

August 1984

# Rollins College Catalog 1984-1986

Rollins College

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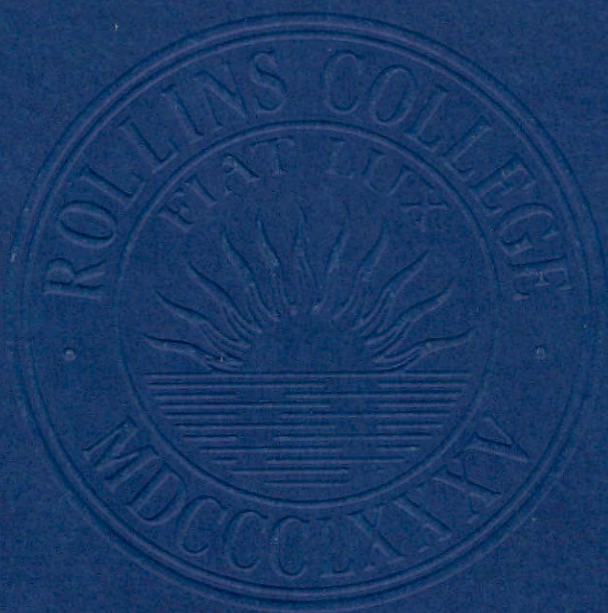
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# ROLLINS COLLEGE



*founded 1885*  
Winter Park, Florida

## 1984-1986 CATALOGUE

# ROLLINS COLLEGE

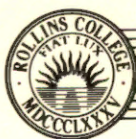
A  
liberal arts  
college

CATALOGUE  
1984-1986



*founded 1885*  
Winter Park, Florida

ROLLINS COLLEGE CATALOGUE Volume LXXV, 1984.  
CENTENNIAL EDITION



ROLLINS • COLLEGE • CENTENNIAL

1885 1985

THE • FIRST • 100 • YEARS

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# Introduction to Rollins College

**R**OLLINS COLLEGE is among the nation's finest small liberal arts colleges, offering a program of study leading to the Bachelor of Arts degree. Founded in 1885 under the auspices of the Congregational Church, Rollins was the first college in Florida. It was coeducational and designed to bring the educational standards of New England to the Florida frontier. Today, Rollins is nondenominational and independent and is supported through tuition, gifts, and investments from alumni, friends and foundations.

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. Today, the College offers a challenging curriculum, including twenty-six major fields of study, over eight hundred courses, and a distinctive and innovative approach to education.

Rollins is committed to a concerned equal opportunity/affirmative action policy in admissions, hiring, and service. 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 sixty-five acre campus is bounded by Lake Virginia to the east and south. A traditional Spanish-Mediterranean architecture characterizes the College facilities.

## Accreditation

Rollins College has been accredited by the Southern Association of Colleges and Schools since 1927. 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.

Rollins also holds institutional memberships in the Association of American Colleges, the American Council on Education, the College Entrance Examination Board, the Florida Association of Colleges and Universities, the American Association of University Women, the Association of Governing Boards, the Florida Independent College Fund, and Independent Colleges & Universities of Florida, Inc. Its programs in education have been approved by the Department of Education of the State of Florida.

## Associated Programs

The Rollins College Divisions of Continuing Education and Non-Credit Programs offer baccalaureate degrees and non-credit courses in the afternoon and evening for local citizens. The Crummer Graduate School of Business at Rollins offers the MBA degree for both full-time and part-time

students. The Graduate Program in Education & Human Development offers graduate degree programs and professional development courses for teachers, counselors, and administrators. In addition, the Patrick Air Force Base Branch, located in Brevard County near the Kennedy Space Center, offers bachelors level degree programs and non-credit courses in the afternoon and evening. Information on these associated schools may be found in their respective catalogues.

## Purpose

Rollins College stands among those small, coeducational, independent liberal arts institutions which distinctively contribute to the vitality and diversity of American higher education.

On February 20, 1981, the Rollins College Board of Trustees adopted the following "Centennial Statement of Educational Objectives." Consistent with the purposes set forth in the 1885 Charter of the College, Rollins will continue to prepare students for "virtuous and useful lives." The future destiny 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.

### *Centennial Statement of Educational Objectives*

For nearly a century, the primary mission of Rollins College has been to provide an excellent liberal arts education for students of ability and promise. It is, and should remain, a small, independent, coeducational institution serving a national constituency. As Rollins looks to its Centennial in 1985, it reaffirms its commitment to excellence.

Rollins seeks to attract and retain a scholarly faculty dedicated to teaching, committed to high standards of performance, and concerned for the welfare of the College and its students. The educational environment is enriched by a diversity of student backgrounds and interests, a climate of academic rigor and intellectual freedom, a beautiful campus with superior facilities, and an atmosphere congenial to the personal and professional development of every member of the community.

The liberal arts evolve. The curriculum at Rollins is faithful to its distinguished ancestry, yet adapted to contemporary society. For Rollins, a liberal arts education includes: a familiarity with the forms of knowledge and modes of experience; the development of communication and research skills; the ability to analyze, synthesize, and evaluate; the development of an informed sense of personal and social values and of self-worth; and a commitment to apply knowledge in the construction of the good. Through education in the liberal arts and sciences, Rollins seeks to foster in its students: self-actualization; a broad cognitive perspective, enabling one to connect, discriminate, and judge wisely; a capacity for self-initiated learning and a commitment to life-long learning; moral and aesthetic sensitivity and a concern for quality in all endeavors; and an appreciation of the diversity, fragility, and dignity of human life.

Rollins affirms as concurrent objectives the provision of quality graduate study in selected professional fields and continuing education programs which are consistent with the liberal arts ideal. Our graduate schools offer to able students a distinctive program of advanced and professional study that reflects the character of the liberal arts. Our programs in continuing education provide important community service. A generous admissions policy is appropriate here when coupled with high academic standards and intellectual vitality.



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## Heritage

The rigors of a turn-of-the-century New England educational philosophy tempered by the congenial Florida environment have worked together since 1885 to produce a college of academic distinction, rich in its traditions and envied for its pleasant campus setting. Diversity — diversity in its curriculum, its faculty interests and its student experience — has helped to introduce Rollins students to the fullness of life's possibilities. The College lives through its legacy of individuals — people who will make a difference through their careers, their lives, and service to society.

The College has enjoyed a succession of dedicated and able presidents. The Rev. Edward Payson Hooker (1885-1892), one of the clergymen who helped establish Rollins in 1885, served as the first president. 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 of the citrus freeze of 1894-95. William Fremont Blackman (1902-1915) brought strong academic credentials to Winter Park, having graduated from Oberlin College and Cornell University. He was a faculty member in sociology at Yale University when called to the Rollins presidency in 1902. Hamilton Holt (1925-1949), perhaps Rollins's most famous president, left a nationally recognized career as a journalist and internationalist in 1925 to accept the presidency of Rollins. His legacy to Rollins includes a tradition of "experimental" education. During the administration of Hamilton Holt, 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 which led students to develop clear standards by which to judge their work. The College retains this method but not to the exclusion of other significant approaches to teaching.

During the administration of Hugh F. McKean (1951-1969), the College developed the Honors Degree Program for exceptionally well prepared and qualified students. Graduate programs were established in education and business, as were the School for Continuing Education and Patrick Air Force Base Branch, which together provide evening education programs for nearly 2,500 adults. Although President McKean was a student and professor of art, it was during his administration that significant advances and general strengthening of the College programs in business administration, economics, and the sciences occurred.

Jack B. Critchfield (1969-1978) was elected President of Rollins College from a position at the University of Pittsburgh. Under his leadership the College moved in new directions by establishing programs in environmental and interdisciplinary studies and graduate and undergraduate programs in criminal justice. Continuing to build a strong faculty, and seeking those students who would most profit by the personalized education provided at Rollins College, President Critchfield generated new support from all facets of the community for the College.

The current president, Thaddeus Seymour, was elected to office in 1978, having served previously as Dean of Dartmouth College and President of Wabash College in Indiana. As Rollins looks to its Centennial in 1985, President Seymour has defined clearly the goal of quality liberal arts education in a personal and caring environment: "On November 4, 1985, our aim is to know ourselves and to be known by others as the finest small college in the Southeast, standing among the finest small colleges in the country."



*Men's Varsity Crew Team 1935*

# Student Life

**E**DUCATION at Rollins is not limited to the classroom but rather combines the discipline of academic study with many other opportunities for learning and personal development on a residential campus. The Rollins student lives and works in a small dynamic community formed for the sake of learning but marked by its diversity. Residential life, student self-governance, and extracurricular activities bring an important dimension to a student's liberal education.

The student body at Rollins includes approximately 1,350 individuals representing 35 states and 24 foreign countries. About one-third of the students come to Rollins from within the state of Florida. Rollins makes a special effort to create a student population including individuals from varied backgrounds and experiences.

## Student Organizations

Student organizations provide Rollins students with many opportunities to develop self-confidence, leadership skills, and a sense of social responsibility. All students participate in the governance of student life through representatives to the Student Association, the Student Hearing Board, and various committees. Each residential hall provides its members with opportunities for leadership and governance through its House Council. Students are also represented on the important student-faculty governance committees which determine college policies in academic and social areas. In addition, nearly twenty student groups, representing ethnic, social, political, scholarly, and religious interests, are active on campus.

## Housing

Most Rollins students live in one of the twenty residence halls on campus. Non-resident students participate in campus activities through the Organization of Commuting Students, with facilities located in Pinehurst. The residence experience is likely to include lectures, group discussions, informal interactions with faculty members, and social and artistic events.

Three types of housing are available to Rollins students. Residence halls are larger dormitories accommodating from 50 to 210 students and are staffed by upperclass student Resident Aides who are responsible for programming, counseling, and security. Eleven sororities and fraternities occupy College-owned facilities, including many of the most beautiful buildings on campus. Residential Communities comprise coeducational houses whose members share common intellectual or cultural interests. Examples include the Fine Arts House, the Rollins Outdoor Club, and the Environmental Studies House.

### **Cultural Life**

The arts have always been a highly visible part of the Rollins experience. Each year the college calendar is filled with concerts, exhibitions, lectures and performances which draw audiences not only from campus but also from the larger Central Florida community.

The Rollins College Artist Series, the Festival Series, the Bach Festival and performing groups such as the Chapel Choir and the Brass Ensemble all offer experiences for those with interest in music. There are two theaters on campus, the Annie Russell Theatre and the Fred Stone Theater, which offer a year-round schedule of plays and dance productions. Lecture series bring notable visitors to campus to address classes and public audiences. The Cornell Fine Arts Center, which opened in 1978, contains classrooms and museum facilities which are open to the general public. The gallery houses a fine collection of works by 19th-century English and American artists and is fully accredited by the American Museum Association. In addition to the permanent collection, many loan exhibits are presented throughout the academic year, a number of which feature the works of Central Florida artists.

### **Recreation**

Sports are a significant part of life at Rollins, and students are offered the opportunity to become involved in a variety of athletic activities. The athletic program encourages individual participation in ten intercollegiate sports: baseball, basketball, cross-country, crew, golf, soccer, softball, tennis, volleyball, and waterskiing. Rollins is a member of the National Collegiate Athletics Association. The College has achieved considerable national recognition in intercollegiate competition with the aid of a relatively modest scholarship program and without sacrifice of academic standards.

A diversified, year-round intramural program is also offered for both men and women. Intramural activities include basketball, bowling, flag football, golf, table tennis, tennis, sailing, soccer, softball, swimming and track.

Enyart-Alumni Field House contains basketball courts, a weight room, dressing and training rooms, classrooms, and the athletic offices. Other facilities include the Alford Pool, Alford Stadium at Harper Shepherd Field, the Sandspur Bowl, the tennis courts, and the waterfront. All these facilities are available to students at designated times.

### **Religious Life**

The nurture of the religious life in the Rollins community is the mission of Knowles Memorial Chapel and the United Campus Ministries, the work of both being coordinated by the Dean of the Chapel. The character and programs of the Chapel are interdenominational, seeking both to serve and support persons in a variety of faith-traditions and to emphasize conviction

and commitments they share with one another. Each Sunday at 11:00 a.m., interdenominational services are held with student participation in leadership and the Chapel Choir. Vespers and services of meditation are also offered as well as gatherings for spiritual responses to special crises or celebrations, weddings, and memorial services.

Campus ministries in several Christian and Jewish faith-traditions are coordinated through the United Campus Ministries. In addition to offering religious services, Roman Catholic Mass, Bible studies, and Jewish Holy Day observances, the campus ministers sponsor the program of Sullivan House. Under its coordinator, Sullivan House offers events of adventure — canoeing, backpacking and diving trips; spiritual growth — ecumenical study and conversation groups, monastic retreat trips, public affairs discussions, and service drives to alleviate world hunger and direct volunteer aid to projects in the community. A variety of student organizations are represented at Sullivan House; among them are Newman Club, World Hunger Committee, Jewish Student League, Rollins Outdoor Club, and Black Student Union. The programs of Sullivan House, open to persons of all religious beliefs or none, are often catalysts, developing interests which individuals or other groups may carry forward on their own.

## **Resources and Services**

### *The Library*

The Rollins library has a long tradition of quality and service dating back to the founding of the College, at which time the first "library" consisted of a Bible and a dictionary.

As an academic resource, the library provides students and faculty with an extensive and varied collection of materials in the humanities, social sciences and sciences, acquired and organized by nationally accepted standards. Services offered by the library faculty provide students the opportunity to learn important skills of information retrieval. These services include class lectures, bibliographic assistance, reference research and computer data searches. The current library facilities include the Mills Memorial Library located in the center of campus and the Bush Science Library located in the Bush Science Center. Cooperative agreements with local libraries include full use of the library of the University of Central Florida by Rollins students.

In 1982 Rollins College received a \$4.7 million grant from the Olin Foundation for a new library. The Olin Library should be in full operation by Spring 1985. It will house all library materials and functions except Archives, Special Collections, and Documents.

### *Computer Services*

The Rollins College Academic Computer System is housed in the Bush Science Center and consists of a VAX-11/750 central processing unit with

60 terminals. The computer is operated as an interactive time-sharing system; all communications with the system are via one of the terminals located either in the Timesharing Laboratory or at various sites around the campus. The computer system features the languages BASIC, FORTRAN 77, Pascal, LISP, and Concurrent Euclid, along with the MINITAB and SAS statistics packages and word processing software. Students may use the system seven days per week. A schedule of operating hours is normally posted at the Timesharing Laboratory.

### *Health Services*

The College maintains a medical facility at the DuBois Health Center, approximately one block east of the main campus. The Center is staffed by a registered nurse-practitioner and a registered nurse. Two College Physicians hold office hours at the Center daily; students see them in their near-by office at other times. Serious illnesses are treated at Winter Park Memorial Hospital either by a College Physician or an appropriate specialist. All students are covered by group health insurance funded by the student fee.

### *Counseling and Advising Resources*

Academic advising and counseling are available to undergraduates throughout their four years at Rollins. The Office of the Dean of the College coordinates these services for individuals and groups of students.

As students assume increasing responsibility for their own academic programs, they are aided by individually assigned faculty advisers. The Coordinator of Freshman Advising assigns first-year students to advisers familiar with their academic preparation and areas of interest. Thereafter, students may choose their own faculty advisers, very often selecting faculty from their major field of study. Faculty advisory committees provide special assistance to students planning professional training and careers. Department heads are also available to provide information regarding their fields.

The Assistant to the Dean of the College responds to the academic concerns of students, helps those having difficulties in their program, and provides referrals to the Center for Skills Development for reading and study skills.

The Academic Consultation Team (ACT) is a volunteer group of concerned, academically-oriented students who are willing to devote their time and experience to support the existing faculty advising program; ACT members are available daily in the dormitories and assist during Registration and Drop/Add Weeks.

Counseling on social problems, family relations, sexual concerns, and other personal matters is provided by Personal Counselors. Students needing personal or psychological counseling may seek help with the assurance that their concerns will be treated with strict confidentiality. The Office of Residential Life also offers self-help groups to students concerned about personal matters.

The Career Center provides a range of services to students throughout their years at Rollins. Individual and group career counseling allows students to analyze interests and aptitudes, set goals, and explore the full range of post-graduate opportunities. The Career Center also sponsors visits to campus by representatives of organizations and corporations seeking to interview Rollins students for post-graduate employment.

### *Campus Safety*

Campus Safety is the Rollins department responsible for enforcing all local and state ordinances as well as school regulations. Staffed by nine full-time officers, Campus Safety is charged with the general security of the campus and the protection of both persons and property. On duty continuously throughout the year, the Campus Safety Office can be called for any campus emergency.

### *For further information:*

Dean of the College  
ROLLINS COLLEGE  
Winter Park, Florida 32789  
305/646-2345



*Pinehurst 1888*



# Admission

**R**OLLINS COLLEGE seeks to attract applications from students with proven academic ability who demonstrate both intellectual and personal promise. The Committee on Admissions, composed of faculty members, student representatives, and professional staff of the Admissions Office, sets admissions policy for the College. Rollins College is an equal opportunity institution and does not discriminate on the basis of race, age, sex, color, creed, national origin, handicap, or religion in its admissions selection.

## Freshman Admission

All candidates for admission to the freshman class must have a completed application on file with the Admissions Office by February 15. To complete the application file, a candidate submits the admissions application form, an official transcript for grades 9 through 12, a recommendation from a guidance counselor or other school official, and an official report of either SAT or ACT test results. All applicants for admission must take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the examination by the American College Testing Program (ACT), preferably in the fall of the senior year. Recommendations from individual teachers are helpful but not required. It is strongly recommended that candidates submit scores from three Achievement Tests of the College Entrance Examination Board. Rollins participates in the group of colleges and universities which uses the Common Application Form, and this form can be submitted in place of the Rollins College admissions application form.

Rollins seeks students who have pursued a demanding high school curriculum in preparation for college entrance. Enrollment in advanced, honors, or Advanced Placement courses is strongly encouraged, when available. The minimum requirements for admission include the following courses: four years of English, two years of history or social studies, two years of a laboratory science, and three years of mathematics, including Algebra I, Geometry, and Algebra II. Two years of a foreign language are also strongly recommended.

Admission to the freshman class is competitive. Approximately 2,000 applications were received for the 400 places in the freshman class for the 1984-85 year. The Admissions Committee evaluates each candidate on a variety of academic and personal factors. Academic factors considered include high school grades, rank in class, course selection, and standardized test results. Standardized test scores (SAT or ACT) are given less weight in the admissions process than depth and quality of high school preparation. Personal factors include recommendations, extracurricular activities or special talents, interviews (recommended but not required), and the essay submitted with the application form.

Candidates are notified of their admission status periodically between January 15th and April 15th. Rollins participates in the Candidates Reply Date of May 1st, and all accepted freshmen who intend to enroll must submit a nonrefundable tuition deposit of \$250 by that date to hold their place in the class. Students who have received an application fee waiver from their secondary schools on the basis of financial hardship will pay a \$50 tuition deposit rather than the \$250 regular fee. Late applicants will be considered on a space available basis.

Campus housing is offered to all freshman candidates. Housing application materials are mailed after admissions decisions have been completed, and housing assignments are made on the basis of date of payment of the reservation fee.

### Early Admission

Unusually well-qualified applicants may be considered for entrance prior to secondary school graduation, usually for entrance following their junior year. An on-campus interview is required of all Early Admission candidates.

### Early Decision (Freshman Applicants Only)

Superior students, with the approval of their secondary schools, may submit their junior year record and junior results of the SAT or ACT with the request that the Admissions 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 candidacy at Rollins is approved. Early Decision applications must be received by November 15th, and candidates will be notified by December 15th of their senior year. A nonrefundable tuition deposit of \$250 is due and payable upon notification of acceptance. Early Decision candidates not accepted under the Early Decision program will have their applications reconsidered for admission under the regular decision program after January 15.

### Admission with Advanced Standing

Rollins accepts the Achievement Test of the SAT/ACH program for admission with advanced standing. Students may use these tests to meet, in advance, certain distribution requirements for graduation.

In addition, entering students may obtain course credit by submitting the results of the College Entrance Examination Board's College Level Examination Program (CLEP) test or Advanced Placement Examination. Credit will be awarded only for work on the General Examinations of the CLEP test,

which include humanities, social science, natural science, mathematics, and English composition. Students who pass all or part of this battery of examinations may receive up to forty quarter hours of college credit.

### International Student Admission

Candidates whose native language is not English must submit an official report from the Test of English as a Foreign Language (TOEFL) examination. Normally a score of 550 or better on the TOEFL exam is required for admission and exempts students from the Foreign Language requirement. There is no minimum requirement on the SAT or ACT exam. (Candidates should advise Rollins of their current immigration status. Upon admission, the College can then provide the documentation necessary for legal entry into the United States and enrollment as a student in the U.S.)

### Transfer Admission

Rollins encourages applications from qualified students transferring from an accredited college or university. Each accepted candidate is evaluated for transfer credit on an individual basis, and credit evaluation is sent with the acceptance letter. Credit is granted if: (1) the grade achieved in the course is C-minus or better; (2) the course content and level is equal to or similar to a course offered at Rollins College. Remedial courses, vocational courses, and mathematics below pre-calculus level are not transferable. Transfer students must meet all the Rollins requirements if they intend to graduate from Rollins. In the evaluation of transfer credit, three and one-third semester hours or five quarter hours are equated to one Rollins course.

Completed transfer applications should be on file in the Admissions Office by April 15th for the fall semester, and by November 1st for the spring semester. Late applications will be considered on a space available basis. A completed application file includes: the admissions application form, an official high school transcript, SAT or ACT scores, and an official college transcript. Transfer candidates should send a current copy of their present college catalogue to the Admissions Office to aid in transcript and credit evaluation.

Candidates for transfer admission are evaluated primarily on the basis of their college level work. The applicant must be in good academic standing and eligible to return to the institution from which transfer is proposed. Grades and course selection are considered; most successful candidates have over a 2.7 (B-minus) average from a four-year college, or a 3.0 (B) from a community college. The Admissions Committee evaluates other academic factors, including high school preparation and SAT or ACT scores. Personal factors are also considered, including the application essay, inter-

views (recommended but not required), recommendations, and extracurricular activities or special talents.

Admissions decisions are mailed approximately two to four weeks after the application becomes complete. Accepted candidates intending to enroll are asked to submit a nonrefundable tuition deposit in order to hold their place. Limited campus housing space is set aside for transfer students. This space is assigned on the basis of the date of payment of the tuition deposit. Housing applications are not mailed until the admissions process is completed.

### Special Student Admission

A small number of special students are admitted to Rollins College each term. A special student is a student who for some legitimate reason is not enrolled as a full-time degree-seeking student. A candidate who has interrupted his or her educational progress for a significant length of time but who wishes to return to higher education and begin on a part-time basis would be considered a special student. Candidates must submit a completed admissions application form, official transcripts for all high school and college level work, and standardized test scores if they have been taken. An interview with an Admissions staff member is required for all special student candidates. The decision to admit a student into this category is based primarily on evaluation of personal factors such as motivation, maturity, and educational goals.

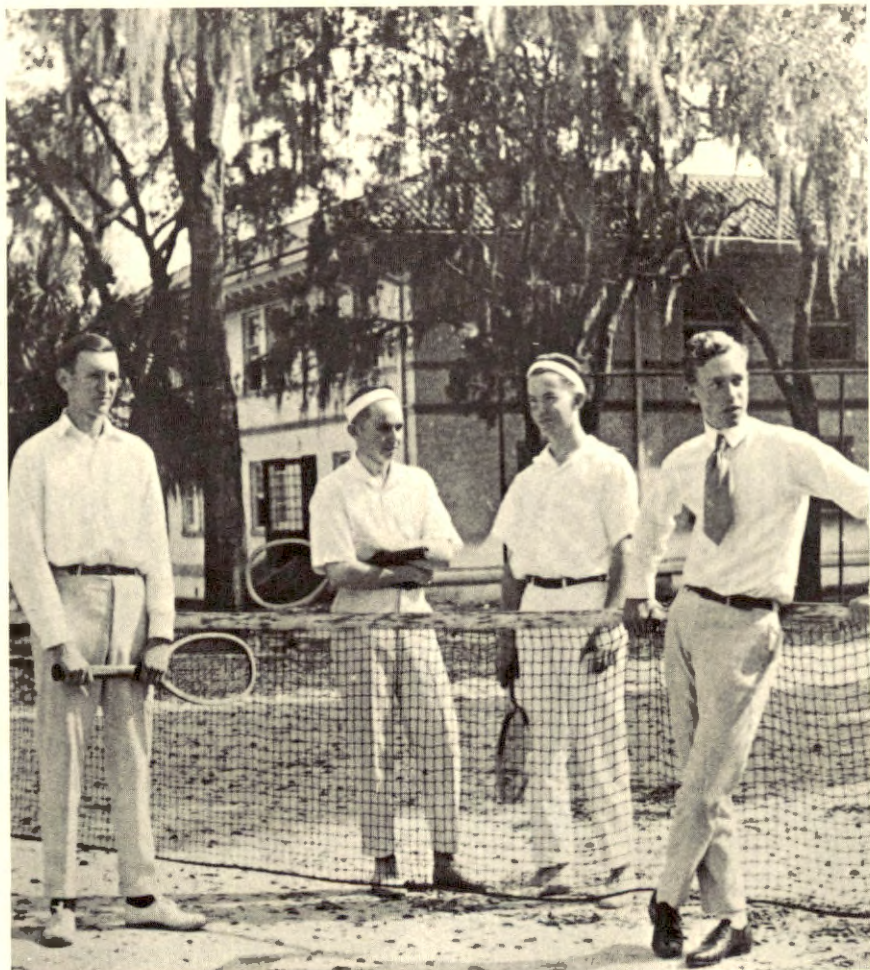
### Campus Visits

Although an interview is not required, a visit to the campus is strongly recommended. Interviews are normally scheduled Monday through Friday between 9 a.m. and 4 p.m., and on Saturdays from 9 a.m. to 12 noon. Candidates are encouraged to write or call the Admissions Office at 305/646-2161 for an appointment in advance. Daily campus tours are conducted, and appointments with professors or class visits can be arranged.

Student hosts arrange for accommodations in the dormitories for overnight visitors, but candidates should contact the Admissions Office two weeks in advance of their visit if they wish overnight accommodations. Members of the Admissions Office staff hold interviews in many cities throughout the United States during the school year. While they will notify interested students in advance of their visit to an area, a schedule can be obtained from the Admissions Office.

*For further information:*

Director of Admissions  
ROLLINS COLLEGE  
Winter Park, Florida 32789  
305/646-2161



*Men's Varsity Tennis Team 1915*



*Tennis Enthusiasts 1892*

# Tuition, Fees and Student Aid

## Student Expenses

**T**HE Rollins College comprehensive fee for the 1984-85 academic year is \$9,976, which includes tuition, room, board and fees. Tuition is \$6,985 and fees are \$226. Book costs are estimated at approximately \$300 per year. Personal expenses range from \$75 to \$100 per month. For the resident dining program, each student has an account, which is charged through a ValiDine Card. The student will be charged only for the food selected on this program, which is similar to a credit card system. Under this system, students have the option of low or high use plans. Students who plan to eat more than 75% of their meals in the dining hall should select the high board plan option; those who plan to eat fewer of their meals on campus should choose the low board plan.

The total year's charges (excluding the tuition deposit which is due from new students on May 1) is payable in two installments. By July 13, 57%, minus the tuition deposit, will be due, and the balance of 43% is due on or before December 14. *There is a late payment charge of 5% on any balance outstanding after the due date.* Failure to meet the deadline for paying tuition and fees can lead to the loss of housing and class registration. Students with special financial problems should consult with either the Student Aid Office or the Comptroller's Office immediately. While the College cannot guarantee solutions, every effort is made to prevent a student's being turned away because of temporary financial hardship.

The June billing will reflect all financial aid awards made to the student. Amended bills will be sent if aid awards are changed after the billing date. If the financial aid award includes College employment, (the *work-study* program), the total amount to be earned has been credited on the June bill. Please keep in mind that students are obligated to earn the amount indicated, applying earnings to their account with the College until the total amount of the employment award is complete. If sufficient funds are not earned to clear the total balance, any difference will be charged to the student account and must be paid upon receipt of the next statement.

### Pre-Enrollment Fees

Application Processing Fee (non-refundable) (Payable with submission of Application for Admission)	\$ 25.00
Tuition Deposit Fee (non-refundable)	250.00

### Schedule of Fees 1984-85 Academic Year

	Fall/Winter	Spring	Total
<b>Commuting Students</b>			
Tuition	\$3,880.00	\$3,105.00	\$6,985.00
Fees	124.00	102.00	226.00
	<u>\$4,004.00</u>	<u>\$3,207.00</u>	<u>\$7,211.00</u>
<b>Resident Students</b>			
Tuition	\$3,880.00	\$3,105.00	\$6,985.00
Fees	124.00	102.00	226.00
Room (Double)	778.00	622.00	1,400.00
Board (Moderate)	758.00	607.00	1,365.00
	<u>\$5,540.00</u>	<u>\$4,436.00</u>	<u>\$9,976.00</u>
<b>Options</b>			
Single Room	\$1,019.00	\$ 816.00	\$1,835.00
Triple Room	667.00	533.00	1,200.00
Low Board	653.00	522.00	1,175.00
High Board	917.00	733.00	1,650.00

Some physical education courses have fees: bowling, horseback riding, water skiing and scuba diving. Such fees must be paid at the time of registration.

### Refund Policy

Refunds *will not* be issued until the balance owed on the account is paid in full, even if that balance includes charges for an upcoming term. Refund checks are normally issued to the person responsible for payment of the account. Prior arrangements must be made with the Cashier if the refund is to be issued to the student.

#### Fall/Winter Term

Students who notify the College *before* July 13, 1984 that they will not attend school in the Fall, will have all Fall/Winter Term fees paid prior to that date refunded, except for the tuition deposit which is not refundable.

After July 13, 1984, the following refund policies will apply:

*Tuition:* \$1,550 if student formally withdraws before October 1, 1984.

*Room:* No refund.

*Board:* 100% of unused board account at the date of withdrawal.

*Fees:* No refund. (Students and parents are reminded, however, that the health insurance policy remains in effect until the end of the term in which withdrawal occurs.)

Students who complete their degree requirements at the end of the Fall Term will be refunded \$775 tuition, \$156 room (\$203 for a single, \$134 for a triple), and the unused balance in the board account.

#### Spring Term

Students who formally withdraw from the Spring Term before February 6, 1985 will be refunded all tuition which has been paid and the unused balance in the board account. No room refund will be made.



From February 6, 1985, the following refund policies will apply:

*Tuition:* \$775 if the student formally withdraws before February 24, 1985.

*Room:* No refund.

*Board:* 100% of unused board account at date of withdrawal.

*Fees:* No refund. (Students and parents are reminded, however, that the health insurance policy remains in effect until the end of the term in which withdrawal occurs.)

### *Withdrawals*

Notice of withdrawal should be made to the Dean of the College's Office. Student transcripts will not be provided until all bills are paid.

A student who is obliged to leave College during the academic year because of serious accident or major medical or surgical illness necessitating two or more weeks' hospitalization, may be eligible for a refund. Withdrawal for such reason must be recommended by the College physician and, in this particular situation, the College will refund tuition on a *pro rata* basis from the date of disability. Room charges and fees will not be refunded. All of the unused board account will be refunded.

An appropriate adjustment will be made to take into account any previously credited amounts such as financial aid awards, Central Florida Tuition Remission, etc.

Our policy will be to distribute the refund to each of the elements of the financial aid or remission package in the same proportion that each element bears to the total settlement of charges for each term.

*For further information:*

Cashier

ROLLINS COLLEGE

Winter Park, Florida 32789

305/646-2125

## Student Aid

The objective of the Student Aid program at Rollins College is to assist qualified students, regardless of a family's ability to meet the cost of education. Funds are provided by the College as well as federal and state sources. Student Aid consists of scholarships and grants, loans, and employment. Most students receiving aid have a "package" consisting of two or three of these forms of aid. To apply for aid, a student should file a copy of the Financial Aid Form (FAF) with the College Scholarship Service and file an Application for Student Aid at Rollins College.

Beginning August 1, 1985 students receiving financial aid through the State of Florida are required to present acceptable scores on the college-level

academic skills test administered for the Florida Department of Education by Rollins College.

## **Aid Programs Available**

### *Scholarships*

*Pell Grant (Basic Grant)* A federal program for needy undergraduate students who are enrolled in college at least half-time. Eligibility is determined by a government contractor, who will notify the student on a Student Aid Report, which is submitted to the College for payment.

*Academic Grant-in-Aid* A Rollins program for needy students who maintain at least a B- grade point average and submit all financial aid applications by the priority date. Eligibility is determined by the Student Aid Administrator based on the Financial Aid Form and Student Aid Application.

*Supplemental Educational Opportunity Grant* A federal program for undergraduate students with exceptional financial need. Eligibility is determined by the Student Aid Administrator based on the Financial Aid Form and the Student Aid Application.

*Florida Student Assistance Grant* This grant of \$1,200 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 24 months immediately prior to application. Eligibility is determined by the Florida Student Financial Assistance Commission based on the Florida Financial Aid Form. The application deadline is April 1.

*Florida Tuition Voucher Fund* This state program provides \$750 to full-time students attending accredited private colleges in Florida. Students must be residents of Florida for at least 24 months immediately prior to application. Financial need is not a requirement.

*Rollins Tuition Credit* All commuting students at Rollins whose parents have been residents of the Central Florida area for 12 months prior to enrollment in college receive this \$1,000 tuition credit.

*Rollins Centennial Award for Central Florida Scholars* This award for \$3,000 is made to entering freshmen without regard to need and is continued each year thereafter. Awards are made by the Admissions Committee based on the student's academic record. Applications are available from high school guidance offices and have a February 1 deadline. This scholarship is for Central Florida students only. Applications must be submitted by February 1.

*Alonzo Rollins Scholarship* This scholarship is based solely on merit without regard to need. It carries a value of \$5,000 per year, and is awarded by the Admissions Committee to incoming freshmen who will live on campus. It is renewable and requires an application.

A number of scholarships are part of the College's endowment and the income is usually awarded on an annual basis to Rollins students. Recipients of these scholarships are generally selected by the Director of Financial Aid,

frequently in consultation with the chairmen of various academic departments as specified by donors in the scholarship agreements.

*Some of those available are:*

*Harold Alfond Athletic Scholarship*  
*ARE Scholarship*  
*C. Ross Ault Scholarship*  
*Carolyn H. Bassett Scholarship*  
*Boulton Scholarship*  
*Anna G. Burt Scholarship*  
*Carlo Music Scholarship*  
*John Carter Scholarship for Achievement in Music*  
*Walter Charmbury Scholarship*  
*Donald H. Cheney Scholarship*  
*Bucky Copeland Memorial Scholarship Fund*  
*George D. and Harriet W. Cornell Scholarship Fund*  
*J. Roy and Mabel R. Dickie Scholarship*  
*Jessie Ball du Pont Scholarship*  
*Willis Victor du Pont Memorial Scholarship*  
*Eckerd Drugs Scholarship*  
*Andrew J. Fish Scholarship*  
*Fishback/Galey Scholarship*  
*Madame Gero Scholarship*  
*Hamilton Scholarship*  
*C. L. Harper Scholarship*  
*Louis C. Herring Science Scholarship*  
*Robert Hufstader Scholarship*  
*Warren Ingram Scholarship*  
*Junior Service League Scholarship*  
*Kirk Memorial Scholarship*  
*Arthur F. Landstreet Scholarship*  
*Blanch Mallet Scholarship*  
*McCollough Scholarship Fund*  
*McDowall Scholarship Fund*  
*Robert E. McNeill, Jr. Scholarship Fund*  
*Mendell Literary Scholarship*  
*Edward S. Meyer Scholarship*  
*Henry Mobray Scholarship*  
*Bill Muncey Memorial Scholarship*  
*Charles A. and Jesse W. Noone Scholarship*  
*Nichols Music Scholarship*  
*S. Truman Olin Scholarship in Economics*  
*George and Jessie Pearsall Scholarship Fund*  
*Dr. P. Phillips Foundation Scholarship*  
*Albert Pick, Jr. Scholarship*

*Eva Rinehart Rayburn Scholarship*  
*General Charles McC. Reeve Scholarship*  
*Rollins College (Rex Beach) Scholarship*  
*John Ross Rosazza Scholarship*  
*Howard Showalter, Jr. Scholarship*  
*Rose Skillman Scholarship*  
*L. C. Smith Memorial*  
*Alice H. Southworth Scholarship Fund*  
*Marguerite Stratford Scholarship*  
*Elizabeth Strubing Memorial Scholarship*  
*Betsy Anne Teall Memorial Scholarship Fund*  
*Trowbridge Scholarship*  
*Ward-Hart-Hurrey Scholarship for Latin-Americans*  
*G. T. Wiley Academic Achievement Scholarship*  
*May A. Williams Scholarship*  
*Myra Gray Williams Scholarship*

In addition, the College is the grateful recipient of annual, expendable scholarship awards on a regular basis from such donors as:

*The Altrusa Club of Winter Park (Eleanor J. Mathews Art Scholarship)*  
*W. Paul Bateman Foundation*  
*Florida Executive Women (F.E.W.)*  
*Stella and Charles Guttman Foundation*  
*Nicholas B. Ottaway Foundation*  
*Albin Polasek Foundation*  
*Polish-American Cultural Society of Metro Orlando*  
*(Chopin-Wieniawski Scholarship)*  
*Presser Foundation*  
*William G. Selby and Marie Selby Foundation*  
*Algernon Sydney Sullivan Foundation*  
*University Club of Orlando*  
*University Club of Winter Park*  
*Dr. Stevan Van Ore*  
*Lettie Pate Whitehead Foundation*

### Loans

*National Direct Student Loan* This loan is provided by the federal government and allows needy students to borrow funds, repaying after graduation at a low interest rate. Eligibility is determined by the Student Aid Administrator from the Financial Aid Form and Student Aid Application. The amount of the loan depends upon the student's need as well as the availability of funds.

*Rollins Loan* A low interest loan provided by Rollins to needy students who, for varying reasons, are not eligible for a National Direct Student Loan. Eligibility is determined by the Student Aid Administrator.

*Guaranteed Student Loan* Funds for this loan are provided by the student's bank or credit union, and the loan is guaranteed by either the state or federal government. Repayment begins after graduation at a low rate of interest.

*Parent Loans to Undergraduate Students* The United States Congress has enacted a new parent loan program. Parents may borrow up to \$3,000 per year for a total of \$15,000 over an undergraduate education. Repayment begins in 60 days of making the note.

### *Employment*

*College Work Study* This federal program provides on-campus employment to students with financial need. Eligibility is determined by the Student Aid Administrator from the Financial Aid Form and the Student Aid Application.

*Rollins Employment* This program is identical to the College Work Study program except that funds are provided by Rollins College. Eligibility is determined by the Student Aid Administrator from the Financial Aid Form and the Student Aid Application.

### **Rights and Responsibilities of the Student Aid Recipient**

Student Aid applicants have the right to:

- Confidentiality.
- Appeal. Appeals should be submitted in writing to the Chairman of the Student Aid Committee.
- Information. Information on the terms and conditions of all aid programs is provided to the student prior to accepting the award.

Student Aid applicants are responsible for:

- Submitting applications and forms before the appropriate deadlines.
- Following the instructions provided for renewal of aid or for the solution of problems that may arise during the school year.
- Accepting the offer of Student Aid before the specified return date.
- Notifying the Student Aid Office if a change in the family financial situation occurs.
- Requesting special assistance when it is needed.
- Maintaining academic progress according to the policies of Rollins College.

*For further information:*

Student Aid Office  
ROLLINS COLLEGE  
Winter Park, Florida 32789  
305 / 646-2395



*The Olin Library*

# Curriculum and Academic Policies

## Requirements for the Degree of Bachelor of Arts

To be eligible for the Bachelor of Arts degree, a student must complete the following general requirements.

### Residence Requirements

Once admitted to full-time degree status at Rollins, a student must complete at least three-fourths of the remaining program of study leading to the Bachelor of Arts degree at Rollins or in other programs specifically approved by the Dean. Moreover, in the senior year (i.e., the last eight courses and eight course units leading to the Bachelor's degree) the student must be enrolled on a full-time basis in the College.

### Grade Requirement

The student must earn a minimum academic average of 2.00 (C) for all courses taken at Rollins. For an explanation of grades and scholastic requirements, see below.

### Credit Requirement

The student must complete at least 35 courses of academic work equaling at least 35 course units, including at least three Winter Term courses.

### Physical Education

Four terms of physical education (fall and spring) are required for all students who enter as freshmen unless they are excused for medical reasons. This includes one term of Basic Physical Education and three terms of elective lifetime recreational activities. The requirement for transfer students is determined by their class standing. A grade of satisfactory must be received. This requirement should be satisfied by the end of the Fall Term of the junior year.

### General Education Requirements

Students must complete the General Education Requirements listed below. These requirements are divided into three main areas: Skills, Cognitive, and Affective Requirements. Courses which meet each of these requirements are appropriately designated in the Rollins College Schedule of Classes, published each term by the Registrar.

Students may count *one* course in their major department to satisfy *either*

a cognitive or affective requirement. Students may satisfy *one* of the cognitive *and one* of the affective requirements within an Area Studies major, but not within a single department.

### *I. Skills Requirement*

The purpose of these requirements is to provide students with the opportunity to acquire the basic skills necessary for success in personal and professional endeavors. Each student must take 2 to 6 courses under this requirement. It is expected that the skill requirements will be completed by the end of the second year.

*Writing: (W&R)* The objective of this requirement is to improve the student's ability to write effectively. Courses meeting this requirement include instruction in basic composition.

The English composition requirement (W) may be fulfilled by a score of 600 or more on the College Entrance Examination Board (CEEB) Achievement Test in English Composition or by successful completion of E 101. All students must take at least one Writing Reinforcement course (R).

*Foreign Language: (F)* The objective of this requirement is to acquaint students with basic skills for communicating in a language other than their own.

The requirement may be fulfilled in one of three ways: a score of 500 or better on the Foreign Language Achievement Test of the CEEB, satisfactory performance on a language achievement test administered during Orientation Week, or successful completion of a 102 course in foreign language. Students who fulfill the requirement by satisfactory test scores may not enroll for credit in 101 or 102 courses in the language tested, but they are encouraged to enroll in intermediate or advanced courses.

*Decision Making and Valuation: (V)* The objective of this requirement is to improve the student's ability to make reasoned value judgments, especially judgments involving conflicts among moral, aesthetic, intellectual, monetary and pragmatic values.

*Quantitative Reasoning: (Q)* The objective of this requirement is to improve the student's ability to use mathematical and logical symbols to approach problems methodically and to construct logical solutions.

The quantitative requirement may be fulfilled by a score of 600 on the Scholastic Aptitude Test (SAT) of the CEEB or by successful completion of any course appropriately designated in the Rollins Schedule of Courses.

### *II. Cognitive Requirement*

The purpose of this requirement is to enable students to acquire a comprehension of specific areas of knowledge essential to a liberal education and to become familiar with the methods of inquiry in each of these areas.

At least one course must be taken under each of the following areas.

*Development of Western Society and Culture: (D)* The objective of this requirement is to provide students with an understanding of the nature of



past Western societies, their institutions and ideas.

*Knowledge of Other Cultures: (C)* The objective of this requirement is to provide students with an awareness of the different beliefs, customs, institutions, and modes of expression of societies or ethnic groups other than their own.

Courses meeting this requirement include instruction in the character of non-Western or Third World societies or ethnic groups, as well as those of Western cultures when studied in a foreign language.

*Knowledge of Contemporary American Society: (S)* The objective of this requirement is to provide an understanding of contemporary American political, social, and economic systems and institutions.

*The Natural World: (N)* The objective of this requirement is to provide students with some knowledge of the natural world in which they live and to improve their understanding of the methods of inquiry which are common to natural science.

Courses meeting this requirement offer instruction in the scientific method and must include laboratory experience.

### III. Affective Requirement

The purpose of this requirement is to enable students to find meaning in emotions, imagination, and personal relationships. Such objectives can be realized in part through the study of expressive arts and literature.

*Expressive Arts: (A)* The objective of this requirement is to provide students with an awareness of the means and methods by which expressive art forms imaginatively reflect the conditions and experiences of human life and human nature.

*Literature: (L)* The objective of this requirement is to provide students with an awareness of the means by which literature imaginatively reflects the conditions and experiences of human life and human nature.

### Major Requirements

Students must satisfactorily complete the courses required by the major department or the courses in the plan of study of an Area Major. The number of courses required by departments for the major may vary between 12 and 16. In addition, a minimum grade point average of 2.0 in the major curriculum must be earned for a degree in that major.

### Commencement

Graduating seniors are expected to participate in the annual Commencement unless excused for a valid reason by the Dean of the College. Students who have met requirements for graduation must be recommended by the Faculty and the Board of Trustees for the degree.

## Concentrations and Careers

### Majors/Minors

Majors are offered in the traditional areas of the arts and sciences. Individual programs of an interdisciplinary nature may be designed. Minors, consisting of 6-8 courses, are optional. The following fields of study are available.

#### *Majors*

Anthropology/Sociology	French
Art	German
Biology	History
Pre-Business (3-2 Program)	International Relations (Area Studies)
Chemistry	Latin American and Caribbean Affairs (Area Studies)
Computer Science	Mathematics
Economics	Music
Elementary Education	Philosophy
Pre-Engineering (3-2 Program)	Philosophy & Religion
English	Physics
Environmental Studies	Politics
Pre-Forestry (3-2 Program)	Psychology
	Spanish
	Theater Arts

#### *Minors*

Students have the option of completing any one minor consisting of six to eight courses in a specified area other than the student's major. A minor is not a requirement for graduation. A student may select a minor from the above list of majors, with the exception of the 3-2 programs, or may minor in:

Australian Studies	Russian
Business Studies	Secondary School Teaching
Classics	Speech
Dance	Women's Studies
Religion	

#### *Area Studies Majors and Elective Concentrations*

A student may propose a course of study in an Area Studies Major, which is an interdisciplinary concentration of courses involving at least three departments.

The following Area Studies are offered as formal programs:

- International Relations
- Latin American and Caribbean Affairs

An Area Studies Major may also be designed which includes these Elective Concentrations. (See page 188)

American Studies  
Irish Studies  
Urban Studies

Literature in Translation  
Medieval and Renaissance Studies

### Pre-Professional Programs

A substantial number of Rollins graduates go on to professional schools for advanced degrees. Faculty advisory committees work with students planning professional training in the health sciences, law, and management to plan a course of study combining a major field, a diverse liberal arts background, and appropriate preparation for advanced study.

The **Health Sciences Advising Program** offers an interdisciplinary preparatory program for students who plan to enter a health-related professional school. The program comprises pre-professional courses in the context of a liberal arts major.

In this program a student can satisfy the entrance requirements of professional schools in the health field and major in a discipline of particular interest, e.g., English, history, philosophy, biology, chemistry or any other field of choice. Medical and dental schools prefer that students major in a specific academic discipline, but the choice of the major area is entirely up to the individual.

Health-related professional schools in the United States and Canada specify similar basic entrance requirements. Many also recommend, sometimes quite strongly, other undergraduate courses which should be completed. A student interested in a career in the health sciences should generally complete the following courses:

B120	General Biology I
B121	General Biology II
C120	General Chemistry I
C121	General Chemistry II
C220	Organic Chemistry I
C221	Organic Chemistry II
P120	General Physics I
P121	General Physics II

In addition, the student should enroll in at least two basic composition or literature courses and two courses in mathematics, at least one of which is calculus. Since the application process for health-related professional schools begins during the spring of the junior year, the above courses should be completed by that time. Students interested in the allied health professions should note that Rollins has established a cooperative agreement with the Medical Technology Program at Duke University Medical Center. Graduates from Rollins with majors in biology or chemistry will receive priority consideration for admission to Duke's fourteen-month program in medical technology. Students successfully completing the program are eligible for national certification as a medical technologist.

Careers in business have been a popular option for Rollins graduates. The **Pre-Management Advisory Committee** aids students who wish to attend a graduate school of business or management. Students work with their academic adviser and the Committee to choose an appropriate major field and elective courses that will enable them to meet entrance requirements. Students may also select a minor in Business Studies.

The College also offers a *3-2 Program* with its Crummer Graduate School of Business. The program allows students with outstanding qualifications to earn the Bachelor of Arts degree in four years and a Master of Business Administration at the end of the fifth year.

The American Bar Association and most law school deans agree that the best preparation for law school and for being a lawyer is a varied, academically rigorous liberal arts program. Students seeking careers in the law have the opportunity to consult frequently over the four-year period with their academic advisers and with members of the **Pre-Law Advisory Committee**. The faculty members who comprise that Committee monitor and evaluate the student's responsibility to satisfy requirements for admission to law school.

The Committee also informs students about test and admission requirements for schools of law and assists students in preparing for those examinations and admissions criteria. Meetings and programs are provided in which faculty members and interested students can exchange pertinent information regarding law school admission and the practice of law. Included in some of these informal meetings are members of various law school admissions committees and registrars as well as practicing lawyers, judges, and law professors.

*For further information:*

Dean of the Faculty  
ROLLINS COLLEGE  
Winter Park, Florida 32789  
305/646-2280

## Academic Policies

### The Academic Calendar

The academic calendar consists of a 14-week Fall Term, a 4-week Winter Term, and a 14-week Spring Term (See page 215). The Winter Term is designed to allow independent study, discussion seminars on topics not generally explored in depth in the longer terms, and off-campus studies, which usually involve foreign travel and require supplemental funds. There are also off-campus independent studies proposed by students for approval by their adviser, an off-campus sponsor, and the Curriculum Committee.

## The Credit System and Course Scheduling Format

Academic credit at Rollins is awarded in terms of "course units", a standard course to be defined as 9-12 hours per week of student academic time during the Fall and Spring Terms (including class meetings and all required activities related to the course).

Rollins offers courses that carry 1 course unit,  $\frac{1}{2}$  course unit,  $1\frac{1}{4}$  course units, and  $1\frac{1}{2}$  course units of credit — the standard for  $\frac{1}{2}$  course unit being 5-7 hours per week, and for  $1\frac{1}{2}$  course units being 15-18 hours per week.

The standard course meets three times per week for 50 minutes (normally, Monday-Wednesday-Friday) or two times per week for 75 minutes (normally, Tuesday-Thursday).

All students are required to take three Winter Term courses and have the option of taking a fourth. The number of Winter Term courses required of transfer students will be proportionate to the amount of transfer credit accepted.

## Course Load

A full academic load is defined as 4 courses and 4 course units plus Physical Education during each of the Fall and Spring Terms, and 1 course during the Winter Term. A course unit is equal to five quarter hours. Students registered for 5 courses must have their adviser's approval; approval from the Dean of the College is required for students to enroll in 6 or more courses. Students must be enrolled in at least three courses to be considered full-time students. Students register for only one course or independent study project during the Winter Term, and it is expected that a minimum of forty hours per week will be devoted to that subject.

## Classification of Students

Sophomore standing  
 Junior standing  
 Senior standing

## Completion of

9 course units  
 18 course units  
 27 course units

## Transfer Credit

Transfer students must meet all General Education and major requirements if they intend to graduate from Rollins. In the evaluation of transfer credit  $3\frac{1}{3}$  semester hours or five quarter hours are equated to one Rollins course. No more than the equivalent of 18 courses and 18 course units of transfer credit will be accepted from a lower level two-year institution for entering students. Transfer credit is awarded only for course work taken at regionally accredited institutions. No transfer credit is given for courses completed with a grade below C-, or for work which is not typically offered in a liberal arts college, or for courses taken by correspondence. No more than six course units will be allowed for extension courses.

### **Academic Advising**

Entering Rollins students are assigned a first year academic adviser. During the sophomore year students are expected to change their adviser to a member of the department in which they intend to major. A Change of Adviser form must be filed with the Registrar's Office so that the student's records to be forwarded to the new adviser.

### **Declaring A Major**

Selection of a major should not imply that the student has made a career choice. Concentration in a major field of study is designed to give a student command of the subject and methods of one discipline, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis. In order to encourage the exploration of several areas of interest, students normally need not declare their major until the end of the sophomore year. (Transfer students may find that additional time is needed to fulfill major requirements subsequent to their enrollment at Rollins.) Declaration of Major forms are available in the Registrar's Office.

### **Registration**

During each Fall and Spring Term a period is set aside for students to consult with their academic advisers and prepare registration materials. Those students who register after the designated period are subject to a \$15 fine.

### **Dropping or Adding a Course**

All changes in registration require the permission of the adviser, the instructor, and the Registrar and must be made during the first week to add a course or the first two weeks to drop a course. A course dropped after the first week of classes, but before Friday of the week following mid-term is recorded on the student's permanent record as a W. A student may not withdraw from a course after the deadline except by decision of the Committee on Standards. A student who abandons a course after the deadline will receive a grade of XF.

### **Auditing**

Students may audit a course with the permission of the instructor and the Registrar. Election of audit must be made within the first week of classes. Changes from audit to credit may not be made after the first week of classes. Enrollment priority will be given to regularly graded students.

### **Mid-Term Grade Reports**

All freshmen and their parents receive mid-term grade reports which monitor work in each course. A grade of *satisfactory* denotes C- or better work. *Unsatisfactory* means the student has a grade of D+ or lower in that

course at mid-term. Students should follow up an *unsatisfactory* report by arranging conferences with their instructor and faculty adviser. A *satisfactory* grade report at mid-term does not guarantee a passing grade at the end of the term if the quality of work is not maintained. Only *unsatisfactory* reports are submitted for sophomores, juniors and seniors. Mid-term reports for upperclassmen are not required from the faculty but may be sent at their prerogative.

### Credit/No Credit

Students must notify the Registrar's Office in writing no later than two weeks after the beginning of the Fall or Spring Term, and one week after the beginning of the Winter Term, that they wish to take a course on a credit basis rather than for a grade. Courses in the major field, except internships, and courses used to fulfill general education requirement may not be taken on a credit basis. No more than one course per term may be so designated, and a maximum of four such courses may count for graduation. A Winter Term course taken on a credit basis is not counted toward the four credit courses which may be taken in the Fall or Spring Terms; however, it must be an elective or an internship. A student may not subsequently receive a grade for a course elected to be taken on a credit basis. Students who earn a C- or better in a course taken for credit receive a mark of CR and the appropriate number of course units. Students earning less than a C- receive a mark of NC. In either case the grade point average is not affected.

### Class Attendance

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

Each student is responsible for his or her absences from class. It is the student's responsibility to ascertain the absence policy for each course and to arrange with the instructor to make up any work missed. A student who must be absent from the campus for an extended period of time or during an emergency should inform the Dean of the College. Official recognition of *excused absences*, such as those necessitated by attendance at certain college-sponsored events may be obtained from the Office of the Dean of the College. 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 or at another time.

### Grades

The grade report is based on the following definitions:

Grade A is reserved for work that is exceptional in quality, for work showing keen insight, understanding and initiative.

Grade B is given for work that is consistently superior, for work showing 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 completion in a satisfactory manner of all work required in the course.

Grade D— is the lowest passing grade. Grade D is below the average necessary for meeting graduation requirements and ordinarily is not accepted for transfer by other institutions.

Grade F is failing.

Students' cumulative grade point averages are based on a four-point scale. Letter grades are assigned the following approximate numerical equivalents.

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

### **Incomplete Work**

A mark of I, indicating that the work of a course is Incomplete, may be assigned only when circumstances beyond the control of the student, such as illness or necessary absence from the campus, have made it impossible for the student to complete the work of the course within the normal period. A student receiving a mark of I in the Fall Term or in the Winter Term must complete the work of the course no later than mid-term of the succeeding Spring Term. A student receiving a mark of I in the Spring Term must complete the work of the course no later than mid-term of the following Fall Term. Failure to complete the course in the designated time will result in the assignment of a grade of F.

### **Academic Probation and Dismissal**

Academic probation is intended to give the student opportunity and encouragement to achieve and maintain good academic standing.

Because a cumulative average of 2.0 (C) is a requirement for graduation, it is in the best interest of the student to maintain reasonable progress toward the degree. With this in mind, and in order to uphold the academic standards of the College, policies of academic probation and dismissal have been established, as shown below.

The Winter Term is NOT considered a separate term in applying these standards.

#### *Academic Probation*

A student who falls within either of the following categories will be



placed on academic probation:

1. Students who receive a grade below C – in two or more courses in any term.
2. Second and third year students whose cumulative average falls below 2.0.

Transcripts of students who have been placed on Academic Probation will bear the notation *Academic Probation* until the student has been removed from *Academic Probation*.

### *Removal from Academic Probation*

At the end of each Fall and Spring Term each student's academic record will be reviewed. Students on academic probation will be removed from probation if they fall within neither category 1 nor category 2, above.

### *Academic Dismissal*

A student falling within any one of the following categories will be dismissed from the College:

1. Students whose cumulative average is less than 1.67 at the end of their first year, less than 1.83 at the end of their second year, less than 2.0 at the end of their third year (except for transfer students in their first term of residence).
2. Students who fail two or more courses in any one term (except first term freshmen, transfer students in their first term of residence, and students whose cumulative average remains above 2.0).
3. Students who fail one course in any term while making less than a 1.67 average in other courses (except first term freshmen, transfer students in their first term of residence, and students whose cumulative average remains above 2.0).
4. Students who fail to be removed from probationary status after a single term on academic probation.

The term *Academic Dismissal* indicates to other college administrators that a student has been involuntarily separated from the College for failure to meet the minimum academic standards. Transcripts of students who have been so dismissed will bear the notation *Academic Dismissal*. Any undergraduate student who is academically dismissed from the College is academically dismissed from all programs offered by Rollins College.

### **Academic Honesty**

As an academic community, Rollins College holds ethical conduct to be inseparable from wisdom. The students and faculty of Rollins affirm the inherent value and social utility of truthfulness and respect for the rights of other individuals as well as the rights of the community. The students and faculty particularly affirm the value of academic honesty and accept the responsibility to present as the result of their work only that which is gen-

uinely theirs. Rollins students and faculty shall neither commit nor tolerate cheating, plagiarism, or any other form of academic dishonesty.

Academic dishonesty is defined as representing another's work as one's own, active complicity in such falsification, or violation of test conditions. Plagiarism is stealing and using the ideas or writings of another as one's own.

The instructor's responsibility toward the prevention of academic dishonesty is to explain to students what constitutes academic dishonesty within the particular requirements of the course. Special attention should be given to the problem of plagiarism. The instructor is further responsible for ensuring that examinations are administered in a fashion that will discourage cheating or other forms of academic dishonesty which may occur at these times.

In all cases of suspected academic dishonesty the College follows the procedures outlined below in order to ensure due process:

1. The instructor deals with academic dishonesty by informing the student of the infraction as expeditiously as possible and by taking whatever academic punitive action the instructor may deem appropriate. The instructor informs the Dean of the College of the infraction by letter, a copy of which is sent to the student. The Dean of the College informs the student of the right to appeal to the Dean of the College. An appeal should be made within one week of notification by the instructor.
2. If the student appeals the instructor's action, the Dean of the College takes testimony from the instructor, the student, and all appropriate witnesses, including those requested by the student. The Dean of the College's ruling is final with respect to guilt or innocence. The Dean of the College does not have the power to assign a grade for either the work in question or for the course. In the event of a verdict of guilty, the instructor determines the penalty within the course. The Dean of the College determines whether any additional academic punitive action is appropriate. In the event of a verdict of innocent, the instructor re-evaluates the work in question and does not penalize the work because of the alleged violation.
3. Any student who commits two infractions involving academic dishonesty is subject to suspension or dismissal from the college.

### **Readmission**

Application for readmission is made to the Dean of the College. Rollins College will not consider a request for readmission from a dismissed student in less than one calendar year from the date of dismissal. Applications for readmission will be considered after that time; students are expected to pre-

sent evidence that they will do successful work if readmitted. Such evidence may consist of a transcript of successful work at another academic institution, proof of satisfactory military service, letters reporting gainful employment with standards from supervisors concerning motivation, performance and job maturity, or other documents of a similar nature. Students who withdrew for medical reasons must furnish a physician's statement certifying that they are physically able to resume their studies.

The following deadlines should be observed: one week before the first day of classes for students whose application does not require action from the Committee on Standards and three weeks before the first day of classes for students whose readmission application requires action from the Committee on Standards.

### **Withdrawal**

A student may voluntarily withdraw from Rollins by filing a withdrawal form in the Office of the Dean of the College. After the second week of classes, the withdrawal will be recorded on the student's transcript. Students who withdraw for medical reasons must furnish the College with a physician's statement.

Students who withdraw from the College after the Friday following mid-term will be assigned grades of XF for all of their courses. After the Friday following mid-term a student may not withdraw from courses without receiving failing grades, except for illness or other compelling reasons to be defined by the Committee on Standards.

### **Leave of Absence**

Because credit for only three Winter Term courses is required, students often take one leave of absence during Winter Term. Students electing to take leave during the Winter Term should file a leave of absence form, however they are not entitled to a refund of tuition or fees. A leave of absence also will be granted to students wishing to pursue an approved off-campus program of study. Leave of absence forms are available in the Registrar's Office. Students taking a leave of absence may not remain on campus during that term.

### **Graduate Management Admission Test**

All seniors who are interested in graduate school in fields related to Business Administration or Economics are urged to take the Graduate Management Admission Test. Most graduate programs in Business Administration either require or request candidates to take this examination. It is given in October, March and June each year at Rollins, which serves as a Center for this purpose and is so designated by the Educational Testing Service.

**The Graduate Record Examination**

All seniors who are interested in graduate school are urged to take the Graduate Record Examination. Most graduate schools either require or request candidates to take this examination. It is given in October and April each year at Rollins, which serves as a Center for this purpose and is so designated by the Educational Testing Service.

**Obtaining an Official Transcript**

Unofficial transcripts are sent to all students at the end of each term free of charge. Students will receive one official transcript free of charge upon graduation from Rollins College. Additional requests for official transcripts must be made in writing to the Office of the Registrar, Rollins College, Winter Park, FL 32789. There is a fee of \$2.00 for each official transcript.

**Division of Continuing Education Courses**

Sophomores, juniors and seniors enrolled in the College may register for one Division of Continuing Education course per year if approved by the Dean of the College. Such students are not required to pay additional tuition or laboratory fees for courses during the Fall or Spring terms.

Courses taken in the Division of Continuing Education or the graduate programs have the same academic value as courses in the College unless exception is made in writing. Grades earned in either will be calculated as part of the student's grade point average.

*For further information:*

Dean of the College  
ROLLINS COLLEGE  
Winter Park, Florida 32789  
305/646-2345

# Honors and Awards

## Honors at Graduation

**T**HE degree of Bachelor of Arts will be awarded with distinction to students whose academic records give evidence of particular merit. Such honors may be awarded With Distinction, With High Distinction, or With Highest Distinction, according to the student's level of achievement. All degrees with distinction will be noted on the diploma and the student's transcript.

The award With Distinction is made by the Faculty of the College. In making such awards the Faculty will take into account the following criteria:

1. The candidate's grade point average:  
Graduation With Distinction: 3.5-3.66  
Graduation With High Distinction: 3.67-3.83  
Graduation With Highest Distinction: 3.84-4.0
2. Endorsement from the major department.

## 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 department and selected by that department.

In order to be eligible the student must:

- a. Achieve a minimum overall grade point average of C+ (2.33) for all courses at Rollins.
- b. Achieve a minimum overall grade point average of B+ (3.33) for all courses taken in the major field at Rollins.
- c. Receive the endorsement of his or her committee for participation in this program.

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

## The Honors Degree Program

### Introduction

The Honors Bachelor of Arts degree is a special degree having procedures and requirements distinct from those for the normal B.A. This program is

designed for and limited to academically superior students who satisfy stringent admissions criteria. The program features an interdisciplinary freshman seminar, a sequence of independent studies, and a comprehensive examination; it entitles a student to be excused from a number of general education requirements and from one year of physical education; it offers a full tuition grant for the fourth year at Rollins or the option of graduating in three years. Because of the three-year option, Honors Degree students are regarded as entering the College with full sophomore status.

### Admissions Requirements

Students who apply for freshman admission to Rollins and who indicate interest in the Honors Degree Program are mailed an application. The completed application is reviewed by the Honors Degree Supervisory Board. High school record, recommendations, and interviews determine whether admission is granted. Basic admissions criteria include:

1. A combined (verbal and quantitative) SAT score of 1300 or above;
2. A CEEB English Achievement score of 600 or above;
3. At least three years of high school mathematics;
4. At least two years of high school laboratory science.

Exceptions may be made to these basic criteria for admission if the student has a high rank in class or has shown unusual leadership or promise in an academic field.

Depending upon their high school records, Honors Degree students may be exempt from particular General Education Requirements. All students must, however, complete the following general education requirements: Composition Reinforcement Course, Knowledge of Other Cultures, and Decision Making and Valuation.

### Graduation Requirements

To receive an Honors Bachelor of Arts Degree, candidates must satisfy course, credit, grade and examination requirements.

#### A. Course and Credit Requirements

<u>Courses</u>	<u>No. of Courses</u>
1. <u>Major Field</u>	
All courses required for major . . . . .	12-16
2. <u>First Year Seminar</u>	
HC 201: Honors Seminar in Humanities and Science . . . . .	1
3. <u>Independent Studies</u>	
Independent Study: Tutorial (Second Year) . . . . .	1
Independent Study: Tutorial or research project (Third Year) . . . . .	1
Independent Study: Honors Research Project . . . . .	2

4. Electives

(Including an optional minor of 6-8 courses and  
 general education requirements) ..... 18-14  
 35

Honors Degree students must enroll in HC 201, a special first year seminar, and must complete a sequence of independent studies awarded four course unit credits (these are described below). In the standard four year Honors Degree Program, then, a student will earn 35 course credits as charted above. The three-year option requires only 26 course credits. This is accomplished by reducing the number of electives by 9, and by beginning the sequence of independent studies in the first year.

5. Physical Education Requirement

Physical Education Elective ..... 2

Academic credit is not awarded for physical education courses at Rollins. However, students pursuing the normal B.A. degree are required to complete four physical education courses for graduation; for Honors Degree students, this requirement is cut in half.

B. Grade and Examination Requirements

Candidates for the Honors Degree must maintain a minimum cumulative average of 3.5 to continue in the program and earn the degree. To graduate *cum laude*, a degree candidate must achieve a minimum cumulative average of 3.66 (A-). The designations of *magna cum laude* and *summa cum laude* are at the discretion of the candidate's Examining Committee. The following table lists the minimum grades candidates must achieve:

<u>Requirement Areas</u>	<u>Cum Laude</u>	<u>Pass</u>
1. Cumulative Average .....	3.66	3.5
2. Independent Study: Honors Research Project ..	B+	B-
3. Comprehensive Examination .....	B+	B-

**Academic Status**

The Honors Degree Supervisory Board reviews the academic standing of all candidates for the Honors B.A. Degree at the end of each Fall and Spring Term. Those students whose work does not meet the minimum requirements are placed on academic warning status for one fourteen-week term. At the conclusion of this period, the student's record is reviewed again by the Board, following which he or she may be removed from warning status, continued on warning status, or dismissed from the Honors Degree Program. If a student's cumulative grade point average falls below the minimum requirement of 3.5 for two consecutive terms, the student is advised to transfer into the regular Bachelor of Arts degree program.

### **Freshman Seminar**

In the 1980-81 academic year, a special seminar required of and restricted to first year Honors Degree students was introduced. HC 201 Honors Seminar in Humanities and Science is an interdisciplinary seminar. It is not an advanced or accelerated course; rather it is a synoptic study permitting Honor students to learn together and to enjoy the higher level of discourse that is possible in such a class.

### **Independent Study Requirements**

#### *1. Independent Study: Tutorial (second year)*

A candidate for the Honors B.A. must complete at least one tutorial by the end of the second year. Normally, this independent study will be taken in the Winter Term of the sophomore year, though other arrangements are acceptable. Though this tutorial is most often taken in the major field, it is possible to propose a special interdisciplinary topic or to pursue study in the optional minor. (Students anticipating the three-year degree option should complete this tutorial during their first year.)

#### *2. Independent Study: Tutorial or Research Project (third year)*

This requirement must be satisfied by the end of the junior (third) year. The student, in consultation with an advisor, chooses a subject not offered in any regularly scheduled Rollins course. The study should be on the 300-level of difficulty. The object of this independent study is to give students experience in pursuing a subject that is new to them, mastering it "on their own" and demonstrating their proficiency in it through a written and/or oral examination at the end of term. Though this requirement can be satisfied during any of the three terms, the Winter Term will usually be the most convenient time. (Students anticipating the three-year degree option must complete this independent study by the end of their second year.)

#### *3. Independent Study: Honors Research Project (fourth year)*

During their final year at Rollins, Honors Degree students are required to develop and complete a research project worth two course credits. Normally, this independent study will be done in the major field, and it may satisfy both Honors Degree requirements and major requirements simultaneously. When the research is completed, the student presents it to an Examining Committee and defends it before that committee. The Examining Committee grades the research and then advises the Dean of the Faculty whether the student has passed and recommends an appropriate level of honors.



### The Fourth Year Tuition Grant

Students who entered the Honors Degree Program in or after 1981 are eligible for a full tuition grant during their fourth year at Rollins.

1. The grant will be awarded only if the student has remained in good standing in the Honors Degree Program through the third year at Rollins. A student who is on academic warning in the Honors Degree Program at the end of the third year may be given a tuition grant for the Fall Term; the remainder of the tuition grant will be conditional on his or her performance during the Fall Term.

2. The grant will be awarded in an amount sufficient to cover fourth year tuition for which the student does not have applicable financial aid. This award assures that the Honors Degree candidate will pay no tuition during the fourth year.

Students receiving the fourth year tuition grant will be notified of the award in the Spring Term of their junior year.

### The Honors Degree Supervisory Board

Since 1976, the Honors Degree Supervisory Board has monitored the policies and procedures of the Honors Degree Program. The Board is composed of three faculty members, a student representative of each Honors Degree class, the Director of Admissions, the Registrar, and the Associate Dean of the Faculty.

### 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, during the immediately preceding term a student must have completed a minimum of three courses with a grade, no incomplete grades, and earned the following term averages: 3.67-4.00 for the President's List, and 3.33-3.66 for the Dean's List.

### Awards

Certain awards have been established at the College for the recognition of excellence in a particular field and to honor those who have contributed of themselves in service to the community. The selection of the recipient is made by the appropriate academic department or campus group; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

*The Academy of American Poets Award* was established through a bequest from Mrs. Mary Cummings Endy, a former member of the Academy of American Poets. It is awarded each year for the best work of poetry by an undergraduate.

*The American Chemical Society Undergraduate Award in Analytical Chemistry* is adminis-

tered by the Chemistry Department for the American Chemical Society. It is awarded each year to the student with the highest scholarship record in analytical chemistry courses and showing greatest promise as an analytical chemist.

*The American Institute of Chemists Outstanding Senior Chemistry Major Award* is designated by the Chemistry faculty in recognition of the highest scholastic record of a senior majoring in chemistry.

*The Annie Awards* are given to student members of the Rollins Players Production Company in recognition of outstanding performance in Annie Russell Theatre productions.

*The Award for Outstanding Academic Achievement in Anthropology/Sociology* is given to the graduating senior whose significant achievement in his/her major field of anthropology and/or sociology has been recognized by the faculty members of that department.

*The Thomas R. Baker Memorial Prize* was established in the Chemistry Department in memory of Thomas R. Baker, former Professor of Chemistry and Head of the Department. It is awarded for the highest scholarship record in the study of chemistry by a junior major.

*The Ralph Lyman Baldwin Award* was established in the will of Christine Baldwin in memory of her husband, an outstanding musician on the faculty of Northwestern University. It is given each year to a senior organ major who has shown growth in performance, devotion and excellence in music, and outstanding participation in the musical life of the Knowles Memorial Chapel.

*The Award for Outstanding Achievement in Biology* is given annually to a junior or senior biology major who displays consistent academic achievement within the Biology Department.

*The William Abbot Constable Award*, established in honor of a former member of the English Department, is awarded to the senior English major who has written the most outstanding essay(s) dealing with Elizabethan drama.

*The Cornell Fine Arts Center Board of Visitors Purchase Award* was created to recognize the most outstanding work of art in the Senior Art Show by selecting it for inclusion in the gallery's permanent collection. The criteria for selection include recognition of artistic conception, technical achievement, and maturity of execution.

*The CRC Freshman Chemistry Prize* was established by the Chemical Rubber Company of Cleveland, Ohio for the highest scholarship recorded by a student in freshman level chemistry courses.

*The Nina O. Dean Award*, named in honor of a former member of the English Department, is given in recognition of the best critical essay for independent study written by a senior English major.

*The Lucy DeCourcy Award* was established by Ambassador William DeCourcy of Winter Park in memory of his wife. Designated by the Music Department, the award is made to a graduating senior music major who has made the greatest development while at Rollins and displayed outstanding contributions in scholarship, performance and service to the Music Department and the College.

*The Eaton Music Achievement Scholarship Award* was established in 1969 by Mrs. Oliver K. Eaton to recognize excellence and talent in music. The award provides a music student with scholarship aid to pursue worthy objectives during the summer.

*The Outstanding Senior Scholar Award in Expressive Arts* was established for the purpose of honoring one graduating senior from the Expressive Arts Division. The recipient must display outstanding academic achievement in the major field and in all other academic pursuits. The final selection is made by vote of the Faculty.

*The Howard Fox Literary Prize* was established by Howard Fox of New York City and is designated by the faculty of the English Department. The prize is awarded to the senior who has produced the best pieces of literature based on originality, human interest, and craftsmanship.

*The Freddie Awards* are given to student members of the Rollins Players Production Company

in recognition of outstanding performance in Fred Stone Theater productions.

*The Outstanding Senior Award in French* is presented annually by the Foreign Language Department. The recipient is selected by the faculty of the French Division in the Department of Foreign Languages.

*The Garrigues Award* was established by the Garrigues Foundation of Philadelphia to recognize students of outstanding musical talent and scholarship.

*The Outstanding Senior Award in German* is presented annually by the Foreign Languages Department to the outstanding senior German major.

*The Charlotte M. Gero Achievement Scholarship* was founded in 1967 by Mme. Gero, a star of the Budapest Opera, outstanding singer in both Europe and America, and a benefactor of the College. The award is made annually to a music major possessing outstanding qualities of musicianship as well as leadership.

*The Barbara S. Goldner Scholarship Award* was created by the Class of 1962 in memory of Barbara S. Goldner. The award is made to a sorority pledge class with the highest overall averages for the term pledged.

*The William R. and Marcelyn L. Gordon Mathematics Award* was established in 1982 by the Director of the Rollins Alumni Association. The award is made in recognition of superior performance by a junior or senior in the field of mathematics or computer science.

*The Edwin Granberry Prize for Creative Writing* was established in 1971 by a former student of the distinguished author and Irving Bacheller Professor Emeritus of Creative Writing. The prize, which is awarded to a sophomore or junior English major selected by the English Department, was established for the purpose of encouraging students "to write now."

*The Frederick A. Hauck Award* is intended to give recognition to a graduating senior regardless of major, whose course work and humanistic interests focus on Latin America. The award was created in 1978 by philanthropist Frederick A. Hauck.

*The Frederick A. Hauck Honor Scholarship in Chemistry* is awarded to an outstanding student majoring in chemistry.

*The L. C. Herring Scholarship in Science* is given in recognition of meritorious scholastic ability by a student majoring in biology, chemistry or physics.

*The Award for Outstanding Academic Achievement in History*, established in 1975, recognizes outstanding scholarship in the study of history by a senior history major.

*The Hufstader Scholarship* was established in 1976 in memory of Robert Hufstader, former director of the Rollins Conservatory of Music and conductor of the Bach Festival. The award is made annually to the student displaying the most outstanding ability and achievement in voice.

*The Outstanding Senior Scholar Award in the Humanities* was established for the purpose of honoring one graduating senior from the Humanities Division. The recipient must display outstanding academic achievement in the major field and in all other academic pursuits. The final selection is made by vote of the faculty.

*The Arthur K. Hutchins Scholarship* was established in 1957 by James O. Hardee to provide encouragement and assistance to music students. Awards are made to those who have shown outstanding development (personal and musical), achievement and promise in their chosen field of music and whose progress and development will be materially aided by the award.

*The Award for Outstanding Academic Achievement in International Relations*, first given in 1979, recognizes the outstanding graduating senior majoring in International Relations.

*The Walter B. Johnson Award* is made annually to an outstanding graduating student preparing for a career in medicine whose academic record and community service indicate that his/her life will be devoted to the ideals of the former Rollins physician.

*Key Society Membership Tapping* was begun in 1927 for the purpose of fostering interest in all campus and scholastic activities and promoting the welfare of Rollins College. Selections are made from juniors and seniors who have maintained a 3.67 overall average for no less than six consecutive terms.

*The Award for Outstanding Academic Achievement in Mathematics* is made annually to a senior majoring in math. Selection is made by the members of the Mathematics Department.

*The Altrusa Club of Winter Park Eleanor J. Mathews Scholarship* was established in honor of the Winter Park artist, Eleanor J. Mathews. Recipients are selected by the faculty of the Art Department.

*The Charles B. and Florence N. McCollough Achievement Scholarship in Music* is awarded to a currently enrolled or entering student in recognition of outstanding music potential. The scholarship was established in 1974 by Mrs. C. B. McCollough, and the recipient is designated by the faculty of the Music Department.

*The Music Faculty Citation* was established in 1969 as a means of citing those seniors who have given unselfishly of their time, talent and service to better the life of music on campus.

*The Newman Club Award* was initiated by the Board of Directors of the Newman Center of Central Florida in 1980. The award is made annually to an outstanding senior for his/her participation in the activities of the Newman Club and for support of its traditions.

*Omicron Delta Kappa Honor Society Tapping* is done each year to recognize juniors and seniors who have achieved distinction in scholarship, athletics, student government, social and religious affairs, publication work, and the arts. Omicron Delta Kappa is a coeducational, national honorary leadership society installed at Rollins in 1931.

*The Phi Kappa Lambda Award* was established by Xi Chapter of Phi Kappa Lambda, the national music honor society. Also called the *Charmbury Award* in tribute to Professor Walter Charmbury, long-time professor of piano, the award is made in recognition of outstanding achievement in music.

*The Phi Kappa Lambda Freshman Citation* was established by the national music honor society to recognize outstanding talent in the freshman year. Recipients are selected by the faculty of the Music Department.

*The Award for Outstanding Academic Achievement in Physics* is given to the junior or senior student whose significant achievement in physics has been recognized by the faculty members of that department.

*The Colonel Richard C. Plumer Memorial Award* was established in 1954 to honor the former professor of business law. The recipient, selected by the Business Studies Department, is cited for scholarship in business law, humility, integrity of mind, high morals, and kindness, respect and service to others.

*The Albin Polasek Foundation Award* is made annually by the Art Department faculty to a promising student of painting or sculpture.

*The Award for Outstanding Academic Achievement in Political Science* is made each year to the most outstanding Political Science graduate based on overall performance in this field of study over the student's college career.

*The Charles Hyde Pratt Award* is made to senior students majoring in English who demonstrate exceptional talent in creative writing. The award was established by Mrs. Charles Hyde Pratt, whose husband made a significant contribution to literature by editing *The Florida Magazine of Verse*.

*The Presser Award* is made to a junior majoring in music who demonstrates musical achievement and promise. The award was established and is maintained by the Presser Foundation of Philadelphia. Recipients are selected by the President of the College and the Head of the Music Department.

*The Award for Outstanding Academic Achievement in Psychology* is given annually to the student whose significant achievement in psychology has been recognized by the faculty of that department. In addition to high academic standards, the candidate must also demonstrate a well-rounded commitment to psychology as an academic and/or service-oriented field of inquiry.

*The Marie Rackensperger Prize for Excellence in Spanish* was established in 1966 by Marie

Rackensperger, Class of 1966. The award is made annually to a junior majoring in Spanish who has maintained the highest average in Spanish literature and Spanish American literature courses at Rollins.

*The Alzo J. Reddick Award* was established in 1982 and is presented to a non-residential student who demonstrates quality in service, outstanding achievement and extensive participation in the activities of the College community.

*The Rollins Players Award* was established in 1958 and is awarded each year to the senior who has displayed a sustained excellence in all aspects of theater during his/her entire career at Rollins.

*The Rollins Women's Association Community Service Award* was originated in 1972 and is awarded annually to a freshman or sophomore who displays qualities of responsibility, consideration and leadership which are of benefit to the College or community.

*The Outstanding Senior Award in Russian* is presented annually by the Department of Foreign Languages. The recipient is selected by the faculty of the Russian Division.

*Harry Schwindt Prize for Music*

*The Outstanding Senior Scholar Award* is presented annually to a graduating senior selected from the list of outstanding senior scholars within Divisions. The candidate is selected by vote of the Faculty on the basis of outstanding achievement in all aspects of academic life.

*The Outstanding Senior Scholar Award in Science and Mathematics* was established for the purpose of honoring one graduating senior from the Science and Mathematics Division. The recipient must demonstrate outstanding academic achievement in the major field and in all other academic pursuits. The final selection is made by vote of the Faculty.

*The Outstanding Senior Scholar Award in Social Science* was established for the purpose of honoring one graduating senior from the Social Science Division. The recipient must display outstanding academic achievement in the major field and in all other academic pursuits. The final selection is made by vote of the Faculty.

*The Outstanding Senior Award in Spanish* is presented annually by the Department of Foreign Languages. The award is made to a senior, majoring in Spanish, who is selected by the members of the Spanish Division of the Department of Foreign Languages.

*The Award for Outstanding Achievement in Speech/Communication* is made annually to the outstanding senior minoring in Speech/Communication. The candidate is selected by the speech faculty of the Department of Theater Arts/Speech.

*The Fred Stone Cup* was founded in 1960 and is awarded annually to one or more students who show outstanding performance in a student-directed production in the Fred Stone Theater. The candidate is selected by the faculty of the Theater Arts/Speech Department.

*The Sullivan House Award* was established by the Algernon Sydney Sullivan Foundation of New York and named in honor of its founder and first president. The award is made to a senior, active in the programs of Sullivan House, who demonstrates service to the community, exemplary lifestyle, and dedicated service embodying the philosophy of Sullivan House.

*The John Tiedtke Gold Medal* is given in honor of John Tiedtke, former Chairman of the Board of Trustees and life-time friend and contributor to the College. The award is made to students majoring in art who demonstrate ingenuity and capacity to solve art problems and high personal standards of performance.

*The Bruce B. Wavell Award for Academic Achievement in Philosophy and Religion* was named by Professor Wavell's colleagues in the Philosophy and Religion Department to show their respect and affection on the occasion of his retirement in 1982. The award is presented to the student whose significant achievement in his/her major field of Philosophy or Philosophy/Religion has been recognized by the faculty of the Department.



# Special Curricular Opportunities

THE traditional four-year curriculum offered at Rollins is enriched by many special academic programs, some administered by Rollins, others sponsored by sister institutions. Students may participate in a variety of programs while in residence at the College, or they may enroll in programs which involve living at other colleges or travelling abroad.

## Independent Study

Independent Studies are a means of adding new dimension to the curriculum and of encouraging intellectual curiosity, initiative, and sustained effort. Independent Studies are classified as tutorials, research projects or internships.

### A. Tutorial

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 or an examination or both. A tutorial cannot normally duplicate a course that is regularly offered. The student must meet with the instructor a minimum of one hour per week (three hours per week in a Winter Term). Normally, sophomore status is required.

### B. Research Project

To qualify, a student already must have acquired the knowledge and skills necessary to do the research. This implies that the research is in the major or 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.

### C. Internship

To qualify, a student must have completed whatever course background is deemed necessary for the internship. A contract must be drawn up by the instructor, the student and the sponsoring organization, and should include 10-15 hours of student work per week with the organization (30-40 hours per week in the Winter Term) and a strong academic component. Internships are normally evaluated on a credit basis.

*Approval of Independent Study* The purpose of the approval process is to ensure that independent studies are compatible with the philosophy and overall nature of the entire curriculum and to give the student adequate time to formulate a well-defined study by the end of the term preceding that in

which it is to be carried out.

Preliminary proposals for independent study must be submitted for approval to the departments at pre-registration. Upon approval by the majority of the members of the department, they are submitted to the Curriculum Committee through the Dean of the Faculty to insure final action prior to the last week of the term preceding that in which the study is to be undertaken.

*Evaluation of Independent Study* The instructor is required to give a written evaluation, as well as a grade, on an independent study grade report form. This form then becomes part of the student's permanent record.

### **Winter Term**

The Winter Term allows students and faculty to experiment with studies that supplement or enrich the regular curriculum. Offerings include off-campus group projects, freshman seminars, and on-campus courses not available during the regular terms. While Independent Studies may be undertaken at any time during the academic year, the Winter Term is often an excellent time for students to conduct research projects or to explore first hand careers and occupations in which they are interested. Some may choose to take a leave of absence to work, to travel or for reflection before continuing their studies in the spring (see page 41).

Those who remain on campus during Winter Term find the campus alive with activity. Exchange faculty and distinguished scholars from around the world visit the campus to offer special courses, lectures and other presentations. *Winter Term With the Writers*, a program sponsored by the English Department, features a week-long series of lectures presented by writers and others working in the literary field. This program gives students an opportunity to meet and talk informally with successful writers and attracts an enthusiastic local audience.

## **Off-Campus Study Programs**

Several options for off-campus studies give Rollins students the opportunity to extend their education beyond the campus.

### **Washington Semester Program**

A small number of political science majors and history majors have an opportunity to spend a semester in Washington studying public affairs. The Washington Semester Program, of which Rollins is an affiliated institution, is a cooperative arrangement with The American University whereby students participate in an academic program of seminars with public officials and those seeking to influence the policy process; an internship in a Congressional office, an executive agency, a public interest group, or local government; and research into a topic which enables the student to utilize



Washington, D.C., as a resource laboratory.

Participants in the Program may select from separate programs in national government and politics, urban affairs, criminal justice, foreign policy, international development, economic policy, and American studies. Full-time faculty from American University direct the individual programs.

While enrolled in the Washington Semester Program, students are accommodated at American University. They have full access to all library, cultural, and recreational facilities on the campus.

### **Great Lakes Colleges Association Programs**

Through an understanding with the Great Lakes Colleges Association (GLCA), Rollins students have the opportunity to participate in the *Philadelphia Urban Semester*, *New York Arts Term*, *Oak Ridge Science Semester*, *Newberry Library Program in the Humanities*, and foreign study programs.

### **University of Texas School of Allied Health Sciences**

Students interested in exploring health careers may participate in the Winter Term Program in Allied Health Sciences at Galveston (UT-SAHS). In addition to a broad overview of allied health professions the program offers the opportunity to become familiar with allied health concepts, ethics in health care, the team approach to health care delivery and admissions requirements for allied health programs.

Winter Term students participate in regular classes, clinical sessions, laboratories, and classes and events conducted just for them.

### **Atlantic Center for the Arts**

The Atlantic Center for the Arts program is designed for senior expressive arts majors with exceptional academic records and strong creative energies. The program concentrates on the development of the special skills of creative writing, studio arts, and musical composition. Students attend daily sessions with a master artist in their particular field. The program is three weeks long and is conducted in March, August, and October.

### **Off-Campus Studies**

Every Winter Term several departments take students abroad. Regularly presented are study tours of France, Spain, Germany, Austria, Italy and Russia. Some of these trips were initially designed especially for foreign language or art majors, but they have been expanded to accommodate students from other disciplines. The anthropological trips to Central America are also open to all majors. The biology and psychology departments conduct special studies in the Caribbean area, participation in which is restricted to majors in the respective fields.

### **Rollins Overseas Programs**

Rollins offers Fall Term programs in Sydney, Australia, and Dublin, Ireland. Students attending the programs are considered to be full-time Rollins students and carry the same course load as they would on campus. For detailed information about these programs, please see page 190.

The College sponsors *Verano Español*, a six-week summer study program based in Madrid, Spain. Courses in Spanish conversation and composition, literature, art, and culture are taught in Spanish by native faculty. Students live with Spanish families and participate in excursions to historic and cultural sites near Madrid. To be eligible, applicants must have completed four terms of Spanish at the college level, or the equivalent, and must be in good academic standing. For further information contact Professor Edward Borsoi, Department of Foreign Languages.

### **Other Opportunities for Study Abroad**

Through Rollins' affiliation with the *Institute of European Studies*, students may spend a summer, a term, or a year at a foreign university. The programs offered by IES allow students a wide selection of locations and academic concentrations.

Rollins maintains a reciprocal agreement with the *American College in Paris*, a fully accredited four-year liberal arts college. Classes are conducted in English, making it possible for students in all disciplines to study in Paris. Students need not be proficient in French but are required to take one French course each term.

Qualified sophomores and juniors may take a year or part of a year in absentia at a foreign university. Students should fill out the Request for Study Abroad form available in the Office of the Dean of the Faculty. After Rollins has validated the accreditation of the foreign institution, students apply independently for admission. The same procedure is followed when students apply for admission to foreign study programs administered by American institutions with which Rollins has no formal affiliation. If English is not the primary language of the host country, students must have demonstrated proficiency in the appropriate language either by an achievement test score or a B average in intermediate language courses.

### **Financial Aid for Off-Campus Studies**

Rollins students receiving financial aid may apply to use their aid for any off-campus academic program sponsored by Rollins or by an institution with which Rollins has a formal agreement.

### **Non-Credit Courses**

The College's Division of Non-Credit Programs offers classes and workshops for professional development, personal enrichment, and self-fulfill-

ment. Most of these experiences, scheduled on evenings, weekends, and during the Winter Term, are available to regularly-enrolled students. Offerings have included time management and stress management workshops, language and music classes, arts and crafts instruction, outdoor expeditions, and other recreational experiences. Courses taken through the Non-Credit Division involve additional fees and do not appear on the student's transcript. However, many of the courses award certificates to the participants.

*For further information:*  
Associate Dean of the Faculty  
ROLLINS COLLEGE  
Winter Park, Florida 32789  
305/646-2280



*Pinehurst 1980*

# Courses of Instruction

## *Anthropology-Sociology*

Stewart (Chair)  
Glennon  
Jones

Lauer  
Pequeno  
Van Sickle  
Weiss

↓ The Anthropology-Sociology major program offers the student a basic understanding of the cultural and social factors influencing human behavior. Courses within this field focus on a wide range of topics including the meaning of human interaction as well as the processes and structures related to them. Patterns of cultural and social organization and social institutions such as the family, education, law and medicine are examined in detail in our substantive courses; social and cultural processes such as change, stratification, socialization and social control are also emphasized in the courses we offer at all levels. Studies of primate behavior, archaeology, the biological basis of human society, and the development of civilization are part of the multi-disciplinary approach followed by this department. Students are expected to become acquainted with various theoretical perspectives, their historical development, and a variety of different research methods commonly used in these two disciplines. By synthesizing various facets of what it means to be human on a biological, historical, cultural and social level, this department is ambitiously multi-disciplinary. Consistent with the liberal arts tradition at Rollins, the major in Anthropology-Sociology seeks to educate the student in a number of different perspectives designed to make human behavior more intelligible.

### *The Anthropology-Sociology Major Program*

1. A major in Anthropology-Sociology requires a minimum of twelve courses, at least eight of which must have been taken within this department.
2. A required multi-disciplinary core program prepares the student in the fields of both Anthropology and Sociology. Core courses must be completed by the end of the junior year.
  - (1) **AS 200** The Evolution of Human Society
  - (2) **AS 201** Cultural Anthropology
  - (3) **AS 343** Social Stratification
  - (4) **AS 303** Methodology
  - (5) **AS 335** Social Inquiry
3. The student is also required to take:
  - a. Two additional 300 or 400 level courses in the Department.

- b. In the senior year, one senior seminar or one semester of senior research. Prerequisite: Completion of core program.
4. Based on the above policies no student can transfer into Rollins as a senior and expect to graduate with an Anthropology-Sociology major in one academic year.
  5. In order to graduate with a major in Anthropology-Sociology, the student must maintain a C+ average for courses taken in this department.

*Requirements for the Minor in Anthropology-Sociology*

**AS 200** — The Evolution of Human Society

**AS 201** — Cultural Anthropology

**AS 343** — Social Stratification

**AS 303** — Methodology

**AS 335** — Social Inquiry

Any two electives chosen from either lower- or upper-division Anthropology/Sociology courses.

Either designated seminar course or independent research course.

**AS 100 PEOPLES AND CULTURES OF THE WORLD** [1 C.U.]: Through a comparative survey of past and present peoples of the world, this course introduces students to the diversity and underlying unity of human culture from an evolutionary and ecological perspective. Suitable for non-majors. M. Stewart

**AS 101 THE SOCIOLOGICAL PERSPECTIVE** [1 C.U.]: An introductory survey of sociology, covering its scope, methods, and general principles. Topics emphasized include group behavior, race relations, inequality, social institutions, and social change. The primary purpose of the course is to aid the student in acquiring an understanding of her/his society. Appropriate for non-majors. L. Van Sickle

**AS 112 THE FAMILY** [1 C.U.]: An examination of how political, economic and social changes affect marriage and the family currently and in coming decades. Studies comparative family structure,

divorce, abortion, homosexuality and changing sex roles in terms of the larger social changes occurring in our society. Suitable for non-majors. J. Weiss/L. Glennon

**AS 118 NUCLEAR WAR, NUCLEAR PEACE** [1 C.U.]: Since the end of WWII the number, size and destructive power of nuclear weapons have increased at a dramatic rate. Today, at least seven major world powers possess nuclear weapons, with this number estimated to double within the next decade. Attempts to get the two Super Powers to begin to negotiate a "freeze" on the building of new and additional weapons have begun in the U.S. and in Western Europe. But this nuclear freeze movement currently only focuses on a limited range of the issues now facing mankind as we confront the nuclear threat to our survival. This course will attempt to look at the full range of issues involved in assessing the threat nuclear weapons and nuclear energy have become to all life on earth and will

search for solutions to the problem of human survival in the nuclear age. J. Weiss

**AS 125 THE SOCIOLOGY OF ALTERNATIVE LIFESTYLES [1 C.U.]:** The means by which a person may develop an alternative and potentially more satisfying lifestyle in American society. Starting with the moral ideal of a "just society," we will explore the possible sources of alienation, oppression and repression inherent in contemporary institutional arrangements. Rather than emphasizing institutional change as a response, the course will focus on the actions open to individuals. Readings from selected philosophical and sociological literature on such issues as work, leisure, education, family, aging and dying. J. Weiss

**AS 192 ARCHAEOLOGICAL FIELD METHODS [1 C.U.]:** Students participate in an ongoing archaeological project in Central Florida, learning methods of archaeological survey, mapping, excavation, and artifact handling. We are primarily interested in examining the ecological relationships of Central Florida Indians of the past in order to better understand humankind as part of the natural system. Intensive course offered in the Winter Term. M. Stewart

**AS 200 EVOLUTION OF HUMAN SOCIETY [1 C.U.]:** An introduction to physical anthropology: how human lifestyle and human social behavior have changed from prehistory through the rise of civilizations. Comparative material from modern non-Western cultures is used to reconstruct ancient lifeways. Exploring these lifeways provides insights into the universal nature of some of the problems of Western

society and alternate methods for solving these problems. Appropriate for non-majors. C. Lauer

**AS 201 CULTURAL ANTHROPOLOGY [1 C.U.]:** An introduction to the basic concepts and methodology in the study of culture and human socialization through a comparative analysis of the cultural systems of both pre-industrial and industrial societies. Throughout this course special focus will be placed upon the interrelationships of cultural adaptation and human behavior. Appropriate for non-majors. P. Pequeno

**AS 203 BIOLOGY, CULTURE AND SOCIETY [1 C.U.]:** A comparative look at social behaviors, customs, and institutions in non-Western societies that examines the basis of these systems in traditions, ecology and genetics. Topics discussed include territoriality, aggression and war, sex roles, kin systems and language. Appropriate for non-majors. C. Lauer

**AS 207 MEDICAL AND HEALTH CARE DELIVERY [1 C.U.]:** Issues and changes in the organization and delivery of medicine and health care. Themes will include: health as a basic right vs. an optional service, preventive vs. curative treatment, health education needs, financing, the role of government, comparative national models, standards and evaluation, etc. Guest speakers, audio-visual materials. J. Weiss/L. Glennon

**AS 208 SELF AND SOCIETY [1 C.U.]:** The reciprocal relationship between the individual and society with emphasis on the social production of self and the part played by individuals in the construction of social reality (society). After inspecting dif-

ferent theories and research findings on socialization, identity-formation, and the presentation and actualization of self, the course will explore the question of identity in the eighties in contemporary American society. Topics will include: Narcissism and communality; the public-private life relationship; and the self in everyday life. L. Glennon

**AS 211 SOCIAL PROBLEMS** [1 C.U.]: In this course the study of "social problems" will be situated within the contextual arena of social systemic analysis. From this perspective our inquiry will encompass more than a mere taxonomy of so-called "social problems." To be sure, the course will address those traditional areas of social problem analysis (i.e., poverty, sexism, racism, crime etc.), however the student will be encouraged to place the study of social problems within a broader social system context. Seen from this perspective, social problems will be examined as they evolve from the production, reproduction and transformation of the larger social whole. Appropriate for non-majors. L. Van Sickle

**AS 230 SEX AND GENDER ROLES** [1 C.U.]: A consideration of the extent to which sex roles are culturally or genetically determined: the biology of sex differences; a cross-cultural study of sex roles using material from non-Western societies; and the present and future status of the sexes in our own culture. Suitable for non-majors. C. Lauer

**AS 233 HUMAN RACES** [1 C.U.]: The genetic and environmental bases of variation among human ethnic groups, races and types from the physical anthropologist's point of

view. The historical background of the subject matter as well as related (current) nature/nurture controversies will be discussed. C. Lauer

**AS 235 ANTHROPOLOGY OF THE PAST** [1 C.U.]: An introduction to the study of past cultures through a variety of sources, including anthropological, historical, and archaeological. Emphasis is on culture change and adaptation in such widely different cultures as Colonial America, plantation slavery in America, North American Indians, and ancient civilizations. Suitable for non-majors. M. Stewart

**AS 240 INTRODUCTION TO ARCHAEOLOGY** [1 C.U.]: General inquiry into the anthropological sub-discipline of archaeology. Primarily concerned with field work, laboratory analysis, and archaeological theory. Associates the actual process of doing archaeology with the interpretation of past human behavior. M. Stewart

**AS 241 NORTH AMERICAN ARCHAEOLOGY** [1 C.U.]: The anthropology of North American Indians in the past; from their migration from Asia into the New World up to the arrival of the Europeans. Various approaches to the study of North American archaeology will be discussed. M. Stewart

**AS-ED 242 SOCIOLOGY OF EDUCATION** [1 C.U.]: The role of the school with particular emphasis on political and economic dimensions. The internal structure of American education is analyzed using sociological concepts with a stress on conflict and change. Student papers, presentations, small discussion groups, films and TV tapes. Appropriate for non-majors. A. Jones/J. Weiss



**AS 245 LAW AND SOCIETY [1 C.U.]:** Examines law as a system of social control, the underlying assumptions of law, the structure and organization of legal institutions, law as an instrument of change, treatment of law violators, general research in the field. A. Jones

**AS 252 CONTEMPORARY SOCIAL INSTITUTIONS [1 C.U.]:** This course will consist of a preliminary inquiry into specific aspects of contemporary American social life. We will be concerned with how U.S. Society is produced, how it is maintained and reproduced, and how it is transformed. In that all societies attempt to perpetuate or reproduce themselves through the dominant culture, a major focus will consist of an examination of some of the dominant purveyors of culture; i.e., schools, workplaces, mass culture, etc. Appropriate for non-majors.

L. Van Sickle

**AS 254 ANTHROPOLOGY OF RELIGION [1 C.U.]:** Religion in relation to other aspects of culture with particular focus on non-Western, preliterate, and ancient religions. Topics include: mythology, magic, witchcraft, totemism, ceremonial organization, and cognitive structures. M. Stewart

**AS 257 AREA STUDIES IN ANTHROPOLOGY [1 C.U.]:** Intensive analysis of a single culture area of the world. Different areas will be selected for each term. May be repeated for credit providing that a different culture area is studied. Staff

**AS 258 NORTH AMERICAN INDIANS [1 C.U.]:** An introduction to North American Indian culture, both traditional and modern, through an in-depth analysis of various Indian

cultures and their adaptive responses to changing environments through time. The goal of this course is to induce a sensitivity to the problems of these people, and to place both Native American and "Anglo" culture in anthropological perspective. Suitable for non-majors.

M. Stewart.

**AS 259 PEOPLES & CULTURES OF THE CARIBBEAN [1 C.U.]:** Surveys basic anthropological and sociological approaches to the Black cultures of the Caribbean, and in some instances the Black in the U.S. South. Major topics include: (a) history and the colonial heritage; (b) slavery and its impact on culture and society; (c) the plantation system and its detrimental economic consequences; (d) the social structure (family and household) of contemporary Caribbean societies; (e) ethnicity and ethnic group relations; (f) Afro-Caribbean folklore and religion; and (g) the nature, consequences, and future of Black ideology, revolutionary consciousness, and nationalism in contemporary Caribbean societies. Suitable for non-majors.

P. Pequeno

**AS 260 PEOPLES AND CULTURES OF LATIN AMERICA [1 C.U.]:** Surveys the culture of Mexico, Central America, Colombia, Peru and Bolivia in terms of their pre-Colombian and ecological development, their initial contact with Spanish civilization, and their present social, economic and acculturative problems. Topics include: the Hispanic and Portuguese inheritance; the Indian population, its philosophy, and its identification; the "closed" and "open" community; and the nature and function of Latin American socio-political and religious organi-

zations. Suitable for non-majors.  
P. Pequeno

AS 271 DEVIANT BEHAVIOR [1 C.U.]: A sociological analysis of current patterns of behavior which our society labels "deviant." Topics to be discussed include drug abuse, sexual deviations, etc., with emphasis on how these deviant patterns may be changing the value and normative structure of our society.  
J. Weiss/A. Jones

AS 280 SOCIAL GERONTOLOGY [1 C.U.]: Anthropological and sociological perspectives on the elderly in various societies, from "primitive" to industrialized; what human behaviors are universal in the culture of the elderly; the elderly's living environments (i.e., the nursing facility, the rehabilitation hospital, and the retirement community); the effects of aging on sex and skills; the psychopathology of human aging; and death and bereavement.  
P. Pequeno

AS 295 ORIGINS OF CIVILIZATION [1 C.U.]: A survey of the early civilizations of the world and their roots, especially the Sumerians, Egyptians, Mayans, Aztecs and Incas. Emphasizes past lifeways and processes of culture change as compared to modern civilization. Suitable for non-majors. M. Stewart

AS 297 FIELD SCHOOL IN PRIMATE BEHAVIOR [1 C.U.]: An intensive study of primate behavior and of field techniques in animal behavior. Following two weeks of readings and seminars held on the Rollins campus and trips within the area, students leave for Puerto Rico where they observe colonies of monkeys at La Parguera, St. John, and Cayo Santiago. Students make daily observa-

tions of the monkeys, experiment with several field techniques, and finally concentrate observations on one particular aspect of behavior. Students also visit some other Caribbean research facilities to become familiar with work on primate reproductive behavior, as well as tropical and coral reef ecosystems. Winter Term only. C. Lauer

AS 303 METHODOLOGY [1 C.U.]: The gathering of social science data, primarily from the point of view of the sociologist, with special attention to the application of social data toward understanding organizational effectiveness. Issues in the philosophy of science, the development of research strategies, and ethical and political problems of research are examined. Majors only.  
A. Jones

AS 307 HUMAN ANCESTORS [1 C.U.]: An examination of the fossil evidence for human evolution. The relationships between evolutionary processes and physical changes are considered in the context of culture as the primary means of human adaptation. C. Lauer

AS 310 SOCIOLOGY OF THE OCCULT: AN ANALYSIS OF THE WORKS OF CARLOS CASTANEDA [1 C.U.]: An examination of the realm of the occult (magic, sorcery, spiritualism, etc.) using sociology of knowledge insights. The major focus will be on the six works of Carlos Castaneda and on the social scientific commentaries which have addressed his work. Intensive course offered in the Winter Term.  
L. Glennon

AS 311 TOPICS IN SOCIOLOGY [1 C.U.]: In-depth analysis of a number of topics in contemporary sociology. Instructor and students will be co-participants in the study of topics such as war, occupational structures, contemporary social movements, etc. May be repeated for credit as long as a different topic is taken.

AS 311A TOPICS IN SOCIOLOGY: SEMINAR IN URBAN SOCIAL PROBLEMS [1 C.U.]: The social problems of American society, with particular emphasis on how economic and political decisions affect urban areas. Major topics include: housing, education, employment, transportation, pollution, and relations between federal, state and city government. Students will select individual projects on limited topical areas with the instructor's approval. J. Weiss

AS 311B TOPICS: INDUSTRIAL SOCIOLOGY [1 C.U.]: There have been many and varied approaches employed by different societies in attempting to solve the economic problem. What is to be produced, how much, and for whom are questions which all societies and cultures must address. As a group or society goes about producing their means of subsistence or "getting a living" they enter into definite social relationships which form the core of the socio-economic process. This course will attempt to closely examine the nature of this socio-economic process as it has evolved in the United States. L. Van Sickle

AS 311C TOPICS: PROBLEMS IN POLITICAL ECONOMY [1 C.U.]: In this experimental and innovative

course, the general approach to the study of social phenomena called "political economy" will be outlined and presented to each student. We will view social problems as the result of the way political and economic structures are organized, with the conflict of values inherent in the definition of any social problem the result of the discrepancy between organizational components on the one hand and ideological components on the other. Each student is free to work on a project of his/her special interest and will meet with the instructor to deal with the problems they have chosen. Examples of topics students can pursue include work, education, war, poverty, alienation and so forth. J. Weiss

AS 312 TOTAL INSTITUTIONS [1 C.U.]: Prisons, certain hospitals, some schools, asylums, orphanages, etc., may be described as total institutions. Behavior is highly structured according to regulations prescribed and maintained by those who manage the various systems. The course examines such institutions in our society and the impact they have on humans forced to live in them. A. Jones

AS 313 ALCOHOL AND SOCIETY [1 C.U.]: General cultural perspectives on alcohol, alcohol abuse, and alcoholism. Patterns of alcohol use among differing groups of Americans are studied according to age, sex, ethnic status, and socio-economic status. Field experience with several local treatment programs will provide the student with a realistic perspective of types of problems and treatment programs. A. Jones

**AS 314 THE HUMAN SKELETON** [1 C.U.]: The study of the human skeleton from modern and archaeological material. Topics discussed include: bone histology, morphology and identification, the sexing and aging of skeletons, pathology, measurements and how to analyze skeletal populations. Emphasis is placed upon students working directly with skeletal material. Alternate years. C. Lauer

**AS 315 PRIMATES** [1 C.U.]: A survey of the primate order with an eye toward understanding physical and social characteristics of living species, fossil primates and the implications of nonhuman primates for human evolution. C. Lauer

**AS 316 TOPICS IN ANTHROPOLOGY** [1 C.U.]: An in-depth study of the contributions anthropology makes to an understanding of humanity and humankind's socio-environmental setting. Various perspectives are addressed each term. May be repeated for credit as long as a different topic is taken.

**AS 316A TOPICS: THE THIRD WORLD AND COLONIALISM** [1 C.U.]: The purpose of this course is to examine the effects of colonialism (in all its manifestations) and the colonial experience (from a socio-cultural viewpoint) in the lives of the peoples of the Third World, using an anthropological approach. Some of the issues we shall cover in this seminar include: the historical reasons behind colonialism and neo-colonialism; the psychology of neo-colonialism; the function and preservation of elites and oligarchies in the Third World; socio-cultural plural-

ism; and European and American racism as it affects the lives of Third World peoples. Though the course will draw heavily on materials from Black Africa, Latin America, and the Pacific, other geographical areas will also be touched upon. P. Pequeno

**AS 317 ANTHROPOLOGY AND MODERN SOCIAL ISSUES** [1 C.U.]: Introduces the student to anthropological perspectives on the major social and cultural issues confronting society today, e.g., overpopulation, pollution, poverty, prejudice, racism, violence and war, the generation gap, the uneven distribution of resources among classes and nations, and the ethical responsibilities of institutions, etc. P. Pequeno

**AS 318 URBAN SOCIOLOGY** [1 C.U.]: Examines the impact that technology, population and the environment have had upon urban social organization. The second half of the course focuses on social problems that have negatively affected the quality of life in American urban areas. Historical data, current demographic trends and urban planning efforts are discussed. Appropriate for non-majors. A. Jones/J. Weiss

**AS 320 SOCIAL CHANGE IN THE FUTURE** [1 C.U.]: A study of social change processes and how they affect the organization of societies, the relationship of human beings to their environment, and the nature of future lifestyles. Attention will be given to violence and comprehensive public planning as alternative means to direct social change. J. Weiss

**AS 324 SEMINAR: SOCIOLOGY OF WOMEN** [1 C.U.]: The role of women

in contemporary American society emphasizing the split between their public and private lives and the "instrumental-expressive" dilemma as major theoretical and research orientations. Topics include: women and the labor force, economy and domestic sphere; women as wives, mothers and lovers; women and political life; women and the legal system; women's solidarity and "group self-hatred"; women and the medical establishment; feminism and its backlash. L. Glennon

**AS-LACA 325 SEMINAR IN LATIN AMERICAN AND CARIBBEAN PROBLEMS** [1 C.U.]: A research seminar on the contemporary problems of the political economy in Latin America, and/or the Caribbean, from a social scientific point-of-view. Issues to be explored include: the failure or success of a number of significant institutions in light of the economic development (and underdevelopment) of the region; the radicalization of the masses; problems created by overpopulation, land scarcity and hunger; the issue of human rights; the role elites play in social and political life; the social activism of the Catholic Church; and the nature of today's revolutions, radicalization, etc. Even though this course is suited for the non-major some degree of familiarity with the region is desirable. Taught with a different emphasis every year. Taught in English and features a number of distinguished guest speakers. P. Pequeno

**AS 328 WOMEN'S BIOLOGY, WOMEN'S HEALTH** [1 C.U.]: This course will acquaint students with the basic reproductive physiology of women and go on to consider selected health problems. These problems will be discussed in terms of physiology and in terms of the response of

the American medical establishment to their prevention and solution. Among the topics considered will be: birth control, venereal disease, amenorrhea, dysmenorrhea and fertility. Emphasis will be placed upon students' learning techniques for dealing with these and related problems in real life situations. Intensive course offered in the Winter Term. C. Lauer

**AS 330 JUVENILE DELINQUENCY** [1 C.U.]: The development of delinquency acts and the social response to them. Examines family organization, peer influence, education, and the juvenile justice system. Evaluates results of delinquency research and juvenile treatment programs. A. Jones

**AS 335 SOCIAL INQUIRY** [1 C.U.]: The philosophical basis of the social sciences, with particular attention to sociology. The concerns of the early founders of the discipline are examined in light of contemporary trends within the field. The role of values in sociological inquiry, the problem of applying the general scientific model to the field of sociology, and the different biases researchers bring to their problems are examined. J. Weiss/L. Glennon

**AS 343 SOCIAL STRATIFICATION** [1 C.U.]: An examination of structured social and economic inequality in various forms and contexts, e.g., migrant agricultural workers, social classes, multinational corporations and prisons. Attention is given to theory and to the historical and comparative development of stratification models. J. Weiss

**AS 345 DEVELOPMENT OF SOCIAL THOUGHT** [1 C.U.]: The development of the sociological perspective, both in terms of those who were founders

of the discipline of sociology and of the way concepts within sociology have developed and have been modified. J. Weiss/L. Glennon

AS 353 CULTURE AND PERSONALITY [1 C.U.]: An analytical discussion of past and present anthropological and psychological concepts of culture and personality theory; includes comparative (cross-cultural) personality assessment and an introduction to the basic testing devices employed by psychological anthropologists in the field. Psychosocial adaptation in childhood and adulthood under conditions of stability and change, and the effect of dietary practices on personality formation will also be discussed.  
P. Pequeno

AS 355 DYNAMICS OF SOCIO-CULTURAL CHANGE [1 C.U.]: Basic anthropological approaches to the theory of socio-cultural change (evolutionism, cultural ecology, diffusionism, historical and economic materialism, technological determinism, etc.), and their applications in recent research on tribal and peasant peoples, as well as modern industrial society. The student will be introduced to basic methodology in applied anthropology and development, and taught to act both as a change agent and as a change analyst. Multi-disciplinary course. Suitable for non-majors. P. Pequeno

AS 358 DEVELOPMENT OF ANTHROPOLOGICAL THOUGHT [1 C.U.]: Issues and concepts in the development of anthropological thought. Required for students concentrating in anthropology. Prerequisite: Junior and Senior majors or consent.  
P. Pequeno

AS-ES 381 SEMINAR ON CULTURE AND THE ENVIRONMENT [1 C.U.]:

Comparative study of the ways in which human cultures have adapted to their environments through time and around the world: the effects of technological innovation, population growth, warfare, etc., on humans and their environments; the ecological lessons we can learn from alternative lifestyles, past and present. M. Stewart

AS 382 SEMINAR ON BIBLICAL ARCHAEOLOGY [1 C.U.]: Culture and history of the ancient Hebrews, early Christians, and their neighbors as described in the Bible and revealed by archaeological findings. Uses archaeology, cultural anthropology, and history to reconstruct ancient life in the Holy Land. M. Stewart

AS 383 HUMAN SEXUALITY [1 C.U.]: Patterns and practices of sexuality in American society. Topics to be discussed include: sexual function, dysfunction and therapy; birth control; venereal disease; sexual orientation and preference; sexual learning, decision-making and ethics; sexual deviance and variations; current sexual lifestyles. L. Glennon

AS 385 MEDICAL ANTHROPOLOGY [1 C.U.]: Examines health and disease patterns in past and present populations as a reflection of human adaptation to the environment. How individuals adapt through genetic, physiological or cultural changes to the pressures of food supplies, climate and disease. Topics discussed include: the Black Death, stress diseases, American over-nutrition, and alcoholism.  
C. Lauer

AS 390 PEOPLE WATCHING — AN INTRODUCTION TO HUMAN ETHNOLOGY [1 C.U.]: This course examines non-verbal communication in hu-

mans. First surveying communication in non-human primates to show the similarities to humans, the course then considers human gestures, postures, spacing behavior and dressing patterns as means of conveying information. Topics discussed include courtship and quasi courtship, territoriality, agonism, pupilometry and proxemics. Each student will be required to do independent fieldwork and a summary report on some aspect of human non-verbal communication. Intensive course offered in the Winter Term.

C. Lauer

AS 393 SEMINAR IN THE SOCIOLOGY OF PARA-NORMAL REALITY [1 C.U.]: Using sociology-of-knowledge theory and research insights, this course examines developments in the fields of "parasociology" and sociological phenomenology and the relationships between subjective consciousness and objective social reality. It includes such topics as clairvoyance, psychometrics, mediumship, psychic healing, non-ordinary states of consciousness, mysticism and new scientific paradigms. L. Glennon

AS 400 SEMINAR ON ISSUES IN CULTURAL AND SOCIAL ANTHROPOLOGY [1 C.U.]: A research seminar on contemporary issues in cultural and social anthropology. Issues to be explored include: the incest taboo; the Sapir/Whorf hypothesis or linguistic relativity; the Levi-Strauss or cognitive approach to structuralism; and the debate between the formalist and the substantivist approach in economic anthropology. P. Pequeno.

AS 402 CULTURE AND INFANCY [1 C.U.]: An analysis of culture and infancy in comparative perspective;

patterns of development and socialization in various cultures; the impact of Westernization and modernization on childbearing and socialization practices in traditional societies. The boundaries between "nature" and "nurture." Suitable for non-majors. P. Pequeno

AS 437 SEMINAR IN SOCIOLOGY: SOCIAL PSYCHOLOGY OF THE URBAN ENVIRONMENT [1 C.U.]: Theories and research concerning the self-environment relationship with special attention to the impact of city life: crowding, noise, air and water pollution, the structures of space and time, design of architecture, housing, and media technology. L. Glennon

AS 470 SEMINAR IN THE SOCIOLOGY OF MASS MEDIA [1 C.U.]: An analysis of several themes relating to media and society, including: the social production of media materials, the relationship between media and social worlds, and the mutual impacts of media and audiences. Primary emphases are television and popular culture in contemporary American society, and how they portray family life, gender roles, sexuality, social class lifestyles, racial and ethnic characterology, religion, politics, violence and sports-recreation. L. Glennon

AS 480 SEMINAR IN BIOLOGICAL ANTHROPOLOGY [1 C.U.]: Examination of a current controversial topic in the field of Biological Anthropology. Subjects for discussion will be chosen from the areas of human ancestors, primate studies, human genetics, human sociobiology and adaptations. C. Lauer

AS 498/499 RESEARCH/INTERNSHIP/FIELD EXPERIENCE

# Art

Lemon (Chair)  
Hallam

Larned  
Peterson

↓ Art majors concentrate in either Art History or Studio Art, after completing a core of work which incorporates both areas. Thus students are exposed to the ideas, experiences and feelings of earlier periods as visually depicted by artists and also have the opportunity to directly experience the creative process.

## *Requirements for the Art Major with a Studio Concentration*

- A 131** — Introduction to Studio Methods
- A 201, 202** — Introduction to Art History
- A 221** — Drawing and Composition
- A 222** — Two and Three Dimensional Design
- A 390** — Color Theory and Practice
- 3 courses** — Intermediate Studio
- 5 courses** — Advanced Studio (should include painting and sculpture)
- 1 course** — Senior Independent Study in Studio Art

## *Requirements for the Art Major with an Art History Concentration*

- A 131** — Introduction to Studio Methods  
or
- A 221** — Drawing and Composition
- A 201, 202** — Introduction to Art History
- A 311, or 312** — Italian Renaissance Art I or II
- A 323** — Twentieth-Century Art
- A 320** — Nineteenth-Century Art
- 5 courses** — Period Concentration (classes or directed study)
- 1 course** — Senior Independent Study in Art History

## *Requirements for the Art History Minor*

**A 131 or 221; 201 or 202, 311 or 312, 320, 323,** and three electives in Art History

## *Requirements for the Studio Art Minor*

**A 131, 201 or 202, 221, 222,** and four electives in Studio Art



Studio majors will be required to participate in the Senior Art Exhibition at the end of their senior year.

**A 101 INTRODUCTION TO ART AND ARTISTS [1 C.U.]:** A non-historical study of visual arts and architecture. Study will focus on thematic and critical approaches to the visual arts. Slide lectures. Suitable for non-majors. R. Lemon

**A 104 COMPARATIVE ARTS [1 C.U.]:** Operating on the premise that art, architecture, literature, music and the affiliated arts of a given age share a common aesthetic, this course will give students critical tools to make a comparative study of the arts. Suitable for non-majors. R. Lemon

**A 131 STUDIO FOUNDATIONS FOR THE NON-MAJOR [1 C.U.]:** A general introduction to several areas of the art curriculum for interested non-majors. Instruction will involve concepts and techniques related to drawing, color and design. T. Peterson

**A 200 INTRODUCTION TO STUDIO METHODS [1 C.U.]:** A general introduction to various studio techniques for art majors. Instruction will involve concepts and applied skills related to drawing, painting and printmaking. Required of majors in the first year. T. Peterson

**A 201/202 INTRODUCTION TO ART HISTORY [1 C.U.]:** Chronological survey of visual art — architecture, sculpture and painting. Illustrated lectures, discussions and outside reading reports. (High school credit in survey of art history accepted.) Required for majors, suitable for non-majors. Fall term: Western art

from ancient times through the Middle Ages. Spring term: the visual arts from the Italian Renaissance to the present. H. Hallam

**A 219 ARTS OF ANCIENT AND CLASSICAL CIVILIZATIONS [1 C.U.]:** Architecture, sculpture, painting and the minor arts of Egypt, Mesopotamia, Anatolia, Crete, Greece, and Rome. Intermingling of influences from area to area is traced. Alternate years. H. Hallam

**A 221 DRAWING AND COMPOSITION [1 C.U.]:** Covers still lifes, figure studies, and abstracts. All drawing media such as ink, pencil, charcoal and conte are explored. Students will discuss their compositions in individual and group critiques. Required of art majors in second year. R. Larned

**A 222 TWO AND THREE DIMENSIONAL DESIGN [1 C.U.]:** Explores graphic design concepts and three dimensional form: includes package design, advertising art and functional design. The design fundamentals provide a foundation for studies in sculpture, painting and graphics. R. Larned

**A 225 THEMES IN ART [1 C.U.]:** A concentrated study of often-used subjects, showing why they were introduced into art and how they develop as the culture they reflect changes with time. Cutting across national borders and through historic periods, the study will trace the course of such predominant themes

as the Bible, mythology, landscape, still life and the portrait. Suitable for non-majors. Alternate years.  
H. Hallam

A 231 PAINTING I [1 C.U.]: A foundation level studio course providing a framework of ideas and experiences related to the structure of painting and to the creative process. Students will draw, paint and discuss their work in individual and group critiques. Suitable for majors and non-majors. Prerequisite: Art 131 or consent. T. Peterson

A 232/332 SPECIAL STUDIES IN DRAWING AND PAINTING [1 C.U.]: Intermediate and advanced level studies in drawing and painting. Special attention will be given to the development of individual points of view. Prerequisite: A 131 for 232; 231 for 332 or consent. T. Peterson

A 241/242 SCULPTURE I [1 C.U.]: An exploration of traditional and contemporary sculpture modes and techniques with the objective of giving the student a general understanding of the basic sculptural processes. Designed as a foundation course for later studies of specialized areas and techniques. Suitable for majors and non-majors.  
R. Larned

A 252 PRINTMAKING I [1 C.U.]: Introduction to metal plate, intaglio printing. Students will develop plates through the processes of hard and soft ground etching, aquatint and engraving. Both black and white and color printing techniques will be studied. Prerequisite: Art 131, 222 or consent. Suitable for majors and non-majors. T. Peterson

A 261/262 JEWELRY DESIGN I AND II [1 C.U.]: Basic and advanced studies of design styles and techniques. I: Basic silversmithing techniques and centrifugal casting. II: Design stressed. Alternate years.  
R. Larned

A 272 WOODBLOCK PRINTING [1 C.U.]: Techniques of both plank-grain and end-grain block cutting, engraving and printing. May be taken at beginning and advanced levels. Prerequisite: A 131.

A 282 COLLAGRAPH [1 C.U.]: One of the newer printmaking forms, the Collagraph has grown out of 20th century experiments with collage and assemblage. While it may take a number of different forms, it is literally a print taken from a surface which has been developed in a collage-like manner with sufficient relief character and rigidity to allow prints to be made from it. The collagraph plate may be printed by the intaglio or relief methods or by combinations of these. A versatile and flexible medium which lends itself to a wide range of individual expressions, it has ample range for advanced printmakers, but is also suitable for students with relatively little background in art. Each student will develop three or four collagraph plates and print small editions from them. The course will stress color and design principles in addition to the specific procedures of the collagraph and the printing techniques involved. Prerequisite: consent. T. Peterson

A 290 INDIAN ART OF CONTINENTAL U.S. [1 C.U.]: Survey of North American Indian art, both ceremonial and utilitarian, beginning with the prehistoric mounds of the Ohio

River Valley through the crafts of the twentieth-century Southwest. Examples of the arts of the many tribes will be studied, organized into the following geographical areas: Woodlands, Southeast, Plains, Southwest, Great Basin, California, and Northwest Coast. Field experience. Alternate years. R. Lemon

**A 293 PHOTOGRAPHY I** [1 C.U.]: An introduction to the fundamentals of the camera and darkroom techniques: basic camera operation, a variety of films, papers, developers, and printing techniques. Prerequisite: A 200 or A 222 or consent of instructor. R. Larned.

**A 294 PHOTOGRAPHY II** [1 C.U.]: An intermediate level course covering aesthetics, historical themes, and contemporary trends in photography. Study will focus on the conceptual basis of creative expression, but will also seek to refine and develop an expanded understanding of camera and darkroom techniques. Prerequisite: A 293 or consent. R. Larned

**A 306 ILLUSTRATION** [ 1 C.U.]: Designed primarily for students with adequate background in drawing, design and painting who wish to apply these skills to the special discipline of illustrative art. A variety of black and white and color assignments will focus on the artistic and communications skills required of the contemporary illustrator. Prerequisite: A 221, 222, 231, consent. T. Peterson

**A 309 MEDIEVAL ART AND ARCHITECTURE** [1 C.U.]: A study of architecture, sculpture, painting and the minor arts: the decline of classical art, the emergence of Early Christian and Byzantine art, the inter-

relationships between arts of the East and the West. Special attention is given to sources and development of Romanesque and Gothic styles, examined as symbols of human life, belief, and ideas. Prerequisite: sophomore standing. Alternate years. H. Hallam

**A 310 NORTHERN RENAISSANCE ART** [1 C.U.]: The development of painting techniques and styles, and the iconology of the fifteenth and sixteenth centuries. Analogies between visual arts and contemporary humanist ideas are explored. Slide lecture. Prerequisite: sophomore standing. R. Lemon

**A 311 ITALIAN RENAISSANCE ART I** [1 C.U.]: A chronological study of the first half of the Italian Renaissance. The course begins with the proto-Renaissance painting of Cimabue, Giotto and Duccio, and makes an extensive examination of the ideas and aesthetics of the fifteenth century, especially as they were manifest in Florence and Venice. Slide lecture. Prerequisite: sophomore standing. Required of art majors. R. Lemon

**A 312 ITALIAN RENAISSANCE ART II** [1 C.U.]: The art and architecture of the High Renaissance and the Mannerist movements. The study begins by looking at the work of Leonardo and Michelangelo in Florence and Rome, and concludes with the painting of Bronzino and Vasari. Slide lecture. R. Lemon

**A 313 BAROQUE AND ROCOCO ART** [1 C.U.]: The seventeenth-century Baroque style in Italy, Holland, Flanders, France, England and Spain from its Renaissance and Mannerist sources through its termination in the eighteenth-century

Rococo style. Prerequisite: A 311 or 312. Alternate years. R. Lemon

**A 320 NINETEENTH-CENTURY ART** [1 C.U.]: The succession of styles in nineteenth-century painting, highlighting the leadership of France, and showing in the painting of the nineteenth century the basis for abstract art of the present time. Prerequisite: sophomore standing or consent of instructor. H. Hallam

**A 322 ART OF THE UNITED STATES** [1 C.U.]: Architecture, sculpture, and painting in the United States from the founding of the colonies to World War I. The course traces America's emergence from a reflection of European influence to a position of independence in the first two decades of the twentieth century. Prerequisite: sophomore standing. Alternate years. R. Lemon

**A 323 TWENTIETH-CENTURY ART** [1 C.U.]: The influences, origins and trends in painting since the Impressionist movement of the 1870's through the various styles of this century. Art is studied in the context of reflecting social and political values of modern times. Prerequisite: sophomore standing. H. Hallam

**A 325 ART OF SPAIN** [1 C.U.]: The development of Spanish cultures reflected in architecture, sculpture, painting, and the minor arts from early Iberia to the twentieth century. Emphasis is given to outside influences (Romans, Moors, etc.) and how they affected Spanish art. Alternate years. H. Hallam

**A 331/431 INTERMEDIATE & ADVANCED PAINTING** [1 C.U.]: For advanced painting students concentrating on a wider investigation of

contemporary forms and the development of individual viewpoints. Individual and group critiques. Prerequisite: A 231 or consent. T. Peterson

**A 340 WATERCOLOR** [1 C.U.]: Studies in the handling of transparent watercolor, acrylic and tempera, treating still life, landscape, and the figure. Alternate years. T. Peterson

**A 341 DESIGN II** [1 C.U.]: An intermediate level design course. Emphasis is on strengthening design portfolios. Course work will consist of directed study with projects encouraging individual development. Prerequisite: A 222 or consent of instructor. R. Larned

**A 342 SCULPTURE II** [1 C.U.]: Moves from a three-dimensional form into exploring different techniques, styles and materials, many not traditionally associated with sculpture, and a combination of perceptual and conceptual study of form. Prerequisite: A 241/A 242 and consent. R. Larned

**A 343/443 THE HUMAN FIGURE** [1 C.U.]: A combined drawing and painting course for advanced students. Includes the study of anatomy and drawing and painting projects from figure and portrait models. Previous drawing and painting studies are required and consent of instructor. T. Peterson

**A 352 PRINTMAKING II** [1 C.U.]: Intermediate-level intaglio printing. Emphasizes color techniques and development of individual uses of the intaglio medium. Some experimentation with lithography will be included. Prerequisite: A 252 or consent. T. Peterson

A 372 PRINTMAKING III: LITHOGRAPHY [1 C.U.]: For advanced students with adequate background in drawing, painting and printmaking. Prerequisite: four studio courses. T. Peterson

A 380/381 SPECIAL CATEGORIES IN ART HISTORY [1 C.U.]: Surveys of selected areas (Art Nouveau, Art Deco) of art history not encompassed by the departmental sequences of period courses. Alternate years. H. Hallam

A 390 COLOR THEORY AND PRACTICE [1 C.U.]: An in-depth study of color relations. The systematic study of hue, value, intensity, complementation, harmony, contrast

and the spatial effects of color will be followed by creative compositional projects and the analysis of characteristic color usage in selected masterworks. Recommended for art majors in the sophomore or junior year.

A 424 MOVEMENTS IN CONTEMPORARY ART [1 C.U.]: A selected study of significant art works since World War II, stressing their interrelationship and the sociological trends which they represent. A seminar with critical studies. Prerequisite: A 323. Alternate years. R. Lemon

A 499 SENIOR INDEPENDENT STUDY

## *Australian Studies*

Coordinator: Patricia Lancaster

‡ The Australian Studies minor, based upon the Rollins term in Sydney, Australia, fosters a mutual intellectual as well as social understanding between our two nations through a sound educational program in Sydney and in Winter Park.

Thanks to the faculty exchange program begun in January 1981, a visiting professor from Australia is invited to Rollins each winter term. Previous lecturers have been Arthur McIntyre in Australian Art, Mark Macleod in Australian Literature, and Colin Sale in Environmental Studies.

### *Curriculum*

To complete an Australian Studies minor, a student must enroll for one term in The Rollins Program in Sydney, Australia, and complete at least four courses for grade point credit in Sydney. The following are required as core courses:

**AU-ES 388** The Australian Environment  
**AU-H 288** Australian History

At least two courses must be chosen from the following:

<b>AU-A 288/388</b>	History of Australian Art (Art majors must take the 300 level);
<b>AU-AS 288</b>	The Aborigines, a Cultural-Anthropological Perspective
<b>AU-E 388</b>	Australian Literature
<b>AU-EC 288/388</b>	The Economy of Australia (Economics majors must take the 300 level)
<b>AU-B 288</b>	The Fauna and Flora of Australia

Upon returning to Rollins, a student must complete two more approved courses in Australian Studies. Approved courses and independent studies will be offered by visiting faculty from Australia and by Rollins professors qualified to teach Australian Studies.

**AU-A 288 AUSTRALIAN ART** [1.25 C.U.]: Australia's main schools and movements from the 18th to the 20th centuries, as well as contemporary developments will be studied from an international art historical perspective. A. McIntyre

**AU-AS 288 AUSTRALIAN SOCIAL ANTHROPOLOGY** [1.25 C.U.]: The course presents an historical-anthropological overview of the Aborigines, from colonization to the present. The influence of recent Black and non-white immigrants, the social structure of Australian society and the nature of inequality are investigated. C. Wienecke

**AU-B 288 THE FAUNA AND FLORA OF AUSTRALIA** [1.25 C.U.]: Field-oriented studies of Australian plants and animals, with particular emphasis on the unique character of Australia's biota. Field work will concentrate on ecological aspects using the variety of representative habitats available in the Sydney area.

**AU-E 388 20th-CENTURY AUSTRALIAN LITERATURE** [1.25 C.U.]: An intensive course which aims to ac-

quaint the student with modern Australian prose, poetry and drama with special emphasis on the works of Henry Lawson and Patrick White. M. Macleod

**AU-EC 288 THE AUSTRALIAN ECONOMY** [1.25 C.U.]: Students are given a broad idea of the structure of the Australian economy — how it was developed, how it works and the major problems currently facing the nation. M. McGrath

**AU-ES 388 AUSTRALIA'S PHYSICAL ENVIRONMENT** [1.25 C.U.]: A series of lectures and field trips designed to acquaint students with the geographical variables in climate, physiography, geology and hydrology of the coastal, estuarine, rolling uplands and the interior regions. C. Sale

**AU-H 288 AUSTRALIAN HISTORY** [1.25 C.U.]: An interpretive survey of Australia's development from the European colonization in 1788 to the present, with special emphasis on the modern period. J. Ryan

## Biology

Richard (Chair)  
Coleman  
Gregory

Klemann  
Mansfield  
Scheer  
Small

↓ The Biology major provides a broadly based, balanced program that exposes the student to a wide variety of field, laboratory and classroom experiences fundamental to the life sciences. With this background some Rollins graduates in Biology have gone directly to positions in environmental laboratories, secondary school teaching, and industry. Others have chosen to continue their education to obtain graduate or professional degrees in Biochemistry, Botany, Dentistry, Environmental Engineering, Forestry, Genetics, Marine Biology and Limnology, Medicine, Microbiology, Nursing, Nutrition, Zoology, or other biological disciplines.

The requirements of the major are the satisfactory completion of 12 courses in Biology, three courses in Chemistry (Chemistry 120, 121, 220), and Physics 120. Courses required within the Biology Department are: General Biology I (B 120), Plant Kingdom (B 234) or Invertebrate-Vertebrate Zoology (B 236), Plant Physiology (B 311) or Animal Physiology (B 312) or Cell Biology (B 360), Ecology (B 316), Genetics (B 408), and Evolution (B 462) or the Senior Seminar course. Six additional courses (or a minimum of 8 C.U.) are electives within the major, so that a program especially tailored to each student's interests and needs may be designed in consultation with the adviser. A total of six Biology courses must be taken at the 300-400 level, and at least one zoologically-oriented (B 236; B 312; B 323) course and one botanically-oriented (B 234; B 311; B 332) course must be included. General Biology II (B 121) is not required for the major but may be a valuable elective. Students are encouraged to take the opportunity to do an Independent Research (B 399/499) project in either the junior or senior year. SC courses, B 115, and B 123 are intended for students majoring in other fields and may not be counted toward the requirements for a major in Biology.

Because Biology is becoming increasingly integrated with mathematics, chemistry, and physics, students are encouraged to acquire as many skills as possible in these areas. Several of the courses offered in Mathematical Sciences, including M 110, M 111, and M 120 are especially useful to biologists.

For students interested in preparing themselves for graduate programs in biology or professional schools in health-related areas such as medicine, dentistry, veterinary medicine, pharmacy, or medical technology, a thorough introduction to chemistry and physics is highly recommended. Such students are advised to take Physics 121 and Chemistry 221 in addition to the courses required for the Biology major. Those interested in a career combining biology and physics may substitute P 201 for P 120, and continue through the P 202, P 203 sequence. These additional courses may be substituted for up to two of the elective Biology Courses.

The requirements of the minor in Biology are: General Biology (B 120 & B 121), Plant Physiology (B 311) or Animal Physiology (B 312) or Cell Biology (B 360), Ecology (B 316) or Genetics (B 408), and two electives (one of which must be at the 300-400 level). At least one botanically-oriented course and one zoologically-oriented course must be included. In addition, two courses in Chemistry are required. Chemistry majors must take two additional Biology courses in place of C 120, C 121.

Laboratory assistantships are available to students of demonstrated abilities. These assistantships offer valuable practical experience and additional education opportunities as well as financial benefits.

**SC 111** Concepts of Botany

See description under SCIENCE.

**SC 112** Biological Aspects of Nutrition

See description under SCIENCE.

**SC 113** Plants and Humanity

See description under SCIENCE.

**SC 114** Foundations of Genetics

See description under SCIENCE.

**SC 116** Concepts of Biology

See description under SCIENCE.

**SC 117** Applications of Basic Microbiology

See description under SCIENCE.

**SC 119** Horticultural Science

See description under SCIENCE.

**SC 162** Introduction to Evolution

See description under SCIENCE.

**SC 290** Human Reproduction and Development

See description under SCIENCE.

**B 115 OCEANOGRAPHY** [1 C.U.]: A broad introduction to physical and chemical oceanography, submarine geology, and marine biology. Topics studied include the origin and evolution of oceanic waters and basins with special weight given to plate tectonics, the movements of water, biogeochemical cycling, and technological means of exploration and recovery of resources afforded us from the oceans. For non-majors. Alternate years. E. Scheer

**B 120/121 GENERAL BIOLOGY I AND II** [1.5 C.U.]: A two-term survey

of modern biology for the science major. Topics included are cell structure and function, genetics, development, anatomy, physiology, diversity, ecology and evolution. Both terms are required for pre-medical students, but only B 120 is required of biology majors. With laboratory. Staff

**B 123 HUMAN GENETICS** [1 C.U.]: A survey of human genetics including the relevant biology and technology. Much of the course material is devoted to the principles of heredity. Current and potential applications



of these principles to humans are considered; many of these applications raise ethical issues. Special emphasis is given to the analysis of these principles and of the issues raised. This course may not be applied to the Biology major requirements. P. Coleman

**B 234 PLANT KINGDOM [1.5 C.U.]:** Major emphasis is placed upon an evolutionary survey of protist, fungi and plant kingdoms. Topics include the origins and ordering of biological diversity, anatomy, morphology, and reproductive biology. With laboratory and field work. Prerequisite: B 120 or consent. E. Scheer

**B 236 INVERTEBRATE-VERTEBRATE ZOOLOGY [1.5 C.U.]:** The animal kingdom from the protozoa through the vertebrates. Emphasis is on the evolution and organization of animal diversity. Laboratory includes study of as much living material as possible and field studies of selected faunal groups from Central Florida and the Florida Keys. With laboratory and field work. Prerequisite: B 120 or consent. D. Richard

**B 240 THE BIOLOGY OF FISHES [1.5 C.U.]:** A course in ichthyology, the study of fishes. The diversity, life history, anatomy, physiology, ecology and evolution of fish will be discussed. Several field trips will be made to selected marine and freshwater areas of Florida for collection of local fishes which will be identified in the laboratory. Anatomy and the major families of fish will also be studied in the laboratory. A course appropriate to both non-majors and majors in Biology. J. Small

**B 260 DEVELOPMENTAL BIOLOGY [1.5 C.U.]:** An inquiry into the principles underlying the development of

both plants and animals. A comparative approach which examines: 1) gametogenesis 2) fertilization 3) patterns of embryonic development 4) differentiation and 5) morphogenesis. The underlying theme of this course is the developmental program which is established during gametogenesis, activated at fertilization and expressed in subsequent development. The laboratory illustrates the principles and patterns of development. Prerequisite: B 120. S. Klemann

**B 294/394 MARINE BIOLOGY: DIRECTED STUDY [1.5 C.U.]:** An introduction to life in the sea. Directed field-oriented studies in the ecology, diversity, biogeography, and behavior of marine plankton, benthos, and nekton. Emphasis is placed on representative field areas of Florida coasts and the Caribbean. Conducted at the Bellairs Marine Research Institute (St. James, Barbados) and other West Indies locations. With laboratory. Prerequisite: B 120 or consent. Offered Winter Term in alternate years. D. Richard

**B 297/397 TROPICAL FIELD BIOLOGY: DIRECTED STUDY [1.5 C.U.]:** Directed field-oriented studies in the ecology, diversity, biogeography, and behavior of terrestrial and aquatic organisms of the American Tropics. Emphasis is given to representative ecosystems of Central America (e.g. lowland and mountain rain forest mangroves, cloud forest, paramo) and the Caribbean (e.g. coral reefs, turtle grass flats, intertidal zones). Prerequisite: B 120 or consent. Offered Winter Term in alternate years. D. Richard

**B 311 PLANT PHYSIOLOGY [1.5 C.U.]:** Physiology and anatomy of higher plants. Topics include the

plant cell, biochemistry, water relations, control systems, and physiological response. Plant-environment interactions are emphasized. Prerequisite: B 120, C 121 or consent. P. Coleman

**B 312 ANIMAL PHYSIOLOGY [1.5 C.U.]:** The major processes relating to function of animals at both the cellular and organismic levels. Topics include the function of the nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Emphasis is given to vertebrate, particularly mammalian, systems but aspects of lower vertebrate and invertebrate physiology are covered. With laboratory. Prerequisite: B 120 or consent. J. Small

**B 316 ECOLOGY [1.5 C.U.]:** A field-oriented course covering the fundamental processes and organization which characterize populations, communities, and ecosystems. Laboratory study emphasizes standard field methodology in the analysis of representative aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades regions. Prerequisite: B 234 or 236 or consent. D. Richard

**B 323 COMPARATIVE VERTEBRATE ANATOMY [1.5 C.U.]:** A comparative study of the anatomy of various major vertebrate organisms. Laboratory work consists of study and dissection of protochordates, lamprey, shark, mudpuppy, and cat. Prerequisite: B 120 or consent. Offered in alternate years. J. Small

**B 329 MICROBIOLOGY [1.5 C.U.]:** An introduction to the biology of microorganisms. Primary emphasis is on the metabolism, reproduction, ge-

netics and ecology of bacteria. Sections on immunology, virology, mycology and infectious disease are also included. The laboratory periods provide an opportunity to learn basic microbiological techniques and to observe principles discussed in class. Prerequisite: B 120 and junior standing. E. Gregory

**B 332 PLANT ANATOMY [1.5 C.U.]:** The origin and differentiation of cells, tissues and organs of vascular plants. The unique teaching approach used in this laboratory-oriented course has the instructor exploring and explaining the anatomy of higher plants alongside students throughout the entire term with extensive use of slides. Prerequisite: B 234 or consent. E. Scheer

**B 340 TOPICS IN BIOLOGY [1.5-1.5 C.U.]:** Independent studies on selected biological subjects. Details are arranged with an instructor with special expertise in the subject to be considered. With library, laboratory and field exposure as necessary. Possible topics include: aquatic invertebrates, bacteriology, entomology, herpetology, higher vascular plants, ichthyology, immunology, lower vascular plants, malacology, mammalogy, mycology, ornithology, parasitology, phycology, virology and nutrition. Staff.

**B 351 POPULATION BIOLOGY [1.5 C.U.]:** A practical course on the methods of analysis of biological data. Topics covered include experimental design, use of statistics, random sampling, life tables, modeling, and population dynamics. Papers in several scientific journals are discussed to demonstrate quantitative methods. Although examples used are generally from population ecology, the techniques

described are applicable to a wide variety of biological problems. Proficiency in algebra is a prerequisite for this course. Alternate years.

P. Coleman and J. Small

**B 360 CELLULAR BIOLOGY** [1.5 C.U.]: An inquiry into the nature of the cell as the functional unit of life. This course will integrate cell physiology with cell structure. In achieving this integration, the following topics will be considered: 1) membranes and organelles 2) cellular energy and metabolism 3) cellular growth and division 4) molecular biology. The laboratory will introduce the students to methods in cell biology. Prerequisite: B 120; C 120/121 or consent. S. Klemann

**B 390 MAMMALIAN DEVELOPMENTAL BIOLOGY** [1 C.U.]: The complexity of mammalian development is only now beginning to be understood in terms of the molecular events guiding embryonic development. In many respects, it remains a mystery how a single cell can be transformed into a mature individual. This course will examine the physiological processes supporting development: reproduction, pregnancy, parturition and lactation. It will explore developmental progress from fertilization through embryonic development with the establishment of the major organ systems. Two organ systems, the cardiovascular and urogenital systems, will be examined in detail. With the study of the urogenital system through birth to its maturation at puberty, the course will have come full circle in its discussions. Prerequisite: B 120. S. Klemann

**B 391 VERTEBRATE HISTOLOGY AND MICROTECHNIQUE** [1.5 C.U.]: Discussion of the structure

and function of vertebrate cells and tissues in the laboratory environment. The course involves microscopic examination of selected tissues and the preparation of microscope slides. With laboratory. Prerequisite: B 120 or consent. Offered Winter Term in alternate years.

J. Small

**B 298/398/498 INDEPENDENT STUDIES** [.5-1.5 C.U.]: Staff

**B 399/499 BIOLOGICAL RESEARCH: INDEPENDENT STUDY** [1-1.5 C.U.]: Research on a topic of the student's choice subject to approval by the Biology Department. Prerequisite: junior/senior standing and consent. Staff

**B 408 GENETICS** [1.5 C.U.]: Molecular and Mendelian genetics as it applies to prokaryotic and eukaryotic organisms. Lectures and laboratories will cover such fields as molecular, cellular, developmental, Mendelian, and population genetics. A quantitative approach is emphasized, both in the presentation of concepts and genetic analysis. With laboratory. Prerequisite: C 121, senior status, or consent. P. Coleman

**B 462 EVOLUTION** [1 C.U.]: A "capstone" seminar devoted to the most important unifying theme of biology. The prime emphasis is placed upon processes and mechanisms rather than the products of organic evolution. This course will cover new material as well as offer the student the opportunity to integrate knowledge accumulated in other courses within the major. Prerequisite: senior standing. E. Scheer

## *Business Studies*

McCall (Chair)  
Frew  
Hepburn

Newman  
Satcher  
West

↓ The course of study in Business Administration is a minor which must be combined with any major offered by the College — Economics, Politics, and English are perhaps the obvious choices, but Foreign Languages, History and Sociology offer interesting combinations.

### *Minor in Business Administration*

A Business Minor requires eight courses: six core courses in Business and two BA electives.

#### Core Courses

- \*BA 225 Accounting I
- \*BA 226 Accounting II
- BA 323 Business Law
- \*\*BA 337 Principles of Marketing
- \*\*BA 338 Business Finance
- \*\*BA 339 Management Organization Theory

#### Elective Courses (Consult Business Studies Dept. for approved listing)

- BA Select Winter Term courses (not all BA Winter Term courses)
- BA Independent Studies
- BA Select courses offered in the Division of Continuing Education
- BA Courses other than the six core courses
- \* Students without two years of high school algebra are required to take Math 109 before taking Accounting I and II.
- \*\* EC 221 Statistics for the Social Sciences is a prerequisite for these courses.

**BA 225 PRINCIPLES OF ACCOUNTING I** [1 C.U.]: The theory, methods and use of accounting information in solving business problems. The development and role of accounting standards in economic and corporate decisions and behavior. Elements of accounting. Offers an opportunity to learn the operation of a business firm. Prerequisite: sophomore status, M 109 or equivalent.

**BA 226 PRINCIPLES OF ACCOUNTING II** [1 C.U.]: A study of accounting

reports in identifying issues, analysis of their sources and applied solutions by use of accounting and economic data from management viewpoint. The effects of cost on prices, profits, revenues, asset values, capital asset decisions and other financial policies are examined as to their impact on private business and the economy. The course offers an opportunity to learn the operation of basic financial control by management. Prerequisite: BA 225, sophomore status.

**BA 320 COST ACCOUNTING** [1 C.U.]: Emphasis is placed upon an accounting for unit costs in various manufacturing cost systems. Cost systems covered will include job order, process and standard. Prerequisite: BA 226.

**BA 322 INTRODUCTION TO LEGAL PRINCIPLES** [1 C.U.]: An introduction to the philosophy of law, federal and state judicial systems emphasizing procedural rules relating to civil disputes. Legal liability, federal securities law, government regulation of business, and the law of contracts. Most of the term is devoted to an in-depth study of contract law and the individual's legal rights and responsibilities in society.

**BA 323 BUSINESS LAW** [1 C.U.]: An in-depth exploration of particular legal subjects which emphasize the relationship of law to society and business. Topics include: corporations, real and personal property, bailments, decedent's estates and trusts, product liability, negotiable instruments, the Uniform Commercial Code, and bankruptcy.

**BA 337 PRINCIPLES OF MARKETING** [1 C.U.]: A discussion and analysis of marketing decisions involving interpreting market demand, designing products, establishing distribution channels, determining pricing policies and creating promotional strategies. Prerequisite: EC 221, BA 226, junior status or consent.

**BA 338 BUSINESS FINANCE** [1 C.U.]: An introduction to the principles and techniques used by corporations in their financial management. An analysis of corporate financial structure, capital management and long-term investment evaluations. Lecture/discussion/case studies. Prerequisite: junior status, EC 212, 221, BA 226.

**BA 339 MANAGEMENT ORGANIZATION THEORY** [1 C.U.]: The operational theory and science of management. The planning, organization, staffing, directing/leading and the controlling functions of management are developed within the framework of a systems and contingency analysis of management. The interaction of management structure and human resources is developed through case analysis. Prerequisite: EC 221, BA 226, junior status.

**BA 419 TAX ACCOUNTING** [1 C.U.]: The study of federal taxation of individuals. The primary purpose of this course is to acquaint students with the fundamentals of federal income taxation in the United States. Prerequisite: BA 226.

**Note:**

Various additional courses in business are available as electives. Students are urged to consult with the Business Studies Department to review the accounting sequence, marketing, management, Winter Term special courses and internships.

## Chemistry

Blossey (Chair)  
Eng-Wilmot

Hellwege  
Ramsey

↓ A major in Chemistry provides the student with basic training for a career in chemistry and related areas of science. Many graduates either continue their education in graduate school, teach, or work as professional chemists in industrial or governmental settings.

The Rollins College chemistry program is on the list of institutions whose programs have been approved by the American Chemical Society Committee on Professional Training (ACS-CPT). The normal program of study, which meets the requirements for a major in chemistry, ACS-CPT certification as a chemist, and for adequate preparation for graduate study, consists of the following sequence of courses:

<i>Year</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>Freshman:</i>	<b>C 120</b> General Chemistry I		<b>C 121</b> General Chemistry II
<i>Sophomore:</i>	<b>C 220</b> Organic Chemistry I		<b>C 221</b> Organic Chemistry II
<i>Junior:</i>	<b>C 320</b> Analytical Chemistry		<b>C 380</b> Instrumental Analysis
	<b>C 305</b> Physical Chemistry I		<b>C 307</b> Physical Chemistry II
<i>Senior: *</i>	<b>C 406</b> Quantum Chemistry		<b>C 401</b> Inorganic Chemistry
	<b>C 480</b> Research I	<b>C 490</b> Research II	

\*In addition to the courses listed above, a minimum of one (1) additional course for at least one course unit (1 C.U.) must be taken from the following list: C 400, C 417, IC-C 260, BC 431, BC 432, C 460 or C 499.

As supporting electives to this curriculum, it is recommended that a Chemistry major should take a MINIMUM of two mathematics courses, one of which must be M 110 or M 111 and the two-course sequence in physics: P 201, P 202. Additional courses in mathematics (M 112, M 211, M 212) and physics (P 203) are strongly recommended for students considering postbaccalaureate study in chemistry.

Students who wish to emphasize biochemistry or premedicine are advised to include Biology B 120, B 121, and either B 260 or B 329 or B 408, as well as Chemistry BC 431 and BC 432 in their study program.

Well-prepared students planning to major in Chemistry should take General Chemistry I C 120 and Mathematics I M 111 in the fall term and General Chemistry II C121 and Calculus M 112 during the spring term of the freshman year. The Physics sequence of P 201, P 202, P 203 may be started either in the freshman or sophomore year. Students who have not had high school physics or those with deficiencies in mathematics and/or science background normally should take Physics P 120 and Mathematics

M 109 during the fall term and Physics P 121 and a calculus course during the spring term of the freshman year. General Chemistry II C 120 and/or C 121 may be exempted by satisfactory performance on department-administered examinations.

For students interested in professional schools or careers requiring a baccalaureate-level training in Chemistry, the Department will offer an ACS-non-certified B.A. degree in Chemistry. This curriculum consists of the following sequence:

<i>Year</i>	<i>Fall</i>	<i>Spring</i>
<i>Freshman:</i>	<b>C 120</b> General Chemistry I	<b>C 121</b> General Chemistry II
<i>Sophomore:</i>	<b>C 220</b> Organic Chemistry I	<b>C 221</b> Organic Chemistry II
<i>Junior:</i>	<b>C 304</b> Physical Chemistry for Life Sciences with laboratory	<b>C 380</b> Instrumental Analysis
	<b>C 320</b> Analytical Chemistry	
<i>Senior: *</i>		<b>C 401</b> Inorganic Chemistry

\*In addition, students should select four (4) electives in chemistry at the 400 level, one of which should be either C 480 or C 499.

Students electing this major should include Mathematics M 110 or M 111 and M 120, and two courses in Physics (P 120, P 121 or P 201, P 202).

The minimum requirements for a minor in chemistry are the satisfactory completion of the following sequence of courses: C 120, 121; C 220, C 221; C 304 or C 305 and two electives chosen from C 320, C 380, C 400, C 401, C 417, BC 431, BC 432, IC-C 260, C 460, C 480, C 490 or C 499. An independent study or research project at the senior level (i.e., C 480, C 490, C 499) must be completed from one of the departments of the Division of Science and Mathematics.

**SC 105** Chemistry & Society: Applications and Issues

See description under SCIENCE.

**SC 109** Photography — The Meeting of Art and Science

See description under SCIENCE.

**SC 107** Concepts of Chemistry

See description under SCIENCE.

**SC 110** Chemistry and the Environment

See description under SCIENCE.

**C 120 GENERAL CHEMISTRY I** [1.5 C.U.]: An introduction to chemistry for students planning to major in any of the laboratory sciences. Topics covered include: descriptive

chemistry, stoichiometry, kinetic molecular theory, acid-base theory, atomic structure and periodicity, oxidation-reduction. With laboratory. Staff

**C 121 GENERAL CHEMISTRY II** [1.5 C.U.]: Continuation of a one-year introduction to chemistry for science majors. Topics covered include: chemical thermodynamics, chemical bonding theory, bonding in solids and liquids, phase equilibria, electrochemistry, coordination chemistry, and chemical kinetics. With laboratory. Prerequisite: C 120. Staff

**C 219 CHEMICAL SYNTHESIS AND ANALYSIS** [1 C.U.]: The limits of modern inorganic chemistry are becoming ill-defined; they may range from the foundations of physical and organic chemistry to the edges of theoretical physics and molecular biology. This course, designed for the beginning student of chemistry, offers a unique lecture-laboratory experience for the development of a working understanding of the principles governing the synthesis, reactivity and structure analysis of "inorganic" molecules. Lecture-Study will include thermodynamic and kinetic treatments of chemical equilibria, reaction kinetics and mechanisms, modern bonding theories and chemical and spectroscopic methods of analysis. The laboratory will emphasize skills and techniques in the synthesis, structure characterization and analysis of a number of interesting inorganic coordination compounds. With laboratory. Prerequisite: C 120 or consent. D. Eng-Wilmot

**C 220/221 ORGANIC CHEMISTRY I AND II** [1.5 C.U.]: Basic study of the most important types of carbon compounds: their preparation, interrelations, and properties. Introduction to instrumental methods used in the separation and identification of organic compounds such as gas

chromatography, nuclear-magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. With laboratory. Prerequisite: C 121. E. Blossey and/or B. Ramsey

**C 230 CHEMISTRY OF NATURAL PRODUCTS** [1 C.U.]: This course will explore the chemistry and biogenetic aspects of natural products, including terpenes, steroids, alkaloids, acetogenins and macrolides. Structural features of the natural products will be examined as well as an introduction to the biogenesis of these diverse compounds. Laboratory work will make use of the many natural sources of these compounds in Florida for their isolation, separation, purification and structural identification. With laboratory. Prerequisite: C 220 and consent. E. Blossey

**C 240 ORGANIC QUALITATIVE ANALYSIS** [1 C.U.]: An intensive laboratory course on the identification of unknown organic compounds and structure determination. Students will learn chemical tests for functional group identification; synthetic techniques for synthesis of characteristic derivatives; the use of spectroscopic methods for confirmation of molecular structure. With laboratory. Prerequisite: C 220 and consent. B. Ramsey

**C-IC 260 SEARCHING AND CITING THE CHEMICAL LITERATURE** [1.5-1 C.U.]: A one-term course to provide an in-depth introduction to chemical library resource materials and the skills and methods necessary to develop and implement effective search strategies for both in-print chemical resource materials and on-line computer data bases. Prerequisite: C 220 or consent. M. Anderson



**SC 298 Darkroom Photography**  
See description under SCIENCE.

**C 304 PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES** [1-1.5 C.U.]: A one-term introduction to physical chemistry emphasizing areas of interest to students in the life sciences. Topics include: the states of matter, thermodynamics, phase and solution equilibria, electrochemistry, chemical kinetics, and transport processes. With or without laboratory. Prerequisites: C 121, and P 121 or P 202, and M 110 or M 112. Staff

**C 305 PHYSICAL CHEMISTRY I** [1.5 C.U.]: Kinetic molecular theory and thermodynamics. Introduction to the laws of thermodynamics as applied to chemical energetics, chemical and physical equilibria, and solutions of non-electrolytes. Elements of statistical thermodynamics. With laboratory. Prerequisite: C 121, P 201 and M 110 or 112. H. Hellwege or staff

**C 307 PHYSICAL CHEMISTRY II** [1.5 C.U.]: Electrochemistry and chemical kinetics. Solutions of electrolytes, electrochemical cells. Kinetics of gas-phase reactions and of reactions in solution. With laboratory. Prerequisite: C 305. H. Hellwege or staff

**C 320 ANALYTICAL CHEMISTRY** [1.5 C.U.]: An introduction to the theory and methodology of analytical chemistry emphasizing solution equilibria and gravimetric, volumetric, oxidation-reduction, spectral and chromatographic methods of analysis. With laboratory. Prerequisite: C 221 or consent. D. Eng-Wilmot

**C 350 CHEMICAL ANALYSIS AND THE ENVIRONMENT** [1.5 C.U.]: A laboratory course designed to introduce students interested in environmental chemistry to the theory and methodology of quantitative analysis of environmentally significant substances. Emphasis will be placed on equilibria, electrochemistry, chromatography and spectrophotometry. Laboratory experiments will be integrated with theory and environmental sampling and preparation; quantitative analysis will be carried out using modern EPA-approved methods. This course is designed for Environmental Studies majors in the Chemistry track. The course does not fulfill the requirements for a chemistry major but may be taken as an elective. Prerequisites: C 221 and EC 221. D. Eng-Wilmot or staff.

**C 380 INSTRUMENTAL ANALYSIS** [1.5 C.U.]: A laboratory course in the use of modern instrumentation to measure physical-chemical properties of molecules. Practical electronics, instrumental design and the interpretation of data are stressed. Prerequisites: C 221 and P 202. Staff

**C 400 ADVANCED ANALYTICAL CHEMISTRY** [1.5 C.U.]: A course dealing with advanced treatments of simultaneous and complex equilibria, electrochemistry, spectrophotometric analysis, and separation methods. With laboratory. Prerequisites: C 304 or C 305, C 320 and C 380. D. Eng-Wilmot or staff

**C 401 INORGANIC CHEMISTRY** [1.5 C.U.]: A systematic application of thermodynamics, kinetics, and theories of bonding to the chemistry of non-metal, transition metal, organometallic and bioinorganic com-

pounds. With laboratory emphasizing the synthesis and characterization of a variety of inorganic compounds. Prerequisites: C 304 or C 307 and C 320 or consent.

D. Eng-Wilmot

C 406 QUANTUM CHEMISTRY [1.5 C.U.]: Introduction to quantum mechanics and group theory with applications to molecular structure, spectroscopy and chemical reactivity. With laboratory. Prerequisite: C 307 or consent. B. Ramsey or staff

C 417 ADVANCED ORGANIC CHEMISTRY [1.5 C.U.]: Modern interpretation of molecular structure and reactivity related by means of organic reaction mechanisms. Both lecture and laboratory will stress independent use of primary chemical literature. Prerequisites: C 221, C 304 or C 307. E. Blossey or B. Ramsey

B-C 431 BIOCHEMISTRY I [1.5 C.U.]: The first course of a two-term sequence introducing the principles of modern biochemistry. Emphasis is placed on the chemical nature of proteins, nucleic acids, lipids and carbohydrates; the functions of proteins; and the metabolic pathways related to the breakdown of carbohydrates. With laboratory. Prerequisite: C 221. E. Blossey

B-C 432 BIOCHEMISTRY II [1.5 C.U.]: Intended to complete the in-

roduction to biochemistry. Major topics include the metabolic degradation of fatty acids and amino acids; biosynthetic pathways for carbohydrates, lipids, amino acids and nucleotides; biochemical aspects of physiological processes and specialized tissues in higher organisms; and molecular biology of viral, prokaryotic and eukaryotic systems. With laboratory. Prerequisite: B-C 431. E. Gregory

C 460 TOPICS IN CHEMISTRY [5-1.5 C.U.]: Advanced course in special topics which can include: polymers, stereochemistry, nuclear and radiation chemistry, phase relationships, inorganic synthesis, advanced electrochemical techniques, organometallics, photochemistry, natural products, special problems in chemical education, and current problems from the chemical literature. Team-taught by the staff. Course assumes the student has some prior knowledge of the four basic areas of chemistry. May be repeated for credit. Topics chosen by mutual consent of staff and student. Staff

C 480/490 RESEARCH I AND II [1-1.5 C.U.]: Student research projects and chemical seminar. A proposal of the research to be conducted, two seminars and a paper describing the work are required in addition to the research. Staff

C 499 INDEPENDENT STUDY [1-1.5 C.U.]: Research topics in chemistry.

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## Community of Learners

### *Integrated Courses*

The courses offered in the COL program address a common theme and are related in various significant ways. Faculty members in the COL program meet weekly to review the material of their courses and plan a lively and coherent set of offerings. They also schedule assignments to cover the students' needs, which are always evaluated in the light of other courses in the program.

### *Community Seminar*

This is a new offering at Rollins College and the key course for the COL program. As a student-run course, its purpose is to give students the opportunity to compare and perhaps unify the material of the separate courses. *Students, meantime, will decide how that process takes place.* Such decisions will draw on the readings and material of the three related courses. With three courses rather than one as its base, the Community Seminar resembles a conference session.

The Community Seminar has an innovative addition which sets it apart from other seminar courses — the Master Learner. Selected from among the faculty of Rollins, this person is already accomplished in one discipline but, quite literally, will return to classes. The Master Learner will read assignments, take exams, suffer the usual anxieties along with the students of the program. The Master Learner will play two roles: first, draw upon prior experience to assist students in learning how to learn; second, serve as mediator between the specialized knowledge of the faculty and the needs of the students.

## Computer Science

J. D. Child (Coordinator)  
S. Skidmore

J. Warden  
D. Williams

† The Department of Mathematical Sciences offers a theoretical Computer Science major with a strong mathematical component. The major is designed to prepare students for graduate study in Computer Science and, at the same time, to teach them how to effectively use computers to solve many different types of problems.

A freshman majoring in Computer Science will typically take Math 111 and Computer Science 150 in the Fall Term and Math 112 and Computer Science 260 in the Spring Term. Students interested in computer hardware should take Physics 201, 202, and 248 sometime before the senior year.

The Computer Science major requires 16 courses, 10 of which are Computer Science courses. The remaining 6 courses are mathematics courses.

*Requirements for the Major*

I. Each student must complete the following 12 core courses:

- CS 260** Structured Programming-Pascal
- CS 261** Applications of Structured Programming
- CS 298 or CS 398** Directed Study
- CS 350** Introduction to Computer Systems
- CS 360** Data Structures
- CS 370** Operating Systems I
- CS 380** Programming Languages
- CS 399 or CS 499** Project in Computer Science
- M 111** Calculus I
- M 112** Calculus II
- M 211** Calculus III
- M 219** Probability

Select two courses from CS 430, CS 460, CS 480 and CS 490. And two courses from M 212, M 321, M 322, and M 340.

The Computer Science minor contains most of the courses from the core of ACM curriculum '78. The minor forms a strong combination with a major in any discipline for which computer applications exist. The minor will give students the background necessary to obtain positions in many interesting, computer-related occupations.

The Computer Science minor requires 7 courses, one of which is a mathematics course. A student wishing to minor in Computer Science should take M 111 or M 110 in the freshman year and CS 260 by the Spring Term of the sophomore year.

*Requirements for the Minor*

I. Each student must complete the following 6 core courses:

- CS 260** Structured Programming-Pascal
- CS 261** Applications of Structured Programming
- CS 298 or CS 398** Directed Study
- CS 350** Introduction to Computer Systems
- CS 360** Data Structures
- M 111** Calculus I or **M 110** Applied Calculus

II. Each student must select 1 additional course from **CS 370, CS 380, CS 430, CS 460.**

Credit will not be given for both **CS 150** and **CS 160.**

**CS 150 INTRODUCTION TO COMPUTING** [1 C.U.]: An introduction to computer solutions of problems in non-science fields. Topics include a thorough discussion of a computer language (BASIC), simple logic in writing programs, and the capabilities of computers including word processing.

**CS 160 INTRODUCTION TO COMPUTER SCIENCE FOR SCIENCE & MATHEMATICS MAJORS** [1 C.U.]: An introduction to computer solutions of problems, with emphasis on scientific problems. Course topics include a thorough discussion of a computer language (BASIC), simple logic in writing programs, and the capabilities of computers, including word processing. Prerequisite: Science and Math majors. No students who have already taken CS 150.

**CS 260 STRUCTURED PROGRAMMING - PASCAL** [1.25 C.U.]: An introduction to structured programming through the study of the Pascal language. Topics include data types, looping constructs, procedures, arrays, Pascal data files, and stepwise refinement. Prerequisite: CS 150, CS 160, or consent.

**CS 261 APPLICATIONS OF STRUCTURED PROGRAMMING** [1 C.U.]: Continues the development of discipline in program design, in style, and expression, in debugging and testing, especially for larger programs. Completes the discussion of the Pascal language including linked lists and direct access files. This course includes at least one large team project and contains an introduction to simple data structures. Prerequisite: CS 260.

**CS 298 DIRECTED STUDY IN COMPUTER SCIENCE**

**CS 350 INTRODUCTION TO COMPUTER SYSTEMS** [1.25 C.U.]: Computer structure, data representation, addressing schemes, looping techniques, subroutines, direct input/output, macro assembly language programming, and basic computer organization. Prerequisite: CS 261 or consent.

**CS 360 DATA STRUCTURES** [1 C.U.]: Basic concepts of structures; linear lists, strings, trees, graphs, searching, sorting, and file manipulation. Introduces algorithm analysis. Prerequisite: CS 261 or consent.

**CS 370 OPERATING SYSTEM DESIGN PRINCIPLES** [1 C.U.]: The structure and functions of operating systems, process communication, scheduling algorithms, deadlocks, memory management, virtual systems, protection and security. Prerequisite: CS 350.

**CS 380 PROGRAMMING LANGUAGES** [1 C.U.]: Features of high-level programming languages; introduction to compiling and interpreting techniques; SNOBOL and LISP. Prerequisite: CS 261.

**CS 430 ARTIFICIAL INTELLIGENCE** [1 C.U.]: This course introduces students to basic concepts and techniques of artificial intelligence. Topics include representation, search strategies, control, communication and perception, sample applications, and an introduction to the programming language LISP. Prerequisite: CS 261 and one 300 level CS course.

**CS 460 DATABASE MANAGEMENT SYSTEMS DESIGN** [1 C.U.]: This course considers the concepts and structures necessary to implement a database management system. Top-

ics include file organization, data models, data normalization, data description languages, and query facilities. Prerequisite: CS 360.

CS 480 THEORY OF PROGRAMMING LANGUAGES [1 C.U.]: This course presents a formal treatment of programming language translation and compiler design concepts. Finite state grammars, context-free languages, push-down automata, recursive descent parsers, and machine-independent code generation will be discussed. Prerequisite: CS 360 and CS 380.

CS 490 AUTOMATA, COMPUTABILITY, AND FORMAL LANGUAGES [1

C.U.]: This course includes a diverse sampling of the area of theoretical computer science and their hierarchical interconnections. Formal models of computation will be introduced. Students will be introduced to rigorous definitions in a computing environment and will investigate their logical consequences. Prerequisite: CS 360 and M 322.

CS 497 PROJECT IN COMPUTER SCIENCE [1 C.U.]: A project oriented course. The topic of the project will be selected from operating systems, compiler construction, robotics and artificial intelligence. Prerequisite: One 400 level computer science course.

## Economics

Taylor (Chair)  
Hales  
Hill

Kypraios  
Meadows  
Rock

### *Requirements for the Major in Economics*

↓ The major in Economics is designed to allow students the opportunity to emphasize either economic theory or applied economics. The core curriculum (required of both majors and minors) provides students with the foundation for either emphasis. The core consists of EC 211, EC 212, EC 221, EC 303, and EC 304. The prerequisite to the core curriculum is M 110. All economics majors (but not minors) are required to include either EC 342 or EC 348 as one of their seven economics courses beyond the core. Students may complete the major by electing an additional six Economics courses. Three of the elective choices must be 300 or 400 level courses from the regular Economics curriculum. This allows flexibility for students to take advantage of opportunities such as overseas programs and independent study.

### *Requirements for the Minor in Economics*

The minor in Economics consists of the core curriculum detailed above and at least two 300 or 400 level electives from the regular Economics curricu-

lum. With prior approval from the Head of the Department of Economics, it may be possible for a student to allow a course from an overseas or special program to substitute for one elective.

### *Plan of Study*

Students should consult their academic advisers during the freshman year or very early during the sophomore year in order to plan their course of study for the major. Most courses in the economics curriculum have prerequisites; therefore, careful planning is quite important.

**EC 121 ECONOMICS OF CONTEMPORARY ISSUES [1 C.U.]:** An introduction to the economic way of reasoning through the examination of contemporary issues of national and social importance. Issues such as the environmental pollution problem, poverty, the welfare system, and zero population growth are explored and analyzed with the aid of some tools of elementary economic analysis. This course will not count toward the major in Economics. Designed for non-majors.

**EC 211 PRINCIPLES OF ECONOMICS I [1 C.U.]:** An introduction to economic concepts that aid in understanding aggregate economic phenomena and policy alternatives. Topics covered include supply and demand, the determination of national income, inflation, unemployment, the banking system, economic growth, income distribution, and the national debt. Suitable for non-majors. Prerequisites: Sophomore status, M 110 or concurrent enrollment.

**EC 212 PRINCIPLES OF ECONOMICS II [1 C.U.]:** An introduction to the neoclassical theory of consumer behavior and the neoclassical theory of the firm. Topics covered include supply and demand, utility, theories of costs and production,

the structure of markets, and resource allocation. Suitable for non-majors. Prerequisites: Sophomore status, EC 211, and M 110.

**EC 221 STATISTICS FOR THE SOCIAL SCIENCES [1 C.U.]:** Introduction to statistics for social science students with the major emphasis on the concepts of statistical inference. Topics covered include basic distributions, probability, the testing of hypotheses, estimation, nonparametric methods, correlation, and regression. Computer programs and self-instructional media support the course. Designed for majors and non-majors alike. Prerequisite: Sophomore status, M 109, or equivalent.

**EC 225 PERSONAL ECONOMICS [1 C.U.]:** Develops the conceptual framework and analytical tools needed to make rational personal economic decisions. Realistic hypothetical case studies of typical personal and household decisions are used extensively to integrate the concepts and tools. Prerequisites: M 109 or equivalent and junior or senior status in a major other than Economics. EC 225 does not count toward the Economics major.

**EC 303 INTERMEDIATE MICRO-ECONOMIC THEORY [1 C.U.]:** A fur-

ther development of the neoclassical theory of consumer behavior and the neoclassical theory of the firm using mathematical as well as graphic techniques. Topics covered are similar to those included in EC 212. Prerequisite: EC 212.

**EC 304 INTERMEDIATE MACRO-ECONOMIC THEORY [1 C.U.]:** An analysis of the behaviors and interrelationships of the broad aggregates of economic activity using mathematical as well as graphic techniques. Topics covered are similar to those covered in EC 211 but economic policy and policy alternatives are examined in depth and alternative economic models of the macroeconomy are explored. Prerequisite: EC 212.

**EC 306 MONETARY ECONOMICS [1 C.U.]:** The examination of the macroeconomic implications and impacts of alternative monetary theories and policies. The relationship between the Federal Reserve System and the system of depository institutions and their roles in the macroeconomy are explored. The interrelationships of monetary, fiscal and income policies and their effects on the performance of the economy are examined. Prerequisite: EC 212.

**EC 307 INTERNATIONAL ECONOMICS [1 C.U.]:** An introduction to the theory and practice of international trade and finance and an analysis of the international monetary system and its alternatives. Topics covered include tariffs, quotas, and other departures from free trade; balance of payments, exchange variations, and mechanisms for adjustment; and the objectives of international economic policies. Prerequisite: EC 212.

**EC 321 LABOR ECONOMICS [1 C.U.]:** An analysis of the determination of wages and employment levels and the relevance of markets for labor services. Topics covered include trends in employment, problems of unemployment, and the issues of wages, hours, and working conditions. Labor unions, labor disputes and methods of their settlement, and the theory and practice of collective bargaining are examined. Prerequisite: EC 212.

**EC 327 COMPARATIVE ECONOMIC SYSTEMS [1 C.U.]:** An examination of the similarities and differences in economic institutions among the ideal types of economic systems: capitalist, socialist, and communist. Case studies of individual countries are undertaken to compare their institutions with those of the ideal types and with each other. Prerequisite: EC 212.

**EC 332 INDUSTRIAL ORGANIZATION [1 C.U.]:** A study of the problems of the control of industry performance in a mixed economy. The course includes surveys of microeconomic theory, the economic research on industry structure, conduct, and performance, and anti-trust litigation. Prerequisite: EC 212.

**EC 335 PUBLIC ECONOMICS [1 C.U.]:** An examination of the role of government in a market economy and the public choice theory of democracy. The course examines the impact of taxing and spending policies of federal, state, and local governments on resource allocation in the economy. The nature of the public debt and the costs and benefits of public programs are also examined. Prerequisite: EC 212.



EC 342 HISTORY OF ECONOMIC THOUGHT [1 C.U.]: An examination of the development of economic theory and analysis from the ancient Greeks to the present. Attempts are made to connect particular modes of economic thinking with their antecedents. Prerequisite: EC 212.

EC 345 ECONOMIC HISTORY OF THE UNITED STATES [1 C.U.]: A study of the evolution of U.S. economic ideas and institutions from the Colonial period to the present. The impact of these ideas and institutions on U.S. social and political life is examined. Prerequisite: EC 212.

EC 346 ECONOMIC HISTORY OF EUROPE [1 C.U.]: A study of the economic development of Europe from ancient times to the present. The influence of other areas of the world and the impacts of political and sociological factors are examined. Prerequisite: EC 212.

EC 348 ALTERNATIVE ECONOMIC THEORIES [1 C.U.]: A study of alternatives to neoclassical and Keynesian theories that guide economic orthodoxy. The methodological and analytical foundations of Marxism, Austrianism, institutionalism, and bio-economism are surveyed and the policy prescriptions that emanate from these theories are compared with those of economic orthodoxy. Prerequisite: EC 212.

EC 351 ECONOMIC DEVELOPMENT [1 C.U.]: A study of the evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. The less developed countries of today are examined using theoretical models and actual data in

order to assess current economic conditions and prospects for future changes in those conditions. Prerequisite: EC 212.

EC 355 ENVIRONMENTAL ECONOMICS [1 C.U.]: A study of the economic impact of pollution and a critical examination of alternative proposals to deal with pollution problems. Topics explored include externalities, private and public property rights, and cost-benefit analysis. Prerequisite: EC 212.

EC 361 URBAN-REGIONAL ECONOMICS [1 C.U.]: A study of the economics of urbanization and regional interdependence and development. The applicability of location theory and other analytical tools will be explored to the ends of determining criteria for public expenditure and cost allocation in urban areas and in regions. Topics covered include growth and decay, housing, land use, and transportation. Prerequisites: EC 212 and 303 (or consent).

EC 365 RESOURCE ECONOMICS [1 C.U.]: A study of the economics of production and consumption of raw materials. Critical issues such as the choice of energy paths and styles of economic growth are examined. Prerequisite: EC 212.

EC 403 APPLIED MICROECONOMIC THEORY [1 C.U.]: A synthesis and application of microeconomic theory and methodology to decision making within a problem-solving environment. Stress is placed on problem formulation, mathematical analysis, and solution methods. Prerequisites: EC 212 and EC 303.

EC 404 SEMINAR IN ECONOMIC POLICY [1 C.U.]: Economic policy

activities of various units of government are studied as to their stated goals and their actual outcomes and impacts. Data are collected and subjected to various analyses including statistical approaches. Careful attention is given to the original intent of the policy activities. With the consent of the Head of the Department of Economics, this course may be repeated for credit. Prerequisites: EC 221, EC 303, and EC 304.

EC 411 INTRODUCTION TO MATHEMATICAL ECONOMICS [1 C.U.]: An application of selected mathematical tools from linear algebra, the calculus, and difference equations to the analyses of economic theo-

ries and problems. Topics covered include consumer choice, production, partial and general equilibrium, economic growth, and macroeconomic models. Prerequisites: EC 303, and EC 304.

EC 421 INTRODUCTION TO ECONOMETRICS [1 C.U.]: A study of elementary econometrics for students majoring in Economics. Topics covered include regression theory, multiple regression, simultaneous equations, identification problems, time series problems, selected estimating techniques, and basic econometric models. Prerequisites: EC 221, EC 303 and 304.

## *Education*

McAleer (Chair)  
Cotanche  
DeTure

McCarthy  
Shafe

↓ The Department of Education offers academic and field experiences which prepare liberal arts students to enter the teaching profession. Graduates of this state-approved Teacher Education Program are eligible for Florida State Teacher Certification, which is honored by 29 other states.

The Department of Education offers a major in Elementary Education. Students may take additional courses in the area of Early Childhood to supplement this major. Students who wish to teach in secondary schools (grades 7-12) must complete a major in the intended teaching area along with the certification courses offered by the Department of Education.

As soon as a student decides to seek Teacher Certification, he or she must file an Application for Admission to Teacher Education. This form is available at the Department of Education Office. The Director of Teacher Education will notify the student of action taken, and will supply explanation should the application be denied. A student must be admitted to Teacher Education before enrolling in the courses limited to majors and students seeking certification.

*Due to state regulations, students who apply for admission must have a combined SAT score of 835 or a combined ACT score of 17. Students applying for certification will be required to take a Florida Teacher's Examination upon graduation from the program.*

### *Course of Study*

Students seeking teacher certification, whether at the elementary or secondary levels, must complete: (1) core courses, (2) elementary or secondary sequence courses, and (3) student teaching.

#### **(1) Core Courses**

**BLOCK A:** (One course from this group)

**ED 100** Contemporary Issues in Education

**AS-ED 242** Sociology of Education

**ED 271** Shaping of Today's American School System

**ED-H 305** History of Education

**BLOCK B:** (All courses from this group)

**ED 272** Educational Psychology

**ED 324** Curriculum and School Organization

**BLOCK C:** (All courses from this group)

**ED 406 or 407** Teaching and Learning in Elementary/Secondary Schools

**ED 490 or 491** Student Teaching (Elementary/Secondary) (15 credit hours)

#### **(2a) Elementary Major Courses**

One course from Block A

All courses from Block B

**ED 406 and ED 490** from Block C

Graduate courses for undergraduate Elementary Education Majors:

**ED 509** Foundations of Reading

**EE 560** Enrichment: Music in Elementary Schools

**EE 561** Enrichment: Art in Elementary Schools

**EE 563** New Content in Elementary School Mathematics

**EE 564** Teaching the Sciences in Elementary School: Natural Science

**EE 566** Teaching the Sciences in Elementary School: Social Science

**EE 567** Enrichment: Health and Physical Education in Elementary Schools

**EE 568** New Content in Elementary School Language Arts

**EE 569** Literature for the Elementary School Child

Courses requiring concurrent registration:

**EE 560, EE 561, EE 567;  
EE 564 and EE 566**

### **(2b) Secondary Certification Sequence Courses**

(8 courses)

One course from Block A

All courses from Block B

**ED 407, ED 491, ED 517** from Block C (15 credits)

#### *Academic major*

Students who intend to teach in secondary schools (grades 7-12) must complete a major in their intended teaching area. Only the following majors are appropriate for secondary certification: Art, Biology, Chemistry, English, Foreign Languages, History, Mathematics, Music, Physics, and Theater Arts. With proper course selection, a student majoring in any of the social or behavioral sciences may qualify for certification in Social Studies. All art majors must also enroll in EE 561 Enrichment: Art in Elementary Schools. All music majors must enroll in EE 560 Enrichment: Music in Elementary Schools.

### **(3) Student Teaching (ED 490 and 491)**

A teaching internship experience in the area in which the student is to be certified is required of both the Elementary Education major and those obtaining secondary school certification. During the spring term of the junior year, students who have cumulative grade point averages of 2.0, as well as a cumulative average of 3.0 in the major, and who can show evidence that all subject prerequisites will be met before placement as a student teacher, may apply for admission to student teaching. The necessary forms are available at the Office of the Department of Education. These forms are filed with and reviewed by the Director of Student Teaching. Any student not approved for student teaching has the right of appeal to the Review Committee.

During the fall or spring term of the senior year, after approval for student teaching, the student will enroll in either ED 490: Student Teaching — Elementary, or ED 491: Student Teaching — Secondary, as appropriate. This course is worth 15 credit hours (three course units) and is graded on a Credit basis. The student teaching experience entails placement as a full-time teacher for a ten-week period in an area school. It represents the culminating experience in the professional preparation of teachers.

### *Special Sequence*

By taking additional courses in the area of Early Childhood Education, Elementary Education majors may be certified in this area as well.

### **Early Childhood Certification Sequence**

**ED 581** Methods of Early Childhood Education

**ED 582** Curriculum Design for Early Childhood Education

**ED 100 CONTEMPORARY ISSUES IN EDUCATION** [1 C.U.]: An introductory course covering such current issues as: contemporary school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and contemporary policy controversies. Uses a lecture/discussion format, and requires a position paper on a given educational issue. Suitable for non-majors. This course satisfies the social foundations requirement for teacher certification. Open to freshmen, sophomores and juniors. Seniors must obtain consent.

**AS-ED 242 SOCIOLOGY OF EDUCATION** [1 C.U.]: The role of the school with particular emphasis on political and economic dimensions. The internal structure of American education is analyzed using sociological concepts with a stress on conflict and change. Small discussion groups, films and TV tapes. Appropriate for non-majors. A. Jones/J. Weiss

**ED 250 GROUP DYNAMICS** [5 C.U.]: The interrelationships of group members; group roles, procedures and goals; self-exploration and feedback. Topics include leadership styles, group climates, size and process, the types of groups and group functioning. The course includes both didactic and experiential activities with the emphasis

upon the experiential (group functioning, role-playing, demonstrations, group problem-solving, etc.).

**ED 271 THE SHAPING OF TODAY'S AMERICAN SCHOOL SYSTEM** [1 C.U.]: The social, political, economic and historical background of the contemporary American school system. How social forces have shaped the curriculum, organization and purposes of formal education (grades K — college, public, private, and parochial). Meets the social foundations requirement for teacher certification.

**ED 272 EDUCATIONAL PSYCHOLOGY** [1 C.U.]: An application of psychological concepts to children and adolescents in school situations. The purpose of the course is to assist prospective teachers to acquire an understanding of child development, the processes of learning, evaluation and assessment, as well as the psychology of teaching. Motivation, perception, personality, intelligence, and learning are central concepts. A research paper, in-class projects, and review of current educational research are required. Meets a core requirement. Prerequisite: Major or consent. D. Cotanche

**ED-H 305 HISTORY OF EDUCATION** [1 C.U.]: An interpretative survey of the role education has played in Western society with an emphasis

on an historical analysis of the development of American education in the context of the nation's social and intellectual history. J. Lane

**ED 324 CURRICULUM AND SCHOOL ORGANIZATION [1 C.U.]:** Curriculum planning and school organization for both elementary and secondary schools. Course requirements include: reading cards, book reports, oral presentations, and in-school visitation. Required of all students seeking certification, regardless of level. Enrollment is limited to those who have been admitted to Teacher Education.

L. DeTure

**ED 351 THE EXCEPTIONAL INDIVIDUAL: A VALUES APPROACH [1 C.U.]:** Exceptional individuals differ from the "norm" either physically, emotionally, or intellectually. This course studies the organic and cultural basis of exceptionality with a focus on moral dilemmas created by societal demands and individual rights. Includes large and small group projects, individual participation, value analysis and direct experiences with exceptional children.

**ED 370 URBAN EDUCATION [1 C.U.]:** A study of the various socioeconomic class structures, legislation, conditions, population trends, school system characteristics, and family constructs which directly affect the urban education delivery system.

**ED 371 EQUALITY OF EDUCATIONAL OPPORTUNITY [1 C.U.]:** A study of the impact of race, sex, religion, and ethnicity on opportunities for educational advancement in American society. Includes a survey of past and present policy,

theoretical positions, and empirical findings. Prerequisite: ED 370.

**ED 372 ANALYSIS OF URBAN EDUCATION POLICIES [1 C.U.]:** An exploration of the intentions of legislative leaders and decision makers initiating laws, the enforcement or implementation, and the impact of the legislation on the educational environment from the perceptions of school district and higher education administrators. Prerequisite: ED 370.

**ED 406 TEACHING AND LEARNING IN ELEMENTARY SCHOOLS [1 C.U.]:** An intensive preparation for the student teaching experience open only to student teachers. Emphases will include humanistic techniques for teaching in the elementary school, summarized testing, and classroom management techniques. Daily assignments are coordinated with Phase I of the Student Teaching program.

**ED 407 TEACHING AND LEARNING IN SECONDARY SCHOOLS [1 C.U.]:** An advanced seminar studying the principles and methods of teaching and learning for secondary school teachers. This course is taken along with Student Teaching and provides an intensive preparation for that experience. Prerequisite: senior seeking secondary certification.

**ED 410 INDIVIDUALIZING INSTRUCTION: PACKAGING THE LEARNING ACTIVITY [1 C.U.]:** The preparation of learning activities in the cognitive, affective, and psychomotor domains for individualizing instruction; the study of curriculum guides in current use and the developmental nature of learners. Students are required to construct sequential learning packages. Prerequisite: sophomore status. L. DeTure

ED 450 CONTEMPORARY ADULTHOOD [1 C.U.]: The dynamics of growing old and the nature of adulthood in contemporary society. D. Cotanche

ED 452 PROBLEMS OF AGING IN AMERICAN SOCIETY [1 C.U.]: The course contains two components: information designed to increase understanding of a variety of characteristics of the over-sixty population; and developing skills and understanding with respect to service delivery systems designed for older adults. D. Cotanche

ED 490 STUDENT TEACHING — ELEMENTARY [3 C.U.]: A full-term student teaching internship including campus classwork, visitations to selected area schools and full-time teaching experience in local schools under the direction of a cooperating master teacher. This course is intended to provide a practical setting in which the student may integrate and apply the skills and knowledge acquired during the previous Teacher Education courses. ED 490 is equal to three course units (15 quarter hours). It is graded on a Credit/No Credit basis. Prerequisite: senior major. L. DeTure

ED 491 STUDENT TEACHING — SECONDARY [3 C.U.]: See course description for ED 490, with appropriate substitutions for teaching level. Prerequisite: senior seeking secondary certification. L. DeTure

ED 496A HUMAN RELATIONS [.5 C.U.]: Assists individuals in developing more effective verbal and non-verbal communications skills in interpersonal transactions and leadership. Through examination of attitudes, perceptions, and values, participants will become sensitized to

individual differences and the effects of these differences on interpersonal relationships and leadership style. Didactic and experiential learning will include mini-lectures, demonstrations, small group work, role-playing, and practice. Requires concurrent registration with ED 496 B. J. Provost

ED 496B LEADERSHIP SKILLS [.5 C.U.]: The implications of various leadership styles on organizational climate and productivity. Requires concurrent registration with ED 496 A. J. Provost

ED 509 FOUNDATIONS OF READING [1 C.U.]: Study of various approaches to teaching beginning reading, word recognition, study skills and comprehension. Class assignments will include testing and tutoring children in the elementary grades plus presenting mini-lessons in reading, creating an activity file, and group projects. Leads to certification in Elementary Education and is a requirement for the major in Education. Lecture/discussion. N. McAleer

ED 517 TEACHING (PARTICULAR SUBJECTS) IN SECONDARY SCHOOLS [1 C.U.]: A seminar on methods of teaching secondary school subjects. Special topics include: selection, evaluation, and use of instructional materials; problems of teaching reading in the content area; adapting the college major to the secondary school setting. Required of all students seeking secondary school certification. Prerequisite: senior major.

ED 581 METHODS OF EARLY CHILDHOOD EDUCATION [1 C.U.]:

This course examines developmentally appropriate strategies for working with young children who are active learners, autonomous decision-makers, and who learn best by concrete experiences. Methods for play, communication, mathematics, science, social studies and the expressive arts are emphasized. Completion of ED 581 and ED 582 entitle an elementary education major to certification in early childhood education.

**ED 582 CURRICULUM DESIGN FOR EARLY CHILDHOOD EDUCATION [1 C.U.]:** This course examines the theory, principles and practices of curriculum development in early childhood education from planning to evaluation and recycled to planning. Topics discussed are: What should comprise the early childhood curriculum? What is the purpose of early childhood schooling? What types of early childhood curricula are available? Completion of ED 581 and ED 582 entitle an elementary education major to certification in early childhood education.

**EE 560 ENRICHMENT: MUSIC IN ELEMENTARY SCHOOLS [.5 C.U.]:** A workshop covering the basic concepts, literature, and methods for teaching music in the elementary grades. Vocal and instrumental music are included, and the course stresses the use of music to provide creative experiences. Enrollment is limited to those seeking certification in elementary education or music.

**EE 561 ENRICHMENT: ART IN ELEMENTARY SCHOOLS [.5 C.U.]:** This course focuses on how art can be used to foster child development and supplement learning in the cur-

ricular areas. Related topics include sensory experiences, aesthetics and aesthetic education, managing a classroom art center and the adult's role in child art. Participants directly experience an array of artistic media and conduct art activities with children. Enrollment is limited to those seeking certification in elementary education or art.

**EE 563 NEW CONTENT IN ELEMENTARY SCHOOL MATHEMATICS [1 C.U.]:** This course reviews special methods of teaching mathematics to elementary school pupils. Topics include contemporary terminology and concepts, metrics, calculators, experience with manipulative mathematics materials and diagnostic-prescriptive techniques. Prerequisite: sophomore major.  
N. McAleer

**EE 564 TEACHING THE SCIENCES IN ELEMENTARY SCHOOL: NATURAL SCIENCE [.5 C.U.]:** This course examines the special methods for teaching science to elementary school pupils stressing the major concepts and processes of science. Topics include process skills, inquiry strategies, problem solving, environmental and ecological issues and science in a contemporary society. This course requires concurrent registration with EE 566. Prerequisite: sophomore major.  
L. DeTure

**EE 566 TEACHING THE SCIENCES IN ELEMENTARY SCHOOL: SOCIAL SCIENCE [.5 C.U.]:** This course reviews special methods of teaching social studies in the elementary grades. Topics include the foundations for social studies; exploring the human experience; environmen-



tal studies and conservation, teaching strategies for inquiry, problem solving and concept development. This course requires concurrent registration with EE 564. Prerequisite: sophomore major. L. DeTure

EE 567 ENRICHMENT: HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS [.5 C.U.]: This course reviews special methods for physical activities for children, concepts and materials of health education, and a study of the values underlying programs of personal fitness for children. Prerequisite: major.

EE 568 NEW CONTENT IN ELEMENTARY SCHOOL LANGUAGE ARTS [1 C.U.]: A study of language arts programs in the elementary schools. Provides students with skills needed

to teach manuscript and cursive writing, listening, media, developmental speech, traditional, descriptive, and transformational grammar, and creative and formal composition. Prerequisite: junior elementary education major. N. McAleer

EE 569 LITERATURE FOR THE ELEMENTARY SCHOOL CHILD [1 C.U.]: This course examines literature appropriate for use in the elementary grades. Topics include: the analysis and classification of children's literature; educational benefits of literature in the classroom; recent research in children's literature; major children's authors and illustrators; recurrent themes in children's literature; and techniques for the effective use of literature in the classroom. Prerequisite: junior elementary education major. N. McAleer

## English

Ser (Chair)  
Carson  
Cohen  
Curb  
Eller  
Nordstrom  
O'Sullivan

Pastore  
Phelan  
Seymour  
Starling  
Tarver  
West

↓ English exemplifies the spirit of the liberal arts by teaching students to read critically, think logically, speak effectively, and feel deeply by focusing attention on attempts to depict the triumphs and tribulations of the human condition in prose fiction and non-fiction, poetry, drama, and film.

Besides being an end in itself, the study of English is a pragmatic one, offering skills which can be used as an essential part of pre-professional training or for access into government or the business world.

Students majoring in English should complete the following courses and studies, choosing electives to suit their educational goals in consultation with their adviser:

English **201, 202, and 203** (Sophomore year)

English **303, 304** (Junior year)

Three electives in English literature before 1900 chosen from: English **301, 309, 314, 317, 318, 332, 333, 455, 456**

Three electives in English above the 100 level. With the adviser's approval, literature and language offerings from other departments may partially fulfill this requirement.

Independent Study (Senior year)

*Requirements for the Minor in English*

English **201, 202, and 203** (Sophomore year)

English **303, 304** (Junior year)

Two courses in English literature before 1900 chosen from: English **301, 309, 314, 317, 318, 332, 333, 455, 456**

One elective beyond the 100 level within the Department

**E 101 FRESHMAN RHETORIC AND COMPOSITION** [1 C.U.]: Examples of and practice in the kinds of writing students are expected to do in college. The final grade is determined by the student's demonstrated writing proficiency. Required of students who score below 600 on the English Achievement Test.

**E 150 INTRODUCTION TO LITERATURE** [1 C.U.]: An introduction to the structure, characteristics, and socio-cultural significance of literature. May be oriented according to genres or themes. Intended primarily for non-majors. May be repeated for credit.

**E 201/202 MAJOR ENGLISH WRITINGS, I & II** [1 C.U.]: A critical and historical approach, covering writers of the Medieval and Renaissance periods, including: the *Beowulf* poet, Chaucer, Spenser, Donne, Jonson, Milton and Bacon. 202 covers eighteenth- and nine-

teenth-century writers, including: Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning and Arnold. Required of English majors in the sophomore year. Lecture/discussion.

**E 203 INTRODUCTION TO LITERARY STUDY** [1 C.U.]: The principal critical approaches to literature and the major concepts, methods, and research tools essential to the study of literature. Required of English majors in the sophomore year; taken in conjunction with either English 201 or 202.

**E 205 THE ENGLISH LANGUAGE** [1 C.U.]: An introduction to the systematic and poetic dimensions of language. Covers the rules and meanings of English sounds, word-forms, sentence structures, and discourse units. Open to all majors. Strongly recommended for future teachers. S. Phelan

E 221/222 SELECTED STUDIES IN WORLD LITERATURE [1 C.U.]: Topics may include: the Bible, mythology, the epic, the international folk tale, Greek and Roman literature, movements in European literature from the Renaissance through Existentialism. May be repeated for credit. A. Nordstrom/S. Phelan

E 231 THE BIBLE AS LITERATURE [1 C.U.]: 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 *The World According to Garp* and *Jesus Christ Superstar*. M. O'Sullivan

E 241 SCIENCE FICTION [1 C.U.]: The course will begin with an historical overview of science fiction, from the days of Verne and Wells to the present. Then a variety of short stories, novellas, and novels will be carefully read. This is a values course, with emphasis upon both the aesthetic values of science fiction and the processes involved in decision making. Science fiction is a vehicle for alternative values systems, leading to alternative futures. C. Ser

E 254 GREEK DRAMA [1 C.U.]: An intensive study of the major tragedies of Aeschylus, Sophocles, and Euripedes, and the comedies of Aristophanes. Using Aristotle's *Poetics* as well as writings by scholars, modern students will study classical modes of characterization, plot structure, and the philosophical and mythological contexts. A few modern plays based on Greek dramas will be used as thematic and technical comparisons. Suitable for non-majors. R. Curb

E 259 TOPICS: STUDIES IN POPULAR CULTURE [1 C.U.]: Studies in the theories, forms, themes, and genres of popular culture. Comparative study of the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Topics vary yearly.

E 261 SELECTED STUDIES IN FILM [1 C.U.]: Film studies, varied from year to year as to genre and content. The focus of the course will be on history, aesthetics, or the relationship of film to literature. Suitable for non-majors. C. Ser

E 263 TWENTIETH-CENTURY DRAMA: BRITISH [1 C.U.]: Survey of theatrical styles and ideas of dramatists; including work of Shaw, Yeats, O'Casey, Synge, Galsworthy, Maugham, Coward, Eliot, Fry, Lessing, Osborne, Pinter, Stoppard, Bond, Duffy, Churchill. Lectures on the following topics: realism, symbolism, expressionism, social/political protest, the absurd. Suitable for non-majors. Every third year. R. Curb

E 264 TWENTIETH-CENTURY DRAMA: AMERICAN [1 C.U.]: Survey of theatrical styles and themes in dramatists; including the work of Gerstenberg, O'Neill, Glaspell, Odets, Steinbeck, Hellman, Saroyan, Wilder, Miller, Williams, McCullers, Childress, Albee, Hansberry, Baraka, Bullins, Terry. Lectures on the following topics: American realism and naturalism, the absurd, expressionism, influence of social and political movements. Suitable for non-majors. Every third year. R. Curb

E 272 JEWISH LITERATURE [1 C.U.]: A study of nineteenth-century eastern European Jewish literature, and contemporary Jewish-American

literature, including their philosophical, sociological, and theological backgrounds. C. Ser

E 275 SELECTED STUDIES IN MINORITY LITERATURE [1 C.U.]: Minority literary studies, varied from year to year. Examples of offerings: contemporary Black literature, survey of Black literature, and sociology of literature. May be repeated for credit. Suitable for non-majors.

E 276 LITERATURE OF THE WOMEN'S MOVEMENT [1 C.U.]: Introduction to feminist theory and interdisciplinary survey of traditional academic disciplines redesigned as women's studies. Reading and discussion of classics of the feminist movement of the last two decades. Consciousness raising on topics such as sexual stereotypes, anger, female friendships, lesbianism, mothering, violence against women, and economic power. R. Curb

E 301 RESTORATION AND EIGHTEENTH-CENTURY LITERATURE [1 C.U.]: A study of the literature and critical thought of British writers from Dryden to Burns. Special attention is given to Dryden, Pope, Swift, Goldsmith, and Johnson. Junior and senior years. Suitable for non-majors. M. O'Sullivan

E 303/304 AMERICAN LITERATURE [1 C.U.]: A critical, historical study of the forms and ideas shaping and produced by major American authors. Fall: Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Dickinson. Spring: James, Crane, Fitzgerald, Frost, Hemingway, Faulkner. Prerequisite: junior major or minor or consent. P. Pastore/B. Carson

E 306/307 SELECTED STUDIES IN AMERICAN LITERATURE [1 C.U.]: American literary studies, varied from year to year as to authors, genres, or historical and cultural movements. Sophomore, junior, senior years. May be repeated for credit.

E 308 SELECTED STUDIES IN BRITISH LITERATURE [1 C.U.]: English literary studies, varied from year to year as to authors, themes, genres, or historical and cultural movements. Sophomores, juniors, seniors. May be repeated for credit.

E 309 BRITISH RENAISSANCE LITERATURE [1 C.U.]: A study of major works from the sixteenth and seventeenth centuries, complementary to those read in English 201. Possible authors: More, Skelton, Wyatt, Surrey, Sidney, Spenser, Marlowe, Raleigh, Campion, Hooker, Webster, Herrick, Herbert, Marvell, Milton. Prerequisite: English 201 or consent. A. Nordstrom

E 310 ENGLISH LANGUAGE AND RHETORIC [1 C.U.]: A survey of the knowledge about our English language and rhetoric which is most practical in helping you to teach others (and yourself) how to write and how to rewrite. After an initial introduction of a theory of language for composition, the class will be devoted to analysis and correction of papers from high school and college students. Recommended for English and Education majors, especially valuable for those seeking graduate school teaching assistantships.

E 314 CHAUCER [1 C.U.]: A close reading of the *Canterbury Tales*, through which students will gain a knowledge of medieval English language and culture. S. Phelan

**E 315 SEMINAR IN VIRGINIA WOOLF** [1 C.U.]: Intended for the advanced student of literature who has sufficient interest in Virginia Woolf to complete a challenging reading list, to contribute to weekly seminar discussions and to write a final paper demonstrating depth, endurance and originality. J. West

**E 317/318 SHAKESPEARE** [1 C.U.]: A study of the major plays and sonnets. Both courses include comedies, tragedies, and histories. 317 covers the early plays; 318, the later. The class will give close attention to literal, poetic, philosophical and dramatic meanings of the plays, reading aloud, acting out, and hearing professional recordings of them. Ample opportunity to express personal responses both in writing and discussions. Suitable for non-majors. A. Nordstrom/O'Sullivan

**E 320 THE TWENTIES IN AMERICAN LITERATURE** [1 C.U.]: An exploration of the spirit of the American twenties — from Middletown to the Europe of the expatriates — using, as background, popular history, philosophy, sociology, essays, and films of the period. The class will analyze novels, poetry, and plays of the decade. B. Carson

**E 322 AMERICAN FEMINIST POETS** [1 C.U.]: Intensive study of selected poetry and prose of living American women whose primary genre is poetry and whose declared political orientation is feminist. The course will feature the works of Adrienne Rich, Audre Lorde, Robin Morgan, Susan Griffin, Ntosake Shange. Values orientation through a seminar approach: student explication of poetic forms as well as evaluation of social/political content and aesthetic/literary merit. R. Curb

**E 324 THE IMAGE OF HOLLYWOOD IN AMERICAN FICTION** [1 C.U.]: The conception of Hollywood as the culmination of (and usually the corruption of) the American Dream, as portrayed in the fiction of various American authors. Although primarily a novel course, some reading in the make-up of the film community and the impact of Hollywood on American culture (and vice versa) will be undertaken. Some novelists to be considered are Fitzgerald, Mailer, Nathaniel West, Joan Didion, Tom Tryon and others. We will not view films or discuss the aesthetics of film-making except as they might appear as thematic elements in the fiction. P. Pastore

**E 326 SOUTHERN WRITERS** [1 C.U.]: A study of selected Southern writers, including novelists, short story writers, and poets. Sophomore, junior, senior years. P. Pastore

**E 332 ENGLISH LITERATURE: ROMANTIC PERIOD** [1 C.U.]: A study of the literature and the critical thought of the English Romantic Movement, with special emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley. Junior, senior years. E. Cohen/R. Starling

**E 333 VICTORIAN POETRY AND PROSE** [1 C.U.]: The themes and styles of the major Victorian poets and essayists, such as Carlyle, Tennyson, Browning, Ruskin and Arnold. The literary works will also be evaluated against the backdrop of Victorian culture and counter-culture. Students may expect to engage in discussions of English, art, science, philosophy and politics from 1830-1900. Junior, senior status. E. Cohen/C. Ser

**E 363 EUROPEAN THEATER OF THE ABSURD** [1 C.U.]: An advanced course for junior/senior English, French, theater arts, philosophy, or art history majors or others with special background in theater, literature, or twentieth-century artistic or philosophical movement. Background theater pieces: Jarry's *Ubu* plays and Pirandello's major plays illustrating the infinity of masks behind which the actor/real character lurks to conceal/reveal truth. Theorists for study: Artaud and Esslin. Absurdist of 1950's and 1960's for close study: Ionesco, Arrabal, Beckett, Genet, Frisch, Mrozek, Pinter, Stoppard. Prerequisite: junior status. R. Curb

**E 364 MODERN EUROPEAN DRAMA** [1 C.U.]: Survey of techniques and ideas employed by major dramatists 1880-1950; covers Ibsen, Chekhov, Strindberg, Hauptmann, Brecht, Pirandello, Copek, Chiarelli, Toller, Cocteau, Anouilh, Giraudoux, Sartre, Camus. Lectures on relationship of theatrical styles to modern social, political, artistic movements. Records, films, videotapes. Readings of plays in class. Suitable for non-majors. Alternate years. R. Curb

**E 365 TWENTIETH-CENTURY ENGLISH NOVEL** [1 C.U.]: An intensive study of novels by such authors as Joyce, Lawrence, Spack and Virginia Woolf. E. Cohen/R. Starling

**E 366 TWENTIETH-CENTURY BRITISH AND AMERICAN POETRY** [1 C.U.]: British and American poets of the twentieth-century, with emphasis upon the major poets. Seminar structure. Sophomore, junior, senior years. Freshman by consent. Alternate years. J. West/E. Cohen

**E 367/369 CREATIVE WRITING** [1 C.U.]: A course in creative writing, conducted on the workshop plan. Reading and criticism of manuscripts that are written outside of class. Freshman through senior years by consent. May be repeated for credit. J. West

**E 370 THE TWENTIETH-CENTURY NOVEL IN AMERICA** [1 C.U.]: A study of selected novels by major American writers which reflect the social and anti-social trends prevalent in America from 1900 to the 1950's. Novelists to be considered: Dreiser, DosPassos, Hemingway, Lewis, Faulkner, Fitzgerald, Steinbeck, Robert Penn Warren and others. Prerequisite: upperclass status. P. Pastore/B. Carson

**E 375 AMERICAN FEMINIST DRAMA** [1 C.U.]: A study of feminist ideology in dramatic form and an exploration of feminist criticism of theater and literature; especially recommended for literature and theater arts majors and women's studies minors. This special course analyzes the intersections of art and politics in theater pieces, both collectively created and scripted by professional playwrights. Lectures on the history of American feminist theater and feminist theory. Viewing of live performances and films. Values approach to discussion and consciousness raising on growing up female, mother-daughter relationships, masks of feminine prettiness, women's poverty/aging/madness/alcoholism, violence against women, women bonding, political and spiritual feminism. R. Curb

**WS-E 376 WOMEN'S LIVES** [1 C.U.]: An upper level women's studies and literature elective in the genre of

personal history: biography, autobiography, diaries, journals, letters. Students will read full-length autobiographies and biographies by or about internationally famous artists, writers, scientists, scholars and outlaws, as well as short anecdotal essays, diary selections, letters of less celebrated women in collections of "confessional" pieces. Students will keep personal journals and produce either an autobiography or biography of a female relative illustrated with photographs and oral history. Through discussion and consciousness raising on women's roles and relationships, students will explore how women define and evaluate our own life experiences and how the selection of historical "facts" can create fictional personae. R. Curb

**E 381 MODERN EUROPEAN NOVEL** [1 C.U.]: The development of contemporary fiction in Europe. Representative authors such as Flaubert, Dostoevsky, Tolstoy, Hesse, Kafka, and Camus. Sophomores, juniors, seniors. C. Ser/S. Phelan

**E 390 EXPOSITORY WRITING** [1 C.U.]: Assumes basic competency in conventional syntax, mechanics and organization, as learned in freshman composition. Attention about equally divided between the kinds of advanced writing done in classes and writing expected after graduation.

A major objective is to develop, improve and make more flexible the techniques of writing. Unidentified student compositions, written for the class, will be subjected to peer evaluation. Prerequisite: upperclass status or by consent. May be repeated for credit if a different section is taken.

**E 392 EXPOSITORY WRITING: ENVIRONMENTAL ISSUES** [1 C.U.]: For Environmental Studies majors or students of other disciplines interested in environmental issues, this advanced composition course will develop skills in writing of various kinds: the argumentative essay, the technical report, the book review, and the personal essay which is a "reading" of nature. P. Pastore/S. Phelan

**E 393 EXPOSITORY WRITING: BUSINESS COMMUNICATIONS** [1 C.U.]: Communication in business, stressing letter writing and technical report writing. C. Ser

**E 399/499 INDEPENDENT STUDY**

**E 455/456 ENGLISH NOVEL I & II** [1 C.U.]: A discussion-oriented study of the development of the English novel. 455 covers novels by Richardson, Defoe, Fielding, Smollett and Sterne. 456 covers Scott through Hardy. Prerequisite: junior status. Alternate years. C. Ser/M. O'Sullivan

## *Environmental Studies*

Allen (Chair)  
Siry

↓ The Environmental Studies major is an interdisciplinary program dedicated to the study of natural and cultural systems essential for sustaining the quality of life on earth. Because environmental subjects must be examined from many points of view — scientific, economic, ethical, political, and sociological — it includes disciplines and faculty from several departments. Students study the uses and protection of resources shown to have impact on many physical and social sectors.

This major offers a common curriculum that will accomplish two fundamental objectives. The first is to provide a sound basis of knowledge which will enable the student to analyze and recommend actions on environmental issues, problems, and opportunities. The second is to provide either for more extensive course work across a number of disciplines, or for more intensive course work within one discipline.

Because it may be tailored to a student's individual needs, the Environmental Studies major can supply the student with (1) preparation for a career in environmentally related areas of concern; (2) a broad background in several related areas of study in the tradition of a liberal arts education; (3) some concentration in a particular discipline combined with the environmental major; (4) a basis for further study on the graduate level.

An important aspect of this major is the exposure to and involvement in real environmental problems that exist beyond the campus. Florida has been in the forefront of environmental issues in recent years and has pioneered attempted solutions. Therefore, the field experiences and guest lecturers associated with this major give a unique advantage to pursuing Environmental Studies at Rollins College.

An adviser should be selected who is associated with the Environmental Studies program. With the adviser's consent, courses especially relevant to the program may be substituted for non-core courses. Students who intend to pursue graduate study in a different discipline should minor in that discipline.

I. Graduation requirements are met by taking 16 courses relating to the major and approved by the adviser. Nine core courses are required:

- ES 189** The Environmental Crisis in its Cultural Context
- ES 191** Physical Concepts of Environmental Science
- ES 291** The Biosphere
- ES 292** Political Economy of Environmental Issues
- ES 293** The Geosphere
- ES 242** Environmental Analysis or **EC 221** Statistics



- ES 316** Ecology  
**ES-PH 309** Environmental Ethics  
**ES 413** Senior Seminar in Environmental Issues  
 or  
**ES 499** Internship

In addition, each student chooses one of the "tracks" listed below to complete the 16 course major.

*Liberal Arts* (for students not planning on graduate school in the natural sciences, political science, anthropology/sociology, or economics, but suitable as a pre-law curriculum)

- ES 270** Environmental Literata  
 or  
**ES-E 392** Expository Writing: Environmental Issues  
**ES 489** Environmental Planning  
 or  
**ES 386** Environmental Law  
**EC 355** Environmental Economics  
 or  
**ES-PO 362** Environmental Politics  
**AS 201** Cultural Anthropology  
 or  
**AS-ES 355** Dynamics of Socio-Cultural Change  
 Plus three additional electives chosen in consultation with adviser.

*Anthropology/Sociology*

- AS 200** Evolution of Human Society  
**AS 201** Cultural Anthropology  
**AS 316** Anthropology and the Colonial Experience  
 or  
**AS 317** Contemporary Social Issues and Problems  
**AS 343** Social Stratification  
**AS-ES 381** Seminar in Culture and Environment  
 Plus two electives from:  
**AS-ES 355** Dynamics of Socio-Cultural Change  
**AS 470** Seminar in the Sociology of Mass Media  
**AS 316** Anthropology and the Colonial Experience  
**AS 317** Contemporary Social Issues and Problems  
**ES 333** Human Ecology

*Biology*

- B 120** General Biology [waive 291 in core]

- C 120/121** General Chemistry I & II  
**C 220** Organic Chemistry  
**B 234** Plant Kingdom  
 or  
**B 236** Invertebrate-Vertebrate Zoology  
**B 351** Population Biology  
**B 408** Genetics  
 Plus one elective from:  
**B 394** Marine Biology  
**B 397** Tropical Biology  
**B 297** Tropical Field Biology  
**B 462** Evolution

*Chemistry*

- C 120/121** General Chemistry I & II  
**C 220/221** Organic Chemistry I & II  
**C 304** Physical Chemistry for the Life Sciences  
 or  
**C 305** Physical Chemistry I  
**C 320** Analytical Chemistry  
 and  
**C 380** Instrumental Analysis  
 or  
**C 350** Chemical Analysis in the Environment  
 and  
 One Elective  
 [Potentially waive ES 191 of core]

*Economics*

- EC 221** Micro Principles  
**EC 212** Macro Principles  
**EC 303** Micro Theory  
**EC 304** Macro Theory  
**EC 221** Statistics  
**EC 355** Environmental Economics  
 Plus one elective from:  
**ES 489** Environmental Planning  
**ES 365** Resource Economics  
**ES-PO 362** Environmental Politics  
**ES 386** Environmental Law

*Politics*

- PO 160** Introduction to Politics: American  
**PO 132** World Issues of Our Times  
**PO 361** The Federal Polity  
 or

- PO 381** The Legislative Process  
**PO 362** Environmental Politics  
**PO 371** Parties, Public Opinion and Pressure Groups  
 Plus two electives from:  
**PO 130** Introduction to Politics: International  
**PO 382** Constitutional Law  
**H-PO 392** Development of American Political Culture  
**PO 481** Seminar in American Politics  
**EC 355** Environmental Economics  
**ES 489** Environmental Planning  
**ES 386** Environmental Law  
**SC 115** OCEANOGRAPHY See description listed under SCIENCE.  
**SC 110** CHEMISTRY AND THE ENVIRONMENT See description listed under SCIENCE.

**ES 189 THE ENVIRONMENTAL CRISIS IN ITS CULTURAL CONTEXT**  
 An interdisciplinary view of humanity's responsibility to nature, the technocratic drift of society, and the conflicts between material values and environmental value. Emphasis is given to the development of the mechanistic world view and the re-emergence of an organic or holistic perspective.

**ES 191 PHYSICAL CONCEPTS OF ENVIRONMENTAL SCIENCE**  
 Consult instructor for course description when offered.

**ES 216 ECOLOGY** The interrelationships of organisms and their environments, including population, community, and ecosystem ecology. Emphasis on aquatic and terrestrial systems of Central Florida. With laboratory.

**B 234 PLANT KINGDOM** See description listed under BIOLOGY.

**ES 242 ENVIRONMENTAL ANALYSIS** [1 C.U.]: The aim of this course is for students to develop a scientific,

logical approach to defining environmental problems and determining which to study. Methods will be presented, and compared for application to particular problems, e.g. field measurements, sampling, questionnaires, etc. Details of data collection and analysis will be considered, including statistical analyses and potential use of computers. The course will also include a section on presentation of results, that is, how to prepare them, where to publish or present them, and possible blockades (social, political and others). Scientific ethics will be discussed.

**ES 290 ALTERNATIVES TO CHEMICAL AGRICULTURE** [1 C.U.]: Explores the philosophical and technical underpinnings of ecologically sound agricultural practices. We will explore the development of agriculture as an arm of the chemical industry and explore practical alternatives. The class project will be the creation, by the students, of an organic garden on the Rollins campus. B. Allen

**ES 291 THE BIOSPHERE [1.5 C.U.]:** A survey of current biological principles, emphasizing the structure and function of cells, plant and animal physiology and anatomy, development, genetics, diversity, ecology and evolution.

**ES 292 POLITICAL ECONOMY OF ENVIRONMENTAL ISSUES [1 C.U.]:** The transformation of organic society into market society and the resulting commodification of nature provide a background for understanding the political and economic framework of contemporary environmental issues.

**ES 293 THE GEOSPHERE WITH LAB [1.5 C.U.]:** An introductory course in earth science which includes geology, oceanography and meteorology designed for the required core curriculum of the Environmental Studies major. Prerequisite: ES 191 or consent. Not open to students who have taken G 140, SC 115, SC 150, or SC 270.

**ES-B 316 ECOLOGY** A field-oriented course covering the fundamental processes and organization which characterize populations, communities, and ecosystems. Laboratory-field methodology in the analysis of representative aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades region. With laboratory. Prerequisite: ES 191.

**ES 333 HUMAN ECOLOGY** The aim of this course is to teach human ecology as a method for understanding human behavior through the combined analysis of social and biological adaptations. More specifically, we will ask what aspects of human social systems are heavily influenced by environmental vari-

ables, and what effect human systems have on their biological surroundings. In order to do this, students will be presented with basic concepts of ecology and of human social systems and familiarized with the methods and problems in trying to combine these fields. The second portion of the course will deal with the application of these principles to the evolution of human systems from the pre-human level to the industrial revolution. The third part of the course will deal with human ecology in the modern world, particularly as it applies to modernization, city dwelling, depletion of natural resources, and international competition.

**ES-H 343 HISTORY OF SCIENCE [1 C.U.]:** A survey of physical and biological sciences from the middle ages to the present. Emphasis on the ideas, issues, personalities and institutions that have contributed to 20th-century science. Prerequisite: H101-102 or consent. J. Siry

**AS 355 DYNAMICS OF SOCIO-CULTURAL CHANGE** See description listed under ANTHROPOLOGY-SOCIOLOGY.

**ES 377 WILDERNESS AND THE AMERICAN MIND [.5 C.U.]:** Explores the mutual relationship, through time, of how the idea of wilderness has molded our perceptions of wild nature as well as directed our (ab)use of it. E. Scheer

**ES 386 ENVIRONMENTAL LAW:** A generalist's perspective on the interpretation and application of federal, state, and local environmental regulations in the U.S. Attention will be given to major federal environmental legislation, focusing mainly on national land use plan-

ning and the federal judicial response to environmental problems both past and present. Topics covered include: air pollution, water pollution, dredge and fill laws, historic preservation, and toxic waste regulations. Recommended: ES 191, ES 192.

**AS-ES 381 SEMINAR ON CULTURE AND THE ENVIRONMENT**  
See description listed under ANTHROPOLOGY-SOCIOLOGY.

**ES 389 ENVIRONMENTAL IMPACT STATEMENTS [1 C.U.]:** After studying the National Environmental Policy Act (NEPA), the subsequent guidelines for the preparation of Environmental Impact Statements (EIS) of the Council on Environmental Quality and other readings, students will apply this knowledge to the analysis and class presentation of an EIS. Individual conferences will help prepare the student to meet this requirement, which is an exercise in applying the law and sharpening abilities to integrate knowledge from different disciplines. The course concludes with small teams of students, in conference with the instructor, generating a detailed outline of an EIS of their choice. E. Scheer

**E 392 EXPOSITORY WRITING: ENVIRONMENTAL ISSUES** See description listed under ENGLISH.

**ES 399/499 INDEPENDENT STUDY/ ENVIRONMENTAL RESEARCH:** Field-and problem-oriented independent research topics in the area of specialty. Prerequisite: sophomore or preferably junior standing for ES 399; senior standing for ES 499, which is a requirement of majors in their area of concentration. Consent of adviser for ES 499.

**ES 413 SENIOR SEMINAR IN ENVIRONMENTAL ISSUES [1 C.U.]:** An interdisciplinary capstone experience. Students are responsible for researching an environmental issue related to a common theme. The research is conducted under the guidance of the Environmental Studies faculty and presented in both oral and written form in an open seminar format.

**ES 483 HISTORY OF AMERICAN CONSERVATION [1 C.U.]:** This course traces the development of the American conservation movement and its impact on economic, natural resource and environmental policies.

**ES 489 ENVIRONMENTAL PLANNING [1 C.U.]:** A practical, interdisciplinary approach to managing our limited environmental resources. Course work will emphasize an understanding of the competing demands for urban growth and development and the need to conserve and protect the natural environment. The course will conclude with an examination of environmental issues in the Central Florida area. Required of Environmental Studies majors in their junior or senior year. Prerequisite: ES 189. Recommended: ES 191 and ES 192.

**ES-PH 309 ENVIRONMENTAL ETHICS [1 C.U.]:** Using a general systems approach, students will explore the interrelationships between people's basic guiding values, the use of the earth's resources, and the possibilities for human survival. Reviews the current "storm of crises" confronting humankind (population, food, energy and pollution), and what technologically possible solutions are available; seeks to discover what kinds of actions ought to

be done, what kinds of attitudes ought to be promoted, and how people — including ourselves — might be motivated to do what is right.

ES-PO 362 ENVIRONMENTAL POLITICS [1 C.U.]: A detailed examination of the political dimensions and implications of the environmental and energy crises. Includes a con-

sideration of the purposes and behavior of environmental political action groups, energy and environmental legislation, congressional and Presidential behavior, the ideology of environmental politics, and an extensive discussion of the political, social, and cultural implications of a steady-state society. Prerequisite: PO 160.

## *Foreign Languages*

French, Classical Greek, German, Italian, Latin, Portuguese, Russian, Spanish

Borsoi (Chair)  
Boguslawski  
Bonnell  
Heath  
Johnson

Kerr  
Lancaster  
Lima  
Lopez-Criado  
Mésavage

↓ The Department serves the needs of those who wish to achieve knowledge of a foreign language and the literature and culture it embodies. It also provides — at the more advanced levels — preparation for those who plan to teach, anticipate graduate study and research, or wish to use foreign language as an important skill in various professional fields.

### *Requirements for a Major*

Two majors are recognized:

1. A student may major in French, German, or Spanish by completing 10 courses on the 200, 300, and 400 level of that language (FL 301 may count as one of these courses), plus one of the following:
  - (a) courses through 201, or its equivalent, of any other language.
  - (b) courses through 102, or its equivalent, of any two other languages.
  - (c) a minor in another foreign language or in Classical Studies.
2. A student may major in Foreign Languages by completing 8 courses in one language and 8 additional language courses approved by the Department. The linguistics course (FL 301), or its equivalent, also is required for completion of this major.

### *Requirements for a Minor*

A student may minor in French, German, Russian or Spanish by completing 6 courses at the 200, 300, or 400 level. FL 301 (Introduction to

Language) may not be counted as one of the language courses toward a minor. A student may also minor in Classical Studies. Those who desire to complete this minor are required to take 8 courses in the Classical Studies program, at least 3 of which must be in Latin and/or Classical Greek language. The remaining courses may be any combination of Latin, Greek, or translation/interdisciplinary offerings listed below:

Language		Translation/Interdisciplinary	
LT 101-102	GK 101-102	CL 231	A-H 195
LT 201	GK 291	CL 232	A-AS 293
LT 202		CL 233	E 254
LT 391		CL 234	E 308
		A 219	H 208
			PH 231

### *Study Abroad*

Qualified Rollins students may participate in foreign study programs. Such students may:

1. apply directly for admission to a foreign university.
2. apply for admission to an approved foreign study program administered by another U.S. college, university or consortium.
3. participate in Rollins College's own overseas programs. Currently, Rollins offers a summer program in Madrid — Verano Español — and Winter Term programs in such places as the Soviet Union, Austria/Germany and France.

If either of the first two options is chosen, the student should fill out the Request for Study Abroad form available at the Dean of the Faculty's Office.

With the approval of the Department, courses completed by language majors in accredited academic programs abroad may count toward the major if such courses are taken in the foreign language, even though they may not be labeled language study courses.

### *Other Curricular Opportunities*

The Department of Foreign Languages hosts an annual *Southeast Conference on Foreign Languages and Literatures*, inviting scholars from colleges and universities throughout the United States and foreign countries to Rollins. Scholarly papers on literary and pedagogical topics concerning all the languages taught in the department are solicited for presentation. The conference is opened to all members of the Rollins community and welcomes the exchange of academic interests in all foreign languages.

### *Courses of Instruction*

Offerings taught in English (See appropriate heading for description).

**CL 231** Love at Rome: Roman Literature in Translation

**CL 232** Greek and Roman Mythology

- CL 233** Homer, *Hubris, Gods and Mortals: Greek Literature in Translation*  
**CL 234** Ancient Novel in Translation  
**FL 301** Introduction to Language  
**FR 242/442** Imaginary Voyages in French Prose Fiction  
**GN 221** Germany Today  
**RN 221** Introduction to Russian Culture  
**RN 231** Survey of Russian Literature in Translation

### *General*

**FL 301 INTRODUCTION TO LANGUAGE** [1 C.U.]: An introduction to language: how language is "put together" as well as how it develops and changes. Taught in English. E. Borsoi

### *Classical Languages*

**GK 101-102 BEGINNING GREEK** [1 C.U. each semester]: Introduction to the grammar and syntax of Attic Greek (the Greek of classical Athens) with an emphasis on reading the ancient texts as soon as possible. This course is dependent upon enrollment and scheduling, and may not be offered every year. Prerequisite: none. J. Heath

**GK 291 TUTORIAL IN GREEK LITERATURE** [1 C.U.]: Readings in Greek prose and poetry for students who have completed GK 101/102 or its equivalent. Texts will be chosen by student and instructor. Prerequisite: instructor's permission. J. Heath

**LT 101-102 BEGINNING LATIN** [1 C.U.]: An introduction to the grammar and syntax of classical Latin. Emphasis on forms and translation of simple prose. Written drilling exercises — no language lab. Frequent reference to historical, cultural, and etymological matters. Prerequisite: none (LT 102 is second semester continuation of LT 101). J. Heath

**LT 201 INTERMEDIATE LATIN** [1 C.U.]: Graded readings in Latin prose and poetry (Phaedrus, Nepos, Aulus, Gellius). The goal of this course is to solidify students' knowledge of Latin grammar and to increase speed and facility in translation. Prerequisite: LT 102 or 2-3 years of high school Latin (see instructor). J. Heath

**LT 202 READINGS IN LATIN PROSE AND POETRY** [1 C.U.]: Authors and texts change each year. The emphasis in this course is on translation and understanding of the text in its cultural and literary background. Prerequisite: LT 201 or instructor's permission. J. Heath

**LT 391 TUTORIAL IN LATIN LITERATURE** [1 C.U.]: This course is for serious students who wish to pursue their study of Latin beyond LT 202 (second year). Texts will be chosen by student and instructor. Prerequisite: instructor's permission. J. Heath

**CL 231 LOVE AT ROME: ROMAN LITERATURE IN TRANSLATION** [1 C.U.]: An examination of the way in which the very personal experience of love is handled in the very public (and not necessarily debauched) literature and culture of ancient Rome. This theme will serve as *cicerone* through what amounts to be a survey of most of the important



Latin authors. Texts will include examples of ancient Roman comedy, philosophy, epic, pastoral, tragedy, novel, satire, and especially love poetry. The social realities which form the background to these works will be examined through readings in ancient historians and modern secondary literature. Slide presentations will help outline the Romans' priapic propensities. The course will climax with a discussion of how some of these Roman values were assimilated into post-classical times. Alternate years. J. Heath

**CL 232 GREEK AND ROMAN MYTHOLOGY [1 C.U.]:** A study of the content, structure and function of the principal myths as they appear in classical literature. The main work of this course will be the readings of the primary literary sources (in translation), supplemented with material drawn from ancient art and archaeology. This course will lead students from the depths of chaos through divine machinations to the labors of heroic saga. Myths will be seen against the background of ancient religion and illuminated by post-classical retellings in literature and art. Lectures, slide presentations, and discussions. Alternate years. J. Heath

**CL 233 HOMER, HUBRIS, GODS, AND MORTALS: GREEK LITERATURE IN TRANSLATION [1 C.U.]:** A survey of Greek intellectual history from the Bronze Age through the death of Alexander the Great. Examples of ancient Greek epic, lyric, philosophy, tragedy, historiography, comedy, oratory, and science will be read and discussed as products of their own time and culture as sources of Western artistic, intellectual, and moral traditions, and (most

importantly) as works still meaningful for us today. Texts will be tied together by focusing on common themes such as heroism, the relationship between thought and action, the conflicts between individual and society, the tension between rationalistic and mythological conceptions of world order, the nature of divinity and its relationship to human beings. Examples of Greek art will be used to illustrate the development of ideas and attitudes. Alternate years. J. Heath

**CL 234 ANCIENT NOVEL IN TRANSLATION [1 C.U.]:** The goal of this course is to make some sense of the plethora of sexual scandals, faked deaths, pirate kidnappings, whining lovers, divine meddling, and virginity tests which seem to form the backbone of the ancient Greek and Roman novels. After the *Odyssey* (the first romance in Western literature) the texts will include the works of Chariton, Xenophon of Ephesus, Achilles Tatius, Heliodorus, Longus, Petronius, and Apuleius. Besides discussion of the usual literary matters, there will be an emphasis on the late Hellenistic and early Christian literary and social background. Students will read examples of ancient historiography, epistolography, love elegy, hagio-graphy, comedy, pastoral, and rhetoric. The course will conclude with a look at early Christian and Byzantine romances, and perhaps the modern novel as well. Lectures, discussions, and slide presentations will help introduce students to this entertaining (and most neglected) area of classical literature. Alternate years. J. Heath

### *Modern Languages*

Prefix determined by language: French (FR), German (GN), Italian (IT), Portuguese (PT), Russian (RN), Spanish (SH).

101-102 ELEMENTARY FRENCH, GERMAN, ITALIAN, PORTUGUESE, RUSSIAN, OR SPANISH [1 C.U.]: Grammar, readings, cultural material, intensive oral practice, laboratory. Italian and Portuguese offered alternate years. Prerequisite for 102: 101 or equivalent.

201 INTERMEDIATE FRENCH, GERMAN, ITALIAN, RUSSIAN OR SPANISH [1 C.U.]: Reading, writing, speaking, grammar review, laboratory. Italian offered alternate years when enrollments permit. Prerequisite: 102 or equivalent.

202 INTERMEDIATE FRENCH, GERMAN, ITALIAN, RUSSIAN OR SPANISH [1 C.U.]: The second semester of the intermediate course. Reading for comprehension and expansion of vocabulary; practice for improvement of oral and written proficiency; enhancement of cultural background; application and reinforcement of grammatical concepts. Italian offered alternate years when enrollments permit. Prerequisite: 201 or equivalent.

### French

FR 211 CONVERSATIONAL FRENCH [1 C.U.]: Intended primarily for non-majors who have completed one or two years of French and wish to improve their conversational ability. Course objectives include building vocabulary, perfecting pronunciation, and improving listening comprehension and oral expression.

Prerequisite: FR 102 or the equivalent. P. Lancaster

FR 221 FRENCH CULTURE AND ETHNIC IDENTITY [1 C.U.]: An exploration of the important aspects of French culture that shape and sustain French national identity. Students will be offered an appreciation of the linguistic, historical, religious, and sociopolitical facets of French society through the study of speech patterns, mannerisms, gestures and contemporary thoughts and aspirations. Lectures and discussions conducted in French. Prerequisite: FR 102 or the equivalent. Alternate years. R. Lima

FR 242/442 IMAGINARY VOYAGES IN FRENCH PROSE FICTION [1 C.U.]: An evaluation of the imaginary voyage genre in French prose fiction as a vehicle for ideas. Students will investigate the genre's polemic, concentrating on the utopian motif, the characterization of non-Europeans and the changing social, political and philosophical concepts presented in selected works by French authors from the Middle Ages to the present. Principal authors include: Chrétien de Troyes, Rabelais, Voltaire, Jules Verne, Céline, Butor and Tournier. Lectures and class discussions in English. French majors will read texts in French while non-majors read them in translation. Alternate years. R. Lima

FR 301 ADVANCED FRENCH [1 C.U.]: Reading and discussing short literary texts from various periods. Grammar exercises and composition assignments related to the readings encourage the mastery of vocabulary, grammatical structures, verb forms and idioms. Prerequisite: FR 202 or consent.

FR 311 COMPOSITION AND CONVERSATION [1 C.U.]: Readings on contemporary French culture serve as a basis for class discussions about topics of current interest. Students have the opportunity to perfect communication skills through writing compositions and making oral presentations. Prerequisite: FR 202 or consent.

FR 321 FRENCH CIVILIZATION, CULTURE, AND HISTORY [1 C.U.]: An examination of the major political, intellectual, social and economic events in French society. The conflict between traditional and modern values will be studied through issues such as education, the family, employment, and the place of women in society. Lectures and discussions in French. Prerequisite: FR 202 or consent. Alternate years. R. Mésavage

FR 331-332 INTRODUCTION TO FRENCH LITERATURE [1 C.U. each semester]: An introduction to the textual analysis of French literary works. Selections and complete works of poetry, essay, theater and fiction will be analyzed structurally and contextually. The course may be oriented according to period or genre, and may be repeated for credit. Lectures and discussions will be conducted in French. Prerequisite: FR 202 or consent.

FR 441 THE FRENCH NOVEL [1 C.U.]: Development of the novel from the seventeenth century to the present. Includes principal authors such as Mme de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. Prerequisite: a 300-level French course. Alternate years.

FR 451 FRENCH POETRY [1 C.U.]: Development of poetry from the Middle Ages to the present. Includes principal works and authors such as La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chénier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarmé, Apollinaire, Valéry, Eluard, Char, and Prévert. Prerequisite: a 300-level French course. Alternate years.

FR 461 FRENCH THEATER [1 C.U.]: Development of the theater from the Middle Ages to the present. Includes principal authors such as Jodelle, Corneille, Racine, Molière, Marivaux, Beaumarchais, Hugo, Musset, Claudel, Giraudoux, Anouilh, Sartre, Ionesco, Beckett and Genêt. Prerequisite: a 300-level French course. Alternate years.

FR 481 SEMINAR [1 C.U.]: Special topics such as French Avant-Garde Theater, French New Novel, French Short Story, Québécois Literature, Francophone literature from Africa and the Caribbean. Prerequisite: a 300-level French course or consent. Alternate years.

## German

GN 211 GERMANY TODAY [1 C.U.]: The course will examine the present state of German society through a study of the political institutions, political parties, the educational system, the media, industry and trade unions, the role of women, youth, foreign workers, as well as of the cultural scene. Taught in English. P. Bonnell

GN 311 ADVANCED COMPOSITION AND CONVERSATION [1 C.U.]: Extensive practice in writing compositions and in conversation about a

wide range of topics. Stresses building a large and varied vocabulary. Prerequisite: German 201 or score of 550 in the Language Achievement Test of the CEEB. P. Bonnell

GN 331-332 SURVEY OF GERMAN LITERATURE [1 C.U.]: A survey of German literature from the seventeenth-century to the present. The works of Goethe, Schiller, Hölderlin, Rilke, Thomas Mann, Franz Kafka, Hermann Hesse, Heinrich Boll, Gunter Grass and many other great writers and poets, especially of the nineteenth-and twentieth-centuries. Prerequisite: German 201 or score of 550 in the Language Test of the CEEB. P. Bonnell

GN 431 EIGHTEENTH- AND NINETEENTH-CENTURY LITERATURE [1 C.U.]: Vorklassik, Hocklassik Romantik. Prerequisite: German 331, 332. P. Bonnell

GN 432 LATE NINETEENTH- AND TWENTIETH-CENTURY LITERATURE [1 C.U.]: Realism, naturalism, and modern. Prerequisite: German 331, 332. P. Bonnell

GN 481 SEMINAR [1 C.U.]: Advanced study of literary or linguistic topics. Prerequisite: German 331, 332, or consent of instructor. P. Bonnell

## Russian

RN 225 INTRODUCTION TO RUSSIAN CULTURE [1 C.U.]: A study of various aspects of Russian culture (art, architecture, folklore) from its Byzantine roots to the 20th century. Through slide presentations, lectures, readings, and discussions, the students will become acquainted with the greatest achievements of the Russian culture and their place

in the world culture, and will develop skills necessary to understand and appreciate cultural phenomena unknown, misunderstood, or even "alien" to a Westerner. Taught in English. Prerequisite: instructor's consent. A. Boguslawski

RN 235 SURVEY OF RUSSIAN LITERATURE IN TRANSLATION [1 C.U.]: A survey of Russian Literature from its beginnings to the present, the students will read prose works of such authors as Pushkin, Gogol, Dostoyevsky, Tolstoy, Chekhov, Zamyatin, Solzhenitsyn, Nabokov, Sokolov, and others. The lectures and discussions will provide necessary historical, cultural, and literary background for understanding and appreciation of Russian literature. The aim of the course is to demonstrate that the greatest works of Russian literature are a part of world literary heritage. Taught in English. Prerequisite: Instructor's consent. A. Boguslawski

RN 311 ADVANCED COMPOSITION AND CONVERSATION [1 C.U.]: Perfection of written and oral skills through readings on contemporary Russian culture selected from Soviet Literature and current publications. Prerequisite: RN 202 or consent. A. Boguslawski

## Spanish

SH 301 ADVANCED SPANISH GRAMMAR [1 C.U.]: A study of the fine points of Spanish grammar, vocabulary and pronunciation. Functional application of this material through translations, written exercises, compositions and oral presentations. Prerequisite: SH 202 or consent. E. Borsoi

SH 311 ADVANCED COMPOSITION AND CONVERSATION [1 C.U.]: Regular practice in oral and written expression, derived from selected readings. Prerequisite: SH 202 or consent. F. Lopez-Criado

SH 321 SPANISH LIFE AND SOCIETY [1 C.U.]: A study of the historical, cultural, sociological and political factors which influence Spanish society. Taught in Spanish. Suitable for qualified majors and non-majors. Prerequisite: SH 202 or consent. Alternate years. E. Borsoi or F. Lopez-Criado

SH 322 LATIN AMERICAN LIFE AND SOCIETY [1 C.U.]: A study of the historical, cultural, sociological and political factors which influence Latin American society. Taught in Spanish. Suitable for qualified majors, non-majors. Prerequisite: SH 202 or consent. Alternate years. R. Kerr

SH 331 SURVEY OF SPANISH LITERATURE [1 C.U.]: Selected readings from the Medieval period to the present: The *Poema del Cid*, *El Libro de buen amor*, *La Celestina*, works by Cervantes, Calderón and Lope de Vega from the *Siglo de Oro*, representative authors and works of the Generation of '98 and the Post-Civil War period. Prerequisite: SH 202 or consent. Alternate years. F. Lopez-Criado

SH 332 SURVEY OF LATIN AMERICAN LITERATURE [1 C.U.]: Selected readings with emphasis on nineteenth- and twentieth-century authors and movements: Echeverría and the Romantics, Darío and the Modernist movement, Borges, Paz, Neruda, García Márquez and other major contemporary poets and novelists. Prerequisite: SH 202 or

consent. Alternate years. R. Kerr

SH 401 THE SPANISH LANGUAGE [1 C.U.]: A study of Spanish phonology, morphology and syntax and the relationship of these areas to the historical development of the language. Prerequisite: any 300-level Spanish course. Alternate years. E. Borsoi

SH 431 SPANISH LITERATURE: THEATER/POETRY [1 C.U.]: Selected topics in Spanish drama from Lope to Calderón to the Post-Franco era; major poets, movements and periods from the *Romancero* to Aleixandre and beyond. Focus and scope may vary at the discretion of the instructor. Prerequisite: SH 331 or SH 341, or consent. Alternate years. F. Lopez-Criado

SH 432 LATIN AMERICAN LITERATURE: THEATER/POETRY [1 C.U.]: Major trends in contemporary Latin American drama, from social protest and the absurd to theater of cruelty and surrealism: Usigli, Solórzano, Wolff, Gambaro, Carballido, Triana and beyond; poetry of the Post-Modernist period with primary emphasis on the works of Huidobro, Vallejo, Neruda and Paz. Specific genre focus may vary at the discretion of the instructor. Prerequisite: SH 331 or SH 341, or consent. Alternate years. R. Kerr

SH 441 SPANISH LITERATURE: PROSE [1 C.U.]: The major authors, periods and movements of the Peninsular narrative: Cervantes, Galdos, "Clarín," the Generation of '98 and the Post-Civil War period. Focus and scope may vary at the discretion of the instructor. Prerequisite: SH 331 or SH 341 or consent. Alternate years. F. Lopez-Criado

SH 442 LATIN AMERICAN LITERATURE: PROSE [1 C.U.]: The short story from Echeverría to Borges; the novel from Lizardi to the *Nueva novela*, emphasizing the twentieth-century from Azuela to García Márquez. Scope and focus may change at the instructor's discretion. Prerequisite: SH 331 or SH 341, or con-

sent. Alternate years. R. Kerr

SH 481 SEMINAR [1 C.U.]: Advanced study of literary, linguistic or cultural topics of special interest or importance. Prerequisite: any 400-level Spanish course. Not offered every year.

## *Health Sciences Advising Program*

Coordinator: Eileen Gregory

↓ The Health Sciences Program at Rollins College offers an interdisciplinary approach to the preparation of students planning to enter a health-related professional school. The program is constructed upon the idea of preprofessional courses in the context of a liberal arts major.

In this program a student can satisfy the entrance requirements of professional schools in the health field and major in a discipline of particular interest, e.g., English, history, philosophy, biology, chemistry or any other field of choice. Medical and dental schools prefer that students major in a given subject with some concentration, but the choice of the major area is entirely up to the individual.

The health-related professional schools in the United States and Canada specify a fairly uniform set of basic entrance requirements and, in addition, many of them indicate undergraduate courses that are recommended, strongly in some instances. A student should consult the most recent bulletin of the Association of the American Medical Colleges or, for other health-related professions, the appropriate publications for the requirements and recommendations of the professional schools in his or her state of residence.

*In general a student interested in a career in the health field should complete the following courses:*

- B 120** General Biology I
- B 121** General Biology II
- C 120** General Chemistry I
- C 121** General Chemistry II
- C 220** Organic Chemistry I
- C 221** Organic Chemistry II
- P 120** General Physics I

**P 121** General Physics II

**E 101** Freshman Rhetoric and Composition

In addition, the student should enroll in at least one other English course, preferably in composition, and two courses in mathematics, of which at least one is calculus.

Since the application process for health-related professional schools begins during the spring of the junior year, the above courses should be completed by that time.

Students interested in the allied health professions should note that Rollins has established a cooperative agreement with the Medical Technology Program at Duke University Medical Center. Graduates from Rollins with majors in biology or chemistry will receive priority consideration for admission to Duke's 14-month program in medical technology. Students successfully completing the program are eligible for national certification as a medical technologist.

Students with an interest in preparing themselves for a health-related career should contact the coordinator as early as possible in their freshman year. Faculty members of the Health Sciences Advisory Committee will then work with the student and his or her academic adviser to design a curriculum suited to each student's interest and goals.

# History

Williams (Chair)  
Edmondson  
Lane

Levis  
Watkins

‡ The discipline of History is dedicated to the understanding and imaginative reconstruction of past human activities, institutions, ideas, and aspirations in light of current knowledge, concerns, and hopes for the future. A knowledge of History is desirable for both its intrinsic worth and its illumination of the present problems and future prospects of particular societies and humankind in general. By its methodology and values, History belongs to both the Humanities and the Social Sciences.

The Department of History affords students the opportunity for a rigorous education providing a broad foundation for informal citizenship and personal development. Such an education also teaches habits of critical thought and skills of research and writing which facilitate professional specialization in graduate and professional schools.

Every History major must complete twelve courses, of which at least six must be on the 300-400 level. A major must also complete H 113, 114, 242, and 243 or demonstrate a sufficiently strong grasp of Modern European and American History to warrant the waiver of these requirements. Students who wish to develop a History minor must complete eight courses, of which at least four must be at the 300-400 level. Students following a major or minor in History are expected to plan the sequence of courses in consultation with their academic advisers.

H 101-102 THE ESSENTIALS OF WORLD CIVILIZATION [1 C.U.]: An introduction to the dominant traits, achievements, and dilemmas of great civilizations from the Ancient Far East to Modern Europe. 101 will reach from prehistory to 1600; 102 will extend from 1600 to the present. Principally lecture. Suitable for non-majors. C. Edmondson

H 113-114 HISTORY OF MODERN EUROPE [1 C.U.]: An introduction to the political, intellectual, social, economic and religious history of Europe from the Renaissance to the present. 113 covers 1500-1815; 114, 1815-present. Lecture/discussion.

Suitable for non-majors. C. Edmondson/B. Levis

H 200 THE AMERICAN EXPERIENCE: A CULTURAL HISTORY [1 C.U.]: An introduction to American Culture through an examination of how significant American values and attitudes helped shape behavior and institutions. Representative topics will deal with the historical development of the concepts of community, public virtue, equality, individualism, self-help, melting pot, frontier, efficiency, mission, public welfare and others. Suitable for students who have taken either H 242 or 243 or both and also for those who sim-



ply have an interest in why we believe what we believe. J. Lane

**H 208 ANCIENT HISTORY [1 C.U.]:** A survey of the ancient world from prehistoric times through the middle of the fifth century with emphasis on Greece and Rome. Lecture/discussion. Suitable for non-majors. Alternate years. B. Levis

**H 209 MEDIEVAL HISTORY [1 C.U.]:** An introduction to medieval Europe from the fifth to the fifteenth century with special emphasis on social, political, and religious developments. Lecture/discussion. Suitable for non-majors. Alternate years. B. Levis

**H 242-243 HISTORY OF THE UNITED STATES [1 C.U.]:** A survey of the major political, social, and economic themes from the era of the American Revolution to the present. H 242 covers 1763-1877; H 243 covers 1877 to the present. Required readings include a textbook, secondary source essays, primary source documents and perhaps a topical book. Suitable for non-majors. J. Lane/G. Williams

**H 247 RACE IN AMERICAN HISTORY [1 C.U.]:** To understand doctrines, attitudes, and practices of white racial supremacy in American history, we must trace the development of what one historian has called "the black image in the white mind." This image, which incorporates mental/intellectual, physical/sexual, and moral/spiritual traits, has been the product of numerous attempts, formal and informal, to delineate the "character" of Afro-Americans. White Americans have developed images of other minorities (Indians and various im-

migrant and ethnic groups), as well. In this course we will examine, among other topics, the origins of racial images in the colonial era, the relationship between race and slavery from the seventeenth to the nineteenth century, "scientific" theories about racial characteristics, the liberal response to racism, and contemporary racial attitudes. G. Williams

**H 260 HISTORY OF IMPERIAL CHINA [1 C.U.]:** An examination of the major political, intellectual, social, economic and diplomatic themes of Chinese History from the Chou Dynasty to the fall of the Ch'ing Dynasty. Extensive readings and critical papers. Appropriate for non-majors. C. Edmondson

**H 261 HISTORY OF CHINA SINCE 1911 [1 C.U.]:** A study of the development of China from the early Republican period to the aftermath of the Cultural Revolution with emphasis upon nationalism, Marxism, revolutionary tactics, and Chinese relations with the USSR and USA. Extensive readings with critical papers. Appropriate for non-majors. C. Edmondson

**ED-H 305 HISTORY OF AMERICAN EDUCATION [1 C.U.]:** An interpretive survey of the role education has played in American society with an emphasis on an historical analysis of the development of American education in the context of the nation's social and intellectual history. J. Lane

**H 325 TUDOR-STUART ENGLAND, 1485-1714 [1 C.U.]:** The political, constitutional, religious, and social development in England. The course will center around class discussions based upon extensive read-

ings. Suitable for non-majors. Alternate years. B. Levis

H 326 HANOVERIAN ENGLAND, 1714-1918 [1 C.U.]: A continuation of H 325, focusing on the period from the Hanoverian succession to the end of World War I. Class discussions will be based upon extensive readings. Suitable for non-majors. Alternate years. B. Levis

H 328 EUROPEAN DIPLOMACY, 1848 TO WORLD WAR II [1 C.U.]: The concepts, techniques, forces, and personalities which dominated European diplomacy in the era of Europe's greatest power and which formed the prelude to contemporary diplomacy. Alternate years. C. Edmondson

H 330 AMERICA BETWEEN THE TWO WORLD WARS [1 C.U.]: After a study of the 1920's, this course focuses on the economic crisis and the subsequent New Deal reform movement. Emphasis is given to conflicting interpretations of Roosevelt and the New Deal and to the social impact of the Depression on American life. Alternate years. J. Lane

H 333 AGE OF JEFFERSON AND JACKSON [1 C.U.]: Among the major themes of the period from the 1780's to the 1840's, special attention will be given to the memory of the American Revolution, the impact of the French Revolution, the ideology of republicanism, ethnocultural politics, the origin and development of political parties, and the Jacksonian mystique. Discussion emphasized. Prerequisite: H 242 or consent. Alternate years. G. Williams

H 334 CIVIL WAR AND RECONSTRUCTION [1 C.U.]: An in-depth examination of the period 1846-1877: the causes and consequences of the war, the slavery-expansion controversy, changes in political parties, and the attempt to provide constitutional protection for the freedmen. Discussion emphasized. Prerequisite: H 242 or consent. Alternate years. G. Williams

H 335 HISTORY OF THE SOUTH [1 C.U.]: An interpretive survey of the major themes in Southern history from the Constitutional period to the present. Among the topics covered will be the Old South mystique, Southern self-consciousness, the slavery subculture, Southern preoccupation with race, New South creeds, and the importance of myth and symbol in Southern history and of the South as myth and symbol. Discussion emphasized. Prerequisite: H 242, 243 or consent. Alternate years. G. Williams

H 341 ERA OF THE AMERICAN REVOLUTION [1 C.U.]: An examination of the major social, political, and economic developments in the Colonial-Revolutionary periods. The nature of colonial society, the place of the colonies in the British mercantile system, and the origins of American political culture will be analyzed, followed by a study of the causes and consequences of the Revolution. The U.S. Constitution will be examined as the culmination of the Revolutionary era. Discussion emphasized. Prerequisite: H 242 or consent. Alternate years. B. Levis/ G. Williams

EC-H 342 HISTORY OF ECONOMIC THOUGHT [1 C.U.]: An examination of the development of economic theory and analysis from the an-

cient Greeks to the modern period, emphasizing economic thought from the mercantilists to Marshall. Lecture/discussion based on selections from the writings of major economists. Suitable for both History and Economics majors. Alternate years. B. Levis

H 344-345 AMERICAN CONSTITUTIONAL HISTORY [1 C.U.]: A survey of the major themes in American constitutional history from the Colonial period to the present emphasizing the influence of historical movements (Jacksonianism, Progressivism) and historical developments (industrialism, war) on the Constitution. Discussions will center on major Supreme Court decisions. H 344 covers the Colonial period to 1877; H 345 covers 1877 to present. J. Lane

H 346 AMERICA SINCE 1945 [1 C.U.]: Thematic approach to post-World War II years with special attention to social and cultural trends. Discussion emphasized. Prerequisite: H 243 or consent. Alternate years. G. Williams

H 354 HISTORY OF IMPERIAL RUSSIA [1 C.U.]: A survey of the political, social, economic, and intellectual forces which shaped the development of Russia to the outbreak of World War I. Suitable for non-majors. Alternate years. C. Edmondson

H 355 HISTORY OF THE SOVIET UNION [1 C.U.]: Emphasis is placed upon the Revolutions of 1917, the stabilization of the Soviet regime and the rise of Stalinism, industrial modernization and its impact, and the expansion of Soviet power. Suitable for non-majors. Alternate years. C. Edmondson

H 362 HISTORY OF AMERICAN FOREIGN POLICY [1 C.U.]: An exploration and analysis of the patterns and themes in the development of American foreign policy from the early period to the present. Requirements include written projects and class participation with emphasis on twentieth-century American foreign policy. J. Lane

H 365 TOPICS IN HISTORY [1 C.U.]: Selected studies in American and Modern European history. Topics will generally be narrow in scope, allowing students to investigate a particular problem in some depth. May be repeated for credit.

H 368 ANATOMY OF REVOLUTION [1 C.U.]: A comparative study of revolutionary activity in England during the seventeenth century and America and France in the eighteenth century. The impact of intellectual, social, and political forces in each instance will be analyzed and contrasted with the other revolutionary movements. Suitable for non-majors. Alternate years. B. Levis

H 372 THE REFORMATION [1 C.U.]: An analysis of the causes and consequences of the Protestant Reformation in the sixteenth and early seventeenth century. The course will examine the main religious, political, and social causes of the Reformation in Germany, Switzerland, and England; the reaction of the Roman Catholic Church to the Protestant challenge; and the social, political, and intellectual consequences of the movement. Discussion emphasized. Suitable for non-majors. Alternate years. B. Levis

**H 373 THE GILDED AGE: THE MAKING OF MODERN AMERICA [1 C.U.]:** The history of the United States from 1877 to 1917 emphasizing the diversity of experience of the American people in the years of industrialization. Among the groups considered will be farmers, workers, businessmen, immigrants, Blacks, women, intellectuals, professionals and reformers. Prerequisite: H 243.

**H 383 THE DECLINE OF EUROPE [1 C.U.]:** An analysis of Europe's loss of equilibrium and hegemony after 1914 and the cultural and intellectual impact of that decline. Topics to be emphasized will include the impact of World War I, the rise of totalitarianism and its historical meaning, the sensation of anomie, the disintegration of the colonial empires, World War II, and the Holocaust. Suitable for non-majors. Alternate years. C. Edmondson

**H-PO 392 DEVELOPMENT OF AMERICAN POLITICAL CULTURE [1 C.U.]:** The question of the origins and historical development of

ideology in the United States is central to the study of American political culture. This course will be devoted principally to an analysis of the relationship between republicanism and liberalism as the core of American political thought and culture. This theme will be explored through an examination of the following concepts: human nature, individualism, civic virtue, the public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and the marketplace, success, progress, and Social Darwinism. Discussion emphasized. Prerequisite: H 242, or PO 120, H 200, or consent. Alternate years. L. Greyson/G. Williams

**H 480 SELECTED STUDIES IN HISTORY [1 C.U.]:** Special advanced studies in history to be determined in consultation with the instructor. Students enrolling must be majors, have junior or senior standing, have a cumulative average of 3.33 or better, and have the approval of the department chairman and the instructor. May be repeated for credit.

## *Honors Degree Courses*

**HC 201-202 HONORS SEMINAR: METHODS [.5 C.U. each]:** A discussion of the different ways in which scientists, historians, anthropologists, artists and others approach the effort to understand our common world. The course acquaints the students with the methods and perspectives of the major disciplines and encourages, from the beginning, a sense of responsibility toward the educational process in which they are engaged. T. Cook

**HC 301-302 LIBERAL EDUCATION IN WESTERN CULTURE [.5 C.U. each]:** An exploration of the kind of education we call "liberal." Through the use of historical models, examples and a variety of interdisciplinary sources, we will examine what past cultures (starting with the Greeks and ending with modern America) meant by the idea of liberal education. In the process we will learn much about western culture because education is a window for viewing a society's values.

Assignments will include selections from Plato's *Republic*, Swift's *Battle of the Books*, Franklin's *Autobiography*, Henry Adam's *Education*, Sennett's *Fall of Public Man*, Clavell's *King Rat*, and *Chariots of Fire*. J. Lane

## Latin American and Caribbean Affairs

Coordinator: Pedro A. Pequeño

‡ The area major in Latin American and Caribbean Affairs involves at least three academic departments and includes a minimum of sixteen (16) approved courses in the area. At least half of these courses must be at the upper division level (courses numbered 300 or above). At least two of these upper division courses must be in one department, excluding the senior independent project, and the seminar (seminar course so designated) requirement. Each student will complete an approved senior independent project, ideally during the winter term of the student's senior year (in very special cases it may be undertaken at any time during the senior year but approval must be sought).

The area major in Latin American and Caribbean Affairs is interdisciplinary in nature in that it focuses on the geographical regions of Latin America and the Caribbean from a variety of perspectives. The skills of the various disciplines represented in the program are applied toward a better understanding of the peoples, cultures, and resources of Latin America and the Caribbean. Knowledge of the major languages spoken in the area is considered of special importance in this program.

The student who plans to major in Latin American and Caribbean Affairs is required to take courses in four areas: Foreign Languages (primarily from Spanish, French, and Portuguese), Anthropology-Sociology, History (of Latin America and/or the Caribbean), and Politics. Of these areas and/or disciplines, mastery of a foreign language (either Spanish or Portuguese for Latin America, or French for those students who plan to specialize in the French-speaking Caribbean) is essential.

### Core Courses: Eleven Required

- SH 321** (Spanish 321 — Advanced Composition and Conversation). Please see description of this course under Spanish Language courses.
- SH 341** or **441** (Spanish 341 or 441 — Survey of Latin American Literature). Please see description of this course under Spanish Language courses.
- SH** Any one elective in Spanish to choose from: an independent study course (dealing with Latin America), or any other course offered by the Spanish Department but dealing with Latin America. A Winter Term course on Latin America (on campus as well as off campus) is

accepted.

Two additional courses in French and/or Portuguese (excluding courses in translation).

**LACA 100/300** Foundations of Latin American Life and Culture (or, AS 260 Peoples and Cultures of Latin America, in the event that LACA 100/300 is not offered.

**LACA 105/305** Foundations of Caribbean Life and Society (or, AS 259 Peoples and Cultures of the Caribbean, in the event that LACA 105/305 is not offered.

**LC-PO 321** The Politics of Latin America. See description of this course under POLITICS course offerings.

**LC-H 205** History of Latin America.

**LC-AS 325** Seminar in Latin American and Caribbean Problems.

**LACA 499** Senior Independent Project.

*Electives: Five Required*

**Part A:** Any three courses from PART A (courses with more concentration in Latin America and the Caribbean).

**LC-H 206** History of the Caribbean.

**LACA** Any Winter Term Course dealing exclusively with Latin America (including Hispanics in the U.S.) or the Caribbean. Approval by the coordinator of the program is a requirement.

**LC-PO 217/317** Latin America and the United States in World Politics.

**LC-AS 355** Dynamics of Socio-Cultural Change. Please see description of this course under ANTHROPOLOGY-SOCIOLOGY course offerings.

**LACA** Any new course which could be offered during the academic year by the person occupying the Alfred J. Hanna Chair of Latin American Studies.

**Part B:** Any two courses from PART B (courses with less concentration in Latin American and the Caribbean).

**AS 201** Cultural Anthropology. Please see description of this course under ANTHROPOLOGY-SOCIOLOGY course offerings.

**PO 100** Introduction to Politics: Comparative. Please see description of this course under POLITICS course offerings.

**PO 130** Introduction to Politics: International Relations. Please see description of this course under POLITICS course offerings.

**PO 311** Authoritarianism: Right and Left. Please see description of this course under POLITICS course offerings.

**EC 211** Principles of Economics: Macroeconomics. Please see description of this course under ECONOMICS course offerings.

**EC 212** Principles of Economics: Microeconomics. Please see description of this course under ECONOMICS course offerings.

The Latin American and Caribbean Affairs major is strongly encouraged to participate in the present overseas programs to Latin American and the Caribbean. Members of the Latin American and Caribbean Affairs committee are of the opinion that these courses are not only preparatory for a specific career, but are indispensable for students contemplating a career in business, government, library research, or the professions where a competency in the area study of Latin America and the Caribbean is required or desirable. The major is also preparatory for students planning graduate work in Latin American Studies.

The faculty committee in Latin American and Caribbean Affairs will consider, on an individual basis, the substitution of courses taken abroad for required courses in this major at Rollins College. In addition, in the event that a student wishes to concentrate in the French Caribbean region, the committee will substitute the language requirement from Spanish to French, but only after the student has obtained the prior approval from the Latin American and Caribbean Affairs Committee.

**LACA 100/300 FOUNDATIONS OF LATIN AMERICAN LIFE AND CULTURE [1 C.U.]:** An introductory course which surveys the foundations of Latin American life and culture, from the time of Spanish discovery of the Americas until the present. Because the course emphasizes an understanding of the culture and institutions of Latin America, some of the basic topics to be covered in the course include: the Indian background of Latin American culture; the colonial Hispanic foundations; the social and cultural history of Colonial U.S. and Colonial Latin America; the search for a Latin American identity; the basic themes of Latin American literature with emphasis in the nineteenth and twentieth centuries; issues of economic dependency and economic development; Latin American governments and the socio-political context of its political institutions; problems of the contemporary political economy; U.S.-Latin America diplomatic and international relations; and the future of Latin America. Course is open to all the students and no

background in the area is needed. Course is taught in English and it fulfills the "C" (knowledge of other cultures) requirement for the college. Course is taught in conjunction with a number of distinguished authorities of the Latin American world who will be flown in from a number of U.S. universities and from abroad. P. Pequeño

**LACA 105/305 FOUNDATIONS OF CARIBBEAN LIFE AND CULTURE [1 C.U.]:** An introductory course which surveys the foundations of Caribbean life and culture, from the time of the discovery of the Americas, in 1492, until the present. Some of the major topics to be covered in the course include: Africa in the New World; history and the colonial heritage of the Caribbean; slavery and its impact on culture and society; the ideological and socio-political background of Caribbean society; the plantation system and its consequences in Caribbean life; the social structure of contemporary Caribbean societies; ethnicity and ethnic group relations; the major themes of English, Spanish, and French Carib-

bean literature; folklore and religion; U.S.-Caribbean international relations; and the future of the Caribbean as it affects life in the islands and as it affects the U.S. Course is taught in English and fulfills the "C" (knowledge of other cultures) requirement of the college. Course is open to all the students and no previous background of the region is needed. Course is taught in conjunction with a number of distinguished authorities of the Caribbean world who will be flown in from a number of U.S. universities and from abroad. P. Pequeño

LACA 205 HISTORY OF LATIN AMERICA [1 C.U.]: An introductory course which surveys the history of Latin America (excluding the Caribbean region) from 1492, Columbus' discovery of the Americas, until today. The course will place heavier emphasis on the history of Mexico, Colombia, Peru, Chile, Argentina and Venezuela. Course is taught in English; it fulfills the "C" (knowledge of other cultures) requirement of the college. Staff

LACA 206 HISTORY OF THE CARIBBEAN [1 C.U.]: An introductory course which surveys the history of the Caribbean, from the time of the European discovery of the region, until the present. The course will place heavier emphasis on the history of the Greater Antilles (Cuba, Haiti, Dominican Republic, Puerto Rico, and Jamaica), and, to a lesser extent, the Lesser Antilles. Course is taught in English; it fulfills the "C" (knowledge of other cultures) requirement of the college. Staff

LC-PO 217/317 LATIN AMERICA AND THE UNITED STATES IN WORLD POLITICS [1 C.U.]: A survey of the events, institutions, and is-

ues that have dominated the relations of the United States with Latin America and a general view of the process through which a special relationship developed, how this process was affected by historical events, and what possibilities exist for its future course. Special emphasis will be given to contemporary issues and problems in the Caribbean and Central America. Course is open to all students; no previous background in Politics or Latin American Studies is necessary. Staff

LC-PO 321 THE POLITICS OF LATIN AMERICA [1 C.U.]: A study of Latin American politics; the problems of underdevelopment, cultural traditions and socioeconomic conditions of the region, major techniques and approaches that have been employed in the study of this political experience. Emphasis on the problem of winning and maintaining political power, and bringing about change in Latin American political systems. Valdes

LC-AS 325 SEMINAR IN LATIN AMERICAN AND CARIBBEAN PROBLEMS [1 C.U.]: A research seminar on the contemporary problems of the political economy in Latin America, and/or the Caribbean, from a social scientific point-of-view. Issues to be explored include: the failure/success of a number of significant institutions in light of the economic development (and underdevelopment) of the region; the radicalization of the masses; problems created by overpopulation, land scarcity and hunger; the issue of human rights; the role elites play in the social and political life; the social activism of the Catholic Church; and the nature of today's revolutions, radicaliza-



tion, etc. Even though this course is suited for the non-major some degree of familiarity with the region is desirable. Course will focus on different topics every year and can be repeated for credit with the consent of the instructor. Course is taught in English and will have a number of distinguished speakers as part of the course. P. Pequeño

**LACA 499 SENIOR INDEPENDENT PROJECT** [1 C.U.]: A one-term intensive independent project required of all seniors majoring in Latin American and Caribbean Affairs. The director/facilitator of the senior independent project can be anyone of

the faculty members represented in the program. The senior independent project course can be repeated in the event that the individual student is writing his/her project for Honors in the Major Field, but approval from the coordinator of the program is a must. Staff

**NOTE:** The major in the Latin American and Caribbean Affairs Program must consult offerings in the following departments: Spanish, French, Portuguese, Economics, Politics, International Relations, Anthropology-Sociology, History, for courses which might apply for this major.

## *Mathematical Sciences*

Bowers (Chair)  
G. Child  
J. D. Child  
Naleway

Skidmore  
Wahab  
Williams

† The student majoring in Mathematical Sciences obtains an introduction to three main areas of mathematics: analysis, algebra, and probability and statistics. Courses are offered which explore traditional applications to the physical sciences and the newest applications to the social sciences: operations research, linear programming, and optimization.

Typically, a freshman planning to major in the Mathematical Sciences will take Physics 201-202, Computer Science 150 (or 160), Mathematics 111-112 (or M 113-114), and distribution courses as required. Well-qualified entering students are advised to take the Advanced Placement Examination in calculus for college credit and exemption from one or more terms of calculus.

The major in Mathematical Sciences requires the completion of 12 courses. In addition, knowledge of either the BASIC or FORTRAN computer programming languages is required; this can be obtained by completion of Introduction to Computing (CS 150 or CS 160). The sequence Physics 201-202 is strongly recommended, as much of mathematics has its origins in the physical sciences.

The core of 8 required courses is the following:

**M 111** Calculus I or **M 113** Honors Calculus I

- M 112** Calculus II or **M 114** Honors Calculus II  
**M 211** Calculus III  
**M 212** Ordinary Differential Equations  
**M 219** Probability  
**M 220** Statistics  
**M 311** Advanced Multivariable Calculus I  
**M 321** Linear Algebra

In consultation with the adviser, the student will select courses from the following groups, plus two electives at the 200 level or above which may include CS 260 and CS 261.

**GROUP A: Choose at least one**

- M 312** Advanced Multivariable Calculus II  
**M 322** Discrete Structures  
**M 340** Numerical Analysis

**GROUP B: Choose at least one**

- M 412** Complex Analysis  
**M 430** Optimization  
**M 440** Operations Research  
 Both **M 430** and **M 440** are recommended.

*Major in Mathematical Sciences with emphasis in Computer Science.*

Sixteen courses are required with 10 in Mathematical Sciences and 6 in Computer Science.

*Requirements*

The 8 core courses in Mathematical Sciences are required plus one course from Group A, one course from Group B, and six courses in Computer Science including:

- CS 260** Structured Programming  
**CS 261** Applications of Structured Programming  
**CS 350** Assembly Language Programming and Computer Organization  
**CS 360** Data Structures  
**CS 370** Operating System Design Principles or **CS 380** Programming Languages

One elective in Computer Science at the 200 level or above.

*Requirements for the Minor in Mathematical Sciences*

The student who minors in Mathematics must complete 8 courses. The standard group of required courses is the following:

- M 111** Calculus I or **M 113** Honors Calculus I  
**M 112** Calculus II or **M 114** Honors Calculus II

- M 211** Calculus III
- M 212** Ordinary Differential Equations
- M 219** Probability
- M 220** Statistics
- M 321** Linear Algebra

In consultation with an adviser from the Department the student will elect one course in Mathematical Sciences at the 200 level or above.

**M 101 FINITE MATHEMATICS** [1 C.U.]: Investigates some applications of mathematical thought in modern society. Topics to be selected from probability, statistics, matrices, game theory, linear programming, and simple computer programming. Credit for Math 101 will *not* be given to anyone who has credit for another college-level mathematics course.

**M 109 PRECALCULUS MATHEMATICS** [1 C.U.]: The concept of function; behavior and properties of the elementary functions, i.e., polynomial and rational functions, exponential, logarithmic, and trigonometric functions; inverse functions. Emphasizes curve sketching. Some review of algebra; no use of calculus. Intended primarily for biology, pre-medicine, business and economics students who do not elect M 110 or M 111. Students with two years of high school algebra, one year of geometry, and some trigonometry should elect M 110 or M 111 rather than this course.

**M 110 APPLIED CALCULUS** [1 C.U.]: Techniques of differentiation and integration of the elementary functions with applications to business, economics, and the life sciences. Some multivariable calculus. Intended as a terminal calculus course, primarily for biology, pre-medicine, business and economics

students who do not elect M 111, but suitable for other well-prepared students who desire some knowledge of calculus. Not open to students with credit in M 111. Prerequisite: M 109 or two years of high school algebra, one year of geometry, and some trigonometry.

**M 111 CALCULUS I** [1 C.U.]: Derivatives of the elementary functions, i.e., polynomial, rational, exponential, logarithmic, trigonometric and inverse functions; extremal problems; curve sketching; the definite integral; anti-derivatives; some integration techniques. Prior knowledge of calculus is not assumed. Mathematics and physical science majors should elect this course. Other science and business and economics majors should elect either this course, M 109, or M 110. Suitable for other well-prepared students. Not open to those students with credit in M 110. Prerequisite: M 109 or two years of high school algebra, one year of geometry, and some trigonometry.

**M 112 CALCULUS II** [1 C.U.]: Continuation of Mathematics 111. More integration techniques and applications; elementary differential geometry; polar coordinates; functions of several variables; partial derivatives; multiple integrals; cylindrical and spherical coordinates. Prerequisite: M 110 or M 111, or equivalent.

**M 113 HONORS CALCULUS I** [1 C.U.]: Replaces M 111 for those students who have taken a year of calculus in high school and earned at least a B average in that course. A review of the differentiation and integration techniques for elementary functions. Treats the topics in Mathematics 111, but in more depth. Prerequisite: One year high school calculus.

**M 114 HONORS CALCULUS II** [1 C.U.]: Continuation of M 113. Treats the topics of M 112 in more depth. Prerequisite: M 113, or M 111, and consent.

**M 117 APPLIED MATHEMATICS FOR ECONOMICS** [1 C.U.]: Applications in economics and business. Selected topics from linear inequalities, vectors and matrix algebra, linear programming, mathematics of finance, partial derivatives, Lagrange multipliers, differential equations, finite difference equations, and probability. Primarily intended for students of business and economics. Prerequisite: M 110 or M 111, or equivalent. Not intended to replace M 112. Offered in Spring Term only. Alternate years.

**M 120 STATISTICS FOR THE NATURAL SCIENCES** [1 C.U.]: The application of the theory of classical statistics to the testing of hypothesis and to estimation are given. As time permits, other topics in non parametric statistics, analysis of variance and design of experiments are discussed. The course is intended for the preparation of health science students as well as those in physics, chemistry and biology. It offers the type of education in statistics recommended by several of the medical schools for applications to their programs. Prerequisites: M 109, M 110 or M 111.

**CS 150 Introduction to Computing**  
See description under COMPUTER SCIENCE.

**CS 160 Introduction to Computer Science for Science and Mathematics majors.** See description under COMPUTER SCIENCE.

**M 211 CALCULUS III** [1 C.U.]: Continuation of Mathematics 112 or Mathematics 114. Vectors, directional derivatives and the gradient; extremal problems for functions of several variables; improper integrals; sequences and series; power series; introductory linear algebra. Prerequisite: M 112 or M 114.

**M 212 ORDINARY DIFFERENTIAL EQUATIONS** [1 C.U.]: First order equations; theory of linear differential equations; series solutions; systems of linear differential equations; introduction to boundary value problems and eigenvalues. Prerequisite: M 211 or consent.

**M 219 PROBABILITY** [1 C.U.]: Sample spaces, counting techniques, conditional probability, random variables (discrete and continuous), special distributions including binomial, Poisson, uniform, and normal. Recommended to mathematics, physics, and pre-engineering majors. Prerequisite: M 112.

**M 220 MATHEMATICAL STATISTICS** [1 C.U.]: Basic ideas of distributions and expectations. Theories on hypothesis testing, regression and correlation, sampling theory, estimation and Bayesian methods. Prerequisite: M 219.

**CS 260 Structured Programming**  
See description under COMPUTER SCIENCE.

**CS 261** Applications of Structured Programming

See description under COMPUTER SCIENCE.

**CS 298** Directed Study in Computer Science

See description under COMPUTER SCIENCE.

**M 311** ADVANCED MULTIVARIABLE CALCULUS I [1 C.U.]: Transformations, the Jacobean, implicit functions; vector analysis; Green's divergence, and Stokes' theorems. Prerequisite: M 211.

**M 312** ADVANCED MULTIVARIABLE CALCULUS II [1 C.U.]: Function spaces with inner product, orthogonal bases; special functions of mathematical physics; Fourier series and transforms; applications to the heat and wave equations and other boundary-value problems. Prerequisite: M 311.

**M 321** LINEAR ALGEBRA [1 C.U.]: Matrix algebra; vector spaces; linear transformations and matrix representations; similar matrices; relation between linear mappings and systems of linear equations; inner product and norms; determinants; eigenvalues; Cayley-Hamilton theorem. Applications emphasized. Prerequisite: M 212.

**M 322** DISCRETE STRUCTURES [1 C.U.]: A course in abstract algebra intended for both mathematics majors and those interested in computer science. Set theory; algebras and algorithms; monoids, groups, lattices, Boolean algebras; applications to computer science. Prerequisite: at least two 200-level mathematics courses.

**M 340** NUMERICAL ANALYSIS [1 C.U.]: Numerical techniques in interpolation, integration, algebraic and differential equations, matrix inversion and curve fitting. Prerequisite or corequisite: M 212, CS 150 or 160.

**CS 350** Introduction to Computer Systems

See description under COMPUTER SCIENCE.

**M 322** DISCRETE STRUCTURES [1 C.U.]: A course in algebra intended for both mathematics majors and those interested in computer science. Set theory; algebras and algorithms; monoids, groups, lattices, Boolean algebras; applications to computer science. Prerequisite: at least two 200-level mathematics courses.

**M 340** NUMERICAL ANALYSIS [1 C.U.]: Numerical techniques in interpolation, integration, algebraic and differential equations, matrix inversion and curve fitting. Prerequisite or corequisite: M 212, SC 160 or 150.

**CS 350** Assembly Language Programming and Small Computers

See description under COMPUTER SCIENCE.

**CS 360** Data Structures

See description under COMPUTER SCIENCE.

**CS 370** Operating Systems Design Principles

See description under COMPUTER SCIENCE.

**CS 380** Programming Languages

See description under COMPUTER SCIENCE.

**M 398 DIRECTED STUDY:** Topic selected from differential equations, linear programming, game theory probability and statistics, model theory, and other advanced topics in mathematics. May be repeated for credit.

**CS 399 Independent Study**

See description under COMPUTER SCIENCE.

**M 430 OPTIMIZATION [1 C.U.]:** Linear and nonlinear extremal problems of functions of several variables with linear constraints; linear programming using the simplex

algorithm; optimal decision-making. Offered in alternate years; not offered in 1984-85. Prerequisite: M 211 and M 321.

**M 440 OPERATIONS RESEARCH [1 C.U.]:** Constructing mathematical models of the deterministic and stochastic types; Markov chains, game theory, graphs, queues, and their applications. Offered in alternate years; not offered in 1985-86. Prerequisite: M 219 and M 321.

**M 499 INDEPENDENT STUDY:** Advanced topics in mathematics including real analysis, topology.

## Music

Gallo (Chair)  
Anderson  
Lackman

LeRoy  
Reynolds  
Woodbury

↓ The Music Department offers a broad range of courses, some serving the musical interests of the general student, from beginning to advanced levels, others meeting the specific needs of the music major. The sequence of courses for the music major provides the student with high-level performance skills as well as with the theoretical and historical background necessary for a well-rounded musician.

### *Required Courses for Music Majors*

Musicianship 101, 102; 201, 202; 301, 302; 401; 402  
Applied Music 105, 106; 205, 206; 305, 306; 405, 406\*

Music majors are required to pass a fundamental keyboard skills examination by the end of the junior year.

Study in applied music is required of each music major in one of the following areas: piano, harpsichord, organ, voice, guitar, orchestral instruments, choral conducting, composition, or church music. Applied music includes one hour of private instruction each week. Students also participate in the Chapel Choir and an ensemble, perform in public recitals, and attend selected concerts throughout the term. At the end of each year, every student in applied music will perform before a committee of music faculty to

determine if he or she may continue in applied music the following year. A student of composition will submit work in this field with an oral presentation before the committee.

Because music majors must begin applied music in the freshman year, they should indicate the choice on applying to the College so that an audition (either in person or on tape) may be arranged to determine if they meet the entrance requirements.

#### *Requirements for the Minor in Music*

Applied Music 105, 106; 205, 206\*

Musicianship 101, 102

Two other courses from Music Department offerings

\*Students enrolling in Applied Music are also required to take the corresponding sections of Choir and Ensemble/Pedagogy. For example, a student taking MU 105 Applied Music must also take MU 107 Choir and MU 109 Ensemble/Pedagogy.

#### *Entrance Requirements in Applied Music*

To enter the four-year degree course with applied concentration in:

##### **Organ:**

The student should have completed sufficient piano study to perform some of the Bach Inventions and the easier Mozart, Haydn, and Beethoven sonatas. The student will also be asked to play one of the major and minor scales in a moderate tempo.

##### **Piano:**

The student should be prepared to play major and minor scales and arpeggios in all keys and to read at sight simple piano literature. In addition the student is required to play one work from three of the following categories:

1. A suite or a prelude and fugue of Bach
2. A sonata of Haydn, Mozart or Beethoven
3. A work of Chopin, Brahms, Schumann, or Liszt
4. A work by a twentieth-century composer.

##### **Harpsichord:**

The student should exhibit a level of keyboard proficiency equivalent to that required of entering piano majors.

##### **Strings (Violin, Viola, Cello):**

The student must demonstrate an adequate technical foundation based on scales and etudes and perform a concerto by Vivaldi, a sonata by Tartini, or an equivalent work of this school.

##### **Voice:**

The student should be able to sing with musical intelligence standard

songs in English, and also demonstrate ability to read a simple song at sight.

#### Woodwinds, Brass, Percussion:

The student of a woodwind or brass instrument must be able to play major, minor, and chromatic scales with various articulations at a moderate tempo, and perform etudes, technical studies, and a solo of medium difficulty from the instrument's standard repertory. In addition the student is expected to be able to sight-read passages of medium difficulty. The prospective percussion student should have an excellent snare drum technique and a basic familiarity with the tympani and mallet instruments.

#### Classical Guitar:

Major and minor scales (Segovia Ed.). Adequate musical performance of such standard etudes as those of Aguado, Carcassi, Giuliani, and two selections from the first ten Sor studies (Segovia Ed.).

**Choral Conducting, Composition, Church Music:** Students are admitted by consent of the major professor at the end of the sophomore year. A minimum of two years' study in a performance area is required (freshman and sophomore years).

**MU 100 MUSIC THEORY FOR THE GENERAL STUDENT [1 C.U.]:** The basic materials of music, skills in notation, scales, harmony and elementary sight-singing for those who have had little or no previous musical experience. S. Lackman

**MU 101 HARMONY I [1.25 C.U.]:** The basic materials of music; development of skills in basic notation, scales and elementary harmony; sight-singing and ear-training and development of basic performance skills. Prerequisite: M 100 or placement examination. Required of majors. With laboratory. S. Lackman

**MU 102 HARMONY II [1.25 C.U.]:** Development of skills in perceiving and writing music through simple exercises in traditional harmony and voice leading as well as the study of examples from various historical periods. Continued development of sight-singing, ear-training and performance skills. MU 101 or

consent. With laboratory.  
S. Lackman

**MU 103-104 APPLIED MUSIC FOR BEGINNERS I [.5 C.U.]:** One half-hour private lesson per week in any of the applied areas listed above and a one hour class per week in Music Theory are required.

**MU 105-106; 205-206; 305-306; 405-406 APPLIED MUSIC [.5 C.U.]:** Private music instruction in the applied areas listed above. Students in applied music are also required to enroll in the corresponding sections of Choir (MU 107 etc.) and Ensemble/Pedagogy (MU 109 etc.). Entrance to Applied Music is by audition (see above), and each course is the prerequisite for the succeeding course. This sequence of courses is open to all students and required of majors.

**MU 107-108; 207-208; 307-308; 407-408 CHOIR [.25 C.U.]:** An ap-



plied course in good ensemble singing through performance of various choral pieces representing music literature from the Middle Ages through the twentieth century. Participation in the Choir's activities include performance at Sunday Chapel services and two rehearsals per week. Non-majors must take this course for two terms or in conjunction with MU 109, 110 (Ensemble/Pedagogy). A. Anderson

MU 109-110; 209-210; 309-310; 409-410 ENSEMBLE/PEDAGOGY [1.25 C.U.]: An opportunity for students to experience a variety of different aspects of their applied area (i.e., ensemble performing, repertoire) at the instructor's discretion. Also included in the course requirements is attendance at 60% of the concerts and recitals on campus. Students must take this course for two terms or in conjunction with MU 107, 108 (Choir). Staff

MU 112 DESIGN FOR LISTENING [1 C.U.]: An amateur's survey of music of all styles. Non-technical, for non-majors. Lecture/discussion format. Attendance at outside concerts is required. Staff

MU 117 INTRODUCTION TO FOLK-SONG STYLE [1 C.U.]: A stylistic study of folk songs of North America (in the Anglo-American and Mexican traditions) with respect to: 1. the cycle of oral transmission and composition; 2. the form, style and organization of the text; 3. the musical style from the melodic, rhythmic and formal aspects. Laboratory work to involve performing and aurally analyzing folk songs. Alternate years. W. Gallo

MU 119 JAZZ, POPULAR MUSIC, BLUES — THE PEOPLE AND THE

MUSIC [1 C.U.]: American popular musical styles from 1930 to the present. Not only will the course cover musical components of the various styles, but it will also focus upon the musicians who perform this music in order to gain some insight into the cultural, social, and historical milieu in which the music took place. Among many topics are the rock revolution and modern jazz. Staff

MU 131 HISTORY OF MUSIC AND MUSICAL STYLE I [1 C.U.]: Non-major students will receive an introduction to the history and styles of Western Art Music beginning with ancient and medieval music (to 1420) continuing through the Renaissance (ca. 1420-1600) baroque (1600-1750) and concluding with the study of the Viennese classical style (1770-1800). W. Gallo

MU 201 COUNTERPOINT [1.25 C.U.]: Development of skills in writing species counterpoint in 2 and 3 voices. Analysis of contrapuntal forms including invention and fugue. Continuation of advanced sight-singing and ear-training techniques. With lab. S. Lackman

MU 202 CHROMATIC HARMONY AND INTRODUCTION TO ANALYSIS [1.25 C.U.]: Development of skills in writing the more chromatic harmonic accompaniments to melodies (Neopolitan, 6th chords, 9th, 11th, 13th chords), as well as development of skills in analyzing music of a variety of styles. Continuation of sight-singing and ear-training development. With lab. S. Lackman.

**MU 203-204 APPLIED MUSIC FOR BEGINNERS, II** [.5 C.U.]: One half-hour private lesson per week in any of the applied areas listed above. Requires concurrent registration in either MU 107 or MU 109. Prerequisite: MU 104 or consent. Staff

**MU 219-220 VOCAL PRACTICUM** [.5 C.U.]: An introduction to voice training in a class environment. Designed to prepare the inexperienced singer for future private lessons or as an end in itself. Section 01 will be directed to needs of the choral singer; section 02 will be geared to the musical theater singer. Healthy vocal technique will be the focus of the class. One hour per week, plus participation in the chapel choir or theater department musical. Audition/consent. LeRoy/Anderson

**MU 213 SYMPHONY IN CONCERT** [1 C.U.]: Discussion and analysis of compositions to be performed at Florida Symphony Orchestra concerts during the spring term. Suitable for non-majors. W. Woodbury

**ED-MU 221 BASIC CONDUCTING:** The basic skills of conducting, including baton technique and basic score reading. Laboratory format. Alternate years. Prerequisite: Sophomore music major or consent. A. Anderson

**SP-MU 226 PROGRAMMING CLASSICAL MUSIC FOR RADIO** [.5 C.U.]: Students will devise and host programs of classical music for presentation on WPRK. In preparing the scripts emphasis will be given to the significance of genre, composers, nationality and artist. Correct pronunciation of names and musical terms will be stressed. Students will spend an hour and a half in class

with the instructor plus an additional four hours a week — under the direction of the manager of WPRK — as interns in programming and announcing at the station. Evaluation will be based on a combination of written work and participation in classroom and radio station activities. This course open to all students. W. Woodbury

**MU-TA 230 MUSIC FOR DANCERS** [1 C.U.]: Fundamental aspects of music and their application to movement in ballet, modern, and jazz dance. Emphasis on rhythmic skills and formal musical analysis. A survey of music written for ballet and modern dance from the 17th century to present. S. Reynolds

**MU 301-302 MUSIC HISTORY: MEDIEVAL THROUGH BAROQUE** [1 C.U.]: A study of the history of Western music and musical styles from the Middle Ages to 1750. Alternate years. Prerequisite: MU 102 or consent. W. Gallo

**MU 313 MUSIC IN VIENNA FROM 1750 TO 1828:** An introductory study of the music of the Viennese masters — Haydn, Mozart, Beethoven — in all the musical forms in which they wrote. Attendance at specified concerts required. Suitable for non-majors. W. Woodbury

**ED-MU 321 ADVANCED CONDUCTING AND REPERTORY** [1 C.U.]: Students will learn advanced techniques of conducting and prepare and perform selected compositions from the standard repertory. Alternate years. Prerequisite: ED-MU 221. Anderson

**ED-MU 322 VOCAL PEDAGOGY FOR THE NON-VOICE MAJOR** [1 C.U.]: Basic techniques of vocal pro-

duction for the non-voice major in a class setting. Includes techniques of teaching voice at the elementary and secondary level. Alternate years. Prerequisite: Sophomore music major. LeRoy

**MU 401 CLASSIC AND ROMANTIC MUSIC** [1 C.U.]: A study of the history, forms and styles of music of the 18th and 19th centuries. Prerequisite: MU 202 or consent. S. Reynolds

**MU 402 TWENTIETH-CENTURY MUSIC AND ADVANCED ANALYSIS** [1 C.U.]: Advanced musical analysis and historical perspective of contemporary music with examples selected from Impressionist, Serial,

Nationalistic and Avant-Garde compositions. Prerequisite: MU 202 or consent. S. Lackman

**MU-R 411 HISTORY OF MUSIC IN LITURGY** [1 C.U.]: A survey of church music in its liturgical setting which will be taught jointly by a member of the Department of Music and a member of the Department of Religion. An introduction to hymnology will be included. Gallo/Wettstein

**MU 491 CHURCH MUSIC INTERNSHIP** [1 C.U.]: The student will spend eight weeks interning at one or more churches in the community in order to gain experience with different services. Anderson

## *Philosophy and Religion*

Ketchum (Chair)  
Cook  
Cordner  
Darrah  
DeNicola

Edge  
Peters  
Posner  
Wettstein

↓ The Department offers majors and minors in Philosophy and Philosophy/Religion and a minor in Religion. Since these majors and minors deal with the basic principles and concepts of most of the subjects that are taught in the College, they provide a broad, integrated and analytical grasp of the liberal arts.

### *Requirements for Full Majors*

Students majoring in *Philosophy* are required to take the following program of courses:

**108** Ethics

or

**308** Topics in Ethics

**123** Introduction to Logic

**230** History of Early Western Philosophy

**231, 232 or 233** History of Modern Philosophy  
**250 or 302 or 310 or 313** Recent Philosophy

Six electives (four at the 300 or 400 level) chosen from:

Philosophy (no fewer than four courses).

Religion (no more than two of the following courses):

113, 114, 218, 225, 318, 321, 329, 398, 498

**499** Senior Thesis

Students majoring in *Philosophy and Religion* are required to take the following courses:

**103** Introduction to Philosophy

**113** World Religions: Far Eastern

**230** History of Early Western Philosophy

**218** Development of Christian Thought

**205 or 206** Old or New Testament

Six electives (four at the 300 or 400 level) chosen from:

Religion (not fewer than three):

114, 135, 205 or 206, 225, 317, 318, 321, 329, 331, 351, 398, 498

Philosophy (not fewer than two):

108, 125, 212, 214, 215, 226, 232 or 233, 308, 310, 313, 346, 347, 348, 398, 498

**499** Senior Thesis

#### *Notes:*

1. We urge majors in Philosophy and in Philosophy and Religion to acquire a sound background in their special interest by electing, in consultation with a major adviser, supporting courses in other disciplines. For example, if your special interest is in the Philosophy of Science, you should back this up with courses in the natural sciences; again, if your special interest is in Aesthetics (Philosophy of Art) you should back this up with courses in art, music, and literature.
2. Majors are advised not to put off the five basic courses until their senior year. Ideally, they should be taken first.

#### *Requirements for Minors*

Students taking a minor in *Philosophy* are required to take the following program of courses:

- a. Any three of the five required courses for the full major in Philosophy.
- b. Four electives (at least two being at the 300 or 400 level, and not

fewer than three being in Philosophy; the remaining one can be taken in Religion).

- c. Senior Independent Study (498) (for minors).

Students taking the minor in *Philosophy and Religion* are required to take the following courses:

- a. The Old or New Testament (205 or 206); and Development of Christian Thought (218) or World Religion: Far Eastern (113).
- b. Introduction to Philosophy (103) or History of Early Western Philosophy (231).
- c. Four electives (at least two at the 300 or 400 level, two being in Philosophy and two Religion).
- d. Senior Thesis (499) (for combined major).  
Senior Independent Study (498) (for minors).

Students taking a minor in *Religion* are required to take the following program of courses:

- a. World Religions: Far Eastern (113)  
Old or New Testament (205 or 206)  
World Religions: Near Eastern (114) or  
Development of Christian Thought (218)
- b. Four electives (at least two at the 300-400 level, and not fewer than three in Religion; the remaining one can be taken in Philosophy).
- c. Senior Independent Study (498).

NOTE: Students majoring in *Philosophy* may not minor either in *Philosophy and Religion* or in *Religion*. Students majoring in *Philosophy and Religion* may not minor in *Philosophy* or *Religion*.

## Philosophy

PH 103 INTRODUCTION TO PHILOSOPHY: A general introduction to the aims, methods and content of philosophy through a study of some of its most important figures and perennial problems. The course involves the student in the discussion of such problems as: How do we know that our ideas are true? What is reality? Does God exist? Why is there evil in the world? Is there a mind distinct from the body? Are we free or determined? What is our highest good? How do we know

right from wrong? What distinguishes the beautiful from the ugly? What is the place of the individual in society? These discussions are designed to develop the student's powers of reasoning and criticism. Lecture/discussion. H. Edge/  
S. Ketchum/C. Cordner/T. Cook

PH 108 ETHICS [1 C.U.]: Intended to develop the student's ability to reason about what is right and wrong. A variety of ethical theories are presented and such questions

as the following are discussed: What does it mean to be a virtuous person? Can one be held responsible for one's actions if they are causally determined? Does the good life involve intrinsic values? How are actions, virtues and intrinsic values justified? What does it mean to be moral? Why should one be moral? Format: Informal lectures, recitation, and discussion. D. DeNicola/T. Cook/S. Ketchum

PH 120 THEORIES OF HUMAN NATURE [1 C.U.]: Each of us has ideas about human nature — ideas which affect the way in which we think about ourselves and the way in which we deal with others. In this course we will study the views of several thinkers who have offered systematic theories of human nature. We will discuss ways in which our attitudes toward ourselves and others might be changed if we were to accept one or another of these theories as true. Readings will be taken from the works of Plato, Hobbes, Freud, Marx, Skinner and selected authors of the Christian and Oriental religious traditions. T. Cook/H. Edge

PH 123 INTRODUCTION TO LOGIC [1 C.U.]: An introduction to the principles of valid reasoning which covers both the traditional and contemporary approaches. T. Cook

PH 212 PHILOSOPHY OF THE ARTS [1 C.U.]: The making and experiencing of art as a characteristically human activity. We will ask questions such as: What is beauty? What is a work of art? Must a work of art be beautiful? Is there a sense in which a work of art can be true? The development of criteria with which to evaluate works of art. S. Ketchum

PH 214 PHILOSOPHY IN LITERATURE [1 C.U.]: This course will investigate perennial philosophical issues as they appear in the conflicts of characters and ideas in imaginative literature. Among the authors whose works will be considered are Sophocles, Voltaire, Goethe, Dostoevski, Camus, Malraux, Steinbeck and Nikos Kazantzakis. We will approach the readings from a critical philosophical (rather than literary) perspective, and will concentrate upon themes of enduring personal significance. T. Cook

PH 215 SOCIAL AND POLITICAL PHILOSOPHY [1 C.U.]: An introduction to the development of Western political philosophy with the intent of illuminating the variety of approaches available in that tradition and how these approaches provide a foundation and justification for different states and social organizations and for different individual approaches to social and political issues. The focus of the course will be on the philosophical foundations of the contemporary state. Some of the questions covered will include: What is the relation between the state, the family, and the individual? On what, if any, moral grounds can the state be justified? What is freedom and what is its value? What is the nature and justification of property? What rights, if any, does the individual have against the state? We will examine and critically analyze selected theories from classical and contemporary thinkers such as: Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, Burke, Hegel, Marx, Hobhouse, Sartre, Oakeshott, Marcuse, Rawls and Nozick. S. Ketchum

PH 226 PHILOSOPHY OF EDUCATION [1 C.U.]: A study of the opposing points of view regarding the proper

aims and methods of education. Topics will include: theories of human nature underlying different educational models; the distinction (presumptive) between education and indoctrination; the moral dimension of education; the meaning of "liberal education"; the critique of the competitive model of education; educational institutions as factories; private versus public education. The primary goal of the course is to encourage a reflective, critical and appreciative understanding of ourselves as students and teachers engaged in the educational process. T. Cook/D. DeNicola

PH 230 HISTORY OF EARLY WESTERN PHILOSOPHY [1 C.U.]: A history of the development of philosophical thought in the ancient Western world from its beginnings in the sixth century B.C. until 300 A.D., focusing on the classical cultures of Greece and Rome. The course is divided into four segments: the Pre-Socratic philosophers; Socrates and Plato; Aristotle; and Late Hellenistic philosophy (including the Stoics, Sceptics, Epicureans and Cynics). Readings are from primary sources. D. DeNicola/S. Ketchum

PH 231 HISTORY OF MODERN PHILOSOPHY [1 C.U.]: The thinkers of the seventeenth and eighteenth centuries forged the intellectual foundations for the modern world. This course will investigate the most important philosophers in Britain and on the Continent at that time. In a survey manner, we will consider the Continental Rationalists (Descartes, Spinoza, Leibniz) and the British Empiricists (Locke, Berkeley, Hume), and how Kant tried to mediate these two traditions. H. Edge/T. Cook/C. Cordner

PH 240 TOPICS IN PHILOSOPHY [1 C.U.]: Under this title courses suitable for freshmen and sophomores will be offered, depending on the interest of students and faculty. The topics of the courses will be special and will be offered only once. Staff

PH 250 SURVEY OF RECENT PHILOSOPHY [1 C.U.]: This course surveys the three major movements of the late nineteenth and twentieth centuries: existentialism, pragmatism and analytic thought. The course will offer a good introduction to the themes and directions of recent thought and will provide a good foundation for the more in depth courses offered separately on each of these movements. T. Cook/H. Edge/S. Ketchum

PH 260 HUMAN FREEDOM. [1 C.U.]: This course is a systematic attempt to understand the concept of human freedom by approaching it from psychological, metaphysical, political and existential perspectives. We will attempt to answer the following sorts of questions: What does it mean to say that someone is free? Is anyone free? What impediments are there to our freedom? Why would anyone want to be free? Readings will be taken from classical and contemporary sources, including works of philosophers, psychologists, novelists, scientists and song-lyricists.

H 280 PARAPSYCHOLOGY: THE DATA AND PHILOSOPHICAL IMPLICATIONS [1 C.U.]: Examines the empirical evidence produced in parapsychology, the methodology of the experiments, and in general, asks how much evidence there is and how good it is. Considers philosophical questions relating to the assumptions within the discipline, to the

nature of science and whether parapsychology can be considered a science, and to some of the implications of the data. Decision making and value questions will be emphasized throughout the course. H. Edge

**PH 290 MEDICAL ETHICS [1 C.U.]:** This course deals with moral problems related to health care and to medical technology. Topics may include: abortion, euthanasia, treatment of defective newborns, genetic screening, experiments on human subjects. T. Cook/S. Ketchum

**PH 302 AMERICAN PHILOSOPHY [1 C.U.]:** The development of American philosophy with special emphasis on the pragmatists C. S. Peirce, William James, and John Dewey. Prerequisite: one course in philosophy.  
H. Edge/T. Cook/K. Peters

**PH 308 TOPICS IN ETHICS [1 C.U.]:** Under this designation, courses dealing with specific topics in ethics will be offered. The courses will deal with these areas in a seminar fashion. A previous course in philosophy, particularly PH 108 would be helpful but not necessary. Staff.

### **ES-PH 309 Environmental Ethics**

See description listed under ENVIRONMENTAL STUDIES

**PH 310 EXISTENTIALISM [1 C.U.]:** Two of the major movements of the late nineteenth and twentieth centuries in Europe have a close history and aim. This course will examine Existentialism and Phenomenology, considering such thinkers as Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl and Heidegger. Fundamental existential problems such as the meaning of life, the nature of the

self and the priority of the self will be discussed, as well as the phenomenological method. H. Edge/T. Cook

**PH 311 PHILOSOPHY OF SCIENCE [1 C.U.]:** A critical discussion of the presuppositions, methods and leading concepts of the sciences — mainly the natural sciences. The object of the course is to enable students to understand science as a human, intellectual enterprise. Two texts are used: a short exposition of the leading topics in the philosophy of science and a book of articles by the chief contemporary writers in the field. Recommended for science majors. Prerequisite: one course in philosophy. T. Cook

**PH 313 CONTEMPORARY ANALYTIC PHILOSOPHY [1 C.U.]:** This course deals with one of the three major movements in contemporary philosophy, tracing the development of analytic philosophy from its beginnings at the turn of the century in the work of G. E. Moore and Bertrand Russell, through the work of L. Wittgenstein, J. Austin and Gilbert Ryle, down to the present time. Prerequisite: one course in philosophy. T. Cook/C. Corder

**PH 314 TOPICS IN PHILOSOPHY [1 C.U.]:** Under this title courses suitable for juniors and seniors will be offered depending on the interest of students and faculty. The courses will be seminars and will focus in depth on a thinker or a problem. Staff

**PH 317 PHILOSOPHY OF RELIGION [1 C.U.]:** An examination of the assumptions of religious thought designed to promote critical thinking, in particular a willingness and ability to subject religious beliefs to rational tests. Issues to be explored



include: the nature of God; the existence of God; the problem of evil; the relation of faith to reason; the reality of miracles; mystical experience and its status as a way of knowing; the nature of religious language; and the meaning and verification of religious ideas. Informal lectures and discussions. Prerequisite: one course in philosophy or religion. A. Wettstein/K. Peters/H. Edge

**PH 325 PHILOSOPHY OF LAW** [1 C.U.]: An introduction to the principles, procedures and practices underlying legal practice. Topics include: the concept of constitutionality; "strict constructionism"; the nature and limits of law; the theory of punishment; legal rights, liabilities, and responsibilities; judicial reasoning; injustice. Prerequisite: one course in philosophy or on law. S. Ketchum

**PH 346 PHILOSOPHY OF THE SOCIAL SCIENCES** [1 C.U.]: An examination of philosophical problems encountered in the social sciences. Among the topics considered are: the logic of concept formation and measurement; the question of objectivity; the nature of historical explanation; the use of ideal types; the alleged uniqueness of historical events; the difference between "hard" and "soft" sciences; and moral considerations raised in social science research. Suitable for social science majors. Prerequisite: one course in philosophy or in behavioral science. H. Edge

**PH 347 PHILOSOPHY OF LANGUAGE** [1 C.U.]: This course will study the relationship between language and the world as experienced. Among the specific topics to be addressed will be: the extent to which our experience of the world is shaped and structured by the language we

speak; whether every language is a theory; whether it is possible to think without language; the role of metaphor and symbolic speech; acts which we perform with words; what we mean when we speak of the "meaning" of a word or a text. The course is appropriate for language or behavioral science majors with at least one course background in philosophy. C. Cordner

**PH 348 PHILOSOPHY OF MIND** [1 C.U.]: A study of selected topics in the philosophy of mind, such as: the nature of mind, the mind-body problem, and the question of purpose. We will develop through a survey of modern philosophy the historical antecedents of the major contemporary approaches in psychology and their assumption. Finally, we will examine some of the movements on the forefront or fringe of psychology. One course in philosophy or psychology. H. Edge/T. Cook

**PH 352 SEMINAR ON THE EMOTIONS** [1 C.U.]: This seminar challenges the traditional opposition between reason and the passions, the cognitive and the emotive. We will examine alternative theories of the emotions, the role of the emotions in human life, and ways of "educating" the emotions. Readings will be drawn from philosophical, psychological and educational sources. Prerequisite: one course in philosophy or psychology. D. DeNicola

**PH 398 DIRECTED STUDY FOR JUNIORS**

**PH 498 SENIOR INDEPENDENT STUDY**

**PH 499 SENIOR THESIS** Required for all full and combined Philosophy majors.

## Religion

R 111 JEWISH HOLIDAYS AND FESTIVALS [1 C.U.]: In addition to their religious ideals and customs, study of the holidays and festivals celebrated by Jews throughout their history reveals the unique ways in which the Jewish people have interacted with the physical and social environments within which they have lived for millenia. This course will explore the historical contexts in which the major Jewish holidays have developed in an attempt to trace the role of various elements of belief, ritual and symbolism involved in traditional Jewish observance. Both the biblical and rabbinic foundations for these holidays will be considered within the milieu which nurtured them. N. Posner

R 113 WORLD RELIGIONS: FAR EASTERN [1 C.U.]: An exploration into the inner perspectives, forms, beliefs and rituals of Far Eastern religions, including Hinduism, Buddhism and the religions of China and Japan. Lectures and discussions based on readings in primary sources. A. Wettstein/K. Peters

R 114 WORLD RELIGIONS: NEAR EASTERN [1 C.U.]: A study of the patterns of religious life and thought in Judaism, Zoroastrianism, Christianity and Islam, emphasizing the interpretation of their sacred scriptures and historical development. A. Wettstein

R 135 RELIGION IN AMERICA [1 C.U.]: A philosophical and historical exploration of the American religious heritage. Topics will include: civil religion; religious liberty; revivalism; indigenous movements; liberalism and conservatism; missions and social action; black and

white in religion; ecumenism and inter-faith relations; and contemporary developments. Informal lectures and discussions. K. Peters

R 191 FRESHMAN SEMINAR: NATURE OF MYSTICAL EXPERIENCE. An exploration into mysticism and meditation; observing through exposure to mystical literature and a variety of meditative methods, the characteristic assertions of mystics about their realizations. The work of mystics in a number of religious traditions will be examined and their claims evaluated. Mostly discussional — for freshmen only.

R 205 OLD TESTAMENT [1 C.U.]: A study of selected parts of the Old Testament from a scholarly and literary point of view. No prerequisite. T. Darrah

R 206 NEW TESTAMENT [1 C.U.]: An examination of the literary and religious significance of selected parts of the New Testament. No prerequisite. T. Darrah

R 210 RABBINIC JUDAISM [1 C.U.]: Rabbinic Judaism begins in post-biblical times with the emergence of the Mishnah and the Talmud, the great literary achievements in religious law and lore which were composed in rabbinic circles located in the Holy Land and Babylonia. This course will survey the formative period of rabbinic Judaism through study of the theological, ethical, devotional and mystical teachings which emerged in the course of several centuries of Jewish history. N. Posner

R 218 DEVELOPMENT OF CHRISTIAN THOUGHT [1 C.U.]: An introduction to a rich variety of issues that have occupied the minds of

Christian thinkers over almost two thousand years. Issues will include: the nature of God; the problem of evil; the nature and work of Christ; redemption; the sacraments; Christian living; and the methods of theological reflection. The student will become more thoroughly acquainted with at least two key thinkers in the history of Christian thought through the study of some of their writings. Informal lectures/discussions. K. Peters

**R 225 STUDIES IN CHINESE THOUGHT AND LITERATURE** [1 C.U.]: An exploration of the thought of major philosophical and literary figures and movements in China from Confucius to Mao Zedong. Studies in classic Chinese novels and poetry as well as philosophical writings are included. A. Wettstein

**R 230 ISLAMIC SOCIETY AND INSTITUTIONS** [1 C.U.]: With its origins in the Judeo-Christian Middle East, Islam has developed as both a religion and a civilization whose rich institutional life is manifest in political, social, cultural and economic modalities. This course will survey the major themes in its historical development from the time of Muhammad to the present. N. Posner

**R 317 Philosophy of Religion**

For description see PH 317  
**PHILOSOPHY OF RELIGION.**

**R 318 CONTEMPORARY RELIGIOUS THOUGHT** [1 C.U.]: An investigation of the major options developing in Western religious thought in the twentieth century in existential, process, linguistic, secular and historical contexts. Issues dealt with include: theological language; the relation of reli-

gion to science; the theological foundations of ethics; and "death of God" theology. Prerequisite: one course in religion or philosophy. K. Peters/A. Wettstein

**R 321 RELIGION AND PSYCHOLOGY** [1 C.U.]: An examination of the validity of religious ideas and practices and the nature of religious experiences from a bio-psychological perspective. Issues to be explored include the role of religion in society and individuals' lives; the relation between religious, physical, and psychological healing; how the structure of the brain is related to religious ideas; and the nature of the reality in religious experience. Works by Freud, Jung, James, Maslow and others will be studied and discussed. Suitable for non-majors. Prerequisite: one course in religion, psychology, or anthropology. K. Peters

**R 329 CREATION AND RELIGION** [1 C.U.]: An examination of the process of creation in nature, society, and the individual from the twentieth-century philosophical and religious perspectives of such thinkers as Alfred North Whitehead, Charles Hartshorne, Henry Nelson Wieman, and Ralph Wendell Burhoe. The course considers insights on creation from biology, psychology, literature and the fine arts. Suitable for non-majors. Prerequisite: one course in philosophy or religion. K. Peters

**R 331 RELIGIOUS RESPONSES TO SOCIAL ISSUES** [1 C.U.]: A workshop course that examines theological justifications for the involvement of religious institutions in programs of social reform, and provides direct contact with the work of such programs. Religious pro-

nouncements will be examined in relation to biblical literature, theological and social theory, and the activities of churches and the people themselves. Prerequisite: one course in religion.

A. Wettstein

R 351 STUDIES IN RELIGION [1 C.U.]: Under this title courses suitable for juniors and seniors will be offered depending on the interest of students and faculty. The courses will be taught as seminars focusing on a variety of topics and/or individuals. May be repeated for credit. Prerequisite: one course in religion. Staff

R 351 JEWS IN MUSLIM LANDS [1 C.U.]: Jews and Muslims have not always been at odds. Indeed the history of the relations between the two peoples reveals an astounding degree of mutual tolerance in the Muslim Middle East and North Africa. In particular the "Golden Age" of Jewish culture in Spain is a case in point for the efflorescence of Jewish life under Muslim rule. How Jews thrived economically, socially, politically and culturally in Islamdom will be the subject of this course.

N. Posner

R 361 STUDIES IN RELIGIONS: CULTS [1 C.U.]: An examination of alternative religions and spiritual groups on the contemporary scene and some of their historical precedents along with the issues they raise such as coercive persuasion, rights of religious expression and legally-sanctioned deprogramming. Prerequisite: One course in religion. A. Wettstein

R 398 DIRECTED STUDY FOR JUNIORS

R 498 SENIOR INDEPENDENT STUDY

R 499 SENIOR THESIS Required for all full and combined Philosophy and Religion majors.

## Hebrew

HEB 101-102 ELEMENTARY HEBREW [1 C.U.]: Intensive introduction to the fundamentals of Hebrew grammar and syntax with an emphasis on acquiring a basic knowledge of the modern idiom in both its oral and written forms. Readings treat a variety of topics in Jewish culture and history. N. Posner

## *Physical Education*

Howell (Chair)  
Coffie  
Copeland  
Harris

Jarnigan  
Mack  
Meisel

‡ All students are required to register for and complete successfully four terms of Physical Education. This includes one term of Basic Physical Education and three terms of elective lifetime recreational activities. All Physical Education courses offered are co-educational. Regular attendance and active participation are necessary to meet requirements of the College.

Students who have completed four terms may register for any activity when openings and instructional personnel permit.

Students enrolled in Physical Education classes and those participating in intramural sports should have a physical examination each year. No student may enter any activity for which he or she is not physically fit.

Students bringing certificates of disability from personal physicians must have the certificates endorsed by the Coordinator of the DuBois Health Center before they will be accepted by the Department.

#### *Physical Education Requirements for Transfer Students:*

1. Students who transfer into Rollins after two years, regardless of their Physical Education background, are exempt from required Physical Education at Rollins.
2. Students who transfer into Rollins after one year will be required to complete two semesters of Physical Education at Rollins. They will not be required to take Basic Physical Education.

The Physical Education requirements may be waived or altered for individual students for any of the following reasons:

1. Upon recommendation of the Coordinator of the DuBois Health Center, after consulting with the Director of Physical Education.
2. For other exceptional cases, upon recommendation of the Director of Physical Education and with the approval of the Registrar.

Honors Degree Program students are required to take two semesters of Physical Education. They will not be required to take a designated BPE course.

The College will furnish all necessary playing equipment for Physical Education classes and intramural sports except tennis racquets and golf clubs. Activities may be added or withdrawn at the discretion of the Physical Education Department.

#### *Basic Physical Education*

To be taken in the first year, fall or spring term as assigned by the Registrar. A fitness program, based upon Dr. Kenneth Cooper's Aerobic System, it aims at the overall vigor and health of the body through activities which demand oxygen consumption.

Basic Physical Education is offered through one of the following courses: Jogging, Aquatics, Aerobic Dance, and Fitness for Life (a course designed to include the study of exercise and physical fitness).

#### *Electives [lifetime recreational activities]*

Choice of:

- Advanced Life Saving  
(prerequisite for WSI)

Basketball  
Bowling\*  
Canoeing  
Fencing  
Flag Football  
Golf  
Horsemanship\*  
Interpretive Jazz Dance  
Introduction to Competitive Swimming  
Karate\*  
Sailing  
Soccer/Softball  
Tae Kwon Do\*  
Tennis  
Volleyball  
Water Safety Instruction  
Waterskiing\*  
Weight Training  
Windsurfing\*

\*fee courses

### *Intramural Activities*

The Rollins College Intramural Program affords an opportunity for all students to participate voluntarily in competitive sports of their choosing. These activities are carried on in addition to the regular classes scheduled in Physical Education.

**For the Men:** Teams representing fraternities, freshmen, independents, special groups, off-campus students, faculty, current graduate students, and administrative staff compete. A trophy is awarded to the team receiving the greatest number of points during the college year. Sports include basketball, flag football, golf, sailing, soccer, softball, swimming/diving, table tennis, tennis, volleyball and track and field.

**For the Women:** Teams representing sororities, independents and off-campus students compete. A trophy is awarded to the group receiving the greatest number of points during the college year. Sports include, basketball, bowling, golf, sailing, softball, swimming/diving, table tennis, tennis, volleyball and track and field.

*Other recreational coed activities include: soccer, basketball, flag football, volleyball, tennis, swimming and track and field.*

### *Recreation*

Sports are a significant part of life at Rollins, and students are offered the opportunity to become involved in a variety of athletic activities. The athletic program encourages individual participation in fifteen inter-

collegiate sports — men's and women's basketball, cross-country, crew, golf, tennis, waterskiing; men's baseball, soccer, softball, volleyball — and one club sport, women's soccer. Rollins is a member of the National Collegiate Athletics Association and the Sunshine State Conference. Rollins has achieved considerable national recognition in intercollegiate competition with the aid of a relatively modest scholarship program and without sacrifice of academic standards.

A diversified, year-round intramural program is also offered for both men and women. Intramural activities include badminton, basketball, bowling, flag-football, golf, table tennis, tennis, sailing, soccer, softball, swimming/diving and track.

Enyart-Alumni Field House contains basketball courts, a weight room, dressing and training rooms, a classroom and the athletic offices. Other facilities include the Alford Stadium at Harper Shepherd Field, the Alford Pool, the Sandspur Bowl, Tiedtke Tennis Courts, an on campus Gamefield Jogging Course, and the waterfront. All these facilities are available to students at designated times.

## Physics

Ross (Chair)  
Carson  
Griffin

Mulson  
Warden

‡ The student with an interest in Physics has several options in choosing a course of study. If a student anticipates a professional career in Physics, then a strong program in both Physics and Mathematics is planned. If a career in engineering is desired, the student can major in Physics for the first three years at Rollins and then transfer to one of the engineering schools with which Rollins participates in a 3-2 program. (See Pre-Engineering Program.)

The required courses for a major in Physics are C120-C121, M111-M112, M211-M212, P201-P202-P203, P308, P314-P315, P401, P411, P451, P498. Students who wish to continue Physics in graduate school should also consider C305, P402, and P452 as electives. It is extremely important that the student take the calculus sequence M 111-M 112 and the physics with calculus P 201 in the freshman year. A stronger student will also take the chemistry sequence C 120-C 121 in the freshman year; otherwise it will be taken in the sophomore year.

A student intending to transfer to an engineering school via the 3-2 program must complete all required courses for a physics major as listed above except for the 400-level courses.

A minor in Physics requires the following courses: P201-P 202-P203, P308, P314, P498, and P401 taken concurrently with either P411 or P451.

**P 120-121 GENERAL PHYSICS I AND II [1.5 C.U.]:** An introduction to classical physics for prospective science majors. First term topics are: mechanics including dynamics, work and energy, properties of matter, fluids, harmonic motion, waves, heat and thermodynamics. The second term includes: electrostatics, direct and alternating circuits, magnetic fields, optics, atomic and nuclear physics. Throughout the course emphasis is placed on the development of analytical reasoning using algebra and trigonometry. Laboratory experiments illustrate basic principles and development of skills. D. Griffin

**P 201 PRINCIPLES OF PHYSICS I [1.5 C.U.]:** An analytical approach to introductory classical physics: translational and rotational motion, forces in nature, conservation principles of momentum and energy, harmonic motion, and waves. Calculus is used where needed to clarify concepts. Logical reasoning and problem solving in the above areas are stressed. The laboratory work encompasses applications of the theory and formal lab reports to strengthen written communication skills. Designed for physics, mathematics, pre-engineering or chemistry majors. Prerequisite: high school physics or equivalent, and M 110 or M 111. R. Carson

**P 202 PRINCIPLES OF PHYSICS II [1.5 C.U.]:** A continuation of introductory classical physics: electrostatics, direct and alternating currents, electric and magnetic fields and wave motion. Continued

use of calculus where necessary. Laboratory reports are required. Prerequisite: P 201. R. Carson

**P 203 PRINCIPLES OF PHYSICS III [1.5 C.U.]:** The conclusion of introductory physics with calculus: heat, geometrical and physical optics, quantum phenomena, atomic, nuclear and high-energy physics. With laboratory. Prerequisite: P 202. J. Ross

**P 248 DIGITAL ELECTRONICS AND MICROCOMPUTERS [1.5 C.U.]:** An introduction to integrated circuit chips with a special emphasis on their use in microcomputers. The input/output characteristics of selected chips, logic design, construction of circuits, and aspects of both machine language and higher level language for particular microprocessors form the core of this heavily laboratory-based course. Useful for computer science majors as well as chemistry and physics majors. R. Carson.

**P 308 MECHANICS [1 C.U.]:** A theoretical introduction to particles, systems of particles, and rigid bodies through the use of Newtonian, Lagrangian, Hamiltonian, and relativistic mechanics. Two lecture/discussions plus a problem session each week. Prerequisite: P 202 and M 212. J. Mulson

**P 314 ELECTRICITY AND MAGNETISM [1.5 C.U.]:** A vector treatment of electrostatic fields in vacuum and dielectrics, solution of Laplace's and Poisson's equations, magnetic fields of moving charges,



electrostatic and magnetic energies, and steady state circuit theory. With laboratory/problem sessions. Use of computing facility is encouraged. Prerequisite: P 202 and M 212. R. Carson

**P 315 ELECTROMAGNETIC THEORY** [1 C.U.]: A problem-oriented approach to Maxwell's equations and the propagation of electromagnetic waves in various media. Applications of the theory are also presented. Lecture/discussion with one problem session each week. Prerequisite: P 314. R. Carson

**P 401-402 ADVANCED LABORATORY PRACTICE I AND II** [.5 C.U.]: Laboratory courses emphasizing techniques in doing experimental work in laser physics, spectroscopy, and selected parts of advanced optics, atomic and nuclear physics. Prerequisite: P 314. Corequisite: Either P 411 or P 451 with P 401; P 452 with P 402. Staff

**P 411 MODERN OPTICS** [1 C.U.]: A course in physical optics which includes coherence and interference, Fraunhofer and Fresnel diffraction, spectroscopy, and polarization. Prerequisite: P 314. Corequisite: P 401. D. Griffin

**P 451-452 QUANTUM PHYSICS I AND II** [1 C.U.]: P 451 includes early atomic models, wave aspects of particles, the Schroedinger equation,

quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound state systems. P 452 considers applications of quantum mechanics to atomic physics, solid state physics and nuclear physics. It includes elementary perturbation theory, the theory of angular momentum and spin, and quantum statistics. Prerequisite: P 308 and P 314. Corequisite: P 401 with P 451; P 402 with P 452. D. Griffin

**P 498 PHYSICS SEMINAR** [.5 C.U.]: A study of the evolution of physics and its place in modern society. Selected readings from the classical literature and current journals leading to oral and written presentations for class discussion. J. Ross and R. Carson

**P 499 INDEPENDENT STUDY** [.5-1 C.U.]: A study by the PSI method of a topic selected from the areas of astrophysics, atomic or nuclear physics, statistical mechanics, relativity, solid state physics or quantum mechanics. Staff

**SC 120 Energy: A Discovery Approach**

See description under SCIENCE.

**SC 122 Astronomy**

See description under SCIENCE.

**SC 124 Contemporary Physics**

See description under SCIENCE.

**SC 130 Science and the Senses**

See description under SCIENCE.

## Politics

Greyson (Chair)  
Foglesong

Lairson  
Valdes

↓ The study of Politics involves an examination of the origin, evolution, and decline of political order and government. Students of Politics are interested in governmental institutions, how political decisions are made, the substance of those decisions, and the political resolution of societal conflicts. In addition, political scientists are also concerned with the fundamental question of how societies ought to be constituted.

There are many subfields which attempt to translate these concerns into practical knowledge. These include: political parties and voting behavior, interest groups, bureaucracies, international politics and foreign policy, executive politics and legislative behavior, political socialization, personality and politics, political culture and ideology, revolution, comparative politics, court systems and constitutional law, political philosophy, and policy analysis.

The study of Politics has value in at least two ways. First, the politicization of contemporary society demands that informed and educated persons be knowledgeable about political processes. Second, there are several careers for which an extensive training in Politics can be most useful. These include: higher education, the legal profession, state and local government, urban planning, the federal government, journalism, or any of the increasing number of quasi-public organizations seeking to monitor or influence public policy.

### *Requirements for the Major*

Majors in Politics must complete twelve courses including four core courses. The core courses are: PO 100, Introduction to Comparative Politics; PO 130, Introduction to International Politics; PO 160, Introduction to American Politics; and PO 120, Introduction to Political Theory. In addition, the major is required to take four *distribution* courses at the 300 and 400 level, divided in the following manner: one course in the Comparative Politics sub-field, one course in the International Politics sub-field; one course in the American Politics sub-field; and one course in the Political Theory sub-field. In each case, the relevant core course is prerequisite to the corresponding upper-division course. For example, PO 160 is prerequisite to all upper-division courses in American Politics. The remaining four elective courses may be taken by observing one of the following options: (1) Up to four courses may be taken outside the Department in a single concentration as approved by the Department from a list which is available from any

Department member. If fewer than four courses are taken in the concentration outside the Department, the balance must be taken in the field of Politics. Any exceptions to this list will be permitted only via written request from the student's adviser to the Chair of the Politics Department. (2) Alternatively, the major may choose to take these electives within the Department to allow pursuit of greater depth in one or more of the sub-fields of the discipline. If this option is chosen, one of the courses must be a course entitled Seminar. At a minimum, one-half of the courses must be at the upper division (300 or 400) level.

### *Politics Minor*

Students electing to minor in Politics should take any three of the core courses and the corresponding upper-division course. Students electing to major in Politics and minor in History, Philosophy, Economics, or Anthropology-Sociology may not count courses from their minor field toward a major in Politics.

### **Special Programs**

#### *Washington Semester Program*

A select number of Politics majors and History majors, normally juniors, have an opportunity to spend a semester in Washington studying public affairs. The Washington Semester Program, of which Rollins is an affiliated institution, is a cooperative arrangement with American University whereby students participate in an academic program of seminars with public officials and those seeking to influence the policy process; an internship in a Congressional office, an executive agency, a public interest group, or local government; and research into a topic which enables the student to utilize Washington, D.C. as a resource laboratory.

Participants in the Program may select from separate programs in national government and politics, urban affairs, criminal justice, foreign policy, international development, economic policy, and American Studies. Full-time faculty from American University direct the individual programs.

While enrolled in the Washington Semester Program, the students are accommodated at American University. They have full access to all library, cultural, and recreational facilities on the campus.

#### *International Relations Program*

The International Relations Area Studies Major is designed to give students exposure to the multi-disciplinary aspects of international life. It consists of work in Politics, History, Economics, and Foreign Languages. While it is not directly vocational in nature, the International Relations major prepares students for graduate work and for careers in international business and the foreign service. For further information, see Prof. Lairson.

## Comparative Politics

**PO 100 INTRODUCTION TO COMPARATIVE POLITICS** [1 C.U.]: An introduction to the basic elements of politics and to the ways in which the political process is carried out. A comparison of the environment, structure, and process of politics in different nations of the world. Current political issues will be considered only for purposes of illustration. Suitable for non-majors. L. Valdes

**PO 301 REVOLUTION IN THE MODERN WORLD** [1 C.U.]: The theory and analysis of revolution as part of the politics of violence. Topics considered will include the meaning, dynamics, rationale and the goals of revolution. Lectures and discussion. Prerequisite: PO 100. Alternate years. L. Valdes

**PO 302 POLITICS IN THE THIRD WORLD** [1 C.U.]: General patterns of political life of two-thirds of humanity in such developing areas as Africa, Asia, and Latin America. Alternate years. L. Valdes

**PO 311 AUTHORITARIANISM: RIGHT AND LEFT** [1 C.U.]: A descriptive analysis by the comparative method of contemporary types of authoritarian political systems with special emphasis upon Communist and Fascist variants. Prerequisite: PO 100 or consent. Alternate years. L. Valdes

**PO 321 THE POLITICS OF LATIN AMERICA** [1 C.U.]: A study of Latin American politics: the problems of underdevelopment, cultural traditions and socioeconomic conditions of the region, major approaches and techniques that have been employed in the study of this

political experience. Emphasis on the problem of winning and maintaining political power, and bringing about change in Latin American political systems. Alternate years. L. Valdes

**PO 422 SEMINAR IN COMPARATIVE POLITICS** [1 C.U.]: For students pursuing special advanced studies in comparative politics. An introduction to the challenges and rigors of graduate-type seminars. The instructor guides the student in conducting, preparing, presenting, and writing a final research paper. Progress reports, outlines, bibliographies and oral presentations are also required. Prerequisite: Completion of core and distribution courses in Comparative Politics. Offered every third term. L. Valdes

## International Politics

**PO 130 INTRODUCTION TO INTERNATIONAL POLITICS** [1 C.U.]: An analysis of the basic concepts of international politics, including decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. These will be discussed in the context of an examination of the history of international politics in the twentieth century. Special attention will be devoted to World War I, the interwar years, the Cold War, international economic issues, and Chinese-American relations. Suitable for non-majors. T. Lairson

**PO 330 INTERNATIONAL RELATIONS** [1 C.U.]: Covers an intermediate level of material designed primarily for those who plan to take advanced courses in International Relations. The overall focus of the course will be on competing theories and explanations of interna-

tional relations. This will occur as we examine the origins of World War I, the basics of international political economy, 20th century China, and the impact of nuclear weapons on the international system. Prerequisite: PO 130.

T. Lairson

**PO 331 INTERNATIONAL POLITICAL ECONOMY [1 C.U.]:** An examination of the political foundations of the international economic system, including the development of an international monetary system, the multinational coordination of economic policy, the functions of international economic organizations, the role of multinational corporations, energy and international politics, and the problem of economic development, exploitation, and dependence in the Third World. Prerequisite: PO 130. Alternate years. T. Lairson

**PO 351 NATIONAL SECURITY POLICY [1 C.U.]:** An analysis of the politics and processes associated with defense and national security policy in the United States. Topics include: nuclear weapons policy, including force levels, deterrence, strategic theory, and calculations of the strategic balance; deployment and use of conventional forces; political economy of defense budgets; international economic security; and the utility of military force in achieving foreign policy objectives. Prerequisite: PO 130. T. Lairson

**PO 352 INTERNATIONAL LAW [1 C.U.]:** A survey of the nature, sources, and application of international law. The role of law in structuring the relationships among states will be given consideration, particularly insofar as these involve questions of conflict. Case studies

of significant international events will be utilized. Prerequisite: PO 130. Alternate years. L. Valdes

**PO 355 CONTEMPORARY INTERNATIONAL POLITICS [1 C.U.]:** An examination and analysis of international affairs from 1968 to the present, focusing on superpower relations. Topics include: the origins and decline of detente, U.S.-Soviet-Chinese relations; alliance politics; the world military balance; competition and conflict in the 3rd world; and the transformation of the international economy. Prerequisite: PO 130. T. Lairson

**PO 393 VIETNAM WAR [1 C.U.]:** An examination of the conflicts in Vietnam from 1945-1975. We will consider the sources of the conflicts, the history of their development and evaluations of the outcomes. A sample of the topics include: the impact of French colonialism, peasant revolution, Vietnamese communism, nationalism, American intervention, controlled escalation, counter-insurgency warfare, Vietnamese politics, negotiations, and the role of the Soviet Union and the Chinese. Students will read a broad range of the academic literature on these subjects, focusing on an analysis and assessment of the major events. Prerequisite: PO 130. T. Lairson

**PO 453 SEMINAR IN INTERNATIONAL POLITICS [1 C.U.]:** An examination of a specific problem or issue associated with contemporary international relations. The topic will vary from term to term. Examples include: Soviet Foreign Policy, Chinese Foreign Policy, Nuclear Weapons and Foreign Policy, or the Politics of Complex Interdependence. Students will con-

sider, in a seminar environment, a variety of interpretations of the topic. Prerequisite: completion of core and distribution requirements in international politics. Offered every third term. T. Lairson

## American Politics

**PO 160 INTRODUCTION TO AMERICAN POLITICS [1 C.U.]:** An analysis of dynamics of American politics, focusing on questions concerning the underlying principles of American political life, the relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, and participation. Special attention will be paid to the problems America faces as a liberal capitalist state.

R. Foglesong/L. Greyson

**PO 233 INTRODUCTION TO POLITICAL ECONOMY [1 C.U.]:** An analysis of the relationship of political and economic issues in the contemporary United States. Attempts to show that economic choices and problems cannot be understood apart from political choices and problems. Topics include: inflation and economic growth, deindustrialization-reindustrialization, elections and economic policy, foreign trade, international banking, internationalization of U.S. business, fiscal and budget policy, class conflict, economic interest and politics. Prerequisite: PO 160. R. Foglesong

**PO 360 DEMOCRACY IN AMERICA [1 C.U.]:** America, as Abraham Lincoln pointed out, is a nation founded on an ideal, on a vision of the good life and the best society. This course explores the relationship between that ideal and political ac-

tion in America. We will examine the ways in which various crises of American history — such as the founding of the American regime, the Civil War, the conflicts of the industrial period, and the “crisis of legitimacy” of the 1960’s and 1970’s — shaped and were shaped by American political thought. Each of these crises might be seen as a struggle over the nature and extent of democracy in America. We will evaluate the nature and the sources of the American vision of democracy, the ways in which that vision has changed in response to new social, economic, and political pressures, and the extent to which Americans have actually lived according to a democratic political ideal. Prerequisite: PO 160 or consent. L. Greyson

**PO 361 URBAN POLITICS AND POLICY [1 C.U.]:** This course examines urban politics and policy in the U.S. The central question of the course is, what is the nature of the urban problem? Is it a problem resulting from the breakdown of community? A problem of power and access? A failure of urban political institutions? A problem of central city economic decline? A problem of capital mobility and regional economic decline? Moreover, are these separate problems or different manifestations of some core problem? We will also consider market and non-market proposals for addressing problems of urban redevelopment and regional economic decline. Prerequisite: PO 160. R. Foglesong

**ES-PO 362 ENVIRONMENTAL POLITICS [1 C.U.]:** A detailed examination of the political dimensions and implications of the contemporary environmental and energy crises. Includes a consideration of the purposes and behavior of environmen-

tal political action groups, energy and environmental legislation, congressional and Presidential behavior, the ideology of environmental politics, and an extensive discussion of the political, social, and cultural implications of a steady-state society. Prerequisite: PO 160. Alternate years. B. Allen

PO 363 POLITICS, PLANNING AND PUBLIC POLICY [1 C.U.]: Examines the problems, dilemmas and methods of policy making in the U.S. We will attempt to understand why government is so large and why it is so apparently ineffective. Among the topics considered are the relation of politics and markets, the reasons for government intervention in the economy, and the conflict surrounding the choice of a method of policy implementation. Special attention will be given to arguments for and against government planning. The substantive focus of the course will be on the problem of deindustrialization and efforts to formulate an industrial policy in the U.S. Prerequisite: PO 160. R. Foglesong

PO 365 POWER IN AMERICA [1 C.U.]: An examination of the processes by which political power is created and maintained in the United States. Topics include: political parties and the formation of political coalitions; the role of interest groups including differences in political interests within American capitalism; how economic change and international politics help to destroy and create political coalitions; the nature of political and economic elites in the U.S.; methods for maintaining political power; and the role of the state in supporting and strengthening capitalism. Prerequisite: PO 160  
T. Lairson/R. Foglesong/L. Greyson

PO 382 CONSTITUTIONAL LAW [1 C.U.]: The development of the basic tenets of American constitutional law, based on an analysis of major decisions of the United States Supreme Court. Included will be discussions of judicial review, federalism, the powers of the national government, the commerce power, civil liberties, and the rights to due process and the equal protection of the law. Prerequisite: PO 160 or consent. L. Greyson

PO 462 CAPITALISM AND THE DEMOCRATIC STATE [1 C.U.]: Examines the uneasy relation between capitalism and the democratic state in advanced capitalist societies. The central problem of the course is how capitalism and democracy co-exist: how the capitalist nature of society conditions the functioning of the state; how the democratic nature of the state constrains its capacity to meet the needs of the capitalist economy; and how the tension between capitalism and democracy is resolved in practice. The core readings are drawn from the recent marxist literature on the state. Prerequisite: PO 160, PO 233.  
R. Foglesong

PO 481 SEMINAR IN AMERICAN POLITICS [1 C.U.]: Designed for students pursuing special advanced studies in American politics. In a seminar setting, students will examine and evaluate major competing interpretations of American politics and the American polity. Prerequisite: Completion of core and distribution courses in American Politics. Offered every third term. R. Foglesong

## Political Theory

**PO 120 INTRODUCTION TO POLITICAL THEORY [1 C.U.]:** An examination of several of the classic issues and problems of political theory, including: authority, legitimacy, power, democracy, ideology, equality, and political obligation in relationship to a study of the major political thinkers in Western history. L. Greyson

**PO 220 WOMEN AND POLITICS [1 C.U.]:** For centuries, students of politics argued that women made bad citizens. They might make good wives and mothers, but they were not suited for political life. Modern times have brought with them a new emphasis on equality — and consequently a new concern with the equality of women. This course will examine the growth of the women's movement in the context of changing perceptions of the nature of women and their place in the community. How does the changing status of women affect the relationship between men and women, parents and children, family and community? Readings on the women's movement, feminist thought, and the history of women will address these questions. L. Greyson

**PO 390 CLASSICAL AND REPUBLICAN POLITICAL THEORY [1 C.U.]:** Analyzes the classical and republican traditions of political philosophy. Through an exploration of the major works of such thinkers as Thucydides, Plato, Aristotle, and Machiavelli, students will have an opportunity to address the basic issues and problems raised by pre-modern political thought. The course will pay particular attention to the themes of justice, citizenship, equality, participation, civic educa-

tion, public virtue, and private liberty. Prerequisite: PO 120, one course in Philosophy, or consent.

L. Greyson

**PO 391 MODERN POLITICAL THEORY [1 C.U.]:** An examination of the political thought of the modern world, focusing on such thinkers as Hobbes, Locke, Rousseau, Mill, Tocqueville, and Marx. The course will concern itself particularly with questions about freedom, equality, revolution, private property and public justice, the origins of the state, and the purposes of political life. Prerequisite: PO 120, one course in Philosophy or consent.

L. Greyson

**PO-H 392 DEVELOPMENT OF AMERICAN POLITICAL CULTURE [1 C.U.]:** The question of the origins and historical development of ideology in the United States is central to the study of American political culture. This course will be devoted principally to an analysis of the relationship between republicanism and liberalism as the core of American political thought and culture. This theme will be explored through an examination of the following concepts: human nature, individualism, civic virtue, the public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and the marketplace, success, progress, and Social Darwinism. Discussion emphasized. Prerequisite: H 242, PO 120, or H 200, or consent. Alternate years.

L. Greyson/G. Williams

**PO 497 SEMINAR: POLITICAL THEORY [1 C.U.]:** This is a seminar on contemporary political thought. In it we will explore issues of con-



cern to modern thinkers such as Hannah Arendt, Herbert Marcuse and John Rawls. Students will be asked to write a major seminar paper and to help lead class discussions. Prerequisite: PO 120 and

distribution requirement in Politics. L. Greyson

PO 398-399 INDEPENDENT STUDY

PO 498-499 INDEPENDENT STUDY

## *Pre-Engineering [Combined Program]*

Coordinator: Donald C. Griffin

† Rollins College cooperates with Auburn University, Columbia University, Georgia Institute of Technology, and Washington University of St. Louis in combined programs designed for students who wish to become professional engineers. The student attends Rollins for three years in a program of liberal arts and science before transferring to the engineering school for two years to complete the requirements in an engineering field. The student will receive a Bachelor of Arts degree from Rollins and a Bachelor of Science degree from the engineering school.

Fields of study include chemical, civil, electrical, mechanical, metallurgical and nuclear engineering. Other possible fields are industrial engineering, technology and human affairs, systems science and mathematics. Additional sequences are possible which lead to graduate work in aerospace engineering, biomedical engineering, applied geophysics and environmental science.

*The basic freshman and sophomore requirements at Rollins for all of these programs include:*

1. **M 111-112** and **M 211-212** Mathematics through Differential Equations
2. **C 120, 121** College Chemistry
3. **P 201, 202, 203** College and Modern Physics utilizing Calculus
4. **CS 150** Introduction to Digital Computers
5. Courses in English, Humanities, and Social Sciences

During the sophomore year, the student should plan with the program coordinator a sequence of advanced courses which will satisfy the area of concentration requirement at Rollins. For details see — Rollins College Cooperative Program in Engineering — A Guide for Students and Advisers.

## *Pre-Forestry [Combined Program]*

Coordinator: David Richard

↓ The cooperative Forestry program offers an excellent opportunity for combining liberal arts with a graduate degree in forestry from the Duke University School of Forestry and Environmental Studies. The student spends three years at Rollins followed by five semesters at Duke, and receives the Rollins B.A. degree together with the Master of Forestry degree from Duke. Master of Science and Master of Environmental Management cooperative degree programs are also available from the Duke School of Forestry and Environmental Studies.

To qualify for admission under these programs, a student should follow a course of study arranged in consultation with the Forestry Program Coordinator. A year of general biology and a semester of college math are the minimal requirements for admission to the Duke Forestry programs. Although specific courses are not required for admission, applicants must be aware that many fields within forestry require academic preparation of a specialized nature. Deficiencies, if any, must be satisfied in residence at Duke, possibly prolonging the time necessary to complete degree requirements. Accordingly, students interested in specific areas of forestry will be advised as to the specific preparatory courses recommended: for instance, a concentration in biology, business management, economics, mathematics, computer science, statistics, or sociology. Those with interests in forest science should strengthen their backgrounds in biology, chemistry, mathematics, and physics. Typical programs in fields offered at Duke are available upon request from the Dean of the School of Forestry, Duke University, Durham, North Carolina 27706. Students interested in information on additional forestry programs should consult the Rollins Forestry Coordinator.

- English 101** Rhetoric & Composition
- English 391** Expository Writing for Science Majors
- Biology 236** Invertebrate-Vertebrate Zoology
- Biology 120, 121** General Biology
- Economics 211** Principles of Economics
- Economics 355** Environmental Economics
- Biology 234** Plant Kingdom
- Chemistry 120** Principles of Chemistry
- Math 110** Applied Calculus
- Biology 316** Ecology
- ES 291** Environmental Studies — Biosphere
- Biology 297/397** Tropical Field Biology
- Science 140** Physical Geography
- Science 150** Physical Geology
- Science 165** Environmental Geology

**Economics 221** Statistics for the Social Sciences  
**Computer Science 150** Introduction to Computing  
**Biology 311** Plant Structure and Function  
**Biology 332** Plant Anatomy

## *Pre-Law Advising Program*

Coordinator: Sara Ann Ketchum

† Rollins College has a distinguished record in preparing young people for the study of law. Rollins graduates have studied in a large variety of excellent law schools and are engaged in legal practice across the country as well as internationally. Because admission to law schools and the bar is increasingly competitive, students aspiring to the legal profession should present themselves at the earliest date to the Office of the Registrar for referral to the Committee on Pre-Law Advisement. This Committee will provide students with individual advice in the selection of courses, aid in the identification and correction of individual academic weaknesses, offer guidance in selecting and applying for admission to law schools, and make available individualized testing programs aimed at both the diagnosis of strengths and weaknesses and preparation for the Law School Admissions Test. In addition, the Committee will sponsor co-curricular activities designed to acquaint students with current developments in the legal profession.

Rollins College subscribes to the American Bar Association's official views on legal education. The A.B.A. holds that the law is an integral part of a free and vigorous society and that one cannot study the law effectively without understanding a variety of academic disciplines. Accordingly, the A.B.A. prescribes no uniform course of pre-legal education but only encourages students to develop those abilities which legal educators find to be of the greatest value: (a) comprehension and expression in words; (b) critical understanding of the human institutions and values with which the law deals; (c) creative power in thinking; and (d) habits of thoroughness, intellectual curiosity, and scholarship. Rollins College strives to inculcate these qualities in all students and, rather than offer a pre-law major, recommends that students interested in the law should pursue a highly rigorous curriculum based upon four characteristics:

1. Extensive reading assignments drawn from varied and well-written sources;
2. Large amounts of well-directed class discussion;
3. Ample opportunities for the preparation and criticism of written and oral reports; and
4. Independent research projects which provide opportunity for original inquiry, organization of materials, and effective communication.

# Psychology

Ray (Chair)  
Farkash  
Ruiz

Thompson  
Upson

↓ The Psychology program attempts to reflect the breadth, the excitement, the rigor, and the humanistically concerned application of scientific inquiry into human behavior and experience. We have developed the Psychology program with full recognition of diverse and individualized student objectives, including: 1) meeting the important needs of students who desire exposure to the unique ways of thinking about the human condition offered by Psychology, but who do not have an interest in pursuing the field in any significant depth or for any directly applied purpose; 2) meeting the needs of those students who are pursuing related fields of academic study and/or professional intent where some knowledge of Psychology is deemed appropriate (such as those majoring in business administration, education, religion and philosophy, sociology-anthropology, creative writing, health sciences, or pre-law); 3) meeting the needs of those who are interested in pursuing careers where graduate school may, or may not, be deemed as prerequisite, but where Psychology clearly applies as an appropriate or relevant major (such as personnel work, secondary teaching, vocational and educational guidance or similar "helping" professions, special education, early childhood education, day-care work, etc.); and 4) meeting the needs of those seriously pursuing a graduate-based career in professional Psychology (such as being a college-university teacher, a researcher, a practicing clinician, an industrial psychologist, etc.).

## *Requirements for the Major in Psychology*

### 1. Core courses

**PY 101** Introduction to Psychology (prerequisite for all other Psychology courses)

**PY 238** Developmental Psychology

**PY 254** Personality

**PY 261** Learning

The core courses serve as a combined prerequisite for all 300 and 400-level Psychology courses.

### 2. Eight additional Psychology courses, at least five of which must be 300 or 400-level courses.

The selection of these courses is determined by whether or not the student is seeking recommendation to graduate school. For Psychology majors who do not want graduate recommendation, the five upper-division courses may *not* include independent study, field experience, internship or research courses. Psychology majors seeking graduate recommendations are required

to take PY 361, Experimental and Statistical Analysis, and PY 310, Psychopathology, in their junior year. At the 400 level, students have the option of taking two out of three of the following courses all of which are two semester sequences.

**PY 420-421** Clinical Psychology, or

**PY 449-450** Behavioral Technology: Theory and Applications  
(the PSI sequence)

**PY 480-481** Senior Research Seminar

Since the departmental faculty wish to best serve the varied and specialized interests of each individual student majoring in Psychology, we strongly encourage students to seek a departmental adviser as early as possible in the development of their programs. This assures that the long-term planning of course selections will best serve the personalized needs of each student. In some cases, we will advise independent research, supervised internships, and reading courses. In other cases, offerings from other departments might be selected as integrated supplements to a well designed program. In still other cases, the offerings of structured topical courses within the Department will be deemed most appropriate and totally adequate for the educational needs of the individual. Because of the structure of the Psychology major, students wishing to transfer to Rollins in their senior year should expect to spend at least two years in the Rollins program to complete major requirements.

#### *Requirements for the Minor in Psychology*

Students wishing to minor in Psychology should follow the same sequence as that described above for majors, except that 8 courses will be required, four of which will be on the 300-400 level.

**PY 101 INTRODUCTORY PSYCHOLOGY** [1 C.U.]: An introductory survey of the major topical areas in psychology, including physiological, sensation-perception, developmental, learning, information processing, motivation, social, personality, psychopathology, and research methods. Suitable both for majors and non-majors. A team-taught lecture with numerous film presentations as supplements. R. Ray/J. Upson/M. Farkash/M. Ruiz/R. Thompson

**PY 121/221 PERSPECTIVES IN PSYCHOLOGY** [1 C.U.]: This course reviews a particular topic as a vehicle

for the presentation of the psychological perspective. Suitable for non-majors and students having no prior background in psychology. May be repeated for credit providing that a different perspective topic is studied.

**PY 190 PSYCHOLOGY OF ADJUSTMENT AND STRESS MANAGEMENT** [1 C.U.]: Various individuals have commented on the stressful nature of today's times. Nevertheless, certain individuals have been able to cope successfully with a variety of stressors. This course on stress and coping seeks to bridge the gap between current research and clinical

treatment. Although environment and social triggers of stress are acknowledged, the focus is on helping the individual to cope better. Among the issues to be discussed are assessment, treatment guidelines and techniques, effects of motivation to assume control of stressors as well as the psychology of stress. Students should be willing to participate actively and undergo a wide variety of experiences aimed at reducing stress (e.g., hypnosis, biofeedback meditation, etc.) and improving coping skills.

No prerequisites but not open to students who have taken either The Art and Science of Relaxation or Stress Management.

**PY 211 SOCIAL PSYCHOLOGY [1.5 C.U.]:** Students will be introduced to the wide range of theory, methods, and research in the realm of social psychology, including animal social behavior where pertinent to human behavior. The variety of ways in which the individual influences the behavior of group members, and the group as a whole, and vice versa, will be the foci of this survey of the field. The traditional areas of social psychology will be addressed, such as conformity and compliance, aggression and violence, and interpersonal attraction. Contemporary issues such as shyness, crowding, social dominance, and sociobiology of human behavior will also be considered.

**PY 238 DEVELOPMENTAL PSYCHOLOGY [1.5 C.U.]:** A study of the psycho-social development of children with emphasis on social relationships and the ability to interact with children. The implications of philosophical points of view concerning children are studied. Two hours of work in the Developmental

Center is required of each student. A weekly laboratory seminar is held for discussion purposes. Prerequisite: PY 101. R. Thompson

**PY 254 PERSONALITY [1.5 C.U.]:** A study of traditional and contemporary theories concerning the ways in which individuals organize their personal and social selves. Behavioral and phenomenological approaches are presented. Focus is placed upon the use of autobiographical data for understanding one's own personality. Students have the opportunity of taking a variety of personality tests. J. Upson

**PY 261 LEARNING [1.5 C.U.]:** This is one of three core courses required for all psychology majors. The course introduces the fundamentals of behavior acquisition and modification, and surveys the basic behavioral principles of reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasis is placed upon total competence learning, thus requiring the student to advance beyond the learning stages of recognition and recall. Prerequisite: PY 101. R. Ray

**PY 310 PSYCHOPATHOLOGY [1.5 C.U.]:** Human experience is examined from behavioral, phenomenological and physiological models. Major diagnostic categories, treatment procedures, and diagnostic instruments are discussed. Laboratory experiences are arranged to give some experience in clinical work.

**PY 315 TOPICS IN PSYCHOLOGY [1 C.U.]:** An advanced exploration of theory and research in selected areas of psychology. Topics for consideration are at the discretion of the instructor. May be repeated for credit.

**PY 347 MODERN PSYCHOLOGY: HISTORY AND SYSTEMS [1 C.U.]:** The focus of the course will be on the continuous development and decline of different systematic positions or schools of thought within psychology since its formal establishment as a separate discipline in the 19th century. We will examine how each system emerged out of or as a revolt against the existing order, and how each in turn inspired a new point of view that eventually either replaced or supplemented the older system. Each school will be discussed in terms of its historical antecedents or precursors; formal founding and development, and later influence extending to contemporary psychological systems.  
M. Ruiz

**PY 361 EXPERIMENTAL AND STATISTICAL ANALYSIS [1.5 C.U.]:** An introductory survey of different topical research areas in experimental psychology. It introduces each area's specialized laboratory techniques, methodology and appropriate (descriptive and/or inferential) statistical analyses. Designed especially for advanced majors, this is a seminar which integrates a continuing laboratory project with the substantive content being discussed. Prerequisite: core courses. R. Ray

**PY 373 ADVANCED DEVELOPMENTAL PSYCHOLOGY [1.5 C.U.]:** Students spend 9 hours weekly in direct contact with young children learning how to program for their individual needs. Emphasis is also placed on modeling feelings and introducing stress management techniques. R. Thompson

**PY 420-421 CLINICAL PSYCHOLOGY I and II [1.5 C.U. each]:** The major theoretical and applied aspects

of clinical work — diagnostic instruments, psychotherapy. Experience is arranged for supervised field work in a local agency, hospital or community health center. Prerequisite: Core courses. M. Farkash

**PY 449-450 BEHAVIORAL TECHNOLOGY: THEORY AND APPLICATIONS [1.5 C.U.]:** The primary focus of the course will be to expose the student to a practicum experience in the applications of behavioral technology to education. You will be assigned two students from the Introductory Psychology class enrolled in the special track using the Personalized System of Instruction (PSI), which is intended to insure that the student learn all course content at a 90% or above mastery level, and do so on a self-paced schedule. As peer tutor, your primary responsibility will be to administer all performance sessions for evaluation, and to insure mastery learning. In doing so, you will be required to keep behavioral records and graphs of your students' performance, and to share these with other peer tutors during laboratory supervision meetings. In addition, we will use classtime as a seminar/discussion forum to examine theoretical issues surrounding the concept of behavioral control and the implications of applying behavioral technologies to influence human behavior. M. Ruiz

**PY 480-481 SENIOR RESEARCH SEMINAR [1.5 C.U.]:** An integrative synoptic course designed to bring the various and diverse approaches in psychology together for contrast and comparison. Both clinical and research branches of psychology are considered. Student directed and conducted research projects in a variety of settings including the

community or laboratory. Matching student and faculty interest so that the appropriate staff member serves as the project sponsor is essential to its success.

## Science

† The following laboratory courses are taught by faculty members from the Biology, Chemistry, and Physics departments. There are no prerequisites nor are they prerequisite to any other courses. Although the content of each one emphasizes a specific discipline, they share the common purpose of demonstrating the process and application of scientific concepts. These courses are appropriate for the student who is not a science major.

**SC 105 CHEMISTRY AND SOCIETY — APPLICATIONS AND ISSUES** [1.5 C.U.]: The important role chemistry plays in our day-to-day lives: foods, wine making, photography, drugs, cosmetics, environmental problems and other topics of class interest. Designed for non-majors, the use of mathematics is minimized and the level of presentation assumes no scientific background. With laboratory and field trips. Staff

**SC 109 PHOTOGRAPHY — THE MEETING OF ART AND SCIENCE** [1.5 C.U.]: An introduction to the techniques, practice, and theory of photography. Topics will include: chemistry of films, film processing, lens systems, optics, camera types, color theory, color films, and color processing. The course assumes a background in high school chemistry and mathematics. With laboratory and darkroom practice. E. Blossey

**SC 111 CONCEPTS OF BOTANY** [1.5 C.U.]: A discourse on the biology of plants with emphasis on their impact and importance to people. General topics include the basics of plant structure and function, ecology, genetics, and evolution. Spe-

cific topics include poisonous, medicinal and hallucinogenic plants, the world food situation, and economic botany. Laboratory course for non-majors. P. Coleman

**SC 112 BIOLOGICAL ASPECTS OF NUTRITION** [1.5 C.U.]: A survey of the basic concepts of good nutrition from a biological viewpoint. Topics of discussion include obesity, heart disease, vegetarianism, digestion, metabolism, and world food problems. Students will observe enzyme reactions, test for nutrients, use the metric system, and analyze foods qualitatively and quantitatively. Laboratory course for non-majors. Staff

**SC 113 PLANTS AND HUMANITY** [1.5 C.U.]: An investigation primarily of plants as they relate to humans. Topics of discussion include the nature of plants, plant and animal breeding, domestication, production, agribusiness, as well as world market demands and policies. Important plant and animal sources of food, beverage, drug, and industrial products are emphasized. Laboratory course for non-majors. Staff



**SC 114 FOUNDATIONS OF GENETICS—A SCIENCE FOR SOCIETY** [1.5 C.U.]: A discourse on the field of genetics with emphasis on recent developments and their effects on society. A large portion of the course is devoted to the principles of heredity and to the nature of the gene. Special topics include genetics and disease, I. Q., genetic counseling, cancer, plant breeding, and recombinant DNA. Laboratory course for non-majors. P. Coleman

**SC 115 OCEANOGRAPHY** [1.5 C.U.]: A broad introduction to physical and chemical oceanography, submarine geology, and marine biology. Topics studied include the origin and evolution of oceanic waters and basins with special weight given to plate tectonics, the movements of water, biogeochemical cycling, and technological means of exploration and recovery of resources afforded us from the oceans. Laboratory and field course for non-majors. Alternate years. E. Scheer

**SC 116 CONCEPTS IN BIOLOGY** [1.5 C.U.]: A survey of current biological principles involved in the structure, function, development, ecology and evolution principally of higher plants and animals. Laboratory course for non-majors. Staff

**SC 117 APPLICATIONS OF BASIC MICROBIOLOGY** [1.5 C.U.]: An introduction to the world of microorganisms, with an emphasis on their impact on human life. Basic principles of biology will be presented through discussions of the diversity, genetics, and ecology of microorganisms, their food, agricultural and industrial uses, and their ability to produce disease in animals and plants. Laboratory exercises will demonstrate bacterial nutrition and the

procedures for identification and control of microbes. Laboratory course for non-majors. E. Gregory

**SC 119 HORTICULTURAL SCIENCE** [1.5 C.U.]: An examination of the scientific concepts on which the cultivation of plants is based. Fundamental biological and specific botanical principles are studied. Topics include plant propagation, breeding, pest management, and environmental physiology. The "laboratory" portion consists of field, greenhouse, and laboratory experiences.

**SC 120 ENERGY: A DISCOVERY APPROACH** [1.5 C.U.]: A study of energy emphasizing the laws of thermodynamics and the various forms of energy, with applications dealing with our present energy dilemma. Uses the discovery approach in order to understand the way in which a small number of fundamental energy concepts can explain seemingly complex interrelationships between various forms of energy. The course is intended to impart to the non-science major a sense of science as a human activity, and to provide a basic understanding of those scientific principles which are necessary in order to make educated decisions regarding our present energy situation. A background in physical science is not assumed. Suitable for non-science majors. Freshmen or consent. D. Griffin

**SC 122 ASTRONOMY** [1.5 C.U.]: A descriptive approach to astronomy covering the characteristics and evolution of the solar system, structure and properties of stars and galaxies, evolution of the universe. One formal observing session each

week for constellation and star identification, binocular and telescopic observations. Lecture/discussion. Suitable for non-majors. With lab. J. Ross

**SC 124 CONTEMPORARY PHYSICS** [1.5 C.U.]: A course for non-science majors who are afraid of physics but still wonder about nuclear power plants, black holes, lasers, killer satellites, and the like. This course should reduce some of the mystery of physics while exposing some of its beauty. The basic ideas of number, space, time, motion, mass and charge will be analyzed. Examples will range from the sub-microscopic (the elementary particles of matter) to the ultra-macroscopic (colliding galaxies). Applications of the basic concepts will be studied both in lecture-discussion sessions and the laboratory. Prerequisite: high school algebra. No physics background is assumed. R. Carson

**SC 130 SCIENCE AND THE SENSES** [1.5 C.U.]: A study of two major sense areas: (1) light and seeing; (2) sound and hearing. The physical properties and behavior of light and sound, the parts and functioning of the eye and ear, and the mind's interpretation of these sense data are some of the topics covered. With laboratory. Suitable for non-science majors. J. Mulson

**SC 140 PHYSICAL GEOGRAPHY** [1.5 C.U.]: Emphases are placed upon the atmosphere (climatology), the hydrosphere (hydrology and oceanography), the lithosphere (geology — especially with landforms and the processes which shape them), and how these interact with the biosphere and help to ex-

plain the special distribution of life-forms. With laboratory. Not open to students who take G 150. E. Scheer

**SC 150 PHYSICAL GEOLOGY** [1.5 C.U.]: An introductory course dealing with minerals and rocks, their formation, distribution and alteration, as well as the formation of natural landscapes. The major unifying theme will be built around the theory of plate tectonics. The laboratory will emphasize the properties and identification of selected important minerals and rocks, and the interpretation of both topographic and structure maps. A number of movies will serve as surrogate trips to various parts of the globe and a few real field trips will focus on the geological processes and earth products of Central Florida. Not open to students who take G 140. E. Scheer

**SC 160 HISTORICAL GEOLOGY** [1.5 C.U.]: Earth history and the fossil record. Plate tectonics, as in G 150, serves as a major unifying global theme. North America will receive special attention, as will the origin, distribution and identification of geological resources; the evolution of life as recorded in the fossil record. Laboratories will cover paleogeography, economically important minerals and rocks, field trips to geologically based extractive industries in the Central Florida area, and paleontology. Suitable as a follow-up to G 150 (or G 140) as well as for students interested in biology and environmental studies. E. Scheer

**SC 162 INTRODUCTION TO EVOLUTION** [1.5 C.U.]: The course will center on class discussion of the exciting and well-written essays on evolution

by Stephen Jay Gould which were first published in *Natural History* magazine during the 1970's and 1980's. We will follow his analyses which are frequently brilliant yet accessible to the non-major because they are not overly-technical.

SC 165 ENVIRONMENTAL GEOLOGY [1.5 C.U.]: Two major components comprise this course. First, geological resources will be studied, including their origin, composition and classification, distribution, their exploration, recovery and utility. Laboratory and field trips will stress economically important minerals, rocks and fossil fuels as well as visits to geologically based extractive industries in the Central Florida area. Second, emphasis will be given to case studies of geologic hazards such as earthquakes, volcanism and damages induced by water movements. The implications that geologically hostile environments hold for rational planning processes will be discussed. It is recommended that G 150, the intro-

ductory geology course, be taken prior to this one. Alternate years. With laboratory. E. Scheer

SC 290 HUMAN REPRODUCTION AND DEVELOPMENT [1.5 C.U.]: The development human organism intrigues us as vested participants attempting to understand how it is possible to have begun as single cells and end as aged individuals. This course provides an understanding of human reproduction and development from a biological perspective. It examines the physiological processes of reproduction, pregnancy and parturition. It explores development from fertilization and early embryonic development through birth to maturity and finally senescence. Congenital abnormalities, their bases in genetics and the environment, and the role of genetic counseling will be discussed. This course is designed for the motivated non-science major. Laboratory included. Prerequisite: Sophomore standing or consent. S. Klemann

## *Theater Arts, Speech and Dance*

Nassif (Chair)  
Amlund  
Juergens  
Mendez

Mésavage  
Neilson  
Rodgers  
Sherry

↓ The Department provides opportunity for a basic education in the crafts of the theater within the liberal arts framework. A student who majors in Theater Arts should be able to demonstrate basic knowledge of theater history, literature, theory and criticism and, through performance, competency in acting, directing, design and technical theater. To achieve such abilities every student is required to take a specified series of courses in a major field, and participate in the departmental production program. At the end of the sophomore year students are evaluated by the Theater staff to

determine progress midway in their undergraduate study. All students are expected to become familiar with a comprehensive body of theater literature; a list of such materials is given to each major who enrolls in Theater Arts. A senior comprehensive examination is required and is given in the spring of the student's senior year. Students may choose to concentrate in either performance or design/technical theater, or elect to take a broader spectrum of courses in both areas.

## Theater Arts

### *Required of All Majors*

- TA 100** Introduction to the Theater  
**TA 111** Fundamentals of Stagecraft I  
**TA 112** Fundamentals of Stagecraft II  
**TA 321** or **TA 322** or **TA 323** Scene Design, Lighting Design, or Costume Design  
**TA 232** Acting I  
**TA 333** Directing  
**TA 341** History of the Theater  
**TA 342** History of the Theater  
**TA 343** Dramatic Literature and Criticism  
**TA 360** Theater Management  
**TA 398-399 - TA 498-499** Independent Study: (Senior Project/Research/Internship)  
 Theater Production **TA 418, 419, 420, 421** (Rehearsal and Performance)  
 1 course unit

### *Recommended Electives for Emphasis in Acting/Directing*

- TA 233** Fundamentals of Acting II  
**TA 331** Acting III  
**TA 332** Acting IV  
**D 179** Introduction to Modern Dance  
**TA 270** Fundamentals of Movement for the Stage  
**SP 240** Voice and Diction

### *Recommended Electives for Emphasis in Design/Technical Theater*

- TA 321, 322, 323** Design (two semesters)  
**TA 498-499** Design Tutorial  
**TA 498-499** Independent Study Technical Design, such as stage management, scenographic technique, technical direction, theater sound.

### *Recommended Courses Outside the Department*

Theater Arts majors are urged to take courses in the related fields of Art,

Art History, Music, English, Philosophy, and Speech. Strongly recommended:

- A 131** Studio Foundations
- A 104** Comparative Arts
- PH 212** Philosophy of the Arts
- E 264** Twentieth Century Drama, British and American
- E 317-318** Shakespeare
- E 364** Twentieth Century Drama, European
- A 201** Art History
- MU 100** Music Theory for the General Student
- E 363** European Theater of the Absurd  
(or any drama courses in the English Department)

*Theater Arts Minor*

- TA 100** Introduction to the Theater
  - TA 111-112** Fundamentals of Stagecraft I and II
  - TA 232** Acting I
  - TA 341-342** History of the Theater
  - TA 343** Dramatic Literature and Criticism
- Elective

**TA 100 INTRODUCTION TO THE THEATER** [1 C.U.]: A survey of the development of the art and the business of the theater; analysis of the theater experience, dramatic structure, the environment within which the play takes place. Team taught by the departmental faculty. Three hours of lecture, two hours of assigned laboratory work in departmental productions. Suitable for non-majors. Staff

**TA 111-112 FUNDAMENTALS OF STAGECRAFT I AND II** [1 C.U.]: An introduction to the basic theories and practices of stagecraft: scene design and execution, properties, costumes, lighting, sound, makeup, etc. An introduction to the basic theories and practices of stagecraft: Methods used in construction and decoration of scenery; theory and practice in basic scene painting and

rigging; use of power and hand tools. Designed to familiarize the students with the methods and materials used in creating scenery for the theater. In addition, an examination of costumes, makeup, lighting and sound. To include exploration of the basic elements of line, period, form, texture and color as applied to dress and makeup for the stage; basic elements of electricity, use of equipment, recording procedures, and special effects. Staff

**TA 130 ACTING FOR THE NON-MAJOR** [1 C.U.]: An introduction to the fundamental concepts of the art of acting. Emphasis upon understanding the basic physical and analytical abilities required by the actor. Development of the actors' technique to express the life of a character on the stage with truth and confidence. Juergens

**TA 201 DRAMATIC LITERATURE THROUGH FILM [1 C.U.]:** Since play scripts are the blueprints by which we build the theater experience, this course will examine approximately eight plays and by class discussion will arrive at ideas concerning characterization, theme, plot, style, and idea. Comparison will be made between dramatic literature and performance by studying text and observing the film. Each play will take three class periods. The first class period will be a discussion of the script; the second will view the film of the play; and the third class period will be a comparison of the script in performance versus the literature. Suitable for non-majors. S. Neilson

**TA 232-233 ACTING I AND II [1 C.U.]:** Study of basic acting techniques; script analysis, preliminary work on staging scenes. Exercises in concentration, relaxation, observation; basic stage comportment. Basic exercises in movement for the actor, some fencing. Work is oriented to presentation of prepared scenes, written work in preparation of scenes. Prerequisite: consent, except for majors. TA 232 prerequisite for TA 233. R. Juergens/Staff

**TA 270 FUNDAMENTALS OF MOVEMENT FOR THE STAGE [1 C.U.]:** An introduction to the fundamental concepts of proper movement for the stage. Study of the various disciplines or systems used in controlling and understanding the body's motive powers. Introduction to and study of the historical evolution of mime, pantomime, combat forms, improvisation. Designed to provide the student with understanding and awareness of the use of the human figure in movement as a principal element in the art of acting. Sherry

**TA 321 SCENE DESIGN [1 C.U.]:** A survey of the classic periods of theater history and architecture, beginning with the Greek, geared to the production of stage designs—utilizing the styles of these periods. Weekly design projects involving ground plans and color renderings. Some lectures on the history of stage design and architecture, employing color slides, film-strips, and other illustrative material. Some knowledge of drafting and sketching required. Two hours lecture, four hours laboratory per week. Prerequisite: TA 111. (Offered even years only.) D. Amlund

**TA 322 LIGHTING DESIGN [1 C.U.]:** The theory and practice of lighting design and its application to various styles of theatrical production. Study of lighting instruments and their use. Use of color media. Preparation of lighting plots and lighting instrument schedules. Elementary knowledge of electricity and drafting. Prerequisite: TA 111.

**TA 323 COSTUME DESIGN [1 C.U.]:** A survey of dress and costume throughout the ages. Application to actual stage costume design. Mechanics of costume construction. Weekly design projects. Some experience with sketching and rendering desired. Prerequisite: TA 112. Two hours lecture, four hours laboratory per week. (Offered odd years only.) D. Amlund

**TA 331-332 ACTING III AND IV [1 C.U.]:** Continued work with the actor's emotions with increased emphasis on acting techniques. Advanced work in script analysis; selecting objectives, formulation of a sub-text, creating a character, vocal exercises, stage movement, fencing. Preparation of scenes for class

presentation. Prerequisite: TA 233. R. Juergens/Staff

TA 333 DIRECTING [1 C.U.]: Introduction to the fundamentals of play directing. Study of major concepts of the art of the director with emphasis upon practical application of the methods of directing. Play analysis, script blocking, laboratory assignments in directing scenes. Quizzes, midterm, final. Prerequisite: TA 233 Staff/Juergens

TA 341-342 HISTORY OF THE THEATER [1 C.U.]: A survey of major periods in the history of the theater, beginning with the Greek. Study of theater architecture, styles of production, and key figures who shaped the course of theater through the ages. Some examination of dramatic literature in its relationship to evolving production styles. Open to all students. (Offered odd years only.) Nassif

TA 343 DRAMATIC CRITICISM [1 C.U.]: A study of the techniques of dramaturgy; a survey of dramatic criticism beginning with Aristotle; an analysis of the dramaturgy of William Shakespeare; a study of value systems, all aimed at establishing criteria by which substantive drama can be evaluated. Open to all students. (Offered even years only.) R. Juergens

TA 360 THEATER MANAGEMENT [1 C.U.]: A comprehensive course covering all areas of theater management. Fundamentals of theatrical producing (the manager, the place for performance, the staff for the theater); methods of theatrical producing in New York theater, stock and resident theater, college and community theaters; business management in the theater (budgeting,

accounting, box office, raising non-ticket revenue); and a study of the theater and its audience (community and press relations, publicity and advertising and audience engineering and psychology). For all students who wish to gain knowledge of sound business practices in the performing arts. No prior knowledge of business necessary. Quizzes, comprehensive term project. Junior major or consent. S. Neilson

TA 418-419, 420-421 THEATER PRODUCTION A/B C/D [5 C.U.]: A laboratory course in theater production. Assignment to production responsibilities will be determined by the faculty, and will be directly related to the major play currently in production. Upperclassmen with more experience will be assigned to posts with major responsibility: Stage Manager, Master electrician, major roles, etc. May be repeated for credit.

TA 398-399, 498-499 SENIOR PROJECT/RESEARCH PROJECT/INTERNSHIP [1 C.U.]: Three types of individual study are available:

(a) Tutorial

Independent pursuit of applied production projects in acting, directing, design, technical theater or management. Projects approved must not be possible to do under other courses. Prerequisite: senior standing in the Department and approval of project by departmental faculty the semester prior to enrollment. Staff

(b) Research Project

Independent research in any area of history of the theater arts, dramatic criticism, dramatic literature. Major research paper required. Prerequisite: junior standing in department

and approval of study by faculty of the Department semester prior to enrollment. Staff

(c) **Internship**

A one-semester internship with a professional performing arts organization or agency. Student's work monitored and eval-

uated by faculty advisor in area of internship. Prerequisite: junior or senior standing in the Department and approval of internship by departmental faculty semester prior to enrollment. Staff

## Speech

The study of Speech has been a part of the traditional academic curriculum since the days of ancient Greece. As society has evolved, the focus and scope of the discipline have broadened from a strict skills orientation to a multi-faceted probe of areas involving verbal, non-verbal, interpersonal and historical ramifications. The past four decades have fostered rapid growth in the field in terms of personal, societal and cultural impact. Thus, Speech at Rollins College is presented as a traditional field of study with contemporary applications.

The courses offered in this area emphasize the development of logical thought and decision-making processes, research skills, documented support for assertions and positions, creative thinking and expression, analysis of theories, rhetorical criticism, values consideration and clarification, organizational skills, leadership techniques, various forms of verbal presentations, and critical listening.

Because Speech is a discipline underlying and complementing many areas of study, a student may select the field as a minor while majoring in another discipline.

### *Speech Minor*

*Required courses: 5 core courses and 3 electives*

**SP 110** Fundamentals of Speech

**SP 304** Mass Communication: A Cultural Perspective

**SP 310** Advanced Public Speaking

**SP 402** Senior Seminar

*Choose one of the following three*

**SP 220** Interpersonal Communication

**SP 300** Interviewing

**SP 321** Group Discussion and Conference Leadership Methods

Any course involving directed study, independent study or an internship must be approved by the faculty of the Department of Theater Arts, Speech and Dance.



Students selecting a minor in the area of Speech must enroll for the courses in numerical sequence, *e.g.*, 200-level courses sophomore year, 300-level courses junior year, etc. In cases where there is excessive student demand or over-enrollment for a course, preference will be given to students previously enrolled as minors.

**SP 110 FUNDAMENTALS OF SPEECH** [1 C.U.]: The process of oral communication and the practice of skills associated with public speaking with applications to the preparation, delivery and evaluation of the common forms of public address. C. Rodgers and Staff

**SP 212 BUSINESS AND PROFESSIONAL SPEECH** [1 C.U.]: Identification of speech communication opportunities encountered in professional situations. The analysis of communication objectives and the preparation of oral presentations for the class. Projects will focus on audience analysis, informational reports, listening techniques, persuasive presentations, interviewing, responding to inquiries, symposium design and project evaluation. Staff

**SP 213 ORAL INTERPRETATION OF LITERATURE** [1 C.U.]: The oral re-creation of literature for an audience. Principles and practices for selection, comprehension, analysis and appreciation of several types of literature will be stressed. Staff

**SP 220 INTERPERSONAL COMMUNICATION** [1 C.U.]: The nature of the communication process as it affects the individual's interaction with other people and groups. Involves study of communication theory, barriers, interactant behavior, situational cues, environmental factors, verbal and nonverbal mes-

sages. Subject approached via readings, discussion and in-class simulation exercises. Staff

**SP 240 VOICE AND DICTION** [1 C.U.]: Study and practice toward the improvement of vocal habits and behaviors. Emphasis on phonetics (and an understanding of the International Phonetic Alphabet) and on those vocal variables (pitch, volume, rate, quality, projection and articulation) under student control; some special attention to problems of dialect and non-standard English. Of special interest to prospective teachers, students with vocal problems, and theater students. Staff

**SP 301 HISTORY OF RADIO AND TELEVISION IN AMERICA** [1 C.U.]: A study of the development of broadcasting in America. Lectures probe inventions, trends, programs, events and personalities that have contributed and advanced the electronic mass communications systems in the United States from 1900 to the present. C. Rodgers

**SP 310 ADVANCED PUBLIC SPEAKING** [1 C.U.]: Designed for the proficient speaker. Students will prepare and deliver numerous oral presentations with emphasis upon organization, content and delivery. Signifi-

cant concentration on the theory, technique and presentation of various types of persuasive speeches. The video recorder will be used extensively so students may evaluate their progress and effectiveness. Prerequisite: SP 110. C. Rodgers

**SP 321 GROUP DISCUSSION AND CONFERENCE LEADERSHIP METHODS [1 C.U.]:** Attitudes, skills and knowledge favorable for effective participation in small groups, problem-solving discussions and panel/symposium presentations. Emphasis on the application of theory to projects designed to involve the students in simulations of typical group situations. Participation, leadership, research and evaluation will be stressed. Staff

**SP 412 READERS THEATER [1 C.U.]:** Study of the ensemble oral interpretation of non-dramatic literature (prose and poetry). Script preparation, participation, and stage direction techniques for Readers Theater performance. Each student will direct a one half hour Readers Theater production. Prerequisite: SP 213.

**SP 498-499 SENIOR PROJECT/RESEARCH PROJECT/INTERNSHIP:** Three types of individual study are available:

- (a) **Tutorial**  
Independent pursuit of applied Speech Communication projects. Projects approved must not be possible to do under other courses. Prerequisite: senior standing in the Department and approval of project by departmental faculty the semester prior to enrollment.
- (b) **Research Project**  
Independent research in Speech Communication. Major research paper required. Prerequisite: senior standing in Department and approval of study by faculty of the Department the semester prior to enrollment.
- (c) **Internship**  
A one-semester internship with an organization in the area of Speech Communication. Student's work monitored and evaluated by faculty advisor in area of internship. Prerequisite: junior or senior standing in the Department and approval of internship by departmental faculty the semester prior to enrollment.

## Dance

The Dance program is designed to provide the liberal arts student opportunity for personal involvement in dance as an art form and as a basic movement experience. The curriculum is specifically structured for students to select either a modern or ballet emphasis but they must be exposed to both disciplines. Extensive movement experience in modern dance, ballet, improvisation and ethnic forms is gained through practical work in classroom, studio workshops and performance. The development and relevance of dance is studied through courses in music and choreography.

A student who minors in Dance must complete 6 required and two elective courses.

### *Requirements For Minor*

- D 170** Introduction to Ballet  
or  
**D 179** Introduction to Modern Dance  
**D 270** Intermediate Ballet I  
**D 271** Intermediate Ballet II  
**D 279** Intermediate Modern Dance I  
**D 280** Intermediate Modern Dance II  
**D-MU 230** Music For Dancers

### *Choose 2 from below [electives]*

- D 275** Fundamentals of Jazz, Character & Tap  
**D 292** Ballet Technique Choreography  
**D 289** Modern Dance Choreography  
**D 370** Advanced Classical Ballet  
**D 379** Advanced Modern Dance

**D 170 INTRODUCTION TO BALLET**  
[1 C.U.]: An introduction to the fundamental concepts and historical evolution of the art of ballet. Practical laboratory work in basic positions and fundamental barre exercises. Stress on correct alignment of the body and the application of step combinations in centre work. The use of ballet vocabulary.  
Mésavage

**D 179 INTRODUCTION TO MODERN DANCE**  
[1 C.U.]: An introduction to the fundamental concepts and historical evolution of modern

dance. Study of the basic principles of modern dance technique. Practical work in beginning exercises and movement phrases, utilizing changing rhythms and dynamics, work on style and phrasings, mood projection. Sherry

**D-MU 230 MUSIC FOR THE DANCER**  
[1 C.U.]: Fundamental aspects of music and their application to movement in ballet, modern, jazz dance. Emphasis on rhythmic skills and formal musical analysis. A survey of music written for ballet and modern dance from the 17th century to present. Reynolds

**D 270 INTERMEDIATE BALLET I** [1 C.U.]: Intermediate Ballet I presupposes a foundation in barre work, elementary center work including "adages" and "allegros" as well as elementary steps "en diagonale." At this level, the vocabulary of classical dance will be extended, and "enchainements" of previous learned steps will be emphasized. Students will become acquainted with the theory and history of dance at this level. Prerequisites: D 170 or consent of instructor. Mésavage

**D 271 INTERMEDIATE BALLET II** [1 C.U.]: This course is a continuation of D 270 (Intermediate Ballet I) and presupposes the knowledge acquired in that class. At the end of D271 students will be required to perform more complicated "pirouettes," longer and more difficult "allegros" and "enchainements." Students are expected to have mastered the theory of ballet and to have a good knowledge of dance history at the end of this course. Mésavage

**D 275 FUNDAMENTALS OF JAZZ, CHARACTER & TAP** [1 C.U.]: An understanding of the techniques of Jazz/Character/Tap dance. A study of how Jazz/Character/Tap dance evolved as an American dance form and its application to American musical theatre. Each class will begin with a dance warm-up designed to encourage strength, flexibility and coordination, followed by various dance combinations and sequences (some from original shows). The basic elements of rhythmic phrasing will be studied. Sherry

**D 279 INTERMEDIATE MODERN DANCE** [1 C.U.]: A practical laboratory course in the art, craft, and science of Modern Dance. History,

theory and vocabulary will be included in the course. Designed for students having complete TA 179, Introduction to Modern Dance, and by consent of instructor. Sherry

**D 280 INTERMEDIATE MODERN DANCE II** [1 C.U.]: A continuation of Intermediate Modern Dance I including a study of philosophical essays on dance. At the end of this course the student will be expected to have accomplished the craftsmanship and science of Modern Dance, as well as have a good knowledge of the history, theory and vocabulary of Modern Dance. Prerequisite: D 279. Sherry

**D 289 MODERN DANCE CHOREOGRAPHY** [1 C.U.]: A study of the basic elements of choreography with an emphasis on personal invention, solo and group focus, and the exploration of the evaluative process. Designed for the intermediate/advanced student interested in the practical and theoretical aspects of the art of choreography. This course will include material on costuming, staging, lighting, make-up, program planning for concert performances. Sherry

**D 292 BALLET TECHNIQUE/CHOREOGRAPHY** [1 C.U.]: Designed for intermediate students who have successfully completed Intermediate Ballet I, or its equivalent, and who wish to consolidate their technical abilities as well as learn the elements of choreography. Since this course may be repeated for credit, the student will progress from solo work to group forms. Students minoring in dance are expected to produce work of the quality to be performed. Mésavage

**D 370 ADVANCED CLASSICAL BALLET** [1 C.U.]: In this course the student will learn beats, advanced "adages" and "enchainements" as well as elementary and intermediate "pointe" work. Increasing attention will be accorded to style and performance. *Mésavage*

**D 379 ADVANCED MODERN DANCE** [1 C.U.]: Modern technique designed for the advanced level student. Dance repertory works will be taught and performed. Prerequisites: Modern Dance I & Modern Dance II. Sherry

## *Women's Studies*

Coordinator: Rosemary Curb

↓ Women's Studies offers a multi-disciplinary exploration of the nature and creations of women too often neglected in the traditional academic curriculum. Because feminist subjects must be examined from many points of view — biological, economic, ethical, historical, literary, political and sociological — Women's Studies includes disciplines and faculty from several departments. Students study the distinctions and correlations of biological sexual differences. They learn about culturally assigned and conditioned gender roles, theories about the development of female consciousness and behavior, restraints imposed by social conventions and legal inequities. They also learn about women's historic struggle against oppression. Topics covered will include "classic" literature of the modern women's liberation movement, consciousness raising, images of women, as well as women's literary and artistic creations in a variety of genres and media. As personal development through senior seminar or independent study, Women's Studies students may choose a project relevant to increasing self-perception and/or intensive scholarship. Ultimately, Women's Studies enables students to understand and evaluate forces in our culture which have formed our contemporary perceptions and expectations of women and to expand their consciousness of personal privilege and inhibition, talent and genius, in order to know themselves.

### *Requirements for the Minor (8)*

<b>AS 230</b>	Sex and Gender Roles
<b>WS-E 276</b>	Literature of the Women's Movement
<b>WS-H 365</b>	Women's History
<b>WS 497 or 498</b>	Senior Seminar or Independent Study

One course in Sociology and one course in literature, plus two elective courses in any discipline which focus on women and their contributions.

## *Elective Concentrations*

‡ Rollins College does not offer formal programs in the following areas, but students may include them in their course of study by electing the courses listed under each area. It is also possible to construct an area major (see p. 24) in some of these disciplines.

### *American Studies*

An American Studies area major can be easily constructed because there are numerous appropriate courses offered by the Anthropology-Sociology, History, Art, Economics, Politics and English departments. The following is a sample list which illustrates the diversity of course offerings but is by no means exhaustive. Interested students should consult the course listings of the various departments mentioned above.

<b>AS 258</b>	North American Indians
<b>AS 245</b>	Law and Society
<b>AS 318</b>	Urban Sociology
<b>A 322</b>	Indian Art of the Continental United States
<b>A 322</b>	Art of the United States
<b>EC 345</b>	Economic History of the United States
<b>EC 355</b>	Public Economics
<b>EC 361</b>	Urban-Regional Economics
<b>E 303-304</b>	American Literature
<b>E 326</b>	Southern Writers
<b>E 370</b>	The Twentieth-Century Novel in America
<b>H 333</b>	Age of Jefferson and Jackson
<b>H 335</b>	History of the South
<b>H 344-345</b>	American Constitutional History
<b>H 346</b>	America Since 1945
<b>H 365</b>	American Social and Intellectual History
<b>H-PO 392</b>	The Development of American Political Culture
<b>PH 302</b>	American Philosophy
<b>PO 372</b>	The Presidency
<b>PO 381</b>	The Legislative Process
<b>PO 371</b>	Parties, Public Opinion and Pressure Groups
<b>PO 382</b>	Constitutional Law

### *Irish Studies*

<b>I-E 387</b>	Anglo-Irish Literature in the 20th Century
<b>I-AS 287</b>	Irish Mythology and Folklore: The Oral Tradition
<b>I-AS 387</b>	The Social Structure of Ireland

- I-PO 387** The Irish Political System  
**I-A 287** History and Appreciation of Irish Art

*Literature in Translation*

- E 221-222** Selected Studies in World Literature  
**E 364** Twentieth-Century Drama: European  
**E 481** Modern European Novel  
**FR 207/407** Imaginary Voyages in French Prose Fiction  
**RN 311** Soviet Life and Society  
**RN 315** Soviet Literature (Solzhenitsyn)  
**SH 135/435** Masters of Contemporary Latin American Prose

*Medieval Studies*

- E 314** Chaucer  
**A 309** Medieval Art and Architecture  
**H 209** Medieval History

*Renaissance and Reformation*

- H 372** The Reformation  
**E 309** British Renaissance Literature  
**E 317-318** Shakespeare  
**A 310** Northern Renaissance Art  
**A 311** Italian Renaissance Art  
**A 197** Art and Architecture of the Italian Renaissance

*Romanticism*

- H 310** European Social and Intellectual History: Romanticism  
**GN 401** Eighteenth and Nineteenth-Century German Literature  
**E 332** English Literature: Romantic Period  
**MU 216** Nineteenth-Century Romantic Music

*Urban Studies*

- AS 311A** Topics in Sociology: Seminar in Urban Social Problems  
**AS 318** Urban Sociology  
**AS 437** Seminar in Sociology: Social Psychology of the Urban Environment  
**EC 361** Urban-Regional Economics  
**ED 370** Urban Education  
**ED 372** Analysis of Urban Education Policies

## *Rollins Overseas Programs*

† Students may attend Rollins programs in either Sydney, Australia, or Dublin, Ireland, during the fall term. Participants enroll in four courses and receive 1.25 course units for each course. Both programs offer students the opportunity to live with families in the host country and to attend classes on the campus of a local college or university.

### *Australia Program*

Located in Sydney, Australia, the program is affiliated with the Sydney College of Advanced Education. Although the program's curriculum is separate from that of S.C.A.E., Rollins students participate fully in the intellectual and social life of the campus. Under the direction of a full-time academic director, the following courses are offered: Australian History, Australia's Physical Environment, 20th-Century Australian Literature, Australian Art, The Australian Economy, Australian Social Anthropology, and The Flora and Fauna of Australia. Complete course descriptions appear on page

### *Ireland Program*

Students enrolled in the program in Ireland attend classes at the National Institute of Higher Education in Glasnevin, a northern suburb of Dublin. The 50-acre campus is new and has excellent learning and recreational facilities. The Institute encourages Rollins students to join their Irish counterparts in study and play. At present the following courses are offered:

I-A 287 HISTORY AND APPRECIATION OF IRISH ART [1.25 C.U.]: Beginning with Celtic and Norman art, the course next concentrates on the Georgian era at the end of the 17th century. The second half of the course is devoted to modern Irish art. Most classes feature visits to museums, galleries and monuments in the greater Dublin area.

J. Hutchinson

I-AS 387 THE SOCIAL STRUCTURE OF MODERN IRELAND [1.25 C.U.] Through this course students may gain an understanding of Ireland's unique society. A survey of the

changing patterns of family, kinship and community leads into the study of demographic transformations which have occurred in Ireland since the famine. The last part of the course deals with economic, cultural, political and religious changes and their impact on today's Irish society. E. Slater

I-E 387 ANGLO-IRISH LITERATURE IN THE 20TH CENTURY [1.25 C.U.]: Students will become familiar with the most important works and movements of modern Irish literature through reading poetry, novels and shorter prose works written in Eng-



lish by Irish authors of the past ninety years. The class includes walking tours of Dublin's literary localities.

I-EC 287 THE MODERN IRISH ECONOMY [1.25 C.U.]: The main features of the Irish economy will be examined in as practical a way as possible including a number of visits to companies and government agencies. The primary aim is to provide the basis for an understanding of the similarities and differences between Ireland and the rest of Western Europe. D. Jacobson

I-H 287 MODERN IRISH HISTORY [1.25 C.U.] The first part of the course aims to provide a basic outline of pre-1922 Irish history with a more detailed coverage of the 60 years since Independence and Partition. It will be followed by two topics for special study. Students may choose between Ireland's International Relations and the Northern Ireland Problem. S. Barcroft

I-H 387 PERSPECTIVES ON THE PROBLEM OF NORTHERN IRELAND [1.25 C.U.] This course will begin with an examination of the historical background of the present social, political, and economic situation in Northern Ireland. Among the major questions to be analyzed are the roles of religious and economic interests in the "troubles," relationships with Britain and the Republic of Ireland, the views of the situation expressed in the media. Extensive use will be made of television and film material. The instructor will accompany students on a field trip to Derry, his native city in Northern Ireland. D. Bell

I-WS 287 WOMEN IN CONTEMPORARY IRISH SOCIETY [1.25 C.U.] This course looks at the role of women in society from a theoretical and practical point of view. It will be of interest to both men and women. Examination of this topic within the context of Irish society serves to highlight many of the unique features of the country in which they will be living. The course treats general issues raised about the position of women in society and the specific form these issues take within the Republic of Ireland. Among the areas covered are: sexual division in society, employment, marriage and the family, images of women in Ireland, the media and gender. A Wickham

I-PO 387 MODERN IRISH POLITICS [1.25 C.U.] This course covers Irish politics from the 1937 Constitution to the present and describes the political parties and the electoral system in Ireland. It allows students the opportunity to observe first-hand Irish politicians at work and to spend some time with the Irish Members of Parliament. E. O'Halpin

I-TA 387 THE ABBEY THEATRE: A HISTORY OF IRISH DRAMA [1 C.U.]: A survey of Irish drama as illustrated by the development of Dublin's Abbey Theatre. Modern plays and productions are also considered, and visits to the Abbey are an integral part of the course. Mr. MacAnna, one of the Abbey's artistic directors, conducts workshops at the theater in conjunction with the course lectures and discussions. T. McDonough

### *Spain Program*

Verano Español is a six-week academic program conducted in Madrid. Students are housed in selected Spanish homes. The program includes field trips to historic and cultural sites near Madrid. All courses are conducted in Spanish and are taught by native Spanish faculty. Each class meets for 1½ hours, Monday through Thursday. The long weekend allows ample opportunity for guided excursions or independent travel. The following courses are offered:

M-SH 315 LENGUA EN ACCION. An intensive conversation/composition course stressing the functional use of Spanish. Focus is on Castilian vocabulary and expression reflecting current cultural themes.

M-SH 325 LA ACTUALIDAD ESPAÑOLA. A survey of the major political, economic, and social concerns of modern Spain. Course content may vary at the discretion of the instructor.

M-SH 335 LA LITERATURA ESPAÑOLA CONTEMPORANEA. A survey of the major works of Spanish Liter-

ature of the 20th century. An examination of those authors and literary movements that have shaped our perception of Spanish thought, concerns and identity. Course content may vary at the discretion of the instructor.

M-SH 375 ESPANA EN SU ARTE. A survey of Spain's history and culture as manifested in its Art. Class lectures and discussions accompanied by slide presentations. On site-study at the Prado Museum and other suitable locations. Appropriate for credit in Spanish or Art.

*For further information:*

Associate Dean of the Faculty  
ROLLINS COLLEGE  
Winter Park, Florida 32789  
305/646-2280





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## Presidents

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Charles 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-

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 President.

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# Faculty

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Professor Emeritus of Piano
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- Sara Harbottle Howden, A.B.*  
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Professor Emeritus of Voice
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Professor Emeritus of Mathematics
- George Saute, A.M., Ph.D.*  
Professor Emeritus of Mathematics



*Bernice Catharine Shor, B.S., M.S.*  
Associate Professor Emeritus of Biology

*Alexander Waite, A.B., M.Ed., Ph.D.*  
Professor Emeritus of Psychology

*Rhea Marsh Smith, A.B., A.M., Ph.D.*  
Professor Emeritus of History

*Helen Linnemeier Watson, A.B., M.A.*  
Dean Emeritus of Women

*Bessie Winifred Stadt, B.A., M.A., Ph.D.*  
Professor Emeritus of Foreign Language

*Frank Wilson Wolf, B.S., M.Ed., Ed.D.*  
Associate Professor Emeritus of Education

*Richard Schuyler Wolfe, B.A., M.A.*  
Registrar Emeritus

## Faculty (1984-85)

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

### *Thaddeus Seymour*

President, Professor of English, (1978; 1978); B.A., University of California at Berkeley; M.A., Ph.D., University of North Carolina at Chapel Hill; L.H.D., Wilkes College; LL.D., Butler University; LL.D., Indiana State University; LL.D., Wabash College. In addition to his special interest in 18th-century English literature, President Seymour also teaches freshman composition.

### *Timothy E. Ackley*

Assistant Professor of Philosophy and Education, Patrick Air Force Base Branch, (1977; 1980); B.G.S., M.A.T., Rollins College; Ph.D., University of Florida. Professor Ackley teaches courses in philosophy.

### *Barry Allen*

Associate Professor of Environmental Studies, (1982; 1982); Head of Environmental Studies Department; B.A., University of Miami; Ph.D., University of Pennsylvania. Professor Allen is an economist with research interests in the area of water resources & national park policy.

### *Dale F. Amlund*

Professor of Theater Arts, (1966; 1978); Designer, Annie Russell Theatre productions; B.F.A., Minneapolis College of Art and Design; M.F.A., Yale Drama School. Mr. Amlund is a theater consultant and free-lance designer. He conducts classes in scene design, costume design, and stage make-up.

### *Alexander Anderson*

Professor of Music, (1969; 1982); Choirmaster and Organist, Knowles Memorial Chapel; B.Mus., University of Glasgow; graduate study, Conservatory of St. Cecilia, Rome; Academia Chigiana, Siena, Italy; Fellow of the Royal College of Organists.

### *Marilyn Anderson*

Science Librarian, (Associate Professor), (1980; 1984); B.A., University of Tulsa; M.A., Smith College; M.A.L.S., University of Washington.

### *Lynn Banks*

Assistant Professor of Psychology, Patrick Air Force Base, (1984; 1984); B.A., University of Maryland; M.A., Ball State University; Psy.D., Florida Institute of Technology. Professor Banks specializes in social psychology.

### *Martin L. Bell*

Professor of Marketing, (1981; 1981); B.A., Principia College; M.B.A., Wharton School; Ph.D., University of Pennsylvania. Professor Bell teaches advertising, market management, and marketing research.

### *Velda Jean Bloodworth*

Reference Librarian, (Associate Professor), (1974; 1982); B.A., Southern Missionary College; M.A.T., Rollins College; M.S., Florida State University.

*Erich C. Blossley*

Archibald Granville Bush Professor of Science, (1965; 1981); Head, Department of Chemistry; B.S., Ohio State University; M.S., Iowa State University; Ph.D., Carnegie Institute of Technology. Professor Blossley specializes in bioorganic chemistry. He also teaches courses in photography.

*Richard K. Bommelje*

Director of the Division of Non-Credit Programs, Assistant Professor of Business Studies, (1974; 1982); B.S., M.S.M., Ed.S., Rollins College. Mr. Bommelje teaches courses in management and business research.

*Peter H. Bonnell*

Professor of Russian and German, (1964; 1969); A.B., University of California at Berkeley; Ph.D., Harvard University. Professor Bonnell teaches courses in German language, literature and civilization. His publications include two textbooks.

*Alexander P. Boguslawski*

Assistant Professor of Russian, (1983; 1983); M.A., University of Warsaw; Ph.D., University of Kansas. Professor Boguslawski's research interests include the culture of Old Russia, its influence on later Russian writers and artists, and the role of contemporary poets and artists in the Soviet dissident system.

*Edward E. Borsoi*

Professor of Spanish, (1969; 1978); Head, Department of Foreign Languages; B.A., University of Bridgeport; M.A., Ph.D., University of Illinois. Professor Borsoi teaches Spanish, Italian and linguistics.

*John Jackson Bowers*

Professor of Mathematics, (1962; 1971); Head, Department of Mathematics; B.A., Wesleyan University; M.S., Ph.D., Carnegie Institute of Technology. His teaching fields include calculus, algebra, inequalities, differential equations, analysis and applied mathematics.

*Charles H. Brandon*

Associate Professor of Accounting, (1982; 1982); B.S., M.S., Florida State University; Ph.D., University of Georgia; C.P.A. Professor Brandon teaches accounting at the graduate level and has co-authored several articles on the subject of forecasting.

*William Brown*

Visiting Associate Professor of Management, (1984; 1984); B.A., University of Maryland; M.A., George Washington University; Ph.D., Nova University.

*Lyvonne O. Burleson*

Instructor in Business and Economics, Patrick Air Force Base Branch, (1981; 1981); B.G.S., B.S., M.S.M., Rollins College. Ms. Burleson teaches courses in business and economics.

*Barbara H. Carson*

Associate Professor of English, (1979; 1981); B.A., Florida State University; M.A., Ph.D., Johns Hopkins University. Dr. Carson's field is American literature, with a special interest in American fiction and women in American literature.

*Robert G. Carson*

Professor of Physics, (1972; 1983); B.S., Florida State University; Ph.D., Johns Hopkins University. Professor Carson specializes in high energy physics and applications of micro-computers. His teaching duties include courses in electromagnetic theory and digital electronics as well as introductory physics.

*Esther S. Chase*

Acquisitions Librarian, (Assistant Professor), (1973; 1981); B.S. in L.S., Simmons College; M.S.M., Rollins College.

*Gloria Child*

Instructor in Mathematics, (1980; 1982); B.S., M.S., Miami University; M.Ed., Rollins College. Professor Child teaches pre-calculus, calculus, and computer science courses.

*James Douglas Child*

Archibald Granville Bush Professor of Mathematics, (1973; 1981); A.B., M.S., San Diego State College; Ph.D., University of Cincinnati. Professor Child is a specialist in complex analysis and computer-aided instruction utilizing graphics; his other teaching fields include operations research. He also serves as Coordinator of the Program in Computer Science.

*Howard Boyd Coffie, Jr.*

Associate Professor of Physical Education, (1962; 1981); B.A., M.A.T., Rollins College. Mr. Coffie coaches the Rollins baseball team and teaches physical education.

*Edward H. Cohen*

William R. Kenan, Jr. Professor of English, (1967; 1979); B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Professor Cohen's primary teaching field is Victorian studies.

*Persis C. Coleman*

Associate Professor of Biology, (1978; 1982); B.A. University of California at Berkeley; Ph.D., University of California at Davis. Professor Coleman's specialty is genetics; her teaching includes general biology, genetics, evolution, and humanistic botany.

*J. Thomas Cook*

Assistant Professor of Philosophy, (1982; 1982); B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Professor Cook specializes in the philosophy of science, metaphysical issues such as human freedom, and normative and applied ethics.

*Nathan Norman Copeland*

Assistant Professor of Physical Education, (1955; 1970); A.B., Rollins College. Mr. Copeland is the men's tennis coach and teaches physical education classes.

*Christopher Cordner*

Visiting Assistant Professor of Philosophy, (1984; 1984); B.A., Melbourne University; B. Phil., D. Phil., Oxford University. Professor Cordner lectures in ethics, aesthetics, philosophy of mind, and contemporary European philosophy.

*Deloit E. Cotanche*

Professor of Education, (1969; 1979); B.S., Troy State University; M.A., Ed.D., University of Alabama. Professor Cotanche's fields include educational psychology, guidance and counseling, and aging.

*Rosemary K. Curb*

Associate Professor of English, (1979; 1981); B.A., Rosary College; M.A., Ph.D., University of Arkansas. Professor Curb's specialization is in 20th-century English and American literature and drama; her teaching interests include American, English and/or European drama; 20th-century Black American literature and women's literature. She also serves as Coordinator of the Women's Studies Program.

*David M. Currie*

Associate Professor of Finance, (1978; 1980); B.S., University of Florida; M.B.A., Ph.D., University of Southern California. Dr. Currie's area of specialization is finance, and his teaching areas include corporate finance, and public finance.

*Frank A. Dasse*

Associate Professor of Finance, (1976; 1980); B.S.E.E., University of Michigan; M.B.A., Stetson University; Ph.D., University of Florida. Professor Dasse teaches economics and management, specializing in marketing and price analysis in relation to agricultural and natural resource commodities.

*Patricia J. Delks*

Director of Libraries, (Associate Professor), (1979; 1979); B.A., Indiana University; graduate work in Anthropology, University of Kentucky; M.L.S., Western Reserve University.

*Daniel R. DeNicola*

Vice President for Academic Affairs, Provost and Dean of the Faculty, Professor of Philosophy, (1969; 1984); A.B., Ohio University; M.Ed., Ed.D., Harvard University. In addition to his administrative duties, Dean DeNicola teaches courses in ancient philosophy, the history of philosophy, ethics, and philosophical theories of the emotions.

*Linda R. DeTure*

Assistant Professor of Education, (1981; 1982); Director of Student Teaching; B.A., Florida State University; M.Ed., Ph.D., University of Florida.

*Ralph Drtina*

Associate Professor of Accounting, (1984; 1984); B.A., Florida State University; M.B.A., Florida State University; Ph.D., Ohio State University. Professor Drtina teaches accounting in the Roy E. Crummer Graduate School of Business.

*Hoyt Littleton Edge*

Professor of Philosophy, (1970; 1981); B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Professor Edge's areas of specialization are philosophy of psychology and parapsychology. He also teaches American philosophy and philosophy of social science.

*Charles Milton Edmondson*

Professor of History, (1970; 1983); B.A., M.A., University of Mississippi; Ph.D., Florida State University. Professor Edmondson's field is the history of Russia and the Soviet Union. In addition, he teaches courses in modern European history and Chinese history.

*Allan Eller*

Associate Dean of the College, Assistant Professor of English, (1984; 1984) B.A., Columbia University; M.A., University of Toledo; Ph.D., State University of New York at Binghamton. Professor Eller's field of interest is Old English language and literature.

*David Lawrence Eng-Wilmot*

Associate Professor of Chemistry, (1980; 1984); B.A., Eckerd College; Ph.D., University of South Florida. Professor Eng-Wilmot's principal research interest is in bioinorganic chemistry, and he has published in biochemistry and analytical chemistry.

*Martin E. Farkash*

Professor of Psychology, (1979; 1983); B.A., Brooklyn College; Ph.D., Yeshiva University. Professor Farkash's teaching areas include developmental psychology and clinical psychology. He has published studies in "Self-Programming and Theta States," and "Biofeedback and Self-Regulation."

*Richard Fogelson*

Assistant Professor of Political Science, (1984; 1984); B.A., Drury College; M.A., Ph.D., University of Chicago. Professor Fogelson teaches courses in Urban Politics, Public Policy and Political Economy. He has written on the history of American urban planning.

*Barbara Frew*

Assistant Professor of Business Administration, (1984; 1984); B.A., Upsala College; M.S., University of Miami. Professor Frew's area of interest include marketing, marketing research, and advertising.

*Charles A. Gallagher*

Associate Professor of Management Sciences, (1981; 1981); B.S., Illinois Institute of Technology; M.E., University of Florida; M.S., D.B.A., Florida State University. Professor Gallagher teaches quantitative methods and management information systems.

*William K. Gallo*

Professor of Music, (1967; 1980); Head, Department of Music; B.S., University of Illinois; M.A., Ph.D., Catholic University of America. Professor Gallo teaches courses in music history, folksongs, musicology and 20th-century American popular music.

*Lynda M. Glennon*

Associate Professor of Sociology, (1980; 1980); B.A., Albertus Magnus College; M.A., Fordham University; Ph.D., Rutgers University. Professor Glennon's research interests include theoretical paradigms, media, popular culture and consciousness studies; her teaching includes courses in the family, human sexuality, sociology of women, media, paranormal reality.

*Eileen Gregory*

Associate Professor of Biology, (1979; 1983); Chair, Health Sciences Advisory Committee; B.S., Michigan State University; M.S., Ph.D., University of Washington. Professor Gregory teaches general biology, nutrition, microbiology and biochemistry. Her research interests include molecular biology and microbial ecology.

*Laura Greyson*

Assistant Professor of Political Science, (1981; 1981); Head, Department of Politics; B.A., University of California at Santa Cruz; Ph.D., Rutgers University. Professor Greyson's teaching fields include political theory, American politics, American political culture and women's studies. Her research interests include liberal and republican political theory and the development of American political thought.

*Donald Christian Griffin*

Professor of Physics, (1970; 1983); Coordinator, Engineering Program; B.S., Rollins College; M.S., Ph.D., Purdue University. Professor Griffin teaches courses in optics, atomic physics, quantum mechanics, general physics and physical science. His research interests are in theoretical atomic structure and atomic scattering theory.

*Wayne D. Hales*

Associate Professor of Economics, (1971; 1976); B.A., Oklahoma City University; M.S., Ph.D., Oklahoma State University. Professor Hales's teaching fields include public finance and monetary theory.

*Hallie Lu Hallam*

Associate Professor of Art History, (1966; 1975); B.A., West Virginia Wesleyan College; M.A., Florida State University. Professor Hallam teaches a variety of courses in art history ranging from the arts of ancient civilizations to 20th-century art.

*Edward J. Harrell*

Associate Professor of History and Political Science, Patrick Air Force Base Branch, (1972; 1975); B.A., M.A., Ph.D., Florida State University. Professor Harrell teaches courses in European history.

*Paul Harris*

Assistant Professor of Physical Education, (1978; 1979); B.A., M.A.T., Rollins College. Professor Harris is the waterfront director and waterski coach, and he teaches basic sailing and canoeing courses.

*John Heath*

Assistant Professor of Classics, (1984; 1984); B.A., Pomona College; A.M., Ph.D., Stanford University. Professor Heath teaches classes in Latin and Greek language and literature, and classical literature in translation.

*Herbert Elmore Hellwege*

Professor of Chemistry, (1954; 1963); Ph.D., University of Hamburg. Professor Hellwege's research and teaching fields are physical, inorganic and analytical chemistry.

*William J. Hepburn*

Associate Professor of Business Administration, (1978; 1983); B.S., Rutgers University; M.B.A., Rollins College. Professor Hepburn's research and teaching interests are in the areas of management, statistics, and social responsibility of business.

*James M. Higgins*

Professor of Management, (1979; 1983); B.B.A., Emory University; M.P.A., Ph.D., Georgia State University. Professor Higgins teaches management organizational behavior with a specialty in human relations training.

*Donald W. Hill*

Professor of Economics, (1958; 1966); B.S., Bucknell University; M.S., Cornell University; Ph.D., American University. Professor Hill specializes in microeconomic theory, managerial economics, and human behavior in organizations.

*Gordon E. Howell*

Raymond W. Greene Professor of Physical Education, (1967; 1976); Chairman, Department of Physical Education and Director of Athletics; B.S., Western Carolina College; M.A.T., Rollins College; Ed.D., Highland University. Professor Howell teaches psychology of competition at the undergraduate level.

*Peggy Ann Jarnigan*

Associate Professor of Physical Education, (1967; 1983); B.S., Carson-Newman College; M.S., University of Tennessee. Professor Jarnigan coaches the women's volleyball team and teaches courses in physical education.

*Kathleen Johnson*

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*Roy A. Kerr*

Associate Professor of Spanish, (1980; 1984); B.A., The Pennsylvania State University; M.Ed., Temple University; Ph.D., The Pennsylvania State University. Professor Kerr's teaching and research areas are Spanish language, Spanish American prose, drama, and poetry, Portuguese language, and Brazilian literature.

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Associate Professor of Philosophy, (1981; 1984); Head, Department of Philosophy and Religion; Chair, Pre-law Advisory Committee; B.A., Vassar College; M.A., Ph.D., University of Michigan. Professor Ketchum's teaching fields include social and political philosophy and normative and applied ethics.

*Stephen W. Klemann*

Assistant Professor of Biology, (1982; 1982); B.A., Hanover College; M.S., Ph.D., Miami University (Ohio). Professor Klemann is a zoologist with research interests in the area of genome organization and DNA evolution. He teaches courses in cellular and molecular biology, developmental biology and vertebrate physiology.

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Visiting Assistant Professor of Economics, (1983; 1983); B.A., M.A., University of Delaware; Ph.D. candidate, University of Virginia. Professor Kyraios's areas of specialization include international economics and money and finance. In addition to teaching, he has also worked as an economic consultant.

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*Jack C. Lane*

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*Ronald B. Larned*

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*Steven S. Neilson*

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Associate Professor of English, (1970; 1976); A.B., Yale University; M.A., Ph.D., University of Michigan. Professor Nordstrom's area of specialty is the English Renaissance. His teaching includes Shakespearean literature, major English writings, literary criticism, and creative writing.

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*Thomas Fales Peterson*

Professor of Art, (1958; 1975); B.F.A., University of Georgia; M.F.A., Columbia University. A distinguished painter whose works have been exhibited nationally, Professor Peterson's courses include painting, printmaking, drawing and color theory.

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Professor of English, (1971; 1981); B.A., Pontifical College Josephinum; M.A., Ph.D., Ohio State University. Professor Phelan specializes in Middle English literature; his other teaching areas include ancient and Renaissance literature, semantics and the history of language.

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*Sylvia Reynolds*

Assistant Professor of Music, (1982; 1982); B.M., Peabody Conservatory; M.S., Juilliard School of Music; D.M.A., University of Kansas. Professor Reynolds is an accomplished pianist and concert performer. Her teaching duties include piano literature, piano performance and musicianship and other courses for majors and non-majors.

*David Irving Richard*

Professor of Biology, (1968; 1977); Head, Department of Biology; B.A., Capital University; M.S., Ph.D., Ohio State University. Professor Richard's teaching areas include zoology, ecology, sociobiology, marine biology, tropical biology and parasitology.

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Distinguished Professor of Management, (1981; 1981); M.B.A., Harvard University; Ph.D., University of Illinois. Professor Richards's specialization is management policy.

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Assistant Professor of Economics, (1984; 1984); B.A., Williams College; M.A., Ohio University. Professor Rock teaches a variety of courses including historical and comparative economics.

*Charles A. Rodgers*

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*Maria Ruiz*

Visiting Assistant Professor of Psychology, (1982; 1982); B.A., M.S., Ph.D., University of Florida. Professor Ruiz is a clinical psychologist with special interest in applied experimental techniques. Her teaching duties include courses in behavior management, childhood disorders, drugs and addictions, and history and systems in modern Psychology.

*Paula C. Satcher*

Visiting Assistant Professor of Business Administration, (1983; 1983); B.S. Mercer University; M.P.A., Georgia State University. Professor Satcher is a Certified Public Accountant with experience as both a teacher and professional accountant. She teaches courses in accounting at all levels.

*Martin Schatz*

Dean of the Roy E. Crummer Graduate School of Business; Professor of Business Administration, (1979; 1979); B.S., University of Alabama; M.B.A., University of Florida; Ph.D., New York University. In addition to his administrative duties, Dean Schatz's research interests are in management and organizational behavior.

*Edward W. Scheer*

Associate Professor of Biology, (1957; 1972); B.S., Rollins College; M.A., Harvard University. Professor Scheer's teaching areas include botany, geology and environmental studies.

*Terence F. Sebright*

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*Alexandra S. Skidmore*

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Associate Professor of Anthropology, (1975; 1980); Head, Department of Anthropology and Sociology; B.A., Harper College; M.A., Ph.D., State University of New York at Binghamton. Professor Stewart specializes in the archaeology of North America and also teaches courses in cultural anthropology. She has conducted archaeological excavations at both the Palmer-Taylor and Alderman sites, about 20 miles from the campus.

*Judith Tarver*

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*Kenna C. Taylor*

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*James D. Upson*

Professor of Psychology, (1969; 1975); B.A., University of Florida; M.A., University of Iowa; Ph.D., Duquesne University. Professor Upson's research interest is the phenomenological and biopsychological dimensions of stress. His teaching areas are personality, phenomenological and physiological psychology.

*Luis Valdes*

Associate Professor of Political Science, (1970; 1970); B.A., M.A., Ph.D., University of Wisconsin. Professor Valdes specializes in comparative politics, especially that of Latin America. His other teaching areas include Third World politics, International law, and authoritarian and revolutionary politics.

*Larry Van Sickle*

Visiting Assistant Professor of Sociology, (1983; 1983); B.S. Emporia State University; M.A., University of Missouri; Ph.D. Washington University. Professor Van Sickle's research has explored how American society and its social institutions affect individual consciousness.

*Julian W. Vincze*

Associate Professor of Marketing, (1977; 1977); B.S., University of Montana; M.B.A., University of Western Ontario; Ph.D., University of Bradford. Professor Vincze's area of specialization is marketing management and consumer behavior.

*James Wahab*

Visiting Professor of Mathematics, (1984; 1984); B.S., College of William and Mary; M.A., Ph.D., University of North Carolina.

*James A. Warden*

Director of Computer Services, Associate Professor of Physics, (1979; 1979); B.S., Southwestern at Memphis; M.S., Ph.D., University of South Carolina. Professor Warden's research interests are in computer science and microprocessors, and robotics; he teaches courses in computer science.

*Bari Watkins*

Dean of the College, Associate Professor of History, (1983; 1983); B.A. Rice University; M.Phil., Ph.D. Yale University. Professor Watkins' academic interests include nineteenth-century America, women's history and women's studies.

*John Philip Weiss*

Professor of Sociology, (1970; 1979); B.A., Bowdoin College; M.A., Ph.D., Yale University. Professor Weiss specializes in social problems, the family and the sociology of education. He is currently interested in the social problems related to the stratification process in American society.

*Bill H. West*

Associate Professor of Business Administration, (1978; 1982); B.S., M.C.S., Rollins College; M.P.A., Georgia State University; Certified Public Accountant. Professor West's areas of interest include financial theory and tax accounting, and he teaches accounting courses at the undergraduate and graduate levels.

*Jean West*

Irving Bacheller Professor of Creative Writing, (1972; 1981); M.F.A., Cornell University. Professor West's teaching fields include creative writing, modern poetry, women's studies and children's literature. A collection of her poetry, *Holding the Chariot*, has been published.

*A. Arnold Wettstein*

Professor of Religion and Dean of Knowles Memorial Chapel, (1968; 1977); A.B., Princeton University; B.D., Union Theological Seminary; Ph.D., McGill University. Dean Wettstein's fields are contemporary religious thought and world religions. He is particularly interested in theological analysis of contemporary problems emerging from the technological domination of American culture. Dean Wettstein teaches courses in contemporary religious thought, world religions, and Chinese thought and culture.

*Donna Williams*

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*Gary L. Williams*

Associate Professor of History, (1972; 1976); Head, Department of History; A.B., Centre College; M.A., Ph.D., Duke University. Professor Williams specializes in 19th-century United States history, especially racial attitudes, the slave experience and the Civil War era. He is also interested in the development of American political culture and in the meaning of republicanism in the Revolutionary and early national periods.

*Ward Woodbury*

Professor of Music, (1966; 1974); B.A., Western State College of Colorado; M.A., Ph.D., University of Rochester, Eastman School of Music. Professor Woodbury is music director and conductor of the Bach Festival Society of Winter Park. He teaches courses in music theory, history, and appreciation.

## Faculty in Australia and Ireland

*Geoffrey Alcorn*

B.Sc., University of New South Wales; M.Sc., University of London; Ph.D., Macquarie University, North Ryde, N.S.W.

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B.A. ons., Latrobe University, Victoria. Professor Macdonald's special field of interest is the impact of uranium mining on the aborigines in the Northern Territory.

*Mark William Macleod*

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*John Ryan*

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*Colin John Sale*

B.A. ons., Sydney; M.S., University of London. Professor Sale is Head of the Geography Department at the Sydney Institute of Education. Among his many publications are several comprehensive texts on Australian geography. His research interests include the influence of increasing population on the Southeastern Australian Environment.

*Maurice Symonds*

B.A. ons., M.Ed., Sydney. Professor Symonds particular research interest is Modern Australian Painters. He is also a member of the Art Board of the Australia Council.

*John Hutchinson*

B.A. (honors), Trinity University; M.A. (honors), M.Litt., Oxford University. Professor Hutchinson is interested in restoration techniques applied to paintings in the National Gallery of Ireland.

*D. Jacobson*

B.A., Hebrew University, Jerusalem; M.A., Sussex University; Ph.D., Trinity College, Dublin. Professor Jacobson is a lecturer in Economics at the National Institute of Higher Education in Dublin. Professor Jacobson's particular field of interest is the international aspects of the Ford Motor Company.

*Thomas McDonough*

Professor McDonough is one of the artistic directors of the Abbey Theatre and has taught at Earlham University and at the University of Minnesota.

*Eamonn Slater*

B.A., Trinity College, Dublin. Professor Slater's research interest is the impact that current economic development has on the Irish family structure.

*E. Halpin*

B.A., M.A., Ph.D. Professor Halpin, a professor of Political Science, teaches courses on Modern Irish Politics, Political Parties, and the Electoral System.

*D. Bell*

B.A., M.A., Ph.D. Professor Bell, a native of Derry, is a History professor who specializes in the problems of Northern Ireland.

*N. Wickham*

B.A., M.A., Ph.D. Professor Wickham's field of specialization is contemporary Irish society, particularly women in contemporary Ireland.

## Other Instructional Staff

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Men's Cross Country Coach, (1980; 1980); B.S., M.A.T., University of South Carolina.

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*Academic Calendar 1984-1985*

*FALL TERM*

New Students Report to Campus	September 4
Classes Begin	September 10
Thanksgiving Recess Begins	November 22
Classes Resume	November 26
Examinations Begin	December 10
Term Ends	December 14

*WINTER TERM*

Classes Begin	January 7
Classes End	February 1

*SPRING TERM*

Classes Begin	February 6
Spring Recess Begins	March 30
Classes Resume	April 8
Examinations Begin	May 16
Term Ends	May 22

*COMMENCEMENT*

May 26

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