ARTS AND SCIENCES CATALOGUE

Educating for Global Citizenship and Responsible Learning

Spring Term 2011

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ARTS AND SCIENCES CATALOGUE REVISIONS

Changes are listed by term, latest term first.

Effective Spring Term 2011		
Catalogue Section	**Sub Section**	**Date to Web**
Academic Regulations	Delete Enrollment Deposit section	5-17-11
Admission	First-Year Student Admission; Accelerated Management Program Admission; Transfer Student Admission; International Student Admission; Special Student Admission	12-6-10
Courses of Instruction	ART AND ART HISTORY - *add ART 230*	1-18-11
Courses of Instruction	ASIAN STUDIES - *add major, update minor description, add ASA 400*	3-29-11
Courses of Instruction	BIOLOGY - *add BIO 104, BIO 122, BIO 388*	1-18-11
Courses of Instruction	CHEMISTRY - *major requirements; minor requirements*	3-31-11
Courses of Instruction	COMMUNICATION - *minor requirements; add COM 305 and COM 425*	3-18-11
Courses of Instruction	CRITICAL MEDIA AND CULTURAL STUDIES (CMC) - description, major requirements, course descriptions	4-28-11
Courses of Instruction	INTERNATIONAL BUSINESS - *add INB 380*	2-23-11
Courses of Instruction	ECONOMICS - *add ECO 313, ECO 377*	1-18-11
Courses of Instruction	EDUCATION - *add EDU 470*	1-18-11
Courses of Instruction	ENGLISH - *add ENG 396*	1-18-11
Courses of Instruction	LATIN AMERICAN/CARIBBEAN STUDIES - *add LAC 200*	1-18-11
Courses of Instruction	MODERN LANG. AND LIT. - *add CHN 401/402*	1-18-11
Courses of Instruction	MUSIC - *add MUS 210*	1-18-11
Courses of Instruction	PHILOSOPHY AND RELIGION - *add REL 304*	1-18-11

Courses of Instruction	PHYSICS - *prerequisite change for PHY 411*	2-9-11
Courses of Instruction	PHYSICS - *add PHY 240*	1-18-11
Courses of Instruction	POLITICS - *add POL 313*	1-18-11
Courses of Instruction	THEATRE ARTS AND DANCE - *major requirements; minor requirements*	12-7-10
Effective Fall Term 2010		
Academic Regulations	Academic Warning System	9-23-10
Academic Regulations	Definitions of Honor Code Violations	7-27-10
Academic Regulations	Readmission Procedure	5-24-10
Courses of Instruction	ANTHROPOLOGY - *major/minor requirements*	8-30-10
Courses of Instruction	ANTHROPOLOGY - *add ANT 255, 301*	2-15-10
Courses of Instruction	BIOCHEMISTRY - *delete BCH 431* and *BCH 432*	8-11-10
Courses of Instruction	BIOLOGY - *delete BIO 350*	8-11-10
Courses of Instruction	BIOLOGY - *add BIO 103*	2-12-10
Courses of Instruction	COMMUNICATION - *add COM 445*	3-04-10
Courses of Instruction	COMMUNICATION - *add COM 307*	2-12-10
Courses of Instruction	COMPUTER SCIENCE - *major requirements; minor requirements; description change CMS 151; title change CMS 375, 395, 450; prereq change CMS 375, 440; delete CMS 485, 495*	5-17-10
Courses of Instruction	COMPUTER SCIENCE - *major requirements, add CMS 151, CMS 380*	2-12-10
Courses of Instruction	ECONOMICS - *add ECO 331, 310, 370*	2-12-10
Courses of Instruction	EDUCATION - *add EDU 210*	4-01-10
Courses of Instruction	ENGLISH - *add ENG 291, 335, 341, 342, 344, 390, 392, 395, 440, 490; delete ENG 150, 205, 206, 220, 274, 425; title and description change ENG 325*	4-01-10
Courses of Instruction	FILM STUDIES - *add FIL 350*	2-15-10
Courses of Instruction	HEALTH PROFESSIONS - *title and description change HPA 150*	2-12-10
Courses of Instruction	HISTORY - *major requirements*	4-20-10
Courses of Instruction	INTERNATIONAL BUSINESS - *add INB 214*	3-04-10
Courses of Instruction	MATHEMATICS - *change prereq MAT 110*	3-04-10

Courses of Instruction	MATHEMATICS - *add MAT 419*	2-12-10
Courses of Instruction	MODERN LANG. & LIT. - *add GMN 252, 352*	4-01-10
Courses of Instruction	MUSIC - major requirements; add *MUS 495*	9-3-10
Courses of Instruction	MUSIC - *add MUS 150, 153, 154, 292, 360; title and description change MUS 260*	2-15-10
Courses of Instruction	MUSIC - *number and description change MUA 201, MUA 202; add MUA 102, MUA 201C*	7-12-10
Courses of Instruction	MUSIC - major requirements	8-19-10
Courses of Instruction	PSYCHOLOGY - description change; major requirements; minor requirements; multiple course number, description, and prerequisite changes.	8-11-10
Courses of Instruction	PHILOSOPHY AND RELIGION - *delete REL 318; title and/or minor description change REL 135, 170, 220*	4-06-10
Courses of Instruction	PHILOSOPHY AND RELIGION - *add PHI 312*	3-04-10
Courses of Instruction	PHILOSOPHY AND RELIGION - *add REL 237*	2-12-10
Courses of Instruction	POLITICAL SCIENCE - *add POL 470, title change POL 358*	2-15-10
Courses of Instruction	PSYCHOLOGY - *add PSY 312, 327, 329, 332, 342, 491, 492, 493, 494, 495; new title and description PSY 324*	4-01-10
Courses of Instruction	PSYCHOLOGY - *add PSY 150, 155, 203, 250, 302, 309, 313, 314, 319, 345, 354; delete PSY 254*	2-12-10
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Catalogue Section	**Sub Section**	**Date to Web**
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Academic Regulations	Appeals of Academic Policies	5-03-10
Academic Regulations	Credit/No-Credit	3-22-10
Academic Regulations	Grade Appeals	11-05-09
Campus Life	Community Responsibility	5-03-10
Courses of Instruction	ANTHROPOLOGY - *add ANT 306*	10-22-09

Courses of Instruction	ANTHROPOLOGY - *delete ANT 253, 255, 256, 257, 258, 265, 338*	10-08-09
Courses of Instruction	ART AND ART HISTORY - *prereq change ART 251*	1-21-10
Courses of Instruction	BIOCHEMISTRY/MOLECULAR BIOLOGY - *introduction, major requirements*	10-26-09
Courses of Instruction	BIOLOGY - *major requirements, minor requirements, delete BIO 320, add BIO 211, 230, 325, prereq changes BIO 308, 311, 312, 335, 341, 360, 370*	10-26-09
Courses of Instruction	CRITICAL MED. & CULT. STUD. - *introduction, major requirements, CMC 205/305 change to 250/350, prereq change CMC 400*	10-27-09
Courses of Instruction	EDUCATION - *prereq change EDU 335*	11-21-09
Courses of Instruction	HISTORY - *add HIS 120*	12-21-09
Courses of Instruction	HISTORY - *add HIS 375*	10-12-09
Courses of Instruction	INTERNATIONAL BUSINESS - *prereq change INB 397*	10-22-09
Courses of Instruction	INTERNATIONAL BUSINESS - *add INB 225*	10-16-09
Courses of Instruction	LATIN AMERICAN/CARIBBEAN STUDIES - *introduction, major requirements, minor requirements*	12-23-09
Courses of Instruction	LATIN AMERICAN/CARIBBEAN STUDIES - *title and description change LAC 200*	12-21-09
Courses of Instruction	MARINE BIOLOGY - *major requirements*	10-26-09
Courses of Instruction	MATHEMATICS - *prereq changes MAT 110, 111, 140, 305*	10-22-09
Courses of Instruction	MATHEMATICS - *add MAT 108*	10-12-09
Courses of Instruction	MUSIC - *add MUS 286, 386, 388*	10-16-09
Courses of Instruction	PHILOSOPHY AND RELIGION - *Religious Studies: introduction, major requirements, minor requirements*	10-26-09
Courses of Instruction	PHILOSOPHY AND RELIGION - *add REL 300*	10-16-09
Courses of Instruction	PHYSICAL EDUCATION - *Electives*	12-21-09
Courses of Instruction	PHYSICS - *add PHY 205*	10-12-09
Courses of Instruction	PSYCHOLOGY - *prereq changes PSY 265, 306, 322, 361*	12-22-09

Courses of Instruction	PSYCHOLOGY - *add PSY 200, 300, 305, 405*	10-16-09
Courses of Instruction	SOCIOLOGY - *add SOC 345*	10-16-09
Courses of Instruction	THEATRE ARTS AND DANCE - *add THE 295*	12-21-09
Courses of Instruction	THEATRE ARTS AND DANCE - *add DAN 210, THE 360, THE 391/2/3*	10-12-09
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Catalogue Section	**Sub Section**	**Date to Web**
Academic Regulations	Medical Leave	9-03-09
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Courses of Instruction	AFRICAN/AFRICAN-AMER STUD - *extensive curriculum revisions*	3-17-09
Courses of Instruction	ANTHROPOLOGY - *delete ANT 208, 211, 212, 262, 314. 335, 355, 360, 475*	2-06-09
Courses of Instruction	ART AND ART HISTORY - Studio Art: *extensive curriculum revisions*	2-13-09
Courses of Instruction	BIOLOGY - *add BIO 100*	2-26-09
Courses of Instruction	BIOLOGY - *add BIO 240*	2-12-09
Courses of Instruction	CHEMISTRY - *extensive curriculum revisions*	8-21-09
Courses of Instruction	CHEMISTRY - *add CHM 121, 350, 445, 450; delete CHM 390*	4-23-09
Courses of Instruction	CHEMISTRY - *add CHM 103*	2-12-09
Courses of Instruction	CLASSICAL STUDIES - *add new major; Minor Requirements; title and description change CLS 203 and 305; add CLS 306*	5-07-09
Courses of Instruction	CLASSICAL STUDIES - *add CLS 204*	2-12-09
Courses of Instruction	ENGLISH - *description change ENG 201 and 202*	3-24-09
Courses of Instruction	ENGLISH - *Major Requirements; Minor Requirements; add ENG 304A, 304B, 304C, 306; number, title, and description change ENG 221; title and description change ENG 303, 305; delete ENG 304*	2-19-09
Courses of Instruction	ENVIRONMENTAL STUDIES - *renumber ENV 220 to ENV 225*	10-01-09
Courses of Instruction	ENVIRONMENTAL STUDIES - *add ENV 105*	4-30-09
Courses of Instruction	HISTORY - *title change HIS 350*	3-24-09

Courses of Instruction	HISTORY - *title change HIS 142, 143, 346, 373; delete HIS 247, 310, 333, 334, 338, 344/345, 351, 381, 392; course number changes HIS 108 and 109*	3-12-09
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Courses of Instruction	PHYSICAL EDUCATION - *electives*	4-09-09
Courses of Instruction	PHYSICS - *extensive curriculum revisions*	2-16-09
Courses of Instruction	PSYCHOLOGY - *add PSY 210*	4-14-09
Courses of Instruction	THEATRE ARTS AND DANCE - *title and description change THE 480, delete THE 482 and 483*	3-24-09
Courses of Instruction	THEATRE ARTS AND DANCE - *changes to Theatre Studies Emphasis; add THE 203, 205, 206, 220, 248, 260, 304; add DAN 220; delete THE 301, 303, 305*	2-16-09
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Courses of Instruction	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
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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

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Courses of Instruction	ART AND ART HISTORY - *ART 241 add to description, ART 450 add prereq*	3-27-08
Courses of Instruction	ART AND ART HISTORY - *add ART 440*	2-25-08
Courses of Instruction	BIOLOGY - *prereq changes to BIO 385F, 386F, 387F*	7-22-08
Courses of Instruction	BIOLOGY - *changed prereqs when ENV 120 to ENV 220*	3-27-08
Courses of Instruction	CLASSICAL STUDIES - *change to Minor Only, effective 4-10-08 as adopted by Executive Committee*	4-29-08
Courses of Instruction	COMPUTER SCIENCE - *Major Requirements; Minor Requirements; delete CMS 147, 157, 250, 370, 380; add CMS 230, 330, 450; changes to CMS 170, 270, 430, 480*	2-19-08
Courses of Instruction	ENGLISH - *add Policies for the Major section*	5-13-08
Courses of Instruction	ENGLISH - *add ENG 412*	3-27-08
Courses of Instruction	ENVIRONMENTAL STUDIES - *Introduction; Major Requirements; Minor Requirements; delete ENV 101, 120, 216, 284, 330, 362, 383; description and/or prereq changes ENV 130, 205/305, 206, 240, 270, 289, 302, 323, 325, 343, 347,348, 353, 365, 372, 375, 377, 380, 385, 386, 389, and 413; title and description changes ENV 220, 308*	4-04-08
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Courses of Instruction	EDUCATION - *EDU 470 coreq correction*	10-04-07
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Courses of Instruction	HISTORY - *add HIS 347, 360*	12-04-07
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Courses of Instruction	PHILOSOPHY AND RELIGION - *Religious Studies: core courses and electives, minor requirements, REL 113 title change*	1-31-08
Courses of Instruction	PHILOSOPHY AND RELIGION - *add REL 236, 240, 241, 325, 340, and 490*	10-04-07
Effective Fall Term 2007		
Catalogue Section	**Sub Section**	**Date to Web**
Academic Regulations	Leaves and Withdrawals	6-12-07
Academic Regulations	Academic Warning, Probation, and Dismissal; Minimum Academic Standards	4-13-07
Academic Regulations	Enrollment Deposit - *new section*	3-12-07
Courses of Instruction	ANTHROPOLOGY - *add ANT 208, 212, 314, 377, 451, 453; title and description change ANT 262*	2-09-07
Courses of Instruction	ART AND ART HISTORY - *add ARH 450*	2-09-07
Courses of Instruction	BIOLOGY - *double major policy*	8-13-07
Courses of Instruction	COMMUNICATION - *add COM 380*	2-09-07
Courses of Instruction	CRITICAL MED. & CULT. STUD. - *new major*	3-14-07
Courses of Instruction	ECONOMICS - *add ECO 371*	2-09-07
Courses of Instruction	ENGLISH - *major requirements*	9-17-07
Courses of Instruction	ENGLISH - *ENG 190 description change*	6-05-07
Courses of Instruction	ENGLISH - *add ENG 370; delete ENG 101 from all prereqs; change prereqs ENG 190, 303, and 304;*	2-09-07 4-10-07
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Courses of Instruction	HEALTH PROFESSIONS - *add HPA 150, 397.*	5-11-07
Courses of Instruction	INTERNATIONAL BUSINESS - *INB 390 prerequisites*	2-23-07
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Courses of Instruction	MARINE BIOLOGY - *double major policy*	8-13-07
Courses of Instruction	MATHEMATICS - *MAT 140 prerequisites*	7-03-07
Courses of Instruction	MODERN LANG. & LIT. - *add SPN 335, 336, 338, 340; title change only SPN 321, 322,*	2-12-07

	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	
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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Effective Spring Term 2007		
Catalogue Section	**Sub Section**	**Date to Web**
Courses of Instruction	ART AND ART HISTORY - *add ART 380/380F*	9-27-06
Courses of Instruction	BIOLOGY - *add BIO 335, 435; delete BIO 284*	10-13-06
Courses of Instruction	BIOLOGY - *add BIO 109*	9-25-06
Courses of Instruction	COMPUTER SCIENCE - *prereq ECO 430*	10-06-06
Courses of Instruction	ECONOMICS - *clarification in first paragraph*	1-24-07
Courses of Instruction	ECONOMICS - *prereq ECO 221*	9-22-06
Courses of Instruction	ENGLISH - *change ENG 496 to 475*	1-30-07
Courses of Instruction	ENGLISH - *delete prereqs for all ENG 367's*	11-13-06
Courses of Instruction	ENGLISH - *prereq ENG 260 , 303, 304*	9-27-06

Courses of Instruction	ENVIRONMENTAL STUDIES - *change BIO elective for Landscape/Environmental Track*	10-13-06
Courses of Instruction	INTERNATIONAL BUSINESS - *title change INB 230*	10-13-06
Courses of Instruction	INTERNATIONAL BUSINESS - *add INB 311F*	9-27-06
Courses of Instruction	MARINE BIOLOGY - *add new major*	10-26-06
Courses of Instruction	MATHEMATICS - *Typical Schedule, minor requirements*	1-24-07
Courses of Instruction	MATHEMATICS - *prereqs MAT 390/490*	10-04-06
Courses of Instruction	MODERN LANG. & LIT. - *add CHN 101, 102, 201, 202, 301, 302*	9-25-06
Courses of Instruction	MUSIC - *add MUS 330, prereq MUS 351/352*	9-25-06
Courses of Instruction	POLITICAL SCIENCE - *add POL 410*	9-25-06
Courses of Instruction	PSYCHOLOGY - *prereq PSY 474*	10-06-06
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Academic Regulations	Course Loads, Dropping Courses	7-06-06
Academic Regulations	Appeals of Academic Policies	6-28-06
Academic Regulations	Academic Honor Code, Other College and University Credit, Requirements for Second Bachelor's Degree	6-15-06
Admission	First-Year Student Admission, Accelerated Management Program Admission	6-15-06
Campus Life	Arts and Theatre, Counseling Services, Health Services, Office of Multicultural Affairs, Student Involvement and Leadership	6-27-06

Campus Life	Athletics and Intramurals	6-15-06
Courses of Instruction	ANTHROPOLOGY - *add ANT 217*	3-17-06
Courses of Instruction	ART AND ART HISTORY - *add ARH 203*	3-17-06
Courses of Instruction	BIOLOGY - *correction of major requirements*	9-07-06
Courses of Instruction	BIOLOGY - *change major requirements; change biology electives; add BIO 210, 350*	3-17-06
Courses of Instruction	CHEMISTRY - *add CHM 104, 109*	3-17-06
Courses of Instruction	ENGLISH - *major and minor requirements revisions; WRITING extensive curriculum revision; add ENG 221, 380, 496; delete ENG 170, 290, 390, 490*	6-27-06
Courses of Instruction	ENGLISH - *description change ENG 273*	4-25-06
Courses of Instruction	COMMUNICATION - correct *INT 399 to INT 397*	6-21-06
Courses of Instruction	ENGLISH - *add ENG 190, 211, 475*	3-17-06
Courses of Instruction	INTERNATIONAL BUSINESS - *introduction*	9-12-06
Courses of Instruction	INTERNATIONAL BUSINESS - *business minor renamed international business minor*	5-12-06
Courses of Instruction	INTERNATIONAL BUSINESS - *add INB 201*	3-17-06
Courses of Instruction	MATHEMATICS - *title change MAT 455, title and description change MAT 460*	3-17-06
Courses of Instruction	POLITICAL SCIENCE - *add POL 330, 332, 355 (also added these courses to International Relations electives)*	3-17-06
Courses of Instruction	THEATRE ARTS AND DANCE - *add 6th emphasis to major requirements*	4-28-06
Courses of Instruction	THEATRE ARTS AND DANCE - *prereq changes THE 133, 211, 233, 333; description change THE 418/419*	4-06-06
Curriculum and Curricular Requirements	Self-Designed Majors	6-28-06
Educational Programs and Opportunities	International and Off-Campus Study	8-09-06
Educational Programs and Opportunities	Olin Library	7-19-06
Educational Programs and Opportunities	Office of External and Competitive Scholarships	7-12-06

Educational Programs and Opportunities	Internships; Rollins in London, England	7-05-06
Educational Programs and Opportunities	Thomas P. Johnson Student Resource Center	6-28-06
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Student Financial Aid	Introduction, Financial Aid Programs, Standards of Satisfactory Academic Progress	6-27-06
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Catalogue Section	**Sub Section**	**Date to Web**
Admission	International Student Admission	10-12-05
Courses of Instruction	ANTHROPOLOGY - *add ANT 320*	9-28-05
Courses of Instruction	AUSTRALIAN STUDIES - *add AUS 240*	9-28-05
Courses of Instruction	ART - *correct prereqs on ART 342, ART 372*	2-08-06
Courses of Instruction	BIOLOGY - *add BIO 105, BIO 106; title and description change to BIO 330*	9-28-05
Courses of Instruction	CHEMISTRY - *add CHM 107*	9-28-05
Courses of Instruction	COMMUNICATION - *add COM 335*	9-28-05
Courses of Instruction	EDUCATION - *change Sociological Foundations requirements and EDU 100 description.*	12-02-05
Courses of Instruction	EDUCATION - *add EDU 390*	10-04-05
Courses of Instruction	ENGLISH -	
Courses of Instruction	ENGLISH - *add ENG 277*	9-28-05
Courses of Instruction	ENVIRONMENTAL STUDIES - *restructure major requirements*	11-30-05
Courses of Instruction	HISTORY - *add HIS 370*	9-28-05
Courses of Instruction	MODERN LANG. & LIT. - *delete European Studies major*	12-19-05
Courses of Instruction	MODERN LANG. & LIT. - *description change FRN 331*	11-14-05
Courses of Instruction	MODERN LANG. & LIT. - *add SPN 342*	9-28-05
Courses of Instruction	PHYSICS - *add PHY 312*	9-28-05
Courses of Instruction	POLITICAL SCIENCE - *add POL 320*	9-28-05
Curriculum and Curricular Requirements	Major Requirements - *deleted European Studies*	12-19-05
Effective Fall Term 2005		

Catalogue Section	Sub Section	Date to Web
Academic Regulations	Credit/No-Credit	7-15-05
Courses of Instruction	ANTHROPOLOGY - *title change to ANT 259, ANT 426*	7-15-05
Courses of Instruction	ANTHROPOLOGY - *add ANT 319*	2-16-05
Courses of Instruction	BIOCHEMISTRY/MOLECULAR BIOLOGY - *change chemistry major requirements*	7-15-05
Courses of Instruction	BIOLOGY - *change chemistry major and minor requirements and prereqs, add BIO 118, BIO 119*	7-15-05
Courses of Instruction	CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements; course number, description, and title changes; course deletions; and prereqs changes*	7-15-05
Courses of Instruction	CHEMISTRY - *add CHM 301 and CHM 390*	2-16-05
Courses of Instruction	COMPUTER SCIENCE - *change CMS 167 to 167A/B, description change to CMS 270, and change to mathematics requirements.*	7-15-05
Courses of Instruction	EDUCATION - *major requirements course count*	7-27-05
Courses of Instruction	EDUCATION - *changes to: admission requirements for teacher education program, elementary education sequence, secondary education sequence, student teaching requirements, ESOL designations.*	7-15-05
Courses of Instruction	ECONOMICS - *change mathematics requirement to new MAT 140 number*	7-15-05
Courses of Instruction	ENGLISH - *prerequiste changes to ENG 360s, 367s, 467.*	9-02-05
Courses of Instruction	ENGLISH - *electives*	8-26-05
Courses of Instruction	ENGLISH - *delete ENG 391*	7-15-05
Courses of Instruction	ENGLISH - *add ENG 345*	2-16-05
Courses of Instruction	HEALTH PROFESSIONS ADVISING - *change suggested courses for Biology, Chemistry, Mathematics, and English*	7-15-05
Courses of Instruction	HISTORY - *add HIS 265*	7-15-05
Courses of Instruction	HISTORY - *add HIS 349*	2-16-05
Courses of Instruction	INTERNATIONAL BUSINESS - *extensive curriculum revisions, including new major, minor, area studies requirements; course number, description, and*	7-15-05

	title changes; course deletions; prereqs changes; add INB 347	
Courses of Instruction	INTERNATIONAL RELATIONS - *changes to all major requirements*	7-15-05
Courses of Instruction	LATIN AMERICAN/CARIBBEAN STUDIES - *change department name from Affairs to Studies, add new minor, extensive curriculum revisions to major*	7-15-05
Courses of Instruction	MATHEMATICS - *major requirement change, change MAT 240 to MAT 140, title change to MAT 330, delete MAT 440, add MAT 485*	7-15-05
Courses of Instruction	MATHEMATICS - *add MAT 106*	2-16-05
Courses of Instruction	MODERN LANG. & LIT. - *changes to native and nonnative curriculum requirements*	7-15-05
Courses of Instruction	MODERN LANG. & LIT. - *change SPN 201 to SPN 110*	2-22-05
Courses of Instruction	MUSIC - *changes to major and minor requirements; title change to MUA 200, 200.3, 201, 202; delete MUS 125OL, 208, 490; add MUA 200.16/.17 /.18/.19, MUS 385*	7-15-05
Courses of Instruction	MUSIC - *add MUS 190*	2-16-05
Courses of Instruction	PHYSICAL EDUCATION - *clarification of PEA and PEV requirments*	7-15-05
Courses of Instruction	PHYSICS - *major requirement sequence*	8-03-05
Courses of Instruction	PHYSICS - *changes to mathematics, chemistry, and pre-engineering requirements*	7-15-05
Courses of Instruction	POLITICAL SCIENCE - *addition to major additional requirements*	7-20-05
Courses of Instruction	POLITICAL SCIENCE - *title and course description change to POL 325*	7-15-05
Courses of Instruction	THEATRE ARTS AND DANCE - *extensive curriculum revisions, including new major and minor requirements; course number changes; course deletions; and prereqs changes*	7-15-05
Courses of Instruction	THEATRE ARTS AND DANCE - *add THE 136, 236*	2-21-05
Courses of Instruction	THEATRE ARTS AND DANCE - *add THE 210, 221, 225, 234, 325, 336, 343, 480, 481, 482,*	2-16-05

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Curriculum and Curricular Requirements	General Education Curriculum, General Education Areas, Personal Fitness Requirements, Minor Requirements	7-15-05
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Courses of Instruction	ANTHROPOLOGY - *title and description change to ANT 259, add ANT 317*	10-14-04
Courses of Instruction	ENGLISH - *change to Editing Proficiency requirement*	10-14-04
Courses of Instruction	HISTORY - *clarification of major requirements*	1-21-05
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Effective Fall Term 2004		
Catalogue Section	**Sub Section**	**Date to Web**
Academic Regulations	Registration - *Course Loads*	3-8-04
Courses of Instruction	ANTHROPOLOGY - *add ANT 277*	3-9-04
Courses of Instruction	ART - *department name changed to Art and Art History*	5-7-04
Courses of Instruction	ART - *description change to ART 222 and 223, add ART 392*	3-8-04
Courses of Instruction	BIOCHEMISTRY/MOLECULAR BIOLOGY - *BCH 431 corequisite change*	3-9-04
Courses of Instruction	BIOLOGY - *change to minor residency requirements*	10-4-04
Courses of Instruction	BIOLOGY - *change to major residency requirements*	9-29-04
Courses of Instruction	BIOLOGY - *add BIO 462 to core courses; prereq changes to BIO 107, 120/121, 223, 229, 234, 236, 237, 245, 246, 270, 284, 287/387, 308, 311, 312, 316, 330, 341, 360, 370, 381, 429.*	4-15-04
Courses of Instruction	BIOLOGY - *add BIO 107*	3-17-04
Courses of Instruction	BIOLOGY - *add BIO 344*	3-9-0
Courses of Instruction	CHEMISTRY - *extensive curriculum revisions, including new major and minor requirements, course number and title changes, course deletions, prereqs, corequisites*	3-9-04

Courses of Instruction	COMPUTER SCIENCE - *extensive curriculum changes, including new major and minor requirements, course additions, deletions, and number changes*	3-9-04
Courses of Instruction	ECONOMICS - *extensive curriculum changes, including new major and minor requirements; add ECO 202, 203, 204; delete ECO 212 and 213; changes to prereqs affected by new numbers*	4-22-04
Courses of Instruction	EDUCATION - *add EDU 409L*	3-17-04
Courses of Instruction	EDUCATION - *add EDU 311*	3-9-04
Courses of Instruction	ENGLISH - *description change to ENG 140*	5-3-04
Courses of Instruction	ENGLISH-WRITING MINOR - *changes to core and elective requirements, delete ENG 350*	4-9-04
Courses of Instruction	ENGLISH - *ENG 267 title and description change; ENG 276 description change; add ENG 140, 206, 260, 210, 268, 361, 374; delete ENG 100, 101, 102*	3-8-04
Courses of Instruction	ENVIRONMENTAL STUDIES - *change ENV 205 to 205/305 and change description*	3-8-04
Courses of Instruction	HISTORY - *change title of HIS 373; add HIS 240, 241, 354 and 355*	3-8-04
Courses of Instruction	INTERNATIONAL BUSINESS - *changes to core courses/area studies/electives/minor requirements; delete INB 216 and 364*	8-10-04
Courses of Instruction	INTERNATIONAL RELATIONS - *changes to Economics requirements*	5-4-04
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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
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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 Verano Español*	10/28/03
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
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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
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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
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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
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Courses of Instruction	ASIAN STUDIES - *new minor*	7/11/01
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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
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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
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Administrative/Teaching Staff	Board of Trustees	7/11/01
Administrative/Teaching Staff	Emeriti List	10/12/01

Giving to Rollins

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STUDENT RECORDS

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INTRODUCTION TO ROLLINS COLLEGE

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

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

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

Accreditation

Rollins College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, and master's degrees (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4500) and by AACSB International – The Association to Advance Collegiate Schools of Business (777 South Harbour Island Boulevard - Suite 750, Tampa, FL 33602-5730; telephone number 813-769-6500). It has been a full member of the National Association of Schools of Music since 1931, and has had a chemistry program accredited by the American Chemical Society since 1974. Its programs in education are approved by the Department of Education of the State of Florida, and its counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

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

Associated Programs

The Hamilton Holt School of Rollins College offers associate and baccalaureate degrees as well as professional development courses and graduate programs leading to master's degrees in counseling, education, human resources, liberal

studies, and teaching, in the afternoon and evening. The Roy E. Crummer Graduate School of Business offers the MBA degree for both full-time and part-time students, in addition to executive, professional, and Saturday MBA programs. The Crummer Graduate School also administers Centers for Management & Executive Education, Leadership, Entrepreneurship, and Philanthropy & Nonprofit Leadership.

Purpose

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

Mission Statement

On October 21, 2005, the Rollins College Board of Trustees adopted the following *Mission Statement:*

> *Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.*
>
> *Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate Arts & Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.*

Heritage

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

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

Early years saw the addition of "tasteful buildings," including residence halls

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

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

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

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

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

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

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

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

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

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

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

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

GIVING TO ROLLINS

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

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ACADEMIC REGULATIONS

Academic Honor Code

THE PHILOSOPHY OF THE ACADEMIC HONOR CODE

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

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

THE HONOR PLEDGE AND REAFFIRMATION

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

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

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

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

DEFINITIONS OF ACADEMIC HONOR CODE VIOLATIONS

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

1. PLAGIARISM. Offering the words, facts, or ideas of another person as

your own in any academic exercise.

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

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

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

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

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

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

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

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

REPORTING A VIOLATION

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

1. If a faculty member has reason to believe that a violation of the Academic Honor Code has occurred, he/she may have an initial meeting with the student to determine if a violation has occurred. If the faculty member believes that a violation has occurred he/she is required to report it. This initial meeting is to clarify if a violation has occurred and not to determine if a known violation is to be reported.

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

3. Staff members that believe they have witnessed a violation must refer the case to the Honor Council for disposition.

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

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

Registration

ACADEMIC ADVISORS

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

ACADEMIC CALENDAR

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

ACADEMIC CREDIT

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

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

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

CLASS ATTENDANCE

Rollins students are expected to attend all scheduled classes. Each instructor publishes in course syllabi a course absence policy related to the goals and format of the course. At the instructor's discretion, and as stated in syllabi, a student's grade may be lowered as a penalty for excessive absences.

Students are expected to ascertain the absence policy for each course and to arrange with the instructor to make up any work missed. Students who must be absent from the campus for an extended period of time or during an emergency should inform the Dean of Student Affairs. However, arranging make-up work is always the student's responsibility, and in this respect there is no difference between excused and unexcused absences. Some assignments, by their very nature, cannot be made up in another setting at another time.

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

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

Sophomore Standing.....	**30 semester hours**
Junior Standing	**60 semester hours**
Senior standing	**100 semester hours**

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

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

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

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

All international students in F-1 or J-1 status are required by Federal immigration law to be registered full-time each fall and spring semester. Full-time is twelve (12) or more semester hours per term. International students must register and remain registered for at least twelve (12)

semester hours each term. If you have a concern about your ability to stay registered full-time, you MUST see the International Student Services Coordinator PRIOR to dropping any courses that would bring you below the twelve (12) semester hour minimum.

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

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

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

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

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

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

Students dropping Intersession courses on the first day of class

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

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

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

Standards of Scholarship

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

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

ACADEMIC STANDING
Beginning Fall Term 2006, all students must maintain a cumulative Grade Point Average (GPA) of at least 2.00 and a single term Grade Point Average (GPA) of at least 2.00 to be in good academic standing.

CREDIT/NO-CREDIT
Students who wish to take a course on a credit/no-credit (CR/NC) basis rather than for a letter grade must complete the appropriate form, available at the Office of Student Records, no later than two weeks, ten (10) class days, after the beginning of the fall or spring terms. Courses normally offered for a letter grade, in which the student has elected to change to a CR/NC grade, may not be used to fulfill general education, major, minor, or concentration requirements.

If a grade of *'C-'* or better is earned, a mark of *'CR'* and the appropriate number of semester hours are granted. If a grade below a *'C-'* is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of *'NC'* is granted. In any case, the grade point average is not affected. Courses taken CR/NC may not be used to fulfill general

education, major, minor, or concentration requirements. No more than one (1) letter-graded course per term may be declared credit/no-credit, and a maximum of four (4) such courses may count toward graduation. Courses normally graded as CR/NC (internships, information technology, and applied music, for example) do not count toward the per term or graduation limits.

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

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

ONE-TIME LATE CREDIT/NO-CREDIT DECLARATION

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

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

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

GRADES

Student grade reports are based on the following definitions.

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

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

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

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

GRADE APPEALS

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

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

If these conditions are met, the student may proceed with the appeal to the Academic Affairs Committee by submitting a letter describing the situation to the Dean of Student Affairs. This appeal must be made within one (1) year of the conclusion of the course. The Dean will request from the department chair a written account of the mediation process described above and its

results, if any. The Dean may also request any other appropriate documentation. The Dean prepares all documents related to the case for submission to the Academic Affairs Committee. These documents are made available to the student and instructor to review and respond. Their responses, if any, are included with the materials submitted to the Academic Affairs Committee. The Dean of the Faculty shall receive the recommendation of the Academic Affairs Committee, review all documents, and make additional inquiries if necessary before reaching a decision. After such review, the decision of the Dean of the Faculty is final.

INCOMPLETE WORK

A mark of '*I*,' indicating that the work of a course is incomplete, may be assigned only when serious and compelling circumstances beyond the control of the student -- such as illness or necessary absence from the campus -- have made it impossible for the student to complete the course work within the normal period. Students are responsible for completing the Contract for an Incomplete Grade form available 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*.'

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

ACADEMIC WARNING, PROBATION, SUSPENSION, AND DISMISSAL

Students who fail to meet minimum academic standards at the end of any term are placed on academic warning or probation, academic suspension, or are dismissed permanently from the College. Students on academic warning or probation are required to enroll in a minimum academic load of sixteen (16) semester hours (except when waived by academic appeal), and may not normally withdraw from a course nor take a course on a credit/no-credit basis.

Minimum Academic Standards

Students who maintain a cumulative Grade Point Average (GPA) of at least 2.00, but whose previous term GPA falls below 2.00 but above 1.25, will be placed on Academic Warning. Any student whose cumulative GPA falls below 2.00, or whose previous term GPA falls at or below 1.25, will be placed on probation.

A student with:	Cum below 2.0	Cum above 2.0
Term below 1.25	probation	probation
Term above 2.0	probation	good standing
Term between 1.25 and 2.0	probation	warning

Students placed on probation will be asked to adhere to the General Requirements for Probation. Probationary students must first write a letter to the Dean of the Faculty, in which they "articulate both insight into the factors which led to the poor performance and a realistic plan to improve academic performance and return to good academic standing." They must then complete a Contract for Academic Success that specifies an individualized plan for returning to good academic standing and an agreement to abide by all probationary regulations, including enrollment in a specialized course focused on academic success. Failure to follow the terms of the Contract will result in a student's immediate suspension or permanent dismissal, even

during the course of the term in progress.

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

- Those who have been on probation and do not meet the minimum academic standards the following term.
- Those on probation who fail to follow the guidelines of the Contract for Academic Success.

An exception is made for first-year students. First-year students will be academically suspended from the College after their first semester if their GPA falls below 1.25. If these students would like to be considered for continuation for a second semester, they should appeal their academic suspension. If their appeal is accepted and they are continued in the Spring, these students will be required to meet a second semester GPA designated by the Academic Appeals Committee in order to enroll the following Fall.

Students who are academically suspended from the College are not permitted to continue in any Rollins College programs, including the Hamilton Holt School. **No academic credit earned during a suspension will be transferable back to Rollins.**

Students who have been academically suspended a first time may petition for readmission by writing a letter to the Academic Appeals Committee of the Office of the Dean of the Faculty after one (1) calendar year has elapsed. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to scholarship.

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

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

Transfer and Other Credit

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

ADVANCED PLACEMENT (AP)
Students are awarded four (4) semester hours of credit for each AP examination on which they earn a score of four (4) or five (5). Students who present scores of four (4) or higher on the AP English Language and Composition examination or the AP English Literature and Composition examination are exempt from satisfying the College's 'W'riting general education curriculum requirement. Students who present scores of four (4) or five (5) on the AP Statistics examination are exempt from satisfying the College's 'Q'uantitative Reasoning general

education curriculum requirement. Credit earned from other AP examinations does not exempt students from any other of the College's general education curriculum requirements.

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

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

HAMILTON HOLT SCHOOL COURSE WORK
Sophomores, juniors, and seniors enrolled in the College may register for one undergraduate course per academic year in the Hamilton Holt School on a tuition-free basis, if approved by their academic advisor. During summer terms, Arts and Sciences students are expected to pay full tuition and fees for Holt School courses taken. Students interested in taking a Holt School course should contact the Office of Student Records.

Holt School courses have the same academic value as Arts and Sciences courses, unless exception is made in writing. Grades earned are calculated as part of the student's grade point average. Students desiring to fulfill Arts and Sciences general education requirements through Holt School course work must obtain advance permission, in writing, from the Office of Student Records. Students who want a Holt School course to apply toward major requirements in Arts and Sciences must obtain advance permission, in writing, from the chair of their major program. Students who have been academically or socially dismissed or suspended from Rollins College will not be awarded transfer credit for work undertaken at other institutions during the period of dismissal or suspension (see Appeals of Academic Policies, this section).

In an effort to ensure the availability of Holt School courses to the student population they were designed to serve, Arts and Sciences students are registered in Holt School only sections (identified as "H1G" in the Holt School Schedule) on a space-available basis: a maximum of five (5) Arts and Sciences students may register for any given course.

OTHER COLLEGE AND UNIVERSITY CREDIT
Transfer students must meet all general education curriculum and major requirements to earn a Rollins College degree. The Office of Student Records reviews and evaluates courses taken at other institutions, determines courses/credit to be accepted, and prepares a Transfer Course Evaluation. The evaluation lists all courses accepted and any general education requirements those courses fulfill. Students who enter Rollins College ready to declare their

major program of study may request a major course evaluation from the Office of Student Records. The major department makes decisions regarding fulfillment of major requirements through transfer credit.

In the evaluation of transfer credit, four (4) semester hours equals one Rollins course. Transfer credit is awarded only for course work taken at regionally-accredited (Middle States, North Central, New England, Northwest, Southern, and Western Association) institutions. Transfer credit is not awarded for courses with a grade below '*C-*,' courses taken by mail, or course work not typically offered in a liberal arts college. All transfer courses must be officially letter-graded by the originating institution, with the exception of internships which may be graded Pass/Fail or Credit/No Credit if they meet the specific criteria outlined in the Education Programs and Opportunities section of this Catalogue. No more than twenty-four (24) semester hours are allowed for extension courses. No more than the equivalent of sixty-four (64) semester hours of credit are accepted from a two-year institution. Students with sixty (60) semester hours of credit enter Rollins College with junior standing, but may need additional time to fulfill the requirements of specific majors.

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

For all transfer students accepted though the College's participation in the ICUF Articulation Agreement, transfer credit for courses completed at the community college will only be awarded for grades of '*C-*' or better, as is the standard for all transfer students in Arts & Sciences. No transfer credit will be awarded for college preparatory, distance learning, or experiential course work, as is the standard for all transfer students in Arts & Sciences. No more than a total of sixty-four (64) semester hours will be awarded to a student for transfer work from a two-year college.

As part of the College's participation in the ICUF Articulation Agreement, General Education Curriculum Requirements are waived for students with the A.A. degree from a Florida community college as well. Upper-level writing reinforcement and oral communication requirements, both part of the College's general education curriculum, are infused into one or more upper-level courses within each major course of study

Once admitted to full-time degree-seeking status, students must meet the College's residency requirement of sixty-four (64) semester hours, approximately sixteen (16) courses required for the major program of study, and the overall graduation requirement of 140 semester hours earned. If a course taken previously is repeated at Rollins, credit for the transfer course will be removed from the student's record.

SUMMER COURSE WORK

Students may take courses at other institutions, including the Hamilton Holt School, during summer terms, though these courses do not count toward the College of Arts and Sciences' residency requirements. Students must secure approval from their academic advisor, major/minor department chair, and the Office of Student Records regarding both the institution and specific courses prior to enrollment in another program. A Request for Permission to Study Outside of Arts and Sciences form is available on the Student Records web site (**http://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 (**r-net.rollins.edu/studentrecords/transcript.html**).

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

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

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

Leaves and Withdrawals

GENERAL GUIDELINES
Students who wish to take a leave of absence must complete the appropriate form in the 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
For students who are temporarily unable to continue their studies due to medical or psychological issues.

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

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

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

To take a medical leave, a student may speak with either the Dean of Student Affairs, someone in Health Services, or Counseling and Psychological

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

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

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

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

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

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

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

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

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

The College may require a student to take a medical leave of absence if, in the judgment of the Dean of Student Affairs and the professional staff of the Division, the student: (a) poses a threat to the lives or safety of

himself/herself or other members of the Rollins community; (b) has a medical or psychological problem which cannot be properly treated in the College setting; or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Rollins community.

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

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

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

READMISSION REQUIREMENTS FOR MEDICAL LEAVE

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

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

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

The information gathered is reviewed by a committee comprised of the Dean of Student Affairs, the Director of Counseling and Psychological Services, the Director of Health Services, and the Director of Residential Life. When a student is permitted to return, special conditions or requirements may be outlined, and upon return, the student is expected adhere to the prescribed conditions or requirements. Failure to do so may result in the student's

dismissal from the College. The decision to readmit a student from a health leave of absence is a provisional judgment which may be reversed if a student fails to be a responsible member of the Rollins community.

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

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

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

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

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

Appeals of Academic Policies

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

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

Social Suspension:
When personal or social issues have led to the suspension, Rollins College requires the student to use the suspension to address the personal and/or

social issues impeding academic success. In the case of a social suspension, enrolling in another academic institution for the suspension may not be to the student's advantage. **No academic credit earned during a social suspension will be transferable back to the College.**

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

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

Step I: Schedule an appointment with Mae Fitchett (phone 407-646-2354 or e-mail **Appeals@Rollins.edu**) to discuss the individual situation and determine required documentation.

Step 2: Submit an **Appeal** on-line. When considering appeals, the Committee takes into account matters of presentation such as grammar and spelling. It is recommended that students carefully proofread their appeals before clicking the "submit" button.

Step 3: Print an advising transcript.

Step 4: Submit transcript and required documentation to Mae Fitchett.

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

Additional information and procedures may be found on the Thomas P. Johnson Student Resource Center web site (**http://rnet.rollins.edu/tpj/advising/index.html**).

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

Best Colleges 2009

ADMISSION

Rollins College seeks applications from students with proven academic ability who demonstrate intellectual and personal promise. The Admission Committee sets admission policy for the College. Applications for admission are considered on the basis of the qualifications of each applicant without regard to race, color, religion, national origin, sex, age, sexual orientation, disability, or veterans' status. Rollins College is an equal opportunity institution that adheres to a non-discriminatory policy with respect to employment, enrollment, and programs. If an accommodation is needed, please contact the Office of Admission (407) 646-2161.

First-Year Student Admission

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

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

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

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

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

Admission to the first-year student class is competitive. More than 3,500 applications were received for the 500 places in the freshman class for the 2010-2011 year. The Admission Committee evaluates each candidate on a variety of academic and personal factors. Academic factors include high school grades, rank in class, course selection, and standardized test results. Personal factors include recommendations, extracurricular activities or special talents, and the essay submitted with the application form.

Candidates are notified of their admission decision by April 1. Rollins

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

Early Decision Admission

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

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

Accelerated Management Program Admission

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

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

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

Spring Semester Admission

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

Early Admission

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

Transfer Student Admission

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

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

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

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

International Student Admission

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

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

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

Special Student Admission

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

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

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

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

Campus Visits

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

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

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CAMPUS LIFE

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

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

Community Responsibility

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

The Code of Community Standards, created jointly by administrators, faculty, and students, is published annually on the Rollins web site (**http://www.rollins.edu/dosa/CSR/code.shtml**) and describes the principles and procedures employed at Rollins to ensure such an environment. It affirms student rights such as freedom of expression, privacy, and an atmosphere free of discrimination and harassment, and describes proscribed conduct and appropriate sanctions imposed when the Code is violated. The Dean of Student Affairs is responsible for student discipline, but because of the College's commitment to student self-governance, adjudication of student misconduct is often delegated to the Community Hearing Council. Any pending or emerging judicial action against a student will be adjudicated, whether said student remains in good standing, has withdrawn, is on leave, is suspended, or is dismissed.

Any threat of violence, whether verbal or written, by any student toward any other member of the Rollins community may result in immediate summary suspension of said student with action to be determined by the Dean of the Faculty and Dean of Student Affairs in consultation with each other. The student may appeal the summary suspension to the Provost by the designated date in the suspension letter. Additional information regarding summary suspensions may be found in *The Code of Community Standards*.

The Office of Community Engagement

The Office of Community Engagement's vision is to create positive and meaningful relationships between Rollins College and the community at large

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

For more information, please contact the Office of Community Engagement, (407) 975-6406, or **www.rollins.edu/communityengagement.**

The Office of Multicultural Affairs

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

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

Residential Life

Rollins students may select from three types of housing: traditional residence halls, residential organizations, and apartments. Most students live in one of the 17 residential facilities on campus. Residence halls accommodate from 18 to 250 students and are staffed by upper-class students who assist in developing community within the building. The staff helps students understand the basic rules and guidelines that are in place for positive community development and health/safety reasons. Four (4) Assistant Directors live on campus, providing a professional adult presence on campus. Residential organizations whose members share common interests include fraternities, sororities, Pinehurst, and the Rollins Outdoor Club. There are first-year Living-Learning Communities in McKean Hall and Rex Beach Hall. Living in a residence hall provides challenges and opportunities that are an

important part of the overall college experience.

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

Student Involvement and Leadership

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

The Office of Student Involvement and Leadership supports the mission of Rollins College by providing intentional learning opportunities that prepare students for responsible citizenship in a global, diverse society. The office stands to promote citizenship, multiculturalism, and community involvement through leadership education, experiential learning opportunities, student organization involvement, and campus programming. Our programs are aimed at creating innovative learning environments within and outside of the classroom, aiding the transition to college and beyond, and facilitating holistic development.

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

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

Health Services

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

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

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

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

Counseling Services

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

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

Arts and Theatre

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

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

Athletics and Intramurals

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

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

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

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

Religious Life

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

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

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

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

Campus Safety

The Rollins College Campus Safety Office is charged with the general security of the campus and the protection of persons and property. Campus Safety is responsible for enforcing all local and state ordinances and school regulations.

The Campus Safety Office is on duty continuously throughout the year and may be contacted for any campus emergency at (407) 646-2299.

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CURRICULUM AND CURRICULAR REQUIREMENTS

Academic Requirements

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

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

Graduation Requirements

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

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

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

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

RESIDENCY
Once admitted to full-time degree status in the College of Arts and Sciences, students must complete at least 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*
- *Classical Studies*
- *Computer Science*
- *Critical Media and Cultural Studies*
- *Economics*
- *Elementary Education*
- *English*
- *Environmental Studies*
- *French*
- *History*
- *International Business*
- *International Relations*
- *Latin American/Caribbean Studies*
- *Marine Biology*
- *Mathematics*
- *Music*
- *Philosophy*
- *Physics.*
- *Political Science*
- *Pre-Engineering*
- *Psychology*
- *Religious Studies*
- *Self-Designed*
- *Sociology*
- *Spanish*
- *Theatre Arts*

SELF-DESIGNED MAJORS

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

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

Guidelines for Submission of a Self-Designed Major Proposal

1. Students proposing a self-designed major must have a grade point average of 3.33 or better.

2. The proposal must include the names of three faculty members willing to serve on the senior research project committee. The faculty must represent the three disciplines represented in the major. The student must select a director, from among these three, who works with the student and the other committee members in preparing the proposal. The director also serves as an advocate in the approval process. Once the proposal has been approved, the director serves as the student's academic advisor, monitors the student's progress in completing the major, and chairs the committee which reviews the senior research project.

3. The proposed major program must have a coherent theme or topic that integrates at least three traditional disciplines. It must be different enough from a regular major that some combination of major and minor would not substantially achieve the same result. The student must include a rationale for choosing a self-designed major rather than a conventional major.

4. The proposal must include a list of courses, all related to and converging on the theme of the proposed major, from at least three disciplines.

5. The major must include a two-term, 8-semester-hour independent research project, (or combination of a 4-semester-hour upper-level seminar and a one-term, 4-semester-hour research project) integrating the major, to be completed in the senior year

6. The program must be at least sixty-four (64) semester hours (including the senior project) in length, of which thirty-two (32) semester hours must be at the ***300 level*** or above

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

Minor Requirements

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

on the diploma.

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

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

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

Practical Concentrations

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

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

Giving to Rollins

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

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://rnet.rollins.edu/tpj/disabilityservices/**).

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

OFFICE OF EXTERNAL AND COMPETITIVE SCHOLARSHIPS

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

CAREER SERVICES

The Office of Career Services assists students and alumni in 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.

ACADEMIC INTERNSHIP PROGRAM

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

Eligibility Criteria

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

Registration

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

Course Requirements

The Director of Academic Internships or a designated faculty member supervises students enrolled in academic internships. This individual maintains contact with both the student and the host organization, and makes

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

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

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

Approval of Transfer Credit
Internships taken pass/fail (P/F) or credit/no-credit (CR/NC) at other institutions will be awarded academic credit only if certain criteria are met. These criteria are as follows. 1) The internship must be pre-approved by the Director of Academic Internships. 2) The internship course must have a written syllabus stating that it is an academic course, not just a work experience. 3) The requirements for receiving credit must be specified. 4) There must be an academic advisor assigned to the student who will provide continual supervision of the intern during the semester. 5) There must be a minimum of 40 hours of work for each credit hour earned. 6) A maximum of four (4) credit hours will be accepted for credit. 7) The student must establish learning objectives, and those objectives must be evaluated throughout the

semester by both the student and the academic advisor to insure that the internship is progressing. 8) A final project must be required. This project could be a paper or a portfolio assessment of the internship experience. The project should stress the learning aspect of the internship and include an assessment of the learning objectives. A journal alone will not be acceptable. The project must be submitted to the Director of Academic Internships for evaluation. 9) The student must receive a satisfactory written evaluation from the internship site. 10) The student must complete all requirements as stated in the syllabus, and must submit a copy of the final project/ paper and written evaluation to the Director of Academic Internships before transfer credit will be approved.

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

INTERNATIONAL AND OFF-CAMPUS STUDY

Rollins College is committed to enhancing its international opportunities abroad and on-campus. International study experiences equal in quality and rigor to Rollins' academic programs are an integral component of this mission. A variety of off-campus programs allows eligible Rollins students the opportunity to extend their education beyond the campus. In order to participate in international and off-campus programs, students must be in good academic and social standing, and have a history of good conduct at Rollins. For more detailed information, students may contact the Office of International Programs or visit its web site, **www.rollins.edu/int-programs**.

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

Rollins College 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 the AMP Program Advisor in the Thomas P. Johnson Student Resource Center at 407-646-2354.

PRE-ENGINEERING PROGRAM (A.B./B.S.)
Rollins College cooperates with Auburn University, 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. Thomas Moore, Program Coordinator of the Cooperative Pre-Engineering Program, and plan a sequence of advanced courses that satisfy the concentration requirement at Rollins. The areas of concentration are similar to a minor in a field of study and are usually in physics, chemistry, computer science, or mathematics. Please

refer to *The Rollins College Cooperative Pre-Engineering Program: A Guide for Students and Advisors* for details; it is available at **http://www.rollins.edu/as/academics/departments-majors-minors.html** within **Pre-Engineering** under Three/Two Programs.

For further information, contact Dr. Thomas Moore, Program Coordinator, (407) 646-2349.

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

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

For further information, contact Dr. Lee Lines, Program Coordinator, (407) 628-6377.

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STUDENT FINANCIAL AID

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

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

Financial Aid Programs

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

GRANTS AND SCHOLARSHIPS

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

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

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

Florida Student Assistance Grant. This grant, of up to $1,600 per year, is provided by the State of Florida and the Federal government to needy students who are full-time and have been residents of the State of Florida for at least twelve (12) months immediately prior to enrollment. The Florida Office of Student Financial Assistance determines eligibility based on the Free Application for Federal Student Aid.

Florida Resident Access Grant. This State program provides up to $3,000 to full-time students attending accredited private colleges in Florida. Students must be residents of Florida for at least twelve (12) months. Financial need is not a requirement. *A one-time application must be submitted no later than the first day of classes.*

Rollins Cornell Scholarship. This is the top academic merit award on campus. Your scholarship is renewable provided you maintain at least a 3.6 cumulative grade point average and complete at least twenty-four (24) semester hours each academic year while remaining enrolled in the Arts & Sciences program. If you do not meet the 3.6 cumulative grade point average, but maintain at least a 3.2 grade point average, you may receive an Alonzo Rollins Scholarship.

Alonzo Rollins Scholarship. This award ranges up to $20,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.2 grade point average

(GPA) or better. Awards are made by the Admission Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

Presidential Scholarship. This award ranges up to $8,000. It is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.0 GPA or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

Centennial Scholarship. This award up to $5,000 is made to entering first-year students without regard to need and is continued each year thereafter, as long as the recipient maintains a 2.8 GPA or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, first-year applicants must complete the admission application process prior to February 1.*

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

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

LOANS

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

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

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

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

EMPLOYMENT

Federal Work-Study Program. This program provides on-campus employment to students with financial need. The Student Financial Aid staff determine eligibility from the Free Application for Federal Student Aid.

AID FOR OFF-CAMPUS PROGRAMS

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

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

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

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

Standards of Satisfactory Academic Progress

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

GRADE POINT AVERAGE
A minimum grade point average of 2.0 is required for both initial and renewal awards (entering first-year students should normally have a high school grade point average of 2.0). Some programs require a higher GPA: Alonzo Rollins Scholarship (3.2); Presidential Scholarship (3.0); Centennial Scholarship (2.8); Florida Academic Scholars Fund (3.0); and Florida Merit Scholars (2.75). Grade point averages are checked each term.

COMPLETION RATE
Aid recipients are expected to successfully complete a minimum of twenty-four (24) semester hours each academic year. At this rate, obtaining a degree will take longer than four (4) years. However, Rollins' sources provide aid for only four years. Therefore, the completion schedule should be used as a **minimum** guideline, not a registration plan. For transfer students, Rollins' aid will be provided for the number of years remaining to complete a degree based on the grade level at the time of transfer. For example, students transferring in at the junior level will receive Rollins' aid for no more than two years.

To graduate, students must complete at least 140 semester hours of academic work. An *I* or *R* grade in a course is considered a successful completion only after the grade is officially changed. A grade of *F* is NOT considered to be a successful completion. A withdrawal is NOT considered to be a successful completion.

First time aid recipients are expected to meet these standards before any aid is awarded. Students receiving aid who fail to maintain these standards the first time are placed on Aid Warning. Students on Aid Warning because of a GPA less than 2.0 have until the end of the following year to bring up their average. Students on Aid Warning because of their completion rate must complete twenty-four (24) semester hours in the subsequent year. Students who fail to complete twenty-four (24) semester hours for two consecutive years will no longer be eligible for aid.

The Financial Aid Review Committee may approve individual appeals due to mitigating circumstances. Students who are denied aid because of failure to maintain satisfactory progress may become eligible by: 1) bringing the cumulative GPA and completion rate up to standard, or 2) if it is not feasible to accomplish item one in one term, students may submit a plan of action to the Financial Aid Review Committee for approval. Students must demonstrate substantial improvement in progress for the first term without aid and have a reasonable plan to bring progress up to standard once aid is reinstated.

Rights and Responsibilities of the Aid Recipient

APPLICANTS FOR FINANCIAL AID HAVE THE RIGHT TO

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

APPLICANTS FOR FINANCIAL AID ARE RESPONSIBLE FOR

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

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

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ARTS AND SCIENCES COURSES OF INSTRUCTION

**Minor Only*

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

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AFRICAN/AFRICAN-AMERICAN STUDIES (MINOR ONLY)

Changes effective Fall Term 2009

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

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

MINOR REQUIREMENTS
Seven (7) courses are required along with an integrated senior independent study project that utilizes the student's major field to explore the African or African-American experience as the final minor requirement. This final paper is designed to be a fifteen- to twenty-page analysis of an historical or contemporary issue facing Africans or African-Americans. Students are encouraged to integrate international perspectives, service learning, and/or traditional archival research into their final research project.

INTRODUCTORY COURSES
Introductory courses are those that offer key concepts related to Africa and/or the African-American experience from multiple disciplinary perspectives. These courses explore core themes in African culture, African-American culture, and the Caribbean. The minor program does not require prerequisite courses as these classes are intended to serve as an introduction to the minor's main themes and goals.

Choose three (3) from among the following:

- ***CMC 100 Introduction to Media and Cultural Studies***
- ***ENG 221 Topics in World Literature***
- ***HIS 240 African-American History I***
- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***MUS 160 History of Jazz***
- ***REL 135 Religion in America***

SECONDARY COURSES
Secondary courses build on key concepts offered in the introductory courses by emphasizing themes, content, and theory related to African and African-American experience.

Choose two (2) from among the following:

- ***ANT 277 Gender in the Middle East and North Africa***
- ***EDU 271 School and Society***
- ***ENV 206 Caribbean Environmental History***
- ***HIS 241 African-American History II***
- ***POL 252 Topic: American Civil Rights Policy***
- ***REL 251 Topic: Islam and Society***

ADVANCED COURSES

Advanced courses provide significant material and content on African and African-American Experience. Students should consider how these courses will contribute to the development of their senior independent study.

Choose two (2) from among the following:

- ***ENG 307 American Literature IV: African American Literature***
- ***FRN 320 Introduction to French Civilization***
- ***HIS 370 Race and Ethnicity in the United States***
- ***SOC 356 The State of Black America***
- ***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins (Taught in Spanish)***

SENIOR INDEPENDENT STUDY OR INTERNSHIP
Students will arrange senior research project with appropriate instructor/advisor of the AAAS program. The final requirement for the minor is designed to encourage students to use their major field study in combination with the minor experience to create an independent research project focus on Africa or the African-American experience. This project can be a standard written research paper, performance, or media project that engages the student. Students are strongly encouraged to utilize community partners as part of the senior research project.

SUBSTITUTIONS
Other courses offered during the academic year may be substituted for the listed courses at the discretion of the Program Coordinator. Study Abroad is encouraged and should be pursued in collaboration with the Program Coordinator.

PATHWAYS
Students interested in completing the minor program are encouraged to integrate their experience within the minor to emphasize specific themes and/or ideas that they can integrate into their senior research project. The groupings below represent possible paths through the major, but the final decision must be based on course availability, student preference, and matriculation goals.

Students interested in exploring the culture and society of the Atlantic world from an African perspective should consider:

ANT 277 Gender in the Middle East and North Africa
ENG 221 Topics in World Literature
FRN 320 Introduction to French Civilization
LAC 201 Foundations of Caribbean Culture and Society
REL 251 Topic: Islam and Society
SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins (Taught in Spanish)

Students interested in exploring culture and society of the Atlantic world from an African-American perspective should consider:

EDU 271 School and Society
ENG 307 American Literature IV: African American Literature
HIS 240 African-American History I
LAC 201 Foundations of Caribbean Culture and Society
POL 252 Topic: American Civil Rights Policy
REL 135 Religion in America
SOC 356 The State of Black America

Students interested in African-American Experience from a social policy and public policy perspective should consider:

CMC 100 Introduction to Media and Cultural Studies
EDU 271 School and Society
HIS 240 African-American History I
HIS 370 Race and Ethnicity in the United States
LAC 201 Foundations of Caribbean Culture and Society
POL 252 Topic: American Civil Rights Policy
SOC 356 The State of Black America

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ANTHROPOLOGY

Changes effective Fall Term 2010

Biery-Hamilton *Kistler* *Lauer* *Moore*
Newcomb *Walz*

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

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

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

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

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

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

CORE COURSES
All core courses must be taken at Rollins.

- ***ANT 200 Cultural Anthropology***
- ***ANT 210 Human Evolution***
- ***ANT 300 Development of Anthropological Thought***
- ***ANT 323 Foundations in Archaeology***
- ***ANT 351 Language, Culture, and Society***

ADDITIONAL REQUIREMENTS

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

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

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

least five (5) courses must be taken within the Department of Anthropology at Rollins.

Course of Study

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

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

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

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

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

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

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

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

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

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

anthropological perspective. Suitable for nonmajors.

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

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

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

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

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

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

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

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

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

ANT 315 Women in the Developing World: Explores the role and status of women in the developing world by examining how historical and contemporary processes have affected women's livelihoods and those of their families. Examines these economic and political strategies women use to ensure their interests.

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

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

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

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

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

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

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

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

ANT 370 Forensic Anthropology: Considers the basics of human osteology and the application of osteology to modern skeletal and crime scene investigation.

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

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

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

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

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

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

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

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

ANT 499 Research/Internship/Field Experience

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Best Colleges 2009

ARCHAEOLOGY (MINOR ONLY)

Changes effective Fall Term 2009

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

The archaeology minor combines courses in anthropology and art history for an overall study of human societies from 40,000 years ago to the present. The program is interdisciplinary and multicultural with a variety of topical and methodological perspectives, including prehistoric, classical, and historical archaeology. Students aspiring to graduate studies in archaeology may combine the minor with a major in anthropology or classical studies.

MINOR REQUIREMENTS
Seven (7) courses: four (4) core courses and three (3) electives.

CORE COURSES

- ***ANT 228 Introduction to Archaeology (yearly)***
- ***ARH 218 Art and Archaeology of Egypt and the Near East (alternate years)***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome (alternate years)***
- ***ANT 323 Foundations in Archaeology (yearly)***

ELECTIVES
Three (3) of the following, two (2) of which must be at the ***300 level.***

- ***ANT 205/305 Topics in Anthropological Archaeology (topic varies from year to year; may be repeated for credit)***
- ***ANT 338 Biblical Archaeology (yearly)***
- ***ARH 315 Special Studies - Ancient Art***

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

SPECIAL CO-CURRICULAR OPPORTUNITIES

- Associated Colleges of the South summer field school in Turkey
- Semester at Intercollegiate Center for Classical Studies in Rome, Italy
- Semester at College Year in Athens, Greece
- Rollins College overseas trips

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ART AND ART HISTORY

Changes effective Spring Term 2011

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 or studio art.

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

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

MAJOR REQUIREMENTS
Twelve (12) courses are required, seven (7) core courses and five (5) electives. Four (4) of the required five (5) electives must be at the ***300 level*** or higher.

Graduate programs in the History of Western Art usually require degree candidates to pass exams in French and German. Graduate programs in the field of art conservation usually require applicants to have taken college-level chemistry through organic and have a strong studio art background (some also require reading proficiency in French and/or German). Students planning to attend graduate school are strongly encouraged to complete ***ARH 499 Senior Thesis.***

In addition to art history courses, elective credit may be awarded for ***PHI 212 Philosophy of the Arts*** (see below) and for art history internships with an added research component that are completed under the supervision of an art history professor. Elective credit my also be awarded for selected studio art and classical studies courses.

CORE COURSES

- ***ARH 201 Introduction to Art History I***
- ***ARH 202 Introduction to Art History II***
- ***ART 110 Two-Dimensional (2D) Foundations OR ART 221 Drawing and Composition***
- ***One (1) course in Ancient/Medieval Art***
- ***One (1) course in Renaissance/Baroque Art***
- ***One (1) course in Modern Art (1800-present)***

- ***ARH 450 Art History Capstone Seminar***

ELECTIVES

- ***ARH 101 Introduction to Visual Culture***
- ***ARH 203 History of Western Architecture***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 220 Castles and Cathedrals - Medieval Art***
- ***ARH 231 Northern Renaissance Art***
- ***ARH 240 Baroque and Rococo Art***
- ***ARH 250 Modern European Art***
- ***ARH 360 Women in Art***
- ***ARH 361 History of Photography***
- ***ARH 362 History and Theory of Museums***
- ***ARH 315 Special Studies - Ancient Art***
- ***ARH 325 Special Studies - Medieval Art***
- ***ARH 335 Special Studies - Renaissance Art***
- ***ARH 355 Special Studies - Modern European Art***
- ***ARH 365 Special Studies - Modern American Art***
- ***ARH 424 Contemporary Art and Theory***
- ***ARH 499 Senior Thesis***
- ***PHI 212 Philosophy of the Arts***

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

Six (6) courses are required***: ARH 201, ARH 202, one (1) course in Ancient/Medieval Art, one (1) course in Renaissance/Baroque Art, one (1) course in Modern Art (1800-present),*** and ***one (1) ARH designated elective course at the 300 level or higher.***

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

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

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

CORE COURSES

- ***ARH 201 Introduction to Art History I***
- ***ARH 202 Introduction to Art History II***
- ***ARH 424 Contemporary Art and Theory***
- ***ART 110 Two-Dimensional (2D) Foundations***
- ***ART 120 Three-Dimensional (3D) Foundations***
- ***ART 221 Drawing and Composition***
- ***ART 440 Senior Studio***
- ***ART 450 Senior Seminar***

ELECTIVES
Two (2) intermediate studio courses at the ***200 level*** or above, and two (2) advanced studio courses at the ***300 level*** or above. At least one elective must be an approved Digital Media Course (see below for list).

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

DIGITAL MEDIA COURSES

- ***ART 130 Introduction to Digital Media***
- ***ART 210 Introduction to Video Art***
- ***ART 223 Graphic Design I***
- ***ART 300 Photography II***
- ***ART 323 Graphic Design II***
- ***ART 392 Digital and Mixed Media Printmaking***

Course of Study

ART HISTORY

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

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

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

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

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

antique style.

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

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

ARH 231 Northern Renaissance Art: Follows evolution of painting techniques and styles during 15th and 16th centuries north of the Alps. Touches upon iconography and analogies between visual arts and contemporary humanist ideas.

ARH 240 Baroque and Rococo Art: Pursues 17th-century Baroque style in Italy, Holland, Flanders, France, England, and Spain, from Renaissance and Mannerist sources, though termination in 18th-century Rococo style, c. 1750.

ARH 250 Modern European Art: Overview of the major artistic movements and theories of 19th-century Europe, primarily France, Great Britain, and Germany. Movements include Neoclassicism, Romanticism, the Pre-Raphaelites, Impressionism, and Symbolism. Examines the emergence of photography. Situates the arts in their social and political contexts.

ARH 260 Modern American Art: Overview of the major artistic movements and theories in art of 20th-century United States, including abstraction, cubism, abstract expressionism, and pop art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals.

ARH 315 Special Studies - Ancient Art: Focused studies in specific areas of ancient art and archaeology. Topics vary, but include *Art and Archaeology of Pompeii* and *Roman Daily Life*, *Art and Archaeology of the Holy Land*, and *Power, Propaganda, and Empire: Art and Architecture of the Roman Provinces*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical and archaeological methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of ancient art and archaeology. May be repeated for credit where there is not topical overlap.

ARH 325 Special Studies - Medieval Art: Focused studies in specific areas of Medieval art from the conversion of Constantine to 1453. Topics vary, but include *Gothic Architecture*, *Manuscript Illumination in the Middle Ages*, and the *Art of the Crusades*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of Medieval art history. May be repeated for credit where there is not topical overlap.

ARH 335 Special Studies - Renaissance Art: Focused studies in specific areas of Renaissance art. Topics vary, but include *The Age of Michelangelo*, *Art of Renaissance Florence*, and *Medici Madness*. Courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of Renaissance art history. May be repeated for credit where

there is not topical overlap.

ARH 355 Special Studies - Modern European Art: Focused studies in specific areas of European art from 1789 to World War II. Topics vary, but include Impressionism and Post-Impressionism, Art of Revolution, and Dada and Surrealism. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern art history. May be repeated for credit where there is not topical overlap.

ARH 360 Women in Art: Examines the roles of women artists in Western art from the Renaissance to the present, focusing on how cultural conditions determined women's artistic production. Also addresses how women are portrayed in the arts, ranging from painting to contemporary mass media. *Prerequisite:* sophomore standing or consent.

ARH 361 History of Photography: Introduces students to the major contributors, movements, and technologies of photographic history. Primary focus on cultural, social, aesthetic, and commercial implications of photography concurrent with its invention and development through the present day. The photograph, as document and as aesthetic object, is analyzed through contemporary criticism, historical writing, and illustrated lectures.

ARH 362 History and Theory of Museums: Explores a wide variety of museums, the issues and problems they face, their contributions to society, and our relationship to them as visitor, staff member, or benefactor. Topics include: defining museums; what, how, and why museums collect; legal and ethical issues of collection; role of museums in society; and personal relationships to community museums.

ARH 365 Special Studies - Modern American Art: Focused studies in specific areas of American art from 1900-1960. Topics vary, but include *Pop Art, Culture Wars, Abstraction from O'Keefe to Pollock*, and *Primitivism*. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern American art. May be repeated for credit where there is not topical overlap.

ARH 424 Contemporary Art and Theory: An examination of postmodern art and theory (1960–present) beginning with fine art's appropriation of popular culture in the 1960s and culminating with today's pluralistic range of traditional to virtual media. Themes include temporary art forms, constructions of national, ethnic, and gender identity in a post-colonial world, and recent arts controversies and censorship issues. *Prerequisite:* sophomore standing.

ARH 450 Art History Capstone Seminar: Addresses the history and theories of art history, focusing on either ancient, early modern, modern, or non-Western art history. Required for ***ARH*** seniors; open to ***ARH*** juniors. *Prerequisites*: ***ARH 201*** and ***ARH 202***.

STUDIO ART

ART 110 Two-Dimensional (2D) Foundations: Introduces students to various methods and concepts in the visual arts practice. Projects incorporate drawing, painting, printmaking, mixed media, and basic color theory. Required first course for studio art majors and minors. Appropriate for

nonmajors who wish to explore various media and basic visual art concepts.

ART 120 Three-Dimensional (3D) Foundations: Introduces fundamentals of three-dimensional (3D) design with an emphasis on spatial awareness, problem solving, and the development of ideas related to traditional and non-traditional approaches to making art. Readings, discussions, and group critiques complement the studio work. Suitable for majors and nonmajors.

ART 130 Introduction to Digital Media: Introduces students to digital workflow as it relates to the studio art process. Students will work with Adobe® Photoshop® and various web design, video editing, and blog applications to create studio projects addressing aesthetic, formal and conceptual issues. Suitable for majors and nonmajors. Continuous access to a digital camera is required.

ART 210 Introduction to Video Art: Introduces the medium of digital video with primary focus on locating video art in contemporary fine arts contexts, as opposed to and/or in contrast with broadcast media. Discusses the medium's history alongside the larger categories of other time- and lens-based media such as film and photography, and covers concepts and theories related to these media. Basic image capture and editing techniques taught using industry standard software. Suitable for majors and highly motivated nonmajors. *Prerequisite:* ***ART 130*** or ***ART 293*** or consent.

ART 215 Artist's Book: Concepts and Practice: Examination of the book as an art object. Develops basic bookbinding, typesetting, and printing skills through individual and collaborative studio projects. Suitable for majors or nonmajors.

ART 221 Drawing and Composition: Develops basic drawing skills with an emphasis on principles of composition, proportions, linear perspective, and perception of form in space. Uses a variety of drawing materials, both traditional and contemporary. Experiential studio learning experiences with formal and informal critique sessions. Required for majors, but suitable for nonmajors.

ART 222 Introduction to Design: Explores visual communication through basic design elements and principles with an emphasis on the process of creative problem solving, idea generation, development, and refinement of designs that develop perceptual skills, and critical judgment. Studio work, individual and group critiques, and individual research using traditional media with a side-project crossover to digital media. Suitable for majors and nonmajors.

ART 223 Graphic Design I: Presents basic concepts and techniques associated with computer-based design. Builds upon concepts covered in *ART 222 Introduction to Design* with similar emphasis placed on the process of creative problem solving, research, and idea generation. Students will develop technical skills in this primarily computer based course using Adobe® Photoshop® and Adobe® Illustrator® commercial software applications. *Prerequisite*: ***ART 222*** or consent.

ART 230 Introduction to Digital Media. Introduces students to digital workflow related to the studio art process. Students will work with Photoshop, and various web design, video editing, and blog applications to create studio projects addressing aesthetic, formal, and conceptual issues. Suitable for majors and nonmajors. Continuous access to a digital camera required.

ART 232/332 Special Studies in Painting and Drawing: Fosters technical improvement and critical thinking among intermediate and advanced painters and drawers. Studio work, individual and group critiques, and

individual research. *Prerequisite:* ***ART 221*** or consent.

ART 233/333 Special Studies in Sculpture: In-depth investigation of themes, trends, and/or processes specific and pertinent to contemporary sculpture. Topics vary. Substantial reading and discussions complement the studio work. Attention paid throughout the course to understanding and articulating form in space and to helping students develop personal ways of working alongside, and in response to, current issues in contemporary sculpture. *Prerequisite:* ***ART 120*** or consent.

ART 234/334 Special Studies in Photography: Focuses on topics relevant to both the contemporary and historical discourse surrounding the medium of photography and, at times, other lens-based media. Seminar style course with heavy emphasis on relating assigned readings, lectures, and discussions to students' studio work. Suitable for majors and highly motivated nonmajors. *Prerequisite:* ***ART 293*** or consent.

ART 241 Sculpture I: Explores the range of what sculpture might be and investigates creative approaches to perception, making, and critical analysis. Assignments expose students to both traditional and contemporary concepts, methods, and techniques particular to the medium of sculpture. Readings, discussions, and group critiques complement studio work. *Prerequisite:* ***ART 120*** or consent.

ART 243/343 Human Figure Drawing: Challenges intermediate and advanced students to incorporate human figures into artwork. Stresses studio exercises, such as gesture drawings and in-depth anatomical studies, as well as individual and group critiques, and discussions with individual research. *Prerequisites:* ***ART 110, ART 221,*** or consent.

ART 251 Painting I: Introduces the basics of oil and/or acrylic painting techniques while encouraging development of compositional and conceptual language of intermediate students. Intensive studio work, individual and group critiques, and individual research. *Prerequisite*: ***ART 110*** or ***ART 221*** or consent.

ART 272 Relief Printing: Introduces intermediate level relief printing techniques such as letterpress printing, multiple color linoleum printing, and collagraph. Suitable for majors or nonmajors. *Prerequisites:* ***ART 110, ART 221,*** or ***ART 222.***

ART 293 Photography I: Introduces techniques, processes, and creative possibilities of black and white photography, and traditional darkroom printing. Considers aesthetic and stylistic issues and emphasizes conceptual concerns particular to the medium's history. Suitable for majors and nonmajors. Continuous access to a manually adjustable 35mm camera required.

ART 300 Photography II: Introduces students to the digital darkroom through work with digital cameras and/or scanned negatives, Adobe® Photoshop®, and Epson® inkjet printers. Conceptual concerns of contemporary photography considered through engagement with critical theory via assigned readings and class discussions. *Prerequisite*: ***ART 293.*** Continuous access to a digital or film camera required.

ART 323 Graphic Design II: Intermediate graphic design course stressing creative problem solving as applied to single and multiple page layout, as well as typography and website design. Strengthens students' graphic design portfolios while introducing Adobe® InDesign® and world wide web development software. *Prerequisites:* ***ART 222*** and ***ART 223.***

ART 342 Sculpture II: Provides further investigation into the history of

making and thinking in sculpture and raises questions pertinent to contemporary art. Explores new techniques and materials while honing familiar skills. Designed to help students become self-directed in their work. Group discussion of student projects, readings, slides, and video addressing current art practice are core to the class. Regular individual and group critiques monitor the progress of each independent project. *Prerequisite:* ***ART 241*** or consent.

ART 351 Painting II: Probes problems presented in ***Painting I.*** Features studio work, individual and group critiques, and individual research. *Prerequisite:* ***ART 251***.

ART 366F Field Study: Making Art in Scotland: Two-week field study trip to Edinburgh, Scotland, led by Rollins studio art faculty during the world renowned Edinburgh Fringe Festival. Students choose and complete two art classes offered by Edinburgh College of Art.

ART 372 Lithographic Printmaking: Introduces the printmaking technique of lithography through both traditional and contemporary approaches. Utilizes design and drawing skills to build a unified body of work. *Prerequisites:* ***ART 110, ART 120*** or ***ART 130*** and any ***200-*** or ***300-level*** studio art elective.

ART 380F Art in the City with Field Study: A first-hand look into the masterpieces of modern and contemporary art and artists in New York City. Students visit institutions such as the Metropolitan Museum of Art and Museum of Modern Art, as well as galleries not seen anywhere else. Students produce artwork that responds to their experiences.

ART 392 Digital and Mixed Media Printmaking: Reinforces the concept of printmaking through integration of traditional and non-traditional processes and tools. Mixed media projects develop students' visual design skills through integration of Adobe® Photoshop®, traditional intaglio techniques, and lithographic printmaking. Suggested for majors, but suitable for nonmajors. Basic knowledge of Adobe® Photoshop® is required. *Prerequisites*: ***ART 110, ART 120,*** or ***ART 130.***

ART 440 Senior Studio: Concentrated, advanced study in art concepts and mediums. Students produce a unified body of work for display during the *ART 450 Senior Seminar.* Required course for studio art majors in fall of the senior year and for minors who wish to participate in the Senior Exhibition. Students must submit a portfolio for faculty review in the spring of the junior year to be admitted to this course in fall of the senior year.

ART 450 Senior Seminar: Addresses career issues and helps students gain practical skills necessary for careers in the arts. Students learn discipline-specific resume writing, compose artist's statements, create an artist's web site, and photographically document and prepare their work for exhibition. Students take part in Senior Exhibition and gain design and curatorial experience by assisting Cornell Fine Arts Museum staff in preparing and hanging of the exhibition. Required of majors in their final spring semester at Rollins and of minors who wish to participate in the Senior Exhibition. *Prerequisite:* ***ART 440.***

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ASIAN STUDIES

Changes effective Spring Term 2011

Alon	*D'Amato*	*Fetscherin*	*Greenberg*
Lairson	*Moore, R.*	*Warnecke*	*Wei*
Yao	*Zhang*		

The Asian Studies major provides students the opportunity to study in depth one of the most important regions in the world. The importance of Asia derives from its large population, long history, complex and diverse societies and cultures, and rising economic significance. As the peoples and nations of the world become increasingly interconnected, successful leaders will benefit from a mastery of this key region.

The Asian Studies major combines courses in history, culture, and politics with those from modern languages and an array of electives from other disciplines. Students majoring in Asian Studies are expected to:

- develop an understanding of the historical, cultural, political and economic forces that have shaped modern Asia,
- master the rudiments of an Asian language, and
- experience cultural immersion through study abroad in at least one Asian country.

Students will complete an international experience in Asia. Currently Rollins offers such experiences in Shanghai, Hong Kong, and Osaka.

The Asian Studies major is designed to educate Rollins students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The major spans a variety of academic departments and students are required to incorporate courses from different departments.

MAJOR REQUIREMENTS
Requirements for the Asian Studies major are: twelve (12) courses, including five (5) from the history and culture category, five (5) from politics, economics and business, and two (2) courses in an Asian language beyond the 100 level. At least six (6) courses must be taken at the upper division (***300-400***) level and no more than three (3) courses can be in any single department. The required upper division seminar (***ASA 400***) can be taken only after both of the required lower division courses (***REL 113*** and ***HIS 263***) have been completed.

INTERNATIONAL EXPERIENCE

Students are required to participate in one (1) academically-based study trip to Asia. Experiences counting toward such a requirement include Rollins courses with a seminar followed by a minimum two (2) week study tour *or* an approved study tour to Asia of one (1) month or longer. Students are highly encouraged to meet this requirement with a semester-long stay in one of the Asian Studies approved programs or universities, from which a maximum of four (4) pre-approved courses may be counted towards the major.

RESIDENCY AND DISTRIBUTION

Asian Studies majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of

all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major must be at the ***300-400 level***.

FOREIGN LANGUAGE REQUIREMENT

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

- First, students may take and successfully complete two (2) college-level courses (eight semester hours) or the equivalent in a single Asian language at the intermediate ***200 level*** or beyond.
- Second, the two-course requirement may be waived by demonstrating 'native proficiency' in a modern Asian language, as determined by the Rollins College Department of Modern Languages and Literatures. If the language is not taught at Rollins, the two-course (***200 level***) requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

Receiving a foreign language waiver does not reduce the total number of courses required for the Asian Studies major (12). Students receiving such a waiver are required to take two (2) additional courses in either the history and culture or the politics, economics and business categories.

ASIAN STUDIES COURSES

REQUIRED COURSES

All Asian Studies majors must take the following course:

- ***HIS 263 East Asia in Modern Times***
- ***REL 113 Asian Religions***
- ***ASA 400 Senior Capstone Seminar***

HISTORY AND CULTURE COURSES

- ***ANT 252 Cultures of China***
- ***ANT 254 Cultures of Japan***
- ***ANT 305 Topic: Sufi-Buddhist Mysticism***
- ***ANT 452 Seminar: Cinema and Society in China***
- ***HIS 212/212F Journey to the Middle Kingdom (Field Study)***
- ***HIS 250 Modern Japan***
- ***HIS 261 Modern China***
- ***HIS 349 The Chinese Revolutions***
- ***HIS 350 U.S. and China Relations***
- ***HIS 361 Contemporary China***
- ***PHI 211/211F Religion and Culture in Bali (Field Study)***
- ***REL 230 Buddhism: Theory & Practice***
- ***REL 240 Buddhist Philosophy***
- ***REL 241 Buddhist Ethics***
- ***REL 270F India and the Infinite***
- ***REL 340 Zen Buddhism***

POLITICS, ECONOMICS AND BUSINESS COURSES

- ***POL 130 Introduction to International Politics***
- ***INB 300 Introduction to International Business***
- ***ECO 203 Principles of Micro and Macro-economics****
- ***ECO 327 Comparative Economic Systems****

- ***ECO 331 Globalization and Gender***
- ***ECO 351 Economic Development****
- ***POL 302 Politics in the Third World***
- ***POL 325 Sustainable Dev. in Southeast Asia***
- ***POL 331 International Political Economy***
- ***POL 334 Political Economy of Japan***
- ***POL 384 East Asian Politics***
- ***POL 393 Vietnam Experience Online***
- ***INB 311 Asian Business Environment***

**** Note that ECO 202 is a prerequisite for ECO 203, and both ECO 202 and 203 are prerequisites for ECO 327 and ECO 351.***

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 452 Seminar: Cinema and Society in China***
   - ***HIS 350 U.S. and China Relations***
   - ***HIS 365 Topics: Contemporary China***
   - ***INB 311 Asian Business Environment***
   - ***POL 334 Political Economy of Japan***
   - ***POL 384 East Asian Politics***
   - ***POL 393 Vietnam Experience On-Line***

Course of Study

ASA 400 Senior Capstone Seminar: Guides students in preparing, presenting and writing a research paper on a topic related to Asia. Requires bibliographies, multiple drafts, and in-class oral presentation. *Prerequisites*: Senior standing and ***HIS 263*** or instructor permission.

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AUSTRALIAN STUDIES (MINOR ONLY)

Changes effective Spring Term 2006

Edge

The Australian studies minor, based upon the Rollins Program in Sydney, fosters an intellectual and social understanding between Australia and the United States.

Thanks to the faculty exchange program begun in January 1981, one or two visiting professors from Australia spend time at Rollins each year. Recent lecturers have included Rosemary Broomham in history and Graham Boardman in Australian literature.

MINOR REQUIREMENTS
Six (6) courses are required (totaling at least 24 semester hours): four (4) completed for grade-point credit in Australia during the required term in Sydney and two (2) more taken at Rollins or in Australia.

THE ROLLINS PROGRAM IN SYDNEY
Two (2) core courses are required during the fall term in Sydney.

- ***AUS 288 Australian History***
- ***AUS 368 The Fauna and Flora of Australia OR AUS 388 Australia's Physical Environment***

Four (4) more courses are required from among the following group.

- ***AUS 255 Australian Aboriginal Studies***
- ***AUS 262 The Australian Economic and Political Systems***
- ***AUS 300 International Business***
- ***AUS 356 Australian Literature***
- ***AUS 361 Australian Art***
- ***AUS 368 The Fauna and Flora of Australia***
- ***AUS 388 Australia's Physical Environment***
- ***Courses at Rollins with the AUS designation***

Sydney Courses

AUS 235 Australia in the Global Context: Globalization provides Australia not only with the promise of greater economic growth, but also with significant challenges to its traditional markets and alliances. This course examines the various responses to the challenges that Australia might make.

AUS 240 Painting the American and Australian Environment: Likeness and Difference: A comparative study of American and Australian art, including Aboriginal art. Investigates how art has evolved, examining the reasons, similarities, and the differences between the two environments.

AUS 255 Australian Aboriginal Studies: Presents historical overview of relations between Aborigines and Europeans in Australia and discusses contemporary social and political dimensions of Aboriginal life. Students may

explore own interests in this field.

AUS 262 The Australian Economic and Political Systems: Studies structure and functioning of Australian economic and political systems -- dynamics, interactions, and mechanisms for adjusting to change. Applies concepts to current events.

AUS 288 Australian History: Surveys Australia's history from first human settlement to present with emphasis on European occupation of past two centuries.

AUS 300 International Business: A study of the strategies that firms use to compete globally. Topics include international competition, competitive advantage, international trade theory, international political economy, foreign direct investment, international operations, and globalization. Taught using case studies from Australia.

AUS 356 Australian Literature: Chronicles fiction and drama from realist writing about the Bush in 1890s to work of Patrick White, Elizabeth Jolley, and other contemporary writers. Students may follow up special interests such as feminist writing, writing by Aborigines, and recent poetry.

AUS 361 Australian Art: Introduces Australia's main schools and movements from 18th through 20th century from international art-history perspective. Supplements lectures with excursions to public and commercial galleries in Sydney and Canberra.

AUS 368 The Fauna and Flora of Australia: Examines unique character of Australia's plant and animal life. Emphasizes ecological fieldwork in variety of habitats in Sydney area.

AUS 388 Australia's Physical Environment: Acquaints students with climate, physiography, geology, and hydrology of coastal, estuarian, rolling uplands, and interior regions through lectures and field trips.

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BIOCHEMISTRY/MOLECULAR BIOLOGY

Changes effective Spring Term 2010

Bernal	*Blossey*	*Eng-Wilmot*	*Gregory*
Harper	*Klemann*	*Schmalstig*	*Small*
Stephenson	*Stoub*	*Sutherland*	

The biochemistry/molecular biology major is an interdepartmental major that provides students with a strong background in chemistry and biology with an emphasis on molecular aspects. Through selected electives, students may concentrate on specific areas of interest. Students have excellent opportunities within the departments of biology and chemistry to engage in independent research projects. Graduates are prepared to pursue employment in biochemical, pharmaceutical, and biotechnological laboratories, and further study in the health professions or graduate research institutions. **Note that biochemistry/molecular biology majors may not double major in biology or chemistry.**

MAJOR REQUIREMENTS
Thirteen (13) courses are required: nine (9) core courses and four (4) electives. At least seven (7) courses must be at the ***300-400 level***.

CORE COURSES

BIOLOGY

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 341 Molecular Biology***

CHEMISTRY

- ***CHM 120 Chemistry I***
- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***

BIOCHEMISTRY

- ***BCH 335 Biochemistry***
- ***BCH 435 Advanced Biochemistry***
- ***BCH 440 Senior Seminar in Biochemistry***

ELECTIVES
Choose four (4) of the following elective courses.

- ***BIO 229 Microbiology***
- ***BIO 308 Genetics***
- ***BIO 311 Plant Physiology***
- ***BIO 312 Animal Physiology***
- ***BIO 320 Medicinal Botany***
- ***BIO 329 Microbial Physiology***
- ***BIO 342 Biostatistics***
- ***BIO 360 Cellular Biology***

- ***BIO 370 Developmental Biology***
- ***BIO 429 Immunology***
- ***BCH 397/497 Biochemical Internship***
- ***BCH 498 Independent Study Library Research***
- ***BCH 499 Independent Study Laboratory Research***
- ***CHM 301 Intermediate Inorganic Chemistry***
- ***CHM 305 Physical Chemistry I***
- ***CHM 306 Physical Chemistry II***
- ***CHM 320 Analytical Chemistry***
- ***CHM 380 Instrumental Analysis***
- ***PSY 324 Neuropsychology***
- ***PSY 326 Physiological Psychology***

RECOMMENDATIONS
Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy, need a thorough introduction to physics and possibly calculus. Therefore, they should take ***PHY 120*** and ***PHY 121*** or ***131*** and (a) calculus course(s). Students contemplating careers and graduate study in biochemistry or pharmaceutical chemistry should include ***PHY 120*** and ***PHY 121*** or ***131***, ***MAT 111*** and ***MAT 112***, and a full year of physical chemistry -- ***CHM 305*** and ***CHM 306***.

Course of Study

BCH 335 Biochemistry: Introduces an integrated perspective of the chemical structure and cellular functions of proteins, nucleic acids, lipids, and carbohydrates. Topics include structural enzymology, molecular biology, and metabolism. Laboratory required. *Prerequisites:* ***BIO 121*** and ***CHM 221***.

BCH 435 Advanced Biochemistry: Explores advanced experimental techniques to investigate complex biochemical problems. Topics include structural enzymology, nucleic acid biochemistry, mechanisms of transcription and translation, medicinal biochemistry, and integrated metabolism. Laboratory required. *Prerequisite:* ***BCH 335.***

BCH 440 Senior Seminar in Biochemistry: Students direct analysis and discussion of integrative biochemistry and molecular biology topics. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisite:* senior standing.

BCH 498/499 Independent Study: Research I and II: Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written report and seminar on work conducted. *Prerequisites:* instructor's consent for ***I*** and ***II***; senior standing and ***BCH 498*** for ***II.***

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U.S. News & World Report Best Colleges 2009

BIOLOGY

Changes effective Spring Term 2011

Gregory	*Harper*	*Klemann*	*Schmalstig*
Small	*Stephenson*	*Sutherland*	*Walsh*

The biology major exposes students to a wide variety of field, laboratory, and classroom experiences fundamental to the life sciences. Through selected electives, students may concentrate on specific areas of interest such as marine biology, ecology, microbiology, botany, zoology, or molecular biology. The major also offers the flexibility for students to minor in another area or to fulfill requirements for secondary teaching certification. Students have excellent opportunities to engage in independent research projects. Graduates are prepared to pursue employment in biological laboratories, and for further study in the health professions or graduate research institutions. **Students may not major, double major, or minor in both biology and marine biology.**

MAJOR REQUIREMENTS
Eleven (11) courses and an additional 10 semester hours of elective course credit are required: seven (7) core biology courses, four (4) core physical science courses, 10 semester hours of elective courses, and satisfactory performance on a comprehensive standardized examination. At least seven (7) courses with ***BIO*** prefixes of the 11 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 seven (7), at least six (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 210 and 385F, 386F, or 387F Marine Biology Laboratory***
  - ***BIO 316 Ecology***
  - ***BIO 330 Field Botany and Florida Ecosystems***
- ***One course in physiology***
  - ***BIO 311 Plant Physiology***
  - ***BIO 312 Animal Physiology***
  - ***BIO 360 Cellular Biology***
- ***BIO 344 Biology Journal Club***
- ***BIO 440 Senior Seminar OR BIO 499 Independent Study: Biological Research***

CORE PHYSICAL SCIENCE COURSES (four courses)

- ***CHM 120 General Chemistry I***
- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***

- ***PHY 120 General Physics I***

OR

- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***
- ***CHM 221 Organic Chemistry II***
- ***PHY 120 General Physics I***

BIOLOGY ELECTIVES
Ten (10) semester hours.

- Any biology course above ***BIO 210.*** Courses from the core groupings, other than those used to satisfy the core, may be used as electives. One ***Biological Internship*** (***BIO 296, 396,*** or ***496***) may be used as an elective.

- Plants play a central role in our biosphere. However, our modern society often fails to recognize the significance of plants in biological systems, the scientific contributions of plant-based research, and the importance of plants in human affairs. Therefore, the department recommends that at least one (1) of the courses taken to fulfill the requirements for a major in biology be a plant-oriented biology course.

RECOMMENDATIONS
Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy need a thorough introduction to chemistry, physics, and mathematics. Therefore, they are advised to take ***CHM 221*** and ***PHY 121*** or ***PHY 131***, (a) calculus course(s), and a statistics course. In addition, some professional schools now require biochemistry. Students should be aware that requirements of different programs can vary and that they should seek guidance from advisors and program directors.

OFF-CAMPUS EXPERIENCES
Rollins College, has an agreement with Marine Biological Laboratories at Duke University and Woods Hole enabling students to spend a semester at these sites. Courses taken at the Duke lab can be used to fulfill two courses in the biology major (any combination of core and electives). Students participating in the Semester in Environmental Science at Woods Hole will be able to use courses taken there as the core course in ecosystems/field study and up to two (2) electives. Students need to petition and receive approval from the Department of Biology for this and any other off-campus program.

MINOR REQUIREMENTS
Eight (8) courses and an additional 10 semester hours of elective course credit are required: four (4) core biology courses, two (2) core chemistry courses, and 10 semester hours of elective courses. At least four (4) of the courses required for the biology minor must be taken at Rollins College or as part of a Rollins sanctioned program (e.g., Woods Hole, University of London). Of these four (4), at least three (3) must be ***BIO*** courses beyond ***BIO 120/121.***

CORE BIOLOGY COURSES (four courses)

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***

Two (2) courses satisfying two (2) out of the following three (3) clusters: molecular biology/genetics, ecosystems/field study, and physiology.

- ***Molecular biology/genetics***

    - ***BIO 308 Genetics***
    - ***BIO 341 Molecular Biology***
- ***Ecosystems/Field study***
    - ***BIO 210, 385F, 386F, or 387F Marine Biology Laboratory***
    - ***BIO 316 Ecology***
    - ***BIO 330 Field Botany and Florida Ecosystems***
- ***Physiology***
    - ***BIO 311 Plant Physiology***
    - ***BIO 312 Animal Physiology***
    - ***BIO 360 Cellular Biology***

CORE CHEMISTRY COURSES (two courses in Chemistry selected from the list below.)

- ***CHM 120 General Chemistry I***
- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***

BIOLOGY ELECTIVES
Ten (10) semester hours; at least one of the elective courses must be at the ***300-*** or ***400-level.***

Any biology course above ***BIO 210.*** After satisfying core requirements in the cellular/molecular biology and ecosystems/field study, additional courses from these clusters may be used as electives.

Course of Study

BIO 100 Discover Biology: Discussion course that introduces students to the variety of subdisciplines in the field of biology. Readings focus on historically important discoveries in biology and current issues and controversies. *Prerequisite:* entering new and new transfer students only.

BIO 103 Biology for Everyday Life: Explores today's challenges from a biological perspective. Discussions focus on issues such as cancer, global warming, urban deserts, and infectious disease. Students apply their knowledge by leading elementary students in science experiments. Laboratory course for non-science majors.

BIO 104 Animal Nutrition. Reviews the ways animals digest and metabolize their food to fuel a variety of physiological states. Stresses the interconnections between anatomy, ecology, and physiology. Suitable for nonmajors.

BIO 105 Ecological Basis of Environmental Issues: Introduces students to ecological principles that form the basis for understanding environmental issues, and to scientific concepts, laboratory, and field techniques used to study and assess natural and human-induced changes in ecosystems. Lab course designed for non-science majors.

BIO 106 Human Impacts on Marine Ecosystems: Introduces students to marine ecosystems and the impacts of human activities on marine flora and fauna. Addresses contemporary issues of exploitation, pollution and conservation, and their ecological consequences. Lab course designed for non-science majors.

BIO 107 Sustaining Biodiversity with Laboratory: Investigates patterns of biodiversity across biomes, human impact on wild populations and habitats, social and political issues at the local and global level, and the search for sustainable solutions to a world of expanding human populations

with finite resources. Lab course for nonmajors.

BIO 109 Wild Florida: Interdisciplinary course that educates students about Florida's natural habitats, with an emphasis on botany, and provides students with an understanding of how humans historically interact with, and effect, these ecosystems. Suitable for nonmajors. Laboratory required.

BIO 112 Biological Aspects of Nutrition: Examines foods, nutrients, and biological processes by which humans ingest, digest, metabolize, transport, utilize, and excrete wastes. Covers current concepts in scientific nutrition and how they apply to personal health. Lab course for nonmajors.

BIO 113 Plants and Humanity: Explores human dependence on plants through investigations of plant structure and function, development, inheritance, diversity, and environmental interactions. Weighs value and limits of scientific approaches to improving world's food and biodiversity crises. Lab course for nonmajors.

BIO 115 Human Reproduction and Development: Examines human reproduction, pregnancy, parturition, and lactation. Explores development from fertilization to birth. Discusses congenital abnormalities and their basis in genetics and the environment. For nonmajors.

BIO 117 Bacteria, Viruses and Humans: Introduces world of microorganisms and their impact on human life. Presents basic principles of biology while probing diversity, genetics, and ecology of microorganisms; their uses in food, agriculture, and industry; and their ability to produce disease. Lab exercises involve quantitative and qualitative analysis of bacterial nutrition and procedures for identification and control of microbes. Lab course for nonmajors.

BIO 118 Introduction to the Forensic Sciences: Survey of the major disciplines within the forensic sciences. Focuses on the use of basic scientific principles and the scientific method in crime investigations. Designed for nonmajors.

BIO 119 Conservation of Florida's Freshwater Ecosystems: Introduces students to the amazing diversity of Florida's freshwater ecosystems, while familiarizing them with the basic physical, chemical, biological, and ecological characteristics of these systems. Scientific concepts and laboratory and field techniques used to study, monitor, and conserve Florida's freshwater ecosystems also included. Lab course for nonmajors.

BIO 120/121 General Biology I and II: Includes cell structure and function, genetics and evolution, and diversity of organisms and ecology. Lab course intended for science majors.

BIO 122 Human Biology. General education combined course that is fully integrated with a laboratory for students not majoring in biology. Course includes study of human body systems with emphasis on major organ systems and process, and their links to biology concepts underlying major human evolution, genetics, reproduction, development, and diseases of man. Suitable for nonmajors.

BIO 201 Careers in Biology: Introduces students to the variety of career opportunities available to biology majors. Course topics include internship and research opportunities, graduate school, resumes, and career preparation. Students will investigate possible careers and meet professionals in a variety of biological fields. *Prerequisite*: ***BIO 120***.

BIO 203 Biology for Teachers: Prepares students to teach biology in elementary school. Incorporates principles and concepts of chemistry to demonstrate relationship to biology. Models integration of lab exercises,

elementary activities, research projects, and educational technology. Lab course for education majors.

BIO 210 Introduction to Marine Science: Introduction to biological, physical, chemical, and geological processes in the oceans and coastal environments and their interaction. Introduces scientific concepts used to study marine ecosystems. For biology majors and minors. *Prerequisite:* ***BIO 121.***

BIO 211 Marine Botany: Study of marine macro- and microalgae, and coastal vascular plants. Human impact and interaction with these ecosystems is also examined. Two weekend field trips are required. *Prerequisite:* ***BIO 121.***

BIO 223 Comparative Vertebrate Anatomy: Surveys anatomy of major groups of vertebrate organisms. Students dissect lamprey, shark, mud puppy, and cat. Lab required. *Prerequisite:* ***BIO 121.***

BIO 229 Microbiology: Emphasizes metabolism, genetics, reproduction, and ecology of bacteria and viruses and their relationship to infectious disease and immunology. Develops basic research and microbiological lab skills. Lab required. *Prerequisite:* ***BIO 121.***

BIO 230 Local Flora: Study of local flora through field trips, directed observations, and plant collections. (Students who have successfully completed ***BIO 330 Field Botany and Florida Ecosystems*** may not receive credit for this course.) *Prerequisite*: ***BIO 121*** or ***ENV 220.***

BIO 234 Plant Kingdom: Surveys evolution of plant and fungi kingdoms and algal protists. Covers plant anatomy, morphology, reproduction, and structure of plant communities. Fieldwork teaches use of taxonomic keys to identify plants. Lab and fieldwork required. *Prerequisite:* ***BIO 121.***

BIO 236 Invertebrate Zoology: Examines animal kingdom from motile protists (protozoa) through invertebrate chordates, with emphasis on evolution and organization of animal diversity. Required lab and fieldwork use as much live material as possible, especially faunal groups from Central Florida and Florida Keys. *Prerequisite:* ***BIO 121.***

BIO 237 Vertebrate Zoology: Surveys vertebrate chordates from jawless lamprey through fishes, amphibians, reptiles, birds, and mammals. Stresses structural and functional characteristics, evolutionary relationships, ecology, behavior, and distribution. Required lab and fieldwork focus on Florida fish and wildlife. *Prerequisite:* ***BIO 121.***

BIO 240 The Biology of Fishes: Introduces ichthyology, the scientific study of the vertebrate organisms known as fishes. Major emphasis on fish classification, identification, anatomy, physiology, ecology, and evolution. Laboratory focuses on identification and biology of major fish groups found in Florida waters. *Prerequisite:* ***BIO 121.***

BIO 245 Human Anatomy with Laboratory: Studies major human organ systems and their functional characteristics in normal and abnormal states. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other majors **not** planning to attend medical, dental, or graduate school. Laboratory includes study of human bones, microscopic slides of tissues, and dissection of cats and other mammalian organs. *Prerequisite*: ***BIO 121.***

BIO 246 Human Physiology: Studies the function of human systems (cardiovascular, muscle, nervous, etc.) related to homeostasis. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or

other students **not** planning to attend medical, dental, or graduate school. Laboratory involves physiological studies on humans and other mammals. *Prerequisite*: ***BIO 121.***

BIO 270 Plant Growth and Development: Examines structural, biochemical, and molecular aspects of growth and development of angiosperms from seed germination to flowering to seed formation. Lab required. *Prerequisite:* ***BIO 121.***

BIO 287/387 Tropical Field Biology: Explores ecology, diversity, biography, and behavior of terrestrial and aquatic organisms of American tropics. Compares representative ecosystems of Central America (lowland and mountain rain forests, mangroves, cloud forest, paramo) and Caribbean (coral reefs, turtle grass, intertidal). *Prerequisite:* ***BIO 121*** or ***ENV 220.***

BIO 308 Genetics: Analyzes prokaryotic and eukaryotic genetics at the level of molecule, cell, organism and population. Uses quantitative approach in presentation of concepts and in genetic analysis. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

BIO 311 Plant Physiology: Analyzes life processes of higher plants: water relations, mineral nutrition, cellular and long-distance transport, photosynthesis, carbon and nitrogen metabolism, and hormonal control of development. Required lab includes student-directed investigations. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

BIO 312 Animal Physiology: Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

BIO 316 Ecology: Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. *Prerequisite:* ***BIO 121*** or ***ENV 220.***

BIO 325 Medicinal Botany: Explores the botany, history, and conservation of major poisonous and medicinal plants, and the chemistry and mechanism of active compounds. *Prerequisite*: ***CHM 220.***

BIO 329 Microbial Physiology: Explores the structure of prokaryotic cells through investigations of the diverse chemistry, genetics, and metabolism of these microbes. Required laboratory includes student-designed research. *Prerequisite:* ***BIO 229.***

BIO 330 Field Botany and Florida Ecosystems: Examines taxonomy, evolution, ecology, and environmental significance of local flora through directed observations, identification, and experimental analysis. Explores Florida natural ecosystems and native species. Lab required. *Prerequisite*: ***BIO 121*** or ***ENV 220.***

BIO 335 Marine Biology with Laboratory: Examines the adaptations of marine organisms to their environment, and the ecological principles and processes that structure their associations. Laboratory required and emphasizes studies of representative field areas on the Florida coasts. *Prerequisites*: ***BIO 210.***

BIO 340 Topics in Biology: Focuses on specialized topic such as epidemiology, immunology, medical microbiology, nutrition, parasitology, physiological ecology, or virology -- depending on faculty interest.

BIO 341 Molecular Biology: Describes structure of chromosomes and

organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. *Prerequisite:* ***BIO 121*** and ***CHM 220***.

BIO 342 Biostatistics: Applies principles and practices of statistics to biological problems. Covers experimental design, descriptive statistics, parametric and nonparametric testing of hypotheses, regression, correlation, and interpretation of results. *Prerequisite:* ***MAT 109, MAT 110,*** or ***MAT 111.***

BIO 344 Biology Journal Club: Assists students in advanced biology courses in developing the skills necessary to read, comprehend, and abstract material from primary source journals.

BIO 360 Cellular Biology: Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

BIO 370 Developmental Biology: Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. Lab required. *Prerequisites:* ***BIO 121*** and ***CHM 121.***

BIO 381 Vertebrate Histology and Microtechnique: Discusses structure and function of vertebrate cells and tissues. Involves microscopic examination of tissues and preparation of slides. Lab required. *Prerequisite:* ***BIO 121.***

BIO 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 388 Marine Bio Lab*: Location TBA**. Studies marine life at off-campus marine laboratories. Comprehensive, in-field-ecological analyses of representative temperate or tropical marine ecosystems, including coral reefs, rocky/sandy intertidal, mangroves, and estuarine areas. *Prerequisite:* ***BIO 210.

BIO 429 Immunology: Investigates structure and function of immune system; concept of "self" vs. "foreign," tolerance, and immunological memory. Focuses on host defense systems of mammals with emphasis on

human adaptive and nonadaptive immunity. Also examines causes and effects of immune deficiencies. *Prerequisite:* senior standing or consent.

BIO 435 Senior Seminar in Marine Biology: Students direct analysis and discussions of integrative topics in marine biology. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisites*: marine biology major and senior standing.

BIO 440 Senior Seminar: Topics in Biology: Students direct analysis and discussion of integrative topics. Emphasizes readings of classical and contemporary primary scientific literature. *Prerequisite:* senior standing.

BIO 462 Evolution: Integrates previous coursework with new scientific and philosophical material on processes and mechanisms of evolution. Capstone seminar. *Prerequisite:* senior standing.

BIO 296/396/496 Biological Internship: Pairs students with professional scientists.

BIO 297/397/497 Directed Studies in Biology: Tutorial on subject of student interest. May include library, lab, or fieldwork.

BIO 298/398/498 Independent Study: Library Research: Investigates literature on specific topic determined by student in conjunction with faculty sponsor. May be taken separately or as prelude to ***BIO 399/499*** for two-term research project. Students meet as group every other week to report on activities.

BIO 399/499 Independent Study: Biological Research: Pursues lab, field, or theoretical work on topic of student interest. Students meet as group every other week to report on activities.

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U.S. News America's Best Colleges 2009

CHEMISTRY

Changes effective Spring Term 2011

Bernal *Blossey* *Eng-Wilmot* *Goj*
Gregor *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 a program of study leading to certification as a chemist by the American Chemical Society Committee on Professional Training and designed to develop critical thinking, problem solving, and communication skills. Many graduates continue their education in graduate or professional school and become chemists, teachers, doctors, lawyers, biochemists, pharmacists, veterinarians, engineers, and business people.

MAJOR REQUIREMENTS
The chemistry program requires a sequence of courses. The ***100-level*** courses introduce first-year students to the discipline and serve as prerequisites for foundational courses and in-depth elective courses.

CHEMISTRY MAJOR
Eleven (11) to fourteen (14) courses are required

INTRODUCTORY COURSES

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

FOUNDATION COURSES

- ***CHM 220 Organic Chemistry I***
- ***BCH 335 Biochemistry***
- ***CHM 320 Analytical Chemistry***
- ***CHM 301 Inorganic Chemistry***
- ***CHM 305 Physical Chemistry I***

DEPARTMENTAL SEMINARS

- ***CHM 350 Chemistry Seminar I***
- ***CHM 450 Chemistry Seminar II***

IN-DEPTH ELECTIVES

- ***CHM 221 Organic Chemistry II***
- ***CHM 306 Physical Chemistry II***
- ***CHM 380 Instrumental Analysis***
- ***BCH 435 Advanced Biochemistry***
- ***CHM 400 Advanced Analytical Chemistry***

- ***CHM 401 Advanced Inorganic Chemistry***
- ***CHM 417 Advanced Organic Chemistry***
- ***CHM 460 Advanced Topics in Chemistry***
- ***CHM 498 Chemical Research I and CHM 499 Chemical Research II***
- ***CHM 445 Advanced Integrated Laboratory in Chemistry***

SUPPORTING ELECTIVES

- ***MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***PHY 120 General Physics I***
- ***PHY 121 General Physics II***

NOTE

Students interested in earning an ACS certified degree are required to take either *Chemical Research I and II* or *Advanced Integrated Lab*, and three additional electives from the in-depth course listing. Students interested in graduate school in chemistry are strongly advised to take *Organic Chemistry II (CHM 221)*; *Physical Chemistry II (CHM 306)*; and *Instrumental Analysis (CHM 380)* as their three electives and are, in addition, encouraged to consider additional mathematics courses such as *Introduction to Discrete Mathematics (MAT 140)*; *Calculus III (MAT 211)*; *Linear Algebra (MAT 230)*; and *Ordinary Differential Equations (MAT 305)*. Students enrolled in *Chemical Research I (CHM 498)* must enroll in *Chemical Research II (CHM 499).*

Students interested in earning a non-ACS certified degree are required to take three in-depth elective courses. Possible ways to satisfy the requirement are as follows:

- Three electives from the in-depth course listing excluding *Chemical Research* and *Advanced Integrated Lab*
- *Advanced Integrated Lab* and two additional electives from the in-depth listing
- *Chemical Research I and II* and two additional electives from the in-depth listing

Supporting electives for those not interested in certification are:

- ***MAT 110 Applied Calculus OR MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***PHY 120 General Physics I***
- ***PHY 121 General Physics II***

This curriculum allows students to concentrate in certain areas, such as biochemistry and environmental chemistry, by selecting courses dealing with the areas of interest. For example, students who wish to emphasize biochemistry in preparation for graduate study should complete:

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 341 Molecular Biology***
- ***BCH 435 Advanced Biochemistry***

Students interested in environmental chemistry may want to consider:

- ***CHM 400 Advanced Analytical Chemistry***
- ***CHM 460 Advanced Topics in Chemistry***

RECOMMENDED SEQUENCE OF STUDY

FALL TERM	SPRING TERM
Note: (A) indicates in-depth courses and (F) indicates foundational courses	
CHM 120 Chemistry I	***CHM 121 Chemistry II***

CHM 220 Organic Chemistry I (F)	***CHM 221 Organic Chemistry II*** (A) ***BCH 335 Biochemistry*** (F)
CHM 305 Physical Chemistry I (F) ***CHM 320 Analytical Chemistry*** (F) ***CHM 350 Chemistry Seminar I***	***CHM 301 Inorganic Chemistry*** (F) ***Advanced Elective*** (A)
CHM 450 Chemistry Seminar II ***Advanced Elective*** (A) and/or ***CHM 498 Chemical Research I***	***Advanced Elective*** (A) and/or ***CHM 499 Chemical Research II***

NOTE
Students majoring in chemistry should take *CHM 120* and *MAT 111* in fall term and *CHM 121* and *MAT 112* in spring term of the first year. Students may start the physics sequence of *PHY 120/PHY 131* first or second years. First-year students who have not had high school physics, or have deficiencies in mathematics and/or science background, should take *PHY 120* and *MAT 109* in fall term and *PHY 121* and a calculus course in spring term.

CHEMISTRY MINOR
Six (6) courses are required.

INTRODUCTORY COURSES

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

FOUNDATION COURSES

- ***CHM 220 Organic Chemistry***

ELECTIVES (choose three)

- ***CHM 221 Organic Chemistry II***
- ***CHM 301 Inorganic Chemistry***
- ***CHM 305 Physical Chemistry I***
- ***CHM 306 Physical Chemistry II***
- ***BCH 335 Biochemistry***
- ***CHM 380 Instrumental Analysis***
- ***CHM 400 Advanced Analytical Chemistry***
- ***CHM 401 Advanced Inorganic Chemistry***
- ***CHM 417 Advanced Organic Chemistry***
- ***BCH 435 Advanced Biochemistry***
- ***CHM 445 Advanced Integrated Laboratory in Chemistry***
- ***CHM 460 Advanced Topics in Chemistry***

NOTE
Students interested in pursuing graduate studies or employment in a laboratory setting are advised to take both CHM 221 and CHM 320 as two of the three electives.

Course of Study

CHM 103 Crime Scene Chemistry: Enables students to watch or read something in the popular media and thoughtfully analyze the case based on chemical and forensic principles. Designed for non-science majors.

CHM 105 Chemistry and Society -- Applications and Issues: Examines chemistry in daily life and decision making -- from nutrition, drugs, cosmetics, and household chemistry to environmental problems. Discusses data analysis and scientific methodology and its limitations. Designed for non-science majors. Lab required.

CHM 106 Chemistry of Life: Introduces biochemistry and its relationship to people. Covers diets and fat metabolism, as well as action of steroids, carbohydrates, proteins, and nucleic acids. Analyzes data from lab or historical sources. Designed for non-science majors. Lab required.

CHM 107 Chemistry of Art: Applies the concepts and methods of chemistry to art. Covers authentication, conservation, and artists' materials. Analyzes data from laboratory or historical sciences. Designed for non-science majors. Lab required.

CHM 110 Chemistry and the Environment: Applies concepts and methods of chemistry to environmental problems. Weighs quantitative and qualitative data gathered from historical sources, demonstration, and lab experiments. Designed for non-science majors. Lab required.

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

CHM 121 Chemistry II: Continues introduction to chemistry by discussing bonding in solids and liquids, thermodynamics, acid-base and solubility equilibria, phase equilibria and colligative properties, electrochemistry, coordination chemistry and chemical kinetics. Lab required. For science majors. *Prerequisite:* ***CHM 120*** or consent.

CHM 220/221 Organic Chemistry I and II: This sequence introduces the principles of organic chemistry through the study of structure-activity relationships, properties and reactions of carbon compounds. Instrumental methods are used in separation and identification of organic compounds such as gas chromatography, nuclear magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. Lab required. *Prerequisite:* ***CHM 121.***

CHM 301 Inorganic Chemistry: Basic descriptive chemistry of representative elements, with emphasis on transition metals chemistry (structure, properties, bonding, spectra, and reaction mechanisms), and an introduction to organometallic and bioinorganic chemistry. Laboratory will involve the synthesis, and quantitative and structural analysis of a variety of representative inorganic and organometallic compounds. *Prerequisite:* ***CHM 320*** or consent.

CHM 305 Physical Chemistry I: Studies chemical thermodynamics and reaction kinetics. Introduces the laws of thermodynamics and their application to chemical and phase equilibria as well as solutions. Reaction kinetics is a basic treatment of reaction rates, mechanisms, and theories of why and how chemical reactions occur. Lab required. *Prerequisite:* ***CHM 221*** or consent.

CHM 306 Physical Chemistry II: Studies quantum and statistical mechanics. Introduces quantum mechanics and symmetry and their application to chemical bonding, atomic, and molecular spectroscopy. Statistical mechanics is a basic treatment of the connection between microscopic states and thermodynamic properties. Lab required. *Prerequisite:* ***CHM 305.***

CHM 320 Analytical Chemistry: Inorganic quantitative analysis, emphasizing free energy-equilibrium relationships, statistical treatment of data, solution equilibria and volumetric analysis based on precipitation, acid-base, complexation, and oxidation-reduction reactions, and spectrophotometric and chromatographic methods of analysis. Lab required. *Prerequisites:* ***CHM 121*** and ***CHM 220.***

CHM 350 Chemistry Seminar I: Engages students in discussions with faculty, fellow students, and visiting scholars centered on advanced topics surrounding chemical research. Provides a venue for students to develop their senior research proposals and to discuss their own research projects with other students. Required for junior majors. *Prerequisites:* ***CHM 120*** and ***CHM 220.***

CHM 380 Instrumental Analysis: Applies variety of spectroscopic, electrometric, and chromatographic methods to such instruments as spectrometers (nuclear magnetic resonance, mass, and Fourier transform infrared) and gas and high-performance liquid

chromatographs. Considers chemical, biochemical, and environmental problems. Lab required. *Prerequisite:* ***CHM 320.***

CHM 400 Advanced Analytical Chemistry: Deals with advanced treatments of simultaneous and complex equilibria, electrochemistry, spectrophotometric analysis, and separation methods. *Prerequisites:* ***CHM 305*** and ***CHM 380.***

CHM 401 Advanced Inorganic Chemistry: Applies thermodynamics, kinetics, symmetry and group theory, and the theories of ionic, metallic and covalent bonding to the chemistry of nonmetallic, transition metal, organometallic and bioinorganic compounds. Projects based lab required. *Prerequisites:* ***CHM 301*** and ***CHM 306.***

CHM 417 Advanced Organic Chemistry: Interprets molecular structure and reactivity related by means of organic reaction mechanisms. Introduces organic synthesis strategies and their applications. *Prerequisites:* ***CHM 221, CHM 301*** and ***CHM 305.***

CHM 445 Advanced Integrated Laboratory in Chemistry: Provides students with experience in advanced experimental approaches to solve complex and real world chemical problems. Projects involve perspectives, skills, and instrumentation from each of the divisions of chemistry. *Prerequisites:* ***CHM 121, CHM 221,*** and one 300-level chemistry course with lab.

CHM 450 Chemistry Seminar II: Engages students in discussions with faculty, fellow students, and visiting scholars centered on advanced topics surrounding chemical research. Provides a venue for students to discuss their own research projects with other students. Required for senior majors. *Prerequisite:* ***CHM 350*** or consent.

CHM 460 Topics in Chemistry: Explores subject chosen by faculty and student, such as environmental chemistry, polymers, stereochemistry, nuclear and radiation chemistry, phase relationship, inorganic synthesis, advanced electrochemical techniques, organometallics, photochemistry, natural products, special problems in chemical education, and current problems from the chemical literature. May be repeated for credit. *Prerequisites:* some knowledge of four basic areas of chemistry and consent.

CHM 498/499 Research I and II: Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written thesis and oral presentation on work conducted. Capstone experience. *Prerequisite:* ***CHM 350*** and consent.

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Best Colleges 2009

CLASSICAL STUDIES

Changes effective Fall Term 2009

Rubarth *Vander Poppen*

The program in classical studies embodies a tradition in learning and human understanding that began in the ancient world and became the core of liberal arts education. It also reflects intellectual and methodological developments that make the field exciting and relevant today -- not only for majors and minors, but also for students fulfilling general education requirements. In addition to language classes, the program offers a broad selection of courses in literature, philosophy, history, theatre, art, and archaeology.

MAJOR REQUIREMENTS
Ten (10) courses are required.

CORE COURSES

- ***CLS 203 The Greeks and the Good Life***
- ***CLS 204 When in Rome: Identity and Empire in Ancient Rome***

ELECTIVES
At least three (3) of the following, two (2) of which must be at the ***300 level.***

- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome***
- ***ARH 315 Special Studies - Ancient Art***
- ***CLS 105 Ancient Rome in Contemporary Film and Media***
- ***CLS 232 Greek Mythology***
- ***CLS 305 Topics in Classical Studies***
- ***CLS 306 Topics in Classical Archaeology***
- ***CLS 321 Gender and Sexuality in Antiquity***
- ***CLS 322 Classical Religion: Paganism and the Death of the Gods***
- ***CLS 499 Independent Study***
- ***HIS 108 Ancient History***
- ***PHI 230 History of Early Western Philosophy***
- ***POL 390 Ancient Political Theory***
- ***THE 241 Classical Theater***

ANCIENT LANGUAGE PROFICIENCY
Students are required to demonstrate proficiency in an ancient language through the ***202 (Intermediate II) level***. To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the major and will only be required to take a total of nine (9) courses and may not take ***LAT 101*** for credit.

- ***GRK 101/102 Introductory Greek (tutorial)***
- ***GRK 201 Intermediate Greek (tutorial)***
- ***GRK 202 Readings in Greek Prose and Poetry (tutorial)***

- ***GRK 391 Tutorial in Greek Literature (may be repeated)***
- ***LAT 101/102 Introductory Latin***
- ***LAT 201 Intermediate Latin***
- ***LAT 202 Readings In Latin Prose and Poetry***
- ***LAT 391 Tutorial In Latin Literature (may be repeated)***

CAPSTONE EXPERIENCE
At least one (1) of the following.

- ***CLS 450 Capstone Methods Seminar***
- ***Study Abroad***
- ***Archaeological Excavation***
- ***A Capstone Thesis (CLS 499) or Honors in the Major Field in Classical Studies***

MINOR REQUIREMENTS
Seven (7) courses are required.

CORE COURSES

- ***CLS 203 The Greeks and the Good Life***
- ***CLS 204 When in Rome: Identity and Empire in Ancient Rome***

ELECTIVES
At least two (2) of the following, one (1) of which must be at the ***300 level.***

- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome***
- ***ARH 315 Special Studies - Ancient Art***
- ***CLS 105 Ancient Rome in Contemporary Film and Media***
- ***CLS 232 Greek Mythology***
- ***CLS 305 Topics in Classical Studies***
- ***CLS 306 Topics in Classical Archaeology***
- ***CLS 321 Gender and Sexuality in Antiquity***
- ***CLS 322 Classical Religion: Paganism and the Death of the Gods***
- ***CLS 499 Independent Study***
- ***HIS 108 Ancient History***
- ***PHI 230 History of Early Western Philosophy***
- ***POL 390 Ancient Political Theory***
- ***THE 241 Classical Theater***

ANCIENT LANGUAGE PROFICIENCY
Students are required to demonstrate proficiency in an ancient language through the ***201 (Intermediate I) level***. To satisfy this requirement, students may take the Latin sequence. The Greek sequence will meet the requirement as well, but is offered on a tutorial basis only. Students with prior courses in Latin will be placed in the appropriate level according to the College's rules for foreign language credit. Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of six (6) courses and may not take ***LAT 101*** for credit.

- ***GRK 101/102 Introductory Greek (tutorial)***
- ***GRK 201 Intermediate Greek (tutorial)***
- ***GRK 202 Readings in Greek Prose and Poetry (tutorial)***
- ***GRK 391 Tutorial in Greek Literature (may be repeated)***
- ***LAT 101/102 Introductory Latin***
- ***LAT 201 Intermediate Latin***
- ***LAT 202 Readings In Latin Prose and Poetry***
- ***LAT 391 Tutorial In Latin Literature (may be repeated)***

Course of Study

CLS 105 Ancient Rome in Contemporary Film and Media: Introduces Roman history, politics, and culture through film, television, and popular fiction. Examines how cinema and popular media affect our understanding of ancient Rome by contrasting primary sources and contemporary representations.

CLS 203 The Greeks and the Good Life: Provides an introduction to ancient Greek history and culture by examining the central question in Greek Moral theory: "What is the Good Life?" Course provides a foundation for further studies of ancient Greek literature, history, and philosophy.

CLS 204 When in Rome: Identity and Empire in Ancient Rome: An introduction to the history, literature, and culture of ancient Rome focusing on issues of changing identity from the foundation of the Roman state (8th century BC) to the conversion of the Empire to Christianity (4th century AD).

CLS 232 Greek Mythology: Plumbs content, structure, and function of myths in classical literature -- from depths of chaos to divine machinations to labors of heroes -- and examines them against background of ancient religion. Draws upon primary literary sources in translation supplemented by materials drawn from ancient art and archaeology and later retellings in literature and art. Recommended for nonmajors.

CLS 305 Topics in Classical Studies: Focuses on such interdisciplinary topics as roots of Western sexuality, Greek medicine, Roman law, and rise of Christianity. Suitable for upperclass nonmajors. May be repeated for credit.

CLS 306 Topics in Classical Archaeology: Approaches the classical world using the disciplines of archaeology, and art history. Courses will be geared toward exploring aspects of the Classical World through a topical lens such as urbanism, colonialism, slavery, food, or citizenship.

CLS 321 Gender and Sexuality in Antiquity: Studies status of women in Greek and Roman world as context for discussion of misogyny, same-sex relations, and sexuality in literature, art, and religion. Assigns English translations of original sources and modern scholarly responses. Suitable for nonmajors.

CLS 322 Classical Religion: Paganism and the Death of the Gods: Examines religious thought of ancient Greek and Roman philosophers, "mystery" religions, and radically new Christianity. Suitable for majors and nonmajors from history, religion, or philosophy.

CLS 450 Capstone Methods Seminar

CLS 499 Independent Study

GRK 101/102 Introductory Greek: Presents grammar and syntax of ancient Greek, Classical and New Testament. Aims for reading texts as soon as possible. Available as tutorial only.

GRK 201 Intermediate Greek: Reviews and strengthens grammar and syntax. Increases speed and facility in translating prose and poetry of Xenophon, Plato, and Euripides. *Prerequisite:* ***GRK 102*** or equivalent (see instructor). Available as tutorial only.

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

GRK 391 Tutorial in Greek Literature: Discusses readings chosen by students and instructor. *Prerequisite:* consent.

LAT 101/102 Introductory Latin: Emphasizes grammar, syntax, and translation of simple prose through oral and written exercises. Connects Latin roots to English words and introduces historical and cultural aspects of Roman civilization.

LAT 201 Intermediate Latin: Reviews grammar and syntax while expanding reading comprehension and speed and facility in translation. *Prerequisite:* ***LAT 102*** or two to three years of high school Latin (see instructor).

LAT 202 Readings in Latin Prose and Poetry: Focuses on translation and understanding of cultural and literary backgrounds of authors. Changes yearly. *Prerequisite:* ***LAT 201*** or consent.

LAT 391 Tutorial in Latin Literature: Discusses readings chosen by students and instructor. *Prerequisite:* consent.

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Best Colleges 2009

COMMUNICATION (MINOR ONLY)

Changes effective Spring Term 2011

Bommelje *Cavenaugh* *Easton* *Gardner*
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 303 Communication Ethics***
- ***COM 425 Communication Theory and Research***

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

- ***COM 120 Small Groups and Leadership***
- ***COM 305 Listening***
- ***COM 306 Intercultural Communication***
- ***COM 312 Persuasion Theory***
- ***COM 335 Lawyers in Film***
- ***COM 340 Legal Issues in Communication***
- ***COM 421 Organizational Communication***
- ***COM 440 Topics in Communication***
- ***INT 397 Internship***

Course of Study

COM 110 Public Speaking: Explains research, organization, writing, delivery, and critical analysis of oral presentations with attention to individual needs.

COM 120 Small Groups and Leadership: Examines communication, leadership, participation, and decision making within groups and teams.

COM 220 Interpersonal Communication: Explores one-on-one communication with significant others in personal and career situations.

COM 300 Communication Theory: Provides various explanations of the

process by which senders and receivers of messages interact in social and organizational contexts.

COM 303 Communication Ethics: Challenges students preparing for professional and business careers to make moral choices and develop questions when confronted by ethical dilemmas in real-life case studies.

COM 304 Media and Cyber Ethics: Examines and evaluates ethical, social, legal, and political issues created by the proliferation of cyber space technologies including: privacy, intellectual property, Internet and information security. Focuses on the ethical, political, and international issues of cyber space technology as they relate to the worlds of commerce, social interaction, and communication in the 21st century.

COM 305 Listening Studies the art of listening and its importance in our personal and professional lives. Students analyze, assess, and improve their own listening abilities.

COM 306 Intercultural Communication: Examines relationship between communication and culture as applied to community, ethnic, and foreign groups.

COM 307 Justice: Involves students in a searching, lyrical exploration of the meaning of justice, one that invites people of all political persuasions to consider familiar controversies in fresh and illuminating ways. Affirmative action, same-sex marriage, physician assisted suicide, abortion, national service, patriotism and dissent, and the moral limits of markets are explored. Utilizes case studies to challenge students' grasp of the essentials of ethical thinking and reasoning that can help make sense of justice.

COM 312 Persuasion Theory: Explores influencing human behavior in socially acceptable ways. Looks into persuasion strategies from attitude change to audience analysis.

COM 335 Lawyers in Film: Through exploration of "legal" film genre, provides an illuminating examination of the interrelationship between law and film.

COM 340 Legal Issues in Communication: Examines role of judiciary at national, local, and emerging levels of government. Focuses on relationship between effective communication and legal problems.

COM 380 Mass Persuasion and Propaganda: Examines techniques of persuasion and propaganda as instruments that manipulate the symbols by which people think, feel, and communicate. Chronicles how propaganda works to persuade, via threats and promises, and affect hopes and fears.

COM 421 Organizational Communication: Analyzes communication in organizations such as corporations, nonprofits, government agencies, and other workplaces.

COM 425 Communication Theory and Research Explores foundational theories in the discipline of communication studies and provides students with an applied understanding of those theories through training in qualitative and quantitative research methods. Students conduct original research and demonstrate a firm grasp of the practices, ethics, and practical applications of communication theory and research. *Prerequisites:* ***COM 220*** and ***COM 303*** recommended.

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

COM 445 Death and Dying: Focuses on new and emerging technology, and

its ethical implications for healthcare, terminal illness, "defective" newborns, organ transplantation, suicide, surrogacy, and in vitro fertilization. Students volunteer at health care related agencies, putting into practice classroom theory and case studies. Features guest lecturers including survivors of the Holocaust, Hiroshima, and recent terrorist activities.

INT 397 Internship: Provides on-the-job experience. Students may choose internships from approved list provided by career services, or they may make own arrangements within established guidelines. Interns must complete a minimum of 180 hours of fieldwork.

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COMPUTER SCIENCE

Changes effective Fall Term 2010

Anderson *Carrington* *Holt* *James*

The Department of Mathematics and Computer Science offers a computer science major that develops students' ability to design and implement computer programs to solve many types of problems. Based on curricula developed by the Association for Computing Machinery (ACM), the major prepares students for graduate study and for many interesting computer-related endeavors. The computer science minor complements any major for which computer applications are important. The minor also gives students excellent preparation for many computer-related occupations.

MAJOR REQUIREMENTS
Thirteen (13) courses are required. A first-year student majoring in computer science will typically take ***CMS 167A/167B*** and ***MAT 111*** in the fall, and ***CMS 170*** and ***MAT 140*** in the spring. Students who are not prepared to start with calculus should start with ***MAT 109*** instead of ***MAT 111***.

CORE COURSES

- ***CMS 167A/167B Introduction to Computer Programming***
- ***CMS 170 Computer Science Principles I***
- ***CMS 230 Introduction to Computer Systems***
- ***CMS 270 Computer Science Principles II (object oriented design)***
- ***CMS 330 System Software Principles***
- ***CMS 360 Algorithm Analysis***
- ***CMS 380 Simulation Analysis and Design OR MAT 219 Probability and Statistics***
- ***CMS 484 Senior Computer Science Capstone***
- ***MAT 111 Calculus I***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 310 Applied Discrete Mathematics***

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

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

In addition, MAT 112 Calculus II is strongly recommended for students considering graduate education in Computer Science.

MINOR REQUIREMENTS
Eight (8) courses are required: the following four (4) courses and four (4) additional classes chosen from the requirements for the major.

CORE COURSES

- ***CMS 167A/167B Introduction to Computer Programming***
- ***CMS 170 Computer Science Principles I***
- ***CMS 270 Computer Science Principles II***
- ***MAT 110 Applied Calculus OR MAT 111 Calculus I OR MAT 140 Introduction to Discrete Mathematics***

Course of Study

CMS 151 Fundamentals of Programming: Introduces the central themes of computing with an emphasis on creating machines that solve problems. Focuses on problem-solving techniques coupled with programming robots. Includes use of both a graphical software development system and the writing of simple programs using the Java language. No prior programming skills required. Does not count toward requirements for major or minor.

CMS 167A/167B Introduction to Computer Programming: Introduction to fundamental aspects of programming, focusing on problem solving, software design concepts, and their realization as computer programs. Topics include: variables, procedural abstraction, control structures, iteration, representation of numbers, and data types. Introduction to high-level programming language to gain mastery of these principles provided in classroom activities and closed laboratory experiences.

CMS 170 Computer Science Principles I: Develops discipline in program design, problem solving, debugging, and testing, with an introduction to data structures. Topics include: abstract data types, complexity analysis, and recursion. Basic data structures (queues, stacks, trees, and graphs) and transformations (sorting and searching) are introduced as representative of the fundamental tools that are used to aid in software development. A high-level programming language is used to construct programs of a moderate size. *Prerequisite:* ***CMS 167A/167B.***

CMS 230 Introduction to Computer Systems: Introduction to the study of how software controls the critical hardware components of a computer's architecture – the CPU and RAM. Topics include development of C language programs, comparison of high-order procedural languages to machine language programs, CPU organization and functionality at the register/bus level, instruction formats, and development of machine language and assembly level programs using multiple addressing modes, flow-of-control branching and subroutine calls. *Prerequisites:* ***CMS 170 and MAT 140.***

CMS 270 Computer Science Principles II: Object-oriented programming, event-driven programming, UML, unit testing, virtual machines, design patterns, exception handling, and user interfaces. Uses Java and assumes knowledge of a procedural or object-oriented language. *Prerequisite:* ***CMS 170.***

CMS 330: System Software Principles: Short history of programming languages and their construction. Techniques of language translation including lexical analysis, grammars, and parsers. Analysis of the structure and functionality of modern operating system software, with emphasis on concurrent processes. Topics include: process scheduling, communication, and synchronization; API services; and, design and development of concurrent program using OS features. *Prerequisite*: ***CMS 230.***

CMS 360 Algorithm Analysis: Detailed study of algorithm design and analysis, including greedy algorithm, divide and conquer, dynamic

programming, backtracking, and branch and bound. Emphasis on verification and analysis of time space complexity. NP theory is introduced. *Prerequisites:* ***CMS 270*** and ***MAT 140.***

CMS 375 Database Design: Introduction to design and management of database systems. The course project involves design and implementation of a relational database. Topics include file organization, relational models and their implementations, query language theory, and data normalization. *Prerequisites:* ***CMS 330*** and ***MAT 140.***

CMS 380 Simulation Analysis and Design: Explores the use of probability theory and statistical methods in the development of computer simulations used to study/model real-world phenomenon. *Prerequisites:* ***MAT 111*** and ***CMS 270.***

CMS 395 Special Topics: An intensive introduction to a specialized area of computer science. Example topics are: user interface design, parallel and distributed processing, multimedia development, theory of computation, network programming, modeling and simulation, and software development tools. *Prerequisites:* ***CMS 270*** and consent.

CMS 430 Artificial Intelligence: Selective survey of key concepts and applications of artificial intelligence and an in-depth experience with a language commonly used for building AI systems (e.g., LISP or Prolog). Subtopics include knowledge representation, state space/searching, heuristic search, expert systems, expert system shells, natural language processing, propositional logic, learning and cognitive models, and vision. *Prerequisite:* ***MAT 310.***

CMS 440 Computer Graphics: Survey of computer graphic hardware, primitive graphic operations and implementations, two-dimensional and three-dimensional transformations, hidden lines and surface removal, illumination and shading models, curves and surface, color modeling, and animation. *Prerequisite:* ***CMS 270*** and ***MAT 111***.

CMS 450 Networks: Study of the technology, architecture, and software used by systems of network-connected computers. Topics include data transmission, local area network architectures, network protocols, inter-networking, distributed systems, security, and network applications such as email, WWW, and FTP. Students will develop programs that run concurrently on multiple computers. *Prerequisite*: ***CMS 330***.

CMS 480 Programming Language Translation: An in-depth study of the principles and design aspects of programming language translation. The major components of a compiler are discussed: lexical analysis, syntactic analysis, type checking, code generation, and optimization. Alternate parsing strategies are presented and compared with respect to space and time tradeoffs. A course project consists of the design and construction of a small compiler. *Prerequisites:* ***CMS 270*** and ***CMS 330.***

CMS 484 Senior Computer Science Capstone: The Senior Capstone course provides a culminating and integrative educational experience. While participating on a team with other students, students will design and implement a large-scale software project. Class meetings will be used for teams to demonstrate the progress of their project as well as for the teams to meet and work. Team meetings outside of class will be required. *Prerequisite*: one ***400-level CMS*** course.

CMS 499 Independent Study: Covers selected topics in computer science. May be repeated for credit.

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CRITICAL MEDIA AND CULTURAL STUDIES (CMC)

Effective Spring Term 2011

Cummings *Gournelos* *Tillmann*

This major investigates: what forms of media and culture facilitate—and undermine—our participation as citizens in a free democratic society? Whose political and economic interests drive media and cultural systems? Who profits from the status quo, and at whose expense? CMC aims to cultivate a community of intellectually curious, socially aware, and politically engaged citizens who can both critically read media and cultural texts and produce oral, textual, and mediated arguments.

Qualified students may be invited to participate in the department's honors degree program and/or independent study projects. Majors will work with an approved CMC faculty advisor to create an area of concentration and work toward a senior documentary project.

MAJOR REQUIREMENTS
Three five-semester-hour courses; seven four-semester-hour courses; and one of the following: an academic international experience, an approved CMC internship, or service to campus media. At least eight courses (including all core courses) must be taken at Rollins.

CORE COURSES

Complete ALL of the following.

- ***CMC 100 Introduction to Media and Cultural Studies*** (best taken before spring of sophomore year)
- ***CMC 200 Researching Media and Culture*** (best taken before fall of junior year)
- ***CMC 400 Senior Seminar/Research Practicum*** (after completion of all other core courses)

Complete ONE of the following.

- ***CMC 300 Critical Frameworks for Contemporary Culture*** (best taken before spring of junior year)
- ***SOC 335 Sociological Theory*** (best taken before spring of junior year)

ADDITIONAL REQUIREMENTS

Complete BOTH of the following.

- ***An academic international experience, four semester hours of an approved CMC internship,[1] OR involvement with a campus media outlet (e.g., The Sandspur, R-TV, or WPRK).[2]***
- ***Six electives in an area of concentration, at least three of which must be 300- or 400-level courses.***

Notes:
[1]See the Career Services website for a list of pre-approved CMC internships. In general, we approve internships with public media (e.g., NPR/PBS), independent media (e.g., Democracy Now, freepress.net), and some alternative media (e.g., the Watermark) as well as social justice organizations (e.g., Amnesty International).

[2]Service to campus media might involve: a) a one year term as editor or staff writer for *The Sandspur* OR no fewer than five published pieces reflective of CMC; b) a one-year term as director, producer, or board member for R-TV OR no fewer than two original pieces reflective of CMC; c) a one-year term as staff member, DJ, etc., for WPRK OR no fewer than three original pieces reflective of CMC. A portfolio of work is due to the student's CMC advisor no later than the last day of class in the semester prior to the student's semester of graduation.

EXAMPLE AREAS OF CONCENTRATION

1. International Media. This concentration examines media in international contexts, helping students understand the history, scope, diversity, politics, and economics of global media.

Sample relevant courses:

ANT 452 Seminar: Cinema and Society in China
CLS 105 Ancient Rome in Contemporary Film and Media
ENG 241 Film and Literature: Post Colonial Film
INB 215 The Global Entertainment Business
RSN 234 Russia in the Movies
SPN 341 Spanish Film/Cultural Trends
SPN 342 Latin American Film

2. Power and Persuasion. This concentration focuses on links between political discourse, mass media, and public policy.

Sample relevant courses:

COM 312 Persuasion Theory
ENG 210 Language and Power
PHI 218 Argumentation and Media-Manipulation
POL 315 Topic: Fact and Fiction in Film: War on the Silver Screen
POL 330 Peace and Conflict Studies
POL 370 Comparative Modern Ideologies

3. Specialized Concentration. We highly encourage majors to work with an approved CMC faculty advisor (contact CMC department chair for a list) to design a specialized area of concentration. Elective choices must be approved by a CMC faculty advisor or the chair of CMC in order to count toward an area of concentration, *with the exception of the following CMC electives, which count toward ANY area of concentration.*

CMC 310 Media, Peace and Justice
CMC 398/399/498/499 Independent Study in Media and Cultural Studies
CMC 397 Internship in Media and Cultural Studies
CMC 350 Topics in Media and Cultural Studies
ECO 142 Political Economy of the Media
INT 360 Culture Wars: Ethics, Aesthetics, and Politics
PHI 218 Argumentation and Media-Manipulation

SOC 311 Topic: American Dream in Film and Fiction
SOC 335 Sociological Theory (unless taken in lieu of CMC 300)

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

ANT 277 Women and Gender: Middle East and North Africa
ARH 101 Introduction to Visual Culture
ARH 355 Studies: Avant Garde in Europe
CLS 321 Gender and Sex in Antiquity
COM 306 Intercultural Communication
ENG 211 Visual Rhetoric
ENG 245 Selected Studies in Popular Culture: Films of the 80's
FIL 150 Introduction to Film
HIS 235 American Graphic Media
HIS 370 Race and Ethnicity in the United States
PHI 314 Topic: Feminist Theory
PHI 314 Topic: Queer Theory
REL 251 Topic: Portraits of the Modern Jew in American Film and Fiction
SOC 250 Sociology of Gender
SOC 308 The Body in Society
SOC 317 Television and Society
SOC 326 The Sociology of Kurt Vonnegut
SOC 356 The State of Black America
SOC 360 Poverty and Social Welfare
WMS 205 Introduction to Women's Studies

ADDITIONAL RECOMMENDED COURSES
If a student wishes to study and/or utilize a particular medium (e.g., film), her/his CMC faculty advisor may recommend one or more additional media history and/or practice courses. *These courses are encouraged, but, in general, do not count toward areas of concentration.*

Media History
ARH 361 History of Photography
MUS 160 History of Jazz
MUS 165 History of Rock and Roll
THE 203 History of American Film
THE 206 History of Radio and Television
THE 220 History of American Musical Film

Practice Courses
ART 130 Introduction to Digital Media
ART 223 Graphic Design I
ART 293 Photography I
ART 300 Photography II
ART 323 Graphic Design II
COM 110 Public Speaking
ENG 273 Journalistic Writing I
ENG 276 Writing for the Future: The Rhetoric of Cyberspace
ENG 373 Journalistic Writing II

Core Course Descriptions:

CMC 100 Introduction to Media and Cultural Studies with Lab: Orients

students to critical approaches to the study of media and culture, such as political economy, textual analysis, and audience reception. Lab builds competency in photo, sound, and video editing.

CMC 200 Researching Media and Culture with Lab: Explores multiple methods for researching media and culture from a critical perspective. Lab builds competency in finding, evaluating, and synthesizing information from multiple sources; in distinguishing scholarly from non-scholarly evidence; and in MLA formatting. *Prerequisite*: ***CMC 100***.

CMC 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***.

SOC 335 Sociological Theory: Examines concerns of early founders in light of contemporary trends within field. Addresses values in sociological inquiry, problem of applying general scientific model to sociology, and biases of researchers. *Prerequisite:* sociology major or consent.

CMC 400 Senior Seminar/Research Practicum with Lab: Involves synthesizing scholarly research, conducting original research, and producing a documentary film pertaining to the student's area of concentration. Lab builds competency in documentary filmmaking. *Prerequisites*: all core courses, plus at least four courses toward area of concentration.

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ECONOMICS

Changes effective Spring Term 2011

Balak	*Chi*	*Kozel*	*Kypraios*	*Peng*
Reinauer	*Rock*	*Schutz*	*Skelley*	*Taylor*
Vidovic	*Voicu*	*Warnecke*		

The required core curriculum provides economics majors with a foundation to pursue either economic theory or applied economics. Students must take core courses in the Arts and Sciences Program at Rollins, although transfer students may transfer core equivalents at time of enrollment.

Potential majors and minors should take a ***100-level*** course in the first year. Some ***100-level*** courses fulfill requirements only if taken prior to ***ECO 202.***

Since most economics courses have prerequisites, students should contact a member of the Department of Economics for academic advice in the first year to plan their course of study.

MAJOR REQUIREMENTS
Twelve (12) courses are required: eight (8) core courses, including a capstone course to be chosen from among three (3) ***400-level*** electives, and four (4) electives.

CORE COURSES

- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***
- ***ECO 204 Alternative Economic Perspectives***
- ***ECO 221 Statistics for Economics***
- ***ECO 303 Intermediate Microeconomics***
- ***ECO 304 Intermediate Macroeconomics***
- ***ECO 442 History of Economic Thought OR ECO 448 Alternative Economic Theories OR ECO 404 Senior Seminar in Economics***
- ***MAT 110 Applied Calculus OR MAT 111 Calculus I***

ELECTIVES
Four (4) courses in economics are required, three (3) of which must be at the ***300-400 level*** and only one (1) of which may be at the ***100 level***. An economics RCC counts as a ***200-level*** elective. Overseas programs and independent study may count for elective credit with the pre-approval of the department chair. Students finished with the core may develop a one-course independent study to explore special interests or to earn honors in the major.

NOTE
The department recommends the following courses for students preparing for graduate programs in economics:

- ***ECO 381 Introduction to Econometrics***
- ***ECO 403 Applied Microeconomics***
- ***ECO 411 Introduction to Mathematical Economics***

- ***MAT 111 / 112 / 211 Calculus I, Calculus II, and Calculus III***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 219 Probability and Statistics***
- ***MAT 230 Linear Algebra***

MINOR REQUIREMENTS
Six (6) courses are required.

- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***
- ***ECO 204 Alternative Economic Perspectives***
- ***ECO 221 Statistics for Economics***
- ***Two (2) electives, which must be at the 300-400 level. A course from an overseas or special program may substitute for one elective with pre-approval of the department chair.***

Course of Study

ECO 121 Economics of Contemporary Issues: Applies elementary tools of economic analysis to issues of national and social importance. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

ECO 126 Economics and Public Policy: Examines U.S. macroeconomic policies and effects on inflation, unemployment, rate of growth of GDP, budget deficit, and other current policy questions. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

ECO 130 Democracy and Economics: Assesses difficulties, successes, and potentials of economic institutions with democratic rules. Evaluates nature of democratic control both for economic efficiency and alternative criteria. Highlights traditional analysis based on property rights. Suitable for all majors.

ECO 135 The Global Economy: Explores multilateral and bilateral political economy relationships. Touches upon historical development of global economic integration, global economic geography, major institutional features of contemporary international economic relations, current conflicts of interest, and likely future evolution of world system. Not open to students who are enrolled in or have completed ***ECO 202.*** Suitable for all majors.

ECO 140 Nonprofit Economics: Analysis of the "Third Sector:" Analyzes organizations neither government nor privately controlled for profit of owners, including charities, foundations, membership associations, cooperatives, mutuals, and other third-sector entities. Requires volunteer work at local third-sector organization.

ECO 142 Political Economy of the Media: Dissects print, film, broadcast, cable, and new electronic media in U.S. today. Questions economic structure of media institutions, differing viewpoints of media sources, and role of media in resolving current political/economic issues. Reviews journalistic and academic works, as well as video and audio recordings (including international short-wave news and program broadcasts), newspapers, magazines, and publications of citizen and government groups.

ECO 202 Introduction to Economics in Historical Perspective: Introduces students to economics as a social science in which ideas and issues grow out of a historical context. Examines the evolution of the relationships among societies and institutions in different economic systems. Principles and tools will be developed and applied for understanding historical

and contemporary economic and social issues. Suitable for nonmajors. *Prerequisite:* second semester first-year student standing.

ECO 203 Principles of Micro- and Macroeconomics: Introduces mainstream theories of consumer and firm behavior. Covers utility, cost and production, market structure, and the allocation of resources. Also examines aggregate economic behavior, including determination of national income, sources of inflation and unemployment, the banking system and money supply process, fiscal and monetary policy, economic growth, and international economic issues. Suitable for nonmajors. *Prerequisite:* ***ECO 202***.

ECO 204 Alternative Economic Perspectives: Considers and applies alternative economic approaches to economic policy issues and problems. Compares the values, theories, methods, analysis, and policies of these different economic approaches. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 221 Statistics for Economics: Presents descriptive statistics and probability, emphasizing inferential statistics. Also looks into measures of central tendency, dispersion, skewness, probability distributions, interval estimation, hypothesis tests, correlation, and regression. Computer projects required. *Prerequisites:* ***ECO 202*** and sophomore standing.

ECO 239 Women and Work: Deals with effects of increasing numbers of working women on households and employment policies, earnings differentials, company and government policies, comparison of women's work issues with those of minorities, and valuation of household work. Suitable for nonmajors. *Prerequisite:* sophomore standing or consent.

ECO 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 310 International Finance: Considers balance-of-payments adjustment mechanisms and impacts on domestic economies. Examines exchange rate regimes, international capital flows, and the objectives and effects of international monetary standards. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 311 Economic Journalism: Examines current economic writing for general and specialized audiences. Applies economic knowledge to descriptive writing about contemporary issues and problems. Explores ideologies and their influence on economic topics selected by media and other writers. Required experiential component. *Prerequisites*: ***ECO 202, ECO 203***, and completion of "Q" requirement.

ECO 313 Economic and Political Development in Eastern Europe. Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements ***POL 358*** and ***ECO 305D***. *Prerequisites:* ***ECO 202, ECO 203,*** and ***POL 130 or POL 100***.

ECO 315 Radical Political Economics: Outlines economic analysis of capitalism given by Karl Marx and other modern socialist theorists. Covers evolutionary rise of capitalism, alienation and other behavioral traits of people living in capitalist system, labor theory of value, concentration of capital, causes of capitalist economic crises, capitalist imperialism, and socialism as alternative economic system. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

ECO 321 Labor Economics: Highlights trends in employment, problems of unemployment, relevance of markets for labor services, and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and theory and practice of collective bargaining. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

ECO 325 Distribution of Income and Wealth: Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in U.S. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

ECO 327 Comparative Economic Systems: Examines similarities and differences among ideal types of economic systems: capitalist, centrally planned socialist, decentralized market socialist, and communist. Undertakes case studies of individual countries (Japan, Sweden, Russia, China, and Yugoslavia) to compare and contrast real vs. ideal. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

ECO 330 Rationality and Economic Behavior: Explores various conceptions of rationality as related to economic behavior and the efficacy of market allocation. Engages student in class experiments analogous to formal economic experiments to deepen understanding of rationality concepts and resulting economic behaviors, both expected and anomalous. *Prerequisites*: junior/senior standing and ***ECO 202, ECO 203***, and ***ECO 221***.

ECO 331 Globalization and Gender: Investigates how globalization interrelates with gender norms and socioeconomic outcomes. Considers economic, political, and cultural processes of globalization while exploring topics such as the effects of globalization on labor markets, migration, inequality, and international finance from a gender-based perspective. Examines the social and economic impact of increasingly-mobile capital and culture on different groups of men, women, and households. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 332 Industrial Organization: Probes problems in control of industry performance in mixed economy. Surveys microeconomic theory and economic research on industry structure, conduct and performance; and antitrust litigation. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

ECO 340 Classic Works in Economics: Focuses on works that helped

shape modern economics. Draws upon such primary sources as Adam Smith's *The Wealth of Nations;* David Ricardo's *Principles of Political Economy and Taxation;* John Stuart Mill's *Principles of Political Economy;* Karl Marx's *Das Kapital;* Alfred Marshall's *Principles of Economics;* and J. M. Keynes's *The General Theory of Employment, Interest and Money. Prerequisites:* ***ECO 202*** and ***ECO 203*** or consent.

ECO 347 International Trade and Finance: Surveys theory and practice of international trade and finance. Topics include: comparative advantage, economies of scale and other explanations for trade, international factor movements, trade policy, exchange rate determination, international macroeconomic adjustment, and economic integration. Student essays and oral presentations based on current international events. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

ECO 351 Economic Development: Traces evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. Assesses current economic conditions and future prospects in less-developed countries through theoretical models and actual data. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 355 Environmental Economics: Approaches resource use and particularly pollution from economic standpoint. Examines economic impact of pollution and alternative proposals to deal with problems. Presents externalities, public goods, private and public property rights, and cost-benefit analysis. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 361 Urban Economics: Stresses location theory and application of microeconomic theory to analysis of urban policy issues. May cover land-use controls, housing, urban poverty, transportation, and urban public finances. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 365 Economic Democracy and Economic Theory: Contrasts alternatively structured organizations -- especially those based on one person/one vote -- with traditional capitalistic firm of West, which bases control on property ownership with primary goal of profit maximization. Examines democratic worker-managed firms, nonprofit and volunteer organizations, consumer or producer-controlled cooperatives, and publicly controlled enterprises or financial institutions. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 370 The Economics of Piracy: From the high seas to digital video discs (DVDs), piracy surrounds us. Piracy evolves with changing technology and legal innovations. Explores economic implications of, and rationale for, piracy in detail. *Prerequisites:* ***ECO 202*** and ***ECO 203.***

ECO 371 International Economic History: Traces the evolution of economic institutions from antiquity to the present. Applies diverse approaches to understand historical processes and structures, concentrating on those relevant to current debates. *Prerequisites*: ***ECO 202*** and ***ECO 203***.

ECO 377 Economics and Cinema. Focuses on how movies employ cinematographic artistry to address economic issues. Students create and present movie proposals including a narrative synopsis, economic context, and an analysis of social-economic issues. Production of short pilot movies highly encouraged. *Prerequisites:* ***ECO 202*** and ***ECO 203***.

ECO 381 Introduction to Econometrics: Presents regression theory, multiple regression, simultaneous equations, identification problems, time-series problems, selected estimating techniques, and basic econometric models. *Prerequisites:* economics major, ***ECO 202, ECO 203,*** and ***ECO 221***.

ECO 403 Applied Microeconomics: Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. *Prerequisites:* ***ECO 202, ECO 203,*** and ***ECO 303***.

ECO 404 Senior Seminar in Economics: Probes theoretical, applied, or policy economics, as well as issues in historical, institutional, or critical economics studies. May be repeated for credit with consent of department chair. *Prerequisites:* ***ECO 221, ECO 303,*** and ***ECO 304,*** or consent.

ECO 407 International Finance: Considers balance-of-payments adjustment mechanisms and impact on national economies. Looks at alternative exchange-rate regimes, international movements of capital, foreign-exchange intervention, impact of exchange-rate variations, and objectives and effects of international monetary standards and financial institutions. *Prerequisite:* ***ECO 304*** or ***ECO 306***.

ECO 411 Introduction to Mathematical Economics: Uses mathematical tools from linear algebra, calculus, and difference equations to analyze economic theories and problems. Looks into consumer choice, production, partial and general equilibrium, economic growth, and macroeconomic models. *Prerequisites:* ***ECO 303*** and ***ECO 304***.

ECO 435 Public Economics: Applies microeconomic theory to analysis of government spending in market economy. Touches upon theory of welfare economics and market failure, principles of expenditure analysis, benefit-cost analysis, government and distribution of income, and public-choice theory. *Prerequisites:* ***ECO 202, ECO 203, ECO 303,*** and working knowledge of indifference curve analysis.

ECO 438 The Economics of Taxation: Examines principles of tax analysis and U.S. tax system, especially effects of taxes on economic efficiency and distribution of income. Ranges from Federal individual and corporate income taxes to local property and sales taxes. *Prerequisite:* ***ECO 303***.

ECO 442 History of Economic Thought: Chronicles economic theories from ancient to modern times -- particularly from the mercantilist period (circa A.D. 1650) -- and links them to contemporary social and political systems. *Prerequisites:* ***ECO 221, ECO 303***, and ***ECO 304***.

ECO 448 Alternative Economic Theories: Surveys Marxism, Austrianism, Post-Keynesianism, institutionalism, feminism, bioeconomism. Contrasts methodology, analysis, and policy prescriptions with those of classical and Keynesian theories that guide economic orthodoxy. *Prerequisites:* ***ECO 221, ECO 303,*** and ***ECO 304***.

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EDUCATION

Changes effective Spring Term 2011

Brandon	*Clark*	*Fadool*	*Hater*
Hewit	*Kovarik*	*Valiante*	*Wellman*

The Department of Education offers state-approved academic and field experiences that prepare students to enter the teaching profession. Graduates are eligible for teacher certification in the state of Florida.

Students can major in elementary education (grades K-6) or obtain certification to teach in secondary schools (grades 6-12) by completing selected majors in the intended teaching area and the education certification course sequence.

ADMISSION TO AND COMPLETION OF THE TEACHER EDUCATION PROGRAM

Students must apply for admission to the Teacher Education Program as soon as they declare an elementary major or decide to seek certification in a secondary area. Students can find and file applications in the Department of Education. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Florida requires that students have a passing score on the General Knowledge Test (GK) of the Florida Teacher Certification Exam (FTCE) to be admitted to any state-approved program.

All students completing a Florida State-approved Teacher Education Program must pass all portions of the Florida Teacher Certification Exam (FTCE), including the General Knowledge, Professional Education and Subject Area Exams, and have an overall GPA of 2.5.

Students must be admitted to the Teacher Education Program before enrolling in courses limited to majors and certification students.

MAJOR REQUIREMENTS
Eighteen (18) courses are required. **Beginning Fall 2001, all students completing a Rollins Teacher Education Program must take the first-year/second-year core curriculum requirements mandated by the State of Florida** (available in the Department of Education office). Elementary and certification students must complete **all** of the following:

- **foundation courses in professional education,**
- **elementary or secondary course sequence, and a**
- **clinical experience, including student teaching.**

FOUNDATION COURSES

Sociological Foundations

- ***EDU 271 School and Society***
- ***EDU 280 Diversity in American Education***

Psychological Foundations

- ***EDU 272 Educational Psychology***

Curriculum or General Methods

- ***EDU 324 Curriculum Development for Diverse Learners***

ELEMENTARY EDUCATION SEQUENCE

- ***EDU 309 Fundamentals of Reading***
- ***EDU 371 Diagnosis of Reading Difficulties***
- ***EDU 406 Teaching and Learning in Diverse Elementary Schools****
- ***EDU 409 Literacy and Content Area Instruction****
- ***EDU 409L Reading Field Experience***
- ***EED 317 Music for Elementary Schools***
- ***EED 318 Art for Elementary Schools***
- ***EED 363 Social Studies for Elementary Schools***
- ***EED 364 Science for Elementary Schools***
- ***EED 367 Health and Physical Education for Elementary Schools***
- ***EED 368 Mathematics for Elementary Teachers, Content and Methods***
- ***EED 369 Children's Literature***

****The following courses require concurrent registration: EDU 406 and EDU 409.***

SECONDARY EDUCATION SEQUENCE
Students who intend to teach in secondary or middle schools must complete a major in the intended teaching area. Only the following majors are appropriate for secondary certification.

Biology	*French*	*Physics*
Chemistry	*Mathematics*	*Spanish*
English	*Music*	*Theatre Arts*

With proper course selection, students majoring in any social or behavioral science may qualify for certification in social science. Since certification in music and foreign languages covers grades K-12, all music majors must enroll in ***EED 317 Music for Elementary Schools,*** and all modern languages and literatures majors must enroll in ***EED 355 Teaching (Foreign Language) in the Elementary Schools.***

In addition, students must complete the following, required, three-course (12-semester-hour sequence):

- ***EDU 335 Content Area Reading in Secondary Schools***
- ***EDU 407 Teaching and Learning in Diverse Secondary Schools, and***
- ***EDU 417 Teaching (Particular Subject) in Secondary Schools***
- ***EDU 417L Teaching (Particular Subject) in Secondary Schools: Lab***

STUDENT TEACHING
All students seeking elementary or secondary school certification must complete a teaching internship in the area of certification. Graded on a credit/no-credit basis, student teaching involves working full time for fifteen (15) weeks in an approved area school.

Juniors may apply for student teaching only after meeting the following requirements:

- passing score on the General Knowledge (GK) and Professional Education (PED) sections of the Florida Teacher Certification Exam (FTCE)
- completion of prerequisites for ***EDU 490*** or ***491*** and ***EDU 470***, and
- overall GPA of 2.5.

Undergraduates must submit applications for student teaching to the Director of Student Teaching by
February 20 for fall placement or ***September 20 for spring placement***

After approval for student teaching, seniors enroll in the following courses during fall or spring.

- ***EDU 490 Student Teaching: Elementary*** **OR** ***EDU 491 Student Teaching: Secondary***
- ***EDU 470 Competencies for the Beginning Teacher***

Anyone not approved for student teaching has the right to appeal to the Education Review Committee.

All elementary education majors and English teacher certification minors must successfully complete the coursework required for the Florida English for Speakers of Other Languages (ESOL) endorsement. Coursework for elementary education majors includes ***EDU 271***, ***EDU 280***, ***EDU 324***, ***EDU 406***, ***EDU 409***, and ***EDU 409L***. Coursework for English teacher certification minors includes ***EDU 271***, ***EDU 280***, ***EDU 324***, ***EDU 335***, and ***EDU 407***. These courses are part of the already existing state approved teacher certification programs in elementary education and English with teacher certification.

Course of Study

EDU 100 Contemporary Issues in Education: Introduces school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and policy controversies. Suitable for nonmajors. Open to first-year students only.

EDU 210 Sport Psychology: Examines the primary psychological constructs related to performance in sport and athletic settings including motivation, performance anxiety, confidence, and achievement goals. Focuses on both theoretical and practical understanding of sport psychology, as well as the ability to apply these ideas across athletic situations.

EDU 264 Introduction to Educational Technology: Introduces students to basic technology currently used in elementary classrooms and provides instruction in the use of Windows, E-mail, Excel, PowerPoint, Netscape Composer, electronic portfolios, and the Internet as a research tool. The role of these tools in enhancing student learning and teacher productivity is addressed.

EDU 271 School and Society: Chronicles social, political, economic, and historical background of contemporary American school system. Demonstrates how social forces have shaped curriculum, organization, and purposes of formal education. ESOL infused course.

EDU 272 Educational Psychology: Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on

motivation, perception, personality, intelligence, and learning. *Prerequisite:* education major or certification track.

EDU 280 Diversity in American Education: Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. ESOL specific course.

EDU 285 High School Sports: Contemporary Issues: Examines current issues in American sports emphasizing issues affecting public and private secondary schools. Topics include: gender equity, substance abuse (drugs, alcohol, and tobacco), faculty and academic concerns, the media, risk management, ethnicity, and other relevant issues and problems affecting school sports programs.

EDU 287 The Developing Child in the Elementary School: Studies physical, social, cognitive, emotional, and creative development of young child. Stresses practical applications of theory and research about language, personality, motivation, and learning styles.

EDU 309 Fundamentals of Reading: Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores basic phonics instruction, reading programs in use, nature of reading and writing processes, and balanced approach to reading instruction.

EDU 311 Teaching Writing in Elementary Schools: Students will learn about the nature of the writing process and how to develop learning activities, where the development of good writing will be facilitated among elementary students. *Prerequisite:* junior or senior standing.

EDU 324 Curriculum Development for Diverse Learners: Study of the relationship of curriculum approaches to contemporary issues in school program design and instruction. Encourages cross-cultural awareness, language development, and academic progress of all students. ESOL specific course.

EDU 330 Counseling in Schools: Familiarizes students with values, myths, and realities of school counseling programs in U.S. elementary and secondary schools. Explores personal decision making, career and academic concerns, and social responsibilities.

EDU 335 Content Area Reading in Secondary Schools: Prepares teachers in content areas with tools required to assist students with reading skills. Pre-service teachers will learn strategies to improve vocabulary, reading comprehension, and writing skills, enabling students to better learn content materials. *Prerequisites:* certification track only; ***EDU 271*** and ***EDU 272***. ESOL infused course.

EDU 358 Strategies for Classroom Management: Teaches prevention or solution of problems through management of classroom, children, and curriculum. Reviews techniques to move children from external to internal control.

EDU 371 Diagnosis of Reading Difficulties: Covers administration and interpretation of reading tests and acquisition of the knowledge to plan appropriate strategies to provide optimum growth in students' reading abilities. Includes 25 hours of field experience. *Prerequisite:* elementary education major.

EDU 385 Teaching Children with Special Needs: Emphasizes useful strategies for teaching special populations, including students with learning disabilities, mental disabilities, emotional disabilities, physical disabilities,

sensory disabilities, communication disabilities, and giftedness. Includes field component.

EDU 390 Topics: International Education: In-depth studies of educational institutions and curricula of various Caribbean countries. Includes an analysis of educational differences and cultural and historical influences. Students will participate in cultural awareness activities. (Credit/no-credit course.)

EDU 406 Teaching and Learning in Diverse Elementary Schools: Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. *Prerequisites:* admission to elementary education major; ***EDU 271*** and ***EDU 272.*** *Corequisite:* ***EDU 409.*** ESOL infused course.

EDU 407 Teaching and Learning in Diverse Secondary Schools: Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. *Prerequisites:* admission to certification track; ***EDU 271*** and ***EDU 272***. ESOL infused course.

EDU 409 Literacy and Content Area Instruction: Presents methods for teaching reading, writing, and language in a constructivist, balanced, reading classroom. *Prerequisites*: elementary education major, junior standing, ***EDU 309***, and ***EDU 371***. *Corequisite:* ***EDU 406***. ESOL infused course.

EDU 409L Reading Field Experience: Both ***EDU 406 Teaching and Learning in Diverse Elementary Schools*** and ***EDU 409 Literacy and Content Area Instruction*** require an extensive field component. Students will spend 75+ hours teaching reading and content area reading in an assigned elementary school. *Corequisites:* ***EDU 406*** and ***409.*** ESOL infused course.

EDU 417 Teaching (Particular Subject) in Secondary Schools: Explores selection, evaluation, and use of instructional materials to adapt college major to secondary school. Seminar. *Prerequisites:* certification track and junior standing. ESOL infused course.

EDU 444 Educational Statistics, Tests, and Measurements: Focuses on the basic concepts of educational statistics with applications to the theories of tests and measurements. Topics include descriptive statistics, inferential statistics, correlation and prediction, and test theory.

EDU 470 Classroom Management. Survey course taken during the student teaching semester. Prepares future teachers in the planning of instruction, organization of classrooms, and the management of student learning and conduct. Examines topics pertaining to teaching such as child abuse, assessments, and job-hunting skills. The ETEP portfolio based on the Florida Educator Accomplished Practices must be completed at the performance level. Taken concurrently with ***EDU 490***. *Prerequisites: All education courses except* ***EDU 490.***

EDU 490 Student Teaching -- Elementary: Provides full-time experience integrating and applying skills in approved local school under direction of master teacher. *Prerequisites:* all education major requirements. *Corequisite:* ***EDU 470.***

EDU 491 Student Teaching -- Secondary: Similar to ***EDU 490,*** with substitutions for teaching level. *Prerequisites:* all certification track requirements. *Corequisite:* ***EDU 470.***

EDU 496B Leadership Skills: Evaluates effects of leadership styles on

organizational climate and productivity.

ELEMENTARY EDUCATION

EED 317 Music for Elementary Schools: Presents basic concepts, literature, and methods for teaching vocal and instrumental music. Workshop. Required for certification in music. *Prerequisite:* elementary education or music major.

EED 318 Art for Elementary Schools: Examines use of art to foster child development and supplement learning in curricular areas. Explores sensory experiences, aesthetics and aesthetic education, management of classroom art center, and adult's role in child art. Participants experience an array of media and conduct art activities with children. *Prerequisite:* elementary education or art major.

EED 355 Teaching (Foreign Languages) in the Elementary School: Required for all students seeking foreign language certification.

EED 363 Social Studies for Elementary Schools: Delves into foundations for social studies, exploring human experience, environmental studies (including conservation), teaching strategies for inquiry learning, problem solving, and concept development. *Prerequisite:* elementary education major.

EED 364 Science for Elementary Schools: Stresses major concepts and processes of science: process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in today's society. *Prerequisite:* elementary education major. *Recommendation:* Take concurrently with ***BIO 203.***

EED 367 Health and Physical Education for Elementary Schools: Discusses methods for physical activities for children, concepts and materials of health education, and values underlying programs of personal fitness for children. *Prerequisite:* elementary education major.

EED 368 Mathematics for Elementary Teachers, Content, and Methods: Combines mathematical content and teaching methods based on NCTM Standards. Emphasizes problem solving while covering numeration, measurement, geometry, statistics and probability, and number operations. *Prerequisites:* elementary education major and one methods course.

EED 369 Children's Literature: Survey of the genres of literature for elementary school-aged children. Emphasis on techniques used to implement literature across the elementary school curriculum. Reviews recent research, major authors and illustrators, and literature circles as means of instruction. *Prerequisite:* elementary education major or consent.

GIVING TO ROLLINS

WINTER PARK INSTITUTE

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

Best Colleges 2009

ENGLISH

Changes effective Spring Term 2011

Aggarwal	*Boles*	*Cheng*	*Cohen*
Collins	*Deaver*	*Frost*	*Jones*
Laws	*Mathews*	*Nordstrom*	*O'Sullivan*
Papay	*Quattro*	*Reich*	*Romesburg*
Russell	*Zimmermann*		

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature and writing. The goal of the curriculum is to provide a solid core of literature courses for all majors, while at the same time, providing each student the opportunity to create an individualized program that reflects his/her interests and passions. In addition to offering students a variety of choices in English, American and World Literature, the major provides a broad selection of writing courses.

MAJOR REQUIREMENTS
Students majoring in English are required to complete the following program of courses. A minimum of twelve (12) courses is required and must include six (6) core courses and six (6) electives. Majors must also submit a representative senior portfolio on or before April 23 for May graduation, October 31 for December graduation (the Friday before if the date falls on a weekend) and participate in a graduation conversation with faculty. Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor.

CORE COURSES

- ***ENG 201 Major English Writings I***
- ***ENG 202 Major English Writings II***
- ***ENG 221 Topics in World Literature***
- ***ENG 303 Historical Approaches to American Literature***
- ***ENG 304 Genre Study in American Literature***
- ***ENG 374 Editing Essentials OR ENG 380 Language Studies: Readers and Writers***

ELECTIVES

- ***Six (6) elective courses in English are required.***
- ***At least three (3) must be at the 300 level or higher.***
- ***At least one (1) must be at the 400 level or higher.***

Note: ***ENG 140 Composition: Writing about Selected Topics*** may not be used as an elective in the English major.

POLICIES FOR THE MAJOR
Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after

matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.)

Students in both the English major and the writing minor may count only one (1) course toward both programs.

Arts and Sciences English majors must take their ***400-level*** required English elective course at Rollins.

MINOR REQUIREMENTS

ENGLISH
Students seeking a minor in English take two (2) core courses and four (4) electives.

CORE COURSES
Any two (2) of the following courses:

- ***ENG 201 Major English Writings I***
- ***ENG 202 Major English Writings II***
- ***ENG 221/321 Topics in World Literature***
- ***ENG 303 Historical Approaches to American Literature***
- ***ENG 304 Genre Study in American Literature***

ELECTIVES

- ***Four (4) elective courses in English are required***
- ***Two (2) courses must be taken at the 300 or 400 level***

POLICIES FOR THE MINOR
ENG 140 Composition: Writing about Selected Topics may not be used an an elective in the English minor. Students wishing to take ***ENG 303 Historical Approaches to American Literature*** or ***ENG 304 Genre Study in American Literature*** without first taking the ***ENG 201*** and ***ENG 202*** prerequisites for those courses must obtain the consent of the instructor.

WRITING
Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: creative writing or professional writing.

I. CREATIVE WRITING CONCENTRATION
The concentration in creative writing complements Rollins' mission of liberal education by providing a sequence of courses emphasizing the writing of fiction, poetry, and creative nonfiction. For English majors and other appreciators of literature, the concentration provides a bridge between students' study of the literary canon and their understanding of the creative process that produced it. For students in any major, the literary genre-based courses of this curriculum examine the art and craft of producing good writing and, in addition, provide close study of the work of successful contemporary authors. The creative writing concentration makes use of the workshop method, giving students extensive practice in producing and critiquing texts. Among the practicing writers teaching the courses of this minor are two writers-in-residence whose published works are nationally acclaimed.

Students seeking a minor in writing with a concentration in creative writing

take three (3) core courses and three (3) electives:

CORE COURSES

- ***ENG 167 Introduction to Creative Writing***
- ***ENG 367 Creative Writing Workshop OR ENG 360 Creative Nonfiction Workshop***
- ***ENG 475 Creative Writing Colloquy (must be taken in the senior year)***

ELECTIVES

- ***ENG 260 Writer's Studio***
- ***ENG 267 Topics/Techniques in Writing***
- ***ENG 271 Personal Writing***
- ***ENG 295/395 Studies in Nonfiction***
- ***ENG 360 Creative Nonfiction Workshop***
- ***ENG 367 Creative Writing Workshop***
- ***ENG 374 Editing Essentials***
- ***ENG 467 Advanced Creative Writing Workshop***
- ***ENG 482 Writing for Publication***
- ***ENG 397/497 Internship in Writing***
- ***ENG 498/499 Independent Study: Writing Projects***

II. PROFESSIONAL WRITING CONCENTRATION
The concentration in professional writing offers courses for students interested in writing in the public arenas of civic life, the academy, and the professional world. Grounded in rhetorical theory, the courses provide humanistic, critical, and practical study of writing in specific genres, disciplines, and media. Over the last half-century technological developments have provided radical new means of communication and led to significant cultural shifts. More than ever, writers need a critical understanding of the rhetorical processes underlying communication in various media and the problem-solving skills to face continual technological and cultural change. In addition to obtaining a rhetorical understanding of communication, students will gain basic practical knowledge of how new communication technologies work and hone their writing skills through practice in specific genres and disciplines. Successful students will emerge as reflective and articulate writers able to contribute effectively to civic, academic, and professional endeavors in the twenty-first century.

Students seeking a minor in writing with a professional writing concentration take three (3) courses and three (3) electives.

CORE COURSES

- ***ENG 210 Language and Power***
- ***ENG 211 Visual Rhetoric for Writers***
- ***ENG 276 Writing for the Future OR ENG 277 Writing in the Community***

ELECTIVES

- ***ENG 273 Journalistic Writing I***
- ***ENG 267 Topics/Techniques in Writing***
- ***ENG 277 Writing in the Community***
- ***ENG 295/395 Studies in Nonfiction***
- ***ENG 361 Writing for the Professions***
- ***ENG 373 Journalistic Writing II***
- ***ENG 374 Editing Essentials***
- ***ENG 375 The Critic's Role -- Review Writing***
- ***ENG 397/497 Internship in Writing***

- ***ENG 459 The Writer's Portfolio***

Course of Study

ENG 140 Composition: Writing about Selected Topics: Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to satisfy the College's general education requirement for 'W'riting, students must receive a grade of *'C'* or better in the course. Students may take ***ENG 140*** a second time for credit, so long as a different topic is selected. Section topics are designated by individual instructors.

ENG 167 Introduction to Creative Writing: Writing in a variety of genres including fiction, creative nonfiction, and poetry. Focus on peer evaluation (oral and written) as well as that of the professor. Models of these genres are studied not as literature, but as writing samples.

ENG 190 Literature and Experience: Aids students in developing the means to discover and write about the ways in which literature imaginatively reflects the human condition. Each section offers a distinct focus and content. Appropriate for nonmajors and also for potential English majors.

ENG 201 Major English Writings I: Critical and historical approaches to writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton.

ENG 202 Major English Writings II: Critical and historical approaches to writers of the long Eighteenth Century, the Romantic period, and the Victorian Age, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, and Hopkins.

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

ENG 210 Language and Power: Surveys rhetorical tools leaders have used throughout history to change their societies. Students will analyze how these tools function within speeches, letters, essays, and other literary texts that have persuaded audiences to think, feel, and act in new -- sometimes positive, sometimes destructive -- ways. By modeling such writing in their own essays, students will practice using these tools to address contemporary social issues while discussing the ethical concerns that responsible citizens must consider whenever they use rhetoric. *Prerequisite*: ***ENG 140.***

ENG 211 Visual Rhetoric for Writers: Investigates how visuals (pictures, graphics, color, and layout) interact with words to add or disrupt meaning in texts. Studies cutting-edge research on visual perception. Practices document design using *InDesign* software. *Prerequisite*: ***ENG 140.***

ENG 221/321 Topics in World Literature: Introduces major writers and theoretical approaches in one or more more literary traditions other than - or in combination with - British and/or American. Specific topics vary. *Prerequisite:* ***ENG 140.***

ENG 230 Literary Nonfiction: Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. *Prerequisite*: ***ENG 140.***

ENG 231 The Bible as Literature: A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays,

and novels influenced by the Bible. Works range from black spirituals to *Jesus Christ Superstar.*

ENG 232 Literature and Experience: Focus may include drama, poetry, and prose. Designed for upperclass nonmajors.

ENG 233 Women Writers: Traces the literature written by women during the past several hundred years with particular interest in the 19th and 20th centuries. Examines, through various genres, the cultural climate and the authors' central thematic interests.

ENG 234 Selected Studies in Literary Themes: Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors.

ENG 235 Selected Studies in Environmental Literature: A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

ENG 241 Film and Literature: Studies the history and aesthetics of film and the relationship of film to literature. Material and focus will vary from year to year. Suitable for nonmajors.

ENG 242 Contemporary American Short Fiction: Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

ENG 245 Selected Studies in Popular Culture: Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Suitable for nonmajors.

ENG 249 Darkness Visible -- Radio Drama: Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollins' WPRK (Tuesdays, 9:00 p.m.).

ENG 260 Writer's Studio: Students will learn about creative potential and how to nurture it. They will take up a writing "practice" that includes regular writing and attention to the conditions under which they are most creative and productive. Responding effectively to the writing of others and basic techniques of craft that good writers use to achieve effect and meaning will be explored. *Prerequisite:* ***ENG 140.***

ENG 267 Topics/Techniques in Writing: "Topics" version of this course offers an introduction to a very specific genre of writing (fiction, autobiography, humor writing, etc.), giving close attention to the defining characteristics of the genre and offering a sequence of short reading and writing assignments designed to develop facility in producing the genre. "Techniques" version of this course offers a close study of a specific literary technique (point of view, character/dialogue, narrative design, voice), and requires practicing the technique in short, focused writing assignments with emphasis on both literary and technical excellence. *Prerequisite:* ***ENG 140.***

ENG 268 Writing Intensives: Seven (7) intensive experiences in specific genres: memoir, short-short story, profile, sonnet, and writing about art. Each session introduces students to a particular type of writing and leads them in a series of exercises to practice writing the genre. Sessions are designed to be fun, informative, and inspirational. Instructors provide specific strategies for tackling a type of writing and for deepening and extending

daily writing practice.

ENG 271 Personal Writing: Writing by self-discovery and self-expression. Explores writing as a means to discover thoughts, feelings, and intuitions, which would otherwise remain inchoate. *Prerequisite*: ***ENG 140***.

ENG 273 Journalistic Writing I: Writing-intensive course that introduces students to the various kinds of journalistic writing: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce well written, accurate, insightful stories, and develops the skills necessary to do journalistic investigation and research. Through classroom workshops, also provides basics of story editing, and the way in which generalized themes can be turned into specific, clearly defined journalistic pieces. Students become familiar with contemporary journalistic practices and issues involving ethics and standards in the media. Students will be encouraged to submit stories to *Sandspur* and join *Sandspur* staff. *Prerequisite*: ***ENG 140***.

ENG 275 Selected Studies in Minority Literature: Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

ENG 276 Writing for the Future: How do we depict ourselves when we're communicating on the internet? How does our understanding of audience shift? This course in the genre of cyberspace writing explores how our own personal reading and writing are being changed by advances in technology, as well as how online forms and practices are reshaping corporate and academic writing. Focusing on new skills we'd like to master, we'll consider whether our ability to learn is affected by our uses of technology. Previous experience is NOT a prerequisite.

ENG 277 Writing in the Community: Explores the issues shaping communities and writing forms intended to gain voice (political, environmental, social, etc.). Through compelling service learning projects, students write responses, letters, field studies, documentaries, or other persuasive pieces to gather public support. *Prerequisite:* ***ENG 140.***

ENG 291 Magical Realism: When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland -- what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 295/395 Studies in Nonfiction: Focus on forms, themes, and techniques of specific nonfiction prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. *Prerequisite*: ***ENG 140.***

ENG 300 Expository Writing: Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal studies curriculum. Develops writing strategies and forms that give meaningful shape to attitudes and experiences within the context of previously published ideas. Analysis of professional and anonymous student essays, as well as students' own writings. *Prerequisite*: ***ENG 140.***

ENG 303 Historical Approaches to American Literature: Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. *Prerequisites*:

ENG 201, ENG 202 or consent.

ENG 304A Genre Study in American Literature: Drama: Examines drama in American literature, emphasizing the changing forms and conventions of the genre. Playwrights discussed include Treadwell, Miller, Williams, Hansberry, Shepard, Mamet, and Finley. *Prerequisite:* ***ENG 140.***

ENG 304B Genre Study in American Literature: Fiction: Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 304C Genre Study in American Literature: Poetry: Examines poetry in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Romanticism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation). *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 305 American Literature I: Beginnings through 1865: Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 306 American Literature II: 1865 to Present: Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 307 American Literature IV: African American Literature: Explores African American literary forms from the seventeenth to the twentieth centuries, in the context of the social, historical, economic, and cultural politics of literary production in this specific racial community. *Prerequisite*: junior standing.

ENG 310/410 Studies in Anglo Saxon and Medieval Literature: Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus: *Beowulf, Sir Gawain and the Green Knight*, and Chaucer's *Canterbury Tales*.

ENG 311/411 Studies in Renaissance Literature: Examines English literature of the 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 Modern Drama: Focuses on American, British, and Continental plays written/produced from 1890 to 1945. Representative playwrights include Ibsen, Chekhov, Strindberg, Shaw, Synge, O'Neill, Treadwell, Pirandello, and Eliot. Emphasizes critical analysis, historical significance, and issues of performance.

ENG 326/426 Southern Writers: Studies selected Southern writers, including novelists, dramatists, and poets. *Prerequisite*: junior/senior standing.

ENG 328/428 Contemporary American Literature: Studies American literature in the last half of the 20th century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and on into the fin de siècle.

ENG 329/429 Selected Studies in American Literature: Studies forms, traditions, themes, and genres, varying from year to year. *Prerequisite*: junior/senior standing.

ENG 335 Critical Approaches to Literature: Focuses on major works of critical theory as well as applications of critical theory to literary texts. Includes emphasis on literary terminology. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 336/436 Twentieth-Century English and American Poetry: Seminar on British and American poets of the 20th century, with emphasis upon the major poets.

ENG 341 Film and Literature: Focuses on the history and aesthetics of film and its relationship to literature. Specific topics vary. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 342 Speculative Fiction: Specific topics vary. May focus on science fiction; fantasy; utopias/dystopias; horror and the occult; magical realism; other; a combination thereof. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 344 Literature and Cultural Studies: Specific topics vary. Possibilities include The Postmodern; Visual Culture; Media Mixtures; Interactive Literary Venues; or some combination thereof. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 345 Studies in Classical Rhetoric: The Art and Science of Persuasion: A close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of rhetoric, how those theories differ and overlap, and how they have influenced modern notions of persuasiveness. Fulfills elective requirements in classical studies and communication.

ENG 360 Creative Nonfiction Workshops: Courses focus on the broad

range of intellectual, rhetorical, and composition skills necessary to compose creative nonfiction prose characteristic of a single discourse form. Extensive use of a workshop approach to drafting, revising, and critiquing writing.

ENG 360A Creative Nonfiction Workshop -- Autobiography: Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students' single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing.

ENG 360B Creative Nonfiction Workshop -- Travel Writing: Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel ***not*** expected.

ENG 360C Creative Nonfiction Workshop -- Literary Journalism: This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles.

ENG 361 Writing for the Professions: Enables students to make the transition from student to professional. Gives students experience in developing the writing and presentation skills expected of them in their careers. Students will learn and apply specific communication principles typical of the forms and practices of professionals. Coursework is done both independently and in groups. Appropriate for all majors. *Prerequisite*: ***ENG 140***.

ENG 367 Creative Writing Workshops: Emphasis on various writing genres (fiction, creative nonfiction, etc.). Requires strong, established creative writing skills and experience in writing workshops. *Prerequisite*: ***ENG 167.***

ENG 367A Creative Writing Workshop -- Poetry: Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets. *Prerequisite*: ***ENG 167.***

ENG 367B Creative Writing Workshop -- Children's Writing: Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of their original work. *Prerequisite*: ***ENG 167.***

ENG 367C Creative Writing Workshop -- Fiction: Focuses on the writing of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers. *Prerequisite*: ***ENG 167.***

ENG 367D Creative Writing Workshop -- Screenwriting: Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay. *Prerequisite*: ***ENG 167.***

ENG 370 Spiritual Autobiography: Examines the life and work of

autobiographers who have fostered social activism and profound spirituality in others. In addition to oral and written projects, students explore a variety of reflective practices. *Prerequisite*: ***ENG 140.***

ENG 372 Winter with the Writers: Conducted in conjunction with the visiting authors series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of writers' visits. Provides opportunity to meet these writers and discuss their work in master classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. *Prerequisite:* ***ENG 140***.

ENG 373 Journalistic Writing II: Students act as functioning journalists, researching and writing stories, dealing with sources, meeting deadlines, and working with fellow students in an editorial context. *Prerequisite:* ***ENG 273*** or consent.

ENG 374 Editing Essentials: Focuses on editing writing at three levels: for correctness (grammar and punctuation); for precision (unity, order, coherence, emphasis, language); and for style (syntax, levels of detail, tone, diction, voice). Students will perform close analysis of surface features of their own and professional writing, and they will complete exercises designed to strengthen their ability to edit writing at the three levels mentioned above. This course is especially appropriate for students preparing to be teachers or engage in any profession that requires writing. *Prerequisite*: ***ENG 140.***

ENG 375 The Critic's Role -- Review Writing: Considers the role that "professional" critics play in our world -- as "reviewers" and as shapers of our culture. Students practice writing techniques that critics use when discussing art forms such as cinema, music, and literature, or such issues as economic and social policies. Strongly recommended for students considering a minor in writing or a career in writing or publishing. *Prerequisite*: ***ENG 140.***

ENG 380 Language Studies: Readers and Writers: Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. *Prerequisite:* ***ENG 140.***

ENG 385 Prose Style: Writing exercises designed to increase understanding and control of fine elements of style: word choice, sentence variety, point of view, tone, rhythm, etc.

ENG 390 Major Author(s): Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 392 Environmental Writing: Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. *Prerequisite:* ***ENG 140*** or consent.

ENG 395 Studies in Nonfiction: Challenges writers to experiment with various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 396 Journal Production: SPECS. Produces *SPECS*, a national journal of literature and culture. Includes reading, discussion, selection, and editing of material for the journal. Students review online submissions, readings on the journal theme, and participate in class discussion. Examines past issues of the journal and other national journals, discussing principles of design,

content, and aesthetics. Requires final project based on the call for papers for the current issue.

ENG 397/497 Internship in Writing

ENG 412 Studies in Shakespeare: Topical course on Shakespeare's works, for advanced students. Topic to be advertised in advance of registration. *Prerequisite:* English major or consent.

ENG 440 Topic in World Literature: Specific topics vary. Possibilities include a theme; a period; a selection of authors. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 459 The Writer's Portfolio: Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing.

ENG 467 Advanced Creative Writing Workshop: Focuses on readings and writing in a chosen genre. Frequent deadlines and critiques in a workshop atmosphere emphasizing individual instruction. Revision and submission of works encouraged. May be taken three (3) times for credit. *Prerequisite*: ***ENG 367.***

ENG 475 Creative Writing Colloquy: Capstone course that engages writing minors in a culminating workshop, facilitates an edited compilation of best work from the minor, and prepares them to continue writing and market their work. *Prerequisite*: must have completed the twenty (20) semester hours required for the creative writing minor except for this final course. *By permission, a student may take this course concurrent with one other course to fulfill the minor.*

ENG 482 Writing for Publication: Identifies the demands/restrictions of various publications (newspapers, magazines, literary journals, literary contests, etc.). Students conduct research on the genre, style, and audience of specific publications, write queries and proposals, and submit to at least two publications.

ENG 490 Advanced Major Author(s) Study: Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts include secondary sources as well as primary works. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 498/499 Independent Study/Research

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ENVIRONMENTAL STUDIES

Changes effective Fall Term 2009

Allen *Lines* *Peters* *Siry*

Stephenson

The interdisciplinary environmental studies major examines natural and cultural systems from many perspectives -- ecological, economic, ethical, historical, geographical, and political. Students study the conservation and utilization of natural resources essential for economic development and public well being.

The curriculum analyzes the problems, processes, and possibilities of creating a more sustainable society. It also offers preparation for an environmental career, broad background in several related areas of study, or concentration in a particular thematic issue as a basis for graduate study.

Florida offers an ideal laboratory for environmental studies. Nationally recognized projects such as the Everglades restoration, Wekiva Geopark, and models in the New Urbanism place Florida in the forefront of environmental protection and sustainable design.

MAJOR REQUIREMENTS
Ten (10) courses required: six (6) core courses, one (1) required course in the origins of environmental thought, and three (3) environmental studies electives.

CORE COURSES; complete six (6):

- ***ENV 130 The Geosphere with Lab***
- ***ENV 189 The Environmental Crisis in its Cultural Context***
- ***ENV 225 The Biosphere with Lab***
- ***ENV 323 Conservation of Biodiversity OR BIO 316 Ecology***
- ***ENV 389 Environmental Planning***
- ***ENV 413 Senior Seminar in Environmental Issues***

ORIGINS OF ENVIRONMENTAL THOUGHT REQUIREMENT; complete one (1):

- ***ENV 270 Environmental Literature***
- ***ENV 353 National Parks and Protected Areas***
- ***ENV 380 American Environmental History***

ELECTIVES; complete three (3):

- ***At least two (2) of these courses must be at the 300 level or above.***

FIELD STUDY/COMMUNITY ENGAGEMENT REQUIREMENT:

- *One of the ten (10) courses taken to complete the major must have a significant field study or community engagement component. Such courses are designated each semester by the Chair of the Environmental Studies department.*

MINOR REQUIREMENTS
Seven (7) courses are required: the five (5) core courses shown below and two (2) electives in environmental studies, one (1) of which must be at the ***300 level*** or above.

- ***ENV 130 The Geosphere with Lab***
- ***ENV 189 The Environmental Crisis in its Cultural Context***
- ***ENV 225 The Biosphere with Lab***
- ***ENV 323 Conservation of Biodiversity OR BIO 316 Ecology***
- ***ENV 389 Environmental Planning***

Course of Study

ENV 105/205/305 Topics: Environmental Studies: Examines contemporary environmental issues. Topics vary from year to year.

ENV 130 The Geosphere with Lab: Introductory earth science course exploring the dynamic interactions between the earth's climate, landforms, water, ecosystems, and soils. Emphasizes key environmental topics such as global warming, tropical deforestation, and natural hazards.

ENV 189 The Environmental Crisis in its Cultural Context: Weighs humanity's responsibility to nature, technocratic drift of society, and conflicts between material and environmental values. Traces development of mechanistic worldview and re-emergence of organic or holistic perspective.

ENV 204 Landscapes of Promise: The Ecological Transformation of the West: Historical study of regional ecology with a critical analysis of economic change. Optional field study component focuses on regional landscapes that reflect the competing attempts to transform and preserve the natural world.

ENV 206 Caribbean Environmental History: Explores the tension among American, European, and African cultures in the Caribbean. Topics include the Spanish conquest, the slave economy, and the exchange of organisms between Old and New World environments.

ENV 225 The Biosphere with Lab: Introduces ecological principles forming the basis for understanding environmental issues and policy. Explores scientific concepts and laboratory field techniques used to study and assess ecosystems.

ENV 240 Ecosystems of North America: Examines the geographic distribution, characteristics, and present status of terrestrial biomes in North America. Emphasizes case studies of critical environmental regions including the Everglades, the Colorado Plateau, and the Pacific Northwest.

ENV 260 History of Technology: Tools of Toil: Chronicles history of mechanization and cultural change from ancient world to this century. Considers tool evaluation and design, as well as social and psychological influences of mechanical advances. Ties everyday use of tools to modern industrialism's roots and global influences on labor.

ENV 270 Environmental Literature: Features poets, novelists, and essayists who have spoken out strongly for preservation of the environment. May include Emerson, Thoreau, Whitman, Muir, Leopold, and Abbey.

ENV 289 Nature in the City: Examines the origins of suburban sprawl, its problems and ongoing solutions. Traces efforts of design professionals from Frederick Law Olmstead to the present and examines their efforts to harmonize urban and natural worlds.

ENV 292 Political Economy of Environmental Issues: Traces transformation of organic society into market society and resulting commodification of nature.

ENV 302 Traditional Town Planning: Explores movement to return to pedestrian-friendly communities built along natural lines. Examines problems of suburbanization: traffic congestion, pollution, visual blight, strip malls, and housing designed for autos at the expense of pedestrians and children.

ENV 308 Science and Policy: Critically questions the role of science in contemporary society and international relations.

ENV 323 Conservation of Biodiversity: Examines our present biodiversity crisis through the lens of biogeography, an integrative field of study focused on large-scale human interactions with the earth's ecosystems. Case studies presented throughout the semester sharpen our focus on specific regions. *Prerequisite:* ***ENV 225*** or consent.

ENV 325 Natural Habitats of Florida: In-depth look at Florida's natural habitats. Examines how human activity is changing the face of Florida's physical landscape and natural communities. *Prerequisite*: ***ENV 130*** or ***ENV 225.***

ENV 343 History of Science: Chronicles the major scientific discoveries that changed worldviews and the personalities that shaped them. Examines the social context in which these discoveries arose.

ENV 347 Islands in the Stream: Describes the literature, natural history, and settlement of our nation's subtropical region. Examines the protection of coral reefs, mangrove forests, and fisheries.

ENV 348 Sustainable Development: Explores both theoretical and actual development strategies that are ecologically and socially acceptable.

ENV 353 National Parks and Protected Areas: Discusses value of national parks as pleasuring grounds, genetic banks, working ecosystems, and symbols of national heritage.

ENV 365 Environment and Development in Central America: Studies the need for broad-based sustainable development using Central America as a case study. Explores appropriate models of development.

ENV 372 Images of the Environment as Seen Through Film: Reveals attitudes toward nature and wilderness, attitudes toward technology, exploitation of nature, and visions of the future.

ENV 375 Island Economies and Sustainable Development in the Caribbean: Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Explores the prospects for sustainable economic development in the region.

ENV 377 Wilderness and the American Mind: Examines arguments for and against the preservation of wilderness and the role of these arguments in shaping environmental policy.

ENV 380 American Environmental History: Follows the changing patterns of land and resource use. Examines the displacement of Native Americans, expansion of the frontier, the progressive conservation movement, and development of contemporary environmentalism. *Prerequisite*: ***ENV 189***.

ENV 385 Sustainable Development in the Amazon Basin: Explores the largest remaining tropical ecosystem on earth and considers the crucial

ecological services it provides as well as its exceptional biological and cultural diversity. Examines new approaches to development that generate income while protecting vital ecological systems supporting economic development.

ENV 386 Environmental Law: Focuses on the interpretation and application of federal, state, and local environmental regulations.

ENV 389 Environmental Planning: Examines competing demands for urban growth and development and the need to conserve and protect limited natural resources. *Prerequisite*: ***ENV 189***. *Recommended*: ***ENV 225.***

ENV 390 Culture and Landscape: Analyzes American landscapes and human cultures that created them, particularly intensive development that has radically altered natural systems.

ENV 399/499 Independent Study Environmental Research: Designated for field-based or problem-centered topics. *Prerequisite*: sophomore or junior standing for ***ENV 399***; senior standing and consent of advisor for ***ENV 499***.

ENV 413 Senior Seminar in Environmental Issues: Senior capstone seminar. Concentrates on major themes in the discipline and their relationship to current environmental issues. *Prerequisites:* senior standing and environmental studies major.

BIO 316 Ecology: Explores processes and organization of populations, communities, and ecosystems. Required lab uses standard field methodology to analyze aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades. *Prerequisite:* ***BIO 121*** or ***ENV 225.***

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USA Today America's Best Colleges 2009

FILM STUDIES (MINOR ONLY)

Changes effective Fall Term 2010

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

More than a century old, film is an integral, omnipresent art form and a component of our day-to-day lives. The film studies minor examines how film reflects and affects the social, intellectual, cultural, ethical, economic, aesthetic, and political aspects of our world; encourages students to move toward critical thinking about how film influences values and ideologies as well as our views on gender, race, class, sexuality, religion, and nationality; and demonstrates that film is a medium which both reflects and produces social conflicts, desires, and power relations.

MINOR REQUIREMENTS
Six (6) courses are required: two (2) core courses and four (4) electives. Students are advised to complete ***FIL 150*** as one of the first three courses counted toward the film studies minor.

CORE COURSES

- ***FIL 150 Introduction to Film***
- ***FIL 450 Film Seminar***

ELECTIVES
Choose four (4) courses from the schedule of courses that are noted as fulfilling the "**FIL** minor," which meet the following criteria.

- ***At least two at the 300 level or above***
- ***At least one must focus on foreign film***
- ***One may be an internship***

  Film courses taken in the Hamilton Holt School or at other institutions may count toward the minor at the discretion of the Film Studies Program Director.

Course of Study

FIL 150 Introduction to Film: Focuses on film literacy and the culture of film, using films from the history of film.

FIL 350 Special Topics in Film Studies: Experiential and/or traditional "classroom" courses that allow immersion in a specific area of film—director, genre, national cinema(s), film making, film festivals—and/or examination —race, class, gender, sexuality, multiculturalism, globalization.

FIL 450 Film Seminar: Capstone course for the minor emphasizing film theory, history, and culture. Features an in-depth examination of a specific construct of film. *Prerequisite*: ***FIL 150.***

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Best Colleges 2009

HEALTH PROFESSIONS ADVISING PROGRAM

Changes effective Fall Term 2010

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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 Careers in Health Sciences: Explores various careers in the health sciences including human and veterinary medicine, dentistry, optometry, physical therapy, and other related fields. Provides students with information about the scope of disciplines through lectures, student research, and guest speakers from the medical fields. Requirements for successful application to programs and specific issues in medicine are discussed.

HPA 175F International Medical Service-Learning Field Experience: Through this international healthcare experience, students will explore how global citizenship, responsible leadership, and healthcare advocacy are related through clinical practice, theory, and reflection on being a healthcare professional. Course fee required. *Prerequisites*: application process, completion of ***HPA 150***, and instructor's consent.

HPA 397 Health Sciences Internship: Students interested in health-related careers should gain practical experience through summer or volunteer work. With HPA support, juniors may plan academic internships with working practitioners for credit.

HISTORY

Changes effective Fall Term 2010

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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, six (6) of which must be at the ***300-400 level*** and three (3) electives, of which one (1) must be taken at the ***300-400 level.***

- ***HIS 113 History of Modern Europe: 1500-1815 OR HIS 114 History of Modern Europe: 1815-present***
- ***HIS 120 Decade of Decision***
- ***HIS 142 History of the United States to 1877 OR HIS 143 History of the United States from 1877***
- ***One (1) of the following:***
  - ***HIS 250 Modern Japan***
  - ***HIS 260 History of Chinese Civilization***
  - ***HIS 261 Modern China***
  - ***HIS 263 East Asia in Modern Times***
- ***One (1) 300-400 level course from each of the following concentrations:***
  - ***United States***
  - ***European***
  - ***Non-United States/European***
- ***One (1) 300-400 level course, taken in the last quarter of junior or senior year, must be a designated research course in which the student completes a major research paper using primary sources.***
- ***HIS 490 Senior Capstone Course (portfolio required)****

* The senior seminar portfolio includes research papers, essay examinations, and critical essays from different courses. It should reflect the student's program in each year of the major.

MINOR REQUIREMENTS
Eight (8) courses are required, four (4) at the ***300-400 level***. The senior seminar may count as one (1) of the four (4) required ***300-400 level***

courses. Requirements for survey courses, ***200-level*** Asian history elective, distribution of ***300-400 level*** courses, the research course, and the portfolio remain the same as for the major. Students should plan the sequence of courses in consultation with their academic advisors.

Course of Study

HIS 101/102 The Essentials of World Civilization: Introduces dominant traits, achievements, and dilemmas of great civilizations from ancient Far East, Africa, and Europe. Covers prehistory to 1600 in first term and continues to present in second. Suitable for nonmajors.

HIS 108 Ancient History: Surveys ancient world from prehistoric times through middle of 5th century with emphasis on Greece and Rome. Suitable for nonmajors.

HIS 109 Medieval History: Discusses social, political, and religious developments in medieval Europe from 5th to 15th centuries. Suitable for nonmajors.

HIS 113/114 History of Modern Europe: Presents political, intellectual, social, economic, and religious history of Europe from Renaissance to present. Spans 1500-1815 in first term, 1815-present in second. Suitable for nonmajors.

HIS 120 Decade of Decision: Introduces the study of history through an examination of the political, economic, social, intellectual, and cultural events of a specific ten-year period (chosen by the instructor).

HIS 142/143 History of the United States: Examines major political, social, and economic themes from revolutionary era to present. Covers to 1877 in first term, 1877-present in second. Students read textbook, secondary-source essays, and primary-source documents. Suitable for nonmajors.

HIS 206 Women in Early America: Examines the impact of the Revolutionary era ideology of "republican motherhood," the rise of cult domesticity and "true womanhood," the 19th-century women's rights and suffrage movements, women's work cultures, and other topics in Victorian America. Appropriate for nonmajors.

HIS 207 Women in the Modern United States: Utilizes race, class, and region as analytical categories to examine American women's changing work roles, reform activities, domestic duties, and political identities. Themes include Southern women and emancipation, women's suffrage, the World Wars and women's work, Cold War and domesticity, women and the Civil Rights Movement, and the second wave of feminism. Appropriate for nonmajors.

HIS 210 Christianity and Society: Examines the history of Christianity from its foundation to the present, specifically analyzing the historical forces that shaped its development and conversely its impact on society.

HIS 211 Origins of the Modern Family: Surveys the institutional development of the Western family from 1500 to present. Explores change in the family unit from the extended, patriarchal family of the late-Middle Ages to the companionate marriage of the 18th century and the rapidly changing alteration of family units in modern America. Focuses on the social, economic, and religious factors that brought about these transformations.

HIS 235 American Graphic Media: Explores the superhero comic book genre from its pulp origin to multimedia present in the U.S. Requires students to seriously consider underlying symbolism and deconstruct the meaning of comic art in the twentieth century. Taking the comic genre from the 1930s milieu to the sci-fi heights of the present day, explores the political, social, and economic concerns reflected in comic books. Situates the comic medium within the broader sweep of popular culture.

HIS 240 African-American History I -- Colonial Era to Reconstruction: Surveys the political, social, and economic issues shaping African-American experiences from the colonial period to Reconstruction.

HIS 241 African-American History II -- Reconstruction to Present Day: Surveys the political, social, and economic issues shaping African-American experiences from the Reconstruction Era to present day.

HIS 250 Modern Japan: Survey of modern Japanese history from the mid 19th-century to the present, including topics of Western intrusion, Meiji Restoration, failure of the democratic experiment and rise of militarism, U.S. occupation, and economic take-off. Appropriate for nonmajors.

HIS 260 History of Chinese Civilization: A general introduction to Chinese civilization, its origin, evolution, rise, and decline. A wide range of topics will be covered including development of Chinese philosophical and religious traditions, rise and fall of Chinese Empires, interactions between the Han Chinese with nomadic peoples, medieval economic revolution, and late imperial stagnation and decline. Students will also be introduced to some analytical perspectives on the nature and characteristics of the Chinese history and civilization.

HIS 261 Modern China: Introduction to modern Chinese history from the Opium War to the present. Themes include the Western intrusion, rise of nationalism, cultural and identity crises, revolutions, and current economic reform. Appropriate for nonmajors.

HIS 262 East Asia in Pre-Modern Times: A survey of the cultural zone including China, Japan, Korea, and Vietnam, with an examination of continuity and change in the institutions of the state, economy, society, and values up to the eve of Western intrusion.

HIS 263 East Asia in Modern Times: A survey of East Asian Countries -- China, Japan, Korea, and Vietnam -- their tradition and modern transformation in the 19th and 20th centuries. Western expansion into East Asia, revolution in China, WWII in the Pacific, the gain of Japan as an emerging power, and the Cold War in East Asia will be covered.

HIS 265 Topics in History: Probes a narrow topic in American, modern European, or world history. May be repeated for credit.

HIS 311 History of American Sexuality: Examines American sexuality from colonial era to present. Traces societal attitudes toward premarital and teen sex, gendered sexual pleasure, prostitution, abortion, contraception, eugenics, pregnancy, and other sexual issues.

HIS 315 Social Movements in the 20th-Century United States: Examines social movements in the 20th century, both progressive (birth control and civil rights) and conservative (temperance and anti-obscenity). Compares and contrasts these movements, assessing the intentions of actors and the consequences of actions. Provides an understanding of how Americans have used grassroots activism to effect widespread change at different moments in the 20th century.

HIS 325 Tudor-Stuart England, 1485-1714: Studies political, constitutional, religious, and social development in England from 1485 to 1714. Suitable for nonmajors. Alternate years.

HIS 326 Hanoverian England, 1714-1918: Follows ***HIS 325,*** focusing on Hanoverian succession to end of WWI. Suitable for nonmajors.

HIS 328 European Diplomacy, 1848 to World War II: Considers concepts, techniques, forces, and personalities in era of Europe's greatest power -- the prelude to contemporary diplomacy.

HIS 330 America Between the Two World Wars: Focuses on 1920s and 1930s: culture of 1920s, economic crisis, New Deal reform, and particularly rise of consumer culture and its effect on Depression generation.

HIS 335 History of the South: Explores defining characteristics of Old South and their present relevance. Analyzes Old South mystique, master-slave relationship and slave subculture, Southern self-consciousness, honor and violence, sense of grievance against "outside agitators," preoccupation with race, cult of lost cause, recurrent ideas about New South, and burden of past. *Prerequisite:* ***HIS 142, HIS 143,*** or consent.

HIS 341 Era of the American Revolution: Analyzes nature of colonial society, place of colonies in British mercantile system, origins of American political culture, and causes and consequences of the Revolution. Examines the Constitution as culmination of Revolutionary era. *Prerequisite:* ***HIS 142*** or consent.

HIS 346 The United States Since 1945: Approaches post-WWII years thematically, emphasizing social and cultural trends. *Prerequisite:* ***HIS 143*** or consent.

HIS 347 History of Urban America: An analysis of the growth and development of urban space in the U.S. Special emphasis on how cities developed and their impact on politics, economics, and culture. Incorporates analysis of the technological transformation associated with urban life, infrastructure, and city planning in U.S. society.

HIS 349 The Chinese Revolutions: Studies theories of revolution and the Chinese case. The 20th century of Chinese history can be characterized as a century of revolution -- intellectual revolution of the New Culture Movement, the Nationalist Revolution, the Communist Revolution under Mao Zedong, and the economic reform under Deng Xiaoping, which is called the "second revolution." These revolutions fundamentally changed China's polity and society and defined China's search for a modern identity. We will examine the major characteristics of these revolutions.

HIS 350 U.S. and China Relations: Survey of relations between the U.S. and China in the 20th century, from the signing of unequal treaties to the open door policy, from fighting as allies in World War II through Cold War confrontations, from normalization to current issues of controversy. Appropriate for nonmajors.

HIS 352 ***China: From Antiquity to Present:*** Provides students with an overview of Chinese history from ancient times to present. Topics include origins of Chinese civilization and Chinese political, economic, social, and intellectual traditions and their modern transformation.

HIS 353 ***Evolution of Chinese Culture:*** Provides students with an overview of Chinese culture and its evolution through examination of fourteen topics in historical perspective. These topics include origin of Chinese civilization and

cultural identity; Chinese political, economic, social, and educational systems; and Chinese philosophical, religious, and intellectual traditions.

HIS 354 Imperial Russia: Examines the historical evolution of Russia including the Kievan period (10th thru 13th centuries), the rise of Moscow (14th thru 16th centuries), the legacy of the early Romanovs (1613 thru Peter the Great), the consolidation of imperial power (18th century), and the conflict, reform, and violence of the 19th century and early 20th century.

HIS 355 History of the Soviet Union and After: Continues the historical analysis of Russia in the 20th century with emphasis on thematic aspects relating to: war and revolution (1914-1920); the consolidation of Soviet power under Communism (1920-1930); industrialization, collectivization and repression fostered by Stalin (1930-1940); the Second World War and its aftermath (1941-1945); the legacy of Stalinism; the Soviet Union in the Cold War era (1960-1991); and post-Soviet Russia's role in the early 21st century. Selected readings (including scholarly work of the last decade from recently opened Soviet archives), lectures, and discussion provide the basis for analyses.

HIS 360 American Planning History: Examines the evolution of city planning in the U.S. from mid-nineteenth century to the present. Focuses on the changing spatial forms and functions of American cities, and how these changes relate to socioeconomic and political aspects of urbanization, as well as to changes in technology. Emphasis is placed on analyzing the relationships between historical developments associated with urban infrastructure, planning theory, and planning practice to understand how urban planning evolved into its current practices.

HIS 361 Contemporary China: Study of contemporary China since the founding of the People's Republic of China in 1949, with a focus on its "opening-up" and economic reforms after 1978. Examines political, economic, and social systems, as well as policies and their repercussions under Mao and their changes and challenges under Deng Xiaoping and beyond.

HIS 362 History of American Foreign Policy: Presents patterns, themes, and developments in foreign policy, with emphasis on 20th century.

HIS 365 Topics in History: Probes narrow topic in American or modern European history. May be repeated for credit.

HIS 368 Anatomy of Revolution: Contrasts revolutionary activity (intellectual, social, and political forces) in England during 17th century and America and France during 18thcentury. Suitable for nonmajors.

HIS 370 Race and Ethnicity in United States: Introduction to racial and ethnic identity issues through critical examination of the social, political, and economic factors that helped to construct identity in the United States. Examines how America's racial and ethnic ideas were created, maintained, and what is at stake when we struggle to define race/ethnic identity.

HIS 372 The Reformation: Analyzes causes and consequences of Protestant Reformation in 16th and early 17th centuries. Ranges over religious, political, and social causes of Reformation in Germany, Switzerland, and England; reaction of Roman Catholic Church to Protestant challenge; and social, political, and intellectual consequences of the movement. Suitable for nonmajors.

HIS 373 Gilded Age and Progressive Era, 1870-1914: Explores social, cultural, political, and intellectual impact of economic changes in U.S.

between Civil War and WWI. Considers effect of technology and bureaucracy on traditional values and institutions. Tracks cultural and political movements in response to modernization. *Prerequisite:* ***HIS 143*** or consent.

HIS 375 Aspects of War: Topics to Vary: Examines the political, social, economic, and personal impact of warfare. What has caused and resulted from this most brutal of human struggles? Conflict under consideration will vary according to the instructor as will the particular emphasis of the material covered.

HIS 383 The Decline of Europe: Explains cultural and intellectual impact of Europe's loss of equilibrium and hegemony after 1914. Touches upon effect of WWI, rise of totalitarianism, sensation of anomie, disintegration of colonial empires, WWII, and Holocaust. Suitable for nonmajors.

HIS 480 Selected Studies in History: Focuses on topic chosen in consultation with instructor. May be repeated for credit. *Prerequisites:* history major; junior/senior standing; 3.33 cumulative average or better; and consent of instructor and department head.

HIS 490 Senior Capstone Course: Challenges majors to trace their intellectual growth from the first course to senior year: what and how they have learned; how their ideas have changed, been modified, or solidified; how they might approach issues with new insights and skills. Each student compiles portfolio and uses it to construct an academic autobiography, emphasizing methodology and historiographical skills they have acquired. Requires paper on historical origins of contemporary event, problem, or issue. Seminar.

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HONORS DEGREE PROGRAM

Changes effective Fall Term 2008

Cook *Levis*

CURRICULUM
Through a series of team-taught interdisciplinary seminars, the Honors Degree Program introduces students to the various methods of inquiry in the liberal arts. The core curriculum (***HON 201 Honors Conference Seminar*** through ***HON 490 The Theodore Darrah Honors Synoptic Seminar***) builds community by providing a shared experience as students progress through college together. The first two years encourage integrative understanding. In the senior year, students must also satisfy the requirements of a two-semester Honors-in-the-Major Field project, as well as the interdisciplinary Darrah Honors Synoptic Seminar.

Course of Study

HON 201 Honors Conference Seminar: Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

HON 202 First-Year Honors Spring Seminar: Two sections of this course with different themes offered each spring: team-taught. Faculty will come from two different departments and generally from two different divisions.

HON 301 Sophomore Honors Seminar: Two sections of this course with different themes offered each fall: team-taught. Faculty will come from two different departments and generally from two different divisions.

> *Note: In order to insure that all Honors Degree Students have a broad exposure to all of the Liberal Arts, the Honors Degree Supervisory Board will designate each seminar as fulfilling one or more of the three distribution requirements: Arts and Humanities (AH), Social Sciences (SS), and Natural Sciences (NS). Depending on the disciplines of the faculty involved, seminars may have up to two distribution designations. All Honors Degree Program students must have at least one seminar in each of these three areas. The Honors Degree Program Supervisory Board will review the records of all sophomores to make certain that each student has fulfilled this requirement. In addition, faculty advisors of first-year Honors Degree Program students will also work closely with their advisees to make certain that Honors Degree Program students undertake the broadest possible exposure to the liberal arts.*

HON 302 Sophomore Honors Seminar -- Inquiry and Interpretation in Research: Students pursue small-scale individual research projects in various disciplines, focusing on a broad common topic. Provides a forum for interdisciplinary discussion and for focused attention to the process of investigative/experimental research.

HON 490 The Theodore Darrah Honors Synoptic Seminar: Team-taught interdisciplinary course in which students are presented with a series of contemporary problems and will demonstrate how disciplines represented contribute to an understanding of and solutions to these problems. Students complete this course in the fall of their senior year.

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U.S. News & World Report Best Colleges 2009

INTERNATIONAL BUSINESS

Changes effective Fall Term 2010

Agee	*Alon, A.*	*Alon, I.*	*Fetscherin*
Johnson	*Lairson*	*Lerner*	*McInnis-Bowers*
Rogers	*Sardy*	*Taylor*	

As the business world and global economy become increasingly interconnected, successful leaders need more than a traditional business degree to compete. A well-rounded base of knowledge, experience, and skills -- integrating international themes, foreign cultures, and mindsets -- are essential to truly understanding the foundation of international business systems. For those who bring these credentials to the table, a career in international business promises benefits and experiences beyond the imagination.

The International Business major at Rollins is among the first of its kind and is unlike any such undergraduate program in the country. The major combines intense courses in international business with those from modern languages and an array of multidisciplinary electives from traditional liberal arts disciplines. Students are challenged by a rigorous curriculum that is distinguished by requiring:

- examination of themselves in relation to the world and to the diversity of people with whom they will work,
- development of cross-cultural competencies,
- proficiency in a second language,
- cultural immersion through experience(s) abroad, and
- participation in a globally focused business internship

Students will integrate basic business skills with an emphasis on international economics, politics, area and cultural studies, as well as languages. Students will complete an international experience and globally focused internship, offered in more than 30 locations around the world. Additionally, Rollins is in the process of launching the Living and Learning Center in Shanghai, which will serve as an academic beacon and hub for students, as well as U.S. and Chinese corporate interests.

The International Business program is grounded in the Rollins' commitment to educate students for active citizenship and ethical leadership in a global society, and to prepare graduates for productive careers. The department offers a major in International Business, a minor in International Business, a minor in Sustainable Development (in cooperation with the Department of Environmental Studies), and preparation for the 3-2 MBA program (in cooperation with the Roy E. Crummer Graduate School of Business).

MAJOR REQUIREMENTS
Requirements for the International Business major are: eighteen (18) courses, including ten (10) core courses, an internship in international business, four (4) foreign language courses, four (4) electives, and a direct international experience.

INTERNATIONAL BUSINESS CORE COURSES

- ***INB 230 Principles of Financial and Managerial Accounting***
- ***INB 300 International Business Environments***
- ***INB 337 International Marketing***
- ***INB 345 International Management***
- ***INB 372 International Financial Management***
- ***INB 397 International Business Internship***
- ***INB 450 Global Business Strategy***
- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***
- ***ECO 221 Statistics for Economics***

INTERNATIONAL BUSINESS INTERNSHIP
INB majors are required to complete an internship in international business (***INB 397***). INB majors may satisfy this requirement by (a) participating in a Rollins International Internship program (London, Spain, or Australia), (b) a summer internship abroad, or (c) a local internship in some aspect of international business. Students register for internships through the Office of Career Services.

INTERNATIONAL EXPERIENCE
INB majors are required to have direct international experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students should document their international experience, including dates, location, activities, etc., provide supporting evidence of overseas travel from a copy of entry/exit stamps from their passport, and write an essay (minimum length two pages, double-spaced) describing how their overseas experience has helped them to cope with, deal with, and appreciate another culture. An international business faculty member, appointed by the chair of the department, will review the essay to determine whether or not the international experience satisfies the requirements for the INB major.

RESIDENCY AND DISTRIBUTION
INB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major at the ***300-400 level***.

MODERN LANGUAGE STUDY
Proficiency in English and at least one (1) modern foreign language is essential to a successful career in international business. The experience of studying a foreign language is also essential to developing the cultural sensitivity required for living and working outside one's native environment. All INB majors are required to take four (4) courses or the equivalent in a modern foreign language at the intermediate or advanced level. This four-course foreign language requirement is an essential component of the International Business major.

To accommodate students with different learning styles and abilities, the foreign language study requirement may be satisfied in one of three ways.

- First, students may take and successfully complete four (4) college-level courses (16 semester hours) or the equivalent in a single modern language at the intermediate (***200***) level and beyond (at least two [2] at the ***300-400 level***). These courses must be conducted in the language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted).

These courses must provide intensive conversational preparation and basic business vocabulary.

- Second, students may take and successfully complete a college level, semester-long, intensive, foreign language program of fifteen to sixteen (15-16) semester hours taught entirely in the foreign language.

- Third, the four-course requirement may be waived by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures). If the language is not taught at Rollins, the four-course requirement may be waived by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures.

Receiving a foreign language waiver does not reduce the total number of courses required for the International Business major (18). Students receiving such a waiver are required to take four (4) additional courses (at least two [2] of which must be at the *300-400 level*) from the list of area studies electives in International Business. Of the four (4) courses required, up to two (2) may be appropriate courses in their native language.

The Department of International Business *does not* grant waivers, exemptions, or substitutions for the four-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.

AREA STUDIES ELECTIVES
This requirement may be satisfied in two ways.

First, students may satisfy the requirement by taking at least two of the following courses; at least one must be at the ***300-400 level.***

- ***ANT 252 Cultures of China***
- ***ANT 254 Cultures of Japan***
- ***ANT 259 Culture and Societies of the Islamic World***
- ***ANT 315 Women in the Developing World***
- ***AUS 262 The Australian Economic and Political Systems***
- ***COM 306 Intercultural Communication***
- ***ECO 254 The Latin American Economics***
- ***ECO 307 International Economics***
- ***ECO 327 Comparative Economic Systems***
- ***ECO 351 Economic Development***
- ***ENV 292 Political Economy of Environmental Issues***
- ***ENV 348 Sustainable Development***
- ***ENV 365 Environment and Development in Central America***
- ***EUR 320 The European Union: A Cultural Evolution***
- ***FRN 320 Introduction to French Civilization***
- ***GMN 221 Germany Today: East Meets West***
- ***GMN 392 German Cultural History***
- ***HIS 261 Modern China***
- ***HIS 263 East Asia in Modern Times***
- ***HIS 350 U.S. and China Relations***
- ***HIS 361 Contemporary China***
- ***LAC 200 Foundations of Latin American Culture and Society***

- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***LAC 325 Women in Latin America***
- ***LAC 400 Seminar in Latin American and Caribbean Studies***
- ***POL 302 Politics in the Third World***
- ***POL 321 The Politics of Latin America***
- ***POL 331 International Political Economy***
- ***POL 334 Political Economy of Japan***
- ***POL 384 East Asian Politics***
- ***POL 393 Vietnam Experience On-Line***
- ***REL 217 Jewish Life and Thought***
- ***REL 218 Christianity: Thought and Practice***
- ***REL 219 Islam: Religion and Society***
- ***REL 230 Buddhism: Theory and Practice***
- ***SPN 321 Spanish Life and Society***
- ***SPN 322 Latin American Life and Society***

Second, students may satisfy this requirement by completing one (1) of the following minors and substituting it for the two Area Studies electives.

- ***Asian Studies***
- ***Australian Studies***
- ***Latin American and Caribbean Studies***
- ***French* (if not used to satisfy the INB foreign language requirement)**
- ***German* (if not used to satisfy the INB foreign language requirement)**
- ***Russian* (if not used to satisfy the INB foreign language requirement)**
- ***Spanish* (if not used to satisfy the INB foreign language requirement)**

INTERNATIONAL BUSINESS ELECTIVES
Students may satisfy this requirement by taking at least two (2) of the following courses; at least one (1) must be at the ***300-400 level***.

- ***INB 201 Technology and Global Business***
- ***INB 215 The Global Entertainment Business***
- ***INB 311/311F Asian Business Environment***
- ***INB 313 Australian Business Enviroment***
- ***INB 338 Global Consumer Behavior***
- ***INB 342 International Human Resource Management***
- ***INB 347 International Advertising***
- ***INB 363 Global e-Business***
- ***INB 373 International Investments***
- ***INB 374 Computational Finance***
- ***INB 390 Special Topics in International Business***

MINOR REQUIREMENTS
Requirements for the International Business minor are as follows.

- ***INB 230 Principles of Financial and Managerial Accounting***
- ***INB 300 International Business Environments***
- ***INB 337 International Marketing***
- ***INB 345 International Management***
- ***INB 372 International Financial Management***
- ***ECO 202 Introduction to Economics in Historical Perspective***
- ***ECO 203 Principles of Micro- and Macroeconomics***

The International Business minor is open to any student. The minor can be combined with any major (except, of course, International Business) to give the student a better understanding of the role of business in today's world, current knowledge of international business, and career related skills.

Course of Study

INB 101 Controversial Issues in International Business: Examines current issues in international business (such as wealth, progress, poverty, income inequity, economic development, social responsibility, cultural sensitivity, corruption, ecological efficiency, sustainable development, and worker exploitation) from a variety of perspectives. Students will learn to analyze fact, value, and policy issues using a variety of critical thinking tools.

INB 110 Comparative Business Systems: Examines various forms of capitalism and the implications for global economic competition. Focuses on comparison of the Anglo-American form of capitalism to a European and an Asian form. Looks at village enterprises in China, hybrid state enterprises in South Korea, alliance capitalism in Japan, welfare capitalism in Europe, patterns of ownership, stakeholder vs. stockholder capitalism, state roles in managing development, national innovation systems, comparative financial systems, and industrial governance systems.

INB 201 Technology and Global Business: Examines technologies important to the competitive operations of global businesses. Technologies such as business software applications, Internet, multimedia, videogames, databases, web services, wireless, and global telecommunications will be understood in relation to their effect on global business.

INB 214 Global Business of Sport: Creates awareness of the magnitude of global expansion and development of sport, and provides familiarity with the principal "players" (firms and organizations) on the global scene, major issues in global sports, and business opportunities that are created internationally. Underlying focus on contrasts between the U.S. sport industry and foreign markets.

INB 215 The Global Entertainment Business: Introduces students to the business side of the multifaceted world of entertainment, including the areas of film, theater, music, and theme parks. Covers the economics, finance, management, and marketing of the industry in addition to current business issues. There may be periodic visits from industry professionals.

INB 225 Sustainable Business Practices: Recognizing the need to manage natural resources more responsibly, international firms have adopted sustainable strategies for resource acquisition and use (known as "Green Management"). Using case studies, this course explores such strategies from a managerial perspective.

INB 230 Principles of Financial and Managerial Accounting: User-based accounting course for students who will become tomorrow's managers, investors, and other business stakeholders. Surveys financial and managerial accounting topics emphasizing the analysis of financial statements and management decision techniques. Utilizes spreadsheets and presentations. *Prerequisite*: sophomore standing.

INB 300 International Business 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 380 Global Brand Management: Brand management is organized around the product and management decisions that must be made to build, measure, and manage brand equity. Objectives are: 1) to increase understanding of the important issues in planning and evaluating brand strategies and 2) to provide the appropriate theories, models, and research tools to make better branding decisions. Course covers the role of brands, the concepts of brand equity, ways to build and measure brand equity, and how to implement a brand measurement system.

INB 390 Special Topics in International Business: Deals with significant economic, political, social, and ethical problems facing global businesses. Conducted as a seminar with discussion based on current journal articles. *Prerequisites*: ***INB 300*** and junior/senior ***INB*** major.

INB 397 International Business Internship: Designed to provide students with carefully monitored work or service experience in international business environments. Students may choose internships from a list of opportunities generated by Career Services or they may develop their own internships (within College guidelines). *Prerequisites*: ***INB 300*** and junior standing.

INB 450 Global Business Strategy: Examines the process, problems, and consequences of creating, implementing, and evaluating business strategy on a global scale. Students will make several formal presentations focusing on situational analysis, formulation of objectives and strategies, implementation of action plans, and evaluation of results. Taught from a managerial perspective using case studies. *Prerequisites*: ***INB 337, INB 345,*** and ***INB 372.***

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INTERNATIONAL RELATIONS

Changes effective Fall Term 2009

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

The international relations major is designed to develop an appreciation for the multi-disciplinary aspects of global affairs. The curriculum exposes students to political questions about security, diplomacy, and power relations among nations; the nature of political life in other societies; the development of economic relationships within and between nations; the historical and cultural origins of American, European, Asian, Latin American, and African nations; and requires proficiency in foreign language. While not directly vocational in nature, the international relations major prepares students for graduate and professional schools, for careers in international and regional agencies and organizations in the public and private sectors, and for the foreign service.

MAJOR REQUIREMENTS

Majors in international relations must complete a minimum of fourteen (14) courses from five (5) academic areas: politics, history, economics, modern languages, and culture area studies. At least one-half of these courses must be taken at the ***300-400 level***, at least two (2) of these upper-level courses must be in the same area. A required senior capstone seminar in international politics (***POL 453***) must be taken during the senior year while in residence at Rollins College. No off-campus course(s) may be substituted for the senior seminar. In order to prepare adequately for this requirement, international relations majors must have completed at least seven (7) courses in the major, including courses in comparative and international politics, and in foreign policy. Therefore, transfer students and those with A.A. degrees should assume that it will take at least two years to complete the major. Seniors graduating in December must take the capstone seminar during the previous spring term.

Students are strongly encouraged to participate in one of the Rollins-sponsored study-abroad programs and/or in the Foreign Policy Semester at American University in Washington, D.C. The program coordinator tries to facilitate these activities by counting courses from these programs toward the major at Rollins. However, these courses, and any course substitutions, must have a demonstrable substantial academic content and relevance to the major in order to be approved by the program coordinator. A maximum of five transfer courses will be counted toward the major, and no more than one transfer course will be accepted for any single academic area within the major, except for political science, for which two courses will be accepted.

All students are required to complete ***POL 130, POL 453, ECO 202*** and ***ECO 203***. Students choose the remaining ten (10) courses from the following lists tailored to fit individual interest and needs. Descriptions for the courses listed below can be found in the individual departmental sections of this catalogue. The program coordinator must approve any transfer courses and any course substitutions for those listed below.

POLITICAL SCIENCE
Five (5) courses required for an understanding of comparative politics, international relations, and foreign policy.

- ***POL 100 Introduction to Comparative Politics***
- ***POL 130 Introduction to International Politics* (Required)**
- ***POL 202 The Americas: A Political History of Latin America***
- ***POL 232 World Issues of Our Times***
- ***POL 301 Revolution in the Modern World***
- ***POL 302 Politics in the Third World***
- ***POL 311 Authoritarianism: Right and Left***
- ***POL 312 Problems of Latin America***
- ***POL 315 Topic: War and Conflict on the Silver Screen***
- ***POL 317 Latin America and the U.S. in World Politics***
- ***POL 321 The Politics of Latin America***
- ***POL 330 Peace and Conflict Studies***
- ***POL 331 International Political Economy***
- ***POl 332 International Human Rights***
- ***POL 333 Case Studies in Sustainable Development***
- ***POL 334 Political Economy of Japan***
- ***POL 336 Post Communist Systems***
- ***POL 351 International Security***
- ***POL 352 International Law***
- ***POL 353 Foreign Policy of the U.S.***
- ***POL 354 International Organization***
- ***POL 355 Political Psychology***
- ***POL 358 European Government and Politics***
- ***POL 368 Comparative Public Policy***
- ***POL 370 Comparative Modern Ideologies***
- ***POL 384 East Asian Politics***
- ***POL 422 Seminar in Comparative Politics***
- ***POL 453 Seminar in International Politics* (Required)**

HISTORY
Two (2) courses required to attain a knowledge of American and/or European history.

- ***HIS 113 History of Modern Europe: 1500-1815***
- ***HIS 114 History of Modern Europe: 1815 to Present***
- ***HIS 142 History of the U.S. to 1877***
- ***HIS 143 History of the U.S. from 1877***
- ***HIS 350 U.S. and China Relations***
- ***HIS 354 Imperial Russia***
- ***HIS 355 History of the Soviet Union***
- ***HIS 362 History of American Foreign Policy***
- ***HIS 368 Anatomy of Revolution***
- ***HIS 383 The Decline of Europe***
- ***RSN 220 The Rise of Russia***
- ***RSN 221 Introduction to Russian Culture***

ECONOMICS
Three (3) courses required for a basic understanding of economic ideas and and introduction to the world economy.

- ***ECO 202 Introduction to Economics in Historical Perspective* (Required)**
- ***ECO 203 Principles of Micro- and Macroeconomics* (Required)**
- ***ECO 204 Alternative Economic Perspectives***
- ***ECO 304 Intermediate Macroeconomics***
- ***ECO 307 International Economics***

- ***ECO 325 Distribution of Income and Wealth***
- ***ECO 327 Comparative Economic Systems***
- ***ECO 351 Economic Development***
- ***ECO 407 International Finance***
- ***ECO 442 History of Economics***

MODERN LANGUAGES
Two (2) courses are required in a modern language at the ***200*** intermediate level. The courses must be conducted in that language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). If either intermediate level course is waived, an appropriate ***300- or 400-level*** course will be required.

The two-course requirement may be waived by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Modern Languages and Literatures (this applies to languages taught by the Department of Modern Languages and Literatures). If the language is not taught at Rollins, **the two-course requirement may be waived** by demonstrating a proficiency in a modern foreign language at the 'advanced' level by passing a standardized test administered by the ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Modern Languages and Literatures. Receiving a foreign language waiver does not reduce the total number of courses required for the international relations major (14). Students receiving such a waiver are required to take two additional courses from the **lists of approved courses in international relations (political science, history, economics, and cultural area studies)**. The international relations major does not grant waivers, exemptions, or substitutions for the two-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.

CULTURE AREA STUDIES
Two (2) courses focused on Africa, Asia, the Middle East, and/or Latin America are required.

- ***ANT 252 Cultures of China***
- ***ANT 254 Cultures of Japan***
- ***ANT 259 Culture and Societies of Islam***
- ***ANT 277 Gender in the Middle East and North Africa***
- ***ANT 345 Brazilian Amazon***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***HIS 250 Modern Japan***
- ***HIS 260 History of Chinese Civilization***
- ***HIS 262 East Asia in Pre-Modern Times***
- ***HIS 263 East Asia in Modern Times***
- ***HIS 349 The Chinese Revolutions***
- ***HIS 361 Contemporary China***
- ***LAC 200 Foundations of Latin American Culture and Society***
- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***LAC 305 Topics in Latin American and Caribbean Studies***
- ***LAC 400 Seminar in Latin American and Caribbean Studies***

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JEWISH STUDIES (MINOR ONLY)

Changes effective Fall Term 2007

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

The Jewish studies program focuses on the academic investigation of the religion, history, and culture of the Jewish people and the study of the interaction of this culture with the civilizations of the world.

This program identifies and combines courses in the departments of philosophy and religion, English, modern languages and literatures, art, music, and anthropology. Time periods and geographical areas covered range from ancient Israel to contemporary American society. The multidisciplinary approach of the program includes biblical studies, history of religions, intellectual history, European studies, art, music, archaeology, literature, women's studies, and philosophy.

The Jewish studies minor may be particularly beneficial for students interested in graduate studies in religious studies, international politics, history, comparative literature, modern languages, classics, or ancient Mediterranean studies. In addition, the Jewish studies minor would serve students who pursue the fields of education, social work, communal service, public administration, law, foreign service, the ministry and/or the rabbinate.

MINOR REQUIREMENTS
Six (6) courses are required: two (2) core courses, three (3) electives, and a senior independent study research paper.

CORE COURSES

- ***REL 125 Hebrew Bible***
- ***REL 217 Jewish Life and Thought***

ELECTIVES
Three (3) of the following, two (2) of which must be at the ***300 level*** or higher.

- ***ANT 338 Biblical Archaeology***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 305 Art and Archaeology of Classical Israel***
- ***ENG 231 The Bible as Literature***
- ***GMN 266 The Holocaust***
- ***GMN 331 Survey of German Literature I: Germans and Jews***
- ***HEB 101/102 Elementary Hebrew***
- ***MUS 372 From Sinai to Symphony: A Survey of Jewish Music***
- ***PHI 314 Spinoza: Secular Jewish Philosopher***
- ***PHI 319 Evil and the Search for Meaning after the Holocaust***
- ***REL 223 Contemporary Jewish Literature and Film***
- ***REL 228 Women in Judaism and Islam***
- ***REL 333 Modern and Contemporary Jewish Thought***

Additional electives to be approved by the coordinator include study abroad at Hebrew University and/or other Israeli institutions of higher education, summer study courses, and archaeological excavations in Israel, service learning courses, and internships.

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LATIN AMERICAN AND CARIBBEAN STUDIES

Changes effective Spring Term 2011

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

The Latin American and Caribbean Studies major introduces students to the peoples, cultures, and resources of Latin America and the Caribbean, as well as to the challenges facing this critical region in the twenty-first century through an interdisciplinary curriculum. The major includes studies in anthropology, economics, environmental studies, political science, and foreign language, along with two (2) core courses in Latin American and Caribbean Studies. One of the two (2) core courses is a senior capstone seminar, which reinforces the learning objectives presented throughout the major curriculum. Proficiency in foreign languages is essential to the successful completion of the major. Furthermore, the Latin American and Caribbean Studies Steering Committee strongly recommends that all majors participate in Rollins' overseas programs in the region. Majors wishing to pursue courses on Latin America or the Caribbean at other institutions may petition the Steering Committee for course acceptance. Coursework in this major prepares students for positions in business, government, library research, international affairs, and other professions.

MAJOR REQUIREMENTS
Ten (10) courses (40 semester hours) are required. At least seven (7) of these courses must be completed at Rollins and five (5) must be at the ***300-400 level.*** The major consists of two core courses, at least one advanced course in modern languages, three divisional courses, and four elective courses (or sixteen semester hours in any combination). Only two (2) courses taken to fulfill requirements in another major or minor from the departments listed below, and with a concentration on Latin America or the Caribbean, may count toward meeting the requirements of the major in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSES *(two courses required)*

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

FOREIGN LANGUAGE REQUIREMENT *(one course required)*

- ***Modern Languages (300- or 400-level, Spanish, French, or Portuguese)***

All Latin American and Caribbean Studies majors are required to take one (1) course in Spanish, French, or Portuguese at the ***300-*** or ***400-level***, *including* those students who have native proficiency. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the

required ***300-400 level*** courses. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through courses in Spanish should select from the following list.

- ***SPN 302 Spanish for Advanced Communication***
- ***SPN 303 Business Spanish for Non-Native Speakers***
- ***SPN 322 Peoples and Cultures of Latin America***
- ***SPN 330 U.S. Latino Literature: Writings from Migration and Exile***
- ***SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:***
- ***SPN 334 Latin American Identity in Literature***
- ***SPN 336 Latin American Short Fiction: Telling Stories***
- ***SPN 337 Performing Identity: Hispanic Theatre Today***
- ***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins***
- ***SPN 340 Hispanic Caribbean Literature: Culture Clash***
- ***SPN 342 Latin American Film***
- ***SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics***
- ***SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation***

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a 300-level course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

DIVISIONAL COURSES *(three courses required)*

- ***Three (3) courses chosen from three (3) different disciplines, anthropology, economics, environmental studies, political science, and humanities (as approved by the LACS Director, are required.)***

ANTHROPOLOGY COURSES

- ***ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)***
- ***ANT 315 Women in the Developing World (focus on Latin America)***
- ***ANT 345 Brazilian Amazon: Culture and Environmental Change***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***A 300-400 level equivalent course on Latin America or the***

Caribbean as approved by the Latin American and Caribbean Studies Steering Committee

ECONOMICS COURSES

- ***ECO 126 Economics and Public Policy***
- ***ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)***
- ***ECO 254 The Latin American Economies***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

ENVIRONMENTAL STUDIES COURSES

- ***ENV 206 Caribbean Environmental History***
- ***ENV 305 Topic: Environmental Issues in Latin America***
- ***ENV 323 Conservation of Biodiversity***
- ***ENV 348 Sustainable Development***
- ***ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)***
- ***ENV 365 Environment and Development in Central America***
- ***ENV 375 Island Economics and Sustainable Development in the Caribbean***
- ***ENV 385 Sustainable Development in the Amazon Basin***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

POLITICAL SCIENCE COURSES

- ***POL 312 Problems of Latin America***
- ***POL 317 Latin America and the United States in World Politics***
- ***POL 321 The Politics of Latin America***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

HUMANITIES COURSES

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

ELECTIVE COURSES *(16 semester hours in any combination)*

Students must complete sixteen (16) semester hours of additional courses on Latin American and the Caribbean. These semester hours may be fulfilled by taking additional courses from the list above (including modern languages), or may be fulfilled by any of the following.

- ***International field study courses in Latin American or the Caribbean***
- ***Topical courses with a LAC course designation (i.e., LAC 205)***
- ***Study abroad courses approves by the LACS Director***
- ***SPN 290 Introduction to Hispanic Literature***

MINOR REQUIREMENTS

The minor in Latin American and Caribbean Studies is designed to complement a number of existing majors at the College by adding an international dimension. The minor is comprised of six (6) courses on Latin American and the Caribbean, including one (1) core course, and five (5) elective courses (or twenty semester hours in any combination); at least three (3) of which must be at the ***300- 400-level***. Only two (2) courses

taken to fulfill requirements in another major or minor from the departments listed above, and with a concentration on Latin American or the Caribbean, may count toward meeting the requirements of the minor in Latin American and Caribbean Studies; these must be approved by the LACS Director.

CORE COURSE *(required)*

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

ELECTIVE COURSES *(five courses or 20 semester hours in any combination)*

Five (5) courses chosen from the list below; no more than three (3) courses can be taken from the same discipline.

ANTHROPOLOGY COURSES

- ***ANT 305 Topics in Anthropology (focus on Latin America or the Caribbean)***
- ***ANT 315 Women in the Developing World (focus on Latin America)***
- ***ANT 345 Brazilian Amazon: Culture and Environmental Change***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

ECONOMICS COURSES

- ***ECO 126 Economics and Public Policy***
- ***ECO 203 Principles of Micro- and Macroeconomics (prerequisite ECO 202)***
- ***ECO 254 The Latin American Economies***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

ENVIRONMENTAL STUDIES COURSES

- ***ENV 206 Caribbean Environmental History***
- ***ENV 305 Topic: Environmental Issues in Latin America***
- ***ENV 323 Conservation of Biodiversity***
- ***ENV 348 Sustainable Development***
- ***ENV 353 National Parks and Protected Areas (focus on Latin America and the Caribbean)***
- ***ENV 365 Environment and Development in Central America***
- ***ENV 375 Island Economics and Sustainable Development in the Caribbean***
- ***ENV 385 Sustainable Development in the Amazon Basin***
- ***A 300-400 level equivalent course on Latin America or the Caribbean as approved by the Latin American and Caribbean Studies Steering Committee***

LATIN AMERICAN AND CARIBBEAN STUDIES COURSES

- ***Any topics class with a LAC designation (i.e., LAC 205)***

POLITICAL SCIENCE COURSES

- ***POL 312 Problems of Latin America***
- ***POL 317 Latin America and the United States in World Politics***
- ***POL 321 The Politics of Latin America***
- ***A 300-400 level equivalent course on Latin America or the***

Caribbean as approved by the Latin American and Caribbean Studies Steering Committee

MODERN LANGUAGES COURSES

- ***Spanish, French, or Portuguese (300- or 400-level)***

Latin American and Caribbean Studies minors are required to take one (1) course in Spanish, French, or Portuguese at the ***300-*** or ***400-level*** as an elective in the minor. Students may find that they need to take courses at the ***100-200 level*** in preparation to enroll in the required ***300-400 level*** course. Students wishing to fulfill the foreign language requirement through courses in French or Portuguese should consult with the LACS Director regarding appropriate selections. Students wishing to fulfill the foreign language requirement through a course in Spanish should select from the following list.

- ***SPN 302 Spanish for Advanced Communication***
- ***SPN 303 Business Spanish for Non-Native Speakers***
- ***SPN 322 Peoples and Cultures of Latin America***
- ***SPN 330 U.S. Latino Literature: Writings from Migration and Exile***
- ***SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill:***
- ***SPN 334 Latin American Identity in Literature***
- ***SPN 336 Latin American Short Fiction: Telling Stories***
- ***SPN 337 Performing Identity: Hispanic Theatre Today***
- ***SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins***
- ***SPN 340 Hispanic Caribbean Literature: Culture Clash***
- ***SPN 342 Latin American Film***
- ***SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics***
- ***SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation***

Students who do not have "native proficiency" in Spanish, as determined by the Spanish section of the Department of Modern Languages and Literatures, will be required to take additional courses that are prerequisites to the ***300-400 level*** Spanish courses. According to different levels of preparation and previous courses, students will need to complete a minimum of one (1) and a maximum of five (5) Spanish courses before taking a ***300-level*** course.

In order to take a ***300-level*** course in Spanish, students must complete the following:

- two (2) ***SPN 200-level*** courses **OR**
- one (1) ***SPN 200-level*** course and obtain signed consent from professor. (Consent is usually granted with a grade *'B+'* or higher in the lower-level course.)

Students may complete some or all of the ***100-200 level*** Spanish courses through immersion programs abroad (in Spain or Latin America) taught entirely in Spanish. The one (1) ***300-level*** course should be taken at Rollins or at a Rollins-affiliated program.

HUMANITIES COURSES

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

INTERNATIONAL FIELD STUDY COURSES

- ***International field study courses in Latin American or the Caribbean***
- ***Study abroad courses approves by the LACS Director***

Course of Study

LAC 200 Foundations of Latin America and Caribbean Culture & Society. Surveys Latin American and Caribbean history, anthropology, and literature. Addresses the region's prehistory, colonialism, slavery, kinship, music, dance, race and identity, tourism, transnational encounters, and globalization.

LAC 201 Foundations of Caribbean Culture and Society: Explores history from 1492 to present: Africa in New World; colonial heritage; slavery; ideological and sociopolitical background of Caribbean society; plantation system; contemporary social structure; ethnicity and ethnic-group relations; major themes of English, Spanish, and French Caribbean literature; folklore and religion; U.S.-Caribbean international relations; and future of region. Taught in English.

LAC 325 Women in Latin America: Explores women's experience in Latin America as they negotiate their lives within a context of constraints and opportunities that range from how they conceive of themselves, to their status and role within the family and community, to global influences. *Prerequisite*: one ***ANT***, ***LAC***, or international relations course.

LAC 400 Seminar in Latin American and Caribbean Studies: Highlights research on contemporary problems. May delve into health of institutions in light of economic development (and underdevelopment); revolution and radicalization of masses; overpopulation, land scarcity, and hunger; human rights; role of elite in social and political life; social activism of the Catholic Church; and today's revolutions. Taught in English. *Prerequisites*: second-semester junior or senior standing, ***LAC 200***, and ***LAC 201***.

LAC 415 Seminar: Women and Health in Latin America: Explores cross-cultural concepts of health and healthcare with an emphasis on the needs of women in Latin America. Examines the effect of poverty, race, social class, economic activities, migration, rural or urban location, diseases enhanced by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and birth control policies and cultural values about birth control on women's health in general, and reproduction and life expectancy, in particular. *Prerequisite*: one ***ANT*** or ***LAC*** course.

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U.S. News & World Report America's Best Colleges 2009

MARINE BIOLOGY

Effective Spring Term 2010

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.

MAJOR REQUIREMENTS
Thirteen (13) courses are required: eight (8) core marine biology courses, three (3) core chemistry courses, one (1) biology elective course, one approved field experience in marine biology, and satisfactory performance on a comprehensive standard exam. At least eight (8) of the thirteen (13) courses required for the marine biology major must be taken at Rollins College or as part of a Rollins-sanctioned program. Of these eight (8), at least six (6) must be ***BIO*** prefix courses beyond ***BIO 120/121.*** **Students may not major, double major, or minor in both marine biology and biology.**

CORE BIOLOGY COURSES (eight courses)

- ***BIO 120 General Biology I***
- ***BIO 121 General Biology II***
- ***BIO 210 Introduction to Marine Science***
- ***One course in marine organisms***
  - ***BIO 211 Marine Botany***
  - ***BIO 236 Invertebrate Zoology***
  - ***BIO 240 Biology of Fishes***
- ***One course in molecular biology/genetics***
  - ***BIO 308 Genetics*** **OR** ***BIO 341 Molecular Biology***
  - ***BIO 341 Molecular Biology***
- ***BIO 316 Ecology***
- ***BIO 335 Marine Biology with Laboratory***
- ***BIO 435 Senior Seminar in Marine Biology*** **OR** **approved** ***BIO 499*** **in Marine Biology**

FIELD STUDY REQUIREMENT
An approved field experience in marine biology is required and may be satisfied by one of the following.

- ***BIO 385F, 386F (prerequisite BIO 210 Introduction to Marine Sciences)*** **OR**
- ***One (1) semester in residence at an approved marine field station*** **OR**
- ***One (1) approved internship***

CORE PHYSICAL SCIENCE COURSES

- ***CHM 120 General Chemistry I***
- ***CHM 121 General Chemistry II***
- ***CHM 220 Organic Chemistry I***

BIOLOGY ELECTIVE
Courses from the following list, or the above ***BIO*** core groupings (other than those used to satisfy core requirements) may be used as electives, as may other courses approved by the Department Chair.

- ***BIO 211 Marine Botany***
- ***BIO 229 Microbiology***
- ***BIO 236 Invertebrate Zoology***
- ***BIO 240 Biology of Fishes***
- ***BIO 312 Animal Physiology***
- ***BIO 342 Biostatistics***
- ***BIO 498 Independent Study: Biological Research***

RECOMMENDATIONS
Students preparing for graduate programs in any area of biology or professional school require a thorough introduction to physics and calculus. Therefore, they are advised to take ***CHM 221, PHY 120*** and ***PHY 121*** or ***131***, calculus, and statistics.

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MATHEMATICS

Changes effective Fall Term 2010

Anderson *Boyd* *Lochner* *Teymuroglu*
Vitray *Yellen*

One of the distinguishing characteristics of the Department of Mathematics and Computer Science is its commitment to quality teaching, which promotes active learning on the part of students. Faculty work closely with students to ensure that each has a successful educational experience. To this end, the department has been involved in the calculus reform movement since its beginnings and, as a result, nonlecture methods, coupled with technology, are used in many classes.

The Rollins mathematics curriculum is flexible enough to prepare a major for a wide choice of career options, such as graduate work in pure or applied mathematics, statistics, economics, secondary education, actuarial science, government, industry, or law school.

MAJOR REQUIREMENTS
Fourteen (14) courses are required: ten (10) core courses and four (4) electives.

CORE COURSES

- ***MAT 111 Calculus I***
- ***MAT 112 Calculus II***
- ***MAT 140 Introduction to Discrete Mathematics***
- ***MAT 211 Calculus III***
- ***MAT 219 Probability and Statistics***
- ***MAT 230 Linear Algebra***
- ***MAT 330 Proof and Abstraction***
- ***MAT 455 Real Analysis OR MAT 475 Abstract Algebra I***
- ***MAT 485 Senior Seminar in Mathematics***
- ***CMS 167A/167B Introduction to Computing***

ELECTIVES
Four (4) additional courses in mathematics: two (2) at or above the ***300 level*** and two (2) at the ***400 level***.

TYPICAL SCHEDULE
There are a variety of ways in which students interested in mathematics can complete the major. However, by the end of the junior year, majors should complete all core courses numbered ***330*** or below and have taken one elective. This will leave ***MAT 455/475, MAT 485,*** and three electives for the senior year.

MINOR REQUIREMENTS
Eight (8) courses from the major requirements, excluding ***MAT 485***.

Course of Study

MAT 103 Quantitative Reasoning: Covers collection of data and analysis of everyday quantitative information using spreadsheets or statistical packages. Touches upon population vs. sample, parameter vs. statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

MAT 106 Geometry for Teachers: Explores fundamental concepts of Euclidean geometry, transformational geometry, and graph theory, including area, volume, and scaling; polygons, polyhedra, and angles; and circles, spheres, and symmetry.

MAT 107 Mathematics for Teachers: Explores areas of mathematics of importance to elementary school teachers. Emphasis on developing students' ability to solve problems in the areas of set theory, number theory, algebra, and geometry.

MAT 108 Essential Math: Basic mathematical competency course required for Rollins Plan students. Covers displaying and describing data; functions including linear, exponential and multivariable; linear regression and correlation; and basic probability. *Prerequisite*: high school Algebra II.

MAT 109 Precalculus Mathematics: Discusses function, including behavior and properties of elementary functions -- polynomial, rational, exponential, and trigonometric. Stresses understanding of graphs through use of graphing calculator. Requires review of algebra but no use of calculus. Prepares students for ***MAT 110*** and ***MAT 111.***

MAT 110 Applied Calculus: Applies concept of derivative to economics, business, and life sciences. Includes partial differentiation with applications. *Prerequisite*: ***MAT 109*** or consent. Not open to students with credit in ***MAT 111.***

MAT 111 Calculus I: Investigates functions using fundamentals of calculus: limit, derivative, and integral. Uses current technology to support graphical, numeric, and symbolic approaches. *Prerequisite*: high school precalculus or equivalent.

MAT 112 Calculus II: Emphasizes applications of integrals, methods of integration, power series, and differential equations in the continuing investigation of functions. *Prerequisite:* ***MAT 111.***

MAT 140 Introduction to Discrete Mathematics: Provides the foundation essential for sound mathematical reasoning and computer science. Topics include, but are not restricted to, propositional and predicate logic; proof strategies and induction; sets, functions, and recursion; elementary counting techniques; and number systems.

MAT 201 Mathematics of Gaming: Uncovers the mathematics behind games of chance. Students will learn probability theory and statistical methods through the study of such games as roulette, craps, backgammon, poker, and blackjack. Suitable for nonmajors. *Prerequisite:* sophomore, junior, or senior standing.

MAT 211 Calculus III: Follows *MAT 112* or *MAT 114.* Explores vectors, directional derivatives, and gradient; functions of several variables; partial derivatives and applications; multiple integrals; and other coordinate systems. *Prerequisite:* ***MAT 112.***

MAT 219 Probability and Statistics: Delves into sample spaces, conditional probability, random variables, expectations and distributions, moment-generating functions, central-limit theorem, and introduction to

estimation, confidence intervals, and hypothesis testing. *Prerequisites:* ***MAT 112*** or ***MAT 140***.

MAT 230 Linear Algebra: Highlights connections between matrices and systems of equations. Uses technology extensively to examine Euclidean n-space, linear independence, spanning, bases, Gaussian elimination, matrix algebra, determinants, eigenvalues and eigenvectors, and Gram-Schmidt orthogonalization. *Prerequisite:* ***MAT 111*** or ***CMS 167A/167B.***

MAT 301 Non-Euclidean Geometry: Delves into the realms of Euclidean and Non-Euclidean geometries. Studies finite geometries, neutral geometry, Euclidean geometry, and hyperbolic geometry. *Prerequisite:* one ***200-level MAT*** course.

MAT 305 Ordinary Differential Equations: Examines first-order equations and theory of linear differential equations: series solutions, systems of linear differential equations, and basic boundary-value problems and eigenvalues. *Prerequisite:* ***MAT 112.***

MAT 310 Applied Discrete Mathematics: Builds on the foundation established in *Introduction to Discrete Mathematics*. Topics include, but are not restricted to, combinatorics and graph theory, Boolean algebra, digital logic circuits, functional programming, models of computation, and computational complexity. *Prerequisite:* ***MAT 140***.

MAT 320 Math Methods for Physical Sciences I: Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. *Prerequisite:* ***MAT 112*** or equivalent preparation.

MAT 330 Proof and Abstraction: Studies logic (including quantifiers) as well as sets, relations (including equivalence and order relations), functions (1-1, onto), and induction. Students test conjectures, write proofs, and provide counterexamples. *Prerequisite:* ***MAT 140*** or ***MAT 230.***

MAT 340 Models and Algorithms in Graph Theory: An applications-oriented course in graph theory. Topics include properties and representations of graphs, models, trees, connectivity, and traversal and graph-coloring algorithms. Applications are likely to include Chinese-Postman, Traveling-Salesman, software-testing, and timetabling. *Prerequisite:* ***MAT 140.***

MAT 370 Mathematical Statistics I: Introduces random variables, moment-generating functions, functions of random variables, limit laws, point estimations and statistical inference, tests of hypotheses, and interval estimation. Uses commercial statistical packages. *Prerequisites:* ***MAT 211*** and ***MAT 219.***

MAT 390/490 Topics in Mathematics: An intensive introduction to a specialized area of mathematics. *Prerequisite:* for ***MAT 390***, ***MAT 140*** or ***230***; for ***MAT 490, MAT 330.***

MAT 398 Directed Study: Supervises individual study on such advanced topics as differential equations, linear programming, game theory, probability and statistics, and model theory. May be repeated for credit.

MAT 419 Probabilistic Methods in Operations Research: Applications-oriented operations research course that introduces a variety of probability models and solution methods to solve a broad range of real-world problems in science, financial engineering, economics, and management science. *Prerequisites:* ***MAT 219*** and one ***300-*** or ***400-level MAT*** course.

MAT 440 Coding Theory: Investigates means of encoding information in such a way as to be able to detect and/or correct transmission errors

efficiently. *Prerequisite:* ***MAT 330.***

MAT 450 Mathematical Modeling: Emphasizes creation of mathematical models representing real-world situations and use of models to formulate reasonable solutions to problems. Explores concepts from graph theory, probability, linear algebra, and differential equations. *Prerequisites:* ***MAT 140, MAT 219, MAT 230,*** and ***MAT 305.***

MAT 455 Real Analysis: Examines structure of real numbers, including completeness, topological properties, limits of sequences, continuity, uniform continuity, boundedness, and derivatives. Students write proofs and produce counterexamples. *Prerequisites:* ***MAT 112*** and ***MAT 330.***

MAT 460 Complex Analysis: A rigorous study of the functions of a complex variable. Topics include complex derivatives, contour integrals, series representations of analytic functions, residues, and some applications. *Prerequisites:* ***MAT 112*** and ***MAT 330.***

MAT 470 Mathematical Statistics II: Continues ***Mathematical Statistics I*** with ranking and selection procedures, decision theory, nonparametric statistical inference, regression and linear statistical inference, multivariate analysis, and time-series analysis. Uses commercial statistical packages. *Prerequisites:* ***MAT 230*** and ***MAT 370.***

MAT 475 Abstract Algebra I: Acquaints students with large collection of groups and with Cayley's theorem, Lagrange's theorem, and fundamental homomorphism theorem. Emphasizes production of accurate, concise proofs. *Prerequisite:* ***MAT 330.***

MAT 485 Senior Seminar in Mathematics: Requires students to prepare, deliver, and evaluate oral presentations based on their readings of mathematical literature. *Prerequisite:* one ***400-level MAT*** course or consent.

MAT 499 Independent Study: Covers selected topics in mathematics. May be repeated for credit.

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MODERN LANGUAGES AND LITERATURES

Changes effective Fall Term 2010

Barreneche	*Boguslawski*	*Decker*	*Diaz Zambrana*
Lilienthal	*Lima*	*Mésavage*	*Paniagua-Tejo*
Prieto-Calixto	*Smith*	*Tomé*	*Wei*

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

The department offers majors and minors in French and Spanish, as well as minors in German and Russian.

MAJOR REQUIREMENTS

FRENCH
Eleven (11) courses are required above the ***100 level***: six (6) core courses and five (5) French electives at the ***300*** or ***400 level.***

CORE COURSES

- ***FRN 201 Intermediate French I****
- ***FRN 202 Intermediate French II*****
- ***FRN 301 Advanced French OR FRN 305 Business French OR FRN 311 Composition and Conversation***
- ***FRN 320 Introduction to French Civilization***
- ***FRN 331 Introduction to French Literature***
- ***FRN 497 Senior Capstone Seminar in French***

*Students exempted from ***FRN 201*** must take either ***FRN 301 OR FRN 305 AND FRN 311***.
Students exempted from both ***FRN 201* and ***202*** must complete six (6) electives at the ***300*** or ***400 level***.

SPANISH
The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

NATIVE SPEAKERS PROGRAM
Eleven (11) courses are required above the ***100 level***.

- ***SPN 290 Introduction to Hispanic Literature***
- ***Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334***
- ***Five (5) electives at the 300 level or above at Rollins or in the Asturias program in Spain***
- ***Two (2) 400-level courses in Spanish***
- ***SPN 497 Senior Capstone Seminar***

NONNATIVE SPEAKERS PROGRAM
Eleven (11) courses are required above the ***100 level***.

- ***Two (2) electives at the 210 level***
- ***SPN 290 Introduction to Hispanic Literature***
- ***Two (2) electives from the following literature survey courses: SPN 331, SPN 332, SPN 333, SPN 334***
- ***Four (4) electives at the 300 level or above at Rollins or in the Asturias program in Spain***
- ***One (1) 400-level course in Spanish***
- ***SPN 497 Senior Capstone Seminar***

DIAGNOSTIC TEST FOR ALL SPANISH MAJORS
All prospective Spanish majors must take a diagnostic test, ideally in sophomore year. Faculty administer the test during spring term and discuss results with each student. Transfer students should take the exam as soon as possible after matriculating at Rollins.

SENIOR CAPSTONE SEMINAR IN SPANISH

SPN 497 Senior Capstone Seminar, a required, 1/2-unit course, meets once a week during the spring. It helps majors prepare for the final, comprehensive, capstone exam in Spanish, which tests student abilities in all areas of Spanish language and Hispanic literature and culture. Faculty provide suggested and required bibliography.

MINOR REQUIREMENTS

FRENCH
Six (6) courses are required: four (4) core courses ***(FRN 201, FRN 202, FRN 301*** and/or ***FRN 305*** and/or ***FRN 311, FRN 320***, and/or ***FRN 331)*** and two (2) electives in French. *NOTE: Students exempt from intermediate courses must take the four (4)* ***300-level*** *courses in the core and two (2) electives.*

GERMAN or RUSSIAN
Six (6) courses at the ***200, 300***, or ***400 level*** are required. At least three (3) courses must be taken on the Rollins campus.

SPANISH

NATIVE SPEAKERS PROGRAM
Six (6) courses are required.

- ***Five (5) electives at the 300 level***
- ***One (1) elective at the 400 level***

NONNATIVE SPEAKERS PROGRAM
Six (6) courses are required.

- ***Three (3) electives at the 200 level***
- ***Three (3) electives at the 300 level***

STUDY ABROAD
Qualified Rollins students may participate in foreign study programs by:

- applying for admission to a foreign university;
- applying for admission to an approved foreign-study program administered by another U.S. college, university, or consortium; or
- participating in Rollins College's own overseas programs. Rollins offers a summer and semester program in Spain and occasional programs in places like Russia, Germany, and France.

Students who choose either of the first two options must complete request-

for-study-abroad forms available at the Office of International Programs. With approval of the department, courses in accredited academic programs abroad may count toward a language major, if taken in the foreign language.

Course of Study

COURSES TAUGHT IN ENGLISH

EUR 120/320 The European Union: A Cultural Evolution: Examines development of the European Union from the Treaty of Rome in 1957, to the Treaty of Nice in 2001. Explores institutions, focusing on various cultural aspects that have been integrated into the Union. *Prerequisite for* ***EUR 320*** *only:* a ***300-level*** course in French, German, or Spanish.

FRN 242 Imaginary Voyages in French Prose Fiction: Investigates genre's polemic. Concentrates on utopian motif, characterization of non-Europeans, and changing social, political and philosophical concepts presented by French authors from Middle Ages to present -- Chretien de Troyes, Rabelais, Voltaire, Verne, Celine, Butor, and Tournier.

GMN 221 Germany Today: East Meets West: Examines German society in 20th century: political institutions, political parties, educational system, media, industry and trade unions, role of women, youth, foreign workers, and cultural scene.

GMN 241 There's No Place Like Home: Contrasts German ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in folk tales, novels, and films.

GMN 252 Looking Back at the Third Reich: Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums.

LIT 231 Survey of German Literature I: Spotlights specific themes in German literature such as *Madness and Evil* or *Germans and Jews*. Students read works in English.

LIT 243 19th- and 20th-Century French Novel: Examines the major literary trends and ideas of the 19th and 20th centuries as defined by the classic works by Hugo, Flaubert, Zola, Proust, Gide, and Camus through novels and films. Novels in translation, films subtitled.

LIT 251 Fiction into Film: Explores the relationship between some key works of German literature/biography and their film versions. Students read works in English.

RSN 220 The Rise of Russia: From Its Beginnings to the First World War: Surveys political, social, economic, and intellectual forces which shaped Russia. Touches upon origins of Kievan state, Christianization of Russia, Mongol invasion and occupation, rise of monasticism, formation of strong centralized state, Napoleon's invasion of Russia, reign of Nicholas I and the Crimean War, emancipation of serfs, first revolution, and Russia's involvement in WWI.

RSN 221 Introduction to Russian Culture: Reviews selected achievements of Russian culture from inception through the early 20th century. Topics include principles of Russian medieval painting and architecture, iconography, Russian baroque and neoclassical architecture, Russian folklore (including Propp's theory of fairy tales), 19th-century Russian realist painting,

and Russian avant-garde art.

RSN 222 History of Russian Painting: Surveys 700 years of icons, frescoes, and mosaics; neoclassical and romantic painting; realist art; Russian avant-garde; and contemporary developments. Discusses artistic developments in other countries to demonstrate influences, borrowings, and original contributions of Russian artists.

RSN 227 Russian Folklore through Film: Examines fairy and folk tales, heroic epic, mythology, folk architecture, and lacquer painting for insight into customs, beliefs, and the "Russian Soul."

RSN 234 Russia in the Movies: Examines movies from and about Russia, analyzing their historical, political, economic, and cultural background and discussing the issues which seem to be of utmost importance not only to the rapidly transforming Russian society, but also to every democratic country in the world.

RSN 241 Masterpieces of 19th-Century Russian Prose in Translation: Studies selected 19th-century Russian short stories and novels with emphasis on the intrinsic values of the works and their importance to the development of Russian and world fiction.

RSN 242 Masterpieces of 20th-Century Russian Prose in Translation: Highlights literary devices, experimentation, stylistic and compositional innovations, and importance of works by Babel, Bulgakov, Zamyatin, Olesha, Fedin, Sokolov, Nabokov, and Solzhenitsyn.

SPN 242 Masters of Latin American Fiction: Analyzes writing by Amado (Brazil), Vargas Llosa (Peru), Fuentes (Mexico), Allende (Chile), Borges (Argentina), and Garcia Marquez (Columbia). Places works in sociohistorical context.

MODERN LANGUAGES
(Taught in foreign languages.)

Language determines prefix: Arabic (ARA), Chinese (CHN), French (FRN), German (GMN), Hebrew (HBR), Brazilian Portuguese (PTG), Russian (RSN), Spanish (SPN).

ARABIC

ARA 101 Elementary Arabic I: Introduces students to the fundamentals of the Arabic language.

ARA 102 Elementary Arabic II: Continues fundamental introduction to Arabic language. *Prerequisite:* ***ARA 101.***

ARA 201 Intermediate Arabic I: Reviews and builds on first year grammar and vocabulary. *Prerequiste:* ***ARA 102.***

ARA 202 Intermediate Arabic II: Reviews and builds on first year grammar and vocabulary. Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written skills. *Prerequisite:* ***ARA 201.***

CHINESE

CHN 101 Introduction to Mandarin Chinese I: Introduces students to the fundamentals of the Mandarin Chinese language.

CHN 102 Introduction to Mandarin Chinese II: Develops student's vocabulary and grammatical skills in the Mandarin Chinese language.

Prerequisite: ***CHN 101*** or equivalent.

CHN 151 Elementary Chinese Conversation in the Language Living and Learning Community: Students in the Language Living and Learning Community work with the Chinese native-speaker tutor to make level-appropriate presentations.

CHN 152 Elementary Chinese Conversation II: Students work with the Chinese native-speaker tutor to make level-appropriate presentations and learn more about Chinese language, culture, and every day life. *Prerequisite:* ***CHN 101***.

CHN 201 Intermediate Chinese I: Reviews the basic structure of Mandarin Chinese grammar and the rules of pronunciation. Develops vocabulary, expression building, reading, and writing. *Prerequisite:* ***CHN 102*** or equivalent.

CHN 202 Intermediate Chinese II: Enhances student's skills in writing, reading, and comprehension of Mandarin Chinese. *Prerequisite:* ***CHN 201*** or equivalent.

CHN 301 Advanced Chinese I: For students with intermediate level of Mandarin Chinese to develop their all-around skills of the language, with particular attention to speech and reading skills. *Prerequisite:* ***CHN 202*** or equivalent.

CHN 302 Advanced Chinese II: Enables students with an intermediate level of Mandarin Chinese to further develop conversation and composition skills. *Prerequisite:* ***CHN 301*** or equivalent.

CHN 401/402 Advanced Chinese III/IV. Further develops students' language and cultural competence through selected readings of authentic materials and hybrid media content, emphasizing pragmatic Chinese, spoken and written. *Prerequisite:* ***CHN 302***.

FRENCH

FRN 101 Elementary French I: Stresses speaking through intensive oral practice of grammar and vocabulary. Includes short readings, cultural materials, and lab work. For beginners or those with one year of high school French.

FRN 102 Elementary French II: Drills grammar and vocabulary. Includes readings, cultural materials, and lab work. *Prerequisite*: ***FRN 101*** or no more than two years of high school French.

FRN 201 Intermediate French I: Reviews and builds upon grammar while emphasizing vocabulary and more challenging reading and writing assignments. Lab work. *Prerequisite*: ***FRN 102*** or no more than three years of high school French.

FRN 202 Intermediate French II: Focuses on reading, writing, and speaking to improve grammar, vocabulary, and cultural background. Lab work. *Prerequisite*: ***FRN 201*** or four years of high school French.

FRN 301 Advanced French: Discusses short literary texts. Assigns grammar exercises and compositions related to readings. *Prerequisite*: ***FRN 202*** or consent.

FRN 305 Business French: Provides the essential terminology of commerce and industry needed to function in the world of business: banking, stock markets, post office, commercial correspondence, or interning for a French company. Taught in French.

FRN 311 Composition and Conversation: Uses readings on French culture and literature as basis for class discussions. Requires compositions and oral presentations. *Prerequisite*: ***FRN 202*** or consent.

FRN 320 Introduction to French Civilization: Explores cultural, social, political, economic, religious, intellectual, and linguistic aspects of French civilization. Highlights conflict between traditional and modern values in education, family, employment, and status of women and minorities. Varies focus (metropolitan France or Francophone countries outside Europe) year to year. May be repeated for credit.

FRN 331 Introduction to French Literature: Analyzes poetry, essays, drama, and fiction structurally and contextually. Varies period or genre. *Prerequisite*: ***FRN 202*** or consent.

FRN 441 The French Novel: Traces development of novel from 17th century to present. Includes such authors as Mme. de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. *Prerequisite*: one ***300-level*** French course.

FRN 451 French Poetry: Chronicles development of poetry from Middle Ages to present. Presents work by La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chenier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarme, Apollinaire, Valery, Eluard, and Prevert. *Prerequisite*: one ***300-level*** French course.

FRN 461 Le Théâtre Français: Follows French theatre from 17th century to present. Assigns plays by Corneille, Racine, Moliére, Beaumarchais, Marivaux, Musset, Vigny, Hugo, Monterlant, Anouilh, Genet, Cocteau, Girandoux, Salacrou, Pagnol, Sartre, and Ionesco. *Prerequisite*: one ***300-level*** French course.

FRN 481 Seminar: Explores such topics as history of ideas; French nonfiction, short stories, or new novels; avant-garde theatre; Francophone literature from Canada, Africa, or Caribbean. May be repeated for credit. *Prerequisite*: one ***300-level*** French course or consent.

FRN 497 Senior Capstone Seminar in French: Prepares French majors for the *Comprehensive Examination in French*, a final exam given at the end of the semester to evaluate student abilities in French language, literature, and both French and Francophone civilizations. Includes reading lists and guidelines for exam preparation. Required of all senior French majors. *Prerequisites*: French major and senior standing.

GERMAN

GMN 101 Elementary German I: Introduces basics of reading, writing, listening, and speaking in German. Includes lab work and computer drills. For beginners or those with only one year of high school German.

GMN 102 Elementary German II: Develops vocabulary and grammatical skills. Includes lab work and computer drills. *Prerequisite*: ***GMN 101*** or no more than two years of high school German.

GMN 161 Elementary German Conversation in the Language Living and Learning Community: Students living in the Language Living and Learning Community work with the German native-speaker tutor to make level-appropriate presentations.

GMN 201 Intermediate German I: Reviews basic grammar while building vocabulary and reading comprehension. Includes computer drills. *Prerequisite*: ***GMN 102*** or no more than three years of high school German.

GMN 202 Intermediate German II: Enhances skills in writing, reading comprehension, and group discussion. *Prerequisite*: ***GMN 201*** or four years of high school German.

GMN 261 Intermediate German Conversation and Culture: Students work with the German native-speaker tutor to make level-appropriate presentations and learn more about German language, culture, and every day life. *Prerequisites:* ***GMN 101*** and ***102.***

GMN 311 Advanced Composition and Conversation: Builds vocabulary by providing extensive practice in writing and conversing in German. *Prerequisite*: ***GMN 202*** or equivalent.

GMN 331 Survey of German Literature: Spotlights specific themes in German such as *Madness and Evil* or *Germans and Jews*. Students read larger texts in English with supplemental works in German. See ***LIT 231***.

GMN 332 Survey of German Literature II: Concentrates on 20th-century writers such as Mann, Kafka, Brecht, Bobrowski, Seghers, Eichinger, Hesse, Böll, and Dürrenmatt, as well as on cultural and literary developments. *Prerequisite*: ***GMN 202*** or consent.

GMN 341 There's No Place Like Home: Contrasts Germans ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in fairy tales, novels, and films. Students read larger texts in English with supplemental works in German.

GMN 351 Fiction into Film: Explores the relationship between some key works of literature/biography and their film versions. Students read larger texts in English with supplemental works in German. See ***LIT 251***.

GMN 352 Looking Back at the Third Reich: Investigates the events unleashed by Nazi Germany and seeks to understand their reverberations today. Involves looking at Internet sites, viewing films from and about the period, and visiting local archives and museums. *Prerequisite:* ***GMN 202*** or consent.

GMN 391 German Business and Media Language: Investigates and develops vocabulary used in newspapers, business correspondence, television, and radio. *Prerequisite*: ***GMN 202*** or equivalent.

GMN 392 German Cultural History: Surveys cultural achievements from 800 AD to present. *Prerequisite*: ***GMN 202*** or equivalent.

GMN 481 Seminar: Probes literary, cultural, historical, political, or linguistic topics. May be repeated for credit. *Prerequisite*: one ***300-level GMN*** course or consent.

HEBREW

HBR 101/102 Elementary Hebrew: Aims for basic knowledge of modern Hebrew in both oral and written forms. Assigns readings on Jewish culture and history.

HBR 201 Intermediate Hebrew: Stresses reading, writing, speaking, grammar review, and lab. Offered alternate years as enrollment permits. *Prerequisite:* ***HBR 102*** or equivalent.

HBR 202 Intermediate Hebrew: Continues ***HBR 201***with emphasis on reading comprehension and expansion of vocabulary; oral and written proficiency; enhancement of cultural background; and application of grammatical concepts. Offered alternate years as enrollment permits.

Prerequisite: ***HBR 201*** or equivalent.

PORTUGUESE

PTG 101/102 Elementary Brazilian Portuguese: Develops speaking, listening, reading, and writing skills. For beginners. *Prerequisite for* ***PTG 102*** *only:* ***PTG 101*** or no more than two years of high school Portuguese.

RUSSIAN

RSN 101 Elementary Russian: Covers alphabet, pronunciation, basic vocabulary, and grammar. Lab work. For beginners or those who have taken one year of high school Russian.

RSN 102 Elementary Russian: Emphasizes vocabulary building, grammar, idiomatic expressions, reading, and translating. Lab work. *Prerequisite*: ***RSN 101*** or no more than two years of high school Russian.

RSN 201 Intermediate Russian: Reviews and builds upon first-year grammar and vocabulary. Aims to develop fluency in reading and translating. Acquaints students with Russia and former Soviet Union. *Prerequisite*: ***RSN 102*** or no more than three years of high school Russian.

RSN 202 Intermediate Russian: Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. *Prerequisite*: ***RSN 201*** or no more than four years of high school Russian.

RSN 391 Tutorial in Russian Language: Draws lessons in conversation, composition, grammar, and reading from materials chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

RSN 393 Tutorial in Russian Literature: Features materials chosen by student and instructor. May be repeated for credit. *Prerequisite*: consent.

SPANISH

SPN 101/102 Elementary Spanish I and II: Introduces speaking, listening, reading, and writing. For beginners. *Prerequisite for* ***SPN 102*** *only*: ***SPN 101*** or no more than two years of high school Spanish.

SPN 110 Review of Elementary Spanish: Reviews grammar and develops speaking, listening, reading, and writing skills. *Prerequisite*: ***SPN 102*** or no more than three years of high school Spanish.

SPN 210C Intermediate Spanish: Composition: Enhancement of ability to write the language correctly, from simple paragraphs to longer essays. Emphasis on syntax, idioms, and current Spanish usage. *Prerequisite*: ***SPN 102***, or ***SPN 110***, or four years of high school Spanish.

SPN 210G Intermediate Spanish: Grammar: Intensive review of Spanish grammar. Practical application through written and oral exercises. Emphasis on idiomatic usage and expressions. *Prerequisite*: ***SPN 102***, or ***SPN 110***, or four years of high school Spanish.

SPN 210S Intermediate Spanish: Conversation: Improvement of oral fluency and listening comprehension in Spanish through in-class drills, discussions, and presentations. *Prerequisite*: ***SPN 102***, or ***SPN 110***, or four years of high school Spanish.

SPN 290 Introduction to Hispanic Literature: Improves interpretation, comprehension, and vocabulary skills by exposing students to a variety of writing styles: short stories, one-act plays, poetry, and essays. *Prerequisite*: ***SPN 210*** or consent.

SPN 497 Senior Capstone Seminar: Helps majors prepare for comprehensive capstone exam in language and culture. Taught collectively by Spanish faculty.

COURSES OFFERED IN ALTERNATE YEARS

SPN 222 Spanish for Heritage Speakers: Course designed to satisfy the needs of students from Hispanic backgrounds, to reactivate the student's Spanish, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, and to develop or augment academic language skills. *Prerequisite*: consent.

SPN 302 Spanish for Advanced Communication: Students will master all communicative skills in Spanish -- speaking, writing, and comprehension -- at an advanced level and will attain near-fluency. *Prerequisites*: two ***SPN 210*** courses or consent.

SPN 303 Business Spanish for Non-Native Speakers: Introduces business terminology, usage, and commercial correspondence. Teaches sensitivity to and appreciation of cultural differences in Hispanic business world. *Prerequisite*: two ***SPN 210*** or consent.

SPN 321 Peoples and Cultures of Spain: Considers historical, cultural, sociological, and political factors influencing Spanish society. *Prerequisite*: two ***SPN 210*** or consent.

SPN 322 Peoples and Cultures of Latin America: Explores historical, cultural, and political factors influencing Latin American society. *Prerequisite*: two ***SPN 210*** or consent.

SPN 330 U.S. Latino Literature: Writings from Migration and Exile: Presents literary texts of fiction and non-fiction written and published in Spanish, in the U.S., by writers of Hispanic heritage. Explores issues of exile, colonialism, statehood, cultural hybridization and immigration. *Prerequisite*: ***SPN 290*** or consent.

SPN 331 Medieval Spanish Literature: Arabs, Jews, and Christians from Frontier to Empire: Analyzes significant impact of conflictive coexistence of Christians, Arabs, and Jews on Medieval Spain through literature. *Prerequisite*: ***SPN 290*** or consent.

SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill: Early Chronicles of the discovery, exploration, and conquest of America by Spain. *Prerequisite*: ***SPN 290*** or consent.

SPN 333 Golden Age of Spanish Literature: Imperial Spain and the Age of Conflict: Studies literary responses to new constitution of Spain as Empire and new definitions of Spanish identity. *Prerequisite*: ***SPN 290*** or consent.

SPN 334 Latin American Identity in Literature: Examines theories of Latin American identity through regional, national, and Pan American literary movements. Varied works and genres are studied, from the time of conquest through the 21st century. *Prerequisite*: ***SPN 290*** or consent.

SPN 335 Modern Spanish Literature: Visions of Spain through Narrative, Theater, and Poetry: Study of representative poetic, narrative, and dramatic texts from the 19th to 21st centuries. Emphasis on the technical and thematic innovations of the poetry, novel, essay, short story, and written dramatic texts, as well as the social and historical contexts that have shaped literary production. *Prerequisite*: ***SPN 290*** or consent.

SPN 336 Latin American Short Fiction: Telling Stories: Study of Latin American short narrative, including short stories, novellas, and theater. *Prerequisite*: ***SPN 290*** or consent.

SPN 337 Performing Identity: Hispanic Theatre Today: Analysis of Hispanic culture and identity as presented through several theatrical plays and performances in the Spanish-speaking U.S. and Latin America. Explores the concepts of self-identity, nation/narration and "performativity" during the 20th and 21st centuries. Taught in Spanish. *Prerequisite*: ***SPN 290*** or consent.

SPN 338 Race, Class, and Gender in Latin American Literature: Voices from the Margins: Studies the representation of marginalized segments of Latin American society through literature. Explores the literary expressions of feminist, indigenous, Afro-Caribbean, and gay writers of Latin America. *Prerequisite:* ***SPN 290*** or consent.

SPN 340 Hispanic Caribbean Literature: Culture Clash: Analysis of Caribbean culture as presented through the literature of the Spanish-speaking Caribbean. Explores the concepts of colonialism, nationalism, cultural hybridity, the Diaspora, and the Neo-Baroque from the Spanish conquest through the 21st century. *Prerequisite*: ***SPN 290*** or consent.

SPN 341 Spanish Film/Cultural Trends: Taking the history of Spanish film from its beginnings to the present as a point of departure, this course emphasizes the political, social, economic, and cultural contexts from where these films emerge. It also analyzes the specific techniques and strategies used by the films to tell stories. The objective of this course is to raise awareness about the role of film in modern Spain and about the ways in which it reflects Spanish culture. *Prerequisite*: two ***SPN 210*** or consent.

SPN 342 Latin American Film: Explores the tendencies and practices in Latin American cinema. Examines some of the most representative films produced in Latin America, considering the cultural, political, economical, and social contexts in which they were conceived and produced. Analyzes the diverse representations of culture, the construction of gender, and ultimately, the connection between national identity and filmmaking. Prerequisite: one ***300-level SPN*** class or native/near native proficiency in Spanish.

SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics: Explores the representations of crime, punishment, family structure, and national politics in Latin America during the 20th and 21st centuries. Examines the construction of national identity through the analysis of violence in different media, such as the detective genre, post-dictatorial fiction, film noir, and other expressions of popular culture. *Prerequisite:* ***SPN 290*** or consent.

SPN 431 Spanish Literature: Fiction and Truth in Cervantes' Work: Study of Cervantes' successful formula for the novel. Analyzes conflict between fiction and truth as basis for new realist novel proposed by Cervantes. *Prerequisite*: one Spanish or Latin American survey course or consent.

SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation: In depth study of the Latin American literary movements through a century of social and political change. Explores experimentalist writers, the Boom generation, post-modern literature, social realism, and testimonial literature. *Prerequisite*: ***SPN 290*** or consent.

SPN 481 Seminar: Probes literary, linguistic, or cultural topics. *Prerequisite*: one ***300-level SPN*** course or consent.

Rollins in Asturias

Rollins College offers an opportunity to study at the University of Oviedo, Asturias (Spain), for an academic year or a semester. The "Language and Culture Program" is offered in both fall and spring semesters and provides an intensive, in-depth experience in Spanish language, culture, and society, designed for intermediate to advanced students of Spanish who are eager to improve or achieve proficiency in their language skills. The "Direct Enrollment Program" is offered for the academic year or spring semester. It is for advanced or native speakers who want to take university courses in their major field of study. A third option allows students to combine the two programs.

Rollins students who are majoring in Spanish may apply up to three of their courses in Oviedo. Rollins students minoring in Spanish may apply up to two of their courses in Oviedo.

Verano Español

Rollins also offers a summer program in Spain, "Verano Español." This four- to six-week program is designed for students at all levels of language proficiency who want to experience a total immersion in Spanish language. Instructor's consent is required.

Rollins students who are majoring or minoring in Spanish may apply up to two "Verano" courses.

Giving to Rollins

WINTER PARK INSTITUTE

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Admissions questions: admission@rollins.edu Other areas: Contact Rollins

Best Colleges 2009

STUDENT RECORDS
Student Records Home
Academic Calendars
College Catalogue
Exam Schedule
Class Schedule

MUSIC

Changes effective Spring Term 2011

Archard	*Cook*	*Crozier*	*Foster*
Lackman	*Ray*	*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-six (56) semester hours are required: twenty-eight (28) in musicianship, twelve (12) in performance, and twelve (12) in electives, and four (4) in a senior capstone course.

MUSICIANSHIP AREA -- Twenty-eight (28) semester hours required.

- ***MUS 152 Theory 2 (Harmony) with Lab*** -- Four (4) semester hours required.
- ***MUS 153-154 Keyboard Harmony I and II*** -- Four (4) semester hours required.
- ***MUS 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 201P OR 201C OR MUA 301 OR MUA 401 Applied Music*** --

Eight (8) semester hours required.

MUSIC ELECTIVES -- Twelve (12) semester hours required.

- ***Three (3) electives in music, two (2) of which must be at the 300 level or above***

SENIOR PROJECT -- Four (4) semester hours required.

- ***MUS 495 Senior Project*** -- Four (4) semester hours required.

ADDITIONAL REQUIREMENTS

- Pass a fundamental keyboard skills examination by the end of the sophomore year, or complete two (2) terms of secondary applied piano.
- Freshman Assessment: End-of-Year Self-Assessment, including portfolio; interview with Department of Music faculty.
- Sophomore Review: End-of-Year Self-Assessment, including portfolio; interview with Department of Music faculty.

MINOR REQUIREMENTS
Twenty-eight (28) semester hours are required.

- ***MUS 151 Theory 1 with Laboratory*** -- Four (4) semester hours required.
- ***MUS 152 Theory 2 with Laboratory*** -- Four (4) semester hours required.
- ***MUA 200 Music Ensembles*** -- Four (4) semester hours required.
- ***MUA 201P OR 201C OR MUA 301 OR MUA 401 Applied Music*** -- Eight (8) semester hours required.
- ***Two (2) electives in music, one of which must be at the 300 level or above*** -- Eight (8) semester hours required.

Course of Study:

PERFORMANCE

Applied Music
The department offers private instruction in voice, piano, organ, guitar, all orchestral instruments, harpsichord, conducting, and composition.

MUA 101 Applied Music for Enrichment I: Involves one half-hour lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded credit/no credit. Appropriate for beginners.

MUA 102 Applied Music for Enrichment II: Involves one 45-minute lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded credit/no credit. Appropriate for beginners.

MUA 201P or 201C Applied Music for the Music Major/Minor: Offers 45-minute lesson per week in any major applied or concentration area. No recital required. May be repeated for credit. Graded on letter basis. Appropriate for those continuing studies.

MUA 301 Applied Music for the Music Major/Minor: Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. *Prerequisites:* excellent performance skills and admission audition usually no later than end of

sophomore year.

MUA 401 Applied Music for the Music Major/Minor: Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. *Prerequisites:* superior performance skills and admission audition, available in senior year only.

ENSEMBLES

MUA 200.01 Rollins College Choir: Emphasizes performance of high-quality literature for large choral ensemble.

MUA 200.02 Rollins Singers: Concentrates on contemporary, popular, and musical theater pieces for several small music ensembles. *Prerequisite:* audition.

MUA 200.03 Concert Choir: Focuses on music for the most select choral ensemble. *Prerequisite:* audition.

MUA 200.04 Women's Ensemble: Spans wide variety of styles, especially composers who specialize in music in this voicing. *Prerequisite:* audition.

MUA 200.05 Rollins Brass Ensemble: Joins students and community members in performing brass music from Renaissance through 20th century. *Prerequisite:* audition.

MUA 200.06 Rollins Jazz Ensemble: Performs jazz from all periods. *Prerequisite:* audition.

MUA 200.07 Flute Choir: Combines students and community members in performing flute ensemble music. *Prerequisite:* audition.

MUA 200.08 Percussion Ensemble: Emphasizes music for percussion instruments. *Prerequisite:* audition.

MUA 200.09 Small Chamber Ensembles: Includes small vocal and instrumental ensembles. Varies from term to term. *Prerequisite:* audition.

MUA 200.10 Bach Festival Choir: Joins students and community members in performing primarily oratorio works. Prestigious, historical music organization. *Prerequisite:* audition.

MUA 200.11 String Ensemble: Tailors orchestral literature from all periods to ensemble's instrumentation. *Prerequisite:* audition.

MUA 200.12 Horn Ensemble: Teams students with community members in performing horn music from Renaissance through 20th century. *Prerequisite:* audition.

MUA 200.13 Opera Workshop: Delves into study and performance of opera roles and scenes. *Corequisite:* choral ensemble. *Prerequisite:* audition.

MUA 200.14 Mallet Ensemble: Performs music for marimba, glockenspiel, xylophone, vibraphone, and chimes. *Prerequisite:* audition.

MUA 200.15 Pep Band: Performs at college athletic events. Winds, brass, and percussion. *Prerequisite:* audition.

MUA 200.16 Sightsinging: Additional training for the musical ear. Involves elements of association, habit, memory, theoretical understanding and imagery. *Prerequisite:* ***MUS 152***.

MUA 200.17 Orchestra: Performs orchestral literature including concertos and symphonies. *Prerequisite*: audition.

MUA 200.18 Wind Ensemble: Performs wind ensemble and light classical literature. *Prerequisite*: audition.

MUA 200.19 Men's Chorus: Spans wide variety of styles, especially composers who specialize in this voicing. *Prerequisite:* audition.

CLASSROOM COURSES

MUS 120 Musical Awareness: Presents aspects of American folk music, jazz and rock, Western European art music, and non-Western music. Suitable for nonmajors. May not count toward the major in music.

MUS 140 Introduction to Music Theory: Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for nonmajors. May not count toward the major in music.

MUS 150 Introduction to Keyboard Music Theory: Teaches students to explore the language and skills of music performance through the study of music theory and beginning keyboard literature on a Triton LE Music Workstation. This technology gives students the opportunity to listen and play musical examples and understand the creative concept of music literature in a historical and cultural context.

MUS 151 Theory 1 (Harmony): Develops skills in notation, scales, and elementary harmony, as well as sight-singing and ear-training. Keyboard Harmony/Secondary Piano laboratory required.

MUS 152 Theory 2 (Harmony): Explores perceiving and writing music through simple exercises in traditional harmony and voice leading in the context of historical examples. Keyboard Harmony/Secondary Piano laboratory required. *Prerequisite:* ***MUS 151*** or consent.

MUS 153 Keyboard Harmony I: Teaches students the skills of harmonization, transposition, and sight-reading leading to the study of standard classical piano repertoire. Designed for all music majors and minors who are enrolled in MUS 151. Skill emphasis placed on scale and chord constructions, chord progressions, diatonic harmonization, transposition, alto clef, and sight reading.

MUS 154 Keyboard Harmony II: A continuation of MUS 153 *Keyboard Harmony I*. Emphasis on harmonization, transposition, modulation, improvisation, music dictation, and figured bass leading to four-part writing. Augmented and diminished triads, as well as major and minor seventh chords, also introduced. Other skills, such as reading tenor and alto clefs and score reading, taught in the latter part of the course. *Prerequisite:* ***MUS 153.***

MUS 160 History of Jazz: Examines American popular musical styles from 1930 to present -- from musical components to musicians. Touches upon cultural, social, and historical milieu.

MUS 165 History of Rock and Roll: Probes sociological, cultural, political, and musical impact of rock and roll. Samples diverse style of "pop" music and discusses technology of electronic music.

MUS 190 Introduction to Music and Technology: Introduces musical uses of computers, synthesizers, and sound design. Students will learn to sequence, edit, mix, notate, and arrange music using modern techniques and computer applications. These applications include: Digital Performer, Sibelius, and Pro Tools. Knowledge of both computers and music is imperative.

MUS 210 Designing Music with Digital Media. Examines how technology has affected the history of music and how technology can be applied to the music of today's composer and arranger. Utilizes notation and recording software, to teach important real world applications of existing theoretical knowledge. Utilizes and strengthens the writing, arranging, and aural abilities of the non-performing musician. *Prerequisite:* ***MUS 151***.

MUS 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 6th, 9th, 11th , and 13th chords), as well as analyzing varied music. *Prerequisite:* ***MUS 152*** or consent.

MUS 260 Music of the Caribbean and Brazil: From the Son to the Samba: Through study of musical styles and traditions of five influential countries, examines historical, economical, sociological and technological factors that shaped their music. Extensive classroom listening and performances.

MUS 280 Masterpieces of Choral Music: Surveys history and performance practices of masterworks of choral literature from Renaissance to 20th century.

MUS 285 Music Business and Technology: Familiarizes students with the many aspects of business and technology associated with the contemporary music industry. Topics include MIDI, notation printing, royalties, web applications, marketing, recording techniques, and common music business structuring. *Prerequisite*: ***MUS 152*** or consent.

MUS 286 Introduction to Sound Recording: Examines the methods and technologies used to record, edit, format, manufacture, and distribute music. Students gain an understanding of how to produce their own recordings.

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

MUS 292 Introduction to the Business of Music: An introduction to the music business including the interaction of corporations, creativity, copyright, compensation, and cyberlaw. Topics include history, MIDI, royalties, web applications, marketing, recording techniques, and common business

structures.

MUS 310 The Art of Performing: Explores etiology and elimination of stage fright. Presents methods for reducing anxiety and communicating with confidence.

MUS 314 Improvisation: Presents the rudiments of jazz idiom improvisational techniques. Discussion, demonstration, and performance of scales, harmonic devices, and forms. *Prerequisite*: music major or consent.

MUS 320 Writing About Music: Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Event admission fees required.

MUS 325 Love, Death, and Opera: Traces inspiration of specific operas -- original novels and plays, as well as librettos derived from them. Follows transformations of written word to lyric stage. Does not require reading knowledge of music.

MUS 330 Bach's Back: A writing-intensive course keyed to the music performed by the Bach Festival Society during the spring term of each year. Readings focus on the cultural, social, and historical contexts of the musical works. *Prerequisite:* ***MUS 152*** or consent.

MUS 340/341/342/343 Methods: Percussion/Brass/Strings /Woodwinds: Study, discussion, and analysis of methods and techniques of all instruments in the (percussion/brass/string/woodwind) family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. *Prerequisite*: ***MUS*** major or minor.

MUS 351/352 Seminar in Composition I and II: Emphasizes the development of a solid compositional craft to be attained through writing projects for a variety of media. Recent musical trends and literature will be discussed and each semester will culminate in a recital of student works. *Prerequisites*: ***MUS 152*** for ***MUS 351*** and ***MUS 351*** for ***MUS 352***.

MUS 355 Practicum: Composition: Continues instruction in composition beyond ***MUS 351/352 Seminar in Composition I and II*** at an advanced level. May be repeated. *Prerequisite*: ***MUS 352***.

MUS 360 Music in the Global Environment: Introduces the variety of native music and instruments throughout the world, as well as the effect of globalization on native culture, and native cultures on music throughout the world.

MUS 361 Music History: Renaissance/Baroque: Spans Renaissance (1450-1600) through baroque era (1600-1750). *Prerequisite*: ***MUS 152***.

MUS 362 Music History: Classic/Romantic: Spans classic era (1750-1820) through romantic period (1820-1900). *Prerequisite*: ***MUS 152***.

MUS 363 American Music: Chronicles styles, periods, and performers: Tin Pan Alley; jazz mixed with blues; classical; Broadway and bop; Copland, country, and Coltrane. Exposes students to wealth of musical culture through recordings, videos, and live concerts.

MUS 364 Music History: 20th-Century Music: Surveys concert music styles of the 20th century and their reflection of society and events of the time. *Prerequisite*: music reading skills preferred, but not required.

MUS 372 Survey of Jews and Music: From Sinai to Symphony: Surveys

some of the definitions of what is "Jewish" in music, from liturgical chant, to folk songs, to music of the concert hall and Tin Pan Alley. Fulfills an elective requirement for the music major, music minor, and Jewish studies minor. *Prerequisite*: sophomore standing.

MUS 380 Literature of the Instrument: Surveys major works of a particular instrument. Requires historical research, examination, and performance of scores, and extensive listening to recordings.

MUS 385 Piano Accompanying: Instruction in the art of piano accompanying through actual classroom performance with instrumentalists and vocalists.

MUS 386 Advanced Sound Recording: Examines advanced methods and technologies used to record, edit, format, manufacture, and distribute music. Students produce their own stereo and multi-track music recordings, and CD masters. *Prerequisite*: ***MUS 286.***

MUS 388 Advanced Music Technology: Examines the methods and technologies used to record, edit, format, manufacture and distribute music. *Prerequisite*: ***MUS 190.***

MUS 390 Advanced Conducting and Repertory: Features preparation and performance of compositions from standard repertory. *Prerequisite:* ***MUS 290***.

MUS 391 Practicum: Conducting: Continues instruction for conducting students at an advanced level to further develop their knowledge of repertoire, performance practices, aural discrimination, and conducting technique. *Prerequisite*: ***MUS 390*** or consent.

MUS 392 Introduction to Arts Management: Introduces topics required to operate an arts organization, including (but not limited to) public relations, financial management and accounting, marketing, fundraising, and intellectual property, culminating in presentation of a business plan. *Prerequisites*: junior standing and consent.

MUS 393 Piano Pedagogy I: Introduction to the problems and psychology of teaching the beginning piano student. Emphasis on practical applications of pedagogical principles. Discussions of current methods and beginning materials, adaptation of the child to the instrument, and the development of the techniques and musicianship at the elementary level. *Prerequisite*: applied piano ***201*** or consent.

MUS 394 Piano Pedagogy II: Practicum: Observation of private and group instruction at the Community School of Music and opportunity to teach private and group lessons under supervision of the instructor. Continuing discussions of appropriate teaching materials for more advanced student. *Prerequisite*: ***MUS 393***.

MUS 395 Pedagogy for the Singing Voice: Details anatomy and operation of laryngeal and respiratory apparatus as applied to singing voice. Examines standard voice nomenclature, fundamental acoustics, current singing science, care and hygiene for voice, teaching methods, and current literature in vocal research. *Prerequisite:* at least three years of applied voice study or consent.

MUS 396 Voice Pedagogy: Practicum: Student teaching of at least two private voice students under supervision. Observation of voice teaching in the College. Seminars in technique and teaching methods. *Prerequisite*: ***MUS 395***.

MUS 425 Topics in Music: Focuses on single topic, such as composer, genre, or artistic movement.

MUS 451 Form and Analysis: Examines basic principles of musical construction as seen through detailed analysis of representative compositions dating from the baroque to the present. *Prerequisite*: ***MUS 252***.

MUS 495 Senior Project: This course is designed to tie together students' academic career at Rollins. Individual focus area may include a recital performance, student teaching, or a research project directed by the appropriate music faculty member. *Prerequisite*: senior standing.

GIVING TO ROLLINS

WINTER PARK INSTITUTE

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

Best Colleges 2009

PHILOSOPHY AND RELIGION

Changes effective Spring Term 2011

Cook	*D'Amato*	*Davis*	*Edge*
Greenberg	*McLaren*	*Musgrave*	*Rubarth*
Saint	*Smaw*		

Socrates said, "the unexamined life is not worth living." The disciplines of philosophy and religion examine our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary, sacred and profane.

Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing -- by engaging in argumentative dialogue with these philosophers. Nonmajors acquire valuable skills of analysis and argumentation while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

Religious studies examines the history, beliefs, practices, and role of religion in creating and shaping the world's cultures and societies. The department offers courses in Western and Eastern religions, courses in scriptures such as the *Hebrew Bible* and the *New Testament*, as well as more advanced and thematic courses such as *Religion and Film*, *Women and Religion*, and *Buddhist Ethics.* The objectives of the major are to explore the history of world religions, to comprehend religious beliefs along with their philosophical and psychological underpinnings, to appreciate the varieties of religious experience, to consider the impact and meaning of religious pluralism in America, and to assess the role that religions have historically played in shaping society's values.

The department offers majors and minors in both philosophy and religious studies.

MAJOR REQUIREMENTS

PHILOSOPHY
Twelve (12) courses are required.

CORE COURSES

FUNDAMENTALS

- ***PHI 108 Ethics***
- ***PHI 223 Introduction to Formal Logic***

ANCIENT PHILOSOPHY

- ***PHI 230 History of Early Western Philosophy***

MODERN PHILOSOPHY

- ***PHI 231 History of Modern Philosophy***

CONTEMPORARY PHILOSOPHY

- ***PHI 250 Survey of Recent Philosophy***

  OR PHI 302 American Philosophy
  OR PHI 310 Existentialism
  OR PHI 311 Philosophy of Science
  OR PHI 320 Postmodernism
  OR PHI 348 Philosophy of Mind

SENIOR THESIS OR SENIOR SEMINAR

- ***PHI 490 Senior Seminar OR PHI 499 Senior Thesis***

ELECTIVES
Six (6) electives in the department are required, four (4) at the 300 or 400 level and at least four (4) in philosophy.

- All senior philosophy majors must pass a comprehensive examination.

RELIGIOUS STUDIES
Twelve (12) courses are required.

CORE COURSES

- ***REL 113 Asian Religions***
- ***REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament***
- ***REL 217 Jewish Life and Thought OR REL 218 Christianity: Thought and Practice***
- ***REL 219 Islam: Religion and Society OR REL 230 Buddhism: Theory and Practice***

SENIOR COURSE

- ***REL 490 Senior Seminar OR REL 499 Senior Independent Study***

ELECTIVES
Seven (7) electives are required: four (4) at the ***300-*** or ***400-level*** and at least four (4) in religion.

- ***ANT 259 Contemporary Middle East and North Africa***
- ***ANT 365 Real and the Supernatural in Latin America***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***CLS 232 Greek Mythology***
- ***CLS 322 Classical Religion: Paganism***
- ***ENG 231 The Bible as Literature***
- ***PHI 317 Philosophy of Religion***
- ***PSY 315 Topics in Psychology***
- ***REL courses not taken to fulfill above requirements***

MINOR REQUIREMENTS

PHILOSOPHY
Eight (8) courses are required.

- ***PHI 108 Ethics***

- ***Two (2) history courses in philosophy***
- ***Four (4) electives in the department: two (2) at the 300 or 400 level and three (3) in philosophy. The remaining one (1) can be taken in religion.***
- ***PHI 498 Senior Thesis (for minors) OR PHI 490 Senior Seminar***

RELIGIOUS STUDIES
Eight (8) courses are required.

- ***REL 113 Asian Religions***
- ***REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament***
- ***REL 217 Jewish Life and Thought OR REL 218 Christianity: Thought and Practice***
- ***REL 219 Islam: Religion and Society OR REL 230 Buddhism: Theory and Practice***
- ***REL 490 Senior Seminar OR REL 498 Senior Independent Study***
- ***Three (3) electives in the department: two (2) at the 300- or 400-level and at least two (2) in religion.***

Course of Study

PHILOSOPHY

PHI 103 Introduction to Philosophy: Presents aims, methods, and content of philosophy through important figures and perennial problems. Asks: How do we know ideas are true? What is reality? Does God exist? Why is there evil? Is mind distinct from body? Are we free or determined? What is our highest good? How do we know right from wrong? What distinguishes beauty? What is place of individual in society?

PHI 108 Ethics: Introduces moral philosophy (defining value) and metaethics (justifying ethical beliefs) and applies them to common problems. Ponders what actions are morally good -- and what makes them that way.

PHI 140 Friends and Others: Examines ways classical and contemporary philosophers have analyzed friendship so that students can develop and express their own understandings.

PHI 212 Philosophy of the Arts: Covers both theory of art and theory of aesthetic. Addresses 2,400 years of writings on imitation, significant form, expression, death of art, taste, psychic distance, beauty, and the aesthetic.

PHI 214 Philosophy in Literature: Investigates perennial philosophical issues in conflicts of literary characters and ideas. Considers works of Voltaire, Dostoevsky, Barth, Ellison, Camus, and Flannery O'Connor.

PHI 215 Social and Political Philosophy: Explores moral grounds for state, place and value of freedom, nature and justification of property, and rights of individual to classical and contemporary thinkers.

PHI 218 Argumentation and Media-Manipulation: Critical Thinking for the 21st Century: Introduces principles of critical thinking and their application to both traditional argumentation and the highly sophisticated use of persuasion in television and other mass media. Examines misleading and manipulative arguments in ethical, political, religious, and philosophical discourse, including the use of persuasion in advertising and journalism. Examines the logic and grammar of images, the use of tacit messages, and other attempts to influence beliefs or otherwise affect behavior that may or

may not be in overt propositional form. Develops critical viewing habits.

PHI 223 Introduction to Formal Logic: Examines principles of deductive reasoning expressed in symbolic form. Begins with Aristotelian categorical syllogisms, then considers truth-functional propositional and quantificational logic.

PHI 226 Philosophy of Education: Compares differing views on aims and methods of education. Touches upon theories of human nature underlying educational models, education versus indoctrination, moral dimensions of education, "liberal education," and ideals of educated men and women.

PHI 230 History of Early Western Philosophy: Chronicles development of philosophical thought in ancient Western world from 6th century BC until 300 AD, focusing on classical Greece and Rome. Students read primary sources in four areas: pre-Socratic philosophers, Socrates and Plato, Aristotle, and Late Hellenistic philosophy (Stoics, Skeptics, Epicureans, and Cynics).

PHI 231 History of Modern Philosophy: Investigates important philosophers in Britain and on the Continent during 17th and 18th century. Considers Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant as mediator of these two traditions.

PHI 240 Topics in Philosophy: Delves into philosopher's work, issue or concept, or specific tradition. Varies. May be repeated for credit. Suitable for first- and second-year students.

PHI 250 Survey of Recent Philosophy: Surveys three major movements of late 19th and 20th century: existentialism, pragmatism, and analytic thought. Provides foundation for in-depth courses.

PHI 280 Parapsychology -- Data/ Implications: Analyzes methodology of parapsychological experiments and quantity/quality of empirical evidence produced. Addresses nature of science, parapsychology as philosophy and science, and implications of data.

PHI 290 Medical Ethics: Discusses moral problems of health care and medical technology: abortion, euthanasia, treatment of defective newborns, genetic screening, and human experiments.

PHI 302 American Philosophy: Emphasizes pragmatists -- from C. S. Peirce, William James, and John Dewey to Richard Rorty today. *Prerequisite:* one ***PHI*** course.

PHI 308 Topics in Ethics: Takes on varied topics in moral philosophy. Seminar. *Prerequisite:* ***PHI 108*** or consent.

PHI 309 Environmental Ethics: Considers duties to and value of animals, plants, entire species, ecosystems, and Earth as whole. Also connects environmental ethics to way we do business and live our lives. *Prerequisite:* ***ENV 189.***

PHI 310 Existentialism: Links existentialism and phenomenology, two similar European movements of late 19th and 20th century. Tackles Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl, and Heidegger. Discusses fundamental existential problems -- meaning of life, nature and priority of self -- as well as phenomenological method. *Prerequisite:* ***PHI 231*** or consent.

PHI 311 Philosophy of Science: Analyzes presuppositions, methods, and

leading concepts of natural sciences. Questions notions of truth and progress in science. Investigates how scientific account of the world relates to everyday understanding of life. Recommended for science majors. *Prerequisite:* one ***PHI*** course or consent.

PHI 312 Feminist Theory: Feminist theory foregrounds women and gender issues, taking the experiences of women seriously and using gender as a tool for critical analysis. Examines a variety of approaches. *Prerequisite:* one ***PHI*** or ***WMS*** course.

PHI 313 Contemporary Analytic Philosophy: Traces major 20th-century movement from Moore and Russell through Wittgenstein, Austin, and Ryle. *Prerequisite:* one ***PHI*** course.

PHI 314 Topics in Philosophy: Probes philosopher's work, issue or concept, or philosophical tradition. Varies. Suitable for juniors and seniors. *Prerequisite:* one ***PHI*** course.

PHI 317 Philosophy of Religion: Challenges students to subject religious beliefs to rational tests. Explores nature and existence of God, evil, relation of faith to reason, miracles, mystical experience, religious language, and meaning and verification of religious ideas. *Prerequisite:* one ***PHI*** or ***REL*** course.

PHI 319 Evil and the Search for Meaning after the Holocaust: Highlights philosophical, theological, and fictional works about Holocaust by Sartre, Camus, Buber, Arendt, Frankel, and Wiesel -- from 1945 to present. *Prerequisite:* one ***PHI*** or ***REL*** course.

PHI 320 Postmodernism: Takes on postmodern challenge to notions of truth, objectivity, and unity of self. Looks into limits of language and rationality, critiques of culture and technology, and impossibility of "grand theory." Students read representatives from French, German, and American tradition, such as Foucault, Derrida, Lyotard, Irigaray, Adorno, Horkheimer, and Rorty. *Prerequisite:* ***PHI 231*** or consent.

PHI 325 Philosophy of Law: Examines concept of constitutionality, "strict constructionism," nature and limits of law, justification of punishment, judicial reasoning, capital punishment, legal responsibility (strict liability and the insanity defense), legislating morality, and paternalism. *Prerequisite:* one ***PHI*** course.

PHI 348 Philosophy of Mind: Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. *Prerequisite:* one ***PHI*** or ***PSY*** course.

PHI 398 Directed Study for Juniors

PHI 490 Senior Seminar: Focuses on theme or philosopher. Requires substantial paper. May substitute for ***PHI 498/499***. *Prerequisites:* philosophy major/minor and senior standing, or consent.

PHI 498 Senior Independent Study: Required for philosophy minor. (Must take this or ***PHI 490.***)

PHI 499 Senior Thesis: Required for philosophy major. (Must take this or ***PHI 490.***)

RELIGION

REL 113 Asian Religions: Explores forms, beliefs, and rituals of Hinduism, Buddhism, and religions of China and Japan through primary sources.

REL 125 Hebrew Bible (Old Testament): Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

REL 126 New Testament: Introduces major themes and contemporary biblical scholarship.

REL 135 Religion in America: Surveys Native American religions, Judeo-Christian traditions of European immigrants, and African-American religion; religions originating in America; occult and metaphysical movements; Eastern religions; and regional religion. Examines dominance and unifying force of Protestantism, civil religion, and cultural religion. Also highlights conflicts and reconciliations between Protestants and Catholics, other Christians, and Jews.

REL 170 The Search for Meaning: Follows inner journeys of religious thinkers from a variety of traditions. Ponders process of search and discovery, its motives, and consequences.

REL 217 Jewish Life and Thought: Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and changing world of women in contemporary Judaism.

REL 218 Christianity: Thought and Practice: Introduces age-old issues: nature of God, evil, nature and work of Christ, redemption, sacraments, Christian living, and methods of theological reflection. Assigns writings of at least two key thinkers in Christian thought.

REL 219 Islam: Religion and Society: Explores religious, cultural, political, and social dimensions of Islam, from beliefs and practices to relationship of Islam to the Judaeo-Christian heritage.

REL 220 Religion and Literature: Discusses religious (and anti-religious) themes in recent writing from a variety of genres.

REL 223 Contemporary Jewish Literature and Film: Draws upon short stories, novels, and films that depict modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe, immigrant Jews in Israel and U.S., Holocaust, establishment of Israel and contemporary Israeli society, and tradition vs. modernity.

REL 228 Women and Religion: Studies the status, experiences, and contributions of women in world religions. Focuses on women in Judaism, Christianity, and Islam, and on contemporary feminist ideology and spirituality. Readings include sacred texts, history, theology, and anthropology. Discussions center around topics such as male and female concepts of the divine, gender roles, creation of new rituals, and women's ordination. *Prerequisite:* one ***REL*** or ***WMS*** course.

REL 230 Buddhism: Theory and Practice: Explores the origins and basic theoretical principles of Buddhism and some of its cultural manifestations. Tibetan Buddhism, Zen, and Buddhism in the contemporary world are focal points.

REL 235 Religion and Science: Documents 20th- and 21st-century developments in Western religious thought in response to contemporary science. Touches upon religious and scientific language, nature and the supernatural, creation in physics and theology, biological evolution and creationism, sociobiology and ethics, and ecology and religious thought.

REL 236 Religion and Film: Examines contemporary films that contain

messages about the meaning of life and death, the ultimate aims of existence, and other topics that have traditionally belonged to the domain of religion.

REL 237 Religion and Terrorism: Examines issues such as whether religion is inherently violent, the definition of religious terrorism, the significance of 9/11, the religious justification for violence, and the psychology of religious terrorism.

REL 240 Buddhist Philosophy: An examination of Buddhist philosophical theories regarding the nature of the self, reality, knowledge, language, the ultimate goal of sentient existence, and the path to that ultimate goal.

REL 241 Buddhist Ethics: A study of Buddhism's ethical principles and the ways these principles are applied to ethical issues in the domains of nature, economics, war and peace, medicine, sexuality, and others.

REL 251 Topics in Religion: Focuses on topic of interest to students and faculty. Suitable for first- and second-year students.

REL 300 Religion and the Body: Explores concepts and practices of the body in Eastern and Western traditions. Topics include mind/body dualism, body and gender roles, sexual norms and taboos, modesty, purity, and impurity. *Prerequisite*: one ***REL*** course.

REL 304 Jerusalem: History, Religion, and Politics. Examines the history of Jews, Christians, and Muslims in Jerusalem from the biblical period to the present. Focuses on religious teachings that expound notions of sacred land and the subsequent political dominations of the city, modern nationalist movements, and current debates and dialogues on the future of Jerusalem. *Prerequisite:* One ***REL*** course.

REL 325 Psychological Theories of Religion: Focuses on the psychological theories of religion offered by James, Freud, Jung, and others; examines the theories from a philosophical point of view. *Prerequisite*: one ***REL*** or ***PSY*** course.

REL 331 Religious Ethics: Discovers how different traditions deal with ethical questions: personal behavior in promise keeping, truth telling, and sexuality, as well as social issues about war, peace, poverty, injustice, and oppression. *Prerequisite:* one ***PHI*** or ***REL*** course.

REL 333 Modern and Contemporary Jewish Thought: Treats major Jewish thinkers and ideas from Enlightenment to present: personal autonomy vs. peoplehood and authoritative tradition; nationalism; feminism; and morality after the Holocaust. *Prerequisite:* one ***REL*** or ***PHI*** course.

REL 340 Zen Buddhism: Philosophical assessment of Zen discourse, through reading and critically reflecting on texts attributed to seminal Indian, Chinese, Korean, and Japanese masters. *Prerequisite*: one ***REL*** course.

REL 351 Studies in Religion: Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit. *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 Spring Term 2010

Howell *Pistor*

Students must complete three (3) terms of physical education: one (1) term of basic physical education (BPE) and two (2) terms of lifetime recreational activity electives. These coed courses: encourage students to maintain good physical fitness; emphasize that physical activity, done for pleasure, should become a way of life; teach new skills that enhance leisure time; provide basic health information; and develop neuromuscular systems. Usually, students take one (1) PEA course per term, although the chair may approve a second. Anyone who has finished four (4) terms may register for another activity as openings permit. Students may not earn more than four (4) semester hours of credit in lifetime recreational activity (PEA) or varsity sport (PEV) courses combined.

The college furnishes equipment for classes and intramural sports -- except tennis racquets and golf clubs. Sports participants assume a risk. Students should not undertake an activity for which they are not physically fit.

The director of Lakeside Health and Counseling Services, in consultation with the PE chair, may waive or alter requirements. The director must also endorse any certificates of disability from personal physicians. The chair reviews exceptional cases, which must also be approved by the assistant dean for academic administration and records.

REQUIREMENTS FOR TRANSFER STUDENTS
Transfer students who have completed sixty (60) semester hours in any field are exempt from the PE requirement. Transfer students with thirty (30) semester hours must take two terms of PE at Rollins but may skip the BPE course.

BASIC PHYSICAL EDUCATION (BPE)
A fitness program based upon Dr. Kenneth Cooper's aerobic system, BPE improves vigor and health through activities that demand oxygen consumption. BPE courses include *BPE Aerobic Fitness: Running*; *BPE Aerobic Fitness: Swimming*; *BPE Aerobic Fitness: Dance*; *PED 101,* and *PED 201.*

PED 101 Behavioral Guidelines for Health and Wellness: Emphasizes self-awareness and responsibility in maintaining health. Deals with consumerism, emotional health, intimate relationships, stress management, nutrition, fitness, disease prevention, and individualized behavior modification.

PED 106 Sport and Society: Examines social organization, social change, and connection of sport to structure and dynamics of social life. Does not fulfill BPE or electives requirement.

PED 201 Physiology of Exercise and Performance: Explains physiological fundamentals of physical fitness and training techniques. Discusses human energy systems, aerobic exercise, muscular fitness, and training techniques. Encourages students to design individualized

programs.

PED 202 Topics in Sport Psychology: Focuses on selected topics and issues in sport psychology relevant to the psychological and mental factors that influence performance and personal growth, including development of appropriate psychological skills for performance enhancement. Other topics include aggression, audiences and performers, and arousal and performance. Does not fulfill BPE or electives requirement.

ELECTIVES
Ballroom Dancing*
Basketball
Canoeing
Fencing
Golf*
Jazz Dance for Exercise
Lifeguard Training*+
Pilates
Sports Pilates
Racquetball
Sailing
Scuba*+
Softball
Tae Kwon Do*
Tennis
Volleyball
Water Safety Instruction*+
Water-Skiing*
Weight Training
Windsurfing*
Varsity Sports
****Fee Courses, +Certification Courses***

The following academic courses may substitute for an elective.

- ***DAN 170 Ballet I***
- ***DAN 177 Jazz I***
- ***DAN 179 Modern Dance I***
- ***DAN 270 Ballet II***
- ***DAN 277 Jazz II***
- ***DAN 279 Modern Dance II***
- ***DAN 394 Intermediate/Advanced Dance Technique***

ATHLETIC COACHING COURSES
Three professional preparation courses meet state Department of Education requirements, but **not the BPE or electives requirement.**

PED 475 Athletic Coaching Theory: Improves coaching skills by covering psychosocial development, biophysiology, legal concerns, sport management, and sport instruction. *Prerequisite*: junior/senior standing.

PED 476 Theory and Practice of Coaching a Specific Sport: Introduces recent advances. Highlights interscholastic coaching/teaching methods, trends, hands-on lab experiences, and safety procedures. *Prerequisite*: junior/senior standing.

PED 477 Care and Prevention of Athletic Injuries (Sports Medicine): Treats injury detection and treatment, rehabilitation, reconditioning, counseling, and injury prevention. Includes hands-on lab experiences and off-the-field safety precautions. *Prerequisite:* junior/senior standing.

INTRAMURAL ACTIVITIES

Students choose to participate in the intramural program. These activities supplement PE classes and include some coed sports and one-day activities.

Fraternities and sororities, independents, first-year students, special groups, off-campus students, faculty, current graduate students, and administrative staff compete as teams. Sports include basketball, bowling, flag football, golf, sailing, soccer, softball, swimming, table tennis, tennis, and volleyball (beach and regulation).

ATHLETICS
Sports play a significant role in life at Rollins. The athletic program encourages individual participation in 20 intercollegiate sports--baseball, basketball, crew, cross-country, golf, sailing, soccer, softball, tennis, volleyball, and water-skiing. The college also fields club teams for women's soccer and swimming.

FACILITIES
The Alfond Sports Center contains basketball and volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alfond Boathouse, Bradley Boathouse, Alfond Pool, Alfond Stadium, Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts.

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U.S. News America's Best Colleges 2009

PHYSICS

Changes effective Spring Term 2011

Fuse *Moore* *Pestka* *Turri*

Physics encompasses more than the study of matter and energy. It seeks general principles behind phenomena as diverse as wispy elementary particles and gigantic galaxies.

Physics courses provide a pathway towards that understanding through laboratory and computer analysis and mathematical and computer modeling. Our laboratories are especially well equipped and our major emphasizes the development of sound laboratory skills. The major also stresses mathematics, the language of physics.

Physics provides a foundation for students interested in engineering -- the application of physical principles to the design of products and processes needed in today's technological world. Future engineers may concentrate in physics for the first three years at Rollins and then transfer to one of the engineering schools with which the college participates in a 3-2 dual-degree program. *For further information, contact the coordinator, Thomas R. Moore.*

Some graduates teach or work in industry while others pursue master's of business administration degrees (M.B.A.'s). Many physics majors go on to graduate school in specialized areas of physics, while others continue in such fields as astronomy, oceanography, materials science, and applied physics. Since physics majors know how to solve problems and use technology, they find interesting jobs with or without a higher degree.

MAJOR REQUIREMENTS
Fifteen (15) courses are required.

- ***PHY 131 Principles of Physics***
- ***PHY 132 Experimental Physics I***
- ***PHY 220 Math Methods for Physical Sciences I***
- ***PHY 221 Math Methods for Physical Sciences II***
- ***PHY 230 Modern Physics***
- ***PHY 232 Experimental Physics II***
- ***PHY 233 Modern Electronics***
- ***PHY 308 Mechanics***
- ***PHY 314 Electromagnetic Theory I***
- ***PHY 315 Electromagnetic Theory II***
- ***PHY 325 Computational Physics***
- ***PHY 398 Physics Seminar***
- ***PHY 411 Modern Optics***
- ***PHY 412 Experimental Optics***
- ***PHY 451 Quantum Physics I***

Students without a strong background in physics and mathematics may wish to take ***MAT 111/MAT 112*** and ***PHY 120*** before beginning the sequence for the major.

Students who wish to continue physics in graduate school should consider the following electives:

- ***CHM 120 Chemistry***
- ***CHM 305 Physical Chemistry***
- ***PHY 452 Quantum Physics II***
- ***PHY 498 Physics Research***

Students who intend to transfer to an engineering school via the 3-2 program with a concentration in physics must complete all required courses for a physics major below the ***400 level.*** Additionally, they must pass ***CHM 120 Chemistry, CHM 305 Physical Chemistry*** and ***CMS 167A/167B Introduction to Computing.***

MINOR REQUIREMENTS
Nine (9) courses are required.

- ***PHY 131 Principles of Physics***
- ***PHY 132 Experimental Physics I***
- ***PHY 220 Math Methods for Physical Sciences I***
- ***PHY 221 Math Methods for Physical Sciences II***
- ***PHY 230 Modern Physics***
- ***PHY 308 Mechanics***
- ***PHY 314 Electromagnetic Theory I***
- ***PHY 398 Physics Seminar***
- ***PHY 451 Quantum Physics I***

Course of Study

PHY 105 Evolution of the Universe: Examines characteristics of galaxies, red-shift and Hubble relationship, and quasars, then considers modern cosmological models of how universe has developed into present state. For non-science majors with little or no prior knowledge of physics.

PHY 108 Nuclear Power, Nuclear Arms, and Nuclear War: Measures impact of nuclear energy in today's technological world, presenting both sides of controversial issues. Intended for non-science majors with no prior knowledge of physics.

PHY 112 Astronomy: Describes characteristics and evolution of solar system, structure and properties of stars and galaxies, and evolution of universe. Requires one formal observing session each week for constellation and star identification through binocular and telescopic observations. Intended for non-science majors with no prior knowledge of physics.

PHY 114 Contemporary Physics: Explores basic ideas of time, motion, and forces, as well as atomic and nuclear physics. When offered with laboratory, hands-on exercises feature fundamental concepts and applications of physics. Intended for non-science majors with no prior knowledge of physics.

PHY 115 The Physics of Music: Explores the physical principles of music and musical instruments. Topics include the scientific basis for music and the physics of brass, woodwind, and string instruments. Intended for non-science majors with no prior knowledge of physics.

PHY 117 An Introduction to Lasers and Light: Touches upon paint mixing, stage lighting, visual illusions, random-dot stereograms, lenses and curved mirrors, optical interference, iridescence, mirages, rainbows, and aurora. Uses interactive demonstrations to explain common and unusual optical effects. Intended for non-science majors with no prior knowledge of physics.

PHY 120 General Physics I: Introduces motion, forces, work, energy, waves, and conservation laws to students interested in science. Stresses interactive teaching and learning in all meetings, including required lab. Highlights theory and problem solving.

PHY 121 General Physics II: Discusses electric and magnetic forces and energies, electric circuits, optics, and foundations of modern physics. Lab required. *Prerequisite:* ***PHY 120***.

PHY 131 Principles of Physics: Addresses electrostatics, direct and alternating currents, electric and magnetic fields, and geometrical and physical optics. Uses calculus. *Corequisite:* ***MAT 112*** or equivalent preparation. *Prerequisite:* ***PHY 120*** or advanced placement (AP/IB) physics in high school.

PHY 132 Experimental Physics I: First course in experimental techniques in which students are introduced to instrumentation, technical writing, and experimental design. These skills are then applied to experiments in classical physics, including mechanics, electricity and magnetism, and optics. *Prerequisite:* ***PHY 120.***

PHY 200 Conceptual Physical Science: Presents basic ideas of physics and selected topics in earth science and astronomy. Integrates required lab, practical activities, and computer work with daily discussions. *Prerequisite:* elementary education major or consent.

PHY 205 Stellar Evolution and Cosmology: Life cycles of stars including supernovae, white dwarves, neutron stars, and black holes. Characteristics of galaxies, red-shift and the Hubble relationship leading to modern models of cosmic evolution. Upper-level elective for science majors. *Prerequisites*: ***MAT 112*** and ***PHY 121*** or ***131.***

PHY 220 Math Methods for Physical Sciences I: Covers series expansions, complex numbers, linear algebra, and multi-variable calculus. *Prerequisite:* ***MAT 112*** or equivalent preparation.

PHY 221 Math Methods for Physical Sciences II: Continuation of *PHY 220*. Investigation of higher mathematics continues with vector analysis, integral transforms, ordinary and partial differential equations, and probability and statistics. *Prerequisite:* ***PHY 220.***

PHY 230 Modern Physics: Investigates 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. *Prerequisite:* ***PHY 131.***

PHY 232 Experimental Physics II: Second course in experimental technique in which the design, construction, and analysis of experiments in modern physics are emphasized. Focus on experimental design; the collection, processing, and dissemination of data; the application of standard statistical models; and methods of interpretation and analysis of data. Strong laboratory component. *Prerequisites:* ***PHY 132*** and ***PHY 230.***

PHY 233 Modern Electronics: Treats basic concepts, devices, and circuits of analog and digital electronics. Students study theory, then build and design circuits from scratch. Assumes no prior experience in electronics. *Prerequisite:* ***PHY 131*** or consent.

PHY 240 Introduction to Astrophysics. Addresses the application of atomic and nuclear physics to the problems of galaxy formation and astronomical spectroscopy. Investigates the basic scientific principles of

planet formation and observational astronomy. *Prerequisites:* ***PHY 220*** and ***PHY 230***.

PHY 308 Mechanics: Discusses Newtonian, Lagrangian, and Hamiltonian mechanics of particles and rigid bodies. Analyzes nonlinear dynamical systems with computer simulations. *Prerequisites:* ***PHY 131*** and ***PHY 220.*** *Corequisite:* ***PHY 221*** or consent.

PHY 314 Electromagnetic Theory I: Applies advanced mathematical techniques to the study of electromagnetics, emphasizing the solutions to Laplace's equation, vector analysis, and multipole approximations. Gives vector treatment of electrostatic and magnetostatic fields in vacuum and in matter, based on Maxwell's equations. *Prerequisites:* ***PHY 131*** and ***PHY 221***.

PHY 315 Electromagnetic Theory II: A continuation of *PHY 314* with emphasis on electro- and magneto-dnynamics and time-varying phenomena including electromagnetic radiation. *Prerequisite:* ***PHY 314***.

PHY 325 Computational Physics: This course introduces the student to the methods of computational physics, emphasizing numerical solutions to integral and differential equations. *Prerequisite:* ***PHY 221***.

PHY 398 Physics Seminar: Traces evolution of physics and its place in modern society. Discusses readings from classical literature and current journals. *Prerequisites:* junior/senior standing and physics major/minor or pre-engineering major.

PHY 411 Modern Optics: This course consists of a survey of geometric, physical and quantum optics. Subjects include the design of optical components, systems of lenses, polarization and birefringence, coherence, Fraunhofer and Fresnel diffraction, Fourier optics, laser physics, and nonlinear optics. *Prerequisites:* ***PHY 221*** and ***PHY 314***.

PHY 412 Experimental Optics: This course introduces the students to experimental techniques used in the study of optics. Optical equipment, design criteria, and methodology are presented in class; then the students are expected to design and build optical instruments to specification. *Prerequisite:* ***PHY 315***.

PHY 451 Quantum Physics I: This course begins with early atomic models, wave aspects of particles, Schroedinger equation, quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound-state systems. *Prerequisite:* ***PHY 221***.

PHY 452 Quantum Physics II: This is a continuation of the study of quantum physics that emphasizes applications of quantum mechanics to atomic physics, solid-state physics, and nuclear physics. Students also examine elementary perturbation theory, theory of angular momentum and spin, and quantum statistics. *Prerequisite:* ***PHY 451***.

PHY 498/499 Physics Research: Requires independent research in such fields as acoustics, optics, astrophysics, condensed matter, quantum, or computational physics.

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POLITICAL SCIENCE

Changes effective Spring Term 2011

Boniface	*Chong*	*Davison, D.*	*Davison, J.*
Foglesong	*Gunter*	*Lairson*	*Maskivker*
Skinner	*Tatari*		

Why Study Politics? Life is already political. Politics, then, is not just something that we study and read about: it is something that we live. In ways large and small, abstract and particular, global and local, theoretical and practical, our everyday lives are shaped by powers, ideologies, and customs. Politics happens to us whether we see it or not. But by studying political science, we can become conscious of, understand, engage, and work against the forces that give meaning and shape to our condition.

MAJOR REQUIREMENTS
To complete the major in Political Science students must pass twelve (12) courses. Students must complete the six (6) required Core courses and six (6) additional courses. Students may not transfer more than four (4) courses from another institution. Winter intersession courses do not count toward the major. The Department requires that students complete one upper-level course in at least two (2) different subfields for breadth.

The Department of Political Science allows students to pursue two tracks through the major. Each track offers students significant flexibility over their major course selections. Students should select a track and their course options through thoughtful deliberation.

HONORS IN POLITICAL SCIENCE
Students who satisfy the College's requirements for Honors in the Major Field (see "Curriculum and Curricular Requirements," *Rollins College Catalogue*) may graduate with Honors in Political Science through one of the following methods. First, a student pursuing Honors in the Major Field in Political Science must successfully complete and defend an Honors in Political Science Research project under the supervision of a faculty member in the department. Alternatively, students may complete a second senior-year seminar as a thirteenth (13th) course in Political Science and defend their research project before a panel of three (3) faculty members, per the curricular requirements of the College. Students in the College Honors Degree Program may use their senior-year research project for Honors in Political Science, with Departmental approval.

CORE COURSES
All students are required to take introductory course selections in Comparative Politics (***POL 100***), Political Theory (***POL 120***), International Relations (***POL 130***), and American Politics (***POL 160***). Students are also required to complete Public Policy Analysis (***POL 240A***) OR Research Methods in Political Science (***POL 240B***), and a seminar class at the ***400-level*** that includes the completion of a major research project.

Students must complete all four (4) introductory level courses:

POL 100 Introduction to Comparative Politics
POL 120 Problems in Political Thought
POL 130 Introduction to International Politics
POL 160 Introduction to American Politics

Students must complete one (1) course in research methods:

POL 240A Pubic Policy Analysis
OR
POL 240B Research Methods in Political Science
(Should be completed by the end of the sophomore year).

Students must complete one (1) *400-level* seminar:

POL 400-level Seminar in Political Science
(Normally completed during senior year)

Additional Requirements:

- All political science majors are required to complete one (1) upper-level seminar at Rollins. Students should normally have at least junior status, and have completed the introductory and upper-level courses in the respective substantive area as well as a research methods course to ensure adequate preparation for the seminar.
- A comprehensive examination and portfolio also are required of all graduating seniors.

Core courses serve as prerequisites to corresponding upper-division courses. For example, ***POL 160*** must precede all upper-division courses in American politics.

Students may choose one of the following two options to complete their major requirements.

TRACK I - TRADITIONAL MAJOR
After completing the four (4) introductory-level courses students may select ANY six (6) upper-level courses they prefer. Students are required to complete one course from at least two (2) different subfields at the upper-level.

TRACK II - SUBSTANTIVE CONCENTRATIONS IN POLITICAL SCIENCE
After completing introductory-level courses, students may use upper-level courses to concentrate in a substantive topic. Students are required to complete one course from at least two (2) different subfields at the upper-level. The Department of Political Science lists below five (5) possible options for substantive concentrations. A concentration is a topic that typically cuts across subfields and allows students to study an important substantive theme in greater depth. A concentration will be composed of six (6) courses. At least five (5) of these courses must be at the ***300-*** or ***400-level***. A final research project is required for all students completing a concentration and normally will be completed in the senior seminar. Students may also satisfy this research requirement by either pursuing Honors in Political Science or through the Senior Honors Research Project in the Honors Program.

It is possible for students to design a concentration which is different from those suggested below. ALL students who wish to pursue a concentration MUST receive Departmental approval. Normally, students should declare

their concentration when they declare Political Science as their major, but NO LATER THAN registration for classes for their first semester of their junior year. The declaration should include a curriculum plan of study that outlines their concentration. The plan of study should state what is motivating the student to pursue a substantive concentration, the courses they have selected, and what separates those courses from the rest of the major.

SUGGESTED CONCENTRATIONS: (select six [6] courses from a concentration area, at least five [5] courses must be at the ***300-*** or ***400-level***)

1. **Poverty, Inequality, and Development**

POL 223 Power and Diplomacy: The United Nations
POL 240A Public Policy Analysis
POL 252 Topic: American Civil Rights Policy
POL 270 Ethics and Public Policy
POL 301 Revolution in the Modern World
POL 302 Politics in the Third World
POL 312 Problems of Latin America
POL 317 Latin American and US in World Politics
POL 321 The Politics of Latin America
POL 325 Sustainable Development in Southeast Asia
POL 327 Urban Policy Analysis
POL 330 Peace and Conflict Studies
POL 331 International Political Economy
POL 332 International Human Rights
POL 333 Case Studies in Sustainable Development
POL 336 Post-Communist Systems
POL 346 Voting and Elections
POL 354 International Organization
POL 370 Comparative Modern Ideologies
POL 376 Capitalism and its Consequences
POL 377 Gender and Political Theory
POL 384 East Asian Politics
POL 395 Topic: Israeli-Palestinian Politics

2. **Democracy and Democratization**

POL 240A Public Policy Analysis
POL 252 Topic: American Civil Rights Policy
POL 301 Revolution in the Modern World
POL 302 Politics in the Third World
POL 312 Problems of Latin America
POL 317 Latin America and US in World Politics
POL 321 The Politics of Latin America
POL 327 Urban Policy Analysis
POL 330 Peace and Conflict Studies
POL 333 Case Studies in Sustainable Development
POL 336 Post-Communist Systems
POL 343 The American Presidency
POL 346 Voting and Elections
POL 354 International Organization
POL 358 European Government and Politics
POL 375 American Political Thought
POL 376 Capitalism and its Consequences
POL 381 Congress and the Legislative Process
POL 382 Constitutional Law
POL 384 East Asian Politics
POL 391 Modern Political Theory

3. **Law, Society, and Ideology**

POL 223 Power and Diplomacy: The United Nations
POL 252 Topic: American Civil Rights Policy
POL 270 Ethics and Public Policy
POL 323 Global Environmental Affairs
POL 332 International Human Rights
POL 333 Case Studies in Sustainable Development
POL 351 International Security
POL 353 Foreign Policy of the U.S.
POL 354 International Organization
POL 370 Comparative Modern Ideologies
POL 375 American Political Thought
POL 376 Capitalism and its Consequences
POL 382 Constitutional Law
POL 391 Modern Political Theory
POL 392 Development of American Political Culture

4. **Political Institutions and Policy**

POL 323 Global Environmental Affairs
POL 327 Urban Policy Analysis
POL 333 Case Studies in Sustainable Development
POL 336 Post-Communist Systems
POL 343 The American Presidency
POL 351 International Security
POL 353 Foreign Policy of the U. S.
POL 354 International Organization
POL 358 European Government and Politics
POL 361 Urban Politics
POL 363 American Public Policy
POL 368 Comparative Public Policy
POL 381 Congress and the Legislative Process
POL 384 East Asian Politics

5. **Globalization**

POL 223 Power and Diplomacy: The United Nations
POL 302 Politics in the Third World
POL 312 Problems of Latin America
POL 317 Latin American and the US in World Politics
POL 323 Global Environmental Affairs
POL 325 Sustainable Development in Southeast Asia
POL 330 Peace and Conflict Studies
POL 331 International Political Economy
POL 332 International Human Rights
POL 333 Case Studies in Sustainable Development
POL 334 Political Economy of Japan
POL 351 International Security
POL 353 Foreign Policy of the U.S.
POL 354 International Organization
POL 358 European Governments and Politics
POL 370 Comparative Modern Ideologies
POL 384 East Asian Politics
POL 391 Modern Political Theory
POL 395 Topic: Israeli-Palestinian Politics

EXPERIENTIAL OPPORTUNITIES
Faculty in the Department of Political Science believe and encourage majors to pursue at least one non-traditional classroom learning experience, which can be accomplished through participating in a semester abroad program,

the Washington Semester program, internships, or taking a course with a travel component. The Department's goal is to offer one course that includes an international trip each year.

WASHINGTON SEMESTER PROGRAM
Through a cooperative arrangement between Rollins and American University, a select number of students, usually juniors, may spend a semester in Washington, D.C., studying public affairs. (See *Special Curricular Opportunities* section of this Catalogue.)

Participants may select from separate programs in American politics, journalism, justice, foreign policy, peace and conflict resolution, economic policy, and art and architecture. Full-time faculty at American University direct the individual programs.

While enrolled in the Washington Semester Program, students live at American University and have full access to all library, cultural, and recreational facilities on campus. *For further information, contact Professor Michael Gunter.*

RESEARCH IN POLITICAL SCIENCE
Students also have the opportunity to conduct research in political science. This can be accomplished through a senior year research thesis for Honors in Political Science or as their final research project in their concentration. Students should have strong research and writing skills in order to complete a research project in Political Science.

MINOR REQUIREMENTS
Six (6) courses are required: three (3) introductory courses (***POL 100, 120, 130***, or ***160***) and three (3) upper-level courses.

Course of Study

CORE COURSES

POL 100 Introduction to Comparative Politics: Compares environment, structure, and process of politics in different nations. Suitable for nonmajors.

POL 120 Problems in Political Thought: Explores authority, legitimacy, power, democracy, ideology, equality, and political obligation as understood by major political thinkers in Western history. Suitable for nonmajors.

POL 130 Introduction to International Politics: Outlines decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. Places issues in 20th-century context, stressing Cold War and its aftermath, international political economy, and international organizations. Suitable for nonmajors.

POL 160 Introduction to American Politics: Analyzes dynamics of American politics: underlying principles and institutions, relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, participation, and problems of liberal, capitalist state. Suitable for nonmajors.

POL 240A Public Policy Analysis: Introduces formal techniques -- some involving computer use -- for analyzing problems in public policy. Examines goals and difficulties in civil rights, discrimination, voting rights, and crime. Does not require background in public policy, politics, computer usage, or statistics.

POL 240B Research Methods in Political Science: Introduces students to the essential elements of research method in political science. Among the topics covered are understanding hypotheses formulation, structuring testable statements, measurement, types of data, casual thinking, and reporting results.

POL 410 Seminar in International Politics: Presents the past, present, and future role of the sovereign state in the international system with a focus on issues such as economic globalization, non-traditional security threats, and the governance of transnational issues. *Prerequisites:* ***POL 130*** and one (1) ***300-level POL*** course.

POL 422 Seminar in Comparative Politics: Guides students in preparing, presenting, and writing research paper. Requires progress reports, outlines, bibliographies, and oral presentations. *Prerequisite:* completion of core and distribution courses in comparative politics and consent.

POL 453 Seminar in International Politics: Analyzes contending theories and approaches in international politics with emphasis on realism, liberalism, and institutionalism. *Prerequisites:* completion of core and distribution requirements in international politics and consent.

POL 481 Seminar in American Politics: Compares competing interpretations of politics and polity. *Prerequisites:* completion of core and distribution courses in American politics and consent.

AMERICAN POLITICS

POL 327 Urban Policy Analysis: Focuses on dilemmas of fast-growing urban areas: transportation, education, land-use planning, urban finance, and growth management.

POL 341 Political Leadership: Considers meaning of leadership, changing role of leaders, strategies and styles of effective leaders, and relationship between leadership and democracy. Stresses local government. *Prerequisite:* ***POL 160.***

POL 343 The American Presidency: Weighs logic and impact of constitutional design upon the office, including sources of power and constraint. Traces development of presidency through "imperial" to "postmodern" era, then turns to relationship between President and Congress, bureaucracy, and interest groups.

POL 346 Voting and Elections: Investigates electoral behavior in U.S.: rational, contextual, retrospective, and economic explanations for voting, as well as contemporary trends. Considers effects of media and money on election outcomes.

POL 361 Urban Politics: Examines impact on urban politics of decline of community in American cities, inequality of power among groups, and local and regional economy. Highlights economic decline in Frostbelt cities and problems of controlling growth in Sunbelt cities like Orlando. *Prerequisite:* ***POL 160*** or consent.

POL 363 American Public Policy: Treats relationship of politics and markets, reasons for government intervention in economy, and conflict surrounding policy implementation. Discusses pros and cons of government planning. Stresses problem of deindustrialization and efforts to formulate industrial policy. *Prerequisite:* ***POL 160.***

POL 365 Power in America: Explores how political power is created and maintained. Considers political parties and coalitions, interest groups

(including differences in political interests within American capitalism), economic change and international politics, political and economic elite, and state role in supporting and strengthening capitalism. *Prerequisite:* ***POL 160.***

POL 381 Congress and the Legislative Process: Deals with organization and operation of U.S. Congress: how representatives make voting decisions, importance of rules and procedures, political strategy, legislative oversight of executive branch, and relationship between Congress and President.

POL 382 Constitutional Law: Analyzes major U.S. Supreme Court decisions in order to understand development of law regarding powers of national government. Addresses judicial review, federalism, separation of powers, national authority over commerce, and constitutional protection of property. *Prerequisite:* ***POL 160*** or consent. Suitable for nonmajors.

POL 387 Constitutional Law: Civil Rights and Liberties: Focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and the rights of the accused, reflected in constitutional amendments four through eight. *Prerequisite:* ***POL 120*** or ***POL 160*** or consent.

POLITICAL THEORY

POL 270 Ethics and Public Policy: Examines the ethical and moral implications of a wide array of cases and current events, such as use of the atomic bomb, presidential activity, racial profiling, and affirmative action. *Prerequisite:* ***POL 120*** or consent.

POL 375 American Political Thought: Analyzes the ideals of America, as imagined, cultivated, and practiced. Explores the forces that shape identity, analyzes the contours and exclusions of democratic citizenship, and focuses on how natural geography has uniquely influenced American political thought. *Prerequisite*: ***POL 120.***

POL 376 Capitalism and Its Consequences: Explores the dialectical critiques of the "Frankfurt School" theorists. Analyzes the ways that capitalism has affected 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:* ***POL 120*** or consent.

POL 394 Contemporary Political Theory: Examines 20th-century political theory. Covers the moral and conceptual foundations of liberal democracy and critiques of liberalism from communitarian, feminist, critical theory, and postmodern perspectives. *Prerequisite*: ***POL120*** or consent.

POL 395 Topics in Political Theory: Advanced investigation of selected problems or areas in political theory. Topics may include feminist political theory, American political thought, and conservative political thought. *Prerequisite*: ***POL 120*** or consent.

POL 470 Seminar in Political Theory: Provides context for students to examine in-depth topics of justice, freedom, welfare, and equality, and considers contemporary issues against the arguments of political theorists. Requires extensive oral participation, independent work, and contribution of a major paper. *Prerequisite:* ***POL 120.***

POL 498-499 Independent Study

COMPARATIVE POLITICS

POL 202 The Americas: A Political History of Latin America: Outlines from conquest and colonization to contemporary times. Emphasizes aspects of Latin American civilization with enduring effects on political culture and international relations.

POL 301 Revolution in the Modern World: Analyzes meaning, dynamics, and goals of revolution as part of politics of violence. *Prerequisite:* ***POL 100.***

POL 302 Politics in the Third World: Reveals patterns of political life in such developing areas as Africa, Asia, and Latin America. *Prerequisite:* ***POL 100.***

POL 312 Problems of Latin America: Alternates focus among different topics/regions depending on interest. *Prerequisite:* ***POL 100*** or at least two ***LAC*** courses.

POL 321 The Politics of Latin America: Discusses problems of underdevelopment, cultural traditions and socioeconomic conditions, and challenge of winning/maintaining political power and bringing about change in Latin American political systems. *Prerequisite:* ***POL 100*** or consent.

POL 333 Case Studies in Sustainable Development: Explores political concept of sustainable development, comparing how different states confront issues such as population growth, poverty, alternative energy, hazardous waste trade, deforestation, GMOs, ecotourism, sprawl, and invasive species. *Prerequisite*: ***POL 100*** or ***POL 130***.

POL 336 Post-Communist Systems: Discovers causes and consequences of changes in former Soviet bloc, particularly character and behavior of elites, parties, groups, and masses. Assesses possibility of democratization and likelihood of economic development. *Prerequisite:* ***POL 100.***

POL 358 European Government and Politics: Details goals, policies, institutions, and efficacy of European democracies. Treats funding of welfare state, prospects for uniting Europe, and future of NATO alliance.

Prerequisite: ***POL 100.***

POL 368 Comparative Public Policy: Determines why certain governments cope better with common problems. Touches upon roles of political parties, bureaucracies, interest groups, political institutions, and public opinion. *Prerequisite:* ***POL 100*** or ***POL 160.***

POL 370 Comparative Modern Ideologies: Considers liberalism, conservatism, Christian democracy, socialist democracy, communism, fascism, and nationalism. Focuses on political programs of groups associated with these ideologies. *Prerequisite:* ***POL 100.***

POL 384 East Asian Politics: Compares political systems of China, Vietnam, Japan, and the Koreas. Looks into key regional issues and East Asia in post-Cold War global order.

INTERNATIONAL POLITICS

POL 223 Power and Diplomacy: The United Nations: Familiarizes students with the operations of the United Nations. Provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular.

POL 232 World Issues of Our Times: Develops informed opinions on such issues as East-West and North-South relations, population, hunger, development, terrorism, and war. Encourages students to think of solutions to problems. Assigns Foreign Policy Association's annual *Great Decisions* as core text. Suitable for nonmajors.

POL 310 Sustainable Development: Dominican Republic: Provides students with a better understanding of sustainable development through studying the Dominican Republic. Examines area history of the DR and methodology of sustainable development. Using a number of case studies, from tourism and sugar cane industries, to urban sprawl and forest protection, identifies historical connections to sustainable and unsustainable practices.

POL 313 Economic and Political Development in Eastern Europe. Analyzes economic and political development within Eastern Europe. Explores the Cold War legacy. Includes field study of Hungary, Czech Republic, Poland, Slovakia, and Romania. Complements ***POL 358*** and ***ECO 305D***. *Prerequisites:* ***ECO 202, ECO 203,*** and ***POL 130 or POL 100.***

POL 317 Latin America and the United States in World Politics: Evaluates relationships of nations of Western Hemisphere. Treats U.S. foreign policy in general, then relations with Latin America. *Prerequisite:* ***POL 100, POL 130,*** or two ***LAC*** courses.

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

POL 323 Global Environmental Affairs: Examines global environmental issues from climate change to biodiversity protection with international relations theories that explore the role of civil society, institutions, and markets, in both contributing problems and finding solutions. *Prerequisite*: ***POL 130***.

POL 325 Sustainable Development in Southeast Asia: Southeast Asia provides a striking example of the central challenge facing much of the

developing world, balancing rapid economic development and environmental protection. Much of the region's tropical forests have been cleared to make way for agriculture, plantations, and industrial development. Yet despite these inroads, many nations, such as Vietnam and Malaysia, still support a spectacular diversity of natural habitats and species. This course examines the recent history of economic and environmental change in Vietnam, Malaysia and Singapore, focusing on the role of high technology industry, resource extraction, and environmental planning. Students will travel to Singapore to study urban environmental planning, visit semiconductor plants and sustainable development agencies in Malaysia, and explore development issues in Vietnam. *Prerequisite*: ***POL 130*** or consent.

POL 330 Peace and Conflict Studies: Introduces students to the theories of conflict and peacebuilding, trends in political conflict, and presents case studies of several ongoing conflicts. *Prerequisite*: ***POL 130.***

POL 331 International Political Economy: Follows development of international monetary system, multinational coordination of economic policy, functions of international economic organizations, role of multinational corporations, energy and international politics, and problems of economic development, exploitation, and dependence in Third World. *Prerequisite:* ***POL 130.***

POL 332 International Human Rights: Introduces students to the theoretical, political, and legal dimensions of human rights in the modern global system. Students will further engage the concept of human rights through case studies and the study of critical issues in human rights, including gender, culture, refugees, and modern slaves.

POL 334 Political Economy of Japan: Chronicles origins, development, and contemporary arrangements of Japanese political economy from Meiji Restoration to present. Delves into 19th-century commitment to economic modernization and national independence, military expansion, relationship with U.S., and complex link of Japanese state with economy. *Prerequisite:* ***POL 100*** or ***POL 130.***

POL 351 International Security: Analyzes how international security is changing global interactions and how the world can adjust accordingly in the 21st century. Examines both the causes of war and the conditions that promote peace, all within the context of notable contemporary crises, including economic, environmental, and cultural dimensions. *Prerequisite:* ***POL 130.***

POL 352 International Law: Uses case studies to survey nature, sources, and applications of international law, particularly to resolve conflict. *Prerequisite:* ***POL 130*** or consent.

POL 353 Foreign Policy of the U.S.: Assesses decision-making power of interest groups, Congress, President, and bureaucracy. Asks if U.S. foreign policy is reactive. Discusses nuclear security and arms control, trade relations, foreign aid, new world order, and North-South issues. *Prerequisite:* ***POL 130.***

POL 354 International Organization: Examines the interaction of state associations such as the United Nations (UN), European Union (EU), World Trade Organization (WTO), and Organization of the Petroleum Exporting Countries (OPEC), as well as transnational corporations like DuPont and BP p.l.c., non-governmental organizations (NGOs) such as Conservation International and Medecins Sans Frontieres, and terrorist networks like Al Qaeda. Analyzes international regimes and treaties, offering a political critique of global governance in the 21st century. *Prerequisite:* ***POL 130.***

POL 355 Political Psychology: Introduces students to the field of political psychology and engages students in an in-depth study of recent pioneering works in the field. Topics include leadership, decision-making, conflict, and terrorism.

POL 385 Politics and Society in Contemporary China: An overview of the development of Chinese political, social, and economic life in the 20th century.

POL 393 Vietnam Experience On-Line: Uses information technology to expand the arc of expertise, interaction, and collaboration among students and faculty so as to understand better the Vietnam War. *Prerequisite*: ***POL 130*** or consent.

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Best Colleges 2009

PSYCHOLOGY

Changes effective Fall Term 2010

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

The psychology Major and Minor use the methods and content of psychological science to teach students to:

1. understand the reasons behind their own and others' behavior
2. become competent and critical decision makers
3. respect human diversity and
4. fulfill their social responsibilities.

With an emphasis on experiential learning and laboratory courses, scientific rigor, quantitative literacy, and verbal and written communication skills, the psychology major provides an excellent background for students planning to join the workforce upon graduation and for those planning to continue their education in graduate school.

Students need to consult a departmental advisor as early as possible to plan course selections. Because of the structure of the major, transfer students should expect to spend at least two (2) years in the Rollins program to complete major requirements.

MAJOR REQUIREMENTS
Twelve (12) courses and a comprehensive exam are required.

FOUNDATIONS

- ***PSY 150 Perspectives in Psychology I: The Individual in Context***
- ***PSY 155 Perspectives in Psychology II: Thought and Behavior***

SCIENTIFIC CORE

- ***PSY 250 Statistics and Research Methods I with Laboratory***
- ***PSY 255 Statistics and Research Methods II with Laboratory***

DOMAINS IN PSYCHOLOGY

- ***Seven (7) courses, one each from five domains, three of which must be laboratory courses:***
  - **Domain I: Behavioral Perspectives (BEH Titles)**
  - **Domain II: Biological Perspectives (BIO Titles)**
  - **Domain III: Cognitive Perspectives (COG Titles)**
  - **Domain IV: Developmental Perspective (DEV Titles)**
  - **Domain V: Individual-Social Perspectives (ISP Titles)**

SENIOR CAPSTONE IN PSYCHOLOGY

- ***A minimum of one (1) 400-level capstone course is taken during the senior year:***

- ***PSY 415 Advanced Topics in Psychology***
- ***PSY 491 Senior Seminar in Behavioral Psychology***
- ***PSY 492 Senior Seminar in Biological Psychology***
- ***PSY 493 Senior Seminar in Cognitive Psychology***
- ***PSY 494 Senior Seminar in Developmental Psych***
- ***PSY 495 Senior Seminar in Individual-Social Psych***
- ***PSY 499 Honors Research in Psychology (2 Semesters)***

ADDITIONAL REQUIREMENT

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

MINOR REQUIREMENTS
Nine (9) courses are required including the two (2) *Foundations* courses (PSY 150 & 155), the two (2) *Scientific Core* courses (PSY 250 & 255) listed above, and five (5) *Domains in Psychology* courses, one each from five domains, three of which must be w/Lab courses:

- **Domain I: Behavioral Perspectives (BEH Titles)**
- **Domain II: Biological Perspectives (BIO Titles)**
- **Domain III: Cognitive Perspectives (COG Titles)**
- **Domain IV: Developmental Perspective (DEV Titles)**
- **Domain V: Individual-Social Perspectives (ISP Titles)**

Course of Study

PSY 101 Introduction to Psychology: Surveys physiological, developmental, social, and personality psychology; sensation perception; learning; information processing; motivation; psychopathology; and research methods.

PSY 150 Perspectives in Psychology I: The Individual in Context: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in developmental, personality, and social psychology.

PSY 155 Perspectives in Psychology II: Thought and Behavior: Designed for psychology majors and minors (or those considering psychology), course examines historical and current perspectives on topics in behavioral, cognitive/physiological, and applied psychology.

PSY 190 Psychology of Adjustment and Stress Management: Helps students cope with stress, bridging gap between current research and clinical treatment. Considers assessment, treatment guidelines and techniques, effects of motivation in controlling stressors, and physiology of stress. Students experiment with stress reduction through meditation, progressive relaxation, autogenic training, hypnosis, and biofeedback. Not open to students who have taken winter intersession classes *The Art and Science of Relaxation* or *Stress Management*.

PSY 200 Stress Management: Hanging Loose in an Uptight World: Offers an approach to stress management whereby students gain a clear and in-depth understanding of its causes and effects as well as many adoptable management techniques.

PSY 203 Suicide and Depression: Examines the personal and social factors contributing to suicide among Americans and demonstrates the possibilities for successful treatment of such individuals.

PSY 210 Psychology Across Cultures: Explores cultural components of

several major areas in psychology, including research methods, human development, personality, social psychology, perception, and cognition. Empirical research on the interplay between individual and group beliefs and psychology forms the center of the course, which also includes guidelines to improve cross cultural relationships, and respectful research paradigms.

PSY 211 Social Psychology: Presents broad account of how actual or imagined presence of others influences thoughts, feelings, and behaviors. Touches upon conformity, attraction, prejudice, aggression, group decisions, and attitude change, as well as advertising, law, and indoctrination.

PSY 213 Health Psychology: Explores the interaction between the mind and the body as it relates to health with special emphasis on the physiological consequences related to healthy and unhealthy behavior. Investigates how psychological events, such as stress and other emotions, affect physical and emotional health.

PSY 215 Topics in Psychology: Focuses on a specific topic or field in psychology which is not covered elsewhere in the curriculum. May be repeated for credit. Suitable for nonmajors.

PSY 217 Psychology of Drugs and Addictions, with Laboratory: Questions whether chemical addiction (drugs and alcohol) is disease or an attempt to adapt to inner needs and external pressures.

PSY 225 Careers in Psychology: Designed for majors wanting to know more about careers in psychology. Students will research and present information about various careers in psychology, including job responsibilities, historical and current issues associated with different fields, educational requirements, availability of positions, and salary. Emphasis placed on careers that require graduate education, so part of the class will focus on strategies and requirements for applying to graduate school. Registration priority to sophomore/junior psychology majors.

PSY 250 Statistics and Research Methods I with Laboratory: Surveys application of descriptive and inferential statistical analysis. Covers frequency distributions, transformed scores, normal-curve model, linear correlation and prediction, and hypothesis testing using variance analysis.

PSY 255 Statistics and Research Methods II with Laboratory: Details specialized lab techniques, methodology, and statistical analysis of different topical research areas. Integrates continuing lab project with discussion. Seminar. *Prerequisite:* ***PSY 250.***

PSY 300 ISP: Cross Cultural Psychology: Explores the cultural components of several major areas in psychology, including research methods, human development, personality, social psychology, perception, neuropsychology, schooling, learning and memory, and cognition. *Prerequisite:* ***PSY 150.***

PSY 302 BIO-COG: Brain and Language: Examines language in a biological context, and investigates the relationship between brain mechanisms and language behavior. Includes aphasia and other language disorders, hemispheric specialization, aphasia in the deaf, critical periods and aphasia in children, and gender differences in brain organization and cognitive abilities. *Prerequisite:* ***PSY 155.***

PSY 305 BIO: Sleep, Dreams, and Behavior: We spend approximately a third of our lives engaged in sleep. The psychology of sleep and dreams is an important area of the discipline with implications for physiological psychology, neuroscience, personality, and clinical psychology. Lecture/discussion course in which students and instructor explore the recent

scientific research on sleep and dreams and its impact on behavior. *Prerequisite:* ***PSY 155***.

PSY 306 ISP: Tests and Measurements: Examines social role of tests, as well as methods of development and administration. Looks into achievement and intelligence testing, personality assessment, personnel selection, test bias, and vocational-interest testing. *Prerequisites:* ***PSY 150*** and ***PSY 250***.

PSY 309 DEV: Adolescent Development: Adolescence is characterized by rapid biological, cognitive, social, and psychological changes. Course addresses major topics in adolescent development (e.g., puberty, family, peers, sexual behavior, and romantic relationships). *Prerequisite:* ***PSY 150***.

PSY 310 ISP: Psychopathology: Deals with psychological/psychiatric disorders presented in DSM IV. Lab acquaints students with institutional settings. Emphasizes treatment procedures and vocational opportunities. *Prerequisite:* ***PSY 150***.

PSY 312 ISP: Psychology and the Law: Focuses on psychological research of direct relevance to the legal system. Topics may include police interrogation and confessions, the reliability of eyewitness testimony, scientific jury selection, competency, and the insanity defense. *Prerequisite:* ***PSY 150.***

PSY 313 ISP: Psychology of Religious Experience: Provides an overview of historical and modern research and theory in the psychology of religion, focusing on empirical studies and religious behaviors. Discussions center on the relationships between religious and scientific world views. Topics include the relationship between religious beliefs and practices and child rearing, mental and physical health, brain functioning, and life after death experiences. *Prerequisite:* ***PSY 150***.

PSY 314 BIO-COG: Sensation and Perception: Introduction to the psychophysical, physiological, and cognitive aspects of human and animal perception. Areas covered include visual, auditory, somatic, and chemical sensation; visual perception of color, objects, depth, and movement; and speech, pain, and flavor perception. *Prerequisite:* ***PSY 155***.

PSY 315 Intermediate Topics in Psychology: Focuses on a specific topic or field in psychology which is not covered elsewhere in the curriculum. May be repeated for credit.

PSY 317 ISP: Group Dynamics: Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups. *Prerequisite:* ***PSY 150***.

PSY 319 ISP: The Psychology of Work: Explores the psychological processes involved in organizational life. Drawing on current research and theory, examines issues such as employee selection, training, leadership, motivation and organizational change. *Prerequisite:* ***PSY 150***.

PSY 322 COG: Cognitive Psychology with Laboratory: Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory, imagery, gene knowledge, language, problem-solving, and logical reasoning. *Prerequisite:* ***PSY 150, 155*** and ***255***.

PSY 324 BIO-COG: Neuropsychology with Laboratory: A study of central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. *Prerequisites:* ***PSY 150, 155,*** and ***255***.

PSY 326 BIO: Physiological Psychology with Laboratory: Introduces the

fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures.

PSY 327 BIO-ISP: Evolutionary Psychology: Draws on evolutionary principles to understand human behavior, thought, and emotion, and maintains that certain psychological processes exist because they facilitated survival and reproduction during our evolutionary history. *Prerequisites:* ***PSY 150*** and ***155.***

PSY 328 DEV: Developmental Psychology with Laboratory: Tracks human growth and change: prenatal development, cognitive development, infant attachment, personality/social development, and language acquisition. Discusses major theories of human development including cognitive-developmental, social learning, and psychoanalytic models. Requires three hours per week of hands-on participation and observation in the Child Development Center. *Prerequisite:* ***PSY 150, 155,*** and ***255***.

PSY 329 ISP: Environmental Psychology: Examines how environments (natural and built) relate to thoughts, feelings, and behavior. Topics include nature and mental health, environmental responsibility, identity display, disasters, home and work, and environment and crime. *Prerequisite:* ***PSY 150.***

PSY 332 ISP: Psychology of Social Behavior: An in depth examination of research and theory in social psychology related to such topics as social influence, person perception, prejudice and discrimination, group behavior, interpersonal attraction, helping, and aggression. *Prerequisite:* ***PSY 150.***

PSY 338 ISP: Clinical Assessment Procedures: Presents principles of psychological testing and evaluation. Highlights referral setting, relationships among test scores, consulting outside sources, role of the clinician, interpreting test data, integrating client's history with observations, and age considerations affecting interpretation of test data. Attempts to establish elusive connection between results of psychological testing and psychotherapy. *Prerequisite:* ***PSY 150***.

PSY 341 BEH: Learning with Laboratory: Introduces fundamentals of behavior acquisition and modification: reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasizes total competence learning, requiring student to advance beyond recognition and recall. *Prerequisite:* ***PSY 150, 155,*** and ***255.***

PSY 342 BEH: Comparative Animal Behavior with Laboratory: Surveys the research by comparative psychologists and ethologists regarding species-specific vs. species-general behaviors. Topics include migration and other seasonal behaviors, territorial behavior, communication, aggression, defense, and reproduction-related behaviors such as mate recruitment, nesting, caring for young, and offspring socialization. Social and group behaviors, including dominance and social-synchrony, also included. *Prerequisites:* ***PSY 150, 155,*** and ***255***.

PSY 345 BEH: Childhood Disorders: Surveys a wide range of childhood disorders including behavioral and emotional disorders, developmental disorders, social and health-related disorders, and adolescent problems. Also considers children at risk, and addresses child physical abuse and neglect, child sexual abuse, and substance abuse. Interdependence of biological, psychological, and developmental factors are stressed in developing an understanding of childhood disorders in the context of family, school, community, and cultural influences. *Prerequisite:* ***PSY 155***.

PSY 347 Modern Psychology -- History and Systems: Chronicles development and decline of systematic positions within psychology since its establishment as a separate discipline in 19th century. *Prerequisites:* ***PSY 150*** and ***155***.

PSY 354 ISP: Personality: Examines traditional and contemporary theories (psychoanalytic, behavioral, humanistic, and factor analytic) about how individuals organize personal and social selves. Students apply theories to autobiographical data. *Prerequisite:* ***PSY 150***.

PSY 491 Senior Seminar in Behavioral Psychology: An intensive investigation of theory, research, and practice relating to behavioral processes in psychology; requires students to apply knowledge and skills from courses across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

PSY 492 Senior Seminar in Biological Psychology: An intensive investigation of issues in psychology analyzed predominantly from a biological perspective; i.e., research emphasizing physiological or evolutionary perspectives, and animal or neuropsychological models. Students will synthesize knowledge from across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

PSY 493 Senior Seminar in Cognitive Psychology: An intensive investigation of theory, research, and practice relating to cognitive processes in psychology; requires students to apply knowledge and skills from courses across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

PSY 494 Senior Seminar in Developmental Psychology: An intensive investigation of theory, research, and practice relating to developmental processes; requires students to apply knowledge and skills from courses across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255;*** and senior standing.

PSY 495 Senior Seminar in Individual-Social Psychology: An intensive investigation of theory, research, and practice relating to individual and social processes in psychology; requires students to apply knowledge and skills from courses across the major. *Prerequisites:* ***PSY 150, 155,*** and ***255***; and senior standing.

PSY 499 Honors Research in Psychology: Intensive independent research on a selected topic in psychology. May be repeated for credit. Two semesters required for consideration of Honors in the Major. *Prerequisites*: ***PSY 150, 155,*** and ***255;*** and senior standing..

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SOCIOLOGY

Changes effective Spring Term 2010

Glennon *Joyner* *Ovist* *Royce*

Van Sickle

Sociology provides an understanding of human societies for students desiring a liberal arts education, as well as for those preparing for graduate study in sociology or related fields.

Qualified students may be invited to participate in the department's honors degree program, as well as in independent study projects and internships with faculty.

Because sociology relies heavily on advising for program direction, majors must choose an advisor in the department.

MAJOR REQUIREMENTS
Twelve (12) courses are required, at least eight (8) of which must be taken at Rollins. All core courses must also be taken at the College.

CORE COURSES

Choose one (1) of the following four (4) prior to junior year.

- ***SOC 101 The Sociological Perspective***
- ***SOC 102 American Society***
- ***SOC 208 Self and Society***
- ***SOC 211 Social Problems***

Choose one (1) of the following three (3).

- ***SOC 323 Sociology of Culture***
- ***SOC 355 Race and Ethnic Relations***
- ***SOC 367 Economy and Society***

Take all of the following.

- ***SOC 203 Methodology (fall of junior year)***
- ***SOC 343 Social Stratification (fall of junior year)***
- ***SOC 335 Sociological Theory (spring of junior year)***

ADDITIONAL REQUIREMENTS

- ***One (1) course in anthropology, philosophy, economics, history, or politics***
- ***Five (5) courses in sociology, at least three (3) of which must be at the 300-400-level***
- ***SOC 418 Senior Seminar (after completion of core courses)***

MINOR REQUIREMENTS
Eight (8) courses are required, six (6) of which must be taken at Rollins.

- ***Five (5) core courses required for major***
- ***Two (2) 300-400 level courses in sociology***

- ***SOC 418 Senior Seminar (after completion of core courses)***

Course of Study

SOC 101 The Sociological Perspective: Covers scope, methods, and general principles of the discipline. Focuses on group behavior, race relations, inequality, social institutions, and social change. Suitable for nonmajors.

SOC 102 American Society: Examines recent social, political, economic, and cultural changes and trends.

SOC 112 The Family: Examines how political, economic, and social changes affect marriage and family. Highlights comparative family structure, divorce, abortion, homosexuality, and changing sex roles in light of larger social changes. Suitable for nonmajors.

SOC 203 Methodology: Focuses on collecting, analyzing, and interpreting social data. Addresses research strategies and their ethical implications. *Prerequisite:* sociology major or consent.

SOC 208 Self and Society: Introduces theories and research findings on socialization, identity formation, and presentation and actualization of self. Explores question of identity in contemporary American society and in everyday life. Suitable for nonmajors.

SOC 211 Social Problems: Follows traditional areas of social problem analysis (poverty, sexism, racism, and crime) as they evolve and transform society as a whole. Suitable for nonmajors.

SOC 250 Sociology of Gender: Examines gender relations and the construction of femininity and masculinity in American society. Explores gender within the context of social institutions, including science, education, families, the economy, and sport. Suitable for nonmajors.

SOC 258 Animals and Society: Covers interspecies communication studies (particularly those focusing on dolphins, chimpanzees, and gorillas), role of pets in human society, trainer/performer relationship, and animal rights (factory farming, fur, use of animals in scientific experiments). Suitable for nonmajors.

SOC 308 The Body in Society: Investigates studies of gender, sexuality, and medicine which reveal that, far from being a biological given, the body is a construct altered by social forces that change over time. Looks into eating disorders, physical appearance, sex, reproduction, illness, and abortion. Uses sociohistorical analyses and case studies.

SOC 311 Topics in Sociology: Analyzes such contemporary topics as emerging social movements, global society, and the female heroic. Varies from year to year. May be repeated for credit.

SOC 315 Sociology of Childhood: Examines childhood as both a social construct and lived experience. Addresses the various cultural and structural factors that shape conceptions of childhood, the structure of childhood in contemporary society, children's "social worlds," and children's perceptions and experiences of everyday life. *Prerequisite*: one ***SOC*** course.

SOC 317 Television and Society: Investigates role of TV in creating new social environments and reshaping conventions of time and space. Addresses impact of TV on family, gender, race and ethnic relations, education, and consumption. *Prerequisite:* one ***SOC*** course or consent.

SOC 320 Social Change: Considers effect of change on organization of societies, relationship of humans to the environment, and future lifestyles.

SOC 323 Sociology of Culture: Includes various theories of culture. Emphasizes field research and observation of phenomena such as fads, fashions, and media themes and characters. *Prerequisite:* sociology major or consent.

SOC 324 Women in Society: Studies experiences created by differences in race, class, age, and sexual orientation. Presents theories about women's place in society. Discusses identity development, family relations, sexualities, paid and unpaid labor, feminization of poverty, violence, reproductive technologies, and feminist and antifeminist social movements.

SOC 325 Political Sociology: Reviews recent developments in American politics: structure of power in society, political significance of large corporations, relationship between business and government, and nature of American democracy.

SOC 326 The Sociology of Kurt Vonnegut: Compares Vonnegut's writings with work of sociologist/economist Thorstein Veblen. Uses Vonnegut's fiction as a springboard for discussion of alienation, quest for meaning in bureaucratic environment, "imbecile institutions," dangers of technocracy, and growing reality of plutocratic society.

SOC 329 Sociology of the Sixties Counterculture: Emphasizes political protest (civil rights, antiwar, feminist), alternative living arrangements (communes, cooperatives), and lifestyle (music, clothing, celebrations).

SOC 333 Postmodern Society: Reviews recent debates about postmodernity using critical-theory and sociology-of-knowledge approaches.

SOC 335 Sociological Theory: Examines concerns of early founders in light of contemporary trends within field. Addresses values in sociological inquiry, problem of applying general scientific model to sociology, and biases of researchers. *Prerequisite:* sociology major or consent.

SOC 343 Social Stratification: Investigates various forms of structured social and economic inequality, concentrating primarily on race, class, and gender. *Prerequisite:* sociology major or consent.

SOC 345 Sociology of Gender: Examines gender in American society, with an emphasis on the construction of femininity and masculinity in the context of major social institutions. Reviews various approaches to the study of gender that include elements of symbolic interactionism, constructionism, post-modernism, conflict theory, and feminist theory. Specific institutional contexts of the construction and management of gender, including science, schools, family, the economy, and sport, also considered.

SOC 355 Race and Ethnic Relations: Explores colonization and immigration, assimilation and pluralism, prejudice and discrimination, and inequality and conflict past and present.

SOC 356 The State of Black America: Examines political, economic, social and cultural standing of African Americans (both historical and contemporary), relationships between blacks and whites, and internal differentiation of black population.

SOC 360 Poverty and Social Welfare: Focuses on changing composition of poverty population, war on poverty, public and academic debates, present-day American welfare system, and relationship between poverty, welfare, and inequality.

SOC 367 Economy and Society: Analyzes American economic institutions, particularly the modern corporation, and the modern state. Relates shifting patterns of production and consumption to structural changes in late industrial capitalism. Measures impact of multinational corporations on community, environment, workers, and U.S. foreign policy.

SOC 371 Deviant Behavior: Investigates deviant behavior as the inverse of power: The more power a particular class of people possesses, the less likely they will be defined as deviant. Challenges students to redefine "deviance" and examine "normal" workings of U.S. institutions. *Prerequisite:* one ***SOC*** course or consent.

SOC 417 Research Seminar: Explores topics in contemporary sociology. Requires individual research projects and oral reports. May be repeated for credit. *Prerequisite:* one ***SOC*** course or consent.

SOC 418 Senior Seminar: Develops common grounding in a specific subject to serve as a framework for individual projects. Requires oral reports. *Prerequisites:* core courses and senior standing.

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U.S. News & World Report Best Colleges 2009

SUSTAINABLE DEVELOPMENT AND THE ENVIRONMENT (MINOR ONLY)

Allen *Gunter* *Lairson* *Lines*

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

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

Students who complete this minor will gain an understanding of:

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

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

CORE COURSES

- ***INB 100 Introduction to International Business***
- ***ENV 292 Political Economy of Environmental Issues***
- ***ENV 348 Sustainable Development***
- ***INB 355 Transnational Corporations***

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

- ***ENV 365 Environment and Development in Central America***
- ***ENV 365F Central America Field Study***

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

Course of Study

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

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

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

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

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

ENV 385F Amazon Basin Field Study: The Peruvian Amazon provides an excellent case study of how governments, nongovernmental organizations, and private companies can form partnerships to promote sustainable development. Students work with local naturalist guides and project managers to gain a comprehensive understanding of the ecotourism industry. *Co-requisite*:***ENV385.***

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

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

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U.S. News America's Best Colleges 2009

THEATRE ARTS AND DANCE

Changes effective Spring Term 2011

Cavenaugh	*Charles*	*Cody-Rapport*	*Gray*
Griffin	*Miller*	*Neilson*	*Ouellette*
Rodgers	*Sherry*	*Zivot*	

The theatre major offers a comprehensive education in the art and craft of the theatre. The curriculum exposes students broadly to theatre history, literature, theory, and criticism, and provides rigorous training in acting, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

Philosophy
The Rollins College Department of Theatre Arts and Dance believes that theatrical productions and classroom study are of equal and complementary value.

The faculty of the Department of Theatre Arts and Dance embraces the liberal arts mission of Rollins College. The study of theatre comes most fully to life when integrated with other disciplines, for example, psychology, English, sociology, art, music, classical studies, and history. The faculty strongly encourages its majors to complement their studies with those of other departments.

Performance
The department produces eight (8) theatre and dance productions per year at two on-campus venues: the Annie Russell Theatre, a 377-seat proscenium theatre listed on the National Registry of Historic Places, and the Fred Stone Theatre, a 90-seat black box space.

Majors take a set of courses and concentrate in performance, design and technical theatre, musical theatre, dramaturgy, or theatre studies. The department issues a comprehensive reading list of theatre literature for majors. Faculty evaluate student progress at the end of the sophomore year, and seniors must complete a senior capstone experience.

MAJOR REQUIREMENTS
Fifty-four (54) credit hours are required, including:

- a core of eleven (11) courses,
  all majors take a core sequence of seven (7) four-hour courses and four (4) two-hour production courses; and
- an emphasis in one (1) of six (6) areas,
  all majors select an area of emphasis consisting of five (4) four-hour courses and a two-hour capstone course.

CORE COURSES

- ***THE 111 Introduction to Technical Theatre***
- ***THE 133 Acting I: Fundamentals***
- ***THE 201 Script Analysis***
- ***THE 210 Survey of Western Dramatic Literature***
- ***THE 211 Fundamentals of Theatrical Design***
- ***THE 341 History of the Theatre I***

- ***THE 342 History of the Theatre II OR DAN 200 Dance in America***
- ***Four (4) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.***

EMPHASES

- Design/Technical Theatre
- Directing
- Performance
- Musical Theatre
- Dramaturgy
- Theatre Studies

DESIGN/TECHNICAL THEATRE EMPHASIS

- ***THE 221 Design/Technical Theatre Studio***
- ***THE 333 Directing I: Fundamentals***
- ***Two (2) of the following:***
  - ***THE 321 Scene Design***
  - ***THE 322 Lighting Design***
  - ***THE 323 Costume Design***
  - ***THE 324 Sound Design***
- ***THE 481 Senior Design/Technical Theatre Portfolio/Capstone***

DIRECTING EMPHASIS

- ***One (1) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 136 Voice and Speech I: Free Voice***
  - ***THE 234 Movement I: Body Dynamics***
- ***One (1) of the following:***
  - ***THE 321 Scene Design***
  - ***THE 322 Lighting Design***
  - ***THE 323 Costume Design***
  - ***THE 324 Sound Design***
- ***THE 333 Directing I: Fundamentals***
- ***THE 433 Directing II: Advanced***
- ***THE 480 Senior Theatre Directing Project/Capstone***

PERFORMANCE EMPHASIS

- ***Two (2) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 136 Voice and Speech I: Free Voice***
  - ***THE 234 Movement I: Body Dynamics***
- ***One (1) of the following:***
  - ***THE 225 Improvisational Theatre I: Fundamentals***
  - ***THE 236 Voice and Speech II: Vocal Dynamics***
  - ***THE 333 Directing I: Fundamentals***
  - ***THE 336 Theatre for Social Change***
  - ***THE 355 Acting for the Musical Theatre***
- ***THE 233 Acting II: Character w/Laboratory***
- ***THE 480 Senior Theatre Performance Project/Capstone***

DRAMATURGY

- ***THE 341 History of Theatre I (in core courses)***
- ***THE 342 History of Theatre II (in core courses)***
- ***One (1) of the following:***
  - ***ENG 312 Studies in Shakespeare***
  - ***ENG 319 Studies in 20th-Century British Literature***
- ***Two (2) of the following:***

- ***THE 241 Classical Theatre***
- ***THE 260 Feminist Theatre***
- ***THE 294 History of American Theatre***
- ***THE 360 Forbidden Acts: The Queer Aesthetic in 20th Century Theatre and Film***

- ***THE 480 Senor Theatre Thesis/Capstone***

THEATRE STUDIES EMPHASIS

- ***One (1) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 136 Voice and Speech I: Free Voice***
  - ***THE 234 Movement I: Body Dynamics***
- ***One (1) of the following:***
  - ***THE 321 Scene Design***
  - ***THE 322 Lighting Design***
  - ***THE 323 Costume Design***
  - ***THE 324 Sound Design***
- ***One (1) of the following:***
  - ***ENG 312 Studies in Shakespeare***
  - ***THE 205 History of American Musical Theatre***
  - ***THE 225 Improvisational Theatre I: Fundamentals***
  - ***THE 328 Fundamentals of Playwriting***
  - ***THE 336 Theatre for Social Change***
- ***THE 333 Directing I***
- ***THE 480 Senior Theatre Thesis/Capstone***

MUSICAL THEATRE EMPHASIS

- ***One (1) of the following:***
  - ***MUS 151 Theory I***
  - ***MUA 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***
- ***THE 455 Acting for Musical Theatre II***
- ***THE 480 Senior Theatre Performance Project/Capstone***

MINOR REQUIREMENTS

The minor offers a basic education in the art and craft of theatre. Students become familiar with theatre history, literature, theory, and criticism, and become competent in acting, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

Twenty-eight (28) credit hours are required.

- Six (6) four-hour courses
- Two (2) two-hour production courses

- ***THE 111 Introduction to Technical Theatre***
- ***THE 133 Acting I: Fundamentals***
- ***THE 210 Survey of Western Dramatic Literature***
- ***THE 211 Fundamentals of Theatrical Design***
- ***One (1) of the following:***
  - ***THE 135 Dance for Actors***
  - ***THE 234 Movement I***
  - ***DAN 170 Ballet I***
  - ***DAN 177 Jazz I***
  - ***DAN 179 Modern Dance I***
- ***One (1) elective at the 200-400 level***

- ***Two (2) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.***

Course of Study

THE 100 Introduction to the Theatre: Surveys history of theatre art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

THE 111 Introduction to Technical Theatre: Introduces scenery, properties, scene painting, costumes, lighting, stage management, and drafting. Includes lecture and production projects in each area.

THE 113 Fundamentals of Makeup for the Theatre: Explores basics of makeup application, creation of character makeup, and masks for stage. Combines one-hour lecture/demonstration with two-hour lab each week.

THE 131 Introduction to Acting: Nonmajor: Combines study and practice of basic rehearsal and performance techniques. Emphasizes evolution of performer's role.

THE 133 Acting I: Fundamentals: Focuses on development of actor in audition and performance. Develops concentration, imagination, relaxation, and voice production through individual and ensemble exercises. *Prerequisite:* consent.

THE 135 Dance for Actors: Covers stage movement for actors. Features exercises in coordination, rhythmic ability, and body mechanics.

THE 136 Voice and Speech I: Free Voice: Investigates the fundamental principles and functionality of voice production and speech mechanics. Suitable for nonmajors.

THE 201 Script Analysis: Analyzes structure, style, theme, and characterization in plays from a variety of historical periods. Discusses stage worthiness of scripts and theories affecting creative interpretation and performance. Suitable for nonmajors.

THE 203 History of American Film: Chronicles development of movies and political and socioeconomic impact of film industry from early 20th century to present. Requires evening movie viewing. Suitable for nonmajors.

THE 205 History of American Musical Theatre: Traces development from early and current European influences to present American musicals. Analyzes political, social, and musical styles. Suitable for nonmajors.

THE 206 History of Radio and Television: Surveys broadcasting from 1900 to present: inventions, trends, programs, events, and personalities. Suitable for nonmajors.

THE 210 Survey of Western Dramatic Literature: Covers major playwrights, genres, and dramatic texts from Ancient Greek tragedy to modern American realism and beyond. Evaluates the ways in which Western culture has (mis)represented itself and others onstage and given meaning to the human experience. Suitable for nonmajors.

THE 211 Fundamentals of Theatrical Design: Examines through weekly projects the creative process fundamental to designing for stage. Focuses on visual communication and critical response. Includes drawing, painting, collage, and research projects.

THE 220 History of American Musical Film: Historical overview of the American film musical from its inception in the 1920's to the present. Suitable for nonmajors.

THE 221 Design/Technical Theatre Studio: Addresses the communication between theatrical design and technology. In a studio setting, students learn advanced techniques to design, draw, construct, paint, sculpt, sew, and light a variety of projects. *Prerequisites*: ***THE 111***, ***THE 211***, or consent.

THE 225 Improvisational Theatre I: Fundamentals: Investigates the fundamental concepts and principles of improvisational theatre that enable collaborative, spontaneous play. Particular emphasis is given to issues of storyline, scenic structure, and team-based creativity. Suitable for nonmajors.

THE 233 Acting II: Character w/Laboratory: Prepares actor to express believable, repeatable actions in scene work and monologues through text analysis, improvisation, and exercises. Stresses techniques of finding and playing objectives and intentions. *Prerequisites:* ***THE 111*** and ***THE 133.***

THE 234 Movement I: Body Dynamics: Explores the physical demands placed on the actor. Techniques learned are for finding a basic knowledge of the body's energies. Skills taught may include: dance technique, improvisation, mime, Pilates, unarmed combat, and physical improvisation. *Prerequisites*: ***THE 133***-required, ***THE 136***-suggested.

THE 236 Voice and Speech II: Vocal Dynamics: Investigates advanced principles and functionality of voice production and speech mechanics. Intended for THE majors/minors. *Prerequisite:* ***THE 136***.

THE 241 Classical Theatre: Follows development of classical tragedy and comedy through readings in translation -- drama from Aeschylus to O'Neill and theory from Plato to Nietzsche. Considers mythology, architectural and scenic innovations, and connections between religion and theatre. Suitable for nonmajors.

THE 248 Audition Techniques: An in-depth study of the conditions surrounding and within the audition experience. Examines various audition environments and the techniques, knowledge, and skills required to be effective in both theatre and media auditions.

THE 260 Feminist Theatre: Examines theatre companies and practitioners throughout the world who have committed themselves to telling "women's stories" in various types of performances, ranging from traditional plays to performance art. Explores the ways in which a feminist perspective shapes both the content and form of theatrical practice.

THE 295 History of American Theatre: The history of American theatre from 1665 to the present day. Examines trends, productions, dramatic texts, and theatre personnel who have helped to shape theatre in America.

THE 321 Scene Design: Applies creative concepts, text analysis, research, and visual communication techniques to scenic design. Draws texts from varying time periods and styles. Develops drawing and painting skills. *Prerequisites:* ***THE 111*** and ***THE 211,*** or consent.

THE 322 Lighting Design: Applies creative concepts, text analysis, research, and visual communication techniques to lighting design projects in varying mediums. Develops drafting skills. *Prerequisites:* ***THE 111*** and ***THE 211***, or consent.

THE 323 Costume Design: Applies creative concepts, text analysis, research, and visual communication techniques to costume design. Draws texts from varying time periods and styles. Develops drawing and painting skills. *Prerequisites:* ***THE 111*** and ***THE 211,*** or consent.

THE 324 Sound Design: Explores the role of sound in theatrical production as both an artistic and technical discipline. Develops a working knowledge of the equipment and vocabulary associated with theatrical sound. Integrates this working knowledge with the artistic theory and practical application of designing sound for the theatre. *Prerequisite:* ***THE 111*** or consent.

THE 325 Improvisational Theatre II: Focus and Spontaneity: Explores a specific area of improvisational performance such as focus and spontaneity, characterization and status, physicality and environment, verbal skills and styles, or long-form and advanced structures. May be repeated for credit. Suitable for nonmajors. *Prerequisite*: ***THE 225*** or consent.

THE 328 Fundamentals of Playwriting: Critiques student scripts and established work. Stages scenes from student plays or exercises in collaboration with acting/directing courses.

THE 331 Acting III: Period Styles: Explores acting in various periods and styles through reading, research, and scene work. Expands performer's agility through exercises in physical theatre and mask work. Requires journals reflecting research. *Prerequisite:* ***THE 233*** or consent.

THE 332 Acting IV: Scene Study: Emphasizes actor's skills in oral interpretation through exercises in energy and language imagery. Continues work in scene study and characterization. Introduces International Phonetic Alphabet (IPA) and use of dialects. *Prerequisite:* ***THE 331*** or consent.

THE 333 Directing I: Fundamentals: Introduces directing terminology, formulation of ground plan, communication with actors, and concepts such as visual pause, beats, and blocking. Requires students to prepare exercises and scripted scenes from contemporary plays. *Prerequisites:* ***THE 111, THE 133, THE 201,*** and ***THE 211.***

THE 336 Theatre for Social Change: Introduces and explores modern theatrical practices that utilize performance to facilitate heightened social awareness and/or change. May consider a variety of performance practices, such as: theatre of the oppressed, community-based theatre, psycho/sociodrama, theatre-in-education, and playback theatre. *Prerequisite*: ***THE 133,*** or ***THE 225,*** or consent.

THE 340 Rollins Improv Players Laboratory: An improvisatory laboratory for students interested in exploring the boundaries of spontaneous and service-centered performance. *Prerequisite*: audition and consent. Graded on a credit/no-credit (CR/NC) basis. May be repeated for credit.

THE 341/342 History of the Theatre I and II: Surveys major periods beginning with classical Greek, focusing on theatre architecture, styles of production, key personalities, and relationship of dramatic literature to production styles. Suitable for nonmajors.

THE 343 Dramatic Theory and Criticism: Surveys important trends in performance theory and criticism from the pre-Socratic and Plato, to postmodernism and queer theory. Examines the ways in which the art of representation has been viewed, pursued, and misconstrued. *Prerequisite*: ***THE 210*** or consent.

THE 350 Topics in Theatre: Explores practitioners, theorists, and historians in the field of theatre and dance. *Second Stage* series is the capstone of the course -- student directed, designed, and performed productions in the Fred Stone Theatre.

THE 355 Acting for the Musical Theatre: Delves into textual/lyric analysis and history and context of different writing styles (including classical aria, 19th-century patter song, American standard, and Broadway and West End musical). *Prerequisite:* consent.

THE 360 Forbidden Acts: The Queer Aesthetic in 20th Century Theatre & Film: Introduces students to aesthetics and theories through an examination of plays and films made by contemporary queer artists. Course develops students' abilities to read, view, and write about dramatic literature and film, as well as scholarly articles through a Queer Theoretical lens. Culminates in a performance piece that is conceived or adapted, rehearsed, and produced as a response to the material presented.

THE 391/392/393 Second Stage: Production: Departmental laboratory for student directors, designers, stage managers, and performers. Provides hands-on experience in all areas related to the production of a play. *Prerequisite*: consent.

THE 418/419, 420/421 Theatre Production -- Technical: Provides practical experience in technical/design work on major productions at Annie Russell Theatre. Assigns students to crews: scenic construction, props, painting, stage management, lights, sound, costumes, and make-up. Requires minimum 10 hours per week and attendance at weekly production meetings. ***Note:*** Majors must work in each of the following four areas: painting/props, stage management/lighting /sound, costumes/make-up, and scenic construction.

THE 422/423, 424/425 Theatre Production Performance A/B, C/D: Offers practical rehearsal/performance experience for major production at Annie Russell Theatre. Requires journal

and final character analysis. *Prerequisite:* consent.

THE 433 Directing II: Advanced: Focuses on artistic collaboration, historical research, themes, and directorial vision. Emphasizes preparation and presentation of period scenes: Greek/Roman, Shakespearean, absurdist, and postmodern. Culminates in presentation of scenes for public viewing. *Prerequisite:* ***THE 333***.

THE 440 Senior Studio Workshop: Prepares students for postgraduate study by developing auditions and portfolios. Culminates in public presentations. May be repeated for credit. *Prerequisite:* senior standing or consent.

THE 455 Acting for Musical Theatre II: Continued investigation into textual/lyric analysis and history, and context of different writing styles (including classical aria, 19th-century patter song, American standard, and Broadway and West End musical). Emphasis on musical theatre theory and terminology, text and sub-textual characterization, and the audition process. *Prerequisite:* ***THE 355*** or consent.

THE 480 Theatre Capstone: Serves as the culminating project, performance, or document for theatre majors in the acting, musical theatre, directing, theatre studies, or dramaturgy concentrations. With approval and guidance from faculty, students may elect to complete their capstone experience as a portfolio, performance, or critical/historical document.

THE 481 Design/Technical Theatre Capstone: Focuses on designing and developing an aesthetically pleasing portfolio that incorporates a capstone and demonstrates the student's capabilities and achievements for presentation at graduate school and professional interviews. *Prerequisite*: senior standing or consent.

THE 398-399, 498-499 Senior Project/Research/Internship/Tutorial: Offers four types of individual study:

- ***Senior Project*** -- Focuses on independent production project in acting, directing, design/technical theatre, or management. A comprehensive examination is given in the spring term of the senior year. *Prerequisites:* senior standing and theatre major.
- ***Research Project*** -- Involves independent research in theatre history, criticism, literature, design, playwriting, acting, or directing. Culminates in major research paper. *Prerequisites:* junior standing and theatre major
- ***Internship*** -- Places student with professional performing arts organization for one semester. Host or faculty advisor monitors student's work. *Prerequisites:* junior/senior standing, theatre major, and approval by career services and department in semester prior to enrollment.
- ***Tutorial*** -- Involves intensive research, writing, or production with instructor. May not duplicate regular course offering. Meets weekly and requires presentation and exam. *Prerequisite*: sophomore standing or consent.

DANCE (MINOR ONLY)

Sherry

This program gives students the opportunity to experience dance as an art form. They can take studio classes in ballet, jazz, tap, and modern dance, as well as courses in history, notation, and composition. Minors develop an awareness of history, an understanding of composition, and a competency in several forms.

MINOR REQUIREMENTS
Six (6) courses are required, four (4) core courses and two (2) electives.

CORE COURSES

- ***DAN 200 Dance in America*** **OR** ***DAN 203 Dance History***
- ***DAN 300 Dance Composition***

- ***DAN 394 Intermediate/Advanced Dance Technique (taken twice)***

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

- ***DAN 170 Ballet I***
- ***DAN 175 Tap Dance I***
- ***DAN 177 Jazz I***
- ***DAN 179 Modern Dance I***
- ***DAN 200 Dance in America***
- ***DAN 203 Dance History***
- ***DAN 220 Women Leaders in American Modern Dance***
- ***DAN 270 Ballet II***
- ***DAN 275 Tap Dance II***
- ***DAN 277 Jazz II***
- ***DAN 279 Modern Dance II***
- ***DAN 300 Dance Composition***
- ***DAN 380 Studies in Dance***
- ***DAN 394 Intermediate/Advanced Dance Technique***
- ***DAN 420 Labanotation***
- ***DAN 422 Dance Production***
- ***THE 135 Dance for Actors***

Course of Study

DAN 170 Ballet I: Introduces fundamental concepts and historical background. Presents positions and barre exercises to build correct alignment, flexibility, strength, coordination, and ballet vocabulary.

DAN 175 Tap: Introduces fundamental concepts and historical background. Covers basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, and soft-shoe, along with tap vocabulary.

DAN 177 Jazz I: Introduces fundamental concepts and historical background. Works in studio on body placement and alignment through highly-structured classical jazz warm-up (LUIGI). Values clarity and quality of movement, rhythm, style, and use of dynamics.

DAN 179 Modern Dance I: Introduces fundamental concepts and historical background. Focuses on style, phrasing, mood projection, and changing dynamics.

DAN 200 Dance in America: Studies relationships of choreographers, critics, and performers to historical trends in the art form. Links dance to contemporary political and social issues.

DAN 203 Dance History: Follows evolution of Western concert dance from primitive times to late 20th century: dance in ancient Egypt, Greece, and Rome; *Ballet Comique; Opéra Ballet; Ballet d'Action;* and romantic ballet.

DAN 210 Dances of Other Cultures: Explores various regional and ethnic dances with a focus on non-Western dance as an expression of culture. Participation in selected dances will be augmented by lecture and film.

DAN 220 Women Leaders in American Modern Dance: Transcending from Sylph to Heroine: Examines the women who led the modern dance movement from 1900 to present. Focuses on choreographic works and politics surrounding the development of modern dance in America through its leaders -- Isadora Duncan, Ruth St. Denis, Doris Humphery, Martha Graham, Catherine Dunham, and Twyla Tharp.

DAN 270 Ballet II: Drills pirouettes and longer and more complex "adages" and "allegros." Completes ballet theory and essentials of technique. *Prerequisite:* ***DAN 170*** or consent.

DAN 275 Tap Dance II: Explores technique on an intermediate level, including all time steps (buck, soft-shoe, traveling, wing), Irish-over, Cincinnati, draw-backs, pick-ups, wings, maxiford,

and riffs. Stresses speed, accuracy, and performance ability. May be repeated for credit. *Prerequisite:* ***DAN 175*** or consent.

DAN 277 Jazz II: Concentrates studio work on more complicated combinations, changes of direction, and initiation of pirouettes. Includes historical research, critical studies, and vocabulary building. *Prerequisite:* ***DAN 177*** or consent.

DAN 279 Modern Dance II: Builds on technique and includes history, theory, and vocabulary. *Prerequisite:* ***DAN 179*** or consent.

DAN 300 Dance Composition: Introduces dance composition. Highlights personal invention, solo and group focus, and evaluative process in basic choreography. Includes readings and writings on choreographers and choreography. May be repeated for credit. Intended for dance minors. *Prerequisite:* ***DAN 394*** or consent.

DAN 380 Studies in Dance: Delves into particular period, choreographer's work, or special issue, depending on interest of students and faculty. May be repeated for credit.

DAN 394 Intermediate/Advanced Dance Technique: Offers heightened movement experience with greater emphasis on technical development and performance. Includes weekly classes in ballet, jazz, and modern dance. May be repeated for credit. *Prerequisite:* consent.

DAN 420 Labanotation: Teaches system of movement notation invented by Rudolph Van Laban and used in dance, sports, science, and other research areas. Does not require knowledge of dance. Consists of lecture, studio work, and movement-recording exercises.

DAN 422 Dance Production: Assigns students to performing or technical/design role in production. *Prerequisite:* consent.

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WOMEN'S STUDIES (MINOR ONLY)

Changes effective Spring Term 2002

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

Women's studies explores the nature and creations of women often neglected in traditional academic offerings. The multidisciplinary curriculum draws faculty from many departments – anthropology, biology, economics, religion, history, English, political science, sociology, and other disciplines.

Women's studies minors learn to evaluate cultural forces that have formed contemporary perceptions and expectations of women. Students investigate biological sexual differences, culturally assigned gender roles, theories about female consciousness and behavior, and restraints imposed by law and social conventions. The field covers an exciting range of topics, from the history of feminism to women's art and literature.

MINOR REQUIREMENTS
Six (6) courses are required: three (3) core courses, three (3) electives, **AND** a service-learning component.

CORE COURSES

- ***WMS 205 Introduction to Women's Studies***
- ***PHI 314 Topics in Philosophy: Feminist Theory***
- ***WMS 350 Feminist Methodology OR an independent research project***

ELECTIVES
Choose three (3) courses listed in the schedule of classes under women's studies that meet the following criteria.

- ***At least one at the 300 level or above***
- ***At least one in the humanities***
- ***At least one in the social sciences***
- ***May be independent studies***
- ***May count toward student's major***

SERVICE LEARNING
Students must complete twenty (20) hours of service learning as part of one (1) or two (2) courses.

- ***May be part of core courses or WMS electives***
- ***May be part of other courses with approval of women's studies coordinator***

Course of Study

WMS 205 Introduction to Women's Studies: Presents feminist theory and origins of women's studies. Discusses classic texts of contemporary feminist movement. Raises consciousness about sexual stereotypes, anger,

female friendships, lesbianism, mothering, violence against women, and economic power.

WMS 350 Feminist Methodology: Explores questions debated within academy. Examines feminist critique of and innovations in methodology in many fields, from the humanities to the social sciences.

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Best Colleges 2009

ENGLISH

Changes effective Fall Term 2010

Aggarwal	*Boles*	*Cheng*	*Cohen*
Collins	*Deaver*	*Frost*	*Jones*
Laws	*Mathews*	*Nordstrom*	*O'Sullivan*
Papay	*Quattro*	*Reich*	*Romesburg*
Russell	*Zimmermann*		

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature and writing. The goal of the curriculum is to provide a solid core of literature courses for all majors, while at the same time, providing each student the opportunity to create an individualized program that reflects his/her interests and passions. In addition to offering students a variety of choices in English, American and World Literature, the major provides a broad selection of writing courses.

MAJOR REQUIREMENTS
Students majoring in English are required to complete the following program of courses. A minimum of twelve (12) courses is required and must include six (6) core courses and six (6) electives. Majors must also submit a representative senior portfolio on or before April 23 for May graduation, October 31 for December graduation (the Friday before if the date falls on a weekend) and participate in a graduation conversation with faculty. Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor.

CORE COURSES

- ***ENG 201 Major English Writings I***
- ***ENG 202 Major English Writings II***
- ***ENG 221 Topics in World Literature***
- ***ENG 303 Historical Approaches to American Literature***
- ***ENG 304 Genre Study in American Literature***
- ***ENG 374 Editing Essentials OR ENG 380 Language Studies: Readers and Writers***

ELECTIVES

- ***Six (6) elective courses in English are required.***
- ***At least three (3) must be at the 300 level or higher.***
- ***At least one (1) must be at the 400 level or higher.***

Note: ***ENG 140 Composition: Writing about Selected Topics*** may not be used as an elective in the English major.

POLICIES FOR THE MAJOR
Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after

matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.)

Students in both the English major and the writing minor may count only one (1) course toward both programs.

Arts and Sciences English majors must take their ***400-level*** required English elective course at Rollins.

MINOR REQUIREMENTS

ENGLISH
Students seeking a minor in English take two (2) core courses and four (4) electives.

CORE COURSES
Any two (2) of the following courses:

- ***ENG 201 Major English Writings I***
- ***ENG 202 Major English Writings II***
- ***ENG 221/321 Topics in World Literature***
- ***ENG 303 Historical Approaches to American Literature***
- ***ENG 304 Genre Study in American Literature***

ELECTIVES

- ***Four (4) elective courses in English are required***
- ***Two (2) courses must be taken at the 300 or 400 level***

POLICIES FOR THE MINOR
ENG 140 Composition: Writing about Selected Topics may not be used an an elective in the English minor. Students wishing to take ***ENG 303 Historical Approaches to American Literature*** or ***ENG 304 Genre Study in American Literature*** without first taking the ***ENG 201*** and ***ENG 202*** prerequisites for those courses must obtain the consent of the instructor.

WRITING
Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: creative writing or professional writing.

I. CREATIVE WRITING CONCENTRATION
The concentration in creative writing complements Rollins' mission of liberal education by providing a sequence of courses emphasizing the writing of fiction, poetry, and creative nonfiction. For English majors and other appreciators of literature, the concentration provides a bridge between students' study of the literary canon and their understanding of the creative process that produced it. For students in any major, the literary genre-based courses of this curriculum examine the art and craft of producing good writing and, in addition, provide close study of the work of successful contemporary authors. The creative writing concentration makes use of the workshop method, giving students extensive practice in producing and critiquing texts. Among the practicing writers teaching the courses of this minor are two writers-in-residence whose published works are nationally acclaimed.

Students seeking a minor in writing with a concentration in creative writing

take three (3) core courses and three (3) electives:

CORE COURSES

- ***ENG 167 Introduction to Creative Writing***
- ***ENG 367 Creative Writing Workshop OR ENG 360 Creative Nonfiction Workshop***
- ***ENG 475 Creative Writing Colloquy (must be taken in the senior year)***

ELECTIVES

- ***ENG 260 Writer's Studio***
- ***ENG 267 Topics/Techniques in Writing***
- ***ENG 271 Personal Writing***
- ***ENG 295/395 Studies in Nonfiction***
- ***ENG 360 Creative Nonfiction Workshop***
- ***ENG 367 Creative Writing Workshop***
- ***ENG 374 Editing Essentials***
- ***ENG 467 Advanced Creative Writing Workshop***
- ***ENG 482 Writing for Publication***
- ***ENG 397/497 Internship in Writing***
- ***ENG 498/499 Independent Study: Writing Projects***

II. PROFESSIONAL WRITING CONCENTRATION
The concentration in professional writing offers courses for students interested in writing in the public arenas of civic life, the academy, and the professional world. Grounded in rhetorical theory, the courses provide humanistic, critical, and practical study of writing in specific genres, disciplines, and media. Over the last half-century technological developments have provided radical new means of communication and led to significant cultural shifts. More than ever, writers need a critical understanding of the rhetorical processes underlying communication in various media and the problem-solving skills to face continual technological and cultural change. In addition to obtaining a rhetorical understanding of communication, students will gain basic practical knowledge of how new communication technologies work and hone their writing skills through practice in specific genres and disciplines. Successful students will emerge as reflective and articulate writers able to contribute effectively to civic, academic, and professional endeavors in the twenty-first century.

Students seeking a minor in writing with a professional writing concentration take three (3) courses and three (3) electives.

CORE COURSES

- ***ENG 210 Language and Power***
- ***ENG 211 Visual Rhetoric for Writers***
- ***ENG 276 Writing for the Future OR ENG 277 Writing in the Community***

ELECTIVES

- ***ENG 273 Journalistic Writing I***
- ***ENG 267 Topics/Techniques in Writing***
- ***ENG 277 Writing in the Community***
- ***ENG 295/395 Studies in Nonfiction***
- ***ENG 361 Writing for the Professions***
- ***ENG 373 Journalistic Writing II***
- ***ENG 374 Editing Essentials***
- ***ENG 375 The Critic's Role -- Review Writing***
- ***ENG 397/497 Internship in Writing***

- ***ENG 459 The Writer's Portfolio***

Course of Study

ENG 140 Composition: Writing about Selected Topics: Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to satisfy the College's general education requirement for 'W'riting, students must receive a grade of *'C'* or better in the course. Students may take ***ENG 140*** a second time for credit, so long as a different topic is selected. Section topics are designated by individual instructors.

ENG 167 Introduction to Creative Writing: Writing in a variety of genres including fiction, creative nonfiction, and poetry. Focus on peer evaluation (oral and written) as well as that of the professor. Models of these genres are studied not as literature, but as writing samples.

ENG 190 Literature and Experience: Aids students in developing the means to discover and write about the ways in which literature imaginatively reflects the human condition. Each section offers a distinct focus and content. Appropriate for nonmajors and also for potential English majors.

ENG 201 Major English Writings I: Critical and historical approaches to writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton.

ENG 202 Major English Writings II: Critical and historical approaches to writers of the long Eighteenth Century, the Romantic period, and the Victorian Age, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, and Hopkins.

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

ENG 210 Language and Power: Surveys rhetorical tools leaders have used throughout history to change their societies. Students will analyze how these tools function within speeches, letters, essays, and other literary texts that have persuaded audiences to think, feel, and act in new -- sometimes positive, sometimes destructive -- ways. By modeling such writing in their own essays, students will practice using these tools to address contemporary social issues while discussing the ethical concerns that responsible citizens must consider whenever they use rhetoric. *Prerequisite*: ***ENG 140.***

ENG 211 Visual Rhetoric for Writers: Investigates how visuals (pictures, graphics, color, and layout) interact with words to add or disrupt meaning in texts. Studies cutting-edge research on visual perception. Practices document design using *InDesign* software. *Prerequisite*: ***ENG 140.***

ENG 221/321 Topics in World Literature: Introduces major writers and theoretical approaches in one or more more literary traditions other than - or in combination with - British and/or American. Specific topics vary. *Prerequisite:* ***ENG 140.***

ENG 230 Literary Nonfiction: Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. *Prerequisite*: ***ENG 140.***

ENG 231 The Bible as Literature: A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays,

and novels influenced by the Bible. Works range from black spirituals to *Jesus Christ Superstar*.

ENG 232 Literature and Experience: Focus may include drama, poetry, and prose. Designed for upperclass nonmajors.

ENG 233 Women Writers: Traces the literature written by women during the past several hundred years with particular interest in the 19th and 20th centuries. Examines, through various genres, the cultural climate and the authors' central thematic interests.

ENG 234 Selected Studies in Literary Themes: Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors.

ENG 235 Selected Studies in Environmental Literature: A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

ENG 241 Film and Literature: Studies the history and aesthetics of film and the relationship of film to literature. Material and focus will vary from year to year. Suitable for nonmajors.

ENG 242 Contemporary American Short Fiction: Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

ENG 245 Selected Studies in Popular Culture: Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Suitable for nonmajors.

ENG 249 Darkness Visible -- Radio Drama: Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollins' WPRK (Tuesdays, 9:00 p.m.).

ENG 260 Writer's Studio: Students will learn about creative potential and how to nurture it. They will take up a writing "practice" that includes regular writing and attention to the conditions under which they are most creative and productive. Responding effectively to the writing of others and basic techniques of craft that good writers use to achieve effect and meaning will be explored. *Prerequisite:* ***ENG 140.***

ENG 267 Topics/Techniques in Writing: "Topics" version of this course offers an introduction to a very specific genre of writing (fiction, autobiography, humor writing, etc.), giving close attention to the defining characteristics of the genre and offering a sequence of short reading and writing assignments designed to develop facility in producing the genre. "Techniques" version of this course offers a close study of a specific literary technique (point of view, character/dialogue, narrative design, voice), and requires practicing the technique in short, focused writing assignments with emphasis on both literary and technical excellence. *Prerequisite:* ***ENG 140.***

ENG 268 Writing Intensives: Seven (7) intensive experiences in specific genres: memoir, short-short story, profile, sonnet, and writing about art. Each session introduces students to a particular type of writing and leads them in a series of exercises to practice writing the genre. Sessions are designed to be fun, informative, and inspirational. Instructors provide specific strategies for tackling a type of writing and for deepening and extending

daily writing practice.

ENG 271 Personal Writing: Writing by self-discovery and self-expression. Explores writing as a means to discover thoughts, feelings, and intuitions, which would otherwise remain inchoate. *Prerequisite*: ***ENG 140.***

ENG 273 Journalistic Writing I: Writing-intensive course that introduces students to the various kinds of journalistic writing: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce well written, accurate, insightful stories, and develops the skills necessary to do journalistic investigation and research. Through classroom workshops, also provides basics of story editing, and the way in which generalized themes can be turned into specific, clearly defined journalistic pieces. Students become familiar with contemporary journalistic practices and issues involving ethics and standards in the media. Students will be encouraged to submit stories to *Sandspur* and join *Sandspur* staff. *Prerequisite*: ***ENG 140.***

ENG 275 Selected Studies in Minority Literature: Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

ENG 276 Writing for the Future: How do we depict ourselves when we're communicating on the internet? How does our understanding of audience shift? This course in the genre of cyberspace writing explores how our own personal reading and writing are being changed by advances in technology, as well as how online forms and practices are reshaping corporate and academic writing. Focusing on new skills we'd like to master, we'll consider whether our ability to learn is affected by our uses of technology. Previous experience is NOT a prerequisite.

ENG 277 Writing in the Community: Explores the issues shaping communities and writing forms intended to gain voice (political, environmental, social, etc.). Through compelling service learning projects, students write responses, letters, field studies, documentaries, or other persuasive pieces to gather public support. *Prerequisite:* ***ENG 140.***

ENG 291 Magical Realism: When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland -- what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 295/395 Studies in Nonfiction: Focus on forms, themes, and techniques of specific nonfiction prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. *Prerequisite*: ***ENG 140.***

ENG 300 Expository Writing: Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal studies curriculum. Develops writing strategies and forms that give meaningful shape to attitudes and experiences within the context of previously published ideas. Analysis of professional and anonymous student essays, as well as students' own writings. *Prerequisite*: ***ENG 140.***

ENG 303 Historical Approaches to American Literature: Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. *Prerequisites*:

ENG 201, ENG 202 or consent.

ENG 304A Genre Study in American Literature: Drama: Examines drama in American literature, emphasizing the changing forms and conventions of the genre. Playwrights discussed include Treadwell, Miller, Williams, Hansberry, Shepard, Mamet, and Finley. *Prerequisite:* ***ENG 140.***

ENG 304B Genre Study in American Literature: Fiction: Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 304C Genre Study in American Literature: Poetry: Examines poetry in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Romanticism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation). *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 305 American Literature I: Beginnings through 1865: Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 306 American Literature II: 1865 to Present: Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites:* ***ENG 201, ENG 202*** or consent.

ENG 307 American Literature IV: African American Literature: Explores African American literary forms from the seventeenth to the twentieth centuries, in the context of the social, historical, economic, and cultural politics of literary production in this specific racial community. *Prerequisite*: junior standing.

ENG 310/410 Studies in Anglo Saxon and Medieval Literature: Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus: *Beowulf, Sir Gawain and the Green Knight*, and Chaucer's *Canterbury Tales*.

ENG 311/411 Studies in Renaissance Literature: Examines English literature of the 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 Modern Drama: Focuses on American, British, and Continental plays written/produced from 1890 to 1945. Representative playwrights include Ibsen, Chekhov, Strindberg, Shaw, Synge, O'Neill, Treadwell, Pirandello, and Eliot. Emphasizes critical analysis, historical significance, and issues of performance.

ENG 326/426 Southern Writers: Studies selected Southern writers, including novelists, dramatists, and poets. *Prerequisite*: junior/senior standing.

ENG 328/428 Contemporary American Literature: Studies American literature in the last half of the 20th century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and on into the fin de siècle.

ENG 329/429 Selected Studies in American Literature: Studies forms, traditions, themes, and genres, varying from year to year. *Prerequisite*: junior/senior standing.

ENG 335 Critical Approaches to Literature: Focuses on major works of critical theory as well as applications of critical theory to literary texts. Includes emphasis on literary terminology. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 336/436 Twentieth-Century English and American Poetry: Seminar on British and American poets of the 20th century, with emphasis upon the major poets.

ENG 341 Film and Literature: Focuses on the history and aesthetics of film and its relationship to literature. Specific topics vary. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 342 Speculative Fiction: Specific topics vary. May focus on science fiction; fantasy; utopias/dystopias; horror and the occult; magical realism; other; a combination thereof. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 344 Literature and Cultural Studies: Specific topics vary. Possibilities include The Postmodern; Visual Culture; Media Mixtures; Interactive Literary Venues; or some combination thereof. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 345 Studies in Classical Rhetoric: The Art and Science of Persuasion: A close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of rhetoric, how those theories differ and overlap, and how they have influenced modern notions of persuasiveness. Fulfills elective requirements in classical studies and communication.

ENG 360 Creative Nonfiction Workshops: Courses focus on the broad

range of intellectual, rhetorical, and composition skills necessary to compose creative nonfiction prose characteristic of a single discourse form. Extensive use of a workshop approach to drafting, revising, and critiquing writing.

ENG 360A Creative Nonfiction Workshop -- Autobiography: Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students' single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing.

ENG 360B Creative Nonfiction Workshop -- Travel Writing: Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel ***not*** expected.

ENG 360C Creative Nonfiction Workshop -- Literary Journalism: This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles.

ENG 361 Writing for the Professions: Enables students to make the transition from student to professional. Gives students experience in developing the writing and presentation skills expected of them in their careers. Students will learn and apply specific communication principles typical of the forms and practices of professionals. Coursework is done both independently and in groups. Appropriate for all majors. *Prerequisite*: ***ENG 140.***

ENG 367 Creative Writing Workshops: Emphasis on various writing genres (fiction, creative nonfiction, etc.). Requires strong, established creative writing skills and experience in writing workshops. *Prerequisite*: ***ENG 167.***

ENG 367A Creative Writing Workshop -- Poetry: Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets. *Prerequisite*: ***ENG 167.***

ENG 367B Creative Writing Workshop -- Children's Writing: Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of their original work. *Prerequisite*: ***ENG 167.***

ENG 367C Creative Writing Workshop -- Fiction: Focuses on the writing of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers. *Prerequisite*: ***ENG 167.***

ENG 367D Creative Writing Workshop -- Screenwriting: Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay. *Prerequisite*: ***ENG 167.***

ENG 370 Spiritual Autobiography: Examines the life and work of

autobiographers who have fostered social activism and profound spirituality in others. In addition to oral and written projects, students explore a variety of reflective practices. *Prerequisite*: ***ENG 140.***

ENG 372 Winter with the Writers: Conducted in conjunction with the visiting authors series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of writers' visits. Provides opportunity to meet these writers and discuss their work in master classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. *Prerequisite:* ***ENG 140***.

ENG 373 Journalistic Writing II: Students act as functioning journalists, researching and writing stories, dealing with sources, meeting deadlines, and working with fellow students in an editorial context. *Prerequisite:* ***ENG 273*** or consent.

ENG 374 Editing Essentials: Focuses on editing writing at three levels: for correctness (grammar and punctuation); for precision (unity, order, coherence, emphasis, language); and for style (syntax, levels of detail, tone, diction, voice). Students will perform close analysis of surface features of their own and professional writing, and they will complete exercises designed to strengthen their ability to edit writing at the three levels mentioned above. This course is especially appropriate for students preparing to be teachers or engage in any profession that requires writing. *Prerequisite*: ***ENG 140.***

ENG 375 The Critic's Role -- Review Writing: Considers the role that "professional" critics play in our world -- as "reviewers" and as shapers of our culture. Students practice writing techniques that critics use when discussing art forms such as cinema, music, and literature, or such issues as economic and social policies. Strongly recommended for students considering a minor in writing or a career in writing or publishing. *Prerequisite*: ***ENG 140.***

ENG 380 Language Studies: Readers and Writers: Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. *Prerequisite:* ***ENG 140.***

ENG 385 Prose Style: Writing exercises designed to increase understanding and control of fine elements of style: word choice, sentence variety, point of view, tone, rhythm, etc.

ENG 390 Major Author(s): Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 392 Environmental Writing: Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. *Prerequisite:* ***ENG 140*** or consent.

ENG 395 Studies in Nonfiction: Challenges writers to experiment with various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 397/497 Internship in Writing

ENG 412 Studies in Shakespeare: Topical course on Shakespeare's works, for advanced students. Topic to be advertised in advance of registration. *Prerequisite:* English major or consent.

ENG 440 Topic in World Literature: Specific topics vary. Possibilities include a theme; a period; a selection of authors. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 459 The Writer's Portfolio: Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing.

ENG 467 Advanced Creative Writing Workshop: Focuses on readings and writing in a chosen genre. Frequent deadlines and critiques in a workshop atmosphere emphasizing individual instruction. Revision and submission of works encouraged. May be taken three (3) times for credit. *Prerequisite*: ***ENG 367.***

ENG 475 Creative Writing Colloquy: Capstone course that engages writing minors in a culminating workshop, facilitates an edited compilation of best work from the minor, and prepares them to continue writing and market their work. *Prerequisite*: must have completed the twenty (20) semester hours required for the creative writing minor except for this final course. *By permission, a student may take this course concurrent with one other course to fulfill the minor.*

ENG 482 Writing for Publication: Identifies the demands/restrictions of various publications (newspapers, magazines, literary journals, literary contests, etc.). Students conduct research on the genre, style, and audience of specific publications, write queries and proposals, and submit to at least two publications.

ENG 490 Advanced Major Author(s) Study: Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts include secondary sources as well as primary works. *Prerequisite:* ***ENG 140*** or equivalent.

ENG 498/499 Independent Study/Research

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Best Colleges 2009

Endowed Chairs and Directorships

Theodore Bruce and Barbara Lawrence Alfond Chair of English

Established in 1994 by alumni Ted '68 and Barbara Lawrence Alfond '68 to honor a distinguished professor of English, enhancing the reputation of both the department and the College, and enriching the educational experience of its students.

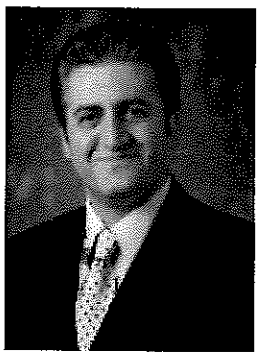
Carol Frost, Professor of English

E-mail Carol Frost at cfrost@rollins.edu.

Irving Bacheller Chair of Creative Writing

Established in 1940 through the efforts of former Rollins trustee Joshua Coffin Chase, who spearheaded a campaign to endow this faculty chair in honor of Dr. Bacheller's contributions to literature and education. Please click here to read a 2008 release about this chair.

David Henry Hwang, Department of English



Bank of America Chair of Finance

Established in 1993 by Barnett Bank, the predecessor to NationsBank, which was subsequently acquired by Bank of America. The first faculty chair at the Roy E. Crummer Graduate School of Business to be endowed by a corporation, it was created to recognize an eminent scholar in finance with a distinguished record of teaching, scholarship, and community involvement.

Dr. Halil Kiymaz, Professor of Finance
Roy E. Crummer Graduate School of Business

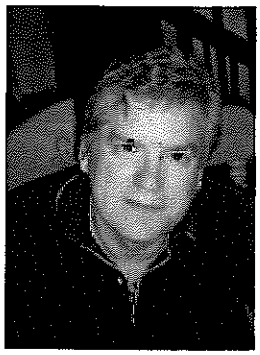
E-mail Halil Kiymaz at hkiymaz@rollins.edu.

Bruce A. Beal Director of the Cornell Fine Arts Museum

Endowed in 2008 by alumnus Bruce A. Beal '58 in honor of the Class of 1958 on the occasion of their fiftieth class reunion. Please click here to read a 2008 release about this directorship.

Scott Habes

E-mail Scott Habes at shabes@rollins.edu.

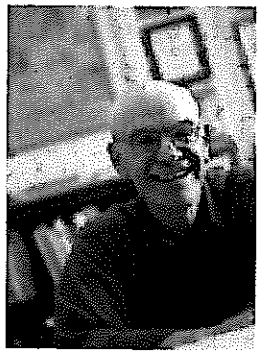


Archibald Granville Bush Chair of Mathematics

Established in 1966 with a gift from Mrs. Archibald Granville Bush to bring distinguished mathematicians to Rollins to teach, research, lecture, and assist in the development of the Bush Science Center program.

Dr. Richard Vitray, Professor of Mathematics

E-mail Rick Vitray at rvitray@rollins.edu.

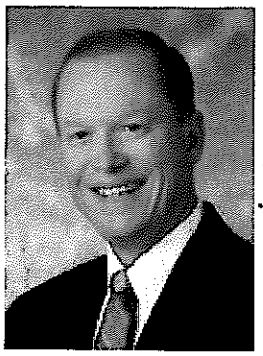


Archibald Granville Bush Chair of Mathematics

Established in 1966 with a gift from Mrs. Archibald Granville Bush to bring distinguished mathematicians to Rollins to teach, research, lecture, and assist in the development of the Bush Science Center program.

Dr. Jay Yellen, Professor of Mathematics

E-mail Jay Yellen at jyellen@rollins.edu.

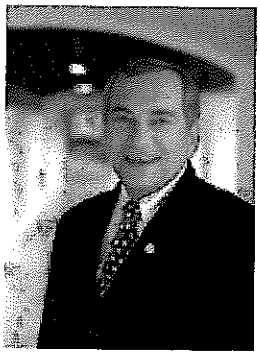


Archibald Granville Bush Chair of Science

Established in 1969 by The Bush Foundation to recognize outstanding faculty members of the natural sciences and to develop the caliber of faculty necessary "to assist the Bush Science Center in becoming one of the finest in the state of Florida." Please click here to read a 2009 release about this chair.

Dr. Thomas Moore, Professor of Physics

E-mail Thomas Moore at tmoore@rollins.edu.



George D. and Harriet W. Cornell Chair of Distinguished Presidential Leadership

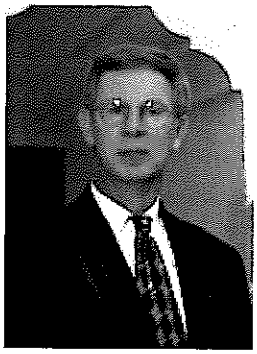
Established in October 2001 by philanthropist and alumnus George Cornell '35 '85H, the chair is part of the first endowment for a college presidency in the nation. Please click here to read more about this chair.

Dr. Lewis M. Duncan, President

E-mail Lewis Duncan at president@rollins.edu.

George D. and Harriet W. Cornell Chairs

Established by the largest gift in Rollins' history, the 2003 bequest of philanthropist and alumnus George Cornell '35 '85H, the Cornell Chairs are awarded throughout the College. Please click here to read more about these chairs.

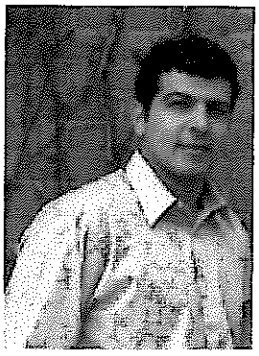


George D. and Harriet W. Cornell Chair of Finance

Dr. J. Clay Singleton, Professor of Finance
Roy E. Crummer Graduate School of Business

E-mail Clay Singleton at jcsingleton@rollins.edu.

George D. and Harriet W. Cornell Chair of International Business



Dr. Ilan Alon, Professor of International Business

E-mail Ilan Alon at ialon@rollins.edu.

George D. and Harriet W. Cornell Chair of Philanthropy and Leadership Development

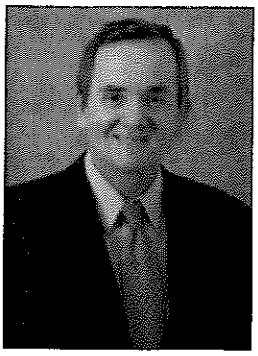
Dr. Rita Bornstein, President Emerita

E-mail Rita Bornstein at rbornstein@rollins.edu.

George D. and Harriet W. Cornell Chair of Philosophy

Dr. Margaret A. McLaren, Professor of Philosophy

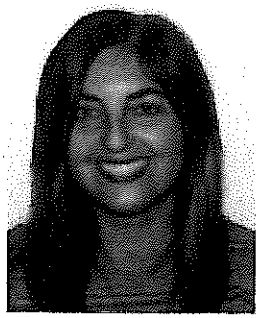
E-mail Margaret McLaren at mmclaren@rollins.edu.



George D. and Harriet W. Cornell Chair of Politics

Dr. Richard E. Foglesong, Professor of Politics

E-mail Rick Foglesong at rfoglesong@rollins.edu.



George D. and Harriet W. Cornell Chair of Religion

Dr. Yudit K. Greenberg, Professor of Religion

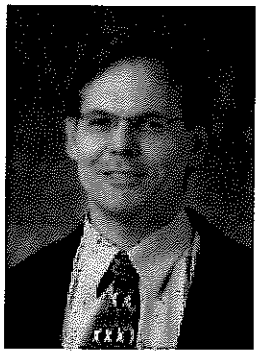
E-mail Yudit Greenberg at ygreenberg@rollins.edu.

George D. and Harriet W. Cornell Scholars in Classical Studies

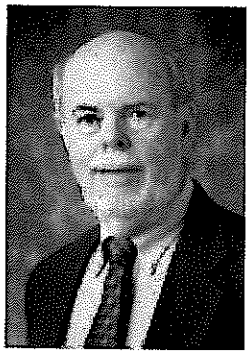
Established in 1985 through a gift from alumni George D. '35 '85H and Harriet W. '35HAL '90H Cornell and a challenge grant by the National Endowment for the Humanities to serve as the cornerstone of Rollins' Classical Studies Program. This endowment provides for the recruitment of distinguished scholars who will promote the understanding of, and appreciation for, classical civilization and thought, enabling the College to enhance the interdisciplinary character of the program and its quality and visibility in the coming years.

Dr. Scott Mitchell Rubarth, Associate Professor of Classical Philosophy

E-mail Scott Rubarth at srubarth@rollins.edu.



Vacant

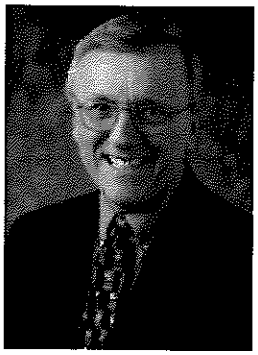


D.J. and J.M. Cram Chair of Chemistry

Established in 2001 with a bequest from the late Donald Cram '41 '88H, *Rollins' only Nobel Prize winner, to provide the opportunity for and support of research in the field of chemistry. Please click here to read more about Nobel Laureate Donald Cram.*

Dr. Erich C. Blossey, Professor of Chemistry

E-mail Erich Blossey at eblossey@rollins.edu.

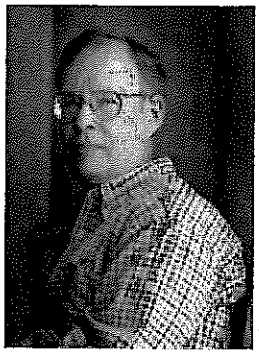


Kenneth Curry Chair of Literature

A gift of Dr. Kenneth Curry '32, an emeritus professor of English at the University of Tennessee and the author of many books and articles on English literature of the Romantic period. The first Curry Professor was named in 1999. Please click here to read more about this chair.

Dr. Maurice O'Sullivan, Professor of English

E-mail Maurice O'Sullivan at mosullivan@rollins.edu.

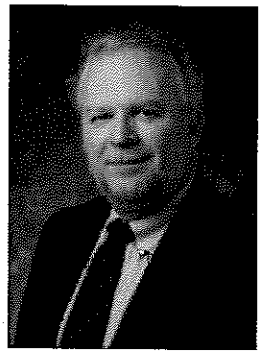


Ronald G. and N. Jayne Gelbman Chair of International Business

Established by alumnus Ronald Gelbman '69 '70MBA and an anonymous donor. The International Business major was introduced in 1998 to provide students the opportunity to study global business from a liberal arts perspective. Please click here to read more about this chair.

Dr. Thomas Lairson, Professor of International Business and Politics

E-mail Tom Lairson at tlairson@rollins.edu.

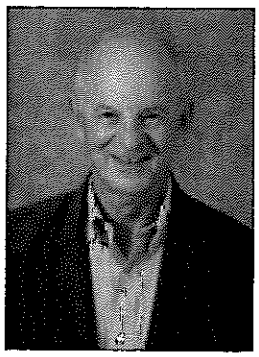


Alan and Sandra Gerry Chair of Marketing and Ethics

Established in 2002. Please click here to read more about this chair.

Dr. Mark W. Johnston, Professor of Marketing
Roy E. Crummer Graduate School of Business

E-mail Mark Johnston at mjohnston@rollins.edu.



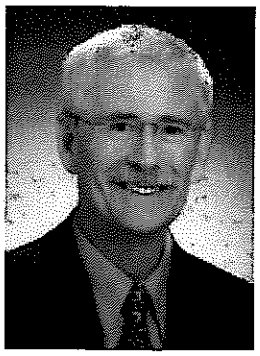
Raymond W. Greene Chair of Physical Education

Established in 1967 by Raymond W. Greene, who stipulated that the chairholder should encourage reverence for the "Amazing Creation of the Human Body and Its Functions." Please click here to read more about this

chair. Click here to read a 1972 release about this chair.

Dr. Gordon E. Howell, Associate Professor of Physical Education

E-mail Gordon Howell at ghowell@rollins.edu.



Charles Harwood Chair of Marketing & Strategy

Endowed in 1987 by the estate of Rollins alumnus Charles Harwood '44 to attract a distinguished scholar to the Crummer School.

Dr. Greg Marshall, Professor of Marketing & Strategy
Roy E. Crummer Graduate School of Business

E-mail Greg Marshall at gmarshall@rollins.edu.

William R. Kenan, Jr., Chair

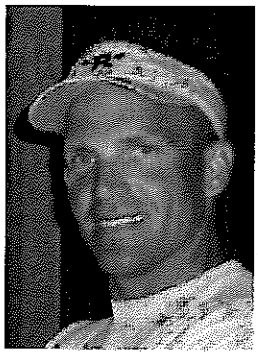
Awarded to Rollins in 1967 by the William R. Kenan, Jr., Charitable Trust "to support a college teacher whose enthusiasm for learning, commitment to teaching and interest in students will make a notable contribution to the College's undergraduate community." Please click here to read more about this chair. Click here to read the original 1968 announcement of the first appointment.

Dr. Edward H. Cohen, Professor of English

E-mail Ed Cohen at ecohen@rollins.edu.

Lyden Family Crew Chair

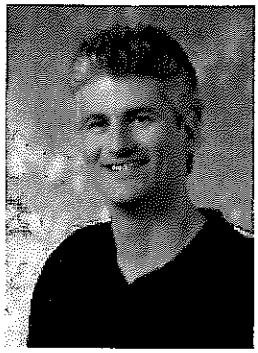
Established in 2002 by James P. Lyden and his family to enhance the College's educational mission and to recognize the importance of athletics and crew in particular. Please click here to



read more about the Lyden family.

Shawn Pistor, Men's & Women's Rowing Coach

E-mail Shawn Pistor at spistor@rollins.edu.

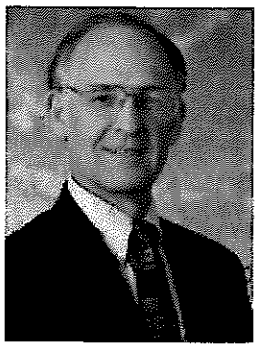


Diane and Michael Maher Chair of Distinguished Teaching

A gift of alumnus Michael C. Maher '63 and the Christian A. Johnson Endeavor Foundation to further the College's efforts and reputation in one of its recognized strengths—the art of teaching.

Dr. Lee Lines, Associate Professor of Environmental Studies

E-mail Lee Lines at llines@rollins.edu.



Hugh F. and Jeannette G. McKean Chair

Established in 1997 with an endowment from the Elizabeth Morse Genius Foundation to honor the legacy of former Rollins president Hugh McKean '30 '72H and his wife, Jeannette Genius McKean '62H, and their commitment to the College. Mrs. McKean established the Genius Foundation in 1959 in memory of her mother, who was the daughter of one of Winter Park's founders and greatest benefactors, Charles Hosmer Morse. Please click here to read more about this chair.

Dr. Hoyt L. Edge, Professor of Philosophy

E-mail Hoyt Edge at hedge@rollins.edu.

Richard James Mertz Chair of Education

Established in 2001 by Esther Mertz in memory of her son, alumnus Richard James Mertz '60, an elementary education major at Rollins. Please click here to read more about this chair.

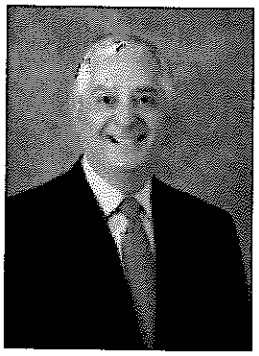
Vacant

Rapetti-Trunzo Chair of History

Established in 1998 by alumnus Vincent A. Rapetti '50, this chair was established to provide a meaningful and lasting impact on the lives of students for generations to come.

Dr. Claire Strom, Professor of History

E-mail Claire Strom at cstrom@rollins.edu.



Steinmetz Chair of Management

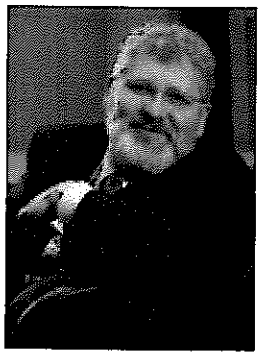
A 1999 gift of Charles and Lynn Steinmetz, the chair enables the Crummer School to have a nationally recognized scholar in the area of management and strategy. Please click here to read more about this chair.

Dr. Samuel C. Certo, Professor of Management
Roy E. Crummer Graduate School of Business

E-mail Sam Certo at scerto@rollins.edu.

John M. Tiedtke Chair of Music

Honors longtime Rollins trustee and patron of the arts John Tiedtke '75H, and was the idea of



Rollins alumni Fred '51 '74H and Joanne Rogers '50 '05H. Their generous support has been augmented by contributions from a number of friends and admirers. Please click here to read more about this chair.

Dr. John V. Sinclair, Professor of Music

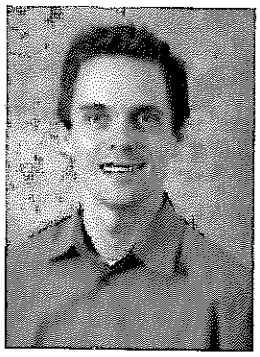
E-mail John Sinclair at jsinclair@rollins.edu.

Winifred M. Warden Chair of Theatre Arts and Dance

Established by alumna Wynee Martin Warden '45 and the Bert W. Martin Foundation. The 2000 gift of this former ballet dancer and theatre major will ensure the future of a strong theatre and dance program at Rollins. Please click here to read more about this chair.

Dr. Jennifer Cavenaugh, Associate Professor of Theatre Arts and Dance

E-mail Jennifer Cavenaugh at jcavenaugh@rollins.edu.



Weddell Chair of the Americas

Funded by Ambassador and Mrs. Alexander W. Weddell, the chair was established by the Rollins College Board of Trustees in 1948 as a memorial to Ambassador and Mrs. Weddell "in grateful appreciation of their interest and help and in honor of their distinguished service to their country and to Inter-American relations." It recognizes a distinguished faculty member who is devoted to the teaching and correlation of courses in the history of the Western hemisphere.

Dr. Dexter Boniface, Associate Professor of Political Science

Email Dexter Boniface at dboniface@rollins.edu.

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Dean of the Faculty

Debra K. Wellman, Interim Dean of the Faculty

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Presidents | **Officers** | **Trustees**

PRESIDENTS OF ROLLINS COLLEGE

Edward Payson Hooker, 1885-1892

Charles Test Grandison Fairchild, 1893-1895

George Morgan Ward, 1896-1902

William Fremont Blackman, 1902-1915

Calvin Henry French, 1917-1919

Robert James Sprague, 1923-1924

William Clarence Weir, 1924-1925

Hamilton Holt, 1925-1949

Paul Alexander Wagner, 1949-1951

Hugh Ferguson McKean, 1951-1969

Jack Barron Critchfield, 1969-1978

Thaddeus Seymour, 1978-1990

Rita Bornstein, 1990-2004

Lewis M. Duncan, 2004-present

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

OFFICERS OF THE COLLEGE

F. Duane Ackerman
Chairman of the Board

Lewis M. Duncan
President

Laurie M. Joyner

Interim Provost

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

James Gerhardt
Vice President for Institutional Advancement

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Class Schedule

ADMINISTRATIVE STAFF

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

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

Mandy Booker
Bursar; B.A., Butler University

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

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

Sharon Carrier
Assistant Vice President, Alumni Relations; B.A., M.A., Florida State University; Ph.D., University of Florida.

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

Donald Davison
Associate Dean of the Faculty of Arts and Sciences; B.A., St. Louis University; M.A., University of Notre Dame; Ph.D., Washington University in St. Louis.

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

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.

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

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.

Scott Habes
Bruce A. Beal Director of the Cornell Fine Arts Museum; B.A., State University of New York at Oswego; M.B.A., State University of New York at Binghamton..

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.

Meghan Harte
Director, Rollins Explorations; B.S., Central Michigan University; M.Ed., Grand Valley State University.

Karen Hater
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.

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
Interim Provost; B.A., Loyola University; M.A., Ph.D., Tulane University.

Lisa Junkerman
Assistant Vice President, Strategic Marketing; B.A., University of South Florida; M.B.A., Crummer Graduate School of Business.

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.

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.

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.

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

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.

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

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.

Brent Turner
Director, Student Involvement and Cornell Campus Center; B.A., College of William and Mary; M.A., Ohio State University.

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

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

Jonathan Frederick Walz
Curator, Cornell Fine Arts Museum; B.A., Asbury College; M.A., Ph.D., University of Maryland.

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 K. Wellman
Interim Dean of the Faculty of the Arts & 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.

GIVING TO ROLLINS

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For admissions questions: admission@rollins.edu Other areas: Contact Rollins

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.

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

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

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

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

Mark S. Anderson
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Professor of Sociology (1990;2009); B.A., University of Nevada at Reno; M.A., Arizona State University; Ph.D., State University of New York at Stony Brook. Specializations: poverty, social inequality, and race and ethnic relations.

Scott M. Rubarth
George D. and Harriet W. Cornell Scholar in Classical Studies and Associate Professor of Classical Philosophy (1997;2005); B.A., Los Angeles Baptist College; B.A., M.A., San Diego State University; Ph.D., University of Toronto. Specializations: ancient Greek philosophy, stoicism, perception, and gender in antiquity.

Maria R. Ruiz
Professor of Psychology (1982;1995); B.A., M.A., Ph.D., University of Florida. Specializations: clinical applications of behavior analysis to special populations, autistic children, and the developmentally delayed.

Emily Russell
Assistant Professor of English (2007;2007); B.A., Cornell University; M.A., Ph.D., University of California-Los Angeles. Specializations: twentieth-century American literature, disability studies and theories of embodiment, and intersecting theories of race, gender, class, sexuality and ability.

Samuel Sanabria
Assistant Professor of Graduate Studies in Counseling (2010;2010); B.S., M.Ed., Ph.D., University of Florida. Specializations: ethical practices in counseling, the development of prejudicial attitudes and beliefs, human sexuality, surrogacy and same sex parenting, and Latino concerns.

Marc Sardy
Associate Professor of International Business (2001;2008); B.A., University of Chicago; M.S., City University of New York; Ph.D., Cambridge University (UK). Specializations: market abnormalities and systematic predictability, benchmarks, share price reversals, and portfolio stratification.

Judy Schmalstig
Professor of Biology (1991;2005); B.S., The Pennsylvania State University; M.S., Ohio State University; Ph.D., University of Dayton. Specializations: plant

physiology, development, and movement in response to light.

Eric A. Schutz
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.

Vaughn C. Schmutz
Visiting Assistant Professor of Sociology (2010;2010); B.S., M.S., Brigham Young University, M.A., Emory University, Ph.D., Erasmus University, Rotterdamn, NL. Specializations: sociology of culture, globalization, social theory, race, class, gender, sociology of media and art/music, organizations/economic sociology, comparative sociology, social and symbolic boundaries, intro sociology, social inequality, research methods, and sustainability.

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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.

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John M. Tiedtke Professor of Music (1985;1993); Conductor and Music Director of Bach Festival Society; B.S., William Jewell College; M.M.E., D.M.A., University of Missouri Kansas City Conservatory of Music. Specializations: conducting, orchestral and choral ensembles, American music, and editing early music.

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.

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Visiting Assistant Professor of Political Science (2009;2009); B.A., Hamilton College; M.A., Ph.D., University of Virginia. Specializations: parties and elections, political behavior, interest groups, congress and the presidency, and research methods.

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.

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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.

Cynthia E. Snyder
Reference and Instruction Librarian/Assistant Professor, Olin Library (2009;2009); B.S., M.S.L.I.S., University of Illinois at Urbana-Champaign; M.S., Northern Illinois University. Specializations: student information literacy in the sciences, geomorphology, and natural resources.

Steven J. St. John
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.

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.

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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.

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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.

Eren Tatari
Assistant Professor of Political Science (2010;2010); B.A., Franklin and Marshall College; M.A., Purdue University; Ph.D. (candidate), Indiana University. Specializations: minority politics, Middle Eastern politics, politics of gender, Muslims in the west, political representation, and politics and religion..

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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.

Zeynep Teymuroglu
Assistant Professor of Mathematical Sciences (2010;2010); B.S. Middle East Technical University, Ankara, Turkey; M.S., Oregon State University; Ph.D., University of Cincinnati. Specializations: mathematical biology, integral and partial differential equations, and network models.

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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.

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Visiting Assistant Professor of Physics (2009;2009); B.S., M.S., Universita' Degli Studi Di Milano (Milan, Italy); Ph.D., Politecnico di Milano (Milan, Italy). Specializations: experimental nuclear, atomic, and molecular physics; optics and photonics, including laser calorimetry and characterization of lasing elements for solid state laser; and spectroscopic properties of rare earth doped crystals and glasses.

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
Assistant Professor of Art History and Classical Studies (2008;2010); B.A., University of Michigan; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: archaeology of Etruscan Italy and early Rome, rural social structure and settlement history, state formation and urbanization, field survey methodology and archaeological theory, and the intersection of archaeology and text.

Martina Vidovic
Assistant Professor of Economics (2008;2010); 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
Archibald Granville Bush 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.

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Assistant Professor of Anthropology (2010;2010); B.A. University of North Carolina at Chapel Hill; M.A., Ph.D., University of Florida. Specializations: African archaeology, East African and Indian Ocean social histories, heritage and representation, landscapes and memory, socio-technology, miniatures, and time.

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 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.

Suzanne L. Woodward
Visiting Assistant Professor of Psychology (2002;2009); B.A., University of North Florida; Ph.D., City University of New York. Specializations: behavioral neuropsychology, sleep and sleep-wake disorders, applied psychophysiology and biofeedback, and women's sleep.

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
Archibald Granville Bush 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 combinatoricsnbsp;

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: soctory.

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

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Visiting Instructor, Economics (2010;2010); B.A., University of International Business and Economics, Beijing, P.R.C.; M.A., PhD. (candidate), University of Wisconsin at Milwaukee.

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

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

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Charles Michael Magarian
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Visiting Instructor, Economics (2010;2010); B.A., Fudan University, China; Ph.D. (candidate), University of Massachusetts, Amherst.

Valerie Peters
Post-Doctoral Fellow in Environmental Restoration (2009;2009); B.S., Pennsylvania State University; Ph.D., University of Georgia.

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Lecturer, Physical Education (2010;2010); B.S., M.S., Eastern Illinois University.

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Lecturer, English (2008;2008); B.F.A., Emerson College; M.A., Georgetown University; M.A., Ph.D. (candidate), Florida State University.

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Lecturer, Music (2010;2010); B.A., Rollins College; M.A., New York University.

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Lecturer, English (2008;2008); B.A., M.A., Brigham Young University; Ph.D., University of California-Davis.

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Professor Emeritus of Spanish

John J. Bowers, B.A., M.S., Ph.D.
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Charles H. Brandon, B.S., M.S., Ph.D.
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James D. Upson, B.A., M.A., Ph.D.
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Professor Emeritus of Political Science

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