ARTS AND SCIENCES CATALOGUE

Educating for Global Citizenship and Responsible Learning

Spring Term 2009

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GIVING TO ROLLINS

WINTER PARK INSTITUTE

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U.S.NEWS America's Best Colleges 2009

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ARTS AND SCIENCES CATALOGUE REVISIONS

Changes are listed by term, latest term first.

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*	2-19-08

	230, 330, 450; changes to CMS 170, 270, 430, 480	
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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
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Courses of Instruction	HONORS DEGREE - *entire curriculum revised*	5-20-08
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Courses of Instruction	INTERNATIONAL BUSINESS - *add INB 315*	2-25-08
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Courses of Instruction	MODERN LANG. & LIT. - *RSN 227 title change*	2-19-08
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Catalogue Section	**Sub Section**	**Date to Web**
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Course of Instruction	ASIAN STUDIES - *minor requirements-REL 113 title change*	1-31-08
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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**
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Courses of Instruction	BIOLOGY - *double major policy*	8-13-07
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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
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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
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Catalogue Section	**Sub Section**	**Date to Web**
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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
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Courses of Instruction	INTERNATIONAL BUSINESS - *title change INB 230*	10-13-06
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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
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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
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Courses of Instruction	ENGLISH - *prerequiste changes to ENG 360s, 367s, 467.*	9-02-05
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Courses of Instruction	ENGLISH - *delete ENG 391*	7-15-05
Courses of Instruction	ENGLISH - *add ENG 345*	2-16-05
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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
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Courses of Instruction	MATHEMATICS - *add MAT 106*	2-16-05
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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
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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
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Catalogue Section	Sub Section	Date to Web
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Courses of Instruction	ENGLISH - *change to Editing Proficiency requirement*	10-14-04
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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
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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
Student Financial Aid	Standards of Satisfactory Progress - *Completion Rate*	3-8-04

Effective Spring Term 2004

Catalogue Section	**Sub Section**	**Date to Web**
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*	10/28/03

	Verano Español	
Courses of Instruction	PHYSICS - *add PHY 498 to major requirements*	2/4/04

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
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

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

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
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
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

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 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. Carnegie Hall, once the library and administration building, now serves as home to the College's admission, financial aid, and career services offices.

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; (b) falsifying any college document or record by mutilation, addition, deletion, or forgery; or (c) lying to a member of the Honor Council or judicial affairs officer.

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.

ENROLLMENT DEPOSIT
All returning students are required each year to make a non-refundable, advance payment of $500 to confirm a place with their returning class. This deposit, which will be applied to the fall term balance due, allows Rollins College to determine accurately the number of returning students and allocate space to new students. The deposit is non-refundable and is due no later than May 15th of each year.

Students whose financial need is such that their entire tuition charge will be paid with need-based financial aid may request a waiver of the enrollment deposit by completing a Statement of Intent to Enroll (available from the Office of the Bursar). *Students must have a valid financial aid award for the coming academic year that can be verified by staff in the Office of the Bursar or proof of approved Tuition Remission/Exchange prior to completing an Intent to Enroll form.* Intent to Enroll statements and required documentation must be filed with the Office of the Bursar no later than May 15th of each year.

Students who fail to remit the required deposit or receive an approved waiver of the deposit by May 15th of each year will be administratively withdrawn from Rollins College and will forfeit all course registrations for the following term. Students who are administratively withdrawn through this process must petition the Dean of Student Affairs for readmission to the College.

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 twice each term. These warnings are sent to students in the fourth and eighth weeks of each semester. The withdrawal without penalty deadline occurs in the tenth week of each semester.

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.

Academic warnings are sent via campus e-mail to the student, faculty advisor, and 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 option.

In addition to these interventions, the Student Resource Center 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 at the Office of Student Records, no later than two weeks, ten (10) working days, after the beginning of the fall or spring terms.

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.)

> ***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.

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 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 in the Office of Student Records. 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.'*

ACADEMIC WARNING, PROBATION, AND DISMISSAL
Students who fail to meet minimum academic standards at the end of any term are placed on academic warning or probation, or are dismissed 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 dismissal, even during the course of the term in progress.

Students who fall within any of the following categories are eligible for dismissal 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 dismissed 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 dismissal. 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 dismissed from the College are dismissed from all Rollins College programs, including the Hamilton Holt School.

Students who have been academically dismissed 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 dismissal, students must demonstrate readiness to return and improved commitment to scholarship.

Students who are academically dismissed a second time are dismissed permanently.

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.

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://www.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 (**www.rollins.edu/studentrecords/transcript.shtml**).

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 Dean of Student Affairs Office. 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

A student may request a medical leave of absence in cases when serious physical health issues or significant mental health issues prevent the student from continuing classes, and incomplete ('*I*') grades or other arrangements with instructors are not possible. Consideration is for complete withdrawal from all classes; partial withdrawals are not permitted. Requests for a medical leave require thorough and credible documentation by the appropriate health care provider. If approved by the Dean of Student Affairs Office, the student will leave campus (or study group), be granted grades of '*W*' in all enrolled courses (even if the normal deadline for withdrawal without penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if s/he desires to return to Rollins after the problem has been treated and resolved.

Similarly, the College may require a student to take a medical leave of absence if, in the judgment of the Dean of Student Affairs, 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.

[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

Students may appeal to the Academic Appeals Committee the effects of any academic policy that applies to them. To submit academic appeals, students must complete the following steps.

Step I: Schedule an appointment with Dr. Karen Hater (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 Dr. Karen Hater.

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://www.rollins.edu/tpj/academic_advising/**).

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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 form, an official transcript of grades nine (9) through twelve (12), and recommendations from a guidance counselor and a teacher.

In addition, applicants must submit standardized admission test scores. 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 Form, which can be submitted in place of the Rollins College application form.

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 3,000 applications were received for the 500 places in the freshman class for the 2006-2007 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 status before the end of March. 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 achieve guaranteed entrance into the Crummer School by completing the appropriate requirements. 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 accepted into the Crummer School for their fourth year if 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 form;
- 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 academic 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. Rollins sets aside limited campus housing for transfer students, and these spaces are assigned by receipt of the tuition deposit on a first-come, first-served basis.

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). 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 form;
- 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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GIVING TO ROLLINS

WINTER PARK INSTITUTE

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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.

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 sixty-four (64) 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.

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*
- *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.

Giving to Rollins

WINTER PARK INSTITUTE

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For admissions questions: admission@rollins.edu Other questions: contact@rollins.edu

U.S. News America's Best Colleges 2009

STUDENT RECORDS

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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/tpj/disability_services/**).

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 exploring career options and developing plans consistent with their skills, interests, and values, and the tools needed to pursue those plans. Professional staff use state-of-the-art technology and extensive resource materials to guide students

through self-assessment, career exploration, graduate school application, and the job search process. The office maintains a library of information on graduate schools as well as a wealth of resources on careers and internships in various fields. Students can schedule individual appointments with career counselors as well as participate in a variety of workshops. These include meeting with potential employers at Career Expo, on-campus recruiting, videotaped mock interviews, and career planning courses. Throughout the year, special programs bring practicing professionals to the campus for formal and informal exchanges with students. For those interested in gaining first-hand exposure to professionals in the field, Career Services provides information on internships and job-shadowing opportunities.

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.

INTERNSHIPS

"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). Rollins College encourages students to take advantage of the numerous internship opportunities approved for academic credit through the Office of Career Services. Internships are viewed as being an integral part of a student's academic program. Rollins also offers structured internship experiences in London and Sydney. Students also have the option of developing their own internships locally, at home, or abroad. All internships must be pre-approved and no academic credit will be granted retro-actively.

In order to be eligible for the academic internship program, a student must have earned a minimum of 30 semester hours of credit and not be on academic or judicial probation during the semester in which they are enrolled

for the internship. A maximum of 12 semester hours of internship credit may be applied towards graduation. The credit approval form, with the student's faculty advisor's signature, must be submitted by the published deadline each term. A site information form must also be submitted at this time if the internship has not previously been approved for academic credit. All forms and published deadlines may be found in the Office of Career Services website.

Students may enroll in one (1) 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 student may earn two, three, or four (2, 3, or 4) semester hours of academic credit for an internship. The requirements for the successful completion of an internship include working a minimum of 40 hours per semester hour earned, writing reflective journals, establishing learning objectives, submitting evaluations, and a final paper. A student may enroll in an internship during either a regular semester (fall or spring) or during the summer. The summer internship program requires a matriculation fee. The summer internship program begins the day after commencement and lasts nine (9) weeks. All credit requirements for summer internships must be completed within the nine-week time period.

Most credit internships are classified as interdisciplinary, and do not fulfill major or minor requirements. A student who requests credit in a major or minor must obtain the approval of the respective Department Chair prior to the internship deadline. Departments that offer their own internships adhere to the standards established by the Office of Career Services.

International Business majors must have the approval of the International Business Internship Director prior to pursuing internships intended to fulfill the major requirement.

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 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***.

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: 1) The internship must be pre-approved by the Director of Academic Internships. 2) The internship 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 should be an academic advisor to the student who will provide continual supervision of the intern during the semester. 5) There should 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 should establish learning objectives, and those objectives should 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.

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 Semester Programs.
Semester programs administered by Rollins are offered in Sydney, Australia; London, England; Münster and Trier, Germany; and Asturias, Spain. Students accepted into these programs may apply to receive their Rollins, Federal, and state financial aid, and are charged the regular Rollins tuition, room, board, and fees. Grades are factored into the Rollins grade point average.

Rollins College Summer Programs.
Summer programs administered by Rollins are offered in Spain, Costa Rica, and the Dominican Republic. The programs in Costa Rica and the Dominican Republic are offered in cooperation with the Associated Colleges of the South (ACS).

Field Study Courses.
Short courses taught by Rollins faculty are offered each year in diverse international locations for two to four weeks in early January or late May/early June. Field course offerings and credit varies from year to year. Field studies are usually connected to fall or spring term courses that earn two (2) to four (4) semester hours of credit. Travel costs range from $1,000 to $3,500 per course and some scholarships are available.

Affiliate Programs.
Affiliated programs offered in cooperation with other colleges, universities, and associations include: the Global Partners Program in Turkey; College Year in Athens, Greece (under the sponsorship of Southwestern University); Hollins University in Paris, France; Hong Kong Baptist University; the Intercollegiate Center for Classical Studies in Rome, Italy (through Associated Colleges of the South, ACS, affiliation); Lancaster University, England; American University's Washington Semester; and Columbia University's Biosphere 2 Program, Arizona.

Qualified students may apply to receive their Rollins, Federal, and state financial aid, and are charged the regular Rollins tuition, room, board, and fees. 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, grades are not factored into the Rollins grade point average, and Rollins, Federal, and state financial aid may not be applied.

Applications for transfer credit should be submitted by October 30 for a spring term off campus, and by April 30 for a fall term or academic year off campus. International Programs communicates with all students abroad throughout the semester regarding registration for courses at Rollins, housing, and changes in course schedules.

Students interested in international study should visit the Office of International Programs. Students are encouraged to pick up a copy of *Guidelines to Study Abroad* and to look at the resource materials available. The application deadline for Rollins in Sydney is January 15, February 1 for all other Rollins and affiliated fall programs, and October 2 for all spring programs.

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 living 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.

Students earn eighteen (18) semester hours of credit and may fulfill general education requirements. Applicants should be in good social and academic standing and have a minimum of a 3.0 cumulative grade point average. A semester in Sydney is required for the Australian Studies minor.

Rollins in London, England.

Rollins College offers a semester internship program in both fall and spring terms in London, England. Positions are available in education, film, finance, government, health care, journalism, law, marketing, museums, radio, and social services, amongst others.

Students work in their internship placements four days per week for fourteen (14) weeks. One day per week is reserved for taking a course at a university in London. Students live in centrally located apartments in London with other program participants.

Students who successfully complete all aspects of the program receive fifteen to sixteen (15-16) semester hours: twelve (12) semester hours (CR/NC) for the internship, including the writing of an academic journal and final paper on the internship experience, and three (3) or four (4) semester hours (graded) for the academic course. Applicants should be independent and motivated, be in good social and academic standing, and have a minimum of a 3.0 cumulative grade point average.

Rollins in 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 earn academic credit equal to five (5) courses or up to twenty (20) semester hours. General education, major, and minor requirements may be fulfilled with prior approval.

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.

Rollins in Spain.

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 eighteen (18) to twenty-two (22) semester hours. 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. Students must have completed intermediate college Spanish or the equivalent.

Verano Español in Madrid.
Rollins offers a six-week summer study program at 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 program is open to all students at the intermediate and advanced levels, and to rising juniors and seniors at the beginning level. Students

receive up to eight (8) semester hours of 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.

ACS Costa Rica Program in Sustainable Development.
Students enroll in two environmental studies courses for a total of eight (8) semester hours. The program is divided into three segments, the dry lowlands in the northwest, the mountain cloud forest, and the tropical lowland rain forest of the Caribbean coast.

ACS Dominican Republic Project in Water Purification Technology.
Students may enroll in an independent study course or participate on a non-credit basis. The goal of the project is to introduce a simple family-based water purification system in rural communities in the Dominican Republic.

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 Stephanie Preston (407-646-2354), Program Coordinator.

PRE-ENGINEERING PROGRAM (A.B./B.S.)
Rollins College cooperates with Auburn University, Columbia 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. Donald C. Griffin, 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/artsandsciences/majors/** within **Pre-Engineering** under Three/Two Programs.

For further information, contact Dr. Donald C. Griffin, Program Coordinator, (407) 646-2664.

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 2001

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 black Africans and their New World descendants in Western culture and society.

MINOR REQUIREMENTS
Six (6) courses are required, at least four (4) from the list of primary courses. No more than three (3) courses may be taken in any one department. One (1) of the six courses may be an internship/independent study.

PRIMARY COURSES
Primary courses are those that centralize black African or African-American culture.

- ***ENG 204 African Literature: The Harlem Renaissance***
- ***ENG 255 Topic: African-American Film***
- ***ENG 275 Topic: Black Women Writers***
- ***ENG 290 Sophomore Seminar: Black Issues in Drama***
- ***ENG 390 Junior Colloquy: Zora Neale Hurston***
- ***FRN 320 Introduction to French Civilization: West Africa and the Caribbean***
- ***MUS 160 History of Jazz***
- ***REL 220 Religious Issues in Contemporary Literature: Black Religion and Literature***
- ***REL 251 Topic: Introduction to Black Religion***
- ***SOC 356 The State of Black America***

SECONDARY COURSES
Secondary courses are peripherally concerned with African and African-American culture (courses may concentrate on performance, contexts, and issues concerning blacks).

- ***DAN 177 Jazz I***
- ***DAN 277 Jazz II***
- ***HIS 247 Race in American History***
- ***MUA 200 Rollins Jazz Ensemble***
- ***SOC 355 Race and Ethnic Relations***
- ***Other courses as approved by the coordinator***

INDEPENDENT STUDY OR INTERNSHIP

- Arranged with appropriate instructor. Students are encouraged to participate in the Zora Neale Hurston Cultural Arts Festival to fulfill this option.

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ANTHROPOLOGY

Changes effective Fall Term 2007

Biery-Hamilton *Dulanto* *Kistler* *Lauer*

Moore *Newcomb*

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
Twelve (12) courses are required, eight (8) 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***
- ***Two (2) courses in anthropology, sociology, African-American studies, or Latin American and Caribbean studies***
- ***One (1) seminar or senior research project***
- ***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
Eight (8) courses are required: the five (5) core courses required of the major and three (3) anthropology electives, two of which must be at the ***300-400 level***. At least six (6) 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 208 Folktales and Culture: Introduces materials and ideas important in the study of folklore throughout the world. Explores the forms and functions of folklore in contemporary American culture, as well as in other cultural areas. Folktales, myth, legends, and other verbal genres receive primary consideration. Other topics include festivals, customs, and beliefs.

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 211 Anthropology and Film Making: Uses photography, video, ethnohistory, and social critique to explore three issues in social sciences: interplay of structuration and human agency; encounters between researchers and "object of study" during fieldwork; and role of identity (self) in construction of social reality.

ANT 212 Race and Ethnic Relations: An interdisciplinary, cross-cultural course, intended to provide an overview of the social and political construction of racism in the United States. Students will review the unique cultural and political struggles of Native Americans, African Americans, and Asian Americans as they attain Western identity.

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 253 Florida's Native Americans: Examines prehistory, history, and culture of Timucua, Calusa, Creek, Seminole, and Miccosukee as seen through

art and writings of anthropologists, historians, explorers, missionaries, soldiers, and tribal leaders. 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 Anthropology of Rastafarianism: Anthropological exploration of the historical roots and current manifestations of the Rastafarian culture in the Caribbean, United States, and Africa. Special attention given to the role of Haile Selassie, Marcus Garvey, Bob Marley, and others, in the birth and development of this unique culture.

ANT 256 Harlem Renaissance: Explores the Harlem Renaissance as a major cultural and ideological movement acted out by African-Americans during the period 1919-1930 in Harlem, New York. Discusses the genesis, development, and demise of the movement in reference to international, national, and regional processes. Emphasis on jazz, blues, literature, fine arts, and politics.

ANT 257 Africans in the New World: Introduces issues and cultures of African diaspora in New World. Focuses on African-Americans in U.S. but draws case studies from Canada, the Caribbean, and South America. Addresses history and theory of anthropological study of "black peoples," as well as ethnographic literature from the Americas. Assesses African-American scholarship. *Recommendation:* Take after ***ANT 262 Cultures of Africa.***

ANT 258 African-American Response to Despair: Focuses on lives of African-Americans since the 1910s. Examines socioeconomic constraints faced by African-American community, use of culture to overcome alienation, and interplay of race, ethnicity, class, gender, and geography. Suitable for nonmajors.

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 262 Societies and Cultures of Africa: Introductory course designed to broaden student's knowledge and understanding of African social, cultural, and political life. Explores the continent's early villages and kingdoms, contemporary state societies, and the complex factors causing modern African conflicts.

ANT 265 Anthropology of Religion: Discusses religion as integral part of social fabric in Western and non-Western cultures. Introduces major anthropological theories of religious practices. Looks into cosmological order, ontological security, magic, witchcraft, mythology, totemism, and ceremonial organization.

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 314 Third World Cinema: Through a selection of major films, from countries such as Senegal, Nigeria, Brazil, Cuba, Haiti, Iran, China, Afghanistan, etc., students will be exposed to the development and achievements of non-Western cultural development and motion picture artistry.

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 335 Archaeology of American Life: Traces cultural change through studies of material culture. Touches upon prehistoric and historic North American Indians, colonial America, slavery in antebellum South, and industrial revolutions of 19^{th} and 20^{th} centuries. *Prerequisite:* one ***ANT*** course, one ***SOC*** course, or consent.

ANT 338 Biblical Archaeology: Culture and history of the ancient Hebrews, early Christians and their neighbors as described in the Bible and revealed by archaeological findings. Uses archaeology, cultural anthropology, and history to reconstruct ancient life in the Holy Land.

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 355 Dynamics of Sociocultural Change: Examines evolutionism, cultural ecology, historical and economic materialism, technological determinism, and flow of ideas and practices among cultures. Covers recent research on tribal and peasant peoples, as well as modern industrial society. Introduces basic methodology in applied anthropology and development. *Prerequisite:* one ***ANT*** course or consent.

ANT 360 Culture and Personality: Analyzes past and present anthropological and psychological concepts of culture and personality theory. Focuses on subfield of cultural anthropology known as psychological anthropology. Introduces testing devices employed by psychological anthropologists while carrying out fieldwork. Also covers psychosocial adaptation in childhood and adulthood amidst stability and change.

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 475 Seminar: Health, Disease and Culture: Examines how preliterate cultures explain and treat disease. Discusses how health patterns in past and present populations reflect human adaptations -- genetic, physiological, or cultural -- to environmental pressures such as food supply, climate, and disease. Touches upon the Black Death, stress diseases, American overnutrition, and alcoholism. *Prerequisite:* one ***ANT*** course, one ***BIO*** course, or consent.

ANT 499 Research/Internship/Field Experience

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ARCHAEOLOGY (MINOR ONLY)

Changes effective Spring Term 2004

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)***
- ***ANT 335 Archaeology of American Life (alternate years)***
- ***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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U.S.News & World Report Best Colleges 2009

ART AND ART HISTORY

Changes effective Spring Term 2009

Almond *Dennis* *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 and six courses in studio art.

The careful 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 my 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 131 Studio 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
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 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 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 131 Studio Foundations***
- ***ART 221 Drawing and Composition***
- ***ART 241 Sculpture* I (offered every two years)**
- ***ART 251 Introduction to Painting***
- ***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.

MINOR REQUIREMENTS
Six (6) courses are required***: ARH 201 or ARH 202, ART 131, ART 221,*** and three (3) electives in studio art**.**

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 devleopment 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 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 20^{th}-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 vareity 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 131 Studio Foundations: Introduces students to the 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 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 major or nonmajor.

ART 221 Drawing and Composition: Expands basic drawing skills of intermediate students with an emphasis on form and concept. Examines universal and personal themes in contemporary drawing. Required for majors, but suitable for nonmajors.

ART 222 Introduction to Design: Provides basics of two-dimensional design concepts. Projects focus on color theory, composition, and layout.

ART 223 Graphic Design I: Presents basic concepts and techniques associated with computer-based design. Introduces Adobe Photoshop and Freehand Macromedia. *Prerequisite*: ***ART 222***.

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 241 Sculpture I: Explores concepts, methods, and techniques particular to the medium of sculpture. Introduces traditional and contemporary concepts and techniques in sculpture. Required for majors, but suitable for nonmajors. Offered each semester.

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. *Prerequisite:* ***ART 131, 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. Required for majors. *Prerequisite*: ***ART 221*** or consent.

ART 252 Printmaking I: Introduces basic intaglio techniques, such as drypoint, etching, aquatint, and relief techniques, such as linocut, woodcut, and collagraph. Students develop technical proficiency in plate development, printing, handling, and curating of works on paper while exploring concepts in this unique medium. *Prerequisite*: ***ART 131*** or ***ART 221***.

ART 261/362 Jewelry Design I and II: Courses introduce basic silversmithing techniques and continue to advanced techniques. ***JewelryI*** covers both fabrication techniques, centrifugal casting, and includes discussion of stylistic directions from ancient to contemporary art. ***Jewelry II*** builds on construction techniques and elaborates on aesthetic and stylistic directions of jewelry as fine art. Suitable for majors and nonmajors.

ART 272 Relief Printing: Covers intermediate level relief printing techniques such as wood block engraving, letterpress printing, multiple color linoleum printing, and collagraph. Suitable for the major or nonmajor. *Prerequisite:* ***ART 131*** or ***ART 222.***

ART 293 Photography I: Introduces camera operation, films, papers and developers, and darkroom printing. Considers visual, stylistic and conceptual issues of contemporary photography. Suitable for majors and nonmajors.

ART 300 Digital Color Photography: Introduces digital photography and the dry darkroom. Explores stylistic and conceptual directions in contemporary color photography. Includes digital camera images and scanned images, management and enhancement of images utilizing PhotoShop, and printing from digital printers. *Prerequisite*: ***ART 293*** or the equivalent (with instructor's consent).

ART 323 Graphic Design II: Strengthens portfolios of graphic design track students. Projects focus on small business logo, pamphlet, book, and poster design. *Prerequisites:* ***ART 222*** and ***ART 223.***

ART 342 Sculpture II: Builds upon concepts covered in ***Sculpture I.*** Explores

different techniques, styles, and materials, many not traditionally associated with sculpture. Combines perceptual and conceptual study of form. *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 352 Printmaking II: Builds upon the experience from ***Printmaking I***. Students combine printmaking media and create multiple plate and color prints. Intensive studio work, individual and group critiques, and individual research. Advanced elective for studio majors. *Prerequisite*: ***ART 252***.

ART 372 Printmaking III (Lithography): Introduces an advanced, very unique printmaking technique executed on slabs of limestone. Explores differing materials, supplies, and lithographic techniques, such as Xerox transfer and tusche painting. *Prerequisite*: ***ART 131***.

ART 380/380F 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 will visit institutions like the Metropolitan Museum of Art, the Museum of Modern Art, as well as galleries that they will not see anywhere else. Students will produce artwork that responds to their experiences on the trip in the post course classes. *Prerequisite*: ***ART 380F*** required for ***ART 380*** and vice versa.

ART 392 Digital and Mixed Media Printmaking: Introduces 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 Photoshop or enrollment in ***IFT 120*** is required. *Prerequisites*: ***ART 131*** or ***ART 221***.

ART 394 Photography II: Explores aesthetics, historical themes, and contemporary trends in photography. Focuses on concepts but also refines camera and darkroom techniques. *Prerequisite:* some photographic background.

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. *Corequisite:* ***ART 450.***

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, and photographically document and prepare their work for exhibition. Students take part in Senior Exhibition and gain design and curatorial experience by assisting Cornell 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 (MINOR ONLY)

Changes effective Spring Term 2008

Faculty teaching Asian Studies 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 Asian Studies minor offers students an organized plan of study to facilitate the exploration of their interests in Asia. Courses range across history, anthropology, political science, languages, international business, religion, and philosophy. Asia's importance in world affairs is very great. 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.

MINOR REQUIREMENTS

There are two options for the minor based on whether an Asian foreign language is counted. If an Asian foreign language is counted, seven (7) courses are required; otherwise, six (6) are required. No more than three courses may be taken in any one department. No more than two courses may count toward the minor and any other major. At least three of the courses must be taken at Rollins, and of these at least two 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***
   - ***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***

   A student may substitute two courses in a modern Asian language for one of the lower division courses listed above (but **not** ***HIS 263***).

3. Three (3) courses from the following group.

   - ***ANT 305 Topics: Cinema and Society in China***
   - ***HIS 350 U.S./China in the 20th Century***
   - ***HIS 365 Topics: Contemporary China***
   - ***INB 311 Asian Business Environment***
   - ***POL 334 Political Economy of Japan***
   - ***POL 384 East Asian Politics***
   - ***POL 393 Vietnam Experience On-Line***

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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 2009

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. 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***
- ***CHM 220 Organic Chemistry I***
- ***CHM 221 Organic Chemistry II***

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***
- ***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***
- ***BCH 397/497 Biochemical Internship***

- ***BCH 498 Independent Study Library Research***
- ***BCH 499 Independent Study Laboratory Research***

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***.

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 431 Biochemistry I: Introduces chemical nature of proteins, nucleic acids, lipids, and carbohydrates; function of proteins and enzymes; and metabolic pathways including glycolysis, Krebs cycle, electron transport, and oxidative phosphorylation. Laboratory required. *Prerequisite:* ***CHM 320.***

BCH 432 Biochemistry II: Focuses on metabolic degradation of fatty acids and amino acids; biosynthetic pathways for carbohydrates, lipids, amino acids, and nucleotides; biochemical aspects of physiological processes and specialized tissues in higher organisms; and molecular biology of viral, prokaryotic, and eukaryotic systems. Laboratory required. *Prerequisite:* ***BCH 431.***

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 2008

Gregory *Harper* *Klemann* *Schmalstig*

Small *Stephenson* *Sutherland*

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 double major in biology and marine biology.

MAJOR REQUIREMENTS
Thirteen (13) courses are required: seven (7) core biology courses, four (4) core physical science courses, two (2) biology elective courses, and satisfactory performance on a comprehensive standardized examination. At least 7 of the 13 courses required for the biology major must be taken at Rollins College or as part of a Rollins sanctioned program (e.g. Woods Hole, University of London). Of these 7, at least 6 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 316 Ecology***
  - ***BIO 330 Field Botany and Florida Ecosystems***
  - ***BIO 385F, 386F, or 387F Marine Biology Laboratory***
- ***One course in Physiology***
  - ***BIO 311 Plant Physiology***
  - ***BIO 312 Animal Physiology***
  - ***BIO 329 Microbial Physiology***
  - ***BIO 360 Cellular Biology***
- ***BIO 344 Biology Journal Club***
- ***BIO 440 Senior Seminar*** **OR** ***BIO 462 Evolution*** **OR** ***BIO 499 Independent Study: Biological Research***

CORE PHYSICAL SCIENCE COURSES (four courses)

- ***CHM 120 Chemistry***
- ***CHM 220 Organic Chemistry I***
- ***CHM 221 Organic Chemistry II***
- ***PHY 120 General Physics I*** **OR** **PHY *130 Principles of Physics I***

BIOLOGY ELECTIVES
Two (2) courses.

- Any biology course above ***BIO 210.*** Courses from the core groupings, other than those used to satisfy the core, may be used as electives. ***BIO 344 Biology Journal Club*** may not count as an elective. 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 320*** and ***PHY 121*** or ***PHY 131***, a calculus course(s), and a statistics course. In addition, some professional schools now require biochemistry (***BCH 431, 432***). Students should be aware that requirements of different programs can vary and they should seek guidance from advisors and program directors.

OFF-CAMPUS EXPERIENCES
Rollins College, as part of the Associated Colleges of the South, has an agreement with the Marine Biological Laboratory at Woods Hole for students to participate in the Semester in Environmental Science at Woods Hole. Students who complete the semester 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 are required: four (4) core biology courses, two (2) core chemistry courses, and two (2) biology elective courses. At least 4 of the 8 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 4, at least 3 must be ***BIO*** courses beyond ***BIO 120/121.***

CORE BIOLOGY COURSES (four courses)

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***One course in Cellular/Molecular Biology:***
  - ***BIO 308 Genetics***
  - ***BIO 360 Cellular Biology***
  - ***BIO 341 Molecular Biology***
- ***One course in Ecosystems/Field Study***
  - ***BIO 316 Ecology***
  - ***BIO 330 Field Botany and Florida Ecosystems***
  - ***BIO 385F, 386F, or 387F Marine Biology Laboratory***

CORE CHEMISTRY COURSES (two courses)

- ***CHM 120 Chemistry***
- ***CHM 220 Organic Chemistry I***

BIOLOGY ELECTIVES
Two (2) courses (totaling at least 10 semester hours) at least one (1) of which 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 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 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 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 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 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 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 220.***

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 220.***

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 220.***

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 320 Medicinal Botany: Integrates the botany of major medicinal and crop plants with plant conservation, chemistry, and mode of action of compounds. Lab required. *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*** and ***BIO 236***.

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 229***.

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 350 Introduction to Biochemistry with Laboratory: Concepts of biochemistry emphasizing enzymes (kinetics and mechanisms of action), an integrated view of metabolism (pathways and their regulation), molecular biology (replication – transcription – translation), and cellular communication. Includes laboratory. *Prerequisites*: ***BIO 121, CHM 221,*** and junior standing.

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 220.***

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 220.***

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 385F Marine Biology Laboratory: Central Pacific: Studies marine life of the Central Pacific Ocean, based at the marine laboratory of the University of Hawaii at Kaneohe Bay, Oahu, and on the island of Hawaii. Comprehensive, in-field ecological survey/analyses of representative tropical marine ecosystems of the Central Pacific, including coral reefs, rocky intertidal, sandy shoreline, mangrove communities, estuarine areas, etc. *Prerequisite:* ***BIO 210.***

BIO 386F Marine Biology Laboratory: Caribbean: Studies marine life of the tropical Atlantic/Caribbean Sea, based at the Bellairs Marine Research Institute, McGill University, Barbados. Comprehensive, in-field ecological survey/analyses of representative tropical marine ecosystems of the Caribbean, including coral reefs, rocky intertidal, sandy shoreline, mangrove communities, brackish ponds, etc. *Prerequisite:* ***BIO 210.***

BIO 387F Marine Biology Laboratory: Florida: Studies marine life of Florida, based at the Harbor Branch Oceanographic Institute and Pigeon Key

Marine Laboratory, Florida Keys. Fieldwork carried out along the eastern coast of Florida and in the Florida Keys will consist of comprehensive ecological survey/analyses of representative marine ecosystems including coral reefs, rocky intertidal, sandy shoreline, mangrove communities, brackish ponds, etc. *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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CHEMISTRY

Changes effective Fall Term 2006

Bernal *Blossey* *Edwards* *Eng-Wilmot*

Goj *Stoub*

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 two programs. Both develop critical thinking, problem solving, and communication skills. Many graduates continue their education in graduate or professional school and become chemists, teachers, doctors, lawyers, pharmacists, engineers, and business people.

MAJOR REQUIREMENTS
Both chemistry programs require a sequence of courses. The ***100-level*** courses introduce first-year students to the discipline and serve as prerequisites for sophomore (***200-level***), junior (***300-level***), and senior (***400-level***) courses.

I. BASIC CHEMISTRY PROGRAM

Ten (10) courses are required.

- ***CHM 120 Chemistry***
- ***CHM 220 Organic Chemistry I***
- ***CHM 221 Organic Chemistry II***
- ***CHM 301 Intermediate Inorganic Chemistry***
- ***CHM 305 Physical Chemistry I***
- ***CHM 320 Analytical Chemistry***
- ***CHM 380 Instrumental Analysis***
- ***Three (3) electives -- CHM 306 Physical Chemistry II and/or any 400-level CHM or BCH courses***

SUPPORTING ELECTIVES

- ***MAT 110 Applied Calculus OR MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***PHY 120 and PHY 121 General Physics I and II OR PHY 130 and PHY 131 Principles of Physics I and II***

Students planning on graduate study in chemistry should complete:

- ***CHM 306 Physical Chemistry II***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 211 Calculus III***
- ***MAT 230 Linear Algebra***
- ***MAT 305 Ordinary Differential Equations***

Students who wish to emphasize biochemistry should complete:

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 308 Genetics OR BIO 329 Microbiology OR BIO 360 Cellular Biology***
- ***BCH 431 Biochemistry I***
- ***BCH 432 Biochemistry II OR BIO 341 Molecular Biology***

II. ACS-CPT ACCREDITED PROGRAM

Thirteen (13) courses are required. The chemistry program approved by the American Chemical

Society Committee on Professional Training (ACS-CPT) differs only slightly from the basic sequence. It requires **the seven (7) course core of the basic chemistry program plus**:

- ***CHM 390 Introduction to Research*** **AND**
- ***CHM 498 Chemical Research I*** **AND**
- ***CHM 499 Chemical Research II***

AND, in lieu of two electives,

- ***CHM 306 Physical Chemistry II*** **AND**
- ***BCH 431 Biochemistry I*** **AND**
- ***One (1) CHM 400-level elective***

RECOMMENDED SEQUENCE OF STUDY

	Fall Term	Spring Term
First Year	***CHM 120***	***CHM 220***
Second Year	***CHM 221***	***CHM 320***
Third Year	***CHM 305*** ***CHM 380***	***CHM 306*** ***CHM 301*** ***CHM 390***
Fourth Year	***BCH 431*** ***CHM 498***	***CHM 499*** ***CHM Elective***

SUPPORTING ELECTIVES

- ***MAT 110 Applied Calculus*** **OR** ***MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***PHY 130 Principles of Physics I***
- ***PHY 131 Principles of Physics II***

Students considering post baccalaureate study should also complete

- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 211 Calculus III***
- ***MAT 230 Linear Algebra***
- ***MAT 305 Ordinary Differential Equations***
- ***PHY 230 Modern Physics***

N O T E
Well-prepared students majoring in chemistry should take ***CHM 120*** and ***MAT 111*** in fall term and ***CHM 220*** and ***MAT 112*** in spring term of the first year. Students may start the physics sequence of ***PHY 130/PHY 131*** and ***PHY 230*** first or second year. 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.

MINOR REQUIREMENTS
Six (6) courses are required.

- ***CHM 120 Chemistry***
- ***CHM 220 Organic Chemistry I***
- ***CHM 221 Organic Chemistry II***
- ***CHM 320 Analytical Chemistry***
- ***Two (2) electives chosen from: BCH 431, CHM 305, CHM 306, CHM 380, CHM 498 or CHM 499,*** **OR** ***an independent study or research project (498-499 course) in science or math***

Course of Study

CHM 104 Discovery of Drugs: Provides insight into the history, development, preparation, and clinical studies of pharmaceutical agents. Discussion will center on the chemistry and science of the production and dissemination of drugs. Designed for nonmajors.

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.

For nonmajor with/without science background or college math. 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. For nonscience major with limited background in high school biology and chemistry. 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. Lab course designed for non-science majors.

CHM 108 Chemistry in the Marketplace: Explores chemistry of common consumer formulations used in American households: how they are made, analyzed, tested, and approved; how they function chemically, physically, and biologically when used and disposed of properly or improperly; and their impact on quality of lives and the environment. For nonscience majors with limited background in chemistry. Lab required.

CHM 109 History, Science, and Future of Pharmaceutical Medicine: A study of the history, philosophy, science, and future of medicine, to provide an understanding of how health, illness, science, and drugs impact how we live now and in the future. Designed for nonmajors.

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. For nonscience majors with limited background in chemistry. Lab required.

CHM 120 Chemistry: Basic inorganic chemistry, including atomic structure and periodicity, stoichiometry, inorganic reactions (acid-base, precipitation, oxidation-reduction, complexation), modern chemical bonding theories, bonding in solids and liquids, and kinetics. Lab required. For science majors.

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 120.***

CHM 301 Intermediate 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.***

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 320.***

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. *Prerequisite:* ***CHM 221.***

CHM 380 Instrumental Analysis: Applies variety of spectroscopic, electrometric, and chromatographic methods to such instruments as spectrometers (nuclear magnetics 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 390 Introduction to Research: Bi-monthly seminar introducing research skills including: searching and citing scientific literature and databases, use of the World Wide Web, spreadsheets and drawing software, choosing a research mentor, developing a research proposal, laboratory record keeping, research, and ethics. Team-taught. Required for students enrolling in ***CHM 498*** and ***499***.

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*** and ***CHM 305***.

CHM 460 Topics in Chemistry: Explores subject chosen by faculty and student, such as 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 two seminars on work conducted. Students may also take ***CHM 499*** as independent study or internship. Capstone experience. *Prerequisite:* ***CHM 390.***

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CLASSICAL STUDIES (MINOR ONLY)

Changes effective Fall Term 2008

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 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.

MINOR REQUIREMENTS
Eight (8) courses are required, two (2) must fulfill the requirements below and the remaining six (6) are language courses and/or electives. Students are required to demonstrate proficiency in one ancient language through the ***201 (Intermediate I) level***.

GROUP A: CLASSICAL CIVILIZATION
One (1) course required.

- ***CLS 203 Pursuit of the Good Life: An Introduction to Greek Moral Theory***
- ***CLS 221 The Greek World: Studies in Ancient Culture and Society***
- ***CLS 222 The Roman World: Studies in Ancient Culture and Society***
- ***CLS 231 Latin Literature in Translation: Destiny and Decadence***
- ***CLS 232 Greek Mythology***
- ***CLS 233 Greek Literature in Translation: Heroism and Hedonism***
- ***CLS 305 Special Studies in Classics***
- ***CLS 321 Gender and Sexuality in Antiquity***
- ***CLS 322 Classical Religion: Paganism and the Death of the Gods***
- ***CLS 499 Independent Study***

GROUP B: ART AND ARCHAEOLOGY
One (1) course required.

- ***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***

GROUP C: INTERDISCIPLINARY

- ***ANT 338 Biblical Archaeology***
- ***HIS 208 Ancient History***
- ***PHI 230 History of Early Western Philosophy***
- ***POL 390 Classical and Republic Political Theory***
- ***THE 241 Classical Theater***

ELECTIVES
Electives may be taken in ancient languages or groups A, B, or C (above). Minors may also use directed study and coursework abroad to fulfill requirements.

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. 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 seven (7) courses.

- ***GRK 101/102 Introductory Greek***
- ***GRK 201 Intermediate Greek***
- ***GRK 202 Readings in Greek Prose and Poetry***
- ***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 Pursuit of the Good Life: An Introduction to Greek Moral Theory: Surveys evolution of Greek values and moral ideals from accounts in Homeric literature to theories of philosophers such as Sophocles, Plato, Aristotle, the Epicureans, and others.

CLS 207 Etymology: Investigates Greek and Latin roots of English, which derives more than 70-percent of vocabulary from classical languages. Expands reading and spoken vocabulary while offering introduction to linguistics and review of English grammar. Also considers history and overlap of Indo-European languages.

CLS 221 The Greek World: Studies in Ancient Culture and Society: Traces development of Greek culture from aristocratic, clan-based society to one based on democracy and independent reason and action. Looks into competitive spirit, intellectual revolution of the fifth century, social organization, ancient economy, role of women, slavery, civil strife, and war. Recommended for nonmajors.

CLS 222 The Roman World: Studies in Ancient Culture and Society: Surveys political, social, and cultural history of Rome, concentrating on late republic and empire to reign of Constantine. Explores Romans' self-definition and understanding of their world role, problems of empire, evolution of diversity, and dissent. Uses ancient sources from literature (in translation), art, and archaeology. Recommended for nonmajors.

CLS 231 Latin Literature in Translation: Destiny and Decadence: Examines Roman split personality, which reveled in imperial destiny and deplored incurable corruption. Reveals glory of Aeneas and depravity of Caligula, triumph of Romulus and cruelty of Nero through readings (in English) such as Vergil's *Aeneid,* Petronius' *Satyricon,* and histories of Livy and Suetonius. Recommended for nonmajors.

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 233 Greek Literature in Translation: Heroism and Hedonism: Chronicles extraordinary literary achievements of ancient Greece: epic, tragedy, comedy, historiography, oratory, scientific treatise, and philosophical dialogue. Unearths themes of Western culture, age-old tensions between hero and society, myth and reason, rational and irrational, divinity and mortal, thought and action, individual integrity and social constraint. Recommended for nonmajors.

CLS 305 Special Studies in Classics: 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 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 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.

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).

GRK 202 Readings in Greek Prose and Poetry: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* consent.

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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U.S.News America's Best Colleges 2009

COMMUNICATION (MINOR ONLY)

Changes effective Spring Term 2008

Bommelje *Cavenaugh* *Easton* *Gardner*

Lee *Newman* *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 300 Communication Theory***
- ***COM 303 Communication Ethics***

ELECTIVES
Two (2) of the following elective courses are required.

- ***COM 120 Small Groups and Leadership***
- ***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 306 Intercultural Communication: Examines relationship between communication and culture as applied to community, ethnic, and foreign groups.

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 440 Topics in Communication: Targets selected areas of communication chosen by instructor. Seminar.

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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U.S. News America's Best Colleges 2009

COMPUTER SCIENCE

Changes effective Fall Term 2008

Anderson *Carrington* *Child* *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
Fourteen (14) 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 484 Senior Computer Science Capstone***
- ***CMS 485 Senior Seminar in Computer Science***

ELECTIVES
Two (2) of the following are required; one (1) of these must be a ***400-level*** course.

- ***CMS 375 Database Management Systems Design***
- ***CMS 395 Topics in Computer Science***
- ***CMS 430 Artificial Intelligence***
- ***CMS 440 Computer Graphics***
- ***CMS 450 Networks***
- ***CMS 480 Programming Language Translation***

ADDITIONAL REQUIREMENTS

- ***MAT 111 Calculus I***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 219 Probability and Statistics***
- ***MAT 310 Applied Discrete Mathematics***

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 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***

Course of Study

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 MAT140***.

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 Management Systems 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 370*** and ***MAT 140***.

CMS 395/495 Topics in Computer Science: 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***.

CMS 450 Computer 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 485 Senior Seminar in Computer Science: Students read computer science literature and make presentations on topics chosen from current technology and research in computer science. *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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U.S.News & World Report America's Best Colleges 2009

CRITICAL MEDIA AND CULTURAL STUDIES

Effective Spring Term 2009

Casey *Cummings* *Shamas* *Tillmann*

Navigating a media-saturated and multicultural world requires a combination of traditional liberal arts skills (e.g., critical thinking, cogent writing, and effective speaking) and an in-depth understanding of visual, aural, virtual, and interactive forms of communication.

This major's curriculum centers on discourses of media and culture. Its distinctive multi- and interdisciplinary approach bridges the social sciences and humanities, providing opportunities for students to explore diverse but complementary perspectives. We aim to cultivate intellectually curious, reflective, and analytical students who can both critically read media and cultural texts and produce oral, textual, and multimedia arguments.

Qualified students may be invited to participate in the department's honors degree program as well as independent study projects. After successful completion of ***CMC 100***, majors will work with an approved CMC faculty advisor to create an area of concentration and work toward a senior project that must have a mediated component.

MAJOR REQUIREMENTS
Ten (10) four-semester-hour courses, and four (4) semester hours in Information Technology (IFT), and one (1) of the following: an international academic experience, an approved CMC internship, or service to campus media are required. At least eight (8) courses (including all core courses) must be taken at Rollins.

CORE COURSES

Take 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)
- ***ENG 211 Visual Rhetoric for Writers*** (best taken before fall of junior year)
- ***CMC 400 Senior Seminar/Research Practicum*** (after completion of all other core courses)

Take one (1) of the following theory courses (best taken before spring of junior year).

- ***CMC 300 Critical Frameworks for Contemporary Culture***
- ***PHI 320 Postmodernism***
- ***SOC 333 Postmodern Society***

ADDITIONAL REQUIREMENTS

Complete all of the following.

- ***Four (4) semester hours of Information Technology (IFT) coursework, including IFT 106, IFT 300, IFT 301, and one IFT elective***
- ***International academic experience, four (4) semester hours of an approved CMC internship,[1] OR involvement with a campus media outlet (e.g., The Sandspur, R-TV, or WPRK)[2]***
- ***Five (5) electives in an area of concentration, at least three (3) of which must be at the 300 or 400 level***

Notes:

[1]Sample internship sites include 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 some advocacy 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 (5) published pieces reflective of CMC; b) a one-year term as director, producer, or board member for R-TV OR no fewer than two (2) original pieces reflective of CMC; c) a one-year term as staff member, DJ, etc., for WPRK OR no fewer than three (3) 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.

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.

Relevant courses:

COM 312 Persuasion Theory
COM 380 Mass Persuasion and Propaganda
ENG 206 Language and Power
PHI 218 Argumentation and Media-Manipulation: Critical Thinking for the 21st Century
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 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: Critical Thinking for the 21st Century
SOC 311 Topic: American Dream in Film and Fiction

Other electives that, with CMC advisor approval, could count toward a specialized area of concentration:

ANT 277 Women and Gender in the 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

FIL 150 Introduction to Film
ENG 245 Selected Studies in Popular Culture: Films of the 80's
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 301 History of Radio and Television in America
THE 303 History of American Film
THE 350 History of the American Film Musical

Practice Courses
ART 223 Graphic Design I
ART 293 Photography I
ART 300 Digital Color Photography
ART 323 Graphic Design II
ART 394 Photography 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

Course of Study

CMC 100 Introduction to Media and Cultural Studies*:** Orients students both to media literacy and to approaches to the study of media and culture, such as political economy, textual analysis, and audience reception. (Pre- or co-requisite course: ***IFT 300 Digital Video I)

CMC 200 Researching Media and Culture*:** Explores multiple methods for researching media and culture, focusing on critical and experiential approaches. *Prerequisite*: ***CMC 100. (Pre- or co-requisite course: ***IFT 106 Using the Web for Research***)

CMC 205/305 Topics in Media and Culture. Introduces subdisciplines. Varies from year to year. May be repeated for credit.

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 397 Internship in Media and Culture.

CMC 398/399/498/499 Independent Study in Media and Culture.

CMC 400 Senior Seminar/Research Practicum: Involves reading primary research and completing a multimedia project focused on the student's area of concentration. A research presentation or performance will be required and a service learning application encouraged. *Prerequisites*: all core courses, ***CMC***

100, CMC 200, ***ENG 211***, one of ***CMC 300, PHI 320***, or ***SOC 333.***







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ECONOMICS

Changes effective Fall Term 2007

Balak	*Kozel*	*Kypraios*	*Reinauer*
Rock	*Schutz*	*Skelley*	*Steen*
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. *Prerequisite:* ***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 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 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 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 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 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 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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U.S.News Best Colleges 2009

EDUCATION

Changes effective Spring Term 2008

Brandon *Fadool* *Hater* *Hewit*

Kovarik *Moe* *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 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*** or ***EDU 100***. 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 ***EDU272***. 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 Competencies for the Beginning Teacher: Introduces competencies in the six domains of Florida Beginning Teacher Program: planning, classroom management, organization of instruction, presentation of knowledge, communication, and evaluation of student progress. Students practice use of the Florida Performance Measurement System (FPMS), a program to assess and develop beginning teachers. *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 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.

GIVING TO ROLLINS

WINTER PARK INSTITUTE

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U.S. News America's Best Colleges 2009

ENGLISH

Changes effective Spring Term 2009

Aggarwal	*Ailles*	*Boles*	*Casey*
Cheng	*Cohen*	*Deaver*	*Frost*
Jones	*Laws*	*Nordstrom*	*O'Sullivan*
Papay	*Quattro*	*Reich*	*Romesburg*
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 Topics in World Literature***
- ***ENG 303 American Literature I***
- ***ENG 304 American Literature II***
- ***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 Topics in World Literature***
- ***ENG 303 American Literature I: Beginnings to 1865***
- ***ENG 304 American Literature II: 1865-1920***

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 American Literature I*** or ***ENG 304 American Literature II*** 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 150 Introduction to Literature: Introduces the structure, characteristics, and sociocultural significance of various literary genres.

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 201/202 Major English Writings I and II: Covers writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spencer, Shakespeare, Donne, Jonson, and Milton from critical and historical approaches. Second term continues with 18th-century romantic, Victorian, and 20th-century writers: Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley,

Keats, Tennyson, Browning, Arnold, Hopkins, Yeats, Joyce, and Eliot.

ENG 204 African Literature: Introduces major writers and literary movements of Africa.

ENG 205 Language Studies: Extends knowledge, appreciation, and effective use of language. Topics may include history of the English language, language development, gender issues, linguistics, grammar and style, etymology, or usage. *Prerequisite*: ***ENG 140.***

ENG 206 Language and Power: How do powerful people use language? What is the role of language in achieving success? How can we use language to influence others and control our environment? These and related questions will help students examine how people and societies use language to manipulate power in various situations, from personal relationships to political debates. It will involve both written and oral work. *Prerequisite*: ***ENG 140***.

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 220 Survey of American Literature: Introduces students to representative works of American literature to study the emergence and evolution of an American literary and historical consciousness. Includes traditional canonical works as well as works that expand that canon, from colonial writers to abolitionist, immigrant, and modernist writers.

ENG 221 Topics in World Literature: Focuses on literature from across the globe.

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 19^{th} and 20^{th} 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 274 Editing Essentials: Focuses on editing for correctness (by studying the rudiments of grammar, usage, and punctuation) and on editing for precision (by studying unity, order, coherence, emphasis, and diction).

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 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 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 140, ENG 201, ENG 202*** and junior standing.

ENG 304 American Literature II: 1865-1920: 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 140, ENG 201, ENG 202*** and junior standing.

ENG 305 American Literature III: 1920-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. *Prerequisite*: junior standing.

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 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 325/425 19th-Century American Literature: Examines works not usually treated in *Survey of American Literature*, by major writers as well as by writers on the margins of society, placing the literature in the cultural and political contexts of nineteenth century.

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 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 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 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 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 498/499 Independent Study/Research





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ENVIRONMENTAL STUDIES

Changes effective Fall Term 2008

Allen 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 220 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 220 The Biosphere with Lab***
- ***ENV 323 Conservation of Biodiversity OR BIO 316 Ecology***
- ***ENV 389 Environmental Planning***

Course of Study

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 205/305 Topics: Environmental Studies: Examines contemporary environmental issues. Topics vary from year to year.

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 220 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 220*** 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 220.***

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 220.***

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 220.***







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FILM STUDIES (MINOR ONLY)

New minor - effective Fall Term 2002

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 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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U.S. News America's Best Colleges 2009

HEALTH PROFESSIONS ADVISING PROGRAM

Changes effective Fall Term 2007

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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*** ***BIO 121 General Biology I*** Recommended: Two (2) additional biology courses from the following: ***BIO 229 Microbiology*** ***BIO 312 Animal Physiology*** ***BIO 360 Cellular Biology*** ***BIO 370 Developmental Biology***
CHEMISTRY	***CHM 120 Chemistry*** ***CHM 220 Organic Chemistry I*** ***CHM 221 Organic Chemistry II*** ***CHM 320 Analytical Chemistry*** Recommended: ***BCH 431 Biochemistry I*** ***BCH 432 Biochemistry II***

PHYSICS	***PHY 120 General Physics I*** ***PHY 121 General Physics II*** **OR** ***PHY 130 Principles of Physics I*** ***PHY 131 Principles of Physics II***
MATHEMATICS	***MAT 111 Calculus I*** ***MAT 112 Calculus II*** **OR** ***MAT 109 Precalculus Mathematics*** ***MAT 110 Applied Calculus***
ENGLISH	***ENG 140 Composition: Writing about Selected Topics*** ***ENG 170 Writing about Literature*** **OR** ***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 Health Professions Seminar: Medicine, bioethics, public health, and education are topics that impact the health profession. In this seminar, students explore such topics and attempt to positively impact our community through service. Graded credit/no credit (CR/NC). *Prerequisite:* first or second year standing.

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.

HISTORY

Changes effective Spring Term 2009

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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, seven (7) of which must be at the ***300-400 level*** and four (4) electives, of which two (2) 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 142 History of the United States: 1763-1877 OR HIS 143 History of the United States: 1877-present***
- ***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 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 142/143 History of the United States: Examines major political, social, and economic themes from revolutionary era to present. Covers 1763-1877 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 208 Ancient History: Surveys ancient world from prehistoric times through middle of 5th century with emphasis on Greece and Rome. Suitable for nonmajors.

HIS 209 Medieval History: Discusses social, political, and religious developments in medieval Europe from 5th to 15th centuries. Suitable 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 247 Race in American History: Traces development of what one historian has called "the black image in the white mind" -- doctrines, attitudes, and practices of white racial supremacy. Highlights colonial origins of racial images, relationship between race and slavery from 17th to 19th century, "scientific" theories about racial characteristics, liberal response to racism, and contemporary racial attitudes.

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 310 Emergence of Modern America, 1900-Present: Combs literature, movies, music, politics, and art for ideas about how U.S. grew from insular, parochial nation bounded by Victorian values to modern, progressive, urban-industrial culture. Touches upon WWI, jazz age, the Depression, WWII, and later decades.

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 333 The Early Republic: Examines attempts by post-Revolutionary generations -- 1780s to 1840s -- to define and perpetuate "republican" way of life. Deals with memory of American Revolution, impact of French Revolution, evolution of political parties, ethnocultural politics, and economic expansion and attendant social ferment. *Prerequisite:* ***HIS 142*** or consent.

HIS 334 Civil War and Reconstruction: Probes 1846-1877: slavery-extension controversy, changes in second-party system, crisis of 1857-61, Lincoln as emancipationist/racist, federalism and problem of restoring the Union, constitutional protection of freedmen's rights, and "tragedy" of Reconstruction. *Prerequisite:* ***HIS 142*** or consent.

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 338 The Civil War: A Military and Cultural History: Treats Civil War as "American Iliad," a product of American-Victorian culture which helped create national myth. Emphasizes epic quality of struggle -- its poetic, romantic, heroic, and tragic elements.

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 344/345 American Constitutional History: Discusses major Supreme Court decisions in the context of historical movements such as Jacksonianism and Progressivism. Studies developments such as industrialism and war that influenced the Constitution. Begins with colonial period to 1877 in first term and concludes with 1877 to present in second.

HIS 346 American 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./China in the 20th Century: 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 351 Economic Reforms in the People's Republic of China: Studies economic reforms in the People's Republic of China since 1978, including a survey of economic policies after the founding of the P.R. Focus on Deng Xiaoping's "second revolution" of economic reforms and its accompanying political, social, and cultural changes and conflicts.

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 American Transformations, 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 381 The Age of Nationalism: Traces development of nationalism and relationship to liberalism, romanticism, industrialism, and imperialism in Europe from French Revolution to WWI.

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 392 Development of American Political Culture: Dissects relationship between republicanism and liberalism at core of American political thought and culture. Discusses human nature, individualism, civic virtue, the public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and the marketplace, success, progress, and social Darwinism. *Prerequisite:* ***HIS 142, POL 120,*** or consent. 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 BUSINESS

Changes effective Fall Term 2008

Agee	*Alon*	*Fetscherin*	*Johnson*
Lairson	*Lewin*	*McInnis-Bowers*	*Peckron*
Rogers	*Sardy*	*Sprague*	*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 262 Cultures of Africa***
- ***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./China in the 20th Century***
- ***HIS 351 Economic Reforms in the People's Republic of China***
- ***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 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 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 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 Environments: A study of the context in which firms compete globally. Addresses international business, economic, political, legal, regulatory, cultural, intellectual, ethical, technological, demographic, and geographic environments. Students will research and write letters, memos, and reports discussing the impacts of these environments on

international trade, finance, marketing, and operations. *Prerequisites:* ***INB 230*** and ***ECO 202.***

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 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). *Prerequisite*: 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 2006

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 West 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.: 1763-1877***
- ***HIS 143 History of the U.S.: 1877 to Present***
- ***HIS 333 The Early Republic***
- ***HIS 344/345 American Constitutional History: Colonial to Present***
- ***HIS 346 America Since 1945***
- ***HIS 350 U.S./China Relations in the 20th Century***
- ***HIS 354 Imperial Russia***
- ***HIS 355 History of the Soviet Union***
- ***HIS 362 History of American Foreign Policy***
- ***HIS 368 Anatomy of Revolution***
- ***HIS 381 The Age of Nationalism***
- ***HIS 383 The Decline of Europe***
- ***HIS 392 Development of American Political Culture***
- ***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 262 Cultures of Africa***
- ***ANT 277 Gender in the Middle East and North Africa***
- ***ANT 345 Brazilian Amazon***
- ***ANT 355 Dynamics of Sociocultural Change***
- ***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 Fall Term 2005

Allen	*Barreneche*	*Biery-Hamilton*	*Boniface*
Diaz-Zambrana	*Lines*	*Pequeño*	*Prieto-Calixto*
Siry	*Taylor*		

The interdisciplinary Latin American and Caribbean Studies major introduces students to the peoples, cultures, and resources of Latin America and the Caribbean. The major includes studies in anthropology, economics, environmental studies, politics, and Spanish, along with three (3) core courses in Latin American and Caribbean Studies. One of the three (3) core courses is a senior capstone seminar. Proficiency in Spanish language is essential to the successful completion of the major. 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
Twelve (12) courses are required: at least eight (8) of these must be completed at Rollins and seven (7) must be at the ***300-400 level.***

LATIN AMERICAN/CARIBBEAN COURSES *(three courses required)*

- ***LAC 200 Foundations of Latin American Culture and Society***
- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***LAC 400 Seminar in Latin American and Caribbean Studies (capstone seminar)***

SPANISH COURSES *(two courses required)*
All Latin American and Caribbean Studies majors are required to take two (2) courses in Spanish at the ***300-*** or ***400-level*** from the following list, *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*** Spanish courses.

- ***SPN 302 Spanish for Advanced Communication***
- ***SPN 303 Business Spanish for Non-Native Speakers***
- ***SPN 322 Latin American Life and Society***
- ***SPN 330 Hispanic Literature in the U.S.***
- ***SPN 332/334 Survey of Latin American Literature***
- ***SPN 341 Spanish Film/Cultural Trends***
- ***SPN 432 Masterworks of Spanish-American Literature***

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 two (2) ***300-level*** courses should be taken at Rollins, and/or at a Rollins-affiliated program.

ANTHROPOLOGY COURSES *(two courses required)*
Two upper-division Anthropology courses on Latin America or the Caribbean (including courses that have an off-campus experience) from the following offerings are required.

- ***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***
- ***ANT 475 Seminar: Women and Health 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 *(one course required)*

- ***ECO 126 Economics and Public Policy***
- ***ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)***
- ***ECO 254 The Latin American Economies***

ENVIRONMENTAL STUDIES COURSES *(two courses required)*
Two (2) environmental studies courses focused on Latin America or the Caribbean (including courses that have an off-campus experience) from the following offerings are required.

- ***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 on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

POLITICAL SCIENCE COURSES *(two courses required)*

- ***POL 317 Latin America and The United States in World Politics***
- ***POL 321 The Politics of Latin America***
- ***A 300-400 level equivalent on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

Only two (2) courses taken to fulfill requirements in another major or minor from the departments listed above 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.

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 seven (7) courses spread among Latin American and Caribbean studies, political science, anthropology, environmental studies, and Spanish.

LATIN AMERICAN/CARIBBEAN COURSES *(three courses required)*

- ***LAC 200 Foundations of Latin American Culture and Society***

- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***POL 321 Politics of Latin America***
  OR a 300-400 level equivalent on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee. It is recommended that the student take LAC 200 prior to enrolling in POL 321.

ANTHROPOLOGY COURSES (*one course required*)
One (1) upper-division Anthropology course on Latin America or the Caribbean (including courses that have an off-campus experience) from the following offerings.

- ***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***
- ***ANT 475 Seminar: Women and Health 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***

ENVIRONMENTAL STUDIES COURSES (*one course required*)
One (1) Environmental Studies course on Latin America or the Caribbean (including courses that have an off-campus experience) from the following offerings.

- ***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 on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

SPANISH COURSES (*two courses required*)
Proficiency in the Spanish language is essential to a successful completion in the minor in Latin American and Caribbean Studies. The experience of studying the Spanish Language is essential to the development of cultural sensitivity required for living, working, and understanding the Latin American and/or the Caribbean environment. All minors in Latin American and Caribbean Studies are required to meet a two-course Spanish language requirement as an essential component of the minor.

1. Students must take two (2) courses (eight semester hours) or the equivalent in Spanish beyond the ***100 level.*** These courses must be taught in Spanish and not in translation, and they must provide intensive conversational preparation and basic vocabulary.
2. Students may successfully complete these two (2) Spanish courses in a semester-long (14-16 semester hours) intensive Spanish language program taught entirely in Spanish, whether in the U.S. or abroad.
3. Students may demonstrate proficiency in Spanish at an advanced level by passing a standardized test, administered by the ACTFL Testing Office. Information and application forms can be obtained from the Department of Modern Languages.

Only two (2) courses taken to fulfill requirements in another major or minor from the departments listed above 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.

Course of Study

LAC 200 Foundations of Latin American Culture and Society. Spans Spanish discovery of Americas to present. Considers Indian background, colonial Hispanic foundations, search for Latin American identity, economic dependency and development, governments, U.S.-Latin American diplomatic and international relations, and future of region. Taught in English.

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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U.S. News Best Colleges 2009

MARINE BIOLOGY

Effective Fall Term 2007

Gregory *Harper* *Klemann* *Schmalstig*

Small *Stephenson* *Sutherland*

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. Students may not double major in biology and marine biology.

MAJOR REQUIREMENTS
Thirteen (13) courses totaling at least sixty-eight (68) semester hours are required: eight (8) core biology courses, one (1) field study experience, three (3) core physical science courses, and one (1) biology elective course from an approved list.

CORE BIOLOGY COURSES

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 210 Introduction to Marine Science***
- ***BIO 236 Invertebrate Zoology***
- ***BIO 308 Genetics OR 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
Approved field experience in marine biology, including one (1) of the following.

- ***BIO 385F Marine Biology Laboratory: Central Pacific***
- ***BIO 386F Marine Biology Laboratory: Caribbean***
- ***BIO 387F Marine Biology Laboratory: Florida***
- ***One (1) semester in residence at an approved marine field station***
- ***One (1) approved internship***

CORE PHYSICAL SCIENCE COURSES

- ***CHM 120 Chemistry***
- ***CHM 220 Organic Chemistry I***
- ***CHM 221 Organic Chemistry II***

BIOLOGY ELECTIVE
One (1) elective from the following list, or another course approved by Program Chair.

- ***BIO 229 Microbiology***
- ***BIO 312 Animal Physiology***
- ***BIO 342 Biostatistics***
- ***BIO 498 Independent Study: Biological Research***

RECOMMENDATIONS
Students preparing for graduate programs in biology, marine biology, or professional schools require a thorough introduction to physics and calculus. Therefore, they are advised to take CHM 320, PHY 120/130, PHY 121/131, calculus, and statistics.

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MATHEMATICS

Changes effective Spring Term 2009

Anderson	*Boyd*	*Child*	*Lee*
Lochner	*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 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 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:* ***MAT 109*** 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. *Prerequisite:* at least one semester of math or computer science or equivalent.

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. *Prerequisites:* ***MAT 112*** and ***PHY 120.***

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 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 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 Spring Term 2009

Barreneche	*Boguslawski*	*Blunk*	*Campos*
Colon	*Decker*	*Díaz Zambrana*	*Fischer-Blenis*
Lima	*Mésavage*	*Paniagua-Tejo*	*Prieto-Calixto*
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.

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.***

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 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.

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 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 American: Explores historical, cultural, and political factors influencing Latin American society. *Prerequisite*: two ***SPN 210*** or consent.

SPN 330 U.S. Latino Literature: Writings from Mirgration 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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U.S.News America's Best Colleges 2009

MUSIC

Changes effective Fall Term 2007

Archard	*Cook*	*Crozier*	*Gottlieb*
Lackman	*LeRoy*	*Rothschild*	*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-eight (58) semester hours are required: thirty (30) in musicianship, twelve (12) in performance, and sixteen (16) in electives.

MUSICIANSHIP AREA -- Thirty (30) semester hours required.

- ***MUS 151 Theory 1 (Harmony) with Lab*** -- Five (5) semester hours required.
- ***MUS 152 Theory 2 (Harmony) with Lab*** -- Five (5) semester hours required.
- ***MUS 190 Introduction to Music and Technology*** -- 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 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 201 OR MUA 301 OR MUA 401 Applied Music*** -- Eight (8) semester hours required.

MUSIC ELECTIVES -- Sixteen (16) semester hours required.

- ***Four (4) electives in music, three (3) of which must be at the 300 level or above***

MINOR REQUIREMENTS
Thirty (30) semester hours are required.

- ***MUS 151 Theory 1 with Laboratory*** -- Five (5) semester hours required.
- ***MUS 152 Theory 2 with Laboratory*** -- Five (5) semester hours required.
- ***MUA 200 Music Ensembles*** -- Four (4) semester hours required.
- ***MUA 201 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 201 Applied Music for the Music Major/Minor: Offers 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 on letter basis. Appropriate for those continuing studies.

MUA 202 Applied Music for Enrichment II: Individual instruction in any instrument or voice, graded on a credit/no credit (CR/NC) basis only.

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 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 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 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 World's Peoples: Familiarizes students with African, Native American, African-American, Asian, and Eastern European music -- both as sound and as historical, social, and cultural product.

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 290 Basic Conducting: Includes baton technique and basic score reading. Laboratory format. *Prerequisite:* music major and sophomore standing, or consent.

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 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 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***.





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For admissions questions: admission@rollins.edu Other questions: contact@rollins.edu



PHILOSOPHY AND RELIGION

Changes effective Fall Term 2008

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.

The discipline of religious studies examines the history, beliefs, practices, and integral 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 the Body*, *Contemporary Religious Thought and the Environment*, and *Women and Religion*. The objectives of the major are to: explore the history of world religions, comprehend religious concepts and beliefs and their philosophical and psychological underpinnings, appreciate the variety of religious experience, consider the impact and meaning of religious pluralism in America, and assess the role that religions have played historically 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 135 Religion in America***
- ***Two (2) of the following:***
  - ***REL 217 Jewish Life and Thought***
  - ***REL 218 Christianity: Thought and Practice***
  - ***REL 219 Islam: Religion and Society***
  - ***REL 230 Buddhism: Theory and Practice***
- ***REL 499 Senior Independent Study*** **OR** ***REL 490 Senior Seminar***

ELECTIVES
Six (6) 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***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***CLS 232 Greek Mythology***
- ***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***
- ***Two (2) of the following:***
  - ***REL 217 Jewish Life and Thought***
  - ***REL 218 Christianity: Thought and Practice***
  - ***REL 219 Islam: Religion and Society***
  - ***REL 230 Buddhism: Theory and Practice***
- ***Three (3) electives in the department: two (2) at the 300- or 400-level and at least two (2) in religion.***
- ***REL 498 Senior Independent Study*** **OR** ***REL 490 Senior Seminar***

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 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. Pierce, 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 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 religion of American blacks; 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: Studies in Religious Autobiography: Follows inner journeys of 20th-century figures from variety of religious traditions -- Hinduism, Buddhism, Judaism, Christianity, Islam, and religious humanism. 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 Religious Issues in Contemporary Literature: Discusses religious (and anti-religious) themes in recent writing, as well as new directions for faith and life.

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 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 318 Contemporary Religious Thought: Theism, Atheism and Humanism: Witnesses encounter of theism with atheism in works of Buber, Tillich, and Bonhoeffer, as well as variety of more recent essays. *Prerequisite:* one ***PHI*** or ***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. 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.

PHYSICAL EDUCATION

Changes effective Fall Term 2005

Howell *Jarnigan*

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*+
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.

PHYSICS

Changes effective Spring Term 2006

Fuse *Graugnard* *Griffin* *Moore*

Pestka

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, Donald C. Griffin.*

Majors also go on to graduate school in specialized areas of physics. Others continue in such fields as astronomy, oceanography, materials science, and applied physics. 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.

MAJOR REQUIREMENTS
Sixteen (16) courses are required.

- ***PHY 130 Principles of Physics I***
- ***PHY 131 Principles of Physics II***
- ***PHY 230 Modern Physics***
- ***PHY 233 Modern Electronics***
- ***PHY 308 Mechanics***
- ***PHY 314 Electromagnetic Theory I***
- ***PHY 315 Electromagnetic Theory II***
- ***PHY 333 Experimental Physics OR PHY 498 Physics Research***
- ***PHY 398 Physics Seminar***
- ***PHY 411 Modern Optics***
- ***PHY 451 Quantum Physics I***
- ***MAT 111 and MAT 112 Calculus I and II***
- ***MAT 211 Calculus III***
- ***MAT 230 Linear Algebra***
- ***MAT 305 Ordinary Differential Equations***

- Majors must take the calculus sequence ***MAT 111/MAT 112*** in the freshman year and ***PHY 130*** in the spring of the freshman year. Students with an especially strong background in physics and mathematics may skip ***PHY 130*** and ***MAT 111*** and take ***PHY 131*** and ***MAT 112*** in the fall of the freshman year followed by ***PHY 230*** in the spring 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 ***PHY 333*** and the ***400-level*** courses in physics. Additionally, they must pass ***CHM 120 Chemistry, CHM 305 Physical Chemistry*** and ***CMS 167A/167B Introduction to Computing.***

MINOR REQUIREMENTS
Seven (7) courses are required.

- ***PHY 130 Principles of Physics I***
- ***PHY 131 Principles of Physics II***
- ***PHY 230 Modern Physics***
- ***PHY 233 Modern Electronics***
- ***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.

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. For nonscience majors with no prior knowledge of physics. *Prerequisite:* high school math background.

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. Lab required. Suitable for nonmajors.

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. Designed for nonscience majors. *Prerequisite:* high school algebra.

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. Lab required.

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. Suitable for nonscience majors.

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. *Prerequisite:* high school algebra.

PHY 121 General Physics II: Dips into 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: Analyzes concepts of classical physics: translational and rotational motion, forces in nature, conservation principles of momentum and energy, harmonic motion, and waves. Emphasizes logical reasoning and problem solving. Uses calculus. Designed for physics, mathematics, pre-engineering, and chemistry majors. Lab required. *Corequisite:* ***MAT 111.*** *Prerequisite:* high school physics or consent.

PHY 131 Principles of Physics II: Addresses electrostatics, direct and alternating currents, electric and magnetic fields, and geometrical and physical optics. Uses calculus. Lab required. *Corequisite:* ***MAT 112*** strongly recommended. *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 230 Modern Physics: Investigates 20th-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. Laboratory portion emphasizes the collection, processing, and dissemination of data; the application of standard statistical models to data; and methods of interpretation and analysis of data using spreadsheets and other high-level data analysis software. Lab required. *Prerequisite:* ***PHY 131.***

PHY 233 Modern Electronics: Treats basic concepts, devices, and circuits of analog and digital electronics. Students study theory, then build diode and op-amp circuits for rectification, filtering, or amplification. Meets for two hands-on lab sessions per week. Assumes no prior experience in electronics. *Prerequisite:* ***PHY 120, PHY 130,*** or consent.

PHY 308 Mechanics: Discusses Newtonian, Lagrangian, and Hamiltonian mechanics of particles and rigid bodies. Analyzes nonlinear dynamical systems with microcomputers. *Prerequisites:* ***PHY 131*** and ***MAT 305.***

PHY 312 Computational Physics: Applies numerical methods to a variety of dynamical problems in physics. Focuses on a series of programming problems, and the numerical and computer programming techniques needed to solve those problems. Also introduces computer programming on a UNIX operating system; however, the emphasis will be on numerical methods. *Prerequisites*: ***CMS 167A/167B, MAT 305, PHY 308.***

PHY 314 Electromagnetic Theory I: Applies advanced mathematical techniques -- particularly 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 ***MAT 305***.

PHY 315 Electromagnetic Theory II: Studies time-varying phenomena, including electromagnetic radiation. Concludes with classical relativistic field theory of electromagnetism. *Prerequisite:* ***PHY 314***.

PHY 333 Experimental Physics: Stresses data analysis and experimental techniques in topics from laser physics, atomic spectroscopy, optics, solid-state physics, nuclear physics, and chaotic dynamics. Lab course. *Prerequisites:* ***PHY 230*** and ***PHY 233.***

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: Looks into Lorentz model of atom, Huygen's and Fermat's principles, geometrical optics of lenses and optical fibers, polarization and birefringence, coherence, Fraunhofer and Fresnel diffraction, Fourier optics and pattern recognition, laser physics, and nonlinear optics. *Prerequisite:* ***PHY 314.***

PHY 451/452 Quantum Physics I and II: 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. Continues in second term with applications of quantum mechanics to atomic physics, solid-state physics, and nuclear physics. Also examines elementary perturbation theory, theory of angular momentum and spin, and quantum statistics. *Prerequisite:* ***PHY 314.***

PHY 498/499 Physics Research: Requires independent research in such fields as nuclear, laser, quantum, or computational physics.

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For admissions questions: admission@rollins.edu Other questions: contact@rollins.edu

GIVING TO ROLLINS

WINTER PARK INSTITUTE

POLITICAL SCIENCE

Changes effective Fall Term 2008

Boniface *Chong* *Davison, D.* *Davison, J.*

Foglesong *Gunter* *Lairson*

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 West 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 West 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 West 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 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 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 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:* ***HIS 242, POL 120, HIS 200,*** 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 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 West 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 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 19^{th}-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 21^{st} 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 and faculty so as to understand better the Vietnam War. *Prerequisite*: ***POL 130*** or consent.

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PSYCHOLOGY

Changes effective Spring Term 2007

Carnahan	*Davidson*	*Farkash*	*Harris*
Houston	*Queen*	*Ray*	*Richard*
Ruiz	*Smither*	*St. John*	

The psychology program reflects the breadth, excitement, and rigor of scientific inquiry into human behavior and experience. It serves four groups of students:

- those who want to sample the discipline;
- those who think psychology might enrich their main academic/professional interest -- business administration, education, religion and philosophy, sociology, anthropology, creative writing, health sciences, or law;
- those who need psychology for "helping professions" -- human resources, secondary teaching, vocational and educational guidance, special education, early childhood education, or day-care work; and
- those who intend to pursue a career in professional psychology -- college or university teaching, research, or clinical or industrial psychology.

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 years in the Rollins program to complete major requirements.

MAJOR REQUIREMENTS
Eleven (11) courses and a comprehensive exam are required.

CORE COURSES

- ***PSY 101 Introduction to Psychology***
- ***PSY 265 Statistics and Research Methods I with Laboratory***
- ***PSY 328 Developmental Psychology with Laboratory***
- ***PSY 341 Learning with Laboratory***
- ***PSY 361 Statistics and Research Methods II with Laboratory***

ADDITIONAL REQUIRED COURSES

- ***PSY 211 Social Psychology OR PSY 254 Personality***
- ***PSY 322 Cognitive Psychology OR PSY 324 Neuropsychology OR PSY 326 Physiological Psychology***
- ***One 400-level psychology course, which may include one of the following:***
  - ***PSY 420 Clinical Psychology I***
  - ***PSY 421 Clinical Psychology II***
  - ***PSY 450 Behavorial Technology: Theory and Applications***
  - ***PSY 474 Advanced Developmental Psychology***
  - ***PSY 499 Senior Research***
- ***Three additional psychology courses, at least one from the 300-400 level.***

ADDITIONAL REQUIREMENT

- ***Completion of a comprehensive examination during the senior year.***

MINOR REQUIREMENTS
Seven (7) courses are required, five (5) core courses (see above), and one selection from each of the following:

- ***PSY 211 Social Psychology OR PSY 254 Personality***
- ***PSY 322 Cognitive Psychology OR PSY 324***

NeuropsychologyORPSY 326 Physiological Psychology

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 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 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 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 221 Perspectives in Psychology: Focuses on varied topics such as depression and suicide or drugs and addiction. May be repeated for credit. Suitable for nonmajors.

PSY 254 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 101*** or consent.

PSY 265 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 306 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.

PSY 310 Psychopathology: Deals with psychological/psychiatric disorders presented in DSM IV. Lab acquaints students with institutional settings. Emphasizes treatment procedures and vocational opportunities.

PSY 315 Topics in Psychology: Explores varied topics, such as neuropsychology or industrial psychology. May be repeated for credit.

PSY 317 Group Dynamics: Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups.

PSY 322 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.

PSY 324 Neuropsychology: Examines ways in which the brain influences behavior and psychological phenomena. Focuses on three major categories, neuroanatomy, behavior, and mental processes, and disorders caused by brain injury or malfunction.

PSY 326 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.

PSY 328 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.

PSY 338 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.

PSY 341 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 101.***

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.

PSY 361 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. *Prerequisites:* psychology major and completion of core courses.

PSY 420/421 Clinical Psychology I and II: Puts theory and intervention strategies into practice. Arranges supervised fieldwork in local agency, hospital, or mental health center. *Prerequisite:* ***PSY 310***. Malpractice insurance required.

PSY 450 Behavioral Technology: Theory and Applications: Focuses on conceptual models in psychology with emphasis on behaviors. Students tutor peers enrolled in the Personalized System of Instruction (PSI) lab of ***PSY 101***. Seminar for juniors and seniors.

PSY 474 Advanced Developmental Psychology: Probes new directions in developmental psychology: developmental screening and assessment, cognitive development, attachment theory, methodological advancements, moral development, and personality development. Requires students to spend three hours per week in the Child Development Center. *Prerequisite*: ***PSY 328***.

PSY 499 Senior Research: 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*: senior standing and completion of all core courses.

GIVING TO ROLLINS

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Class Schedule

SOCIOLOGY

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 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.

GIVING TO ROLLINS

WINTER PARK INSTITUTE

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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 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 Spring Term 2009

Cavenaugh *Charles* *Cody-Rapport* *Griffin*

Neilson *Ouellette* *Rodgers* *Sherry*

Zivot

Philosophy

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.

Performance

The department produces nine 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.

MAJOR REQUIREMENTS

Fifty-four (54) credit hours are required.

- 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.
- An emphasis in one (1) of six (6) areas.
  All majors select an area of emphasis consisting of five (5) four-hour courses and a two-hour capstone course.

Faculty evaluate student progress at the end of the sophomore and junior years.

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
- History/Literature/Criticism
- 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 481 Design/Technical Theatre 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 333 Directing I: Fundamentals***
- ***THE 433 Directing II: Advanced***
- ***THE 482 Directing 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 483 Performance Capstone***

MUSICAL THEATRE EMPHASIS

- ***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 355 Acting for the Musical Theatre***
- ***MUA 201/202 Applied Music (Private Voice Lessons)***
- ***THE 480 Theatre Studies Capstone***

HISTORY/LITERATURE/CRITICISM EMPHASIS

- ***THE 343 Dramatic Theory and Criticism***
- ***Must take two (2) separate times:***
  - ***THE 350 Topic: Trends in Dramatic Literature***
- ***One (1) of the following:***
  - ***ENG 312 Studies in Shakespeare***
  - ***ENG 319 Studies in 20th-Century British Literature***
  - ***THE 328 Fundamentals of Playwriting***
- ***THE 480 Theatre Studies 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***
- ***One (1) of the following:***
  - ***ENG 312 Studies in Shakespeare***
  - ***ENG 319 Studies in 20th-Century British Literature***

- ***THE 225 Improvisational Theatre I: Fundamentals***
- ***THE 236 Voice and Speech II: Vocal Dynamics***
- ***THE 301 History of Radio and Television in America***
- ***THE 303 History of American Film***
- ***THE 305 History of American Musical Theatre***
- ***THE 328 Fundamentals of Playwriting***
- ***THE 333 Directing I: Fundamentals***
- ***THE 336 Theatre for Social Change***

- ***THE 350 Topic: Trends in Dramatic Literature***
- ***THE 480 Theatre Studies 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, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

Thirty-two (32) credit hours are required.

- Seven (7) four-hour courses
- Two (2) two-hour production courses

- ***THE 111 Introduction to Technical Theatre***
- ***THE 133 Acting I: Fundamentals***
- ***THE 135 Dance for Actors***
- ***THE 201 Script Analysis***
- ***THE 211 Fundamentals of Theatrical Design***
- ***THE 341 Theatre History 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 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 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 301 History of Radio and Television in America: Surveys broadcasting from 1900 to present: inventions, trends, programs, events, and personalities. Suitable for nonmajors.

THE 303 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.

THE 305 History of American Musical Theatre: Traces technical and creative developments from early and current European influences to present American musicals, including future prospects. Analyzes political, social, and musical styles.

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 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 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 Studies Capstone: Serves as the culminating project, performance, or document for a theatre major. With approval and guidance from the faculty, students may elect to complete their capstone experience as a design portfolio/project, theatrical performance, directorial work, written thesis, or critical/historical document. *Prerequisites*: senior standing and consent of the Chair of the Department of Theatre Arts and Dance.

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 482 Directing Capstone: Serves as the culminating project, performance, or document for a theatre major. With approval and guidance from the faculty, students may elect to complete their capstone experience as a design portfolio/project, theatrical performance, directorial work, written thesis, or critical/historical document. *Prerequisites*: senior standing and consent of the Chair of the Department of Theatre Arts and Dance.

THE 483 Performance Capstone: Serves as the culminating project, performance, or document for a theatre major. With approval and guidance from the faculty, students may elect to complete their capstone experience as a design portfolio/project, theatrical performance, directorial work, written thesis, or critical/historical document. *Prerequisites*: senior standing and consent of the Chair of the Department of Theatre Arts and Dance.

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.

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 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 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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GIVING TO ROLLINS WINTER PARK INSTITUTE

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.

OFFICERS OF THE COLLEGE

F. Duane Ackerman
Chairman of the Board

Lewis M. Duncan
President

Roger N. Casey
Vice President for Academic Affairs

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

James Gerhardt
Vice President for Institutional Advancement

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ADMINISTRATIVE STAFF

Robyn Allers
Interim Director, Cornell Fine Arts Museum, and Marketing Manager for the Arts; B.S., M.P.A., M.A., Florida State University.

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

Mandy Booker
Bursar; B.A., Butler University

Steve Booker
Director, Student Financial Planning; B.A., Rockford College

Jennifer Campbell
Director, Study Abroad Program; B.A., Rollins College

Linda Carpenter
Director, Marketing and Communication, Hamilton Holt School; B.A., Florida State University; M.L.S., Rollins College.

Sharon Carrier
Dean, Hamilton Holt School; B.A., M.A., Florida State University; Ph.D., University of Florida.

Roger Casey
Vice President for Academic Affairs and Provost; B.A., Furman University; M.A., Ph.D., Florida State University.

Robert Cook
Controller; B.B.A., Georgia State University; M.S., Mercer University; C.P.A.; C.M.A.; Enrolled Agent.

Robert Cummins
Director, Planned Giving; B.A., Albion College; J.D., Wayne State University Law School.

Lewis Duncan
President; B.A., M.S., Ph.D., Rice University.

James Eck
Assistant Provost; B.A., M.A., Ball State University; M.B.A., Samford University; Ph.D., University of Georgia.

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

David Erdmann
Dean of Admission and Enrollment; B.A., Colby College; M.A.T., Brown University; M.A., State University of New York at Albany.

Elizabeth Francetic
Director, Alumni Relations; B.A., University of South Carolina.

James Gerhardt
Vice President for Institutional Advancement; B.A., Yale University; M.B.A., University of Texas.

Joanne Hanley
Director, Advancement, Hamilton Holt School; B.S., University of Utah.

Naomi Harrison
Reference Librarian, Olin Library; B.S., Florida A&M University; M.L.S., Indiana University; M.A., Webster University.

Karen Hater
Interim Dean of Student Affairs; B.S.Ed., M.A., Ohio State University; Ed.D., University of Cincinnati.

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.

Erin Hodge
Assistant Vice President, Development; B.B.A., Stetson University; M.B.A., University of Central Florida.

Toni Holbrook
Associate Dean for Academic Administration; B.S.J., University of Florida; M.B.A., Crummer Graduate School of Business.

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

Allisa Johnson
Director, Academic Internships; B.A., M.S.W., M.B.A., University of Illinois at Urbana-Champaign.

Laurie Joyner
Dean of the Faculty of Arts and Sciences; B.A., Loyola University; M.A., Ph.D., Tulane University.

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

Lorrie Kyle
Executive Assistant to the President; B.A., Rollins College; M.A., Ph.D., Vanderbilt University.

Jenifer León
Director, International Student and Scholar Services; B.A., Gettysburg College; M.A., St. Johns University.

Douglas Little
Interim Director, Thomas P. Johnson Student Resource Center, and Director, Rollins Explorations; B.A., University of Missouri-Columbia; M.S., Miami University (Ohio).

Udeth Lugo
Associate Dean, Hamilton Holt School; 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.

Michael Lynch
Director, Admission; B.A., M.B.A., Stetson University.

Greg Marshall
Vice President, Strategic Marketing; B.A., M.B.A., University of Tulsa; Ph.D., Oklahoma State University.

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

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

Bradley McKown
Director, Environmental Health and Safety; B.S., Columbia Southern University.

Michele Meyer
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.

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.

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

Carolyn Planck
Director, Donor and External Relations; B.A., M.A., Purdue University.

Patrick Powers
Dean of the Knowles Memorial Chapel and Chaplain to the College; M.A., Augustinian College; M.A., Villanova University; Ph.D., Duquesne University.

Raymond Rogers
Director, Career Services; B.A., Midwestern State University; M.S., Central Missouri State University; M.A., Rollins College.

John Sharkey
Director, Web Strategy; B.A., M.B.A., University of Central Florida.

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

William Short
Assistant Treasurer and Director, Budgets and Investments; B.A., University of North Florida. Certified Public Accountant.

Ann Marie Varga
Assistant Vice President, Public Relations; B.A., Rollins College.

Joanne Vogel
Interim Director, Counseling and Psychological Services; B.A., Duke University; M.S., Stetson University; Ph.D., University of Central Florida.

Sandra Weisstein
Director, Student Health Services; B.S.N., Southern College of SDA; M.S.N., University of Central Florida.

Kathy Welch
Director, Auxiliary/Business Services; B.A., Warner Southern College.

Debra Wellman
Associate Dean of the Faculty of Arts and Sciences; B.S., Illinois College; M.S., Eastern Illinois University; Ph.D., University of Toledo.

Diane Willingham
Director, Community Standards and Responsibility; B.A., College of Mount Saint Joseph; M.S., Florida State University.

Mary Wismar-Davis
Director, Brand and Publication Continuity; B.A., Rollins College; M.S.M., Crummer Graduate School of Business.

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

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ARTS AND SCIENCES FACULTY

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

Vidhu Aggarwal
Assistant 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.

Jennifer L. Ailles
Visiting Assistant Professor of English (2007;2007); B.A., M.A., University of Guelph (Canada); M.A., Ph.D., University of Rochester. Specializations: early modern English literature, gender studies, queer theory, midwifery, disease studies, witchcraft, fairy tale adaptations, Milton, ecocriticism, children's texts, and representations of women and other marginalized figures.

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.

Ilan Alon
Jennifer J. Petters 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
Assistant Professor of Modern Languages and Literatures (2003;2003); 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.

Erich C. Blossey
D.J. and J.M. Cram Professor of Chemistry (1965;1975); B.S., Ohio State University; M.S., Iowa State University; Ph.D., Carnegie Institute of Technology. Specializations: polymer-bound reagents and reactions, protein

folding studies with capillary electrophoresis, and nuclear magnetic resonance spectroscopy.

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
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.

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.

Roger N. Casey
Vice President for Academic Affairs and Provost and Professor of Critical Media and Cultural Studies and Professor of English (2000;2001); B.A., Furman University; M.A., Ph.D., Florida State University. Specializations: postmodern cultural theory, contemporary drama, American literature, and leadership studies.

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 Associate Professor of Theatre Arts and Dance (2005;2005); 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
Assistant Professor of History (2003;2004); 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
Assistant Professor of Theatre Arts and Dance (2003;2003); 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
Assistant Professor of English (2003;2003); 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.

J. Douglas Child
Archibald Granville Bush Professor of Mathematics and Computer Science (1973;1981); A.B., M.S., San Diego State College; Ph.D., University of Cincinnati. Specializations: complex analysis, computer use in the teaching of calculus, the design of symbolic calculators, and artificial intelligence.

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.

Gloria Cook
Associate 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
Assistant 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
Assistant Professor of Religion (2005; 2005); 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
Associate Professor of Politics (1986;1992); B.A., Wheeling College; M.A., Ph.D., University of Notre Dame. Specializations: comparative politics and international studies.

Philip F. Deaver
Associate Professor of English and Writer-in-Residence (1998;2001); 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
Assistant 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
Assistant Professor of Modern Languages and Literatures (2003;2003); 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.

Jalh A. Dulanto
Visiting Associate Professor of Archaeology (2008;2008); B.A., Pontificia Universidad Católica del Perú; M.A., Ph.D., University of Illinois at Urbana-Champaign. Specializations: anthropology and archaeology of death and time, archaeological theory, ethnohistory, ethnography of the Central Andres, culture and history of the native peoples of South America, qualitative and quantitative data analysis in anthropology and archaeology, and art history.

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.

James C. Eck
Assistant Provost and Visiting Associate Professor of Education (2002;2005); B.A., M.A., Ball State University; M.B.A., Samford University; Ph.D., University of Georgia. Specializations: higher education including institutional research, higher education policy research, and social psychology including counterfactual thinking, social desirability, and antecedents of psychological theory.

Hoyt L. Edge
Hugh F. and Jeanette 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.

Nicola Y. Edwards
Visiting Assistant Professor of Chemistry (2008;2008); B.A., Rice University; Ph.D., University of California-Los Angeles. Specializations: inorganic, organic, and supramolecular chemistry, specifically pattern-based recognition of saccharides and explosive compounds, chemiluminescense assays.

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.

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
Assistant 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.

Carol Frost
Theodore Bruce and Barbara Lawrence Alfond Professor of English (2008;2008); B.A., Sate 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.

Elton D. Graugnard
Assistant Professor of Physics (2007;2007); B.S., Centenary College; M.S., Ph.D., Purdue University. Specializations: Novel device architecture for optoelectronic device technologies, tools and methodologies for discovery and understanding of nanoscale materials, manipulation of atomic to nanoscale devices, and the optical properties of biological structures.

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.

Donald C. Griffin
Archibald Granville Bush Professor of Physics (1970;1983); B.S., Rollins College; M.S., Ph.D., Purdue University. Specializations: optics, atomic physics, quantum mechanics, principles of physics, physical science, and theoretical atomic scattering theory.

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
Assistant Professor of Art (2003;2003); 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
Assistant 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.

Edward J. Harrell
Professor of History (1972;1991); B.A., M.A., Ph.D., Florida State University. Specializations: modern European and American history, courses related to Hitler, Nazi Germany and the Holocaust, and United States history since 1945.

Paul B. Harris
Associate 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
Associate 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.

Gordon E. Howell
Raymond W. Greene Associate Professor of Physical Education (1967;1976); B.S., Western Carolina University; M.A.T., Rollins College; Ed.D., Highland University; M.Sc., Sociology of Sport and Sports Management, University of Leicester, U.K. Specializations: sport in society, coaching science, and behavioral guidelines for health and wellness.

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.

Peggy A. Jarnigan
Associate Professor of Physical Education (1967;1983); B.S., Carson-Newman College; M.S., University of Tennessee; and post graduate work in exercise physiology and psychology. Specializations: activity courses in physical education, health and wellness, and psychology of competition.

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: 19th- and early 20th-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.

Madeline Kovarik
Assistant Professor of Education (2001;2004); B.A., State University of New York at Geneseo; M.A., Nova University; Ed.D., University of Central Florida. Specializations: curriculum development; instructional planning and delivery; Sunshine State Standards and FCAT; child development; and the pedagogy of reading, mathematics, and social studies.

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.

Carolyn K. Lee
Visiting Assistant Professor of Communication (2008;2008); B.A., University of Wisconsin-Superior; Ph.D., The University of Southern Mississippi. Specializations: social influence and leadership communication; intercultural and diversity communication; nonverbal communication; communication planning, research, practice, and theory; message effects and coordinated management of meaning; effective communication for community building and crisis management.

Edmund LeRoy
Professor of Music (1983;1990); B.A., Furman University; S.M.M., Union Theological Seminary; M.M., D.M.A., The Juilliard School. Specializations: performance, studio voice, opera, and historical studies.

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 A. Lewin
Visiting Assistant Professor of International Business (2008;2008); B.Sc., University of London (UK); M.Phil., Ph.D., University of Cambridge (UK). Specializations: corporate finance, securities market regulation, insolvency and taxation, liquidity management, financial economics and advanced time series analysis, and aviation industry planning and development.

Susan H. Libby
Associate 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 Chair of Distinguished Teaching and Associate 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.

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.

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.

Alden J. Moe
Richard James Mertz Professor of Education (2003;2003); M.A., Clarke College; B.S., Ph.D., University of Minnesota. Specializations: elementary reading education, writing/secondary reading education, language/communication development, children's literature, assessment and evaluation, technology and literacy attainment, computer-assisted analysis of natural language, assessment of reading achievement, and basic literacy education.

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
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.

Lisa Ryan Musgrave
Assistant 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
Assistant 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.

Marvin E. Newman
Professor of Legal Studies and Communication (1975;1982); B.S.L., L.L.B., J.D., Northwestern University. Specializations: legal studies, sociological jurisprudence, bioethics, and thanatology.

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.

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: 18th-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
Assistant 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.

Harold S. Peckron
Visiting Professor of International Business (2006;2006); B.S., B.A., Marquette University; M.B.A., Loyola University; J.D., Drake University; LL.M., Georgetown University; Ph.D., Southwest University. Specializations: national and international tax and accounting issues, especially those related to international trade, alternative minimum tax, revenue recognition, and valuation-pricing of business entities.

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
Associate 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
Assistant Professor of Psychology (2003;2003); 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
Visiting Assistant Professor of English (2005;2007); 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.

Robert L. Reinauer
Visiting Assistant Professor of Economics (2007;2007); B.A., University of New Hampshire; M.A., Ph.D.; University of Massachusetts-Amherst. Specializations: economic development, gender and development, Latin American studies, political economy, and macroeconomics.

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.

Sigmund Rothschild
Assistant Professor of Music (2008;2008); B.M., University of Arizona; M.M., Illinois State University; Ph.D., University of California-San Diego. Specializations: music technology, audio recording and music composition.

Edward C. Royce
Associate Professor of Sociology (1990;1990); 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 (1980;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.

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
Professor of Economics (1987;1999); B.A., University of South Florida; Ph.D., University of North Carolina. Specializations: industrial organization, Marxian economics, comparative economic systems, and American political economy.

Marie C. Shafe
Professor of Counseling (1978;1988); B.A., M.Ed., West Georgia College; Ed.D., Indiana University. Specializations: mental health and human relations counseling, addictions, eating disorders, group counseling, crisis intervention, lifespan development, and therapeutic/counseling process.

W. Robert Sherry
Professor of Theatre Arts and Dance (1984;1993); B.S., Indiana University; M.F.A., Southern Methodist University. Specializations: dance technique, notation, history, movement for actors, theatre, and musical theatre.

Rachel M. Simmons
Associate Professor of Art (2000;2006); A.B., Rollins College; M.F.A., Louisiana State University. Specializations: painting, printmaking, drawing, and book art.

John V. Sinclair
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.

Joseph V. Siry
Associate Professor of Environmental Studies (1984;1988); B.A., Emory University; M.A., Ph.D., University of California at Santa Barbara. Specializations: conservation history, the history of science and technology, energy conservation and resource use, international environmental politics, global ecology, wilderness field studies, and service learning.

A. Chris Skelley
Associate Professor of Economics (1987;1990); B.A., M.A., Miami University (Ohio); Ph.D., Brown University. Specializations: applied microeconomics, urban economics, public economics, and uncertainty and information.

James W. Small, Jr.
Professor of Biology (1972;1983); B.S., University of North Carolina; M.S., Ph.D., University of Kentucky. Specializations: physiological ecology, ichthyology, physiology, histology, and comparative anatomy.

Eric D. Smaw
Assistant Professor of Philosophy (2005;2005); B.A., Pennsylvania State University; M.A., Ohio University; M.A., Ph.D., University of Kentucky. Specializations: philosophy of law, political philosophy, ethics, and human rights.

Robert D. Smither
Professor of Psychology (1986;1992) B.A., Indiana University; M.A., California State University at San Francisco; Ph.D., The Johns Hopkins University. Specializations: industrial and organizational psychology, leadership, organization development, and personality.

Linda G. Sprague
Thomas J. Petters Professor of International Business (2007;2007); S.B., Massachusetts Institute of Technology; M.B.A., Boston University; D.B.A., Harvard University. Specializations: international manufacturing and distribution

systems, inventory management and control, management of engineering spares, capacity planning and management, operations information systems (MRP, MRPII, ERP), and small- to medium-sized manufacturers (SMMS).

Steven J. St. John
Associate Professor of Psychology (2006;2006); B.S., M.S., Ph.D., University of Florida. Specializations: neurobiology and psychobiology, particularly the linkage of animal psychophysics to neural recordings in the gustatory system.

Robert C. Steen
Associate Professor of Economics (1987;1990); A.B., Kenyon College; M.A., Miami University; Ph.D., Princeton University. Specializations: urban economics, public finance, applied microeconomics, and economic history.

Paul T. Stephenson
Associate Professor of Biology (1998; 2007); B.A., Hartwick College; M.S., Johns Hopkins University; Ph.D., University of Massachusetts–Amherst. Specializations: all aspects of plant development, particularly plant senescence, molecular and biochemical processes leading to the programmed cell death (PCD) of floral organs, vegetative cell death leading to the formation of new vascular tissues, and characterization of proteases involved in PCD.

R. Bruce Stephenson
Professor of Environmental Studies (1988;2000); B.A., Florida Southern College; Master of City and Regional Planning, Ohio State University; Ph.D., Emory University. Specializations: environmental planning and community development.

Darren G. Stoub
Associate Professor of Chemistry (2005;2007); B.S., Calvin College; M.S., Ph.D., University of Rochester. Specializations: relationship of function and structure within chemistry, specifically the effect of chemical structure on RNA function.

Claire M. Strom
Rapetti-Trunzo Associate Professor of History (2008;2008); B.A., M.A., University of Oxford (UK); Ph.D., Iowa State University. Specializations: Southern, rural, and agricultural history.

Kathryn P. Sutherland
Assistant Professor of Biology (2005;2005); B.A., Wellesley College; M.S., Ph.D., University of Georgia. Specializations: biology and ecology of coral reef ecosystems, micro- and molecular biological bases of coral disease etiology, and histopathology of corals and other marine invertebrates.

William L. Svitavsky
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.

Kenna C. Taylor
Professor of Economics and International Business (1974;1998); B.A., M.A., Ohio State University; Ph.D., University of Florida. Specializations: history of economic thought, alternative economic theories, environmental economics, and behavioral economics.

Mary Throumoulos
Visiting Assistant Professor and Acquisitions Librarian, Olin Library (2001;2001); B.A., Empire State College; M.L.S., State University of New York at Buffalo.

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Associate Professor of Critical Media and Cultural Studies (1999;2007); B.A., Marquette University; Ph.D., University of South Florida. Specializations: interpersonal and family communication, small group communication, gender, identity, and media studies.

Patricia Tomé
Assistant Professor of Spanish (2007;2007); B.A., Rutgers-The State University of New Jersey; M.A., Ph.D., University of Kansas. Specializations: twentieth and 21st-century Latin American literature, Cuban and Cuban-American literature and film, and modern Latin American and Peninsular drama.

Giovanni J. Valiante
Associate Professor of Education (2001; 2007); B.A., M.A., University of Florida; Ph.D., Emory University. Specializations: educational psychology, academic motivation, child and adolescent development, self-beliefs, and self-efficacy.

Larry Van Sickle
Associate Professor of Sociology (1983;1985); B.A., Emporia State University; M.A., University of Missouri; Ph.D., Washington University. Specializations: social inequality, economy and society, social problems, sociology of work, and sociology of literature.

Robert E. Vander Poppen
Visiting Assistant Professor of Art History and Classical Studies (2008;2008); 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.

Martina Vidovic
Visiting Associate Professor of Economics (2008;2008); B.S., The Pennsylvania State University; M.A., Ph.D., State University of New York at Binghamton. Specializations: applied microeconomics, econometrics, public economics, and environmental economics.

Richard P. Vitray
Professor of Mathematics (1990;2000); B.S., Antioch College, M.S., Ph.D., Ohio State University. Specializations: graph theory and graphs embedded in non-planar surfaces.

Anca M. Voicu
Assistant Professor of Economics (2000;2006); B.A., Academy of Economic Studies (Bucharest); Ph.D., University of Birmingham (U.K.). Specializations: international economics with particular emphasis on international trade.

Tonia L. Warnecke
Assistant Professor of Economics (2008;2008); B.A., Rollins College; M.P.I.A., University of Pittsburg; M.A., Ph.D., University of Notre Dame. Specializations: gender and economics, social welfare regimes, labor economics, economic development, and international finance.

Debra K. Wellman
Associate Dean of the Faculty 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.

Yusheng Yao
Associate Professor of History (1999;2005); B.A., M.A., Peking University (China), M.A., Ph.D. University of Minnesota. Specializations: Chinese history, East Asian history, and modern Russian history.

Jay E. Yellen
Professor of Mathematics (2001; 2004); B.S., M.S., Polytechnic Institute of New York; Ph. D., Colorado State University. Specializations: graph theory, optimization, algorithms, scheduling, vehicle routing, timetabling, and combinatorics.

Wenxian Zhang
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
B.A.(Hons.), Dip.Ed., M.A.(Hons.), University of Sydney. Specializations: teaching and curriculum studies

Rosemary Broomham
B.A., Dip.Ed., M.A., University of Sydney. Specialization: social history.

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.

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

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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

Sharon Agee
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.

Charles Archard
Artist-in-Residence, Jazz (1998;1998); B.M.E., M.M.E., Morehead State University.

Catherine Blunk
Lecturer, French (2008;2008); B.A., Manhattanville College; M.A., Ph.D. (candidate), University of Wisconsin-Madison.

Sheri Boyd
Lecturer, Mathematics (2003;2003); B.A., Hendrix College; M.A., Ph.D., Vanderbilt University.

Maria Campos
Lecturer, Spanish (2008;2008); B.A., M.A., University of Central Florida.

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Artist-in-Residence, Theatre Arts (1995;2000); B.F.A., West Virginia University; M.F.A., University of Connecticut.

Gladys Colon
Lecturer, Spanish (2007;2007); B.A., Metropolitan University (Puerto Rico); M.A., University of Central Florida.

Jennifer Fischer-Blenis
Lecturer, Foreign Languages (2001;2001); B.A., Furman University; M.A., Florida State University.

Elizabeth Gottlieb
Artist-in-Residence, Percussion (1998;1998); B.M., University of Alabama; M.M., Eastman School of Music.

Kevin Griffin
Production Manager and Artist-in-Residence, Theatre Arts (2001;2001); B.F.A., Rutgers University; M.F.A., Pennsylvania State University.

Christina H. Lee
Instructor, Mathematics (2008;2008); B.A., Bryn Mawr College; A.B.D., Rensselaer Polytechnic Institute.

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Lecturer, Mathematics (2001;2001); B.A., Rollins College; M.S., Clemson University.

Charles Michael Magarian
Chapel Organist (2004;2004); B.M., Stetson University; M.M., Rice University.

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