Alphabet (IPA) and use of dialects. *Prerequisite:* ***THE 331*** or consent.

***THE 333 Directing I: Fundamentals***: Introduces directing terminology, formulation of ground plan, communication with actors, and concepts such as visual pause, beats, and blocking. Requires students to prepare exercises and scripted scenes from contemporary plays. *Prerequisites:* ***THE 111, THE 133, THE 201,*** and ***THE 211.***

***THE 336 Theatre for Social Change***: Introduces and explores modern theatrical practices that utilize performance to facilitate heightened social awareness and/or change. May consider a variety of performance practices, such as: theatre of the oppressed, community-based theatre, psycho/sociodrama, theatre-in-education, and playback theatre. *Prerequisite*: ***THE 133,*** or ***THE 225,*** or consent.

***THE 340 Rollins Improv Players Laboratory***: An improvisatory laboratory for students interested in exploring the boundaries of spontaneous and service-centered performance. *Prerequisite*: audition and consent. Graded on a credit/no-credit (CR/NC) basis. May be repeated for credit.

***THE 341/342 History of the Theatre I and II***: Surveys major periods beginning with classical Greek, focusing on theatre architecture, styles of production, key personalities, and relationship of dramatic literature to production styles. Suitable for nonmajors.

***THE 343 Dramatic Theory and Criticism***: Surveys important trends in performance theory and criticism from the pre-Socratic and Plato, to postmodernism and queer theory. Examines the ways in which the art of representation has been viewed, pursued, and misconstrued. *Prerequisite*: ***THE 210*** or consent.

***THE 350 Topics in Theatre:*** Explores practitioners, theorists, and historians in the field of theatre and dance. *Second Stage* series is the capstone of the course -- student directed, designed, and performed productions in the Fred Stone Theatre.

***THE 355 Acting for the Musical Theatre***: Delves into textual/lyric analysis and history and context of different writing styles (including classical aria, 19th-century patter song, American standard, and Broadway and West End musical). *Prerequisite:* consent.

***THE 360 Forbidden Acts: The Queer Aesthetic in 20th Century Theatre & Film***: Introduces

students to aesthetics and theories through an examination of plays and films made by contemporary queer artists. Course develops students' abilities to read, view, and write about dramatic literature and film, as well as scholarly articles through a Queer Theoretical lens. Culminates in a performance piece that is conceived or adapted, rehearsed, and produced as a response to the material presented.

***THE 391/392/393 Second Stage: Production***: Departmental laboratory for student directors, designers, stage managers, and performers. Provides hands-on experience in all areas related to the production of a play. *Prerequisite*: consent.

***THE 418/419, 420/421 Theatre Production -- Technical***: Provides practical experience in technical/design work on major productions at Annie Russell Theatre. Assigns students to crews: scenic construction, props, painting, stage management, lights, sound, costumes, and make-up. Requires minimum 10 hours per week and attendance at weekly production meetings. ***Note:*** Majors must work in each of the following four areas: painting/props, stage management/lighting/sound, costumes/make-up, and scenic construction.

***THE 422/423, 424/425 Theatre Production Performance A/B, C/D***: Offers practical rehearsal/performance experience for major production at Annie Russell Theatre. Requires journal and final character analysis. *Prerequisite:* consent.

***THE 433 Directing II: Advanced***: Focuses on artistic collaboration, historical research, themes, and directorial vision. Emphasizes preparation and presentation of period scenes: Greek/Roman, Shakespearean, absurdist, and postmodern. Culminates in presentation of scenes for public viewing. *Prerequisite:* ***THE 333***.

***THE 440 Senior Studio Workshop***: Prepares students for postgraduate study by developing auditions and portfolios. Culminates in public presentations. May be repeated for credit. *Prerequisite:* senior standing or consent.

***THE 455 Acting for Musical Theatre II***: Continued investigation into textual/lyric analysis and history, and context of different writing styles (including classical aria, 19th-century patter song, American standard, and Broadway and West End musical). Emphasis on musical theatre theory and terminology, text and sub-textual characterization, and the audition process. *Prerequisite:* ***THE 355*** or consent.

***THE 480 Theatre Capstone***: Serves as the culminating project, performance, or document for theatre majors in the acting, musical theatre, directing, theatre studies, or dramaturgy concentrations. With approval and guidance from faculty, students may elect to complete their capstone experience as a portfolio, performance, or critical/historical document.

***THE 481 Design/Technical Theatre Capstone***: Focuses on designing and developing an aesthetically pleasing portfolio that incorporates a capstone and demonstrates the student's capabilities and achievements for presentation at graduate school and professional interviews. *Prerequisite*: senior standing or consent.

***THE 398-399, 498-499 Senior Project/Research/Internship/Tutorial***: Offers four types of individual study:

- ***Senior Project*** -- Focuses on independent production project in acting, directing, design/technical theatre, or management. A comprehensive examination is given in the spring term of the senior year. *Prerequisites:* senior standing and theatre major.
- ***Research Project*** -- Involves independent research in theatre history, criticism, literature, design, playwriting, acting, or directing. Culminates in major research paper. *Prerequisites:* junior standing and theatre major
- ***Internship*** -- Places student with professional performing arts organization for one semester. Host or faculty advisor monitors student's work. *Prerequisites:* junior/senior standing, theatre major, and approval by career services and department in semester prior to enrollment.
- ***Tutorial*** -- Involves intensive research, writing, or production with instructor. May not duplicate regular course offering. Meets weekly and requires presentation and exam. *Prerequisite*: sophomore standing or consent.

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## DANCE (MINOR ONLY)

*Sherry*

This program gives students the opportunity to experience dance as an art form. They can take studio classes in ballet, jazz, tap, and modern dance, as well as courses in history, notation, and composition. Minors develop an awareness of history, an understanding of composition, and a

competency in several forms.

**MINOR REQUIREMENTS**
Six (6) courses are required, four (4) core courses and two (2) electives.

*CORE COURSES*

- ***DAN 200 Dance in America OR DAN 203 Dance History***
- ***DAN 300 Dance Composition***
- ***DAN 394 Intermediate/Advanced Dance Technique (taken twice)***

*ELECTIVES*
Two (2) of the following courses are required.

- ***DAN 170 Ballet I***
- ***DAN 175 Tap Dance I***
- ***DAN 177 Jazz I***
- ***DAN 179 Modern Dance I***
- ***DAN 200 Dance in America***
- ***DAN 203 Dance History***
- ***DAN 220 Women Leaders in American Modern Dance***
- ***DAN 270 Ballet II***
- ***DAN 275 Tap Dance II***
- ***DAN 277 Jazz II***
- ***DAN 279 Modern Dance II***
- ***DAN 300 Dance Composition***
- ***DAN 380 Studies in Dance***
- ***DAN 394 Intermediate/Advanced Dance Technique***
- ***DAN 420 Labanotation***
- ***DAN 422 Dance Production***
- ***THE 135 Dance for Actors***

## Course of Study

***DAN 170 Ballet I***: Introduces fundamental concepts and historical background. Presents positions and barre exercises to build correct alignment, flexibility, strength, coordination, and ballet vocabulary.

***DAN 175 Tap:*** Introduces fundamental concepts and historical background. Covers basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, and soft-shoe, along with tap vocabulary.

***DAN 177 Jazz I***: Introduces fundamental concepts and historical background. Works in studio on body placement and alignment through highly-structured classical jazz warm-up (LUIGI). Values clarity and quality of movement, rhythm, style, and use of dynamics.

***DAN 179 Modern Dance*** I: Introduces fundamental concepts and historical background. Focuses on style, phrasing, mood projection, and changing dynamics.

***DAN 200 Dance in America***: Studies relationships of choreographers, critics, and performers to historical trends in the art form. Links dance to contemporary political and social issues.

***DAN 203 Dance History***: Follows evolution of Western concert dance from primitive times to late 20th century: dance in ancient Egypt, Greece, and Rome; *Ballet Comique; Opéra Ballet; Ballet d'Action;* and romantic ballet.

***DAN 210 Dances of Other Cultures***: Explores various regional and ethnic dances with a focus on non-Western dance as an expression of culture. Participation in selected dances will be augmented by lecture and film.

***DAN 220 Women Leaders in American Modern Dance: Transcending from Sylph to Heroine***: Examines the women who led the modern dance movement from 1900 to present. Focuses on choreographic works and politics surrounding the development of modern dance in America through its leaders -- Isadora Duncan, Ruth St. Denis, Doris Humphery, Martha Graham, Catherine Dunham, and Twyla Tharp.

***DAN 270 Ballet II***: Drills pirouettes and longer and more complex "adages" and "allegros." Completes ballet theory and essentials of technique. *Prerequisite:* ***DAN 170*** or consent.

***DAN 275 Tap Dance II***: Explores technique on an intermediate level, including all time steps (buck, soft-shoe, traveling, wing), Irish-over, Cincinnati, draw-backs, pick-ups, wings, maxiford, and riffs. Stresses speed, accuracy, and performance ability. May be repeated for credit. *Prerequisite:* ***DAN***

***175*** or consent.

***DAN 277 Jazz II***: Concentrates studio work on more complicated combinations, changes of direction, and initiation of pirouettes. Includes historical research, critical studies, and vocabulary building. *Prerequisite:* ***DAN 177*** or consent.

***DAN 279 Modern Dance II***: Builds on technique and includes history, theory, and vocabulary. *Prerequisite:* ***DAN 179*** or consent.

***DAN 300 Dance Composition:*** Introduces dance composition. Highlights personal invention, solo and group focus, and evaluative process in basic choreography. Includes readings and writings on choreographers and choreography. May be repeated for credit. Intended for dance minors. *Prerequisite:* ***DAN 394*** or consent.

***DAN 380 Studies in Dance***: Delves into particular period, choreographer's work, or special issue, depending on interest of students and faculty. May be repeated for credit.

***DAN 394 Intermediate/Advanced Dance Technique***: Offers heightened movement experience with greater emphasis on technical development and performance. Includes weekly classes in ballet, jazz, and modern dance. May be repeated for credit. *Prerequisite:* consent.

***DAN 420 Labanotation***: Teaches system of movement notation invented by Rudolph Van Laban and used in dance, sports, science, and other research areas. Does not require knowledge of dance. Consists of lecture, studio work, and movement-recording exercises.

***DAN 422 Dance Production***: Assigns students to performing or technical/design role in production. *Prerequisite:* consent.

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# WOMEN'S STUDIES (MINOR ONLY)

**Changes effective Spring Term 2002**

*Faculty teaching Women's Studies courses include members of the Expressive Arts, Humanities, and Social Sciences Divisions in the College of Arts and Sciences. Please see the schedule of classes for each academic term for specific assignments.*

Women's studies explores the nature and creations of women often neglected in traditional academic offerings. The multidisciplinary curriculum draws faculty from many departments – anthropology, biology, economics, religion, history, English, political science, sociology, and other disciplines.

Women's studies minors learn to evaluate cultural forces that have formed contemporary perceptions and expectations of women. Students investigate biological sexual differences, culturally assigned gender roles, theories about female consciousness and behavior, and restraints imposed by law and social conventions. The field covers an exciting range of topics, from the history of feminism to women's art and literature.

**MINOR REQUIREMENTS**
Six (6) courses are required: three (3) core courses, three (3) electives, **AND** a service-learning component.

*CORE COURSES*

- ***WMS 205 Introduction to Women's Studies***
- ***PHI 314 Topics in Philosophy: Feminist Theory***
- ***WMS 350 Feminist Methodology OR an independent research project***

*ELECTIVES*
Choose three (3) courses listed in the schedule of classes under women's studies that meet the following criteria.

- ***At least one at the 300 level or above***
- ***At least one in the humanities***
- ***At least one in the social sciences***
- ***May be independent studies***
- ***May count toward student's major***

*SERVICE LEARNING*
Students must complete twenty (20) hours of service learning as part of one (1) or two (2) courses.

- ***May be part of core courses or WMS electives***
- ***May be part of other courses with approval of women's studies coordinator***

## Course of Study

***WMS 205 Introduction to Women's Studies***: Presents feminist theory and origins of women's studies. Discusses classic texts of contemporary feminist movement. Raises consciousness about sexual stereotypes, anger, female friendships, lesbianism, mothering, violence against women, and economic power.

***WMS 350 Feminist Methodology***: Explores questions debated within academy. Examines feminist critique of and innovations in methodology in many fields, from the humanities to the social sciences.

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# Endowed Chairs and Directorships



## Theodore Bruce and Barbara Lawrence Alfond Chair of English

*Established in 1994 by alumni Ted '68 and Barbara Lawrence Alfond '68 to honor a distinguished professor of English, enhancing the reputation of both the department and the College, and enriching the educational experience of its students.*

**Carol Frost, Professor of English**

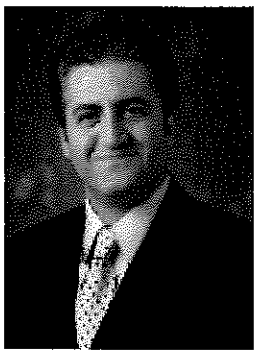
E-mail Carol Frost at cfrost@rollins.edu.



## Irving Bacheller Chair of Creative Writing

*Established in 1940 through the efforts of former Rollins trustee Joshua Coffin Chase, who spearheaded a campaign to endow this faculty chair in honor of Dr. Bacheller's contributions to literature and education. Please click here to read a 2008 release about this chair.*

**David Henry Hwang, Department of English**



## Bank of America Chair of Finance

*Established in 1993 by Barnett Bank, the predecessor to NationsBank, which was subsequently acquired by Bank of America. The first faculty chair at the Roy E. Crummer Graduate School of Business to be endowed by a corporation, it was created to recognize an eminent scholar in finance with a distinguished record of teaching, scholarship, and community involvement.*

**Dr. Halil Kiymaz, Professor of Finance**
**Roy E. Crummer Graduate School of Business**

E-mail Halil Kiymaz at hkiymaz@rollins.edu.

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## Bruce A. Beal Director of the Cornell Fine Arts Museum

*Endowed in 2008 by alumnus Bruce A. Beal '58 in honor of the Class of 1958 on the occasion of their fiftieth class reunion.*

## Dean of the Faculty

Debra K. Wellman, Interim Dean of the Faculty

**Vacant**

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Edward Payson Hooker, 1885-1892

Charles Test Grandison Fairchild, 1893-1895

George Morgan Ward, 1896-1902

William Fremont Blackman, 1902-1915

Calvin Henry French, 1917-1919

Robert James Sprague, 1923-1924

William Clarence Weir, 1924-1925

Hamilton Holt, 1925-1949

Paul Alexander Wagner, 1949-1951

Hugh Ferguson McKean, 1951-1969

Jack Barron Critchfield, 1969-1978

Thaddeus Seymour, 1978-1990

Rita Bornstein, 1990-2004

Lewis M. Duncan, 2004-present

*Frederick Wolcott Lyman, John Howard Ford, George Morgan Ward, Robert James Sprague, Hugh Ferguson McKean, and Frederick William Hicks IV all served brief periods as Acting Presidents.*

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Lewis M. Duncan
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Vice President for Business & Finance and Treasurer

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*Mandy Booker*
Bursar; B.A., Butler University

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M.B.A., St. Bonaventure University.

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*John Sharkey*
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# ARTS AND SCIENCES FACULTY

*Dates indicate (1) first appointment at Rollins and (2) year of receiving present rank.*

*Vidhu Aggarwal*
Associate Professor of English (2005;2005); B.A., University of Chicago; M.A., Ph.D., University of Southern California. Specializations: transatlantic modernism, 19th- and 20th-century American and British literature, Asian-American and minority literatures, and composition and rhetoric for native and non-native speakers.

*Barry S. Allen*
Associate Professor of Environmental Studies (1982;1982); B.A., University of Miami; Ph.D., University of Pennsylvania. Specializations: environmental economics, national park policy, and sustainable development.

*Joshua Almond*
Assistant Professor of Art/Sculpture (2008;2008); B.A., Rhodes College; M.F.A., Arizona State University. Specializations: sculpture (traditional and contemporary), three-dimensional design, studio furniture, boat-building, and contemporary art and theory.

*Anna Alon*
Assistant Professor of Accounting (2009;2009); B.S, Case Western Reserve University; M.B.A., Rollins College, Crummer Graduate School of Business; Ph.D., University of Central Florida. Specializations: financial and managerial accounting, accounting in transitional economies, adoption and implementation of international financial accounting standards, and transnational accounting regulation.

*Ilan Alon*
George D. and Harriet W. Cornell Professor of International Business, College of Arts and Sciences and Roy E. Crummer Graduate School of Business (2003;2007); B.A., M.B.A., Fairleigh Dickinson University; M.A., Ph.D., Kent State University. Specializations: international management, global franchising, political and country risks, pedagogy, emerging markets, and markets of East Asia, China, the Middle East, and Russia.

*Mark S. Anderson*
Professor of Mathematics (1988;2005); B.A., Houghton College; M.S., Ph.D., University of Virginia. Specializations: algebraic and differential topology, and topological graph theory.

*Benjamin Balak*
Associate Professor of Economics (2002;2007); B.A., The American University of Paris (France); Postgraduate Diploma, The University of Kent at Canterbury (United Kingdom); Ph.D., University of North Carolina at Chapel Hill. Specializations: ethics, history, and philosophy of economics; economics of ethics; economic rhetoric and modernity; comparative economic systems and cultures; and principles of macro and micro economics.

*Gabriel I. Barreneche*
Associate Professor of Modern Languages and Literatures (2003;2009); B.A., Boston College; M.A., Ph.D., University of California-Los Angeles. Specializations: Hispanic languages and literature including 20th-century Latin American literature, peninsular drama and poetry, and golden age literature.

*Pedro J. Bernal*
Professor of Chemistry (1986;2006); B.S., Ph.D., University of Tennessee. Specializations: physical and general chemistry, and the philosophy of science.

*Burt Bertram*

Visiting Assistant Professor of Counseling (2011:2011); B.S., Florida Atlantic University, M.Ed., University of Central Florida, Ed.D., University of Florida. Specializations: lifestyle balancing, mid-life and beyond, relationship development (personal or business), team building, managing change, conflict management, and legal aspects of counseling.

*Gay Biery-Hamilton*
Associate Professor of Latin American and Caribbean Affairs (1994;2003); B.S., M.A., Ph.D., University of Florida. Specializations: Brazilian Amazon, economic and ecological anthropology, economic development, culture change, water resources, political ecology, medical anthropology, women and development, and ideology.

*Alexander P. Boguslawski*
Professor of Modern Languages and Literatures (1983;1992); M.A., University of Warsaw; Ph.D., University of Kansas. Specializations: Old Russian literature and painting, Russian culture and folklore, 19th- and 20th-century Russian literature, and problems of translation.

*William C. Boles*
Professor of English (1995;2006); B.A., Wake Forest University; M.A., University of Maine; Ph.D., University of Tennessee. Specializations: dramatic literature, contemporary British and American drama.

*Richard K. Bommelje*
Associate Professor of Organizational Communication (1974;2000); B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Specializations: leadership, listening, and management.

*Dexter S. Boniface*
Weddell Chair of the Americas and Associate Professor of Political Science (2003;2008); B.A., Miami University (Ohio); M.A., Ph.D., University of Illinois. Specializations: Latin American and Brazilian politics, politics of market reforms, political economy of development, authoritarianism and democratization, state-society relations, and knowledge accumulation and methodology.

*Rita Bornstein*
President Emerita and George D. and Harriet W. Cornell Professor of Philanthropy and Leadership Development (1990;2004); B.A., M.A., Florida Atlantic University; Ph.D., University of Miami. Specializations: leadership, governance, and philanthropy.

*Michèle Boulanger*
Visiting Assistant Professor of International Business (2011:2011); B.S., M.S., University of Paris, France; Ph.D., University of Rhode Island. Specializations: applied mathematics, statistics.

*Wendy W. Brandon*
Associate Professor of Education (1987;2004); B.S., University of Georgia; M.S., Central Missouri State University; Ed.D., Teachers College, Columbia University. Specializations: curriculum theory, critical theory, critical pedagogy, and service learning.

*Sharon L. Carnahan*
Professor of Psychology (1990;2001); Director, Rollins Child Development Center; B.A., Hope College; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: child development, psychology and religion, and early childhood interventions.

*Julie Carrington*
Associate Professor of Mathematics and Computer Science (1992;1998); B.S., University of Central Florida; Ph.D., University of Central Florida. Specializations: graph theory, design and analysis of algorithms, and computational theory.

*Gregory L. Cavenaugh*
Visiting Assistant Professor of Communication (2005;2005); B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Louisiana State University. Specializations: performance studies, rhetorical and cultural criticism, and communication studies.

*Jennifer J. Cavenaugh*
Winifred M. Warden Professor of Theatre Arts and Dance (2005;2009); B.A., Dartmouth College; M.F.A., Brooklyn College; Ph.D., University of Washington. Specializations: ancient, medieval, Renaissance, and 19th-century British and American theatre; theatre history; gender and performance; feminist theatre; and American musical theatre.

*Julian C. Chambliss*
Associate Professor of History (2003;2010); B.S., Jacksonville University; M.A., Ph.D., University of Florida. Specializations: U.S. urban history, race and ethnicity, African-American history, gender, popular culture, and urban politics.

*David A. Charles*
Associate Professor of Theatre Arts and Dance (2003;2009); B.A., Roosevelt University; M.F.A., Western Illinois University; Ph.D., Louisiana State University. Specializations: global improvisational movements and structures, marginalized traditions (psychodrama and oral poetry), and traditional performance modes (Apidan drama, Japanese renga poetry, and the Maori haka).

*Martha S. Cheng*
Associate Professor of English (2003;2009); B.A., Christendom College; M.A., Ph.D., Carnegie Mellon University. Specializations: contemporary rhetorical theory, argumentation theory, ethos and individual agency, narrative theory, critical reading and writing, and technical writing.

*Daniel P.L. Chong*
Assistant Professor of Political Science (2008;2008); B.A., Biola University; M.A., University of Notre Dame; Ph.D., American University. Specializations: human rights, global poverty, international ethics, social movements and non-governmental organizations.

*Edward H. Cohen*
William R. Kenan, Jr. Professor of English (1967;1979); B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Specialization: Victorian studies.

*Billy Collins*
Irving Bacheller Professor of Creative Writing (2008;2008); B.S., Holy Cross College; Ph.D., University of California at Riverside. Specializations: 19th-century British poetry, modern British and American poetry, Irish literature, contemporary fiction, and exploratory writing.

*Gloria Cook*
Professor of Music (1998;2006); B.M., M.M., D.M.A., The Cleveland Institute of Music. Specializations: piano performance, piano pedagogy, and keyboard harmony.

*J. Thomas Cook*
Professor of Philosophy (1982;1993); B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Specializations: history of philosophy, philosophy of mind, and metaphysical issues such as the nature of self and human freedom.

*Daniel G. Crozier*
Associate Professor of Music (1998;2006); B.M., Westminster College; M.M., D.M.A., Peabody Conservatory, Johns Hopkins University. Specializations: music composition, theoretical studies, and piano performance.

*Denise K. Cummings*
Associate Professor of Critical Media and Cultural Studies (2003;2007); B.S., University of New Hampshire; M.A., Salve Regina University; M.A., Carnegie Mellon University; Ph.D., University of Florida. Specializations: film history, theory, and criticism; American Indian literatures, cultures, and film; modernist literature, culture, and film; literature, media, and popular culture; American literature and culture; cultural studies; literary and critical theory.

*Mario D'Amato*
Associate Professor of Religion (2005; 2009); B.A., Loyola University of

Chicago; M.A., Ph.D., University of Chicago. Specializations: Buddhist philosophy, Asian philosophy and religion, philosophy and psychology of religion, semiotics, and textual studies.

*Alice J. Davidson*
Assistant Professor of Psychology (2008;2009); B.A., Rhodes College; M.S., Ph.D., The Pennsylvania State University. Understanding the nature of children's need to belong and relate to others and school, links between peer experiences and children's social and academic adjustment, gender dynamics and acculturation in middle childhood and adolescence, and interventions in human development.

*Creston Davis*
Assistant Professor of Religion (2006;2006); B.A., Calvin College; M.T.S., Duke University; M.A., Ph.D., University of Virginia. Specializations: history and doctrine of Christianity, Christianity and culture, anthropology and sociology of comparative religions, race and religion, feminism and Third World theologies, and Latin American liberation theology.

*Donald L. Davison*
Associate Dean of the Faculty and Professor of Politics (1989;1998); B.A., St. Louis University; M.A., University of Notre Dame; Ph.D., Washington University in St. Louis. Specializations: American political institutions, public policy, electoral politics and methodology, legislative decision-making, and the effect of race on political behavior.

*Joan Davison*
Professor of Politics (1986;2009); B.A., Wheeling College; M.A., Ph.D., University of Notre Dame. Specializations: comparative politics and international studies.

*Philip F. Deaver*
Professor of English and Writer-in-Residence (1998;2009); B.A., St. Joseph's College; M.A., Ball State University; Ed.D., University of Virginia. Specializations: creative writing, American short story, and contemporary literary fiction.

*Nancy M. Decker*
Associate Professor of Modern Languages and Literatures (1986;1989); B.A., College of William and Mary; M.A., Ph.D., Cornell University. Specializations: German language, literature, cultural history, and questions of colonialism.

*Kimberly L. Dennis*
Associate Professor of Art History (2005;2005); B.A., Wake Forest University; M.A., Vanderbilt University; Ph.D., University of North Carolina at Chapel Hill. Specializations: art history; history of architecture, urbanism, gender issues in the history of art; Renaissance and Baroque art and architecture; and women's studies.

*Rosana Díaz Zambrana*
Associate Professor of Modern Languages and Literatures (2003;2009); B.S., University of Puerto Rico at Mayagüez; M.A., Ph.D., University of Illinois at Urbana-Champaign. Specializations: modern and contemporary Spanish-American literature, 19$^{th}$- and 20$^{th}$-century Brazilian literature, and 19$^{th}$- and 20$^{th}$-century French literature.

*Lewis M. Duncan*
President and George D. and Harriet W. Cornell Professor of Distinguished Presidential Leadership (2004; 2004); B.A., M.S., Ph.D., Rice University. Specializations: experimental space plasma physics, radiophysics, and technology and public policy.

*Sue Easton*
Associate Professor of Communication (2001;2007); B.A., State University of New York at Oswego; M.S., Syracuse University; Ph.D., Florida State University. Specializations: organizational communication, virtual communication, small group behavior, and work teams.

*Hoyt L. Edge*
Hugh F. and Jeannette G. McKean Professor of Philosophy (1970;1981); B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Specializations:

philosophy of psychology, American philosophy, parapsychology, and cognitive anthropology.

*D. Larry Eng-Wilmot*
Professor of Chemistry (1980;1993); B.A., Eckerd College; Ph.D., University of South Florida. Specializations: general, analytical, and inorganic chemistry; molecular animations/conceptual visualization in learning; bioinorganic and coordination chemistry; structure and stereochemistry of microbial iron transport compounds; and model coordination compounds.

*Ashley Elston*
Visiting Assistant Professor of Art History (2011:2011); B.A., St. Olaf College, M.A., Ph.D., The University of Kansas. Specializations: art history from prehistory to the Renaissance and 20th-century art.

*Margot B. Fadool*
Visiting Professor of Education (2007;2007); B.S., Pennsylvania State University; M.Ed., Cabrini College; Ed.D., University of Cincinnati. Specializations: literacy education, reading in elementary schools, teacher training, elementary education, teaching of reading, and children's literature.

*Martin E. Farkash*
Professor of Psychology (1979;1983); B.A., Brooklyn College; M.S., Ph.D., Yeshiva University. Specializations: clinical psychology, psychotherapy, psychological testing, stress management, and sports psychology.

*Marc Fetscherin*
Associate Professor of International Business (2005;2005); M.S.M., University of Lausanne, Lausanne, Switzerland; M.B.S., London School of Economics, London, UK; Doctorate in Economics and Social Science, University of Bern, Bern, Switzerland. Specializations: intellectual property rights, economics of information, e-commerce, and consumer behavior.

*Richard E. Foglesong*
George D. and Harriet W. Cornell Professor of Politics (1984;1992); B.A., Drury College; M.A., Ph.D., University of Chicago. Specializations: American politics, political leadership, urban politics and policy, and urban planning history.

*Julia K. Foster*
Assistant Professor of Music (2009;2009); B.M., University of Wisconsin-Madison; M.M., Eastman School of Music; D.M.A.–Vocal Performance, University of Houston. Specializations: anatomy, physiology, and pathology of the vocal mechanism; historically-informed performance of early music; suppressed German and Austrian Lieder of World War II; and American song and opera.

*Bryan Franks*
Visiting Assistant Professor of Art History (2011:2011); B.S., Villanova University; M.S., Ph.D., Drexel University. Specializations: physiological ecology and spatial ecology of marine organisms, behavior and space use of fish in marine ecosystems and the tradeoffs they face during their daily activities.

*Carol Frost*
Theodore Bruce and Barbara Lawrence Alfond Professor of English (2008;2008); B.A., State University of New York College at Oneonta; M.A., Syracuse University. Specializations: poetry, poetry workshop, contemporary American poetry, and American poets including Wallace Stevens, Robert Frost, Elizabeth Bishop, John Berryman, and others.

*Christopher R. Fuse*
Assistant Professor of Physics (2008;2008); B.S., St. Bonaventure University; M.S., Miami University (Ohio); Ph.D., Texas Christian University. Specializations: astronomy and astrophysics, planet and moon formation, isolated galaxies, high-energy astrophysics, galaxy formation, and evolution.

*Greg H. Gardner*
Professor of Speech (1985;1990); B.A., M.A., Ph.D., Bowling Green University. Specializations: legal rhetoric, campaign rhetoric, interpersonal communication, and computer-mediated communication.

*Lynda M. Glennon*
Professor of Sociology (1980;1986); B.A., Albertus Magnus College; M.A., Fordham University; Ph.D., Rutgers University. Specializations: theoretical paradigms, phenomenology and critical theory, cultural studies, animals and society, media, popular culture, and women's studies.

*Laurel A. Goj*
Assistant Professor of Chemistry (2006;2006); B.A., Smith College; Ph.D., Duke University. Specializations: transition metal-mediated reactivity with an emphasis in synthetic organic methodology and mechanistic studies.

*Theodore P. Gournelos*
Assistant Professor of Critical Media and Cultural Studies (2010;2010); B.A., University of Maryland; M.F.A., Ph.D., University of Illinois, Urbana-Champaign. Specializations: alternative and oppositional cultures, television and film studies, internet and digital culture policy, political theory and culture, advertising, cultural and media studies, and U.S., European Union and East Asian politics.

*Yudit K. Greenberg*
George D. and Harriet W. Cornell Professor of Religion (1986;1996); B.A., California State University at Hayward; M.A., San Francisco State University; Ph.D., Graduate Theological Union. Specializations: Jewish studies, women and religion, and religion and the body.

*Eileen Gregory*
Professor of Biology (1979;1992); B.S., Michigan State University; M.S., Ph.D., University of Washington. Specializations: microbiology, immunology, and biochemistry.

*Michael M. Gunter, Jr.*
Associate Professor of Political Science (2000;2006); B.A., Vanderbilt University; M.A., Ph.D., University of Kentucky. Specializations: international relations, environmental politics and policy, non-governmental organizations, sustainable development, and international security.

*Dana Hargrove*
Associate Professor of Art (2003;2009); B.F.A., University of Dundee (Scotland); M.F.A., Southern Illinois University. Specializations: painting and drawing, computer graphics, and two-dimensional design.

*Fiona M. Harper*
Associate Professor of Biology (2005;2005); B.Sc., University of Guelph; M.Sc., Memorial University of Newfoundland; Ph.D., Dalhousie University. Specializations: ecology and evolution of benthic marine invertebrates from a multidisciplinary approach.

*Paul B. Harris*
Professor of Psychology (2000;2006); B.A., Knox College; M.S., Texas Christian University; M.S., University of Arizona; Ph.D., University of Utah. Specializations: social, environmental, health, organizational, and industrial psychology.

*Karen L. Hater*
Interim Dean of Student Affairs and Visiting Associate Professor of Education (2007;2007); B.S.Ed., M.A., Ohio State University; Ed.D., University of Cincinnati. Specializations: learning disabilities and attention deficit disorder, issues related to transition to college, and academic success strategies.

*J. Scott Hewit*
Associate Professor of Education (1994;1994); B.S., State University of New York; M.S., Indiana University; Ed.D., Ball State University. Specializations: role of families and the community in the effective school effort, the collaborative adaptation of curriculum and instruction to meet diverse student needs in an inclusive setting, and the emergence of the reflective educator and learner as a fundamental leader in the educative process.

*Larry M. Holt*
Associate Professor of Computer Science (1989;1998); B.S., Rollins College; M.S., University of Central Florida; Ph.D., Florida Institute of Technology.

Specializations: computer science, information systems, and database technology.

*Alicia M. Homrich*
Professor of Counseling (1998;2004); B.S., M.S., Florida International University; M.A., Rollins College; Ph.D., University of Georgia. Specializations: family psychology, group work, learning disorders assessment, and counselor training.

*John M. Houston*
Professor of Psychology (1989;2003); B.S., Georgetown University; M.A., Ph.D., New York University. Specializations: industrial/organizational psychology, group dynamics, experimental and statistical analysis, and social psychology.

*Elizabeth A. Hunt*
Assistant Professor, Olin Library (2011;2012); B.A., University of Minnesota; M.L.I.S., University of Wisconsin-Milwaukee. Specializations: digital information management, print to electronic transition, information access.

*Richard H. James*
Associate Professor of Computer Science (1998;2006); B.S., University of Florida; M.S., Ph.D., Florida Institute of Technology. Specializations: computer architecture, information retrieval/filtering, modeling and simulation, operating systems, and databases.

*James P. Johnson*
Associate Professor of International Business, College of Arts and Sciences and Roy E. Crummer Graduate School of Business (2003;2007); B.A., University of London; M.A., University of Reading; M.B.A., San Diego State University; Ph.D. University of South Carolina. Specializations: cross cultural management, managing international joint ventures, strategic decision-making processes in multinational corporations, and strategic change in companies in emerging economies.

*Jill C. Jones*
Associate Professor of English (1996;2002); B.A., M.A., University of New Hampshire; Ph.D., Tufts University. Specializations: 19$^{th}$- and early 20$^{th}$-century American literature, African-American literature, women writers, autobiography, narrative theory, feminist theory, composition, and the mystery novel.

*Laurie M. Joyner*
Dean of the Faculty and Professor of Sociology (2007;2007); B.A., Loyola University; M.A., Ph.D., Tulane University. Specializations: applied sociology, evaluation research/organizational effectiveness, social inequality, gender, and higher education.

*Sarah A. (Ashley) Kistler*
Assistant Professor of Anthropology (2008;2008); B.A., Muhlenberg College; M.A., Ph.D., Florida State University. Specializations: Mesoamerica; Mayan women, language, and hieroglyphic writing; kinship; gender; economic anthropology; ethnography; linguistic anthropology; Q'eqchi'; oral narratives; cultural continuity; and discourse analysis.

*Stephen W. Klemann*
Professor of Biology (1982;1993); B.A., Hanover College; M.S., Ph.D., Miami University (Ohio). Specializations: cellular and developmental biology, emphasis on the cloning, characterization, and engineering of genes expressed by peri-implantation stage embryos of cattle and sheep.

*Philip Kozel*
Assistant Professor of Economics (2006;2006); B.A. (History), B.A. (International Studies), Ohio State University; M.A., University of Denver; Ph.D., University of Massachusetts-Amherst. Specializations: political economy, pirating, rhetoric of economics, and philosophy and methodology of economics.

*Harry N. Kypraios*
Associate Professor of Economics (1983;1989); B.A., M.A., University of Delaware; Ph.D., University of Virginia. Specializations: international

economics, money, and finance.

*Susan Cohn Lackman*
Professor of Music Theory and Composition (1981;1996); B.Mus.Ed., Temple University; M.A., American University; Ph.D., Rutgers University. Specializations: musical composition, criticism, and broadcasting.

*Thomas D. Lairson*
Ronald G. and N. Jayne Gelbman Professor of International Business and Professor of Political Science (1976;1994); B.S., M.A., Ph.D., University of Kentucky. Specializations: international relations, political economy, e-commerce, and Asian politics.

*Carol Lauer*
Professor of Anthropology, (1977;1989); B.A., Brandeis University; M.A., Ph.D.; University of Michigan. Specializations: physical anthropology, primate behavior, and aggressive behavior in children.

*Lezlie Laws*
Professor of English (1989;1999); B.A., University of Missouri-Columbia; M.A., North Texas State University; Ph.D., University of Missouri-Columbia. Specializations: rhetoric, composition theory, and literary non-fiction.

*R. Barry Levis*
Professor of History (1968;1978); B.S., M.A., Ph.D., The Pennsylvania State University. Specializations: ancient, medieval, and early modern European history.

*Richard Lewin*
Assistant Professor of International Finance (2011:2011); B.S., Kings College; M.A., Ph.D., University of Cambridge. Specializations: strategies for emerging from the economic crisis, liquidity management, and the low cost airline industry.

*Susan H. Libby*
Professor of Art History (1998;2004); B.A., M.A., Ph.D., University of Maryland. Specializations: European and American art and theory from the $18^{th}$ to $20^{th}$ centuries.

*Richard A. Lima*
Associate Professor of Modern Languages and Literatures (1981;1985); B.S.Ed., Bridgewater State College; M.A., Ph.D., University of California at Berkeley. Specializations: French language and literature; Francophone studies.

*Lee G. Lines*
Diane and Michael Maher Chair of Distinguished Teaching and Professor of Environmental Studies (1996;2002); B.A., M.A., University of Florida; Ph.D., Arizona State University. Specializations: physical geography; conservation of biodiversity; and ecosystems of Florida, Latin America, and western North America.

*Julia Maskivker*
Assistant Professor of Political Science (2009;2009); B.A., Universidad Torcuato Di Tella (Buenos Aires); M.A., M.Phil., Ph.D., Columbia University. Specializations: analytic ethical and political theory and philosophy, theories of justice, theories of social citizenship, welfare state philosophy, and modern political thought.

*Luis Martinez*
Visiting Associate Professor of Chemistry (2011:2011); B.A., Trinity University; M.A., University of Illinois; Ph.D., Harvard University. Specializations: organic chemistry, peer-led team learning, organic synthesis, drug design, chemical biology, biochemistry, and medical chemistry.

*Jana E. Mathews*
Assistant Professor of English (2010;2010); B.A., Brigham Young University; M.A., University of Colorado-Boulder; Ph.D., Duke University. Specializations: medieval British literature and culture, law and literature, medieval manuscript studies, middle Scots literature, early modern British literature, and theories of subjectivity, kingship, authorship, and authority.

*Dorothy Mays*
Associate Professor and Head of Public Services, Olin Library (2001;2005); B.A., Trinity University; M.A., University of Virginia; M.L.S., Indiana University. Specializations: early modern history, history of censorship, and library reference services.

*Edna S. McClellan*
Professor and Head of Cataloging and Technical Services, Olin Library (1984;2004); B.S., Lyndon State College; M.L.S., Florida State University; M.A.T., University of Vermont; A.M.L.S., Florida State University. Specialization: cataloging.

*Amy McClure*
Visiting Assistant Professor of Sociology (2011:2011); B.A., Florida Atlantic University; M.S., Ph.D., North Carolina State University. Specializations: gender inequality, families, racial and ethnic inequality, social class inequality, scholarship of teaching and learning, adolescent sexualities, sociological social psychology, and qualitative methodologies.

*Cecilia V. McInnis-Bowers*
Professor of International Business (2003;2004); B.S., Florida State University; M.S., University of Florida; Ph.D., Southern Illinois University. Specializations: marketing (principles and services), consumer behavior, leadership and decision making, personal selling and sales management, and strategic management.

*Margaret McLaren*
George D. and Harriet W. Cornell Professor of Philosophy (1992;2004); B.Phil., Miami University (Ohio); M.A., Ph.D., Northwestern University. Specializations: 20$^{th}$-century European philosophy, ethics, and feminist theory.

*R. Matilde Mésavage*
Professor of Modern Languages and Literatures (1981;1990); B.S., The Juilliard School; M.A., Hunter College; M.Phil., Ph.D., Yale University. Specializations: 18$^{th}$-century French literature, Quebec literature and civilization, Francophone literature of the Maghreb.

*Susan E. Montgomery*
Assistant Professor and Public Services Librarian, Olin Library, (2010;2010); B.A., Knox College; M.A., University of New Mexico; M.S., Florida State University. Specializations: Latin American history and politics, U.S. immigration policy, information literacy, and library outreach.

*Robert L. Moore*
Professor of Anthropology, (1988;1998); B.A., Tulane University; Ph.D., University of California at Riverside. Specializations: psychological and linguistic anthropology, youth cultures, and the cultures of East Asia.

*Thomas R. Moore*
Archibald Granville Bush Professor of Physics (1999;2005); B.S., Stetson University; M.S., U.S. Naval Postgraduate School; Ph.D., Institute of Optics, University of Rochester. Specializations: optics, lasers, and musical acoustics.

*Anne Murdaugh*
Visiting Associate Professor of Physics (2011:2011); B.A., Georgia Institute of Technology; M.A., Ph.D., University of Arizona. Specializations: bacteria immobilization, principles of liquid phase epitaxy of aqueous ionic solutions onto naturally formed minerals, and biological materials imaging.

*Lisa Ryan Musgrave*
Associate Professor of Philosophy (2002;2005); B.A., Mary Washington College; M.A., Ph.D., Purdue University. Specializations: feminist philosophy, philosophy of law, and aesthetics.

*Steven S. Neilson*
Professor of Theater Arts (1973;1987); B.A., University of Delaware; M.A., University of Miami. Specializations: theatre management and studies in dramatic literature.

*Rachel Newcomb*
Associate Professor of Anthropology (2004; 2004); B.A., Davidson College; M.A., Johns Hopkins University; M.A., Ph.D., Princeton University. Specializations: social history and culture of the Middle East and Northern Africa, gender and Islam, political and social movements in the Middle East, history of anthropology, and ethnography of the Middle East.

*David E. Noe*
Digital Services Librarian/Assistant Professor, Olin Library (2009;2009); B.A., M.L.I.S., University of Alabama. Specializations: systems librarianship and the Open Library Environment Project.

*Alan Nordstrom*
Professor of English (1970;1986); A.B., Yale University; M.A., Ph.D., University of Michigan. Specializations: English Renaissance, Shakespearean, and Renaissance literature; major English writings; personal essay writing; human frontier studies.

*Jim Norris*
Visiting Assistant Professor of History (2010;2011); B.A., University of Texas, M.A., Western Washington University, Ph.D., Tulane University.

*Kathryn L. Norsworthy*
Professor of Counseling (1992;2005); B.S., Georgia Southwestern College; Ph.D., University of Minnesota; Postdoctoral Respecialization in Counseling Psychology, University of Georgia. Specializations: multicultural feminist applications in clinical supervision and family, group, and individual counseling, clinical hypnosis, Buddhist psychology, women and trauma across cultures, international human rights, and non-violent social change.

*Maurice J. O'Sullivan*
Kenneth Curry Professor of Literature (1975;1980); B.A., Fairfield University; M.A., Ph.D., Case Western Reserve University. Specializations: 18$^{th}$-century English literature, minority literature, popular culture, and Florida studies.

*Thomas J. Ouellette*
Director, Annie Russell Theatre and Professor of Theatre Arts (1996;2007); B.A., College of the Holy Cross; M.F.A., The Catholic University of America. Specializations: acting and directing.

*Rhonda L. Ovist*
Associate Professor of Sociology (1999;2005); B.A., University of Connecticut, Ph.D., University of Massachusetts. Specializations: family, childhood, gender, and social psychology, with a focus on symbolic interactionism, sociology of sport, and feminist theory.

*Derrick A. Paladino*
Associate Professor of Counseling (2007;2007); B.S., M.Ed., Ed.S., University of Florida; Ph.D., University of Arkansas. Specializations: multiracial college student adjustment and counseling needs; counseling individuals, couples, and families with multiple heritages, date violence and self-injury among undergraduate college students, racial identity and diversity in student populations, and crisis theory and intervention.

*Twila Yates Papay*
Professor of English and Writing (1985;1991); B.A., Clarion University of Pennsylvania; M.A., Ph.D., Purdue University. Specializations: composition and rhetorical analysis, writing center theory, personal writing, journal studies, science fiction, travel writing, and romantic literature.

*Kenneth A. Pestka, II*
Assistant Professor of Physics (2008;2008); B.S., M.S., University of South Carolina; Ph.D., The Pennsylvania State University. Specializations: physical acoustics, measurement of crystalline thin films, resonant ultrasound spectroscopy, acoustic properties of novel materials, wave phenomena, foundations of quantum theory, and cosmological astrophysics.

*Carolyn R. Planck*
Visiting Assistant Professor of Communication (2008;2008); B.A., M.A., Purdue University. Specializations: presentations in varied forms and levels;

interpersonal communication; nonverbal communication; group process and leadership; and rhetorical theory/persuasion. Special interests in application of communication principles for students involved with international/cross-cultural opportunities, interviewing for post-graduate study/careers, and community engagement.

*Alberto Prieto-Calixto*
Professor of Modern Languages and Literatures (1999;2005); B.A., University of Valladolid (Spain); M.A., Arizona State University; Ph.D., Vanderbilt University. Specializations: 16th- and 17th-century Hispanic literature, civilization and cultures of Hispanic countries, and Spanish film.

*Jennifer S. Queen*
Associate Professor of Psychology (2003;2009); B.A., Washington and Lee University; M.A., Ph.D., Emory University. Specializations: cognitive and developmental psychology, research methodology, speech perception and language development, cognitive neuropsychology, psychological approaches to artificial intelligence, brain and language, and learning and memory.

*Roger D. Ray*
Professor of Psychology (1969;1978); B.A., Rollins College; Ph.D., University of Tennessee. Specializations: learning, motivation, experimental-statistical analysis, and computers in education and psychology.

*Paul D. Reich*
Assistant Professor of English (2005;2009); B.A., Rollins College; M.A., Ph.D., Purdue University. Specializations: African-American literature of the American west, 19th- and 20th-century American literature, composition, and business and technical writing.

*David C.S. Richard*
Professor of Psychology (2005;2008); B.A., University of California, San Diego; M.Ed., Harvard University; M.A., Ph.D., University of Hawaii. Specializations: behavioral assessment and computer applications in behavioral assessment, higher educational values in college students, posttraumatic stress disorder, and interrupted time series measurement of anxiety symptoms.

*Charles Patrick Rock*
Professor of Economics (1984;1993); B.A., Williams College; M.A., Ohio University; Ph.D., Cornell University. Specializations: labor economics, comparative economics, non-profit economics, alternative economics, and global economics.

*Charles A. Rodgers*
Professor of Theatre Arts and Dance (1969;1978); B.A., M.A., Ph.D., Ohio State University. Specializations: history of theatre, television, radio, and American film.

*Dawn Roe*
Assistant Professor of Photography (2008;2008); B.F.A., Marylhurst University; M.F.A., Illinois State University. Specializations: traditional and digital photography and digital video, interdisciplinary teaching, history of photography, personal and experimental cinema and video art, and themes of perception and temporality within the still and moving image.

*Donald P. Rogers*
Professor of International Business (1987;1987); B.B.A., University of Arizona; M.B.A., Ph.D., The Ohio University. Specializations: human resource strategies, global business strategies, performance management, and organizational change management.

*Edward C. Royce*
Professor of Sociology (1990;2009); B.A., University of Nevada at Reno; M.A., Arizona State University; Ph.D., State University of New York at Stony Brook. Specializations: poverty, social inequality, and race and ethnic relations.

*Scott M. Rubarth*
George D. and Harriet W. Cornell Scholar in Classical Studies and Associate Professor of Classical Philosophy (1997;2005); B.A., Los Angeles Baptist College; B.A., M.A., San Diego State University; Ph.D., University of Toronto.

Specializations: ancient Greek philosophy, stoicism, perception, and gender in antiquity.

*Maria R. Ruiz*
Professor of Psychology (1982;1995); B.A., M.A., Ph.D., University of Florida. Specializations: clinical applications of behavior analysis to special populations, autistic children, and the developmentally delayed.

*Emily Russell*
Assistant Professor of English (2007;2007); B.A., Cornell University; M.A., Ph.D., University of California-Los Angeles. Specializations: twentieth-century American literature, disability studies and theories of embodiment, and intersecting theories of race, gender, class, sexuality and ability.

*Samuel Sanabria*
Assistant Professor of Graduate Studies in Counseling (2010;2010); B.S., M.Ed., Ph.D., University of Florida. Specializations: ethical practices in counseling, the development of prejudicial attitudes and beliefs, human sexuality, surrogacy and same sex parenting, and Latino concerns.

*Marc Sardy*
Associate Professor of International Business (2001;2008); B.A., University of Chicago; M.S., City University of New York; Ph.D., Cambridge University (UK). Specializations: market abnormalities and systematic predictability, benchmarks, share price reversals, and portfolio stratification.

*Judy Schmalstig*
Professor of Biology (1991;2005); B.S., The Pennsylvania State University; M.S., Ohio State University; Ph.D., University of Dayton. Specializations: plant physiology, development, and movement in response to light.

*Eric A. Schutz*
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John M. Tiedtke Professor of Music (1985;1993); Conductor and Music Director of Bach Festival Society; B.S., William Jewell College; M.M.E., D.M.A., University of Missouri Kansas City Conservatory of Music. Specializations: conducting, orchestral and choral ensembles, American music, and editing early music.

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Reference and Instruction Librarian/Assistant Professor, Olin Library (2009;2009); B.S., M.S.L.I.S., University of Illinois at Urbana-Champaign; M.S., Northern Illinois University. Specializations: student information literacy in the sciences, geomorphology, and natural resources.

*Michelle Stecker*
Visiting Assistant Professor of History (2011:2011); B.A., George Fox College; M.Div., Fuller Theological Seminary; Ph.D., J.D., University of Toledo. Specializations: innovative approaches to bullying prevention, preventing peer and teacher harassment of gay and GLBT students.

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*Paul T. Stephenson*
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Assistant Professor of Art History and Classical Studies (2008;2010); B.A., University of Michigan; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: archaeology of Etruscan Italy and early Rome, rural social structure and settlement history, state formation and urbanization, field survey methodology and archaeological theory, and the intersection of archaeology and text.

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Visiting Assistant Professor of Education (2011:2011); B.A., Flagler College; M.S., Florida International University; Ph.D., Florida State University. Specializations: education foundations, intercultural and comparative education, ethnicity and culture, socio-cultural perspectives, identity construction, globalization, decentralization, contextual and psychosocial dimensions of ethnicity, and assessment methods.

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Professor and Head of Archives and Special Collections, Olin Library (1995; 2008); B.A., Beijing University; M.L.S., M.S., Southern Connecticut State University. Specializations: library reference and user services, and electronic database management.

*Eric Zivot*
Associate Professor of Theatre Arts and Dance (2004;2007); B.F.A., Southern Methodist University; M.F.A., American Conservatory Theatre. Specializations: acting, from introductory to professional levels; directing; voice/speech; and movement.

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## Faculty in Australia

*Graham Boardman*
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*Bert Fulton*
B.A., Glasgow School of Art, Jordanhill Training College. Specialization: art.

*Marion Manton*
B.Sc., University of Sydney; M.S., University of Hawaii; Ph.D., Columbia University. Specialization: biology.

*Jennifer Newman*
B.A., University of Western Sydney; M.A., University of Technology, Sydney. Specialization: aboriginal studies.

*Ross Pearce*
Bachelor of Commerce (Hons.), Master of Commerce, University of New South Wales. Specializations: economics, politics, and sociology.

*Bernard Weekes*
B.Ed., M.Ed., University of Sydney. Specialization: geography.

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## Distinguished Visiting Faculty

*Donald Alan Morrison*
Distinguished Visiting Professor of Organ (2001;2004); B.M., M.M., Curtis Institute of Music.

*Manuel Vargas*
Distinguished Professor of International Service (1992;2002); B.A., M.A., Ph.D., University of Florida. Specializations: African diaspora, ethnic identity, ideology, discourse analysis, phenomenology, visual anthropology, international migration, and social change.

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# OTHER INSTRUCTIONAL STAFF

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Associate Director of Academic Internships and Visiting Instructor of Accounting (2000;2000); B.B.A., M.B.A., University of Central Florida. Certified Public Accountant.

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Artist-in-Residence, Jazz (1998;1998); B.M.E., M.M.E., Morehead State University.

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Visiting Instructor, Economics (2011;2011); B.A., Chongqing University; M.A., Nankai University; Ph.D., SUNY Binghampton (expected August 2011).

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Resident Artist-in-Design, Theatre Arts (1995;2000); B.F.A., West Virginia University; M.F.A., University of Connecticut.

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Lecturer, Chemistry (2010;2010); B.A., DePauw University; Ph.D., University of Pittsburgh.

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Production Manager and Artist-in-Residence, Theatre Arts (2001;2001); B.F.A., Rutgers University; M.F.A., Pennsylvania State University.

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*Marilyn C. Stewart, B.A., M.A., Ph.D.*
Professor Emerita of Anthropology

*James D. Upson, B.A., M.A., Ph.D.*
Professor Emeritus of Psychology

*Luis Valdes, B.A., M.A., Ph.D.*
Professor Emeritus of Political Science

*Julian W. Vincze, B.S., M.B.A., Ph.D.*
Professor Emeritus of Marketing of the Roy E. Crummer Graduate School of Business

*Helen Linnemeier Watson, A.B., M.A.*
Dean Emerita of Women

*Bill H. West, B.S., M.C.S., M.P.A.*
Associate Professor Emeritus of Business Administration

*Gary L. Williams, A.B., M.A., Ph.D.*
Professor Emeritus of History

*Gary L. Winarski, B.A., M.S.*
Associate Professor Emeritus of Accounting

*Carol H. Wood, M.Ed., M.B.A., Ph.D.*
Professor Emerita of Marketing of the Roy E. Crummer Graduate School of Business

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U.S. News America's Best Colleges 2009

# Courses of Instruction

CATALOGUE HOME
COURSES OF INSTRUCTION
AFRICA/AFRICAN-AMERICAN STUDIES
AMERICAN STUDIES
ANTHROPOLOGY
ARCHAEOLOGY
ART AND ART HISTORY
ASIAN STUDIES
AUSTRALIAN STUDIES
BIOCHEMISTRY/MOLECULAR BIOLOGY
BIOLOGY
BUSINESS AND SOCIAL ENTREPRENEURSHIP
CHEMISTRY
CLASSICAL STUDIES
COMMUNICATION STUDIES
COMPUTER SCIENCE
CRITICAL MEDIA AND CULTURAL STUDIES
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
FILM STUDIES
GLOBAL HEALTH
HEALTH PROFESSIONS ADVISING PROGRAM
HISTORY
HONORS DEGREE PROGRAM
INTERNATIONAL BUSINESS
INTERNATIONAL RELATIONS
JEWISH STUDIES



## College of Arts and Sciences Courses of Instruction

**Minor Only*

- African/African American Studies*
- American Studies
- Anthropology
- Archaeology*
- Art and Art History
- Asian Studies*
- Australian Studies*
- Biochemistry/Molecular Biology
- Biology
- Chemistry
- Classical Studies
- Computer Science
- Economics
- English
- Environmental Studies
- Film Studies*
- Health Professions Advising Program
- History
- Honors Degree Program
- International Relations
- Jewish Studies*
- Latin American and Caribbean Studies
- Marine Biology
- Mathematics
- Modern Languages and Literatures
- Music
- Philosophy and Religion
- Physical Education
- Physics
- Political Science
- Psychology
- Sociology
- Sustainable Development and the Environment*
- Theatre Arts and Dance
- Women's Studies*
- Writing*

## College of Professional Studies Courses of Instruction

**Minor Only*

- Communication*
- Education
- International Business

- LATIN AMERICAN AND CARIBBEAN STUDIES
- MARINE BIOLOGY
- MATHEMATICS
- MODERN LANGUAGES AND LITERATURES
- MUSIC
- NEUROSCIENCE
- PHILOSOPHY AND RELIGION
- PHYSICS
- PHYSICAL EDUCATION
- POLITICAL SCIENCE
- PSYCHOLOGY
- SEXUALITY, WOMEN'S, AND GENDER STUDIES
- SOCIOLOGY
- SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT
- THEATRE ARTS AND DANCE
- PUBLIC POLICY AND POLITICAL ECONOMY
- CULTURAL ANTHROPOLOGY


**Student Records**


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# Minor Map: Africa/African-American Studies

**Effective Fall 2013**

The interdisciplinary Africa/African-American Studies minor centralizes, honors, and teaches the importance of the presence and contribution of Africans and their New World descendants in Western culture and society.

Six (6) courses, including two (2) core courses, three (3) electives, (two (2) of which must be at the 300-level) and a senior independent study research paper with a significant community engagement component.

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | 240 | African American History I | | | |
| | HIS | *OR* | | | | |
| _____ | | 241 | African American History II | Check Catalogue | _____ | ____ |
| _____ | ANT | 207 | Anthropology of Modern Africa | Check Catalogue | _____ | ____ |

## ELECTIVES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | _____*(300 Level or above)* | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | _____*(300 Level or above)* | Check Catalogue | _____ | ____ |

*ELECTIVE COURSES*:

ANT 232 Archaeology of Africa
ANT 233 Indian Ocean in Antiquity
ANT 259 Contemporary Middle East and North Africa
ANT 277 Gender in the Middle East and North Africa
ARH 204 Introduction to African Art
ARH 275 The Art of African Textiles, Dress, and Fashion
ARH 304 African Art and Colonialism
CMC 350 Critical Race Theory
EDU 271 School and Society
EDU 280 Diversity in American Education
ENG 140 Composition: Writing about Selected Topic - Writing About Race and Gender
ENG 210 Language and Power
ENG 275/324 African American Narratives
ENG 304B American Literature Fiction - Harlem Renaissance
ENV 206 Caribbean Environmental History
HIS 370 Race and Ethnicity in the United States
LAC 200 Foundations of Latin American and Caribbean Culture and Society
MUS 160 History of Jazz
POL 252 American Civil Rights Policy
POL 306 Muslims in Western Politics
POL 387 Constitutional Law: Civil Rights and Liberties
REL 135 Religion in America
REL 251 Topics in Religion - Islam and Society
SOC 311 Social Movements
SOC 356 The State of Black America
SOC 355 Poverty and Social Welfare

## INDEPENDENT STUDY

| Semester | | | Course | Grade |
|---|---|---|---|---|
| _____ | ___ | ___ | _____ | _____ |

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements

Name: _____ Date: _____

# Major Map: American Studies

**Effective Fall 2013**

American Studies is an interdisciplinary major/minor that educates students for responsible leadership and productive careers. It encourages students to use multiple academic disciplines and perspectives to explore the complexity and diversity of this nation's history, literature, and culture. Students learn the role of ideas, discourse, and events in creating American culture. They examine the interplay of race, regional identity, politics, capitalism, globalization, and popular culture in developing an American identity.

Majors complete ten (10) courses from at least five disciplines, including at least one class from each of the four core departments (English, History, Political Science, and Sociology). Students must also take at least one class from a department outside the four core departments. While study abroad is encouraged, a maximum of five (5) transfer courses will be counted toward the major.

## CORE COURSES

Six (6) courses required. AMST 200, AMST 490, two (2) lower-level core course and two (2) upper-level core courses from lists below.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | AMST | 200 | Introduction to American Studies | | _____ | ____ |
| _____ | AMST | 490 | Senior Seminar | Senior Standing | _____ | ____ |
| | | | Lower-level Core Course: | | | |
| _____ | ____ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Lower-level Core Course: | | | |
| _____ | ____ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Upper-level Core Course: | | | |
| _____ | ____ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Upper-level Core Course: | | | |
| _____ | ____ | ___ | _____ | Check Catalogue | _____ | ____ |

Lower-level Core Courses:

- ENG 229 Selected Studies in American Literature
- HIST 143 US from 1877
- SOC 102 American Society
- SOC 211 Social Problems
- POL 160 Introduction to American Politics

Upper-level Core Courses:

- ENG 303 Historical Approaches to American Literature
- ENG 304 Genre Study in American Literature
- ENG 329/429 Selected Studies in American Literature
- HIST 311 History of American Sexuality
- HIST 347 History of Urban America
- HIST 346 America since 1945
- HIST 370 Race and Ethnicity in the United States
- HIST 375 Aspects of War: History of the Vietnam War
- POL 252 American Civil Rights Policy
- POL 343 American Presidency
- POL 346 American Voting and Elections
- POL 353 U.S. Foreign Policy
- POL 363 American Public Policy
- POL 381 Congress
- POL 382 American Constitutional Law
- POL 395 Theories of Democracy
- POL 481 Political Biographies
- SOC 311 Social Movements
- SOC 355 Poverty and Social Welfare
- SOC 356 State of Black America

## ELECTIVES

Elective offerings will vary semester by semester. Below is a list of possible courses. Check the course schedules in the departments of Art History, Economics, English, Environmental Studies, History, Music, Political Science, Philosophy and Religion, Sociology, and Theater for the most current list of classes that have the American Studies elective designation.

Two (2) lower-level elective course and two (2) upper-level elective course from the lists below.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | Lower-level Elective Course: | | | |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Lower-level Elective Course: | | | |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Upper-level Elective Course: | | | |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Upper-level Elective Course: | | | |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |

Lower-level Elective Courses (see *Catalogue* for complete list of electives):

- ARH 260 Modern American Art
- ECO 121 Economics of Contemporary Issues
- ENG 242 Contemporary American Short Fiction
- ENV 289 Nature and the City
- HIST 241 African American History II
- MUS 160 History of Jazz Music
- PHI 226 Philosophy of Education
- POL 120 Problems in Political Thought
- REL 135 Religion in America
- SOC 112 The Family
- THE 203 History of American Film

Upper-level Elective Courses:

- Any of the upper level core courses
- ARH 365 Special Studies: Modern American Art
- ECO 321 Labor Economics
- ENV 305L American Rivers
- MUS 363 American Music
- PHI 302 American Philosophy

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: American Studies

**Effective Fall 2013**

American Studies is an interdisciplinary major/minor that educates students for responsible leadership and productive careers. It encourages students to use multiple academic disciplines and perspectives to explore the complexity and diversity of this nation's history, literature, and culture. Students learn the role of ideas, discourse, and events in creating American culture. They examine the interplay of race, regional identity, politics, capitalism, globalization, and popular culture in developing an American identity.

Minors complete six (6) courses from at least four disciplines, including at least one class from three of the four core departments (English, History, Political Science, and Sociology). Students must also take at least one class from a department outside the four core departments. While study abroad is encouraged, a maximum of three (3) transfer courses will be counted toward the minor.

## CORE COURSES

Four (4) courses required. AMST 200, one (1) lower-level core course and two (2) upper-level core courses from lists below.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | AMST | 200 | Introduction to American Studies | | _____ | ____ |
| | | | Lower-level Core Course: | | | |
| _____ | ____ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Upper-level Core Course: | | | |
| _____ | ____ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Upper-level Core Course: | | | |
| _____ | ____ | ___ | _____ | Check Catalogue | _____ | ____ |

Lower-level Core Courses:

- ENG 229 Selected Studies in American Literature
- HIST 143 US from 1877
- SOC 102 American Society
- SOC 211 Social Problems
- POL 160 Introduction to American Politics

Upper-level Core Courses:

- ENG 303 Historical Approaches to American Literature
- ENG 304 Genre Study in American Literature
- ENG 329/429 Selected Studies in American Literature
- HIST 311 History of American Sexuality
- HIST 347 History of Urban America
- HIST 346 America since 1945
- HIST 370 Race and Ethnicity in the United States
- HIST 375 Aspects of War: History of the Vietnam War
- POL 252 American Civil Rights Policy
- POL 343 American Presidency
- POL 346 American Voting and Elections
- POL 353 U.S. Foreign Policy
- POL 363 American Public Policy
- POL 381 Congress
- POL 382 American Constitutional Law
- POL 395 Theories of Democracy
- POL 481 Political Biographies
- SOC 311 Social Movements
- SOC 355 Poverty and Social Welfare
- SOC 356 State of Black America

## ELECTIVES

Elective offerings will vary semester by semester. Below is a list of possible courses. Check the course schedules in the departments of Art History, Economics, English, Environmental Studies, History, Music, Political Science, Philosophy and Religion, Sociology, and Theater for the most current list of classes that have the American Studies elective designation.

One (1) lower-level elective course and one (1) upper-level elective course from the lists below.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | Lower-level Elective Course: | | | |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| | | | Upper-level Elective Course: | | | |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |

Lower-level Elective Courses (see *Catalogue* for complete list of electives):

- ARH 260 Modern American Art
- ECO 121 Economics of Contemporary Issues
- ECO 126 Economics and Public Policy
- ENG 242 Contemporary American Short Fiction
- ENG 245 Selected Studies in Popular Culture
- ENV 289 Nature and the City
- HIST 241 African American History II
- HIST 235 American Graphic Media
- MUS 160 History of Jazz Music
- MUS 165 History of Rock and Roll
- PHI 226 Philosophy of Education
- PHI 240 Pragmatism, The American Dream and Its Discontents
- POL 120 Problems in Political Thought
- POL 252 American Civil Rights Policy
- REL 135 Religion in America
- SOC 112 The Family
- THE 203 History of American Film
- THE 205 History of American Musical Theater

Upper-level Elective Courses:

- Any of the upper level core courses
- ARH 365 Special Studies: Modern American Art
- ECO 321 Labor Economics
- ECO 325 Distribution of Income and Wealth
- ENV 305L American Rivers
- ENV 380 American Environmental History
- MUS 363 American Music
- PHI 302 American Philosophy
- PHI 308 Politics and Poverty

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Major Map: Anthropology

**Effective Fall 2010**

The anthropology major exposes students to many related subdisciplines of the field. Undergraduates take courses in cultural anthropology, biological anthropology, archaeology, and linguistics. The study of anthropology develops analytical and research skills necessary for understanding the complexities of the world's cultures. It also prepares students for careers in business, law, government, and medicine. Because anthropology emphasizes field research, the department provides opportunities to visit and study other modern cultures, as well as to analyze fossils and archaeological materials. Anthropology encompasses many interests and approaches – from archaeology to primate behavior. Anthropology courses probe the biological basis of human society, cultural mores, social change, and the development of civilization. Anthropology majors must declare their major early and choose an advisor in the department.

**Ten (10) courses are required, six (6) of which must originate within the Department of Anthropology at Rollins.**

## CORE COURSES All core courses must be taken at Rollins.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ANT | 200 | **Cultural Anthropology** | | | |
| _____ | ANT | 210 | **Human Evolution** | | _____ | _____ |
| _____ | ANT | 300 | **Development of Anthropological Thought** | **Major & Jr./Sr. Standing** | _____ | _____ |
| _____ | ANT | 228 | **Introduction to Archaeology** | | _____ | _____ |
| _____ | ANT | 351 | **Language, Culture, and Society** | | _____ | _____ |

## ADDITIONAL REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ANT | ___ | **Anthropology course at any level** | **Check Catalogue** | _____ | _____ |
| _____ | ANT | ___ | **Anthropology course at the 300-400 level** | **Check Catalogue** | _____ | _____ |
| _____ | ANT | ___ | **Anthropology course at the 300-400 level** | **Check Catalogue** | _____ | _____ |
| _____ | ANT | ___ | **Anthropology course at the 300-400 level, with a fieldwork component** | **Check Catalogue** | _____ | _____ |

## SENIOR REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ANT | ___ | **Senior Capstone (seniors only)**<br>**Senior Seminar (seniors only** | **Prerequisite** | **Grade**<br>_____ | **G.E.***<br>_____ |

**Note: Majors must have satisfactory performance on a comprehensive examination.** Students seeking recommendations for graduate school in anthropology should complete a course in statistics (chosen in consultation with a departmental advisor), and should participate in a field experience abroad.

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group A, C, D, L. O. P, S may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

**NAME:** _____ **DATE:** _____

# Minor Map: Anthropology

**Effective Fall 2010**

The anthropology minor exposes students to many related sub-disciplines of the field. Undergraduates take courses in cultural anthropology, biological anthropology, archaeology, and linguistics. The study of anthropology develops analytical and research skills necessary for understanding the complexities of the world's cultures. It also prepares students for careers in business, law, government, and medicine. Because anthropology emphasizes field research, the department provides opportunities to visit and study other modern cultures, as well as to analyze fossils and archaeological materials. Anthropology encompasses many interests and approaches – from archaeology to primate behavior. Anthropology courses probe the biological basis of human society, cultural mores, social change, and the development of civilization.

**Six (6) courses are required: the five (5) core courses required of the major and one (1) anthropology elective, which must be at the *300-400 level*. <u>At least five (5) courses must be taken within the Department of Anthropology at Rollins</u>.**

CORE COURSES <u>All core courses must be taken at Rollins.</u>

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ANT | 200 | **Cultural Anthropology** | | | |
| _____ | ANT | 210 | **Human Evolution** | | _____ | _____ |
| _____ | ANT | 300 | **Development of Anthropological Thought** | **Major & Jr./Sr. Standing** | _____ | _____ |
| _____ | ANT | 228 | **Introduction to Archaeology** | | _____ | _____ |
| _____ | ANT | 351 | **Language, Culture, and Society** | | _____ | _____ |

ADDITIONAL REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ANT | ___ | **Anthropology course at the 300-400 level** | **Check Catalogue** | _____ | _____ |

**NAME:** _____ **DATE:** _____

# Major Map: Studio Art

**Effective Fall 2013**

The studio art major includes a core of foundation courses that introduce students to the fundamental concerns of the art making process. Advanced level courses build upon this foundation and provide each student the opportunity to create individualized programs that reflect his/her interests. Through both practice and theory, developing artists refine their skills and techniques, expand their creative and imaginative capacity, and develop critical and analytical judgment. The major culminates in a senior-year group art exhibition at the Cornell Fine Arts Museum. The rigorous process involved in preparing for a professional-level exhibition provides students with the practice necessary to be working artists while also preparing them for advanced study at the graduate school level.

**Students declaring a studio major should contact their advisor or the Art and Art History Department chair (in cases where an advisor belongs to another department) to discuss course sequencing and to complete the degree-planning sheet**.

Twelve (12) courses are required, eight (8) core courses and four (4) electives. Two (2) of the required four (4) electives must be at the ***300 level*** or higher. A Junior Year Portfolio Review with all Studio Art faculty is also required.

## CORE COURSES

| Semester | | | Course | Sequence/Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ARH | 201 | Introduction to Art History I | Check Catalogue | _____ | ____ |
| _____ | ARH | 202 | Introduction to Art History II | Check Catalogue | _____ | ____ |
| _____ | ARH | 424 | Contemporary Art and Theory | Sophomore Standing Or Above | _____ | ____ |
| _____ | ART | 110 | Two-Dimensional (2D) Foundations | 1st Year Course for Majors | _____ | ____ |
| _____ | ART | 120 | Three-Dimensional (3D) Foundations | 1st Year Course for Majors | _____ | ____ |
| _____ | ART | 230 | Introduction to Digital Media | 1st or 2nd Year Course for Majors | | |
| _____ | ART | 440 | Senior Studio | Junior Portfolio Review | _____ | ____ |
| _____ | ART | 450 | Senior Seminar | ART 440 | _____ | ____ |

## ELECTIVES

Two (2) intermediate studio courses at the *200 level* or above, and two (2) advanced studio courses at the *300 level* or above.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ART | ___ | Intermediate Studio: _____ *(200 Level or above)* | Check Catalogue | _____ | ____ |
| _____ | ART | ___ | Intermediate Studio: _____ *(200 Level or above)* | Check Catalogue | _____ | ____ |
| _____ | ART | ___ | Advanced Studio: _____ *(300 Level or above)* | Check Catalogue | _____ | ____ |
| _____ | ART | ___ | Advanced Studio: _____ *(300 Level or above)* | Check Catalogue | _____ | ____ |

## JUNIOR YEAR PORTFOLIO REVIEW

This Junior Portfolio Review and the accompanying Senior Exhibition Proposal is mandatory for all juniors and transfer students. The review takes place the spring semester of the junior year (see catalog for guidelines and requirements).

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Major Map: Studio Art

**Effective Fall 2009**

**The studio art major includes a core of foundation courses that introduce students to the fundamental concerns of the art making process. Advanced level courses build upon this foundation and provide each student the opportunity to create individualized programs that reflect his/her interests. Through both practice and theory, developing artists refine their skills and techniques, expand their creative and imaginative capacity, and develop critical and analytical judgment. The major culminates in a senior-year group art exhibition at the Cornell Fine Arts Museum. The rigorous process involved in preparing for a professional-level exhibition provides students with the practice necessary to be working artists while also preparing them for advanced study at the graduate school level.**

**Students declaring a studio major should contact their advisor or the Art and Art History Department chair (in cases where an advisor belongs to another department) to discuss course sequencing and to complete the degree-planning sheet.**

**Twelve (12) courses and a Junior Year Portfolio Review with the academic advisor are required.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **ARH** | **201** | **Introduction to Art History I** | Check Catalogue | _____ | _____ |
| _____ | **ARH** | **202** | **Introduction to Art History II** | Check Catalogue | _____ | _____ |
| _____ | **ARH** | **424** | **Contemporary Art and Theory** | Sophomore Standing | _____ | _____ |
| _____ | **ART** | **110** | **Two-Dimensional (2D) Foundations** | 1st Art Course for Majors | _____ | _____ |
| _____ | **ART** | **120** | **Three-Dimensional (3D) Foundations** | | | |
| _____ | **ART** | **221** | **Drawing & Composition** | Check Catalogue | _____ | _____ |
| _____ | **ART** | **440** | **Senior Studio** | Check Catalogue | _____ | _____ |
| _____ | **ART** | **450** | **Senior Seminar** | Art 440 | _____ | _____ |

**ELECTIVES** **Two (2) intermediate studio courses at the *200 level* or above, and two (2) advanced studio courses at the *300 level* or above. At least one elective must be an approved Digital Media Course (see below for list)**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ART | ____ | Intermediate Studio: _____ 200 Level or above | Check Catalogue | _____ | _____ |
| _____ | ART | ____ | Intermediate Studio: _____ 200 Level or above | Check Catalogue | _____ | _____ |
| _____ | ART | ____ | Advanced Studio: _____ 300 Level or above | Check Catalogue | _____ | _____ |
| _____ | ART | ____ | Advanced Studio: _____ 300 Level or above | Check Catalogue | _____ | _____ |

*DIGITAL MEDIA COURSES:* ***ART 130 Introduction to Digital Media*** ***ART 210 Introduction to Video Art*** ***ART 223 Graphic Design I*** ***ART 300 Photography II*** ***ART 323 Graphic Design II*** ***ART 392 Digital and Mixed Media Printmaking***

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group A, C, D, L, O, P, S may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Studio Art

**Effective Fall 2009**

The careful sequence of required core courses enables students to develop skills, concepts, and critical awareness about art. In studio courses, students grapple with the tools and materials of the creative process paint, clay, and metal. Faculty discuss conceptual issues, such as composition and color relationships, then present problems which require analysis and construction. Through both practice and theory, developing artists refine their skills and techniques for producing works of art, expand their creative and imaginative capacity, and develop critical and analytical judgment. Students declaring a studio minor should contact the art department chair to discuss course sequencing.

**Six (6) courses are required*: ARH 201 or ARH 202, ART 110, ART 120,* one (1) intermediate studio elective, and two (2) advanced studio courses at the *300 level* or above. At least one elective must be an approved Digital Media Course (see below for list).**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | ARH | 201 *OR* 202 | Introduction to Art History I *OR* Introduction to Art History II | | | |
| | ART | 110 | Two Dimensional (2D) Foundations | 1st Course for ART Minors | | |
| | ART | 120 | Three Dimensional (3D) Foundations | | | |

## ELECTIVES

Three (3) additional electives are required in studio art: one (1) intermediate studio elective, and two (2) advanced studio courses at the *300 level* or above. At least one elective must be an approved Digital Media Course (see below for list).

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | ART | ___ | Intermediate Studio: _____ *(200 Level or above)* | Check Catalogue | | |
| | ART | ___ | Advanced Studio: _____ *(300 Level or above)* | Check Catalogue | | |
| | ART | ___ | Advanced Studio: _____ *(300 Level or above)* | Check Catalogue | | |

*DIGITAL MEDIA COURSES*:

*ART 230 Introduction to Digital Media*
*ART 223 Graphic Design I*
*ART 323 Graphic Design II*
*ART 310 Introduction to Video Art*

***ART295 Photo - Technique, Form & Content***
*ART 300 Photography II- Theory & Practice*
*ART 392 Digital and Mixed Media Printmaking*

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Major Map: Art History

Effective Fall 2009

The art history major familiarizes students with the visual culture of societies from prehistory to the present day; strengthening students' understanding of art and culture through the analysis and interpretation of works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms; emphasizes the development of strong critical thinking, writing, and presentation skills; teaches students a variety of scholarly art historical and archaeological methodologies; prepares students for a variety of careers, including those in the arts and archaeology, and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues.

Graduate programs in the History of Western Art usually require degree candidates to pass exams in French and German. Graduate programs in the field of art conservation usually require applicants to have taken college-level chemistry through organic and have a strong studio art background (some also require reading proficiency in French and/or German). Students planning to attend graduate school are strongly encourages to complete ARH 499 Senior Thesis.

In addition to art history courses, elective credit may be awarded for PHI 212 Philosophy of the Arts 9see below) and for art history internships with an added research component that are completed under the supervision of an art history professor. Elective credit may also be warded fro selected studio art and classical studies courses.

**Twelve (12) courses are required. Seven (7) core courses and (5) electives. Four (4) of the five (5) elective courses must be at the 300-level or higher.**

**CORE COURSESS**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | **ARH** | **201** | **Introduction to Art History I** | | | |
| | **ARH** | **202** | **Introduction to Art History II** | | | |
| | **ARH** | | **Ancient/Medieval** | | | |
| | **ARH** | | **Renaissance/Baroque** | | | |
| | **ARH** | | **Modern (1800 – Present)** | | | |
| | **ARH** | **450** | **Art History Capstone Seminar** | | | |
| | **ART** | **110** | **Two-Dimensional (2D) foundations** | | | |
| | **OR** | | | | | |
| | **ART** | **221** | **Drawing and Composition** | | | |

**ELECTIVES** Four (4) of the five (5) elective courses must be at the 300-level or higher.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | ARH | | | Check Catalogue | | |
| | ARH | | 300/400 level | Check Catalogue | | |
| | ARH | | 300/400 level | Check Catalogue | | |
| | ARH | | 300/400 level | Check Catalogue | | |
| | ARH | | 300/400 level | Check Catalogue | | |

ARH 101 Introduction to Visual Culture
ARH 203 History of Western Architecture
ARH 218 Art & Arch. Egypt/Near East
ARH 220 Castles & Cathedrals–Med. Art
ARH 231 Northern Renaissance Art
ARH 240 Baroque and Rococo Art
ARH 250 European Art: Royalty/Rev
ARH 360 Women in Art
ARH 361 History of Photography
ARH 362 History & Theory of Museums
ARH 315 Special Studies-Ancient Art
ARH 325 Special Studies-Medieval Art
ARH 335 Special Studies-Renaissance Art
ARH 355 Special Studies-Modern European Art
ARH 365 Special Studies-Modern American Art
ARH 424 Contemporary Art and Theory
ARH 499 Senior Thesis
PHI 212 Philosophy of the Arts

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Art History

Effective Fall 2013

The art history major familiarizes students with the visual culture of societies from prehistory to the present day; strengthens students' understanding of art and culture by examining, analyzing and interpreting works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms; emphasizes the development of strong critical thinking, writing, and presentation skills; teaches students a variety of scholarly art historical and archaeological methodologies; prepares majors for careers, including those in the arts and archaeology; and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues.

Students are encouraged to pursue internships and Honors in the Major. Students may opt out of either ARH 201 or ARH 202 with an AP exam score of 4 or higher. Transfer classes applied to the major will be considered on an individual basis. Graduate programs in Art History require specialized language training; students should consult with their advisor about appropriate language options. Graduate programs in the field of art conservation usually require applicants to have taken college-level chemistry through organic and have a strong studio art background. See the departmental website for further information (http://www.rollins.edu/art).

**Twelve (12) courses are required:** five (5) core courses, three (3) area specializations, and four (4) 300/400-level electives.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **ARH** | **201** | **Introduction to Art History I** | | _____ | ____ |
| _____ | **ARH** | **202** | **Introduction to Art History II** | | _____ | ____ |
| _____ | **ARH** | **204**<br>**205** | **Introduction to African Art OR**<br>**Introduction to Art Beyond the West** | | _____ | ____ |
| _____ | **ARH** | **450** | **Art History Capstone Seminar** | ARH201 & ARH202 | _____ | ____ |
| _____ | **ART** | **___** | **Studio Art Course** | | _____ | ____ |

Students must take a course in three (3) of four (4) areas of specialization.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **ARH** | **___** | **Ancient/Medieval** | | _____ | ____ |
| _____ | **ARH** | **___** | **Early Modern (Renaissance/Baroque)** | | _____ | ____ |
| _____ | **ARH** | **___** | **Modern (1700-present)** | | _____ | ____ |
| | **ARH** | **___** | **Art Beyond the West** | | _____ | ____ |

Students must take four (4) elective courses; all must be at the 300-level or higher.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **ARH** | **___** | _____ | Check Catalogue | _____ | ____ |
| _____ | **ARH** | **___** | _____ | Check Catalogue | _____ | ____ |
| _____ | **ARH** | **___** | _____ | Check Catalogue | _____ | ____ |
| _____ | **ARH** | **___** | _____ | Check Catalogue | _____ | ____ |

ARH 203 History of Western Architecture
ARH 218 Art & Arch. Egypt/Near East
ARH 220 Castles & Cathedrals
ARH 230 Italian Renaissance Art
ARH 231 Northern Renaissance Art
ARH 236 Art & Arch. of Greece
ARH 237 Art & Arch. of Rome
ARH 240 European Baroque Art
ARH 250 European Art: Royalty & Revolution
ARH 260 American Art & National Identity
ARH 275 African Textiles, Dress & Fashion
ARH 281 Special Studies – Anc/Med
ARH 282 Special Studies – Early Mod
ARH 283 Special Studies – Modern
ARH 284 Special Studies – Beyond West
ARH 304 African Art & Colonialism
ARH 315 Special Studies – Anc/Med
ARH 330 'High' Renaissance & Aftermath
ARH 335 Special Studies – Early Mod
ARH 342 Rome: Age of Caravaggio/Bernini
ARH 356 Impressionism
ARH 360 Women in Art
ARH 361 History of Photography
ARH 362 History & Theory of Museums
ARH 363 Artists on Film
ARH 364 Picturing War
ARH 365 Special Studies – Modern
ARH 375 Special Studies – Beyond West
ARH 424 Contemporary Art & Theory
ARH 499 Senior Thesis
CLS 306 Topics in Classical Archaeology

***Special Note about the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Art History

Effective Fall 2013

The art history minor familiarizes students with the visual culture of societies from prehistory to the present day, strengthening students' understanding of art and culture through the analysis and interpretation of works of art as primary evidence in relation to historical events, politics, religion, social life, and other art forms. The minor teaches students a variety of scholarly art historical and archaeological methodologies; emphasizes the development of strong critical thinking, writing, and presentation skills; and promotes visual literacy and interdisciplinary study of a diverse array of sociopolitical and theoretical issues. The minor also supports and adds valuable knowledge and skills to majors such as studio art, history, philosophy, critical media and cultural studies, English, modern languages, classical studies, and anthropology.

**Six (6) courses are required:** three (3) core courses and three (3) electives, one at the 300-level or higher.

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **ARH** | **201** | **Introduction to Art History I** | | _____ |
| _____ | **ARH** | **202** | **Introduction to Art History II** | | _____ |
| _____ | **ARH** | **204**<br>**205** | **Introduction to African Art**<br>**Introduction to Art Beyond the West** | | _____ |

Student must take a course in three (3) of four (4) areas of specialization; one (1) course must be taken at 300-level or higher.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| | **ARH** | ___ | **Ancient/Medieval** | | _____ |
| _____ | **ARH** | ___ | **Early Modern (Renaissance/Baroque)** | | _____ |
| _____ | **ARH** | ___ | **Modern (1700-present)** | | _____ |
| _____ | **ARH** | ___ | **Art Beyond the West** | | _____ |

ARH 203 History Western Architecture
ARH 218 Art & Arch. Egypt/Near East
ARH 220 Castles & Cathedrals
ARH 230 Italian Renaissance Art
ARH 231 Northern Renaissance Art
ARH 236 Art & Arch. of Greece
ARH 237 Art & Arch. of Rome
ARH 240 European Baroque Art
ARH 250 European Art: Royalty & Revolutic
ARH 260 American Art & National Identity
ARH 275 African Textiles, Dress & Fashion
ARH 281 Special Studies – Anc/Med
ARH 282 Special Studies – Early Mod
ARH 283 Special Studies – Modern
ARH 284 Special Studies – Beyond West
ARH 304 African Art & Colonialism
ARH 315 Special Studies – Anc/Med
ARH 330 'High' Renaissance & Aftermath
ARH 335 Special Studies – Early Mod
ARH 342 Rome: Age of Caravaggio/Bernini
ARH 356 Impressionism
ARH 360 Women in Art
ARH 361 History of Photography
ARH 362 History & Theory of Museums
ARH 363 Artists on Film
ARH 364 Picturing War
ARH 365 Special Studies – Modern
ARH 375 Special Studies – Beyond West
ARH 424 Contemporary Art & Theory
ARH 499 Senior Thesis
CLS 306 Topics in Classical Archaeology

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Asian Studies

*Effective Fall 2014*

The Asian Studies major provides students the opportunity to study in depth one of the most important regions in the world. The importance of Asia derives from its large population, long history, complex and diverse societies and cultures, and rising economic significance. The major combines courses in history, culture, politics, business & economics with those from modern languages and an array of electives from other disciplines.

**Requirements for the Major:**
Twelve (12) courses, including five (5) from the history and culture category, five (5) from political economy, and two (2) courses in an Asian language beyond the 100 level. At least six (6) courses must be taken at the upper division (300-400) level and no more than three (3) courses can be in any single department. Capstone course may count towards history & culture or political economy categories as a required course.

All core courses must be taken at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major must be at the ***300-400 level***. Students are required to participate in one (1) academically-based study trip to Asia. Students are highly encouraged to participate in a semester-long stay in one of the Asian Studies approved programs or universities, from which a maximum of four (4) pre-approved courses may be counted towards the major. At a minimum, however, students are required to complete a seminar course, followed by one (1) academically-based study trip to Asia. One 300 or 400 level Asian language course might count as a history and cultural course or political economy course.

**HISTORY & CULTURE** **Five (5)** courses required from the list below to attain knowledge of Asian history and culture.

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | **HIS** | **163** | **Modern East Asia** | | | |
| | **REL** | **113** | **Asian Religions** | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

ANT 205 Asian Film & Culture
ANT 233 Indian Ocean in Antiquity's
ANT 234 Archaeology of South Asia
ANT 252 Cultures of China
ANT 305 Topic: Sufi-Buddhist Mysticism
ANT 452 Topic: Cinema and Society in China
CHN 301 Advanced Chinese I
CHN 302 Advanced Chinese II
CHN 401/402 Advanced Chinese III/IV
EDU 346/546: Intercultural Studies: Student Teaching in China
HIS 120 Decade of Decision: 1980's China
HIS 120 Decade of Decision: China's May Fourth
HIS 120 Decade of Decision: China's Cultural Revolution
HIS 150 Modern Japan
HIS 161 Modern China
HIS 260 History of Chinese Civilization
HIS 262 East Asia in Pre-Modern Times
HIS 349 Mao & The Chinese Revolution
HIS 361 Contemporary China
HIS 375 Aspects of War: The United States in Vietnam
INAF Japanese Culture & Society
PHI 211/211F Religion and Culture in Bali (Field trip)
PHI 211/211F Religion and Culture in Bali (Field trip)
REL 212 India & the Infinite: Religion & Society
REL 217 Jewish Life & Thought
REL 221 Judaism & Islam in Dialogue
REL 230 Buddhism: Theory & Practice
REL 240 Buddhist Philosophy
REL 241 Buddhist Ethics
REL 251 The Lost Tribes of Israel
REL 300 Religion & The Body
REL 304 Jerusalem: History, Religion & Polities
REL 340 Zen Buddhism

**POLITICAL ECONOMY** **Five (5)** courses are required from the list below for an understanding of comparative politics, business & economics.

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

ECO 203 Principles of Micro & Macro Economics
ECO 323 Political Economy of Chinese Development
ECO 327 Comparative Economic Systems
ECO 331 Globalization and Gender
ECO 351 Economic Development
INB 200 Introduction to International Business
INB 311 Asian Business Environments
INB 315/SHA 315 Business & Economic Development in Modern China
INB 340 Globalization & Gender
INB 390 Inter Market Research and China
POL 130 Introduction to International Politics
POL 302 Politics in the Third World
POL 325 Sustainable Dev. in Southeast Asia
POL 331 International Political Economy
POL 334 Political Economy of Japan
POL 384 East Asian Politics
POL 385/SHA 385 Politics in China
POL 393 Vietnam Experience Online
POL 385/SHA 385 Politics in China

**FOREIGN LANGUAGE** **Two (2) courses beyond the 100 level** in a single Asian language is required. The two-course requirement may be waived by demonstrating 'native proficiency' in a modern Asian language, as determined by the Rollins College Department of Modern Languages and Literatures. If the language is not taught at Rollins, the two-course (200-level) requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. This two-course foreign language requirement at the upper level is an essential component of the Asian Studies Major. Students are encouraged to take these foreign language courses in the host-country. Students receiving a foreign language waiver are required to take two (2) additional courses in either the History and Culture or the Political Economy categories.

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | **Foreign Language at the 200-400 level** | | | |
| | | | **Foreign Language at the 200-400 level** | | | |

**ASA 400 SENIOR CAPSTONE SEMINAR** ASA 400 Senior Capstone Seminar guides students in preparing, presenting and writing a research paper on a topic related to Asia. Requires bibliographies, multiple drafts, and in-class oral presentation. The required upper division seminar (ASA 400) can be taken only after both of the required lower division courses (REL 113 and HIS 263) have been completed. The capstone course can replace one of the non-language courses required above. *Field Study does not count as capstone course.*

Name:_____ Date: _____

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

# Minor Map: Asian Studies

***Effective Fall 2014***

The Asian Studies minor offers students an organized plan of study to facilitate the exploration of their interests in Asia. Courses range across history, anthropology, economics, political science, languages, international business, religion, and philosophy. The enormous population an immensely long and significant history, extraordinarily complex and diverse societies and cultures, and rising economic significance all call for study and understanding

Seven (7) courses, including at least three (3) from the history and culture category, at least two (2) from political economy, and one (1) course in an Asian language at any level. At least two (2) courses must be taken at the upper division (300-400) level and no more than three (3) courses can be in any single department.

All core courses must be taken at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and of these at least two must be at ***300-400 level***. Students are encouraged to participate in one (1) academically-based study trip to Asia. Students are highly encouraged to participate in a semester-long stay in one of the Asian Studies approved programs or universities, from which a maximum of four (4) pre-approved courses may be counted towards the Asian Studies minor. Should the student study abroad please see the Asian Studies coordinator for substitutions.

**HISTORY & CULTURE** **At least three (3)** courses required from the list below to attain knowledge of Asian history and culture

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | **HIS** | **163** | **Modern East Asia** | | | |
| | **REL** | **113** | **Asian Religions** | | | |
| | | | | | | |
| | | | | | | |

ANT 205 Asian Film & Culture
ANT 233 Indian Ocean in Antiquity
ANT 234 Archaeology of South Asia
ANT 252 Cultures of China
ANT 305 Topic: Sufi-Buddhist Mysticism
ANT 452 Topic: Cinema and Society in China
EDU 346/546: Intercultural Studies: Student Teaching in China
HIS 120 Decade of Decision: 1980's China
HIS 120 Decade of Decision: China's May Fourth
HIS 120 Decade of Decision: China's Cultural Revolution
HIS 150 Modern Japan
HIS 161 Modern China
HIS 260 History of Chinese Civilization
HIS 262 East Asia in Pre-Modern Times
HIS 349 Mao & The Chinese Revolution
HIS 361 Contemporary China
HIS 365 Topics: Contemporary China
HIS 375 Aspects of War: The United States in Vietnam
INAF Japanese Culture & Society
PHI 211/211F Religion and Culture in Bali (Field trip)
REL 212 India & the Infinite: Religion & Society
REL 217 Jewish Life & Thought
REL 221 Judaism & Islam in Dialogue
REL 230 Buddhism: Theory & Practice
REL 240 Buddhist Philosophy
REL 241 Buddhist Ethics
REL 251 The Lost Tribes of Israel
REL 300 Religion & The Body
REL 304 Jerusalem: History, Religion & Polities
REL 340 Zen Buddhism

**POLITICAL ECONOMY** **At least two (2)** courses are required from the list below for an understanding of comparative politics, business & economics.

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

ECO 203 Principles of Micro & Macro Economics
ECO 323 Political Economy of Chinese Development
ECO 327 Comparative Economic Systems
ECO 351 Economic Development
INB 200 Introduction to International Business
INB 311 Asian Business Environments
INB 315/SHA 315 Business & Economic Development in Modern China
INB 340 Globalization & Gender
INB 390 Inter Market Research and China
POL 130 Introduction to International Politics
POL 302 Politics in the Third World
POL 325 Sustainable Dev. in Southeast Asia
POL 331 International Political Economy
POL 334 Political Economy of Japan
POL 384 East Asian Politics
POL 385/SHA 385 Politics in China
POL 393 Vietnam Experience Online

**FOREIGN LANGUAGE** **One (1) course any level** in a single Asian language is required. Students are encouraged to take these foreign language courses in the host-country. Three Asian language courses may count toward the minor and at least one Asian language at any level is required. Students can take up to two (2) additional Asian languages which may count for History and Culture or the Political Economy categories.

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | | | | |

ARA 101 Elementary Arabic I
ARA 102 Elementary Arabic II
ARA 201 Intermediate Arabic I
ARA 202 Intermediate Arabic II
CHN 101 Elementary Chinese I
CHN 102 Elementary Chinese II
CHN 152 Elementary Chinese Conversion I
CHN 152 Elementary Chinese Conversation II
CHN 201 Intermediate Chinese I
CHN 202 Intermediate Chinese II
CHN 251 Chinese Conversation II
CHN 301 Advanced Chinese I
CHN 302 Advanced Chinese II
CHN 401/402 Advanced Chinese III/IV
HBR 101\102 Elementary Hebrew
HBR 201 Intermediate Hebrew II
HBR 202 Intermediate Hebrew
JPN 101 Elementary Japanese I
JPN 102 Elementary Japanese II
JPN 201 Intermediate Japanese I

Name:_____ Date: _____

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

# Minor Map: Australian Studies

***Effective Spring 2006***

The Australian studies minor, based upon the Rollins Program in Sydney, fosters an intellectual and social understanding between Australia and the United States. Thanks to the faculty exchange program begun in January 1981, one or two visiting professors from Australia spend time at Rollins each year. Recent lecturers have included Rosemary Broomham in history and Graham Boardman in Australian literature.

**Six (6) courses are required (totaling at least 24 semester hours):**

- four (4) completed for grade-point credit in Australia during the required term in Sydney.
- two (2) more taken at Rollins or in Australia.

**THE ROLLINS PROGRAM IN SYDNEY** Two (2) core courses are required during the fall term in Sydney.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **AUS** | **288** | **Australian History** | | _____ |
| _____ | **AUS** | **368** | **The Fauna and Flora of Australia** | | _____ |
| | **OR** | | | | |
| | **AUS** | **388** | **Australia's Physical Environment** | | |

**ELECTIVES** At least four (4) more courses are required from among the courses listed below.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | AUS | ____ | _____ | Check Catalogue | _____ |
| _____ | AUS | ____ | _____ | Check Catalogue | _____ |
| _____ | AUS | ____ | _____ | Check Catalogue | _____ |
| _____ | AUS | ____ | _____ | Check Catalogue | _____ |

- AUS 255 Australian Aboriginal Studies
- AUS 262 Australian Economic & Political Systems
- AUS 300 International Business
- AUS 356 Australian Literature
- AUS 361 Australian Art
- AUS 368 The Fauna and Flora of Australia
- AUS 388 Australia's Physical Environment
- Courses offered on Rollins College campus with the AUS designation

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Biochemistry/Molecular Biology

*Effective Fall 2013*

The biochemistry/molecular biology major is an interdepartmental major that provides students with a strong background in chemistry and biology with an emphasis on molecular aspects. Through selected electives students can concentrate on specific areas of interest. Students have excellent opportunities within the departments of biology and chemistry to engage in independent research projects. Graduates are prepared to pursue employment in biochemical, pharmaceutical, and biotechnological laboratories, and further study in the health professions or graduate research institutions. Biochemistry/Molecular Biology majors may not double major or minor in Biology or Chemistry.

**Ten (10) core courses and an additional 14 semester hours of elective course credit are required. At least Seven (7) courses must be at the 300-400 level.**

**CORE COURSES**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **BIO** | **120** | **General Biology I** | | _____ | ____ |
| _____ | **BIO** | **121** | **General Biology II** | BIO 120 | _____ | ____ |
| _____ | **CHM** | **120** | **General Chemistry I** | | _____ | ____ |
| _____ | **CHM** | **121** | **General Chemistry II** | CHM 120 | _____ | ____ |
| _____ | **CHM** | **220** | **Organic Chemistry I** | CHM 121 | _____ | ____ |
| _____ | **CHM** | **221** | **Organic Chemistry II** | CHM 220 | _____ | ____ |
| _____ | **BCH** | **335** | **Biochemistry** | BIO 121, CHM 221 | _____ | ____ |
| _____ | **BIO** | **341** | **Molecular Biology** | CHM 220 | _____ | ____ |
| _____ | **BCH** | **435** | **Advanced Biochemistry** | BCH 335 | _____ | ____ |
| | **BCH** | **440** | **Senior Seminar in BMB** | Senior Standing | _____ | ____ |
| _____ | | | **OR** | | | |
| | **BCH** | **499** | **Independent Study Research** | Senior Standing | _____ | ____ |

**ELECTIVES** A minimum of fourteen (14) semester hours comprising at least three courses from the list below.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |

| | | |
|---|---|---|
| o BIO 308 Genetics | o BIO 311 Plant Physiology | o BIO 312 Animal Physiology |
| o BIO 320 Medicinal Botany | o BIO 342 Biostatistics | o BIO 360 Cellular Biology |
| o BIO 370 Developmental Biology | o BIO 429 Immunology | o BCH 498 Independent Study Library Res |
| o CHM 301 Intermediate Inorganic Chem | o CHM 305 Physical Chemistry I | o CHM 306 Physical Chemistry II |
| o CHM 320 Analytical Chemistry | o CHM 380 Instrumental Analysis | o PSY 324 Neuropsychology |
| o PSY 326 Physiological Psychology | | |

***Satisfactory performance on a comprehensive standardized examination is required of all majors.***

**RECOMMENDATIONS:** Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy, need a thorough introduction to physics and possibly calculus. Therefore, they should take PHY 120 and PHY 121 or 131 and (a) calculus course(s). Those students contemplating careers and graduate study in biochemistry or pharmaceutical chemistry should include PHY 120 and PHY 121 or 131, MAT 111 and MAT 112, and a full year of physical chemistry: CHM 305 and CHM 306.

*See the Rollins College Catalogue for a comprehensive listing of all requirements.*

**Name: _____ Date: _____**

# Major Map: Biology

**Effective date: Spring 2015**

The biology major exposes students to a wide variety of field, laboratory, and classroom experiences fundamental to the life sciences. Through selected electives, students may concentrate on specific areas of interest such as marine biology, ecology, microbiology, botany, zoology, or molecular biology. The major also offers the flexibility for students to minor in another area or to fulfill requirements for secondary teaching certification. Students have excellent opportunities to engage in independent research projects. Graduates are prepared to pursue employment in biological laboratories, and for further study in the health professions or graduate research institutions. Eleven (11) core courses are required: seven (7) core biology courses and three (3) core chemistry courses. In addition, a minimum of ten (10) semester hours of BIO prefix elective courses (BIO 210 or higher), one (1) additional science course, and satisfactory performance on a comprehensive standardized examination are also required. At least seven (7) courses required for the biology major must be taken at Rollins College or as part of a Rollins sanctioned program (e.g. Duke Marine lab, University of London). Of these seven (7), at least five (5) must be BIO prefix courses beyond BIO 120/121.

***Students may not simultaneously major or minor in Biology and Marine Biology, or Biochemistry Molecular Biology.***

## CORE BIOLOGY COURSES

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | BIO | 120 | General Biology I | | _____ | ____ |
| _____ | BIO | 121 | General Biology II | BIO 120 | _____ | ____ |
| _____ | One course in **Molecular Biology/Genetics:** | | | | _____ | ____ |
| | o BIO | 308 | Genetics | BIO 121 & CHM 121 | | |
| | o BIO | 341 | Molecular Biology | BIO 121 & CHM 220 | | |
| _____ | One course in **Ecosystems/Field Study:** | | | | _____ | ____ |
| | o BIO | 316 | Ecology | BIO 121 | | |
| | o BIO | 330 | Field Botany | BIO 121 | | |
| | o BIO | 210 | Intro. Mar. Sci. **&** Bio 388 | BIO 121 | | |
| _____ | One course in **Physiology:** | | | | _____ | ____ |
| | o BIO | 311 | Plant Physiology | BIO 121 & CHM 121 | | |
| | o BIO | 312 | Animal Physiology | BIO 121 & CHM 121 | | |
| | o BIO | 360 | Cellular Biology | BIO 121 & CHM 121 | | |
| _____ | BIO | 344 | Biology Journal Club | | _____ | ____ |
| | BIO | 440 | Senior Seminar | Senior Standing | | |
| _____ | **or** | | | | _____ | ____ |
| | BIO | 499 | Independent Study: Biological Research | Senior Standing | | |

## CORE CHEMISTRY COURSES **Three courses in Chemistry** selected from the list below

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | CHM | 120 | Chemistry I | | _____ | ____ |
| _____ | CHM | 121 | Chemistry II | CHM 120 | _____ | ____ |
| _____ | CHM | 220 | Organic Chemistry I | CHM 121 | _____ | ____ |
| _____ | CHM | 221 | Organic Chemistry II | CHM 220 | _____ | ____ |

**BIOLOGY ELECTIVES** A minimum of ten (10) semester hours comprising any biology courses from BIO 210 and above. Courses from the core groupings, other than those used to satisfy the core, may be used as electives. One (1) Biological Internship (BIO 396) may be used as an elective. Plants play a central role in our biosphere. However, our modern society often fails to recognize the significance of plants in biological systems, the scientific contributions of plant-based research, and the importance of plants in human affairs. Therefore, the department recommends at least one (1) of the courses taken to fulfill the requirements for a major in biology be a plant-oriented biology course.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | BIO | _____ | _____ | Check Catalogue | _____ | ____ |
| _____ | BIO | _____ | _____ | Check Catalogue | _____ | ____ |
| _____ | BIO | _____ | _____ | Check Catalogue | _____ | ____ |

ADDITIONAL REQUIRED ELECTIVE **One course** [minimum of six (6) semester hours] selected from the following: PHY 120 or above, CHM 301 or above, PSY 250 or above, MAT 111 or above.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | BIO | _____ | _____ | Check Catalogue | _____ | ____ |

- **Satisfactory performance on a comprehensive standardized examination is required of all majors.**

**OFF-CAMPUS EXPERIENCES** Rollins College, has an agreement with Marine Biological Laboratories at Duke University, and Woods Hole enabling students to spend a semester at these sites. Courses taken at Duke lab can be used to fulfill two courses in the bio major (any combination of core and electives). Students participating in the Semester in Environmental Science at Woods Hole will be able to use courses taken there as the core course in ecosystems/field study and up to two (2) electives. Students need to petition and receive approval from the Department of Biology for this and any other off-campus program.

**RECOMMENDATION** Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy need a thorough introduction to physics and calculus. Therefore, they are advised to take CHM 221 or CHM 320 and PHY 120 and PHY 121 or PHY 130 and PHY 131, a calculus course(s), and a statistics course. In addition, some professional schools now require biochemistry. Students should be aware that requirements of different programs can vary and they should seek guidance from advisors and program directors.

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Biology

**Effective Spring 2011**

**Six (6) core courses are required: Four (4) core biology courses, and two (2) core chemistry courses. In addition, a minimum of ten (10) semester hours of BIO prefix elective courses (BIO 210 or higher)** are also required. At least one (1) of the elective courses must be at the 300 or 400 level. At least four (4) courses required for the biology minor must be taken at Rollins College or as part of a Rollins sanctioned program (e.g. Duke Marine lab, University of London). Of these four (4), at least three (3) must be BIO prefix courses beyond BIO 120/121.

**Six (6) core courses and ten (10) hours of BIO prefix classes are required.**

**Students may not simultaneously major or minor in Biology and Marine Biology, or Biochemistry Molecular Biology.**

## MINOR REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **BIO** | **120** | **General Biology I** | | | |
| _____ | **BIO** | **121** | **General Biology II** | BIO 120 | _____ | ____ |

**Choose two (2) courses** satisfying two (2) out of the following three (3) clusters: **Molecular Biology/Genetics, Ecosystems/Field Study**, and **Physiology**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | **Molecular Biology/Genetics:** | | | | _____ | ____ |
| | BIO | 308 | Genetics | BIO 121 & CHM 121 | | |
| | BIO | 341 | Molecular Biology | BIO 121 & CHM 220 | | |
| _____ | **Ecosystems/Field Study:** | | | | _____ | ____ |
| | BIO | 316 | Ecology | BIO 121 | | |
| | BIO | 330 | Field Botany | BIO 121 | | |
| | BIO | 210 | Intro. Mar. Sci **&** Bio 388 Mar. Sci. Lab | BIO 121 | | |
| _____ | **Physiology:** | | | | _____ | ____ |
| | BIO | 311 | Plant Physiology | BIO 121 & CHM 121 | | |
| | BIO | 312 | Animal Physiology | BIO 121 & CHM 121 | | |
| | BIO | 360 | Cell Biology | BIO 121 & CHM 121 | | |

## CHEMISTRY

**Two courses in Chemistry** selected from the list below

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | CHM | 120 | Chemistry I | | _____ | ____ |
| _____ | CHM | 121 | Chemistry II | CHM 120 | _____ | ____ |
| _____ | CHM | 220 | Organic Chemistry I | CHM 121 | _____ | ____ |

## ELECTIVES

BIO prefix courses (totaling at least 10 semester hours) at least one (1) of which must be at the 300 or 400 level. Any biology course BIO 210 and above. After satisfying core requirements in the cellular/molecular biology, ecosystems/field study, and physiology clusters, additional courses from these lists may be used as electives.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | BIO | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | BIO | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | BIO | ____ | _____ 300-400 Level | Check Catalogue | _____ | ____ |

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Chemistry

Effective Fall 2014

Chemistry explores matter, its properties, its physical and chemical transformations, and energy changes associated with these transformations. "Every aspect of our world today -- even politics and international relations -- is affected by chemistry," said Linus Pauling. Chemistry graduates continue their education in graduate or professional school and become chemists, teachers, doctors, lawyers, pharmacists, engineers, and business people. The 100-level courses introduce students to the discipline and serve as prerequisites for the advanced courses (200-400 level). The chemistry major requires the foundational and divisional courses as well as three to four electives, dependent upon if the chemistry degree is to be certified by the American Chemical Society Committee on Professional Training (ACS-CPT).

**(15) courses are required for the chemistry major.**

## FOUNDATIONAL COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **CHM** | **120** | **General Chemistry I** | | _____ | ____ |
| _____ | **CHM** | **121** | **General Chemistry II** | CHM 120 or consent | _____ | ____ |
| _____ | **CHM** | **220** | **Organic Chemistry I** | CHM 121 | _____ | ____ |
| _____ | **CHM** | **301** | **Inorganic Chemistry** | CHM 320 or consent | _____ | ____ |
| _____ | **CHM** | **305** | **Physical Chemistry** | CHM 121 | _____ | ____ |
| _____ | **CHM** | **320** | **Analytical Chemistry** | CHM 121 & CHM 220 | _____ | ____ |
| _____ | **BCH** | **335** | **Biochemistry** | BIO 121 & CHM 221 or consent | _____ | ____ |
| _____ | **CHM** | **350** | **Seminar** | CHM 220 or consent | _____ | ____ |

## DIVISIONAL COURSES

| | | | | | |
|---|---|---|---|---|---|
| _____ | **MAT** | **110 or 111** | **Applied or Calculus I** | _____ | ____ |
| _____ | **MAT** | **112** | **Calculus II** | _____ | ____ |
| _____ | **PHY** | **120 or 130** | **General or Principles of Physics I** | _____ | ____ |
| _____ | **PHY** | **121 or 131** | **General or Principles of Physics II** | _____ | ____ |

**DEPARTMENTAL ELECTIVES** Students interested in earning an ACS certified degree are required to take either Chemical Research I and II (CHM 498 and 499) or Advanced Integrated Lab (CHM 445) and three additional electives from courses offered at the 200 or higher level. Students interested in graduate school in chemistry are strongly advised to earn a ACS-CPT certified degree and take Organic Chemistry II (CHM 221); Physical Chemistry II (CHM 306); and Chemical Research I (CHM 498) as three of their electives.

| | | | | | |
|---|---|---|---|---|---|
| _____ | **CHM** | _____ | _____ | _____ | ____ |
| _____ | **CHM** | _____ | _____ | _____ | ____ |
| _____ | **CHM** | _____ | _____ | _____ | ____ |

- CHM 221 Organic Chemistry II
- CHM 306 Physical Chemistry II
- CHM 380 Instrumental Analysis
- CHM 400 Advanced Analytical
- CHM 401 Advanced Inorganic
- CHM 417 Advanced Organic
- BCH 435 Advanced Biochemistry
- CHM 460 Advanced Topics
- CHM 445 Advanced Integrated Laboratory
- CHM 498 Chemical Research I
- CHM 499 Chemical Research II

**See the *Rollins College Catalogue* for further recommendations for Chemistry majors.**

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Chemistry

Effective Fall 2014

Chemistry explores matter and its properties, its physical and chemical transformations, and energy changes associated with these transformations. Bridging traditional humanities on one hand and modern physics on the other, chemistry is a central subject in a liberal arts curriculum. "Every aspect of our world today -- even politics and international relations -- is affected by chemistry," said Linus Pauling. Chemists search for new molecules in space; make new useful materials; solve problems of the environment, energy, health, and food production; and probe how organisms work. The chemistry department strives to develop critical thinking, problem solving, and communication skills in addition to content knowledge. Many graduates continue their education in graduate or professional school and become chemists, teachers, doctors, lawyers, pharmacists, engineers, and business people. The 100-level courses introduce first-year students to the discipline and serve as prerequisites for other foundational and advanced courses (200-400 level).

Students interested in pursuing graduate studies or employment in a laboratory setting are advised to take both CHM 221 and CHM 320 as two of the three electives.

**Six (6) courses are required.**

## FOUNDATIONAL COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **CHM** | **120** | **General Chemistry I** | | _____ | ____ |
| _____ | **CHM** | **121** | **General Chemistry II** | CHM 120 or consent | _____ | ____ |
| _____ | **CHM** | **220** | **Organic Chemistry I** | CHM 121 | _____ | ____ |

## DEPARTMENTAL ELECTIVES

Three (3) courses above the CHM 200 level.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ___ | _____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | _____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | _____ | _____ | Check Catalogue | _____ | ____ |

- CHM 221 Organic Chemistry II
- CHM 301 Inorganic Chemistry
- CHM 305 Physical Chemistry I
- CHM 306 Physical Chemistry II
- CHM 320 Analytical Chemistry
- BCH 335 Biochemistry
- CHM 380 Instrumental Analysis
- CHM 400 Advanced Analytical
- CHM 401 Advanced Inorganic
- CHM 417 Advanced Organic
- BCH 435 Advanced Biochemistry
- CHM 460 Advanced Topics
- CHM 445 Advanced Integrated Laboratory
- CHM 498 Chemical Research I
- CHM 499 Chemical Research II

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Classical Studies

Effective Fall 2012

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today—not only for majors and minors, but also for students fulfilling general education requirements. In addition to language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

## Ten (10) courses are required.

**CORE COURSES:**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | CLS | 203 | The Greeks and the Good Life | Check Catalogue | _____ | ____ |
| _____ | CLS | 204 | When in Rome: Identity and Empire in Ancient Rome | Check Catalogue | _____ | ____ |

**ELECTIVES:** At least three (3) of the following, two (2) of which must be at the **300 level.**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | ***300 level*** | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | ***300 level*** | Check Catalogue | _____ | ____ |

- CLS 105 Ancient Rome in Contemporary Film and Media
- CLS 232 Greek Mythology
- CLS 305 Topics in Classical Studies
- CLS 306 Topics in Classical Archaeology
- CLS 321 Gender and Sexuality in Antiquity
- CLS 322 Classical Religion: Paganism and the Death of the Gods

- ARH 218 Art and Archaeology of Egypt and the Near East
- ARH 236 Art & Archeology of the Greek World
- ARH 237 Art & Archaeology of the Roman Empire
- ARH 315 Special Studies - Ancient Art
- HIS 108 Ancient History
- PHI 230 Greek Philosophy
- POL 390 Ancient Political Theory
- THE 241 Classical Theater

**ANCIENT L ANGUAGE PROFICIENCY** Students are required to demonstrate proficiency in one ancient language through the 202 (Intermediate II) level. To satisfy this requirement, students may take either the Greek or Latin sequence. Students with prior courses in Greek or Latin will be placed in the appropriate level according to the College's rules for foreign language credit (see page 21 of the current Catalogue). Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the major and will only be required to take a total of nine (9) courses and may not take LAT 101 for credit.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| | | | ***Language proficiency demonstrated*** | | | |

**CAPSTONE EXPERIENCE** At least one (1) of the following (please circle one)

- CLS 450 Capstone Methods Seminar
- Study Abroad Experience
- Archaeological Excavation
- A Capstone Thesis (CLS 499) or Honors in the Major Field in Classical Studies

**REMAINING COURSE WORK (may be Electives or Ancient Language courses)**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |

**Name:** _____ **Date:** _____

# Minor Map: Classical Studies

Effective Fall 2012

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today—not only for majors and minors, but also for students fulfilling general education requirements. In addition to language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

## Seven (7) courses are required.

**CORE COURSES:**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | CLS | 203 | The Greeks and the Good Life | Check Catalogue | _____ | ____ |
| _____ | CLS | 204 | When in Rome: Identity and Empire in Ancient Rome | Check Catalogue | _____ | ____ |

**ELECTIVES:** At least two (2) of the following, one (1) of which must be at the **300 level.**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | ***300 level*** | Check Catalogue | _____ | ____ |

- CLS 105 Ancient Rome in Contemporary Film and Media
- CLS 232 Greek Mythology
- CLS 305 Topics in Classical Studies
- CLS 306 Topics in Classical Archaeology
- CLS 321 Gender and Sexuality in Antiquity
- CLS 322 Classical Religion: Paganism and the Death of the Gods

- ARH 218 Art and Archaeology of Egypt and the Near East
- ARH 236 Art & Archeology of the Greek World
- ARH 237 Art & Archaeology of the Roman Empire
- ARH 315 Special Studies - Ancient Art
- HIS 108 Ancient History
- PHI 230 History of Early Western Philosophy
- POL 390 Ancient Political Theory
- THE 241 Classical Theater

**ANCIENT LANGUAGE PROFICIENCY** Students are required to demonstrate proficiency in one ancient language through the 201 (Intermediate I) level. To satisfy this requirement, students may take either the Greek or Latin sequence. Students with prior courses in Greek or Latin will be placed in the appropriate level according to the College's rules for foreign language credit (see page 21 of the current Catalogue). Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of six (6) courses and may not take LAT 101 for credit.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| | | | ***Language proficiency demonstrated*** | | | |

**REMAINING COURSE WORK (may be Electives or Ancient Language courses)**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |

**Name:** _____ **Date:** _____

# Major Map: Computer Science

**Effective Fall 2014**

The Department of Mathematics and Computer Science offers a computer science major that teaches students how to design and implement computer programs to solve many types of problems. Based on curricula developed by the Association for Computing Machinery (ACM), the major prepares students for graduate study and for many interesting computer-related endeavors. The computer science minor complements any major for which computer applications exists. It also gives students background for many computer-related occupations.

**Fourteen (14) courses are required.**

A first-year student major in computer science will typically take *CMS 167* and *MAT 111* in the fall, and *CMS 170* and *MAT 140* in the spring. Students who are not prepared to start with calculus should start with *MAT 109* instead of *MAT 111*.

## CORE COURSES

| Semester | | | Course | Sequence/Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | CMS | 167 | Problem Solving I with Selected Topics | | _____ | ____ |
| _____ | CMS | 167L | Problem Solving I Lab | | _____ | ____ |
| _____ | CMS | 170 | Problem Solving II with Selected Topics | CMS 167 | _____ | ____ |
| _____ | CMS | 230 | Introduction to Computer Systems | CMS 170 & MAT 140 or CMS 150 | _____ | ____ |
| _____ | CMS | 270 | Object-Oriented Design and Development | CMS 170 | _____ | ____ |
| _____ | CMS | 330 | System Software Principles | CMS 230 | _____ | ____ |
| _____ | CMS | 360 | Algorithm Analysis | CMS 270 & MAT 140 | _____ | ____ |
| | CMS | 380 | Simulation Analysis & Design | CMS 270 | | |
| _____ | ***OR*** MAT | 219 | Probability and Statistics | MAT 111 or MAT 140 | _____ | ____ |
| _____ | CMS | 484 | Senior Computer Science Capstone | One 400-level CMS course | _____ | ____ |
| _____ | MAT | 111 | Calculus I | HS precalculus or equivalent | _____ | ____ |
| _____ | MAT | 140 | Introduction to Discrete Mathematics | | _____ | ____ |
| _____ | MAT | 310 | Applied Discrete Mathematics | MAT 140 | _____ | ____ |

## ELECTIVES

Two (2) of the following electives are required; one (1) of these must be a 400-level course.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | CMS | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | CMS | ___ | _____ *(400 Level)* | Check Catalogue | _____ | ____ |

- CMS 375 Database Design
- CMS 395 Special Topics
- CMS 430 Artificial Intelligence
- CMS 440 Computer Graphics
- CMS 450 Networks
- CMS 480 Programming Language Translation

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: Computer Science

**Effective Fall 2014**

The computer science minor complements any major for which computer applications are important. The minor also gives students excellent preparation for many computer-related occupations.

**Nine (9) courses are required.**

## CORE COURSES

| Semester | | | Course | Sequence/Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | CMS | 167 | Problem Solving I with Selected Topics | | | |
| | CMS | 167L | Problem Solving I Lab | | | |
| | CMS | 170 | Problem Solving II with Selected Topics | CMS 167 | | |
| | CMS | 270 | Object-Oriented Design & Development | CMS 170 | | |
| | MAT | 110 | Applied Calculus | MAT 109 or consent | | |
| | ***OR*** | | | | | |
| | MAT | 111 | Calculus I | HS precalculus or equivalent | | |
| | ***OR*** | | | | | |
| | MAT | 140 | Introduction to Discrete Mathematics | | | |

## ELECTIVES

Four (4) additional classes chosen from requirements for the major.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | | Check Catalogue | | |
| | | | | Check Catalogue | | |
| | | | | Check Catalogue | | |
| | | | | Check Catalogue | | |

*** Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Major Map: Computer Science

**Effective Fall 2015**

The Department of Mathematics and Computer Science offers a computer science major that teaches students how to design and implement computer programs to solve many types of problems. Based on curricula developed by the Association for Computing Machinery (ACM), the major prepares students for graduate study and for many interesting careers in the computer industry. The computer science minor complements any major for which computer applications are important. It also gives students excellent preparation for many computer-related occupations.

**Thirteen (13) courses are required.**

A first-year student majoring in computer science will typically take *CMS 167/CMS 167L* and one of *MAT 111, MAT 109, MAT 110*, or *MAT 108* in the fall, and *CMS 170* and *MAT 140* in the spring.

## CORE COURSES

| Semester | | Course | Sequence/Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | CMS 167 | Problem Solving I with Selected Topics | | | |
| | CMS 167L | Problem Solving I Lab | | | |
| | CMS 170 | Problem Solving II with Selected Topics | CMS 167/CMS 167L | | |
| | CMS 230 | Introduction to Computer Systems | CMS 170 | | |
| | CMS 270 | Object-Oriented Design & Development | CMS 170 | | |
| | CMS 330 | System Software Principles | CMS 230 | | |
| | CMS 484 | Senior Computer Science Capstone | One 400-Level CMS Course | | |
| | MAT 140 | Introduction to Discrete Mathematics | | | |
| | MAT 310 | Applied Discrete Mathematics | MAT 140 | | |

## ELECTIVES

Four (4) of the following electives are required:

GROUP 1: At least one is required.

- **CMS 375 Database Design and Development**
- **CMS 380 Simulation Design and Analysis**

GROUP 2: At least one is required. A student who is considering graduate studies should take CMS 460.

- **CMS 460 Algorithms Analysis**
- **CMS 450 Networks**

Additional electives:

- **CMS 340 Mobile App Development**
- **CMS 350 Web Application Development**
- **CMS 395 Special Topics**
- **CMS 430 Artificial Intelligence**
- **CMS 440 Advanced Computer Systems**
- **CMS 480 Programming Language Translation**
- **CMS 495 Special Topics**

| Semester | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | CMS | | *Check Catalogue* | | |
| | CMS | | *Check Catalogue* | | |
| | MAT | | *Check Catalogue* | | |
| | MAT | | *Check Catalogue* | | |

***Special Note about the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: Computer Science

**Effective Fall 2015**

The computer science minor complements any major for which computer applications are important. The minor also gives students excellent preparation for many computer-related occupations.

## CORE COURSES

| Semester | | Course | Sequence/Prerequisite | Grade | G.E. |
|---|---|---|---|---|---|
| | CMS 167 | Problem Solving I with Selected Topics | | | |
| | CMS 167L | Problem Solving I Lab | | | |
| | CMS 170 | Problem Solving II with Selected Topics | CMS 167/CMS 167L | | |
| | CMS 270 | Object-Oriented Design & Development | CMS 170 | | |
| | MAT 140 | Introduction to Discrete Mathematics (MAT 111-Calculus I OR MAT 110-Applied Calculus may be substituted, but MAT 140 may not be used as one of the two additional classes) | | | |

## ELECTIVES

Two (2) additional classes chosen from requirements for the major.

| Semester | | Course | Prerequisite | Grade | G.E. |
|---|---|---|---|---|---|
| | CMS | | *Check Catalogue* | | |
| | CMS | | *Check Catalogue* | | |

*** Special Note about the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Major Map: Critical Media & Cultural Studies

**Effective Fall 2013**

This major investigates: what forms of media and culture facilitate—and undermine—our participation as citizens in a free democratic society? Whose political and economic interests drive media and cultural systems? Who profits from the status quo, and at whose expense? CMC aims to cultivate a community of intellectually curious, socially aware, and politically engaged citizens who can both critically read media and cultural texts and produce oral, textual, and mediated arguments.

Three five-semester-hour courses; seven four-semester-hour courses; and one of the following: an academic international experience, an approved CMC internship, or service to campus media. **At least eight courses (including all core courses) must be taken at Rollins.**

## CORE COURSES

| Semester | Course | | | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | CMC | 100 | Intro to Media & Cultural Studies | | _____ | _____ |
| _____ | CMC | 200 | Researching Media & Culture | CMC 100 | _____ | _____ |
| _____ | CMC | 400 | Senior Seminar / Research Practicum | CMC 100, CMC 200, CMC 300 OR SOC 335; at least 4 approved courses toward concentration | _____ | _____ |

## COMPLETE ONE OF THE FOLLOWING

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | CMC | 300 | Critical Frameworks for Contemp Culture | CMC 100 | _____ | _____ |
| | | | *or* | | | |
| | SOC | 335 | Sociological Theory | | | |

## ELECTIVE AREA OF CONCENTRATION

**Majors must specialize in one of two pre-designed areas of concentration OR develop a specialized area of concentration. Six (6) electives in that area are required; at least three (3) must be at the 300-400-level. Students are encouraged to focus senior practicum projects on subjects germane to their chosen concentration areas. Advisor signature and date of approval required for all concentration courses.**

Area of Concentration: _____

| | | | | Advisor Approval & Date | | |
|---|---|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | 300/400 level | _____ | _____ | _____ |
| _____ | _____ | _____ | 300/400 level | _____ | _____ | _____ |
| _____ | _____ | _____ | 300/400 level | _____ | _____ | _____ |

### Sample International Media Electives

ANT 452 Sem: Cinema/Society China
CLS 105 Ancient Rome in Film & Media
ENG 241 Postcolonial Film & Literature
INB 215 Global Entertainment Business
RSN 234 Russia in the Movies
SPN 341 Spanish Film/Cultural Trends
SPN 342 Latin American Film

### Sample Power & Persuasion Electives

COM 312 Persuasion Theory
ENG 210 Language & Power
PHI 218 Argument & Media Manipulation
POL 315 Topic: Fact & Fiction in Film: War on the Silver Screen
POL330 Peace & Conflict Studies
POL 370 Comparative Modern Ideologies

### Specialized Concentration Electives

**Majors are highly encouraged to work with faculty advisors to design a specialized area of concentration. Elective choices must be approved by a CMC faculty advisor or the chair of CMC to count toward a concentration, with the exception of the following CMC electives, which count toward ANY area of concentration.**

CMC 310 Media, Peace, and Justice
CMC 350 Topics in Media and Culture
CMC 397 Internship in Media & Culture
CMC 398/399/498/499 Independent Study in Media and Cultural Studies
ECO 142 Political Economy of Media
INT 360 Culture Wars
PHI 218 Argument & Media Manipulation
SOC 311 Topic: Amer Dream in Film Fiction
SOC 335 Sociological Theory (unless taken in lieu of CMC 300)

### Other CMC Electives

**Sample courses that, with CMC advisor approval, could count toward a specialized area of concentration.**

ANT 277 Women & Gender
ARH 101 Intrp to Visual Culture
ARH 355 Studies: Avant Garde in Europe
CLS 321 Gender & Sex in Antiquity
COM 306 Intercultural Communication
ENG 211 Visual Rhetoric
FIL 150 Intro to Film
HIS 235 American Graphic Media
HIS 370 Race & Ethnicity in the U.S.
PHI 314 Topic: Feminist Theory
PHI 314 Topic: Queer Theory
REL 251 Topic: Mod Jew in Amer Film Fict
SOC 250: Sociology of Gender
SOC 308 The Body in Society
SOC 317 Television & Society
SOC 326 The Sociology of Kurt Vonnegut
SOC 356 The State of Black America
SOC 360 Poverty & Social Welfare
WMS 205 Intro to Women's Studies

### Additional Recommended Courses

**In general, these do NOT count toward areas of concentration.**

**Media History**
ARH 316 History of Photography
MUS 160 History of Jazz
MUS 165 History of Rock and Roll

**Media History**
THE 203 History of American Film
THE 206 History of Radio and TV
THE 220 History of American Musical Film

**Practice Courses**
ART 130 Intro to Digital Media
ART 223 Graphic Design
ART 293 Photography I
ART 300 Photography II

**Practice Courses**
COM 110 Public Speaking
ENG 273 Journalistic Writing I
ENG 276 Writing for the Future
ENG 373 Journalistic Writing II

### SEMESTER-LONG INTERNATIONAL ACADEMIC EXPERIENCE, CMC INTERNSHIP, OR ROLLINS COMMUNITY ENGAGEMENT (CE) COURSE

(Note: a CE course can count as a CMC concentration elective OR it can fulfill the semester-long requirement, but a single CE course cannot fulfill both requirements.)

| Semester | Experience / Internship / CE Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|
| _____ | _____ | CMC Consent | _____ | _____ |

***Special Note About the General Curriculum:** Only **two** general curriculum requirements from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# **M**inor **M**ap:
# **C**ritical **M**edia and **C**ultural Studies

Effective: Fall 2015

The "critical" in Critical Media and Cultural Studies (CMC) stems from our commitments to: 1) critical *thinking*, 2) critical *theory's* analysis of social systems and the distribution of power and inequality, and 3) critical *issues* in our world today, including climate change, inequality, war, and mass incarceration. We ground our program in values of equity, human rights, and social justice. Skills we hone in CMC include: deep thinking and analysis; application of theory; synthesis of research findings; written communication; media production, including proficiencies in photo, sound, and video editing; oral communication and discussion facilitation; collaborative learning; multicultural understanding and competence; and social action, advocacy, and change.

**Six (6) courses are required, five (5) of which must be taken at Rollins, including all core courses.**

## CORE COURSES

| Semester | Course | Prerequisite | Grade | General Education[1] |
|---|---|---|---|---|
| | CMC 100 Media and Cultural Studies | N/A | | |
| | CMC 200 Researching Media & Culture | CMC 100 or consent | | |
| | CMC 300 Critical Frameworks | CMC 100 | | |

## ADDITIONAL REQUIREMENTS[2]

| Semester | Course | Prerequisite | Grade | General Education |
|---|---|---|---|---|
| | CMC elective: | Check catalogue | | |
| | CMC 300-400 level elective: | Check catalogue | | |
| | CMC 300-400 level elective: | Check catalogue | | |

**Name**_____

**Date**_____

[1] One course may count both for the minor and for General Education credit.

[2] At the discretion of the department chair, one CMC-congruent course may be taken outside CMC.

# Minor Map: Cultural Anthropology

Effective Spring 2015

As American society becomes increasingly multicultural, a globalized workforce demands intercultural competence. The Cultural Anthropology minor explores the nature of culture in different settings and historical time periods, helping students to better understand diversity. Cultural Anthropology examines human behavior across cultures, focusing on cross-cultural similarities and differences in areas such as kinship, politics, economics, religion, youth culture, globalization, and gender. Coursework draws on professors' expertise in Latin America, the Middle East and North Africa, Africa, and Asia.

**Six (6) courses are required: two (2) core courses, and four (4) electives, two of which must be at the 300 level or above.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **ANT** | **200** | **Cultural Anthropology** | | _____ |
| _____ | **ANT** | **351** | **Language, Culture & Society** | | _____ |

## ELECTIVES

Choose four courses listed in the schedule of classes below, at least two of which must be at the 300-level or above.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |

**ANT 201 Cultures of the Caribbean, ANT 202 Foundations of Latin American and Caribbean Culture and Society, ANT 205 Topics: Culture and Environment, ANT 207: Anthropology of Modern Africa, ANT 252 Cultures of China , ANT 255 Middle East Culture, ANT 277 Women & Gender in the Middle East and North Africa, ANT 302 The Maya, ANT 303: Women's Global Health, ANT 305 Murder, Memory, and Maya, ANT 306: Medicine and Culture, ANT 317 Anthropology & Global Problem Solving, ANT 319 Anthropology of Globalization, ANT 350 Anthropology of the Family, ANT 355 Middle East Film & Culture, ANT 361 Anthropology and the Environment, ANT 365 The Real and the Supernatural in Latin America**

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Economics

**Effective Fall 2009**

The required core curriculum provides economics majors with a foundation to pursue either economic theory or applied economics. Students must take core courses at Rollins, although transfer students may transfer core equivalents at time of enrollment. Potential majors and minors should take a 100-level course in the first year. Some 100-level courses fulfill requirements only if taken prior to ECO 202. Since most economics courses have prerequisites, students should contact a member of the Department of Economics for academic advice in the first year to plan their course of study.

**Twelve (12) courses are required: eight (8) core courses, including a capstone course to be chosen from among three (3) 400-level electives, and four (4) electives.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | ECO | 202 | Introduction to Economics in Historical Perspective | Second semester first-year student standing | _____ | D |
| | ECO | 203 | Principles of Micro- and Macroeconomics | ECO 202 | _____ | S |
| | ECO | 204 | Alternative Economic Perspectives | ECO 202 & ECO 203 | _____ | ____ |
| | ECO | 221 | Statistics for Economics | Sophomore Standing & ECO 202 | _____ | Q |
| | ECO | 303 | Intermediate Microeconomics | ECO 202, ECO 203, ECO 204 (or concurrent), MAT 110 | _____ | ____ |
| | ECO | 304 | Intermediate Macroeconomics | ECO 202, ECO 203, ECO 204 (or concurrent) | _____ | ____ |
| | ECO | 442 OR 448 OR 404 | History of Economic Thought OR Alternative Economic Theories OR Senior Seminar in Economics | ECO 221, ECO 303, & ECO 304 or consent | _____ | ____ |
| | MAT | 110 or 111 | Applied Calculus OR Calculus I | MAT 109 | | |

## ELECTIVES

Four (4) courses in economics are required, three (3) of which must be at the 300-400 level and only one (1) of which may be at the 100 level. An economics RCC counts as a 200-level elective. Overseas programs and independent study may count for elective credit with the pre-approval of the department chair. Students finished with the core may develop a one-course independent study to explore special interests or to earn honors in the major.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | ECO | ___ | Economics course | Check Catalogue | _____ | ____ |
| | ECO | ___ | Economics course at the 300-400 level | Check Catalogue | _____ | ____ |
| | ECO | ___ | Economics course at the 300-400 level | Check Catalogue | _____ | ____ |
| | ECO | ___ | Economics course at the 300-400 level | Check Catalogue | _____ | ____ |

Note: The department recommends the following courses for students preparing for graduate programs in economics:

- ECO 381 Introduction to Econometrics
- MAT 111 / 112 / 211 Calculus I, Calculus II, & Calculus III
- MAT 140 Introduction to Discrete Mathematics
- MAT 219 Probability and Statistics
- MAT 230 Linear Algebra

*Special Note About General Curriculum: Only one general curriculum requirement from the group A, C, D, L, O, P, S may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: Economics

**Effective Fall 2009**

The required core curriculum provides economics majors with a foundation to pursue either economic theory or applied economics. Students must take core courses at Rollins, although transfer students may transfer core equivalents at time of enrollment.

Potential majors and minors should take a 100-level course in the first year. Some 100-level courses fulfill requirements only if taken prior to ECO 202.

Since most economics courses have prerequisites, students should contact a member of the Department of Economics for academic advice in the first year to plan their course of study.

**Six (6) courses are required.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ECO | 202 | Introduction to Economics in Historical Perspective | Second semester first-year student standing | _____ | ____ |
| _____ | ECO | 203 | Principles of Micro- and Macroeconomics | ECO 202 | _____ | ____ |
| _____ | ECO | 204 | Alternative Economic Perspectives | ECO 202 & ECO 203 | _____ | ____ |
| _____ | ECO | 221 | Statistics for Economics | Sophomore Standing and ECO 202 | _____ | ____ |

## ELECTIVES

Two (2) electives are required, which must be at the 300-400 level. A course from an overseas or special program may substitute for one elective with pre-approval of the department chair.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ECO | ___ | _____ (300-400 level) | Check Catalogue | _____ | ____ |
| _____ | ECO | ___ | _____ (300-400 level) | Check Catalogue | _____ | ____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Major Map: English

Effective Fall 2015

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature, film, and writing. Students majoring in English are required to complete the following program of courses. You typically begin with ENG 190 Texts and Contexts then must take at least two courses at the 200-level, building skills in interpreting language and literature. Our 300-level courses include a focus on integrating language and literature with critical, historical, and literary contexts; students must take six (6) courses at the 300-level or above. Finally, at the 400-level students become contributors to language and literature producing substantive original work; majors must take at least one course at the 400-level. As you progress through these developmental courses, you will also explore the breadth of literary and linguistic production. For these distribution requirements, you must take two (2) courses in literature before 1850, two (2) courses in literature after 1850, one (1) course in transnational literature, and one (1) course in advanced prose style or language studies. Majors must also submit a representative senior portfolio.

Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor. The diversity in our course offerings provides each student the opportunity to create an individualized program that reflects her/his interests and passions.

| Semester | Course Number | Title | Distribution Requirement (Pre-1850/Post-1850/Trans/Lang) | Grade |
|---|---|---|---|---|
| **Introduction** | | | | |
| _____ | ENG 190 | Texts and Contexts | _____ | _____ |
| **200 level: Interpreting Language and Literature** | | | | |
| _____ | ENG ___ | _____ | _____ | _____ |
| _____ | ENG ___ | _____ | _____ | _____ |
| **300 level: Integrating Language and Literature** | | | | |
| _____ | ENG ___ | _____ | _____ | _____ |
| _____ | ENG ___ | _____ | _____ | _____ |
| **400 level: Contributing to Language and Literature** | | | | |
| _____ | ENG ___ | _____ | _____ | _____ |
| **Electives** | | | | |
| _____ | ENG ___ | _____ | _____ | _____ |
| _____ | ENG ___ | _____ | _____ | _____ |
| _____ | ENG ___ | _____(300 level or above) | _____ | _____ |
| _____ | ENG ___ | _____(300 level or above) | _____ | _____ |
| _____ | ENG ___ | _____(300 level or above) | _____ | _____ |
| _____ | ENG ___ | _____(300 level or above) | _____ | _____ |

Notes: Only one course may count toward two distribution requirements.
All students must take their advanced prose style or language studies requirement by the second semester of their junior year.
Students in both the English major and Writing minor may count only one course toward both programs.
English majors must take their 400-level courses at Rollins.
English 125, 140, 225, or 300 may not be used as an elective in the English major.
Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.

# Minor Map: English

Effective Fall 2015

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature, film, and writing. The goal of the curriculum is to provide a developmental path, emphasizing skills that will serve majors beyond graduation. The diversity in our course offerings provides each student the opportunity to create an individualized program that reflects her/his interests and passions.

**Students minoring in English are required to complete the following program of courses. A minimum of six (6) courses is required and must include two (2) courses at the 200 level, and three (3) courses at the 300 level or above.**

**Six (6) courses are required.**

| Semester | Course Number | Title | Grade |
|---|---|---|---|
| **Introduction** | | | |
| _____ | ENG 190 | Texts and Contexts | _____ |
| **200 level: Interpreting Language and Literature** | | | |
| _____ | ENG ___ | _____ | _____ |
| _____ | ENG ___ | _____ | _____ |
| **300 level: Integrating Language and Literature** | | | |
| _____ | ENG ___ | _____ | _____ |
| _____ | ENG ___ | _____ | _____ |
| _____ | ENG ___ | _____ | _____ |

Notes: English 125, 140, 225, or 300 may not be used as an elective in the English minor.

# Major Map: Environmental Studies

**Effective Fall 2009**

The interdisciplinary environmental studies major examines natural and cultural systems from many perspectives – ecological, economic, ethical, historical, geographical, and political. Students study the conservation and utilization of resources essential for economic development and public well-being. The curriculum analyzes the origins, processes, problems, and possibilities of creating a more sustainable society. It also offers preparation for an environmental career, broad background in several related areas of study or concentration in a particular discipline as a basis for graduate study. Florida offers an ideal laboratory for environmental studies. Nationally recognized projects such as the Everglades restoration, Wekiva Geopark, and models in the New Urbanism place Florida in the forefront of environmental protection and sustainable design.

**Ten (10) courses required: six (6) core courses, one (1) required course in the origins of environmental thought, and three (3) environmental studies electives.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ENV | 130 | The Geosphere with Lab | | _____ | ____ |
| _____ | ENV | 189 | The Environmental Crisis in its Cultural Context | | _____ | ____ |
| _____ | ENV | 225 | The Biosphere with Lab | | _____ | ____ |
| _____ | ENV | 323 | Conservation of Biodiversity OR BIO 316 Ecology | ENV 130 or ENV 225 | _____ | ____ |
| _____ | ENV | 389 | Environmental Planning | ENV 130, ENV 189, and ENV 225 | _____ | ____ |
| _____ | ENV | 413 | Senior Seminar in Environmental Issues | ENV 389 | _____ | ____ |

## SELECT ONE (1) OF THE FOLLOWING COURSES IN THE ORIGINS OF ENVIRONMENTAL THOUGHT:

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ENV | 270 | Environmental Literature | | _____ | ____ |
| _____ | ENV | 353 | National Parks and Protected Areas | | _____ | ____ |
| _____ | ENV | 380 | American Environmental History | | _____ | ____ |

## ELECTIVES: THREE ENVIRONMENTAL STUDIES ELECTIVES, AT LEAST TWO (2) OF THESE COURSES MUST BE AT THE 300-LEVEL OR ABOVE.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ENV | ___ | _____ | | _____ | ____ |
| _____ | ENV | ___ | _____ (300 level or higher) | | _____ | ____ |
| _____ | ENV | ___ | _____ (300 level or higher) | | _____ | ____ |

## FIELD STUDY/COMMUNITY ENGAGEMENT REQUIREMENT:

One of the ten (10) courses taken to complete the major must have a significant field study or community engagement component. Such courses are designated each semester by the Chair of the Environmental Studies department.

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: Environmental Studies

**Effective Fall 2009**

The interdisciplinary environmental studies major examines natural and cultural systems from many perspectives – ecological, economic, ethical, historical, geographical, and political. Students study the conservation and utilization of resources essential for economic development and public well-being. The curriculum analyzes the origins, processes, problems, and possibilities of creating a more sustainable society. It also offers preparation for an environmental career, broad background in several related areas of study or concentration in a particular discipline as a basis for graduate study. Florida offers an ideal laboratory for environmental studies. Nationally recognized projects such as the Everglades restoration, Wekiva Geopark, and models in the New Urbanism place Florida in the forefront of environmental protection and sustainable design.

**Seven (7) courses are required, the five (5) core courses shown below and two (2) electives in environmental studies, one (1) of which must be at the *300 level* or above.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ENV | 225 | The Biosphere with Lab | | _____ | ____ |
| _____ | ENV | 130 | The Geosphere with Lab | | _____ | ____ |
| _____ | ENV | 189 | The Environmental Crisis in its Cultural Context | | _____ | ____ |
| _____ | ENV | 323 | Conservation of Biodiversity OR BIO 316 Ecology | ENV 130 or ENV 225 | _____ | ____ |
| _____ | ENV | 389 | Environmental Planning | ENV 130, ENV 189, and ENV 225 | _____ | ____ |

## ELECTIVES: Two (2) electives in environmental studies, one (1) of which must be at the 300 level or above.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ENV | ___ | _____ (300-400 level) | Check Catalogue | _____ | ____ |
| _____ | ENV | ___ | _____ | Check Catalogue | _____ | ____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: Film

**Effective Fall 2002**

More than a century old, film is an integral, omnipresent art form and a component of our day-to-day lives. The film studies minor examines how film reflects and affects the social, intellectual, cultural, ethical, economic, aesthetic, and political aspects of our world; encourages students to move toward critical thinking about how film influences values and ideologies as well as our views on gender, race, class, sexuality, religion, and nationality; and demonstrates that film is a medium which both reflects and produces social conflicts, desires, and power relations.

Six (6) courses are required: two (2) core courses and four (4) electives. Students are advised to complete ***FIL 150*** as one of the first three courses counted toward the film studies minor.

## MINOR REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **FIL** | **150** | **Introduction to Film** | Check Catalogue | _____ |
| _____ | **FIL** | **450** | **Film Seminar** | Check Catalogue | _____ |

**ELECTIVES** Choose four (4) courses from the schedule of courses that are noted as fulfilling the "FIL minor," which meet the following criteria:

- At least two at the 300 level or above
- At least one must focus on foreign film
- One may be an internship

Film courses taken in the Hamilton Holt School or at other institutions may count toward the minor at the discretion of the Film Studies Program Director.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | FIL | ____ | _____ *300-400* level | Check Catalogue | _____ |
| _____ | FIL | ____ | _____ *300-400* level | Check Catalogue | _____ |
| _____ | FIL | ____ | _____ Foreign Film Focus | Check Catalogue | _____ |
| _____ | FIL | ____ | _____ | Check Catalogue | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Global Health

**Effective Fall 2013**

The global health minor focuses on issues effecting community health at home and around the globe, revealing that health and poverty are frequently linked and that health issues may not respect political boundaries. The program draws courses from anthropology, biology, communication studies, critical media and cultural studies, economics, English, environmental studies, history, pre-medicine studies, mathematics, physical education, political science, and psychology to explore health related issues from a variety of methodological and topical perspectives.

Six (6) courses are required: three (3) core courses and three (3) elective courses. Two (2) of the required three (3) electives must be at the ***300 level*** or higher. It is recommended, but not required, that students take PED Health and Wellness to meet their BPE requirement. It is recommended, but not required, that students take a statistics course such as BIO 342, MAT 219, ECO 221, PSY 250, or INB 236.

## CORE COURSES All core courses must be taken at Rollins.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | GBH | 200 | **Introduction to Public Health** | | _____ | _____ |
| _____ | GBH | 300 | **Introduction to Epidemiology** | | _____ | _____ |
| _____ | GBH/ ANT | 310 | **Introduction to Global Health** | | _____ | _____ |

## ELECTIVES Three (3) elective courses required.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ____ | ___ | _____ | **Check Catalogue** | _____ | _____ |
| _____ | ____ | ___ | _____ | **Check Catalogue** | _____ | _____ |
| _____ | ____ | ___ | _____ | **Check Catalogue** | _____ | _____ |

*ELECTIVE COURSES:*

*ANT 301Nutrition and Health*
*ANT 305 Women's Global Health*
*ANT 306 Medicine and Culture*
*BIO 117 Bacteria, Viruses and Humans w/Lab*
*BIO 229 Microbiology*
*BIO 246 Human Physiology*
*BIO 340E Medical Microbiology*
*BIO 342 Biostatistics*
*CMC 320 Political Economy of Body & Food*
*COM 330 Health Communication*
*COM 340 Health Policy & Advocacy Communication*
*COM 350 Global Health Communication*
*ECO 285 Introduction to Health Economics*
*ECO 305 Health Economics*
*ENG 190 Literature and Medicine*
*PED 201 Physiology of Exercise and Performance*
*PHI 308L Topic: Medical Ethics*
*POL 223 Power and Diplomacy: The United Nations*
*POL 316 Social and Political Applied Ethics*
*POL 335 Global Health and Human Rights*
*PSY 217 Psychology of Drugs and Addictions w/Lab*
*PSY 334 DEV: Foundations of Maternal and Child Health and Wellness*
*SOC 311M Societies and Health through the Life Course*

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Major Map: History

**Effective Fall 2014**

The Rollins College History Department provides students with opportunities for intellectual growth, as well as skills vital for today's world. Our students achieve an understanding of the historical context of contemporary society and insight into their place in that society. Our students learn to think critically, to understand cause and effect, to observe patterns and trends, to develop inferential reasoning skills, and to appreciate multiple perspectives. Graduates of our program can research complex questions, read critically, and communicate effectively.

**Eleven (11) courses are required**, six (6) of which must be at the 300-400 level. **Student must completed two (2) researching history** course at 200-level. At the 100, 200, and 300 level, **at least two (2) geographic areas** (Asia, Europe, Latin America, and United States) must be covered.

## INVESTIGATING HISTORY—100 LEVEL

| Semester | Course | Grade | |
|---|---|---|---|
| _____ | _____ | _____ | ____ |
| _____ | _____ | _____ | ____ |
| _____ | _____ | _____ | ____ |

## RESEARCHING HISTORY—200 LEVEL

| | | | |
|---|---|---|---|
| _____ | _____ | _____ | ____ |
| _____ | _____ | _____ | ____ |

## INTERPRETING HISTORY—300 LEVEL

| | | | |
|---|---|---|---|
| _____ | _____ | _____ | ____ |
| _____ | _____ | _____ | ____ |
| _____ | _____ | _____ | ____ |

## APPLYING HISTORY—300 LEVEL

Two (2) courses designed for flexible application of historical knowledge. These courses can be internships, independent research for honors, student/faculty collaborative research, and/or additional 300-level classes.

| | | | |
|---|---|---|---|
| _____ | _____ | _____ | ____ |
| _____ | _____ | _____ | ____ |

## SENIOR CAPSTONE—400 LEVEL

| Semester | Course | Grade | |
|---|---|---|---|
| _____ | Senior Capstone | _____ | ____ |

**Name:** _____ **Date:** _____

# Minor Map: History

**Effective Fall 2012**

**Six (6) courses are required, three (3) at the 300-400 level.**

## MINOR REQUIREMENTS

Six (6) courses are required, three (3) at the ***300-400 level***, two (2) courses must be in two (2) geographic areas, which are as follows: U.S., European, and Non-U.S.-European.

| Semester | | | Courses | Grade | G.E.* |
|---|---|---|---|---|---|
| _____ | HIS | ____ | _____ | _____ | ____ |
| _____ | HIS | ____ | _____ *300-400 level* | _____ | ____ |
| _____ | HIS | ____ | _____ *300-400 level* | _____ | ____ |
| _____ | HIS | ____ | _____ *300-400 level* | _____ | ____ |

## GEOGRAPHIC CONCENTRATION

Two (2) courses must be in two (2) geographic areas, which are as follows: U.S., European, and Non-U.S.-European.

| Geographic Area | | | Course | Grade | G.E.* |
|---|---|---|---|---|---|
| _____ | HIS | _____ | _____ | _____ | ____ |
| **Geographic Area** | | | **Course** | **Grade** | **G.E.*** |
| _____ | HIS | _____ | _____ | _____ | ____ |

_____ _____

**Name** **Date**

# Major Map: International Relations

Effective Fall 2009

The international relations major is designed to develop an appreciation for the multi-disciplinary aspects of international affairs. The curriculum exposes students to political questions about security, diplomacy, and power relations among nations; the nature of political life in other societies; the development of economic relationships within and between nations; the historical and cultural origins of American, European, Asian, Latin American, and African nations; and requires proficiency in foreign language. While not directly vocational in nature, the international relations major prepares students for graduate and professional schools, for careers in international and regional agencies and organizations in the public and private sectors, and for the foreign service.

Majors in international relations must complete a minimum of fourteen (14) courses from five (5) academic areas: politics, history, economics, foreign languages, and culture area studies. There are four specific required courses: POL 130, POL 453, ECO 202, and ECO 203. In order to prepare adequately for senior capstone seminar, international relations majors must have completed at least seven (7) courses in the major, including courses in comparative and international politics, and in foreign policy. Therefore, transfer students and those with A.A. degrees should assume that it will take at least two years to complete the major.

Seniors graduating in December must take the capstone seminar during the previous spring term. Students are strongly encouraged to participate in one of the Rollins-sponsored study-abroad programs and/or in the Foreign Policy Semester at American University in Washington, D.C. The program coordinator tries to facilitate these activities by counting appropriate courses from these programs toward the major at Rollins.

**Fourteen (14)courses are required. At least one-half of these courses must be 300-400 level*** *(two must be in the same area).

**POLITICAL SCIENCE** Five courses required from the list below for an understanding of comparative politics, international relations, and foreign policy.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **POL** | **130** | **Introduction to International Politics** | Check Catalogue | _____ | |
| _____ | **POL** | **453** | Seminar in International Politics **(at Rollins only during senior year)** | Check Catalogue | _____ | |
| _____ | **POL** | ____ | _____ | Check Catalogue | _____ | |
| _____ | **POL** | ____ | _____ | Check Catalogue | _____ | |
| _____ | **POL** | ____ | _____ | Check Catalogue | _____ | |

- o POL 100 Introduction to Comparative Politics
- o POL 202 The Americas: Political History Latin America
- o POL 232 World Issues of Our Times
- o POL 301 Revolution in the Modern World
- o POL 302 Politics in the Third World
- o POL 311 Authoritarianism: Right and Left
- POL 384 East Asian Politics
- POL 355 Political Psychology
- o POL 312 Problems of Latin America
- o POL 315 C War and Conflict on the Silver Screen
- o POL 315W Security and Democracy
- o POL 315X Politics of Tourism
- o POL 315Y Individual Ethics and Global Politics
- o POL 317 Latin America & U.S. in World Politics
- o POL 321 The Politics of Latin America
- o POL 331 International Political Economy
- o POL 333 Political Economy of Sustainable Development
- o POL 334 Political Economy of Japan
- o POL 336 Post Communist Systems
- o POL 351 International Security
- o POL 352 International Law
- o POL 353 Foreign Policy of the U.S.
- o POL 354 International Organization
- o POL 358 West European Government & Politics
- o POL 368 Comparative Public Policy
- o POL 370 Comparative Modern Ideologies
- o POL 422 Seminar in Comparative Politics
- POL 330 Peace and Conflict Studies
- POL 332 International Human Rights

**HISTORY** Two courses required to attain a knowledge of American and/or European history. Choose from the list below.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **HIS** | ____ | _____ | Check Catalogue | _____ | _____ |
| _____ | **HIS** | ____ | _____ | Check Catalogue | _____ | _____ |

- o HIS 113 History of Modern Europe: 1500-1815
- o HIS 114 History of Modern Europe: 1815-Present
- o HIS 142 History of the U.S to 1877
- o HIS 143 History of the U.S. from 1877
- o HIS 150 Modern Japan
- o HIS 163 Modern East Asia
- o HIS 201 Researching Asian History
- o HIS 320 Mexican-US Relations
- o HIS 344/345 American Constitutional His.: Colonial to Present
- o HIS 350 U.S./China Relations in the 20th Century
- o HIS 354 Imperial Russia
- o HIS 355 History of the Soviet Union
- o HIS 362 History of American Foreign Policy
- o HIS 365Y Modern Argentina
- o HIS 368 Anatomy of Revolution
- o HIS 383 The Decline of Europe
- o RSN 220 The Rise of Russia
- o RSN 221 Introduction to Russian Culture

**ECONOMICS** Three courses required for a basic understanding of economic ideas and an introduction to the world economy.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **ECO** | **202** | **Introduction to Eco. in Historical Perspective** | Check Cat. | _____ | |
| _____ | **ECO** | **203** | **Principles of Micro- and Macroeconomics** | ECO 202 | _____ | |
| _____ | **ECO** | ____ | **Economic Elective from the list below** | Check Catalogue | | _____ |
| | | | | | _____ | |

- o ECO 304 Intermediate Macroeconomics
- o ECO 305U Economic Development of Latin America
- o ECO 307 International Economics
- o ECO 325 Distribution of Income and Wealth
- o ECO 327 Comparative Economic Systems
- o ECO 351 Economic Development
- o ECO 407 International Finance
- o ECO 442 History of Economics
- o ECO 204 Alternative Economic Perspectives
- o ECO 263 Issues in Chinese Reforms

**MODERN LANGUAGES** Two (2) courses are required in a modern language at the 200 intermediate level. The courses must be conducted in that language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). If either intermediate level course is waived, an appropriate 300- or 400-level course will be

required.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

**CULTURE AREA STUDIES** Two courses focused on Africa, Asia, and/or Latin America are required. Choose from the list below.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

- o ANT 202 Latin American and Caribbean Culture and Society
- o ANT 207 Anthropology of Modern Africa
- o ANT 215 Human Ecology
- o ANT 219 Cultures of the Amazon
- o ANT 252 Cultures of China
- o ANT 254 Cultures of Japan
- ○ ANT 259 Culture and Societies of Islam
- o ANT 355 Middle East Film and Culture
- ○ ANT 365 Real and Supernatural in Latin America
- o ANT 277 Gender in Mid East/N. Africa
- ○ ANT 345 Brazilian Amazon
- o HIS 150 Modern Japanese History
- ○ HIS 163 Modern East Asia
- ○ HIS 260 History of Chinese Civilization
- ○ HIS 262 East Asia in Pre-Modern Times
- ○ HIS 349 The Chinese Revolutions
- ○ HIS 361 Contemporary China
- o LAC 200 Latin American Culture & Society
- o LAC 201 Caribbean Culture and Society
- o LAC 305 Topics in LACA
- o LAC 400 Seminar in LACA

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: International Relations

**Effective Spring 2013**

The international relations major asks questions about security, diplomacy, and power relations among nation-states as well as non-state actors; the nature of political life in other societies; the development of economic relationships within and between states; the historical and cultural origins of American, European, Asian, Latin American, and African countries; and requires a degree of proficiency in foreign language. International Relations majors typically graduate to careers in the foreign service, public and private sector internationally-focused organizations, or graduate and professional school.

Majors complete fourteen (14) courses in the four different academic categories of political science, history and culture, economics, and modern languages, at least half of which must be at the 300-400 level. There are four (4) required core courses (**POL 130**, **POL 453**, **ECO 202**, and **ECO 203**) of which **POL 453** is the capstone taken during the last year of study. While we encourage study abroad, a maximum of five (5) transfer courses will be counted toward the major, and no more than two (2) transfer courses will be accepted in a single academic category for the major.

Finally, beginning with the Class of 2016, students must complete an international experiential learning component for the major. This requirement is fulfilled by providing appropriate documentation and writing a 750-word essay based on your experience with Rollins College or other approved study-abroad programs, shorter field study trips attached to regular Rollins curriculum, study in an internationally-related program at American University in Washington, D.C., your experience in the U.S. as an international student, work or military service abroad, or a pre-approved internship or employment with an international focus.

## POLITICAL SCIENCE

Five (5) courses required for an understanding of comparative politics, international relations, and foreign policy.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | POL | 130 | Introduction to International Politics | Check Catalogue | _____ | ____ |
| _____ | POL | 453 | Seminar in International Politics | At Rollins only during senior year | _____ | ____ |
| _____ | ___ | ___ | _____ | | _____ | ____ |
| _____ | ___ | ___ | _____ | | _____ | ____ |
| _____ | ___ | ___ | _____ | | _____ | ____ |

- POL 100 Introduction to Comparative Politics
- POL 130 Introduction to International Politics
- POL 232 World Issues of Our Times
- POL 301 Revolution in the Modern World
- POL 302 Politics of Global Poverty
- POL 304 Middle East Politics
- POL 306 Muslims in Western Politics
- POL 307 Islam and Politics
- POL 309 Global Democratization
- POL 312 Problems of Latin America
- POL 313 East European Development
- POL 315V Topic: Brazil's Political and Economic Development
- POL 315W Security and Democracy
- POL 315X Politics of Tourism
- POL 315Y Individual Ethics and Global Politics
- POL 317 Latin America and the U.S. in World Politics
- POL 319 U.S.-China Relations (SHA 350)
- POL 321 The Politics of Latin America
- POL 323 Global Environmental Affairs
- POL 330 Peace and Conflict Studies
- POL 331 International Political Economy
- POL 332 International Human Rights
- POL 333 Case Studies in Sustainable Development
- POL 334 Political Economy of Japan
- POL 351 International Security
- POL 352 International Law
- POL 353 Foreign Policy of the U.S.
- POL 354 International Organization
- POL 358 European Government and Politics
- POL 370 Comparative Modern Ideologies
- POL 384 East Asian Politics
- POL 385 Politics in China (SHA 385)
- POL 422 Seminar in Comparative Politics
- POL 453 Seminar in International Politics

## ECONOMICS

Three (3) courses required for a basic understanding of economic ideas and introduction to the world economy.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ECO | 202 | Economics in Historical Perspective | Check Catalogue | _____ | ____ |
| _____ | ECO | 203 | Principles of Micro- and Macroeconomics | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |

- ECO 202 Economics in Historical Perspective (Required)
- ECO 203 Principles of Micro- and Macroeconomics (Required)
- ECO 204 Alternative Economic Perspectives
- ECO 254 Latin American Economies
- ECO 263 Issues in Chinese Reforms
- ECO 304 Intermediate Macroeconomics
- ECO 305U Economic Development of Latin America
- ECO 306 Monetary Economics
- ECO 307 International Economics
- ECO 308 European Emerging Markets
- ECO 310 International Finance
- ECO 323 Political Economy of Chinese Development
- ECO 325 Distribution of Income and Wealth
- ECO 327 Comparative Economic Systems
- ECO 331 Globalization and Gender
- ECO 335 Gender Issues in Latin American Economic Development
- ECO 351 Economic Development
- ECO 370 Economics of Piracy

## MODERN LANGUAGES

Two (2) courses are required in a modern language at the ***200*** intermediate level. The courses must be conducted in that language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). If either intermediate level course is waived, an appropriate ***300- or 400-level*** course will be required.

**The two-course requirement may be waived** by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures). If the language is not taught at Rollins, **the two-course requirement may be waived** by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures. Receiving a foreign language waiver does not reduce the total number of courses required for the international relations major (14). Students receiving such a waiver are required to take two additional courses from the **lists of approved courses in international relations (political science, history, economics, and cultural area studies**). The international relations major does not grant waivers, exemptions, or substitutions for the two-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |

## HISTORY AND CULTURE

Four (4) courses are required with an area emphasis on history and culture, at least two of which must focus on the developing world. Students must confirm this developing world focus with their advisor and professor in that course.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |

**Global North (Developed): US/Canada/Europe/Russia/Australia**

- EUR 120/320 The European Union: A Cultural Evolution
- FRN 242 Imaginary Voyages in French Prose Fiction: Butor and Tournier
- GMN 221 Germany Today: East Meets West
- GMN 241 There's No Place Like Home
- GMN 252 Looking Back at the Third Reich
- LIT 231 Survey of German Literature I
- LIT 243 19th- and 20th-Century French Novel
- LIT 251 Fiction into Film
- HIS 113 Modern Europe 1500-1815
- HIS 114 Modern Europe 1815-present
- HIS 120 Decade of Decision
- HIS 130 History of a City
- HIS 142 U.S. to 1877
- HIS 143 U.S. Since 1877
- HIS 150 Modern Japan
- HIS 265J Topic: The Holocaust
- HIS 320 Mexican-US Relations
- HIS 346 U.S. Since 1945
- HIS 350 U.S.-China Relations
- HIS 355 History of the Soviet Union
- RSN 220 The Rise of Russia: From Its Beginnings to the First World War
- RSN 221 Introduction to Russian Culture
- RSN 222 History of Russian Painting
- RSN 227 Russian Folklore Through Film
- RSN 234 Russian in the Movies
- RSN 241 Masterpieces of 19th-Century Russian Prose in Translation
- RSN 242 Masterpieces of 20th-Century Russian Prose in Translation
- SPN 242 Masters of Latin American Film

**Global South (Developing): Africa/Latin America/Asia**

- ANT 201 Cultures of the Caribbean
- ANT 202 Latin American and Caribbean Culture and Society
- ANT 205 Asian Film and Culture
- ANT 207 Anthropology of Modern Africa
- ANT 215 Human Ecology
- ANT 219 Cultures of the Amazon
- ANT 252 Cultures of China
- ANT 255 Middle East Culture
- ANT 259 Contemporary Middle East and North Africa
- ANT 277 Women and Gender in the Middle East and North Africa
- ANT 302 The Maya
- ANT 305 Murder, Memory, and Maya
- ANT 319 Anthropology of Globalization
- ANT 345 Brazilian Amazon
- ANT 355 Middle East Film and Culture
- ANT 361 Anthropology and the Environment
- ANT 365 The Real and Supernatural in Latin America
- HIS 161 Modern China
- HIS 163 Modern East Asia
- HIS 201 Researching Asian History
- HIS 265 Topics in History: Introduction to Latin American History
- HIS 322 Modern Mexican History
- HIS 323 Modern Latin American History
- HIS 349 Chinese Revolutions
- HIS 361 Contemporary China
- HIS 365 Topics in Latin America
- HIS 365Y Modern Argentina
- HIS 375 Aspects of War
- LAC 200 Latin American Culture and Society
- LAC 305 Topics in LACA
- LAC 400 Seminar in Latin American and Caribbean Studies

## INTERNATIONAL EXPERIENCE

Program: _____ Semester: _____ Essay Submit Date: _____

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: Jewish Studies

**Effective Fall 2009**

The Jewish studies program focuses on the academic investigation of the religion, history, and culture of the Jewish people and the study of the interaction of this culture with the civilizations of the world.

This program identifies and combines courses in the departments of philosophy and religion, education, English, foreign languages, art, music, and anthropology. Time periods and geographical areas covered range from ancient Israel to contemporary American society. The multidisciplinary approach of the program includes biblical studies, history of religions, intellectual history, European studies, art, music, archaeology, literature, women's studies, and philosophy.

The Jewish studies minor may be particularly beneficial for students interested in graduate studies in religious studies, education, international politics, history, comparative literature, foreign languages, classics, or ancient Mediterranean studies. In addition, the Jewish studies minor would serve students who pursue the fields of education, social work, communal service, public administration, law, foreign service, the ministry and/or the rabbinate.

**Six (6) courses are required: two (2) core courses, three (3) electives, and a senior independent study research paper.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **REL** | **125** | **Hebrew Bible** | | _____ |
| _____ | **REL** | **217** | **Jewish Life and Thought** | | _____ |

## ELECTIVES

Three of the following courses are required, two of which must be at the 300 level or higher.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ *300-400* level | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ *300-400* level | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |

- o ARH 338 Biblical Archaeology
- o ARH 218 Art and Archaeology of Egypt and the Near East
- o ARH 305 Art and Archaeology of Classical Israel
- o ENG 231 The Bible as Literature
- o GMN 266 The Holocaust
- o GMN 331 Survey of German Literature I: Germans & Jews
- o HEB 101/102 Elementary Hebrew
- o PHI 314 Spinoza: Secular Jewish Philosopher
- o PHI 319 Evil & Search for Meaning After the Holocaust
- o REL 223 Contemporary Jewish Literature and Film
- o REL 228 Women in Judaism and Islam
- o REL 333 Modern and Contemporary Jewish Thought
- o MUS 372 From Sinai to Symphony: A Survey of Jewish Music

Additional electives to be approved by the coordinator include study abroad at Hebrew University and/or other Israeli institutions of higher education, summer study courses, and archaeological excavations in Israel, service learning courses, and internships.

## SENIOR REQUIREMENT

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ___ | ____ | Independent Study Research Paper | Check Catalogue | _____ | ____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Latin American & Caribbean Studies

Effective Spring 2013

The Latin American and Caribbean Studies (LACS) program is a holistic and interdisciplinary field of study that explores, among other themes, the diverse cultures, history, ideologies, languages, literatures, natural environment and political economy of Latin America and the Caribbean as well as the challenges facing this critical region in the twenty-first century. Latin America and the Caribbean are important in a local and national sense because of the region's many connections to Florida and the United States. Latin America and the Caribbean are also critical in a global sense because of the region's rising economic and geopolitical significance. The program is designed to educate students for global citizenship and responsible leadership, and to prepare graduates for productive careers in business, government, and other professions. Students majoring in Latin American and Caribbean Studies are expected to: demonstrate a breadth and depth of knowledge of the forces that have shaped the region of Latin America and the Caribbean; learn to think critically about a region that is deeply connected to but also distinct from (North) American society; and achieve competence in Spanish, Portuguese or French. Students are encouraged to experience cultural immersion by participating in one of Rollins' overseas programs to the region.

No more than five (5) courses taken to fulfill requirements in another major or minor from the departments listed below and with a concentration on Latin America or the Caribbean may count toward meeting the requirements of the major in Latin American and Caribbean Studies. These must be approved by the Latin American and Caribbean Studies Coordinator.

**Ten (10) courses (or 40 credit hours) are required:**
**at least seven (7) of these must be completed at Rollins and five (5) must be at the 300-400 level.**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| **LATIN AMERICAN/CARIBBEAN CORE COURSES** (2 courses required) | | | | | | |
| _____ | **LAC** | **200** | **Foundations of Latin American and Caribbean Culture & Society** | | _____ | ____ |
| _____ | **LAC** | **400** | **Seminar in Latin American & Caribbean Studies** | | _____ | ____ |

**ADVANCED FOREIGN LANGUAGE** (1 course required at the 300/400 level) 2 courses at 200 level

_____ **FRN/PTG/SPN** _____ _____ **300/400 Level** _____ ____

- o 300-400 level course French, Portuguese, or Spanish (approved by LACS Steering Committee)
- o SPN 302 Spanish for Advanced Communication
- o SPN 303 Business Spanish for Non-Native Speakers
- o SPN 322 Peoples and Cultures of Latin America
- o SPN 330 Hispanic Literature in the U.S.
- o SPN 332 Colonial Spanish Literature
- o SPN 334 Latin American Identity in Literature
- o SPN 336 Latin American Short Fiction: Telling Stories
- o SPN 337 Performing Identity: Hispanic Theatre Today
- o SPN 338 Race, Class, and Gender in Latin American Literature
- o SPN 340 Hispanic Caribbean Literature
- o SPN 342 Latin American Film
- o SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics
- o SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation

**DISTRIBUTION COURSES** (choose 3 courses from three different disciplines)

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |

ANTHROPOLOGY

- o ANT 201 Cultures of the Caribbean
- o ANT 302 The Maya
- o ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)
- o ANT 345 Brazilian Amazon: Culture and Environmental Change (prerequisite: one LAC, ANT, ENV, IR, or SOC course)
- o ANT 365 Real and the Supernatural in Latin America (prerequisite: one ANT course)
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

ECONOMICS

- o ECO 126 Economics and Public Policy
- o ECO 203 Principles of Micro-and Macroeconomics (prerequisite: ECO 202)
- o ECO 254 The Latin American Economies
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

POLITICAL SCIENCE

- o POL 202 The Americas: A Political History of Latin America
- o POL 312 Problems of Latin America (prerequisites: POL 100 or two LAC classes)
- o POL 317 Latin America and The United States in World Politics (prerequisites: POL 100, POL 130, or two LAC classes)
- o POL 321 The Politics of Latin America (prerequisites: POL 100 or consent)
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

HISTORY

- o HIS 120 Decade of Decision: Mexican Revolution
- o HIS 265G Introduction to Latin American History
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

HUMANITIES

- o A course on Latin America or the Caribbean as approved by the LACS Steering Committee in Art, Art History, Music, Philosophy
- o MUS 225 Political Music of Latin America
- o MUS 260 Music of Brazil and Caribbean

ENVIRONMENTAL STUDIES

- o ENV 206 Caribbean Environmental History
- o ENV 305 Topic: Environmental Issues in Latin America
- o ENV 323 Conservation of Biodiversity (prerequisite: ENV 225 or consent)
- o ENV 348 Sustainable Development
- o ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)
- o ENV 365 Environment and Development in Central America
- o ENV 375 Island Economics and Sustainable Development in the Caribbean
- o ENV 385 Sustainable Development in the Amazon Basin
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

INTERNATIONAL BUSINESS

- o INB 390F Latin American Business Environments: Costa Rica

**ELECTIVE COURSES** (4 courses or 16 credit hours. Choose any courses listed above, plus SPN 290, LAC topic, or LAC field study.)

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |

* See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Latin American & Caribbean Studies

**Effective Spring 2013**

The minor in Latin American and Caribbean Studies is designed to complement a number of existing majors at the College by adding an international dimension. The minor is comprised of six (6) courses on Latin American and the Caribbean, including one (1) Core Course and five (5) Elective Courses (or twenty credit hours in any combination); at least three (3) of these must be at the 300-400 level, and no more than three (3) courses can be taken from the same discipline. Only three (3) courses taken to fulfill requirements in another major or minor from the departments listed below and with a concentration on Latin America or the Caribbean may count toward meeting the requirements of the minor in Latin American and Caribbean Studies; these must be approved by the Latin American and Caribbean Studies Coordinator.

**Six (6) courses (or 24 credit hours) are required,**
**at least three (3) of these must be at the 300-400 level.**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| **LATIN AMERICAN/CARIBBEAN CORE COURSE** (1 course required) | | | | | | |
| _____ | **LAC** | **200** | **Foundations of Latin American and Caribbean Culture & Society** | | _____ | ____ |
| **ELECTIVE COURSES** (5 courses or 20 credit hours. Choose any courses listed below. No more than three from same discipline.) | | | | | | |
| _____ | ____ | ____ | _____ **300 level** | Check Catalogue | _____ | _____ |
| _____ | ____ | ____ | _____ **300 level** | Check Catalogue | _____ | _____ |
| _____ | ____ | ____ | _____ **300 level** | Check Catalogue | _____ | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | _____ |

### ANTHROPOLOGY

- o ANT 201 Cultures of the Caribbean
- o ANT 302 The Maya
- o ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)
- o ANT 345 Brazilian Amazon: Culture and Environmental Change (prerequisite: one LAC, ANT, ENV, IR, or SOC course)
- o ANT 365 Real and the Supernatural in Latin America (prerequisite: one ANT course)
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

### LACS

- o A course on Latin America and Caribbean Studies, including field study and topics courses

### ENVIRONMENTAL STUDIES

- o ENV 206 Caribbean Environmental History
- o ENV 305 Topic: Environmental Issues in Latin America
- o ENV 323 Conservation of Biodiversity (prerequisite: ENV 225 or consent)
- o ENV 348 Sustainable Development
- o ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)
- o ENV 365 Environment and Development in Central America
- o ENV 375 Island Economics and Sustainable Development in the Caribbean
- o ENV 385 Sustainable Development in the Amazon Basin
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

### POLITICAL SCIENCE

- o POL 202 The Americas: A Political History of Latin America
- o POL 312 Problems of Latin America (prerequisites: POL 100 or two LAC classes)
- o POL 317 Latin America and The United States in World Politics (prerequisites: POL 100, POL 130, or two LAC classes)
- o POL 321 The Politics of Latin America (prerequisites: POL 100 or consent)
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

### HUMANITIES

- o A course on Latin America or the Caribbean as approved by the LACS Steering Committee in Art, Art History, Music, Philosophy
- o MUS 225 Political Music of Latin America
- o MUS 260 Music of Brazil and Caribbean

### ECONOMICS

- o ECO 126 Economics and Public Policy
- o ECO 203 Principles of Micro-and Macroeconomics (prerequisite: ECO 202)
- o ECO 254 The Latin American Economies
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

### HISTORY

- o HIS 120 Decade of Decision: Mexican Revolution
- o HIS 265G Introduction to Latin American History
- o 300-400 level course in Latin America or the Caribbean (approved by LACS Steering Committee)

### INTERNATIONAL BUSINESS

- o INB 390F Latin American Business Environments: Costa Rica

### FOREIGN LANGUAGE

- o 300-400 level course in French or Portuguese (approved by LACS Steering Committee)
- o SPN 290 Intro to Hispanic Literature (prerequisite: 200-level SPN)
- o SPN 302 Spanish for Advanced Communication
- o SPN 303 Business Spanish for Non-Native Speakers
- o SPN 322 Peoples and Cultures of Latin America
- o SPN 330 Hispanic Literature in the U.S.
- o SPN 332 Colonial Spanish Literature
- o SPN 334 Latin American Identity in Literature
- o SPN 336 Latin American Short Fiction: Telling Stories
- o SPN 337 Performing Identity: Hispanic Theatre Today
- o SPN 338 Race, Class, and Gender in Latin American Literature
- o SPN 340 Hispanic Caribbean Literature
- o SPN 342 Latin American Film
- o SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics
- o SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation
- o Prerequisites for all 300-level SPN courses: two 200-level courses

***** See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Marine Biology Effective Fall 2013

**Thirteen (13) courses are required: eight (8) core marine biology courses, three (3) core chemistry courses, one (1) biology elective course, one approved field experience in Marine Biology, and satisfactory performance on a comprehensive standard exam. At least eight (8) of the thirteen (13) courses required for the marine biology major must be taken at Rollins College or as part of a Rollins sanctioned program. Of these eight (8), at least five (5) must be BIO prefix courses beyond BIO 120/121. Students may not major, double major, or minor in both Marine Biology and Biology.**

## CORE BIOLOGY COURSES

| Semester | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|
| _____ | BIO 120 General Biology I | | _____ | ____ |
| _____ | BIO 121 General Biology II | | BIO 120 | ____ |
| _____ | BIO 210 Introduction to Marine Sciences | | BIO 121 | ____ |
| _____ | One course in **Marine Organisms**:<br>• BIO 211 Marine Botany<br>• BIO 236 Invertebrate Zoology<br>• BIO 237 Vertebrate Zoology<br>• BIO 240 Biology of Fishes | BIO 121 | _____ | ____ |
| _____ | One course in **Molecular Biology/Genetics**:<br>• BIO 308 Genetics<br>• BIO 341 Molecular Biology | BIO 121 & CHM 220 | | |
| _____ | BIO 335 Marine Biology | BIO 210 | _____ | ____ |
| _____ | BIO 316 Ecology | BIO 121 | | |
| _____ | BIO 435 Senior Seminar in Marine Biology **OR** approved BIO 499 in Marine Biology | Senior standing | _____ | ____ |

## CORE CHEMISTRY COURSES

| Semester | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|
| _____ | CHM 120 Chemistry I | | _____ | ____ |
| _____ | CHM 121 Chemistry II | CHM 120 | _____ | ____ |
| _____ | CHM 220 Organic Chemistry I | CHM 121 | _____ | ____ |

**BIOLOGY ELECTIVES** A minimum of six (6) semester hours comprising any biology courses from BIO 210 and above. Courses from core groupings, other than those used to satisfy the core, may be used as electives. One (1) Biology internship (BIO 296, 396, or 496) may be used as an elective. The course(s) used to fulfill the biology elective for the Marine Biology major may not be used to satisfy the requirements of other majors..

| SEMESTER | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|
| _____ | BIO ___ _____ | Check catalogue | _____ | ____ |
| _____ | BIO ___ _____ | Check catalogue | | |
| _____ | BIO ___ _____ | Check catalogue | | |

**FIELD STUDY REQUIREMENT** Approved field experience in Marine Biology. This requirement may be satisfied by one of the following: BIO 388 (Prerequisite: BIO 210 – Introduction to Marine Sciences) OR one semester in residence at an approved field station OR an approved marine field course at the 300-level or above. Currently approved field stations are the Duke University Marine Lab.

**RECOMMENDATIONS** Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy need a thorough introduction to physics and calculus. Therefore, they are advised to take CHM 221, PHY 120/130, PHY 121/131, a calculus course(s), and a statistics course.

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Mathematics

**Effective Fall 2014**

One of the distinguishing characteristics of the Department of Math & Computer Science is its commitment to quality teaching, which promotes active learning on the part of students. Faculty work closely with students to ensure that each has a successful educational experience. To this end, the department has been involved in the calculus reform movement since its beginnings and, as a result, nonlecture methods coupled with technology are used in many classes. The Rollins mathematics curriculum is flexible enough to prepare a major for a wide choice of career options, such as graduate work in pure or applied mathematics, statistics, economics, secondary education, actuarial science, government, industry, or law school.

**Fourteen (14) courses are required: ten (10) core courses and four (4) electives.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **MAT** | **111** | **Calculus I** | t | _____ | ____ |
| _____ | **MAT** | **112** | **Calculus II** | MAT 111 | _____ | ____ |
| _____ | **MAT** | **140** | **Introduction to Discrete Mathematics** | | _____ | ____ |
| _____ | **MAT** | **211** | **Calculus III** | Mat 112 or PHY 120 | _____ | ____ |
| _____ | **MAT** | **219** | **Probability and Statistics** | MAT 112 or MAT 140 | _____ | ____ |
| _____ | **MAT** | **230** | **Linear Algebra** | MAT 111 or CMS 167 | _____ | ____ |
| _____ | **MAT** | **330** | **Proof and Abstraction** | MAT 230 OR 140 | _____ | ____ |
| _____ | **MAT** | **455** | **Real Analysis** | MAT 112 & MAT 330 | _____ | ____ |
| | **or** | | | | | |
| | **MAT** | **475** | **Abstract Algebra I** | MAT 330 | _____ | _____ |
| _____ | **MAT** | **485** | **Senior Seminar in Mathematics** | | _____ | _____ |
| _____ | **CMS** | **167** | **Problem Solving I with Selected Topics** | | _____ | ____ |
| | **&** | | | | | |
| _____ | **CMS** | **167L** | **Problem Solving I Lab** | | _____ | ____ |

## ELECTIVES

**Four (4) additional courses in mathematics: two (2) at or above the *300 level* and two (2) at the *400 level*.**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | MAT | ____ | Mathematics course at or above the *300 level* | Check Catalogue | _____ | ____ |
| _____ | MAT | ____ | Mathematics course at or above the *300 level* | Check Catalogue | _____ | ____ |
| _____ | MAT | ____ | Mathematics course at the *400 level* | Check Catalogue | _____ | ____ |
| _____ | MAT | ____ | Mathematics course at the *400 level* | Check Catalogue | _____ | ____ |

**TYPICAL SCHEDULE**

There are a variety of ways in which students interested in mathematics can complete the major. However, by the end of the junior year, majors should complete all core courses numbered ***330*** or below and have taken one elective. This will leave ***MAT 455/475, MAT 485*** and three electives for the senior year.

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L , O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Mathematics

**Effective Fall 2014**

One of the distinguishing characteristics of the Department of Math & Computer Science is its commitment to quality teaching, which promotes active learning on the part of students. Faculty work closely with students to ensure that each has a successful educational experience. To this end, the department has been involved in the calculus reform movement since its beginnings and, as a result, nonlecture methods, coupled with technology, are used in many classes.

The Rollins mathematics curriculum is flexible enough to prepare a major for a wide choice of career options, such as graduate work in pure or applied mathematics, statistics, economics, secondary education, actuarial science, government, industry, or law school.

## Eight (8) courses from the major requirements, excluding *MAT 485*.

**CORE COURSES** Eight courses from the major requirements.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |
| _____ | ___ | ___ | _____ | Check Catalogue | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Audit: Middle Eastern and North African Studies

**Effective Fall 2012**

Nationwide, there has been an increased interest in the Middle East and North Africa, a region not well understood by most Americans. The minor in Middle Eastern and North African (MENA) Studies offers a thorough survey of the cultures, politics, and religions of the region throughout history, with a strong focus on the contemporary period. Short-term or semester-long field studies are also encouraged, with students in recent years electing to spend time studying in Morocco, Jordan, and Israel.

**Six (6) courses are required.**

**CORE COURSES**

| Semester | | | Course | Grade | G.E.* |
|---|---|---|---|---|---|
| _____ | **ANT** | **255** | **Middle East Culture** | _____ | ____ |
| _____ | **POL** | **304** | **Middle East Politics** | _____ | ____ |

Choose four (4) courses listed in the schedule of classes as MENA electives that meet the following criteria.

- No more than two (2) language courses may count toward the minor
- No more than three (3) courses may be taken from any one department
- At least one elective must be at the 300-level or above
- Courses taken during semester-long field studies at universities in the Middle East and North Africa may also serve as electives, to be approved on a case-by-case basis.

**ELECTIVES** Four (4) courses.

| | | | | | |
|---|---|---|---|---|---|
| _____ | ___ | _____ | _____ | _____ | ____ |
| _____ | ___ | _____ | _____ | _____ | ____ |
| _____ | ___ | _____ | _____ | _____ | ___ |
| _____ | ___ | _____ | _____ | _____ | ___ |

- ○ ARA 101 Elementary Arabic I
- ○ ARA 102 Elementary Arabic II
- ○ ARA 201 Intermediate Arabic I
- ○ ARA 202 Intermediate Arabic II
- ○ ANT 277 Women & Gender in the Middle East and North Africa
- ○ ARH 218 Archaeology of Egypt & the Near East
- ○ ARN 320 Introduction à la civilization maghrébine
- ○ HBR 101/102 Elementary Hebrew
- ○ HBR 201 Intermediate Hebrew
- ○ PHI 205 Middle Eastern Humanities
- ○ POL 306 Muslims in Western Politics
- ○ POL 307 Islam and Politics
- ○ REL 125 Hebrew Bible (Old Testament)
- ○ REL 217 Jewish Life and Thought
- ○ REL 219 Islam: Religion & Society
- ○ REL 223 Contemporary Jewish Literature and Film
- ○ REL 228 Women and Religion
- ○ REL 304 Jerusalem
- ○ REL 351X Religion and Popular Culture

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Student Name:** _____ **ID:** _____ _____
**Signature of Department Chair**

_____ _____ **Date:** _____
**Signature** **Date**

≥I certify that the courses listed above are a true and accurate representation of my official academic record.≤ ≥Courses listed above satisfy requirements of the minor.≤

# Major Map: French

**Effective Fall 2009**

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields. The department offers majors and minors in French and Spanish, as well as minors in German and Russian.

**Eleven (11) courses are required above the 100 level. Six (6) core courses and five (5) French electives at the 300 or 400 level.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **FRN** | **201** | **Intermediate French I*** | FRN 102 or no more than 3 years of high school French. | _____ | ____ |
| _____ | **FRN** | **202** | **Intermediate French II**** | FRN 201 or four years of high school French | _____ | ____ |
| _____ | **Choose one of the following:** | | | | _____ | ____ |
| | o **FRN** | **301** | **Advanced French** | FRN 202 or consent. | | |
| | o **FRN** | **305** | **Business French** | | | |
| | o **FRN** | **311** | **Composition and Conversation** | FRN 202 or consent. | | |
| _____ | **FRN** | **320** | **Introduction to French Civilization** | | _____ | ____ |
| _____ | **FRN** | **331** | **Introduction to French Literature** | FRN 202 or consent. | _____ | ____ |
| _____ | **FRN** | **497** | **Senior Capstone Seminar in French** | FRN Major & Sr. Standing | _____ | ____ |

*Students exempted from FRN 201 must take either FRN 301 OR FRN 305 AND FRN 311.

**Students exempted from both FRN 201 and 202 must complete six (6) electives at the 300 or 400 level.

## FRENCH ELECTIVES

Five (5) French electives at the 300 or 400 level.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **FRN** | ___ | _____ **300/400 level** | Check Catalogue | _____ | ____ |
| _____ | **FRN** | ___ | _____ **300/400 level** | Check Catalogue | _____ | ____ |
| _____ | **FRN** | ___ | _____ **300/400 level** | Check Catalogue | _____ | ____ |
| _____ | **FRN** | ___ | _____ **300/400 level** | Check Catalogue | _____ | ____ |
| _____ | **FRN** | ___ | _____ **300/400 level** | Check Catalogue | _____ | ____ |

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: French

**Effective Fall 2009**

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

Six (6) courses are required: four (4) core courses ***(FRN 201, FRN 202, FRN 301*** and/or ***FRN 305*** and/or ***FRN 311, FRN 320***, and/or ***FRN 331)*** and two (2) electives in French. *NOTE*: *Students exempt from intermediate courses must take the four (4)* ***300-level*** *courses in the core and two (2) electives.*

CORE COURSES

| Semester | | | Course | Prerequisite | | Grade |
|---|---|---|---|---|---|---|
| _____ | **FRN** | **201** | **Intermediate French I*** | FRN 102 or no more than 3 years of high school French. | _____ | ____ |
| _____ | **FRN** | **202** | **Intermediate French II**** | FRN 201 or four years of high school French | _____ | ____ |
| _____ | **Choose one of the following:** | | | | _____ | ____ |
| | o **FRN** | **301** | **Advanced French** | FRN 202 or consent. | | |
| | o **FRN** | **305** | **Business French** | | | |
| | o **FRN** | **311** | **Composition and Conversation** | FRN 202 or consent. | | |
| _____ | **Choose one of the following:** | | | | _____ | ____ |
| | o **FRN** | **320** | **Introduction to French Civilization** | | | |
| | o **FRN** | **331** | **Introduction to French Literature** | FRN 202 or consent. | | |

*Students exempted from FRN 201 must take either FRN 301 OR FRN 305 AND FRN 311.

**Students exempted from both FRN 201 and 202 must complete six (6) electives at the 300 or 400 level.

**ELECTIVES** Two electives are required.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **FRN** | ____ | French course _____ | Check Catalogue | _____ |
| _____ | **FRN** | ____ | French course _____ | Check Catalogue | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: German

**Effective Fall 2009**

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

**Six (6) courses are required.**

**CORE COURSES** Six courses at the **200, 300, or 400 level** are required. At least three (3) courses must be taken on the Rollins campus.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **GMN** | ___ | German Course_____ | Check Catalogue | _____ |
| _____ | **GMN** | ___ | German Course_____ | Check Catalogue | _____ |
| _____ | **GMN** | ___ | German Course_____ | Check Catalogue | _____ |
| _____ | **GMN** | ___ | German Course_____ | Check Catalogue | _____ |
| _____ | **GMN** | ___ | German Course_____ | Check Catalogue | _____ |
| _____ | **GMN** | ___ | German Course_____ | Check Catalogue | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Russian

**Effective Fall 2009**

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

**Six (6) courses are required.**

## CORE COURSES

Six courses at the **200, 300, or 400 level** are required. At least three (3) courses must be taken on the Rollins campus.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **RSN** | ___ | _____ | Check Catalogue | _____ |
| _____ | **RSN** | ___ | _____ | Check Catalogue | _____ |
| _____ | **RSN** | ___ | _____ | Check Catalogue | _____ |
| _____ | **RSN** | ___ | _____ | Check Catalogue | _____ |
| _____ | **RSN** | ___ | _____ | Check Catalogue | _____ |
| _____ | **RSN** | ___ | _____ | Check Catalogue | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Spanish

**Effective Fall 2008**

## Native Speakers

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields. The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

**Eleven (11) courses are required above the 100 level.**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **SPN** | **290** | **Introduction to Hispanic Literature** | Check Catalogue | _____ | ____ |
| **ELECTIVES** | | | **Two electives from the following literature courses : SPN 331, SPN 332, SPN 333, SPN 334** | | | |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| **ELECTIVES** | | | **Five (5) electives at the 300 level or above or in the Asturias Program in Spain . Two (2) 400 level courses in Spanish, in addition to SPN 497.** | | | |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | **(400-level)** _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | **(400-level)** _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | **497** | **Senior Capstone Seminar** | Check Catalogue | _____ | ____ |

**DIAGNOSTIC TEST FOR ALL SPANISH MAJORS** All prospective Spanish majors must take a diagnostic test, ideally in sophomore year. Faculty administer the test during spring term and discuss results with each student. Transfer students should take the exam as soon as possible after matriculating at Rollins.

**SENIOR CAPSTONE SEMINAR IN SPANISH**

*SPN 497 Senior Capstone Seminar*, a required, 1/2-unit course, meets once a week during the spring. It helps majors prepare for the final, comprehensive, capstone exam in Spanish, which tests student abilities in all areas of Spanish language and Hispanic literature and culture. Faculty provide suggested and required bibliography.

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Spanish

**Effective Fall 2009**

## NATIVE SPEAKERS PROGRAM

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

**Six (6) courses are required.**

**ELECTIVES** Five (5) electives at the 300 level and one (1) at the 400 level.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ 4*00* level | Check Catalogue | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Spanish

**Effective Fall 2012**

## Nonnative Speakers

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields. The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

**Eleven (11) courses are required above the 100 level.**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **SPN** | **201** | **Intermediate Spanish** | Check Catalogue | _____ | ____ |
| _____ | **SPN** | **202** | **Intermediate Spanish** | Check Catalogue | _____ | ____ |
| _____ | **SPN** | **290** | **Introduction to Hispanic Literature** | Check Catalogue | _____ | ____ |
| **Literature Survey** | | | **Two electives from the following literature courses : SPN 331, SPN 332, SPN 333, SPN 334** | | | |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| **ELECTIVES** | | | **Four (4) electives at the 300 level or in the Asturias Program in Spain. One (1) 400-level course in Spanish, in addition to SPN 497.** | | | |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | ___ | **(400-level)** _____ | Check Catalogue | _____ | ____ |
| _____ | **SPN** | **497** | **Senior Capstone Seminar** | Check Catalogue | _____ | ____ |

**DIAGNOSTIC TEST FOR ALL SPANISH MAJORS** All prospective Spanish majors must take a diagnostic test, ideally in sophomore year. Faculty administer the test during spring term and discuss results with each student. Transfer students should take the exam as soon as possible after matriculating at Rollins.

**SENIOR CAPSTONE SEMINAR IN SPANISH**

*SPN 497 Senior Capstone Seminar*, a required, 1/2-unit course, meets once a week during the spring. It helps majors prepare for the final, comprehensive, capstone exam in Spanish, which tests student abilities in all areas of Spanish language and Hispanic literature and culture. Faculty provide suggested and required bibliography.

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Spanish

**Effective Fall 2009**

## NONNATIVE SPEAKERS PROGRAM

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

**Six (6) courses are required.**

**ELECTIVES** Three electives at the 200 level and three at the 300 level.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **SPN** | ____ | _____ *200* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *200* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *200* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |
| _____ | **SPN** | ____ | _____ *300* level | Check Catalogue | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Music

**Effective Fall 2013**

The Virginia S. and W.W. Nelson Department of Music began as a conservatory of music even before the College's founding in 1885. The program is a charter member—since 1931—of the National Association of Schools of Music, whose curricula guide the baccalaureate offerings. Since the conservatory's restructuring as a liberal arts department in 1966, Rollins has continued to enjoy a reputation as one of the finest schools in the Southeast offering preprofessional music training. The mission of the department is fourfold: to provide majors the best possible education in performance, historical literature, and theory—the background necessary to pursue graduate work or a career in music; to open the curriculum to the wider campus community by encouraging nonmajors to take courses, including those designed specially for novices; to give all students—majors and nonmajors—performance experience through choral and instrumental ensembles and individual training in applied music; and to offer the Central Florida community performances of outstanding merit by resident and guest artists, as well as opportunities to study music avocationally. We are committed to music for all, rather than music for a few.

**Fifty-Six (56) semester hours required:** twenty-eight (28) in musicianship, twelve (12) in performance, and twelve (12) in electives, and a four-hour senior capstone course. **An audition before a majority of the tenured music faculty is required to gain acceptance as a music major.**

## MUSICIANSHIP AREA

Twenty-eight (28) semester hours required.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | MUS | 152 | Theory II | MUS 151 or consent | _____ | ____ |
| _____ | MUS | 153 | Keyboard Harmony I | | _____ | ____ |
| _____ | MUS | 154 | Keyboard Harmony II | MUS 153 or consent | _____ | ____ |
| | MUS | 190 | Introduction to Music and Technology | | | |
| | | | *OR* | | | |
| _____ | MUS | 360 | Music in the Global Environment | | _____ | ____ |
| _____ | MUS | 251 | Theory III | MUS 152 or consent | _____ | ____ |
| _____ | MUS | 252 | Theory IV | MUS 152 or consent | _____ | ____ |
| _____ | MUS | 361 | Music History: Renaissance/Baroque | MUS 152 or MUS 251 | _____ | ____ |
| _____ | MUS | 362 | Music History: Classic/Romantic | MUS 251 | _____ | ____ |

## PERFORMANCE AREA

Twelve (12) semester hours accomplished over six (6) semesters.

MUA 200 Music Ensemble (4 semester hours)
MUS 201 (C or P) OR MUA 301 OR MUA 401 Applied Music (8 semester hours)

## MUSIC ELECTIVES

Twelve (12) semester hours required. Three (3) electives in music, two (2) of which must be at the 300-level or above.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | MUS | ___ | Music course | Check Catalogue | _____ | ____ |
| _____ | MUS | ___ | Music course at the 300-level or above | Check Catalogue | _____ | ____ |
| _____ | MUS | ___ | Music course at the 300-level or above | Check Catalogue | _____ | ____ |

## SENIOR CAPSTONE PROJECT

Four (4) semester hours required.

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | MUS | ___ | _____ | Check Catalogue | _____ | ____ |

***Special Note About the General Curriculum**: Only one general curriculum requirement from the group A, C, D, L, O, P, S may be double-counted to satisfy both the general curriculum and the major requirements. *See the Rollins College Catalogue for a comprehensive listing of all requirements.*

Name: _____ Date: _____

# Minor Map: Music

**Effective Fall 2013**

The Virginia S. and W.W. Nelson Department of Music began as a conservatory of music even before the College's founding in 1885. The program is a charter member—since 1931—of the National Association of Schools of Music, whose curricula guide the baccalaureate offerings.

Since the conservatory's restructuring as a liberal arts department in 1966, Rollins has continued to enjoy a reputation as one of the finest schools in the Southeast offering preprofessional music training.

The mission of the department is fourfold:

- To provide majors the best possible education in performance, historical literature, and theory—the background necessary to pursue graduate work or a career in music;
- To open the curriculum to the wider campus community by encouraging nonmajors to take courses, including those designed specially for novices;
- To give all students—majors and nonmajors—performance experience through choral and instrumental ensembles and individual training in applied music; and
- To offer the Central Florida community performances of outstanding merit by resident and guest artists, as well as opportunities to study music avocationally.

We are committed to music for all, rather than music for a few.

**Twenty-eight (28) semester hours are required.**

## MUSICIANSHIP AREA

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | MUS | 152 | Theory II | MUS 151 or consent | _____ | ____ |
| _____ | MUS | 153 | Keyboard Harmony I | | _____ | ____ |
| _____ | MUS | 154 | Keyboard Harmony II | MUS 153 or consent | _____ | ____ |

## PERFORMANCE AREA

MUA 200 Music Ensemble (4 semester hours)
MUS 201 (C or P) OR MUA 301 OR MUA 401 Applied Music (8 semester hours)

## MUSIC ELECTIVES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | ___ | ___ | _____ | Check Catalogue | _____ | ____ |
| _____ | ___ | ___ | *(300 Level)*_____ | Check Catalogue | _____ | ____ |

*See the Rollins College Catalogue for a comprehensive listing of all requirements.*

Name: _____ Date: _____

# Minor Map: Neuroscience

**Spring 2013**

The Neuroscience Minor is an interdisciplinary concentration in the biological and behavioral foundations of the nervous system's structure and function. It is for Psychology, Biology, Biochemistry/Molecular Biology, and Marine Biology majors with an interest in graduate or professional school specializing in Neuroscience and was designed to introduce majors to related issues in alternate disciplines.

**Ten (10) courses are required, but up to half of the courses can be double counted for your Major.**

## FOUNDATIONS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | PSY | 155 | Perspectives in Psychology II | | _____ | |
| _____ | PSY | 326 | Physiological Psychology w/ Lab | PSY 155 & Instructor Permission | _____ | **O-N** |
| _____ | BIO | 121 | General Biology II w/ Lab | | _____ | **O-N** |
| _____ | BIO | 360 | Cellular Biology w/Lab | BIO 121 & Instructor Permission | _____ | |
| _____ | PHI | 348 | Philosophy of Mind | PSY 155 | _____ | |

**ELECTIVES** Minors should take (4) other courses from the lists below. Two courses must be from Psychology electives and two must be from Biology electives.

Psychology Electives (Choose 2 – requires PSY 155 prerequisite)

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | PSY | ____ | _____ | Check Catalogue | _____ | ____ |

- PSY 302: Brain and Language
- PSY 314: Sensation and Perception with Laboratory
- PSY 322: Cognitive Psychology with Laboratory
- PSY 324: Neuropsychology
- PSY 327: Evolutionary Psychology
- PSY 333: The Mind/Body Problem

Biology Electives (Choose 2 – requires BIO 121 prerequisite)

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | BIO | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | ____ |

- BIO 308: Genetics with Laboratory
- BIO 312: Animal Physiology with Laboratory
- BIO 341: Molecular Biology with Laboratory
- BIO 370: Developmental Biology
- BCH 335: Biochemistry with Laboratory

## CAPSTONE

| | | | | | |
|---|---|---|---|---|---|
| _____ | INT | 4XX | Senior Seminar in Neuroscience | Completion of Foundations & Electives | _____ |

**Name:** _____ **Date:** _____

# Major Map: Philosophy

Effective Fall 2015

Socrates said, "the unexamined life is not worth living." The discipline of philosophy examines our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary. Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing — by engaging in argumentative dialogue with these philosophers. Nonmajors acquire valuable skills of analysis and argumentation, while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy, to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

**Ten (10) courses are required.**

**CORE COURSES**

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | **PHI ___ One Philosophy course from list below**<br>○ 100-level PHI course<br>○ 100- or 150-level rFLA course taught by PHI faculty<br>○ RCC taught by PHI faculty | | _____ |
| _____ | **PHI 223 Introduction to Formal Logic** | | _____ |
| _____ | **PHI 230 Greek Philosophy** | | _____ |
| _____ | **PHI 231 History of Modern Philosophy** | | _____ |
| _____ | **PHI 490 Senior Seminar**<br>**or**<br>**PHI 499 Senior Independent Study** | Major & Sr. Standing<br>Major & Sr. Standing | _____ |

**ELECTIVES** Five (5) electives in PHI are required, with at least three (3) at the 300- or 400-level.

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | **PHI** ____ _____ | Check Catalogue | _____ |
| _____ | **PHI** ____ _____ | Check Catalogue | _____ |
| _____ | **PHI** ____ _____ (300- or 400-level) | Check Catalogue | _____ |
| _____ | **PHI** ____ _____ (300- or 400-level) | Check Catalogue | _____ |
| _____ | **PHI** ____ _____ (300- or 400-level) | Check Catalogue | _____ |

See the Rollins College Catalogue for a comprehensive listing of all requirements.

# Minor Map: Philosophy

**Effective Fall 2015**

Socrates said, "the unexamined life is not worth living." The discipline of philosophy examines our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary. Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing — by engaging in argumentative dialogue with these philosophers. Nonmajors acquire valuable skills of analysis and argumentation, while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy, to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

**Six (6) courses are required.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **PHI** | ___ | **One Philosophy course from list below**<br>o 100-level PHI course<br>o 100- or 150-level rFLA course taught by PHI faculty<br>o RCC taught by PHI faculty | | _____ |
| _____ | **PHI** | **230** | **Greek Philosophy** | | _____ |
| _____ | **PHI** | **231** | **History of Modern Philosophy** | | _____ |

## ELECTIVES

Three (3) electives in PHI are required, with at least two (2) at the 300- or 400-level.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **PHI** | ____ | _____ | Check Catalogue | _____ |
| _____ | **PHI** | ____ | _____(300- or 400-level) | Check Catalogue | _____ |
| _____ | **PHI** | ____ | _____(300- or 400-level) | Check Catalogue | _____ |

See the Rollins College Catalogue for a comprehensive listing of all requirements.

# Major Map: Religious Studies

**Effective Fall 2015**

Religious Studies examines the history, beliefs, practices, and role of religion in creating and shaping the world's cultures and societies. The department offers courses in Western and Asian religions, courses in scriptures such as the Hebrew Bible and the New Testament, as well as more advanced and thematic courses such as Religion and Film, Women and Religion, and Buddhist Philosophy. The objectives of the Religious Studies major are to explore the history of religions, to comprehend religious beliefs along with their philosophical and psychological underpinnings, to appreciate the varieties of religious experience, and to assess the role that religions have historically played in shaping society's values.

**Ten (10) courses are required.**

**CORE COURSES**

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | **REL 113 Asian Religions** | | _____ |
| _____ | **REL 125 Hebrew Bible (Old Testament)** or **REL 217 Jewish Life and Thought** | | _____ |
| _____ | **REL 126 New Testament** or **REL 218 Christianity: Thought and Practice** | | _____ |
| _____ | **REL 490 Senior Seminar** or **REL 499 Senior Independent Study** | Check Catalogue | _____ |

**ELECTIVES** Six (6) electives are required: four (4) at the 300- or 400-level and at least four (4) in REL.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ (300- or 400-level) | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ (300- or 400-level) | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ (300- or 400-level) | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ (300- or 400-level) | Check Catalogue | _____ |

Electives may include:

- o ANT 259 Contemporary Middle East and North Africa
- o ANT 365 Real and the Supernatural in Latin America
- o ARH 218 Art and Archaeology of Egypt and the Near East
- o REL or PHI courses not taken to fulfill above requirements
- o CLS 232 Greek Mythology
- o CLS 306 Classical Archaeology
- o CLS 322 Classical Religion: Paganism
- o ENG 231 The Bible as Literature
- o PHI 317 Philosophy of Religion
- o PSY 313 Psych of Religious Experience

See the Rollins College Catalogue for a comprehensive listing of all requirements.

# Minor Map: Religious Studies

**Effective Fall 2015**

Religious Studies examines the history, beliefs, practices, and role of religion in creating and shaping the world's cultures and societies. The department offers courses in Western and Asian religions, courses in scriptures such as the Hebrew Bible and the New Testament, as well as more advanced and thematic courses such as Religion and Film, Women and Religion, and Buddhist Philosophy. The objectives of the Religious Studies major are to explore the history of religions, to comprehend religious beliefs along with their philosophical and psychological underpinnings, to appreciate the varieties of religious experience, and to assess the role that religions have historically played in shaping society's values.

**Six (6) courses are required.**

**CORE COURSES**

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | **REL 113 Asian Religions** | | _____ |
| _____ | **REL 125 Hebrew Bible (Old Testament)** **or** **REL 217 Jewish Life and Thought** | | _____ |
| _____ | **REL 126 New Testament** **or** **REL 218 Christianity: Thought and Practice** | | _____ |

**ELECTIVES** Three (3) electives: two (2) at the 300- or 400-level and at least two (2) in REL.

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | _____ _____ _____ | Check Catalogue | _____ |
| _____ | _____ _____ _____(300- or 400-level) | Check Catalogue | _____ |
| _____ | _____ _____ _____(300- or 400-level) | Check Catalogue | _____ |

Electives may include:

- o ANT 259 Contemporary Middle East and North Africa
- o ANT 365 Real and the Supernatural in Latin America
- o ARH 218 Art and Archaeology of Egypt and the Near East
- o REL or PHI courses not taken to fulfill above requirements
- o CLS 232 Greek Mythology
- o CLS 306 Classical Archaeology
- o CLS 322 Classical Religion: Paganism
- o ENG 231 The Bible as Literature
- o PHI 317 Philosophy of Religion
- o PSY 313 Psych of Religious Experience

See the Rollins College Catalogue for a comprehensive listing of all requirements.

# Major Map: Physics

Effective Fall 2014

Physics encompasses more than the study of matter and energy. It seeks general principles behind phenomena as diverse as wispy elementary particles and gigantic galaxies. As Einstein once said, the most incomprehensible thing about the universe is that it is comprehensible. Physics courses provide a pathway towards that understanding through computer analysis, model building, and quantitative tools. Many courses have an associated lab so students can complement their classroom learning with hands-on analysis of physical processes. The major also stresses mathematics, the language of physics. Physics provides a foundation for students interested in engineering -- the application of physical principles to the design of products and processes needed in today's technological world. Future engineers may concentrate in physics for the first three years at Rollins and then transfer to one of the engineering schools with which the college participates in a 3-2 dual-degree program. For further information, contact the coordinator, Christopher Fuse.
Majors also go on to graduate school in specialized areas such as high-energy physics, laser physics, and atomic physics. Others continue in such fields as astronomy, oceanography, materials science, and transportation engineering. Some graduates teach while others pursue MBA's. Since physics majors know how to solve problems and use technology, with or without a higher degree they usually find interesting jobs.

**Fifteen (15) courses are required.**

Students without a strong background in physics and mathematics may wish to take ***MAT 111/MAT 112*** and ***PHY 120*** before beginning the sequence for the major

## MAJOR REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade | GE* |
|---|---|---|---|---|---|---|
| _____ | PHY | 130 | Principles of Physics I | Check Catalogue | _____ | ____ |
| _____ | PHY | 131 | Principles of Physics II | Check Catalogue | _____ | ____ |
| _____ | PHY | 220 | Math Methods for Physical Sciences I | | _____ | ____ |
| _____ | PHY | 221 | Math Methods for Physical Sciences II | | _____ | ____ |
| _____ | PHY | 230 | Modern Physics | PHY 131 | _____ | ____ |
| _____ | PHY | 232 | Experimental Physics | | _____ | ____ |
| _____ | PHY | 250 | Thermodynamics | PHY 220 | _____ | ____ |
| _____ | PHY | 308 | Mechanics | PHY 131 & MAT 305 | _____ | ____ |
| _____ | PHY | 314 | Electromagnetic Theory I | PHY 131 & MAT 305 | _____ | ____ |
| _____ | PHY | 315 | Electromagnetic Theory I | PHY 314 | _____ | ____ |
| _____ | PHY | 325 | Computational Physics | PHY 230 & PHY 233 | _____ | ____ |
| _____ | PHY | 396 | Physics Seminar | Major, Jr./Sr. Standing | _____ | ____ |
| _____ | PHY | 411 | Modern Optics | PHY 314 | _____ | ____ |
| _____ | PHY | 412 | Experimental Optics | | _____ | ____ |
| _____ | PHY | 451 | Quantum Physics I | PHY 314 | _____ | ____ |

Majors without adequate preparation must take the calculus sequence MAT 111/ MAT 112 in the freshman year and PHY 130 in the fall of the freshman year.

Students who wish to continue physics in graduate school should consider the following electives:

- **CHM 120 Chemistry**
- **CHM 305 Physical Chemistry**
- **PHY 452 Quantum Physics II**
- **PHY 498 Physics Research**

Students who intend to transfer to an engineering school via the 3-2 program with a concentration in Physics should also complete all required courses for a physics major except for PHY 333 and the **400-level** courses. Additionally, they must complete **CHM 120 Chemistry, CHM 305 Physical Chemistry** and **CMS 167A/167B Introduction to Computing.**

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Physics

Effective Fall 2014

Physics encompasses more than the study of matter and energy. It seeks general principles behind phenomena as diverse as wispy elementary particles and gigantic galaxies.

Physics courses provide a pathway towards that understanding through laboratory and computer analysis and mathematical and computer modeling. Our laboratories are especially well equipped and our major emphasizes the development of sound laboratory skills. The major also stresses mathematics, the language of physics.

Physics provides a foundation for students interested in engineering -- the application of physical principles to the design of products and processes needed in today's technological world. Future engineers may concentrate in physics for the first three years at Rollins and then transfer to one of the engineering schools with which the college participates in a 3-2 dual-degree program. *For further information, contact the coordinator, Christopher Fuse.*

**Nine (9) courses are required.**

**MINOR REQUIREMENTS**

| Semester | | | Course | Prerequisite | Grade | GE* |
|---|---|---|---|---|---|---|
| _____ | PHY | 130 | Principles of Physics I | Check Catalogue | _____ | ____ |
| _____ | PHY | 131 | Principles of Physics II | Check Catalogue | _____ | ____ |
| _____ | PHY | 220 | Math Methods for Physical Sciences I | MAT 112 or Equiv. prep | _____ | ____ |
| _____ | PHY | 221 | Math Methods for Physical Sciences II | PHY 220 | _____ | ____ |
| _____ | PHY | 230 | Modern Physics | PHY 131 | _____ | ____ |
| _____ | PHY | 308 | Mechanics | Check Catalogue | _____ | ____ |
| _____ | PHY | 314 | Electromagnetic Theory I | PHY 131 & MAT 305 | _____ | ____ |
| _____ | PHY | 396 | Physics Seminar | Check Catalogue | _____ | ____ |
| _____ | PHY | 451 | Quantum Physics I | PHY 221 | _____ | ____ |

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Political Science

Effective Fall 2013

To complete the major in Political Science students must pass twelve (12) courses. Students must complete the six (6) required Core courses and six (6) additional courses. Students may not transfer more than four (4) courses from another institution. Winter intersession courses do not count toward the major. The Department requires that students complete one upper-level course in at least two (2) different subfields for breadth. The Department of Political Science allows students to pursue two tracks through the major. Each track offers students significant flexibility over their major course selection. Students should select a track and their course options through thoughtful deliberation.

**Twelve (12) courses are required.**

**CORE COURSES** Students must complete all four (4) introductory level courses. Core courses serve as prerequisites to corresponding upper division courses. For example, POL 160 must precede all upper-division courses in American politics.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | **100** | **Introduction to Comparative Politics** | Check Catalogue | _____ |
| _____ | **POL** | **120** | **Problems in Political Thought** | Check Catalogue | _____ |
| _____ | **POL** | **130** | **Introduction to International Politics** | Check Catalogue | _____ |
| _____ | **POL** | **160** | **Introduction to American Politics** | Check Catalogue | _____ |
| **Research Methods:** | Students must complete one (1) course in research methods. (Should be completed by the end of the sophomore year) | | | | |
| _____ | **POL** | **240A** | **Public Policy Analysis** **or** **Research Methods in Political Science** | Check Catalogue | _____ |
| | **POL** | **240B** | | | |
| **Senior Seminar:** | | | | | |
| _____ | **POL** | ___ | **400 Level Seminar in Political Science (POL 410, POL 422, POL 470, or POL 481)** | Check Catalogue | _____ |

Additional Requirements: All political science majors are required to complete one (1) 400-level seminar at Rollins. Students should normally have at least junior status and have completed the introductory and upper-level courses in the respective substantive area as well as a research methods course to ensure adequate preparation for the seminar. A comprehensive examination and portfolio are also required of all graduating seniors.

**Students may choose one of the two tracks to complete their major requirements.**

**TRACK I – TRADITIONAL MAJOR** After completing the four (4) introductory-level courses, students may select ANY six (6) upper-level courses they prefer. Students are required to complete one course from at least two (2) different subfields at the upper-level.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | _____ | _____ | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |

**TRACK II – SUBSTANTIVE CONCENTRATIONS IN POLITICAL SCIENCE**

After completing the introductory-level courses, students may use upper-level courses to concentrate in a substantive topic. Students are required to complete one course from at least two (2) different subfields at the upper-level. The Department of Political Science lists below five (5) options for substantive concentrations. A concentration is a topic that typically cuts across subfields and allows students to study an important substantive theme in greater depth. A concentration will be composed of six (6) courses. At least five (5) of these courses must be at the **300 or 400 level.** A final research project is required for all students completing a concentration and normally will be completed in the senior seminar. They should previously take a research methods course. Students may satisfy this research requirement by either pursuing Honors in Political Science or through the Senior Honors Research Project in the Honors Program. It is possible for students to design a concentration which is different from those suggested below. ALL students who wish to pursue a concentration MUST receive Departmental approval. Normally, students should declare their concentration when they declare Political Science as their major, but NO LATER THAN registration for classes for their first semester of their junior year. The declaration should include a curriculum plan of study that outlines their concentration. The plan of study should state what is motivating the student to pursue a substantive concentration, the courses they have selected, and what separates those courses from the rest of the major.

**SUGGESTED CONCENTRATIONS:** Select six (6) courses from a concentration area, at **least five (5) courses must be at the 300 or 400 level.**

1. **Poverty, Inequality, and Development** Select six (6) courses from a concentration area, at **least five (5) courses must be at the 300 or 400 level.**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | _____ | _____ | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |

- o POL 223 Power and Diplomacy: The UN
- o POL 240A Public Policy Analysis
- o POL 252 American Civil Rights Law & Policy
- o POL 270 Ethics and Public Policy
- o POL 301 Revolution in the Modern World
- o POL 302 Politics in the Third World
- o POL 312 Problems of Latin America
- o POL 317 Latin American & US in World Politics
- o POL 321 The Politics of Latin America
- o POL 325 Sustainable Dev in SE Asia
- o POL 327 Urban Policy Analysis
- o POL 330 Peace and Conflict Studies
- o POL 331 International Political Economy
- o POL 332 International Human Rights
- o POL 333 Case Studies in Sustainable Dev
- o POL 336 Post-Communist Systems
- o POL 346 Voting and Elections
- o POL 354 International Organizations
- o POL 370 Comparative Modern Ideologies
- o POL 376 Capitalism and its Consequences
- o POL 377 Gender and Political Theory
- o POL 384 East Asian Politics
- o POL 395 Israeli-Palestinian Politics

**2. Democracy and Democratization** Select six (6) courses from a concentration area, at **least five (5) courses must be at the 300 or 400 level.**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | _____ | _____ | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |

- o POL 240A Public Policy Analysis
- o POL 252 American Civil Rights Law & Policy
- o POL 301 Revolution in the Modern World
- o POL 302 Politics in the Third World
- o POL 312 Problems of Latin America
- o POL 317 Latin American & US in World Politics
- o POL 321 The Politics of Latin America
- o POL 327 Urban Policy Analysis
- o POL 330 Peace and Conflict Studies
- o POL 333 Case Studies in Sustainable Dev
- o POL 336 Post- Communist Systems
- o POL 343 The American Presidency
- o POL 346 Voting and Elections
- o POL 354 International Organizations
- o POL 358 West European Gov & Pol
- o POL 375 American Political Thought
- o POL 376 Capitalism and its Consequences
- o POL 381 Congress and the Legislative Process
- o POL 382 Constitutional Law
- o POL 384 East Asian Politics
- o POL 391 Modern Political Theory

**3. Law, Society and Ideology** Select six (6) courses from a concentration area, at **least five (5) courses must be at the 300 or 400 level.**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | _____ | _____ | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____**(300-400 level)** | **Check Catalogue** | _____ |

- o POL 223 Power and Diplomacy: The UN
- o POL 252 American Civil Rights Law & Policy
- o POL 270 Ethics and Public Policy
- o POL 323 Global Environmental Affairs
- o POL 332 International Human Rights
- o POL 333 Case Studies in Sustainable Dev
- o POL 351 International Security
- o POL 353 Foreign Policy in the U.S.
- o POL 354 International Organizations
- o POL 370 Comparative Modern Ideologies
- o POL 375 American Political Thought
- o POL 376 Capitalism and its Consequences
- o POL 382 Constitutional Law
- o POL 384 East Asian Politics
- o POL 392 Development of American Political Culture

**4. Political Institutions and Policy**

Select six (6) courses from a concentration area, at **least five (5) courses must be at the 300 or 400 level.**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | _____ | _____ | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |

- o POL 323 Global Environmental Affairs
- o POL 327 Urban Policy Analysis
- o POL 333 Case Studies in Sustainable Dev
- o POL 336 Post-Communist Systems
- o POL 343 The American Presidency
- o POL 351 International Security
- o POL 353 Foreign Policy in the U.S.
- o POL 354 International Organizations
- o POL 358 West European Government and Pol
- o POL 361 Urban Politics
- o POL 363 American Public Policy
- o POL 368 Comparative Public Policy
- o POL 381 Congress and the Legislative Process
- o POL 384 East Asian Politics

**5. Globalization** Select six (6) courses from a concentration area, at **least five (5) courses must be at the 300 or 400 level.**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | _____ | _____ | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |
| _____ | **POL** | _____ | _____ **(300-400 level)** | **Check Catalogue** | _____ |

- o POL 223 Power and Diplomacy: The UN
- o POL 302 Politics in the Third World
- o POL 312 Problems in Latin America
- o POL 317 Lat Am & US in World Politics
- o POL 323 Global Environmental Affairs
- o POL 325 Sustainable Dev in SE Asia
- o POL 330 Peace and Conflict Studies
- o POL 331 International Political Economy
- o POL 332 International Human Rights
- o POL 333 Case Studies in Sustainable Dev
- o POL 334 Political Economy in Japan
- o POL 351 International Security
- o POL 353 Foreign Policy in the U.S.
- o POL 354 International Organizations
- o POL 358 West European Gov and Politics
- o POL 370 Comparative Modern Ideologies
- o POL 384 East Asian Politics
- o POL 391 Modern Political Theory
- o POL 395 Israeli-Palestinian Politics

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Political Science

**Effective Fall 2012**

Why Study Politics? Life is already political. Politics, then, is not just something that we study and read about: it is something that we live. In ways large and small, abstract and particular, global and local, theoretical and practical, our everyday lives are shaped by powers, ideologies, and customs. Politics happens to us whether we see it or not. But by studying political science, we can become conscious of, understand, engage, and work against the forces that give meaning and shape to our condition.

**Six (6) courses are required: three (3) introductory courses (POL 100, 120, 130, or 160) and three (3) upper-level courses.**

**CORE COURSES**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **POL** | ___ | _____ | Check Catalogue | _____ |
| _____ | **POL** | ___ | _____ | Check Catalogue | _____ |
| _____ | **POL** | ___ | _____ | Check Catalogue | _____ |

**ELECTIVES** Three upper-division electives are required. One course from at least 2 different subfields.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ *300-400* level | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ *300-400* level | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ *300-400* level | Check Catalogue | _____ |

Core courses serve as prerequisites to corresponding upper-division courses. For example, ***POL 160*** must precede all upper-division courses in American politics. Upper-division courses (***300-400 level***) taken during winter intersession do not satisfy distribution requirement for the major.

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Psychology

**Effective Fall 2010**

The Psychology Major and Minor use the methods and content of psychological science to teach students to (1) understand the reasons behind their own and others' behavior; (2) become competent and critical decision makers; (3) respect human diversity; and (4) fulfill their social responsibilities. With an emphasis on experiential learning and laboratory courses, scientific rigor, quantitative literacy, and verbal and written communication skills, the psychology major provides an excellent background for students planning to join the workforce upon graduation and for those planning to continue their education in graduate school.

**Twelve (12) courses and a comprehensive exam are required.**

## FOUNDATIONS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | PSY | 150 | Perspectives in Psychology I | | _____ | ____ |
| _____ | PSY | 155 | Perspectives in Psychology II | | _____ | ____ |

## SCIENTIFIC CORE

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | 250 | Statistics & Research Methods I w/Lab | | _____ | **Q** |
| _____ | PSY | 255 | Statistics & Research Methods II w/Lab | PSY 250 | _____ | ____ |

## DOMAINS

Seven (7) courses, one each from five domains, three of which must be w/Lab courses (w/Lab prereq PSY 150, 155, & 255).

**Domain I: Behavioral Perspectives (BEH Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 155 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain II: Biological Perspectives (BIO Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 155 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain III: Cognitive Perspectives (COG Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 155 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain IV: Developmental Perspective (DEV Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 150 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain V: Individual-Social Perspectives (ISP Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 150 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Two additional 300-level courses (any domain):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | Check Catalogue | _____ | ____ |
| _____ | PSY | ____ | _____ | Check Catalogue | _____ | ____ |

## CAPSTONE

A minimum of one (1) 400-level capstone course is taken during the senior year.

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | 415 | Advanced Topics in Psychology | Check Catalogue | _____ | ____ |
| _____ | PSY | 491 | Senior Seminar in Behavioral Psychology | Check Catalogue | _____ | ____ |
| _____ | PSY | 492 | Senior Seminar in Biological Psychology | Check Catalogue | _____ | ____ |
| _____ | PSY | 493 | Senior Seminar in Cognitive Psychology | Check Catalogue | _____ | ____ |
| _____ | PSY | 494 | Senior Seminar in Developmental Psych | Check Catalogue | _____ | ____ |
| _____ | PSY | 495 | Senior Seminar in Individual-Social Psych | Check Catalogue | _____ | ____ |
| _____ | PSY | 499 | Honors Research in Psychology (2 Semester) | Check Catalogue | _____ | ____ |

**A comprehensive examination is required of all majors.**

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Psychology

**Effective Fall 2010**

The Psychology Major and Minor use the methods and content of psychological science to teach students to (1) understand the reasons behind their own and others' behavior; (2) become competent and critical decision makers; (3) respect human diversity; and (4) fulfill their social responsibilities. With an emphasis on experiential learning and laboratory courses, scientific rigor, quantitative literacy, and verbal and written communication skills, the psychology major provides an excellent background for students planning to join the workforce upon graduation and for those planning to continue their education in graduate school.

**Nine (9) courses are required.**

## FOUNDATIONS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | PSY | 150 | Perspectives in Psychology I | | _____ | ____ |
| _____ | PSY | 155 | Perspectives in Psychology II | | _____ | ____ |

## SCIENTIFIC CORE

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | 250 | Statistics & Research Methods I w/ Lab | | _____ | **Q** |
| _____ | PSY | 255 | Statistics & Research Methods II w/Lab | PSY 250 | _____ | ____ |

## DOMAINS

Five (5) courses, one from each domain, three of which must be w/Lab courses (w/Lab prereq PSY 150, 155, & 255).

**Domain I: Behavioral Perspectives (BEH Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 155 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain II: Biological Perspectives (BIO Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 155 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain III: Cognitive Perspectives (COG Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 155 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain IV: Developmental Perspective (DEV Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 150 (w/Lab: PSY 150,155,255) | _____ | ____ |

**Domain V: Individual-Social Perspectives (ISP Titles):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | PSY | ____ | _____ | PSY 150 (w/Lab: PSY 150,155,255) | _____ | ____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Public Policy and Political Economy

**6/24/2014**

The interdisciplinary program in Public Policy and Political Economy studies substantive and theoretical ways in which economics and political science combine to shape public policies in various countries. Students in the major will become familiar with the theoretical approaches that political science and economics use to study and solve problems that can then be employed to frame and understand public policy issues. Public policy issues will be addressed within an individual and social values context by considering questions such as what is of value to society and its citizens? How best can those values be achieved? What tradeoffs are required when pursuing those societal values?

The program has the following educational goals:

- Often public problems exhibit recurring structures that inhibit their resolution through the political process. Students will understand the conditions that encourage and discourage effective human social and political cooperation including theories of collective action and organizational behavior.
- Students will acquire a framework for formulating and evaluating appropriate normative objectives, including liberty, social justice, social responsibility, efficiency, and other social values integrated in moral and political philosophies.
- Students will learn the analytical tools used to evaluate public policies and programs in terms of their efficacy in achieving given social objectives.
- Students will apply the principles and skills from the public policy major to research and propose practical solutions to decision-making problems in the real world.

Students majoring in Public Policy and Political Economy will acquire the analytical and practical skills that will prepare them for careers in business, Wall Street, entrepreneurship, law, or the public and/or private sector. Typical avenues after graduation will be to earn a Masters degree in Public Policy, Urban or Regional Planning; earn a J.D. degree, or an MBA; or work in the public or private sector, and enter politics. Students can also pursue graduate programs in economics or political science.

**Fourteen (14) total courses.**

## FOUNDATION/CORE AREAS

### Analytical Foundation for Policy and Political Economy Requirement [Five (5) courses]

| Semester | | Course | Prerequisite | Grade |
|---|---|---|---|---|
| _____ | PPE 119 | Contemporary Issues in Public Policy and Economics | *Check Catalogue* | _____ |
| _____ | POL 160 | Introduction to American Politics | *Check Catalogue* | _____ |
| _____ | ECO 202 | Economics in Historical Perspective | *Check Catalogue* | _____ |
| _____ | ECO 203 | Principles of Micro- and Macroeconomics | *Check Catalogue* | _____ |
| _____ | POL 363 | American Social Policy | *Check Catalogue* | _____ |

### Methodological Requirement (1 course)

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | ECO 221 Statistics for Economics<br>**OR**<br>POL 240A Public Policy Analysis | *Check Catalogue* | _____ |

### Citizenship and Responsibility (2 courses)

| Semester | | Course | Prerequisite | Grade |
|---|---|---|---|---|
| _____ | _____ | _____ | *Check Catalogue* | _____ |
| _____ | _____ | _____ | *Check Catalogue* | _____ |

**Choose from:**

POL 120 Problems in Political Thought

POL 227 Ethics and Public Policy

POL 391 Modern Political Theory

POL 316 Applied Political Ethics

ECO 204 Alternative Economic Perspectives

**POL 395B Theories of Justice and Welfare**

## SUBSTANTIVE POLICY AREAS

**Student must complete five (5) electives. At least two electives must be from two different departments.**

| Semester | | Course | Prerequisite | Grade |
|---|---|---|---|---|
| _____ | _____ | _____ | *Check Catalogue* | _____ |
| _____ | _____ | _____ | *Check Catalogue* | _____ |
| _____ | _____ | _____ | *Check Catalogue* | _____ |
| _____ | _____ | _____ | *Check Catalogue* | _____ |
| _____ | _____ | _____ | *Check Catalogue* | _____ |

**Electives: Political Science, Economics, Sociology, and Environmental Studies**

| | | |
|---|---|---|
| ECO 239 Women and Work | ECO 355 Environmental Economics | POL 331 International Political Economy |
| ECO 242 Economics, Media and Propaganda | ECO 365 Economic Democracy and Economic Theory | POL 353 U. S. Foreign Policy |
| ECO 256 Limits to Growth | ECO 370 Economics of Piracy | POL 382 Constitutional Law |
| ECO 304 Intermediate Macroeconomics | ECO 371 International Economic History | SOC 211 Social Problems |
| ECO 306 Monetary Economics | ECO 385 Health Economics | SOC 355 Race and Ethnic Relations |
| ECO 307 International Economics | POL 252 American Civil Rights Policy and Law | SOC 356 The State of Black America |
| ECO/POL 313 Economic and Political Development in Eastern Central Europe | POL 327 Urban Policy Analysis | SOC 360 Poverty and Social Welfare |
| ECO 321 Labor Economics | POL 368 Comparative Public Policy | SOC 367 Economy and Society |
| ECO 325 Distribution of Income and Wealth | POL 361 Urban Politics | ENV 292 Political Economy of Environmental Issues |
| ECO 332 Industrial Organization | POL 302 Politics of Global Poverty | ENV 348 Sustainable Development |
| ECO 351 Economic Development | POL 325 Sustainable Development in Southeast Asia | ENV 353 National Parks and Protected Areas |
| | CMC 320 Political Economy of Body and Food | HIS 320 Mexico-U.S. Relations |

## SENIOR YEAR EXPERIENCE **(1 course)**

**All students majoring in Public Policy and Political Economy are required to complete one senior year capstone course. This requirement may be satisfied through an independent study, a capstone seminar, or an applied internship with a mandatory policy research component. The purpose of the senior year experience is to enable students to integrate the concepts and principles from the major into a single project.**

# Minor Map: Women's Studies

Effective Fall 2009

Women's studies explores the nature and creations of women often neglected in traditional academic offerings. The multidisciplinary curriculum draws faculty from many departments – anthropology, biology, economics, religion, history, English, political science, sociology, and other disciplines.

Women's studies minors learn to evaluate cultural forces that have formed contemporary perceptions and expectations of women. Students investigate biological sexual differences, culturally assigned gender roles, theories about female consciousness and behavior, and restraints imposed by law and social conventions. The field covers an exciting range of topics, from the history of feminism to women's art and literature.

**Six (6) courses are required: three (3) core courses, three (3) electives, AND a service learning component.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **WMS** | **205** | **Introduction to Women's Studies** | | _____ |
| _____ | **PHI** | **312** | **Feminist Theory** | | _____ |
| | **WMS** | **350** | **Feminist Methodology** | | |
| _____ | | **OR** | | | _____ |
| | ____ | ____ | **Independent Research Project** | | |

## ELECTIVES

Choose three courses listed in the schedule of classes under women's studies that meet the following criteria:
1) at least one at the 300 level or above, 2) at least one in the humanities, 3) at least one in the social sciences, 4) may be independent studies, 5) may count toward student's major.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |

## SERVICE LEARNING

**Students must complete twenty (20) hours of service learning as part of one (1) or two (2) courses. May be part of core courses or WMS electives, may be part of other courses with approval of women's studies coordinator.**

See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Sociology

**Effective Fall 2015**

The Sociology Program at Rollins College consists of a rigorous curriculum designed to promote sociological literacy and engaged citizenship; to enhance students' awareness and understanding of twenty-first century social problems, including the enduring presence of class, race and gender inequalities; and to cultivate among students the theoretical and methodological skills to investigate the connections between individuals and society, and the possibilities for social change.

**Ten (10) courses are required, six (6) of which must be taken at Rollins.**
**All core courses must also be taken at the College.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | SOC | 201 | The Sociological Perspective | | _____ | _____ |
| _____ | SOC | 301 | Methodology (fall of junior year) | Major or Consent | _____ | _____ |
| _____ | SOC | 302 | Sociological Theory (spring of junior year) | Major or Consent | _____ | _____ |

## ADDITIONAL REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | SOC | ___ | _____ | Check Catalogue | _____ | _____ |
| _____ | SOC | ___ | _____ | Check Catalogue | _____ | _____ |
| _____ | SOC | ___ | _____ | Check Catalogue | _____ | _____ |
| _____ | SOC | ___ | _____(300- or 400- level) | Check Catalogue | _____ | _____ |
| _____ | SOC | ___ | _____(300- or 400- level) | Check Catalogue | _____ | _____ |
| _____ | SOC | ___ | _____(300- or 400- level) | Check Catalogue | _____ | _____ |

## SENIOR REQUIREMENT

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | SOC | 418 | Senior Seminar | 301/302 and senior status | _____ | _____ |

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Sociology

Effective Fall 2015

The Sociology Program at Rollins College consists of a rigorous curriculum designed to promote sociological literacy and engaged citizenship; to enhance students' awareness and understanding of twenty-first century social problems, including the enduring presence of class, race and gender inequalities; and to cultivate among students the theoretical and methodological skills to investigate the connections between individuals and society, and the possibilities for social change.

**Six (6) courses are required, four (4) of which must be taken at Rollins.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | SOC | 201 | The Sociological Perspective | | _____ | _____ |
| _____ | SOC | 301 | Methodology (fall of junior year) | 201 or Consent | _____ | _____ |
| _____ | SOC | 302 | Sociological Theory (spring of junior year) | 201 or Consent | _____ | _____ |

## ADDITIONAL REQUIREMENTS

| Semester | | | Course | Prerequisite | Grade | G.E |
|---|---|---|---|---|---|---|
| _____ | SOC | ___ | _____ | Check Catalogue | _____ | _ |
| _____ | SOC | ___ | _____ | Check Catalogue | _____ | _ |
| _____ | SOC | ___ | _____300-400 Level | Check Catalogue | _____ | _ |

**Name:** _____ **Date:** _____

# Minor Map: Sustainable Development and the Environment

**Effective Spring 2012**

The interdisciplinary minor in sustainable development and the environment examines whether transnational corporations can be both competitive and responsible by pursuing a strategy of sustainable development. The minor includes a set of courses that examine carefully the concept of sustainable development in an increasingly global economy. These courses are based on the premise that sustainable development means reconciling the need for economic growth, particularly in developing nations, with the need to protect both natural resources and the quality of life.

This minor will appeal primarily to students majoring in environmental studies or international business, but it will be available to other students as well. It includes a prescribed sequence of academic courses in conjunction with opportunities for practical applications of course theory through field study practica.

Students who complete this minor will gain an understanding of:

- the basic principles of environmental protection and sustainability;
- the emergence and consequences of globalization;
- the increasing role of international cooperation in managing environmental problems;
- the political economy of transnational corporations;
- the range of both positive and negative behaviors of transnational corporations in developing countries, and the ability to evaluate the environmental consequences of those behaviors; and
- recent attempts to measure and evaluate sustainable development, including indicators of corporate practice.

**MINOR REQUIREMENTS:** Twenty-eight (28) semester hours are required: four (4) core courses, worth four (4) semester hours each and two (2) seminar/practicum courses worth six (6) semester hours each.

**CORE COURSES**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **INB** | **200** | **Introduction to International Business** | | _____ |
| _____ | **ENV** / **POL** | **292** / **323** | **Political Economy of Environmental Issues *OR* Global Environmental Affairs** | POL 130 | _____ |
| _____ | **ENV** / **POL** | **348** / **333** | **Sustainable Development *OR* Sustainable Development Cases** | ENV 292 / POL 100 or 130 | _____ |
| _____ | **INB** | **225** | **Sustainable Business Practices*** | | _____ |

***or any INB elective or topics course focused on sustainability (pending approval by SDEV coordinator)**

**SEMINAR/PRACTICUM COURSES** Seminar/practicum courses serve as case studies in sustainable development. Each is comprised of a semester-length seminar followed by a study-abroad practicum. All are focused on Latin America and the Caribbean, areas that serve as representative case studies to illustrate a wide range of issues in sustainable development. Two courses with field study component are required.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |

- o ENV 365 Environment & Development in Central America
- o ENV 365F Central America Field Study
- o ENV 375 Island Economies & Sustainability in Caribbean
- o ENV 375F Caribbean Field Study - Dominica
- o ENV 385 Sustainable Development in the Amazon Basin
- o ENV 385F Amazon Basin Field Study

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Major Map: Theatre Arts

**Effective Spring 2011**

The theatre major offers a comprehensive education in the art and craft of the theatre. The curriculum exposes students broadly to theatre history, literature, theory, and criticism, and provides rigorous training in acting, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program. The Rollins College Department of Theatre Arts and Dance believes that theatrical productions and classroom study are of equal and complementary value. The faculty of the Department of Theatre Arts and Dance embraces the liberal arts mission of Rollins College. The study of theatre comes most fully to life when integrated with other disciplines, for example, psychology, English, sociology, art, music, classical studies, and history. The faculty strongly encourages its majors to complement their studies with those of other departments.

A core of eleven (11) courses. All majors must take a core sequence of seven (7) four-hour courses and four (4) two-hour production courses. An emphasis of five (5) courses. All majors select an area of emphasis consisting of four (4) four-hour courses and a two-hour capstone course. Faculty evaluate student progress at the end of the sophomore year, and seniors must complete a senior capstone.

**Fifty-four (54) credit hours are required.**

**CORE COURSES**

| Semester | | | Course | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | **THE** | **111** | **Introduction to Technical Theatre** | | _____ | _____ |
| _____ | **THE** | **133** | **Acting I: Fundamentals** | | _____ | _____ |
| _____ | **THE** | **201** | **Script Analysis** | | _____ | _____ |
| _____ | **THE** | **210** | **Survey of Western Dramatic Literature** | | _____ | _____ |
| _____ | **THE** | **211** | **Fundamentals of Theatrical Design** | | _____ | _____ |
| _____ | **THE** | **341** | **History of Theatre I** | | | |
| | **THE** | **342** | **History of the Theatre II** | | _____ | _____ |
| _____ | | or | | | _____ | _____ |
| | **DAN** | **200** | **Dance in America** | | | |

**Four from among these five courses (2 semester hours each):**

| | | | | | | |
|---|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ | _____ |

THE 418 Theatre Production (Technical) | THE 419 Theatre Production (Technical) | THE 420 Theatre Production (Technical) | THE 421 Theatre Production (Technical) | DAN 422 Dance Production

## Select one of the following Emphases:

### Design/Technical Theatre Emphasis

| Semester | Course | Grade |
|---|---|---|
| _____ | THE 221 Design/Technical Theatre Studio | _____ |
| _____ | THE 333 Directing I | _____ |
| | Two (2) of the following: | |
| _____ | THE 321 Scene Design | _____ |
| _____ | THE 322 Lighting Design | _____ |
| _____ | THE 323 Costume Design | _____ |
| _____ | THE 324 Sound Design | _____ |
| _____ | THE 481 Senior Design/Technical Theatre Capstone | _____ |

## Directing Emphases

| Semester | Course | Grade |
|---|---|---|
| _____ | One (1) of the following: | _____ |
| | THE 135 Dance for Actors | |
| | THE 136 Voice and Speech I | |
| | THE 234 Movement I: Body Dynamics | |
| _____ | One (1) of the following: | _____ |
| | THE 321 Scene Design | |
| | THE 322 Lighting Design | |
| | THE 323 Costume Design | |
| | THE 324 Sound Design | |
| _____ | THE 333 Directing I | _____ |
| _____ | THE 433 Directing II | _____ |
| _____ | THE 480 Theatre Senior Directing Project/Capstone | _____ |

## Performance Emphasis

| Semester | Course | Grade |
|---|---|---|
| _____ | Two (2) of the following: | _____ |
| _____ | THE 135 Dance for Actors | _____ |
| | THE 136 Voice and Speech I: Free Voice | |
| | THE 234 Movement I: Body Dynamics | |
| _____ | One (1) of the following: | _____ |
| | THE 225 Improvisational Theatre I: Fundamentals | |
| | THE 236 Voice and Speech II | |
| | THE 255 Acting for Musical Theatre I | |
| | THE 333 Directing I | |
| | THE 336 Theatre for Social Change | |
| _____ | THE 233 Acting II: Character w/ Laboratory | _____ |
| _____ | THE 480 Theatre Capstone | _____ |

## Musical Theatre Emphasis

| Semester | Course | Grade |
|---|---|---|
| _____ | One (1) of the following: | _____ |
| | MUS 151 Theory I | |
| | MUA 201/202 Applied Music (Private Piano Lessons) | |
| _____ | One (1) of the following: | _____ |
| | DAN 177 Jazz Dance I | |
| | DAN 175/275 Tap I and II | |
| | DAN 394 Intermediate/Advanced Dance Technique | |
| _____ | THE 255 Acting for Musical Theatre I | _____ |
| _____ | THE 355 Acting for Musical Theatre II | _____ |
| _____ | THE 480 Theatre Senior Performance Project/Capstone | _____ |

## Dramaturgy

Students in this concentration must complete:

THE 341 (in the Core)
THE 342 (in the Core)

| Semester | Course | Grade |
|---|---|---|
| _____ | One (1) of the following:<br>THE 328 Fundamentals of Playwriting<br>THE 343 Dramatic Theory and Criticism | _____ |
| _____ | One (1) of the following:<br>ENG 312 Studies in Shakespeare<br>ENG 319 Studies in 20th-Century British Literature<br>ENG 375 The Critics Role: Review Writing | _____ |
| _____ | Two (2) of the following:<br>THE 241 Classical Theatre<br>THE 260 Feminist Theatre<br>THE 295 History or American Theatre<br>THE 360 Forbidden Acts: The Queer Aesthetic in 20th Century Theatre and Film | _____ |
| _____ | THE 480 Theatre Senior Thesis/Capstone | _____ |

## Theatre Studies Emphasis

| Semester | Course | Grade |
|---|---|---|
| _____ | *Must take one (1) from this list:*<br>THE 135 Dance for Actors<br>THE 136 Introduction to Voice and Speech I<br>THE 234 Movement I: Body Dynamics | _____ |
| _____ | *Must take one (1) from this list:*<br>THE 321 Scene Design<br>THE 322 Lighting Design<br>THE 323 Costume Design<br>*THE 324 Sound Design* | _____ |
| _____ | *Must take one (1) from this list:*<br>ENG 312 Studies in Shakespeare<br>THE 225 Improvisational Theatre I: Fundamentals<br>THE 205 History of American Musical Theatre<br>THE 328 Fundamentals of Playwriting<br>THE 336 Theatre for Social Change | _____ |
| _____ | THE 333 Directing I | |
| _____ | THE 480 Theatre Senior Thesis/Capstone | _____ |

***Special Note About the General Curriculum:** Only one general curriculum requirement from the group **A, C, D, L, O, P, S** may be double-counted to satisfy both the general curriculum and the major requirements. See the Rollins College Catalogue for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Theatre Arts

***Effective Spring 2011***

The minor provides a basic education in the art and craft of theatre. Students acquire a basic knowledge of theatre history, literature, theory, and criticism as well as competency in acting, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

**Twenty Eight (28) credit hours are required.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **THE** | **111** | **Introduction to Technical Theatre** | | _____ |
| _____ | **THE** | **133** | **Acting I** | | _____ |
| _____ | **THE** | **210** | **Survey of Western Dramatic Lit** | | _____ |
| _____ | **THE** | **211** | **Fundamentals of Theatrical Design** | | _____ |
| | | | **One (1) Elective from the following:** | | |
| _____ | ___ | ___ | **-THE 135 Dance for Actors**<br>**-THE 234 Movement I**<br>**-DAN 170 Ballet I**<br>**-DAN 177 Jazz I**<br>**-DAN 179 Modern Dance I** | | _____ |

## PRODUCTION AND ELECTIVE COURSES

One (1) elective at the 200-400 level, and two (2) from the following two-hour production courses:

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ___ | ___ | _____ *200-400* level | Check Catalogue | _____ |

- o THE 418 Theatre Production - Technical
- o THE 419 Theatre Production - Technical
- o THE 420 Theatre Production - Technical
- o THE 421 Theatre Production - Technical
- o DAN 422 Dance Production

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Dance

**Effective FALL 2009**

This program gives students the opportunity to experience dance as an art form. They can take studio classes in ballet, jazz, tap, and modern dance, as well as courses in history, notation, and composition. Minors develop an awareness of history, an understanding of composition, and a competency in several forms.

**Six (6) courses are required. Four (4) core courses and two (2) electives.**

## CORE COURSES

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **DAN** | **200** | **Dance in America** | | _____ |
| | | **OR** | | | |
| | **DAN** | **203** | **Dance History** | | _____ |
| _____ | **DAN** | **300** | **Dance Composition** | DAN 394 or consent | _____ |
| _____ | **DAN** | **394** | **Intermediate/Advanced Dance Technique (taken twice)** | Consent | |
| _____ | | | | | |

## ELECTIVES Two (2) of the following courses are required.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |
| _____ | ____ | ____ | _____ | Check Catalogue | _____ |

- o DAN 170 Ballet I
- o DAN 175 Tap Dance I
- o DAN 177 Jazz I
- o DAN 179 Modern Dance I
- o DAN 200 Dance in America
- o DAN 203 Dance History
- o DAN 270 Ballet II
- o DAN 275 Tap Dance II
- o DAN 277 Jazz II
- o DAN 279 Modern Dance II
- o DAN 300 Dance Composition
- o DAN 380 Studies in Dance
- o DAN 394 Intermediate/Advanced Dance Technique
- o DAN 420 Labanotation
- o DAN 422 Dance Production
- o THE 135 Dance for Actors

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Writing

Effective fall 2015

Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: Creative Writing or Professional Writing. Students in both the English Major and the Writing Minor may count only one course toward both programs.

## I. CREATIVE WRITING CONCENTRATION

Students seeking a minor in writing with a concentration in creative writing take six (6) courses: three (3) core courses and three (3) electives. In addition, students must submit a writing portfolio to the department in the semester of graduation.

### CORE COURSES

**Three core courses are required.**

| Semester | | Course | Prerequisite | Grade |
|---|---|---|---|---|
| | ENG 167 | Introduction to Creative Writing | | |
| _____ | ENG 267 | Topic/Techniques in Writing | | |
| | | | | |
| _____ | ENG 367 | Creative Writing Workshop | | |

### ELECTIVES

**Three of the courses (below) are required. Students must take a 300 and 400 level elective.**

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | _____ | Check catalog | _____ |
| _____ | _____ | Check catalog | _____ |
| _____ | _____ | Check catalog | _____ |

ENG 209 Intro. to Professional Writing
ENG 210 Language and Power
ENG 211 Visual Rhetoric for Writers
ENG 260 Writer's Studio
ENG 267 Topics/Techniques in Writing
ENG 268 Writing Intensives
ENG 271 Personal Writing
ENG 273 Journalistic Writing I
ENG 276 Writing for the Future
ENG 277 Writing in the Community
ENG 295 Studies in Nonfiction Writing
ENG 360 Creative Nonfiction Workshop
ENG 361 Writing for the Professions
ENG 367 Creative Writing Workshop
ENG 373 Journalistic Writing II
ENG 374 Editing Essentials
ENG 375 The Critic's Role—Review Writing
ENG 380 Language Studies
ENG 385 Prose Style
ENG 392 Environmental Writing
ENG 396 Journal Production: SPECS
ENG 397 Internship in Writing
ENG 459 Writer's Portfolio
ENG 467 Adv. Creative Writing Workshop
ENG 482 Writing for Publication
ENG 497 Internship in Writing

**Name:** _____ **Date:** _____

# Minor Map: Writing

Effective fall 2015

Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: Creative Writing or Professional Writing. Students in both the English Major and the Writing Minor may count only one course toward both programs.

## I. PROFESSIONAL WRITING CONCENTRATION

Students seeking a minor in writing with a concentration in professional writing take six (6) courses: three (3) core courses and three (3) electives. In addition, students must submit a writing portfolio to the department in the semester of graduation.

### CORE COURSES

**Three core courses are required.**

| Semester | Course | | Prerequisite | Grade |
|---|---|---|---|---|
| _____ | ENG 209 | Introduction to Professional Writing | | _____ |
| _____ | ENG 211 | Show and Tell: Visual and Verbal Text Design | | _____ |
| _____ | ENG 277 | Studies in Professional Writing | | _____ |

### ELECTIVES

**Three of the courses (below) are required. Two electives must be at the 300 or 400 level.**

| Semester | Course | Prerequisite | Grade |
|---|---|---|---|
| _____ | _____ | Check catalog | _____ |
| _____ | _____ | Check catalog | _____ |
| _____ | _____ | Check catalog | _____ |

ENG 210 Language and Power
ENG 260 Writer's Studio
ENG 267 Topics/Techniques in Writing
ENG 268 Writing Intensives
ENG 271 Personal Writing
ENG 273 Journalistic Writing I
ENG 276 Writing for the Future
ENG 277 Writing in the Community
ENG 295 Studies in Nonfiction Writing
ENG 360 Creative Nonfiction Workshop
ENG 361 Writing for the Professions
ENG 367 Creative Writing Workshop
ENG 373 Journalistic Writing II
ENG 374 Editing Essentials
ENG 375 The Critic's Role—Review Writing
ENG 380 Language Studies
ENG 385 Prose Style
ENG 392 Environmental Writing
ENG 396 Journal Production: SPECS
ENG 397 Internship in Writing
ENG 459 Writer's Portfolio
ENG 467 Adv. Creative Writing Workshop
ENG 475 Creative Writing Colloquy
ENG 482 Writing for Publication
ENG 497 Internship in Writing

**Name:** _____ **Date:** _____

# Major Map: Business (Management Concentration)

**The Business major with a Management concentration requires: sixteen courses (64semester hours): ten business core courses three management concentration courses (12 hours), three elective courses (12 hours), and a global experience.**

**Business Core Courses**

| Semester | Course | Title | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | BUS 101 | Business, Innovation & Entrepreneurial Thinking | None | | |
| | BUS 135 | Business Law & Ethics | None | | |
| | BUS 215 | Micro & Macro Economics | None | | |
| | BUS 230 | Financial & Managerial Accounting | BUS 101 | | |
| | BUS 241 | Business Analysis & Decision Making | BUS 101 | | |
| | BUS 310 | Management & Organizational Behavior | BUS 101 & Jr. Status | | |
| | BUS 320 | Entrepreneurial & Corporate Finance | BUS 215, 230, & Jr. Status | | |
| | BUS 330 | Entrepreneurial Marketing | BUS 101 & Jr. Status | | |
| | BUS 350 | Supply Chain Management | BUS 241, 310, & Jr. Status | | |
| | BUS 400 | Strategic Management | BUS 310, 320, 330, Sr. Status | | |
| | | | | | |

**Management Concentration Courses**

| Semester | Course | Title | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | BUS 312 | Responsible Business Leadership | BUS 310 or Jr. Status | | |
| | BUS 352 | Project Management | BUS 310 or Jr. Status | | |
| | BUS 354 | High Performance Organizations | BUS 310 or Jr. Status | | |

**Electives**

Students must take at least three (3) of the following courses; at least two (2) must be at the 300-400 level.

BUS 316 Critical Thinking & Problem Solving
BUS 317 Personal Finance
BUS 342 Human Resource Management
BUS 348 Investments
BUS 369 Global Business
BUS 375 Advertising & Promotion
BUS 397 Business Internship
COM 220 Interpersonal Communication
COM 221 Small Groups & Leadership
COM 301 Designing Effective Organizations
COM 305 Listening
COM 306 Intercultural Communication
COM 312 Persuasion Theory
COM 319 Leadership & Effective Communication
COM 331 Communication & Social Change
COM 345 Leadership, Film, and Communication
COM 421 Organizational Communication
CMC 300 Critical Frameworks for Contemporary Culture
ENG 210 Language & Power
INT 107 Leadership & Social Change
INT 260 Foundations of Leadership
INT 261 Leadership & Citizenship in Action
PHI 218 Argumentation & Media Manipulation
PSY 317 Group Dynamics
PSY 319 The Psychology of Work
PSY 330 Organizational Behavior
PSY 337 Organizational Dysfunction
SEB 200 Social Entrepreneurship: Leading Change
SEB 220 Global Development Challenges & Opportunities
SEB 320 Strategies for Changemakers
SEB 325 Globalization & Gender
SEB 340 Designing & Planning for Social Entrepreneurship
SEB 345 Financing Social Enterprise

| Semester | Course | Title | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | | | Check Catalogue | | |
| | | 300-400 level | Check Catalogue | | |
| | | 300-400 level | Check Catalogue | | |

**GLOBAL EXPERIENCE**
All Business majors are required to have a global experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students may be required to document their global experience. If a Global Experience is not appropriate for a specific individual, the student may petition the BSE Department Chair for approval to substitute **BUS 398**.

**GLOBAL EXPERIENCE: _____**

**RESIDENCY AND DISTRIBUTION**
Business majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins); must take at least one-half of all courses for the major at Rollins (no exemption for transfer students); must take at least one-half of all business core courses from the BUS curriculum (no exemptions for internal transfers); and must take at least one-half of all courses for the major at the **300-400 level**.

**See the Rollins Catalog for a comprehensive listing of all requirements.**

| **Name:** | **Date:** |
|---|---|

# Minor Map: Business

The Business minor can be combined with almost any major (exceptions = Business, Social Entrepreneurship & Business, or International Business) to give the student a better understanding of the role of business in today's world, current knowledge of business, and career related skills.

**BUSINESS REQUIRED COURSES**
Requirements for the Business minor are the seven courses listed below (28 semester hours).

| Semester | Course | Title | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | BUS 101 | Business, Innovation, & Entrepreneurial Thinking | None | | |
| | BUS 135 | Business Law & Ethics | None | | |
| | BUS 215 | Micro & Macro Economics | None | | |
| | BUS 230 | Financial & Managerial Accounting | BUS 101 | | |
| | BUS 310 | Management & Organizational Behavior | BUS 101 & Jr. Status | | |
| | BUS 320 | Entrepreneurial & Corporate Finance | BUS 215 & 230 & Jr. Status | | |
| | BUS 330 | Entrepreneurial Marketing | BUS 101 & Jr. Status | | |

See the Rollins Catalog for a comprehensive listing of all requirements.

| Name: | Date: |
|---|---|

# Major Map: Social Entrepreneurship & Business

**The Social Entrepreneurship & Business (SEB) major requires seventeen courses (68 semester hours), including ten business core courses (40hours), four SEB core courses, three elective courses (12 hours), an immersion experience, and a global experience.**

**Business Core Courses**

| Term | Course | Title | Prerequisite | Grade | G.E. |
|---|---|---|---|---|---|
| | BUS 101 | Business, Innovation, & Entrepreneurial Thinking | None | | |
| | BUS 135 | Business Law & Ethics | None | | |
| | BUS 215 | Micro & Macro Economics | None | | |
| | BUS 230 | Financial & Managerial Accounting | BUS 101 | | |
| | BUS 241 | Business Analysis & Decision Makin | BUS 101 | | |
| | BUS 310 | Management & Organizational Behavior | BUS 101 Junior Standing | | |
| | BUS 320 | Entrepreneurial & Corporate Finance | BUS 215, 230 & Jr. Status | | |
| | BUS 330 | Entrepreneurial Marketing | BUS 101 & Jr. Status | | |
| | BUS 350 | Supply Chain Management | BUS 241, 310 & Jr. Status | | |
| | BUS 400 | Strategic Management | BUS 310,320,330,SEB 340 | | |
| | | | | | |

**Social Entrepreneurship & Business Core Courses**

| Term | Course | Title | Prerequisite | Grade | G.E. |
|---|---|---|---|---|---|
| | SEB 200 | Social Entrepreneurship: Leading Change | None | | |
| | SEB 220 | Global Development Challenges & Opportunities | None | | |
| | Choose One: | SEB 320 Strategies for Change Makers<br>COM 331 Communication & Social Change | None | | |
| | SEB 340 | Designing & Planning for Social Entrepreneurship | SEB 200 & 220 | | |

## Social Entrepreneurship & Business Electives

Students must take at least three (3) of the following courses; at least two (2) must be at the 300-400 level.

ANT 215 Human Ecology
ANT 277 Gender in the Middle East & North Africa
ANT 360 Anthropology and the Environment
BIO 105 Ecological Basis of Environmental Issues
CMC 310 Media, Peace, & Justice
CMC 320 Political Economy of Body & Food
CMC 350 Topics In Media & Cultural Studies
COM 340 Health Policy & Advocacy Communication
COM 342 Health Behavior Change & Social Marketing
COM 350 Global Health Communication
EDU 271 School & Society
EDU 280 Diversity in American Education
EDU 347 Global Perspectives in Education
EDU 385 Teaching Students with Special Needs
ENV 205 The World at 7 Billion
ENV 289 Nature in the City
ENV 302 Traditional Town Planning
HIS 311 History of American Sexuality
HIS 370 Race & Ethnicity in America
PHI 308 Politics & Poverty
POL 302 Politics of Global Poverty
POL 330 Peace & Conflict Studies
POL 332 International Human Rights
POL 333 Case Studies in Sustainable Development
PSY 211 Social Psychology
REL 228 Women & Religion
REL 251 Religion & Popular Culture
REL 300 Religion & the Body
REL 251/351 Feasting & Fasting Comparative Religious Experience & Food
REL 251/351 Love, Eros, & Religion
SEB 325 Globalization & Gender
SEB 345 Financing Social Enterprise
SEB 397 SE & Business Internship
SOC 211 Social Problems
SOC 250 Sociology of Gender
SOC 324 Women in Society
SOC 343 Social Stratification
SOC 345 Sociology of Gender
SOC 355 Race & Ethnic Relations
SOC 356The State of Black America
SOC 360 Poverty & Social Welfare
WMS 205 Intro to Women's Studies

| Semester | Course | Title | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | | | Check Catalogue | | |
| | | 300-400 level | Check Catalogue | | |
| | | 300-400 level | Check Catalogue | | |

**IMMERSION EXPERIENCE**
All SEB majors are required to participate in one Immersion Experience. This requirement may be satisfied by participating in (a) a Rollins Immersion program or (b) a BSE Department approved international service learning experience. Rollins Immersion exposes students to critical cultural, social, political, and structural issues in the community through weekend and weeklong projects of civic and community engagement throughout the academic year. Rollins Immersion is rooted in the academic mission of Rollins to educate students for global citizenship and responsible leadership. Through direct community engagement, leadership development, multicultural education, discussion, and pre/refection activities students will be immersed in the big challenges and questions that face communities in the 21st century. International service learning experiences also focus on social responsibility and enable students to practice global citizenship while engaging in service in a different culture. Students should document their immersion experience, and may be required to provide supporting evidence or write an essay describing their experience.

**IMMERSION EXPERIENCE: _____**

**GLOBAL EXPERIENCE**
All SEB majors are required to have a global experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students may be required to document their global experience.

**GLOBAL EXPERIENCE: _____**

**RESIDENCY AND DISTRIBUTION**
SEB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins); at least one-half of all courses for the major at Rollins (no exemption for transfer students); at least one-half of the business core courses from the BUS curriculum (no exemption for internal transfers), and at least one-half of all courses for the major at the ***300-400 level***.

| **See the Rollins Catalog for a comprehensive listing of all requirements.** **Name:** | **Date:** |
|---|---|

# Minor Map: Social Entrepreneurship & Business

The Social Entrepreneurship & Business minor may be combined with almost any major (except of course Social Entrepreneurship & Business) to give the student a better understanding of the role of business in today's world, current knowledge of business, and career related skills.

**SOCIAL ENTREPRENEURSHIP & BUSINESS REQUIRED COURSES**
Requirements for the SEB minor are the five courses listed below plus one elective from the approved list (24 total credit hours).

| Semester | Course | Title | Prerequisite | Grade | G.E.* |
|---|---|---|---|---|---|
| | | | | | |
| | SEB 200 | Social Entrepreneurship: Leading Change | None | | |
| | SEB 220 | Global Development Challenges & Opportunities | None | | |
| | | | | | |
| | Choose One: | SEB 320 Strategies for Change Makers<br>COM 330 Communication & Social Change | None | | |
| | SEB 340 | Designing & Planning for Social Entrepreneurship | SEB 200 & 220 | | |
| | SEB 345 | Financing Social Entrepreneurship | SEB 200 | | |
| | Elective | | | | |

**Social Entrepreneurship & Business Electives**
Students must take at least one of the following courses.

| | | |
|---|---|---|
| ANT 215 Human Ecology<br>ANT 277 Gender in the Middle East & North Africa<br>ANT 360 Anthropology and the Environment<br>BIO 105 Ecological Basis of Environmental Issues<br>CMC 310 Media, Peace, & Justice<br>CMC 320 Political Economy of Body & Food<br>CMC 350 Native American Media & Cultural Studies<br>CMC 350 Solidarity, Equality, & Community<br>COM 340 Health Policy & Advocacy Communication<br>COM 342 Health Behavior Change & Social Marketing | COM 350 Global Health Communication<br>EDU 271 School & Society<br>EDU 280 Diversity in American Education<br>EDU 347 Global Perspectives in Education<br>EDU 385 Teaching Students with Special Needs<br>ENV 205 The World at 7 Billion<br>ENV 289 Nature in the City<br>ENV 302 Traditional Town Planning<br>HIS 311 History of American Sexuality<br>HIS 370 Race & Ethnicity in America<br>PHI 308 Politics & Poverty<br>POL 302 Politics of Global Poverty<br>POL 330 Peace & Conflict Studies<br>POL 332 International Human Rights<br>POL 333 Case Studies in Sustainable Development<br>PSY Social Psychology | REL 228 Women & Religion<br>REL 251 Religion & Popular Culture<br>REL 300 Religion & the Body<br>REL 251/351 Feasting & Fasting<br>Comparative Religious Experience & Food<br>REL 251/351 Love, Eros, & Religion<br>SEB 325 Globalization & Gender<br>SOC 211 Social Problems<br>SOC 250 Sociology of Gender<br>SOC 324 Women in Society<br>SOC 343 Social Stratification<br>SOC 345 Sociology of Gender<br>SOC 355 Race & Ethnic Relations<br>SOC 356The State of Black America<br>SOC 360 Poverty & Social Welfare<br>WMS 205 Intro to Women's Studies |

See the Rollins Catalog for a comprehensive listing of all requirements.

| Name: | Date: |
|---|---|

# Major Map: Communication Studies

Effective Fall 2015

**Communication Studies focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The field promotes the effective and ethical practice of human communication; we cultivate the communication skills necessary to fulfill human potential and contribute to the public well-being.**

**Majors must complete seven (7) required core courses; they must also select an additional three (3) concentration courses, for a total of ten (10) courses required for completion of the major.**

**CORE COURSES** Students must complete all core courses. COM 100 Introduction to Communication Studies course is required within the first two semesters of declaring the major.

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **COM** | **100** | **Introduction to Communication Studies** | Check Catalogue | _____ |
| _____ | **COM** | **295** | **Research Methods in Communication** | Check Catalogue | _____ |
| _____ | **COM** | **480** | **Senior Seminar in Communication** | Check Catalogue | _____ |
| _____ | **COM** | **397 *OR* 400** | **Internship OR Advanced Project in Communication Studies** | Check Catalogue | _____ |

**Choose three 200-level courses:**

| | | | | | |
|---|---|---|---|---|---|
| _____ | **COM** | ___ | _____ | Check Catalogue | _____ |
| _____ | **COM** | ___ | _____ | Check Catalogue | _____ |
| _____ | **COM** | ___ | _____ | Check Catalogue | _____ |

**CONCENTRATION COURSES** Students must complete three (3) concentration courses at the 300/400-level.

**Electives**

| Semester | Dept. Prefix | Number | Course Title | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | _____ | _____ | _____ | **Check Catalogue** | _____ |
| _____ | _____ | _____ | _____ | **Check Catalogue** | _____ |
| _____ | _____ | _____ | _____ | **Check Catalogue** | _____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

**Name:** _____ **Date:** _____

# Minor Map: Communication Studies

**Effective Fall 2015**

Communication Studies focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The field promotes the effective and ethical practice of human communication; we cultivate the communication skills necessary to fulfill human potential and contribute to the public well-being.

The minor in communication prepares students for their personal, social, and working lives by developing skills in critical thinking, decision making, and oral presentation.

**Five (5) courses are required (20 credit hours at 4 credit hours each):**
**COM100, three (3) 200-level courses, and one (1) 300-level course.**

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | **COM** | **100** | **Introduction to Communication Studies** | Check Catalogue | _____ |
| _____ | **COM** | **295** | **Research Methods in Communication** | Check Catalogue | _____ |

| Semester | | | Course | Prerequisite | Grade |
|---|---|---|---|---|---|
| _____ | ____ | 2____ | _____ | Check Catalogue | _____ |
| _____ | ____ | 2____ | _____ | Catalogue | _____ |
| _____ | ____ | 3____ | _____ | Check Catalogue | _____ |

See the Rollins College Catalogue for a comprehensive listing of all courses and requirements.

**Name:** _____ **Date:** _____

# Major Map: Elementary Education

**Effective Spring 2015**

The Department of Education offers coursework and field experiences that prepare students to enter the teaching profession. Program completers are eligible for Professional Teacher Certification in the state of Florida, and can convert this to a similar certification in most states. Students must apply for admission to the Teacher Education Program as soon as they declare the major. Applications (1-S Form) can be found on the Department of Education website. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Florida requires that students have a passing score on the General Knowledge (GK) portion of the Florida Teacher Certification Exam (FTCE) to be admitted to any state-approved program. All students completing a Florida state-approved program must pass all portions of the FTCE, including the GK, the Professional Education (PED) portion, and the Subject Area Exam (SAE) prior to graduation, and have an overall GPA of 2.5 or higher.

## FOUNDATIONS

| Semester | | | Course | Prerequisite/Corequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | EDU | 271 | School and Society | | _____ | ____ |
| _____ | EDU | 272 | Educational Psychology | | _____ | ____ |
| _____ | EDU | 280 | Diversity in American Education | | _____ | ____ |
| _____ | EDU | 324 | Curriculum and Educational Assessment for Diverse Learners | | _____ | ____ |

## ELEMENTARY EDUCATION

| Semester | | | Course | Prerequisite/Corequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | RED | 309 | Fundamentals of Reading | Co: RED 369 | _____ | ____ |
| _____ | RED | 371 | Diagnosis of Reading Difficulties | | _____ | ____ |
| _____ | EDU | 406 | Strategies for Instruction, Learning and Classroom Management in Diverse Elementary Schools | Co: RED 409/409L | _____ | ____ |
| _____ | RED | 409 | Differentiated Literacy and Content Area Instruction | Co: EDU 406/RED 409L | _____ | ____ |
| _____ | RED | 409L | Reading Field Experience | Co: EDU 406/RED 409 | _____ | ____ |
| _____ | EED | 319 | Integrated Arts in the Elementary School | Music majors/Elem Ed majors | _____ | ____ |
| _____ | EED | 363 | Social Studies for Elementary Schools | Majors only | _____ | ____ |
| _____ | EED | 364 | Science for Elementary Schools | Majors only | _____ | ____ |
| _____ | EED | 367 | Health and PE for Elementary Schools (2 cr.) | Majors only | _____ | ____ |
| _____ | EED | 368 | Mathematics for Elementary Schools, Content and Methods | Majors only | _____ | ____ |
| _____ | RED | 369 | Research Based Practices in Literacy Instruction | | _____ | ____ |

## STUDENT TEACHING

All students completing the major must complete a teaching internship. Graded on a credit/no credit basis, Student Teaching involves working full time for fifteen (15) weeks in an approved area school. Seniors may apply for Student Teaching only after meeting the following requirements: 1) passing scores on the GK and PED; 2) completion of all prerequisites for Student Teaching; 3) overall GPA of 2.5 or higher.

| Semester | | | Course | Prerequisite/Corequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | EDU | 470 | Classroom Management | Pre: All major requirements<br>Co: EDU 490 | _____ | ____ |
| _____ | EDU | 490 | Student Teaching: Elementary (14 cr.) | Pre: All major requirements<br>Co: EDU 470 | _____ | ____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name: _____ Date: _____

# Minor Map: Secondary Education

**Effective Spring 2015**

The Department of Education offers coursework and field experiences that prepare students to enter the teaching profession. Program completers are eligible for Professional Teacher Certification in the state of Florida, and can convert this to a similar certification in most states. Students must apply for admission to the Teacher Education Program as soon as they declare the minor. Applications (1-S Form) can be found on the Department of Education website. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Florida requires that students have a passing score on the General Knowledge (GK) portion of the Florida Teacher Certification Exam (FTCE) to be admitted to any state-approved program. All students completing a Florida state-approved program must pass all portions of the FTCE, including the GK, the Professional Education (PED) portion, and the Subject Area Exam (SAE) prior to graduation, and have an overall GPA of 2.5 or higher.

Students who intend to teach in middle and high schools must complete a major in the intended area and the Secondary Education minor. Only the following majors are appropriate for the Secondary Education minor:

| | | | |
|---|---|---|---|
| **Biology** | **English** | **Music** | **Spanish** |
| **Chemistry** | **French** | **Physics** | |
| **Theatre** | **Mathematics** | **International Relations** | |

All Secondary Education minors must complete a course with U.S. History content and a college Math course. Certification in French, Spanish and Music covers grades K-12, so students in these majors must take a course in elementary methods (EED 319 for Music majors, EED 355 for French and Spanish majors).

## FOUNDATIONS

| Semester | | | Course | Prerequisite/Corequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | EDU | 271 | School and Society | | _____ | ____ |
| _____ | EDU | 272 | Educational Psychology | | _____ | ____ |
| _____ | EDU | 280 | Diversity in American Education | | _____ | ____ |
| _____ | EDU | 324 | Curriculum and Educational Assessment for Diverse Learners | | _____ | ____ |

## CURRICULUM AND INSTRUCTION

| Semester | | | Course | Prerequisite/Corequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | EDU | 335 | Content Area Reading in Secondary Schools | Co: EDU 407 | _____ | ____ |
| _____ | EDU | 407 | Strategies for Instruction, Learning and Classroom Management in Diverse Secondary Schools | Co: EDU 335 | _____ | ____ |
| _____ | EDU | 417 | Teaching (Specific Subject) in Secondary Schools | Co: EDU 417L | _____ | ____ |
| _____ | EDU | 417L | Teaching (Specific Subject) in Secondary Schools Lab (1 cr.) | Co: EDU 417 | _____ | ____ |

## STUDENT TEACHING

All students completing a Secondary Education minor must complete a teaching internship in the area of certification. Graded on a credit/no credit basis, Student Teaching involves working full time for fifteen (15) weeks in an approved area school. Seniors may apply for Student Teaching only after meeting the following requirements: 1) passing scores on the GK and PED; 2) completion of all prerequisites for Student Teaching; 3) overall GPA of 2.5 or higher.

| Semester | | | Course | Prerequisite/Corequisite | Grade | G.E.* |
|---|---|---|---|---|---|---|
| _____ | EDU | 470 | Classroom Management | Co: EDU 491 | _____ | ____ |
| _____ | EDU | 491 | Student Teaching: Secondary (14 cr.) | Co: EDU 470 | _____ | ____ |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements.

Name:_____ Date: _____

# Major Map: International Business

Effective Fall 2014

As the business world and global economy become increasingly international and interconnected, successful leaders need more than a traditional business degree to stay competitive. A well-rounded base of knowledge, experience, and skills – integrating international themes, foreign cultures, and foreign languages are essential to truly understand the foundation of international business environment. These credentials will contribute to a meaningful and successful career path in business.

The International Business major is grounded in the Rollins' commitment to educate students for active citizenship and ethical leadership in a global society and to prepare graduates for productive careers. The International Business Department (INB) offers a major in International Business, a minor in International Business, a minor in Sustainable Development (in cooperation with Environmental Studies) and two dual degree programs. In the 3+2 program in cooperation with the Crummer Graduate School of Business students earn a B.A. and MBA in 5 years. The 2+2 international program offers students an opportunity to earn in 4 years a B.A. from Rollins and a B.S. from Reutlingen University in Germany.

**Requirements for the International Business major are: 16 courses, including eight (8) core International Business courses, an international business internship, two (2) International Business electives, five (5) foreign language and area studies courses, and an international experience.**

RESIDENCY AND DISTRIBUTION: INB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins). INB200 and all 300 & 400 level courses in the major must be taken in INB department.

**CORE COURSES**

| Semester | | Prerequisite | GenEd |
|---|---|---|---|
| _____ | INB 200 Introduction to International Business | | |
| _____ | INB 230 International Financial & Managerial Accounting | INB 200 | |
| _____ | INB 233/ECO233 Economics for International Business | INB 200 | |
| _____ | INB 236 Statistics for International Business | INB 200 | Q/Math |
| _____ | INB 337 International Marketing Management | INB 233, INB 236 | |
| _____ | INB 365 International Operations & MIS | INB 233, INB 236 | |
| _____ | INB 372 International Financial Management | INB 230, INB 233; INB 236 | |
| _____ | INB 397 International Business Internship | Completed one 300 level INB core course | |
| _____ | INB 450 Global Business Strategy | INB 337, INB 365, INB 372 | |

INTERNATIONAL BUSINESS INTERNSHIP REQUIREMENT: INB majors are required to complete an internship (**INB 397)**. INB majors may satisfy this requirement by (a) participating in a Rollins International Internship program (e.g., London, Spain, Costa Rica, China, Australia), (b) a summer internship abroad, or (c) a local internship with a reflection paper on some aspect of international business. Students register for internships through the Office of Career Services.

INTERNATIONAL EXPERIENCE REQUIREMENT: INB majors are required to have a direct international experience. This requirement may be satisfied by (a) participating in a Rollins semester abroad program, (b) participating in an INB approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students should document their international experience and provide supporting evidence and an essay describing their experience. The department chair will determine whether or not the international experience satisfies the requirements for the INB major.

LANGUAGE and AREA STUDIES (5 courses): Proficiency in English and at least one (1) modern foreign language are essential for a successful career in international business. To accommodate students with different learning styles and needs, the foreign language and area studies requirement of five courses may be satisfied in a number of ways. Choose **one** of the following:

1. Students can compete (5) courses in language/area studies, with at least one language at the 300 level and at least one area studies course at the 300 level. One potential layout of courses is below.

| | | | **GenEd** |
|---|---|---|---|
| _____ | _____ | Foreign language (200 level or above) | Foreign Language |
| _____ | _____ | Foreign language (200 level or above) | |
| _____ | _____ | Foreign language (300 level or above) | |
| _____ | _____ | Area study (200 level or above) **or** Foreign language (200 or above) | |
| _____ | _____ | Area study (300 level or above ) **or** Foreign language (200 or above) | |

2. Students may satisfy this requirement by declaring and completing one (1) of the following majors/minors: French, German, Russian, Spanish.
3. Students may satisfy this requirement by declaring and completing one (1) of the following majors/minors: Asian Studies, Australian Studies, Latin American and Caribbean Studies, Middle Eastern & North African Studies, and Sustainable Development as long as INB language requirement of at least one (1) language course at 300 level is satisfied. Department of Modern Languages at Rollins offers 300 level courses in Chinese, French, German, Russian, and Spanish.
4. The foreign language requirement may be waived by demonstrating 'native proficiency' in a modern foreign language as determined by the Rollins College Department of Modern Languages and Literatures or by passing a standardized test administered by the ACTFL Testing Office. Contact INB Department Chair for more information.
   Receiving a foreign language waiver does not reduce the total number of courses required for the International Business major. Students receiving such a waiver are required to take 5 area studies or other language courses with at least two (2) at the 300-400 level.

| All courses offered at the 200 level and above by the Department of Modern Languages, including CHN, EUR, FRN, GMN, HBR, JPN, RSN, SPN courses count as **language** or **area studies.** | | |
|---|---|---|
| **List of Additional Area Study Courses** | | |
| ANT 201 Cultures of the Caribbean | ECO 323 Political Economy of Chinese Development | POL 302 Global Poverty |
| ANT 207 Anthropology of Modern Africa | ECO 327 Comparative Economic Systems | POL 304 Middle East Politics |
| ANT 233 Indian Ocean in Antiquity | ECO 336 Gender Issues in Latin American Development | POL 306 Muslims in Western Politics |
| ANT 234 Archaeology of South Asia | ECO 351 Economic Development | POL 309 Global Democratization |
| ANT 252 Cultures of China | ENG 209 Introduction to Professional Writing | POL 312 Problems of Latin America |
| ANT 254 Cultures of Japan | ENV 206 Caribbean Environmental History | POL 317 U.S. and Latin America in World Politics |
| ANT 255 Middle East Culture | ENV 292 Political Economy of Environmental Issues | POL 319 U.S. China Relations |
| ANT 259 Contemporary Middle East & North Africa | ENV 348 Sustainable Development | POL 321 The Politics of Latin America |
| ANT 277 Gender in the Middle East & North Africa | ENV 365 Environment and Development in Central America | POL 334 Political Economy of Japan |
| ARH 204 Introduction to African Art | HIS 250 Modern Japan | POL 352 International Law |
| ARH 205 Introduction to Art beyond the West | HIS 261 Modern China | POL 353 Foreign Policy of the U.S. |
| ARH 275 The Art of African Textiles, Dress, and Fashion | HIS 263 East Asia in Modern Times | POL 384 East Asian Politics |
| ARH 304 African Art and Colonialism | HIS 320 Mexico-U.S. Relations | POL 385 Politics and Society in Contemporary China |
| AUS 262 The Australian Economic and Political Systems | HIS 322 Modern Mexican History | REL 217 Jewish Life and Thought |
| COM 306 Intercultural Communication | HIS 323 Modern Latin American History | REL 218 Christianity: Thought and Practice |
| ECO 254 The Latin American Economics | HIS 361 Contemporary China | REL 219 Islam: Religion and Society |
| ECO 307 International Economics | LAC 200 Foundations of Latin American Culture and Society | REL 230 Buddhism: Theory and Practice |
| ECO 308 European Emerging Markets | LAC 400 Seminar in Latin American and Caribbean Studies | |
| ECO 310 International Finance | MUS 360 Music in the Global Environment | |

INTERNATIONAL BUSINESS ELECTIVES: Students must take two of the following courses; at least one (1) must be at the 300-400 level.

| Semester | Course | Prerequisite |
|---|---|---|
| | | Check Catalogue |
| | | Check Catalogue |

| | |
|---|---|
| INB 201 Technology and Global Business | INB 345 International Management & Leadership |
| INB 214 Global Business of Sport | INB 347 International Advertising |
| INB 215 The Global Entertainment Business | INB 350 Managing Information Systems |
| INB 225 Sustainable Business Practices | INB 363 Global e-Business |
| INB 268 International Social Entrepreneurship | INB 366 Global Impact Investing |
| INB 290 Special Topics in International Business | INB 367 International Financial Statement Analysis |
| INB 300 International Business Operations | INB 373 International Investments |
| INB 311 Asian Business Environment | INB 374 Computational Finance |
| INB 313 Australian Business Environment | INB 377 International Real Estate |
| INB 315 Business & Economic Development in Modern China | INB 380 Global Brand Management |
| INB 320 Global Development: Challenges & Opportunities | INB 385 Global Franchising |
| INB 342 International Human Resource Management | INB 390 Special Topics in International Business |
| | |

See the *Rollins College Catalogue* for a comprehensive listing of all requirements and prerequisites.

# Minor Map: International Business

Effective Fall 2014

The International Business minor is open to all students. The minor may be combined with any major (exceptions: Business; Social Entrepreneurship & Business; International Business) to give students a better understanding of the role of business in the global economy, current knowledge and best practices of international business, and career-related skills.

Requirements for the International Business minor are as follows:

| Semester | Course | Prerequisite | GenEd |
|---|---|---|---|
| _____ | INB 200 Introduction to International Business | | |
| _____ | INB 230 International Financial & Managerial Accounting | INB 200 | |
| _____ | INB 233/ECO233 Economics for International Business | INB 200 | |
| _____ | INB 236 Statistics for International Business | INB 200 | Q/Math |
| _____ | INB 337 International Marketing Management | INB 233, INB 236 | |
| _____ | INB 365 International Operations & MIS | INB 233, INB 236 | |
| _____ | INB 372 International Financial Management | INB230, INB 233, INB 236 | |