

Rollins College

## Rollins Scholarship Online

---

College of Liberal Arts Catalogs

College Catalogs

---

2003

## Rollins College Catalog Spring 2003

Rollins College

Follow this and additional works at: [https://scholarship.rollins.edu/catalogs\\_liberalarts](https://scholarship.rollins.edu/catalogs_liberalarts)

---

# ROLLINS COLLEGE

## Arts and Sciences Catalogue *Effective Spring Term 2003*

~~2000-2001~~  
~~2001-2002~~  
 2002-2003

### Table of Contents

#### Corrections and Changes by Date

#### Introduction

#### Academic Regulations

#### Admission

#### Campus Life

#### Courses of Instruction

(Majors, Minors, and Concentrations)

#### Curriculum and Academic Policies

#### Educational Programs and Opportunities

#### Special Degree Programs

#### Student Financial Aid

#### *Administrative and Teaching Staff*

#### Presidents, Officers, and Trustees

#### Administrative Staff

#### Endowed Chairs

#### Faculty

#### Other Instructional Staff

#### Emeriti

Rollins College, 1000 Holt Avenue, Winter Park, Florida 32789-4499, (407) 646-2000  
 Rollins College Catalogue Volume LXXXVIII (C)2001 All Rights Reserved

## Arts and Sciences Catalogue Contents

---

### Academic Departments

Courses of instruction and major/minor requirements by department

### Academic Regulations

Academic Calendar

Academic Honesty

Academic Standing

Academic Warning System

Access to Student Educational Records

Advanced Standing Credit

Appeals of Academic Policies

Attendance

*Class Attendance*

*First Day Attendance*

Auditing

Changing Advisors

Class Standing

Course Load

Credit System and Course Scheduling

Credit/No-Credit

*One-Time Late Credit/No-Credit Declaration*

Grades

*Grade Appeals*

Hamilton Holt School Course Work

Incomplete Work

Leave of Absence

President's and Dean's Lists

Probation and Dismissal

Readmission

*Readmission from Dismissal*

Registration

*Changes in Registration*

Repeated Courses

Retention of Records

Summer Course Work and Other Requests to Study Outside the College

Transcripts

Transfer Credit

Withdrawal from College

### Admission

Accelerated Management Program Admission

Campus Visits

Early Admission

Early Decision Admission

Freshman Admission

International Student Admission

Special Student Admission

Spring Semester Admission

Transfer Student Admission

### Campus Life

[Arts and Theatre](#)  
[Athletics and Intramurals](#)  
[Campus Safety](#)  
[Community Engagement](#)  
[Community Responsibility](#)  
[Health and Counseling Services](#)  
[Religious Life](#)  
[Residential Life](#)  
[Student Involvement and Leadership](#)

## **Curriculum and Academic Policies**

[Academic Requirements](#)  
[\*Graduation Petition and Senior Audit\*](#)  
[\*Graduation Requirements\*](#)  
[\*Honors at Graduation\*](#)  
[General Education Curriculum](#)  
[\*General Education Areas List\*](#)  
[Major Requirements](#)  
[\*Honors in the Major\*](#)  
[\*Majors List\*](#)  
[\*Self-Designed Majors\*](#)  
[Minor Requirements](#)  
[Personal Fitness Requirements](#)  
[Practical Concentrations](#)

## **Educational Programs and Opportunities**

[Academic Support Programs and Facilities](#)  
[\*Academic Advising Support Services\*](#)  
[\*Career Services\*](#)  
[\*Careers in Health Related Professions\*](#)  
[\*Careers in Law\*](#)  
[\*Information Technology\*](#)  
[\*Olin Library\*](#)  
[\*Peer Tutoring Program\*](#)  
[\*Presentation Systems\*](#)  
[\*Services for Students with Learning Disability and Attention Deficit Disorder\*](#)  
[\*Thomas P. Johnson Student Resource Center\*](#)  
[\*Writing Center\*](#)  
[Choosing a Course of Study](#)  
[Rollins Conference Courses](#)  
[Special Curricular Opportunities](#)  
[\*Independent Study\*](#)  
[\*International and Off-Campus Study\*](#)  
[\*Internships\*](#)  
[\*Service Learning\*](#)

## **Introduction**

[Accreditation, Associated Programs, Heritage, and Mission Statement](#)

## **Special Degree Programs**

[Combined and Cooperative Degree Programs](#)  
[\*Accelerated Management and 3-2/MBA Programs\*](#)  
[\*Environmental Management\*](#)  
[\*Pre-Engineering Program\*](#)  
[Honors Degree Program](#)

## **Student Financial Aid**

[Aid for Off-Campus Programs](#)

[Employment](#)

[Grants and Scholarships](#)

[Loans](#)

[Rights and Responsibilities of the Aid Recipient](#)

[Standards of Satisfactory Academic Progress](#)

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

---

# Arts and Sciences Catalogue Revisions

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

<b>Effective Spring Term 2003</b>		
<b>Catalogue Section</b>	<b>Sub Section</b>	<b>Date to Web</b>
Academic Regulations	Advanced Standing Credit	12/13/02
Academic Regulations	Credit/No-Credit	1/28/03
Academic Regulations	One-Time Late Credit/No-Credit Declaration	1/28/03
Academic Regulations	Repeated Courses	12/16/02
Academic Regulations	Transfer Credit	12/13/02
Courses of Instruction	EDUCATION - <i>curriculum changes, prerequisite changes, EDU 306 to 406, EDU 307 to 407, add EDU 335</i>	10/18/02
Courses of Instruction	ENGLISH - <i>curriculum changes to Writing, add ENG 231, 275, 373</i>	10/3/02
Courses of Instruction	FOREIGN LANGUAGES - <i>add EUR 120/320, change SPN 305 to SPN 290</i>	10/4/02
Courses of Instruction	MATHEMATICS - <i>description change to MAT 240</i>	10/4/02
Courses of Instruction	MUSIC - <i>major requirements changes</i>	12/06/02
Courses of Instruction	MUSIC - <i>add MUS 285</i>	10/11/02
Courses of Instruction	PHILOSOPHY AND RELIGION - <i>title changes REL 113 and REL 114</i>	9/23/02
Courses of Instruction	PHILOSOPHY AND RELIGION - <i>add REL 230</i>	10/4/02
Courses of Instruction	POLITICAL SCIENCE - <i>add POL 387</i>	10/4/02
Educational Programs and Opportunities	Internships	12/12/02
<a href="#">Back to Catalogue</a>		
<b>Effective Fall Term 2002</b>		
<b>Catalogue Section</b>	<b>Sub Section</b>	<b>Date to Web</b>
Academic Regulations	Academic Warning System - <i>new section replaces Mid-Term Progress Reports section</i>	6/25/02
Academic Regulations	Probation and Dismissal	4/3/02
Academic Regulations	Summer Course Work	7/16/02
Campus Life	Office of Community Engagement - <i>new section</i>	5/30/02

Courses of Instruction	ANTHROPOLOGY - <i>title change ANT 228</i>	4/18/02
Courses of Instruction	AUSTRALIAN STUDIES - <i>requirements correction</i>	9/23/02
Courses of Instruction	BUSINESS ADMINISTRATION - <i>curriculum changes</i>	3/25/02
Courses of Instruction	ENGLISH - <i>curriculum changes</i>	3/26/02
Courses of Instruction	ENGLISH - <i>description changes ENG 235, 310/410, delete ENG 236</i>	4/12/02
Courses of Instruction	FILM STUDIES - <i>new minor</i>	4/19/02
Courses of Instruction	INTERNATIONAL BUSINESS - <i>curriculum changes</i>	3/22/02
Courses of Instruction	MATHEMATICS - <i>description change MAT 240</i>	4/10/02
Curriculum and Academic Policies	General Education Areas - 'V'	7/17/02
Curriculum and Academic Policies	Self-Designed Majors	6/25/02
Curriculum and Academic Policies	General Education Areas - 'W'	9/3/02
Educational Programs and Opportunities	Special Curricular Opportunities - <i>Service-Learning</i>	5/30/02
<a href="#">Back to Catalogue</a>		

### ***Effective Spring Term 2002***

<b>Catalogue Section</b>	<b>Sub Section</b>	<b>Date to Web</b>
Academic Regulations	Academic Standing	1/15/02
Academic Regulations	Late Credit/No-Credit Declaration	1/17/02
Curriculum & Academic Policies	Personal Fitness Requirements	1/11/02
Special Degree Programs	Pre-Engineering Program	1/11/02
Courses of Instruction	ANTHROPOLOGY - <i>new course ANT 452</i>	2/21/02
Courses of Instruction	ANTHROPOLOGY - <i>new course ANT 219</i>	3/6/02
Courses of Instruction	ART - <i>new course ART 300</i>	1/10/02
Courses of Instruction	ART - <i>curriculum changes to Studio Art</i>	2/2/02
Courses of Instruction	AUSTRALIAN STUDIES - <i>curriculum changes</i>	1/10/02
Courses of Instruction	BIOCHEMISTRY/MOLECULAR BIOLOGY - <i>curriculum changes</i>	1/10/02
Courses of Instruction	BIOCHEMISTRY/MOLECULAR BIOLOGY - <i>new courses BCH 440, 498/499</i>	3/6/02
Courses of Instruction	BIOLOGY - <i>curriculum changes</i>	1/10/02
Courses of Instruction	BIOLOGY - <i>change course number BIO 408 to BIO 308</i>	1/28/02
Courses of Instruction	CHEMISTRY - <i>moved BCH 431, 432 to Biochemistry section</i>	3/6/02
Courses of Instruction	CLASSICAL STUDIES - <i>new course CLS 105</i>	3/6/02

Courses of Instruction	EDUCATION - <i>curriculum changes</i>	1/10/02
Courses of Instruction	ENGLISH - <i>curriculum changes</i>	1/10/02
Courses of Instruction	ENGLISH - <i>curriculum changes to Writing Minor</i>	1/10/02
Courses of Instruction	ENGLISH - <i>new courses ENG 303, 304, 305, 307</i>	2/21/02
Courses of Instruction	ENGLISH - <i>change course number ENG 374 to ENG 274</i>	3/6/02
Courses of Instruction	ENVIRONMENTAL STUDIES - <i>curriculum changes</i>	1/15/02
Courses of Instruction	ENVIRONMENTAL STUDIES - <i>new course ENV 330</i>	3/6/02
Courses of Instruction	FOREIGN LANGUAGES - <i>curriculum changes</i>	1/10/02
Courses of Instruction	FOREIGN LANGUAGES - <i>new course SPN 330</i>	3/6/02
Courses of Instruction	HISTORY - <i>curriculum changes</i>	1/10/02
Courses of Instruction	INTERNATIONAL BUSINESS - <i>new courses INB 364, 480 and course description and title changes</i>	1/10/02
Courses of Instruction	INTERNATIONAL BUSINESS - <i>new courses INB 150, 230, 373, 374</i>	3/6/02
Courses of Instruction	MATHEMATICS - <i>new courses MAT 107, 340/440</i>	1/10/02
Courses of Instruction	MUSIC - <i>new courses MUS 125OL, 202</i>	1/10/02
Courses of Instruction	MUSIC - <i>new courses MUS 230, 355, 364, 391, 392</i>	3/6/02
Courses of Instruction	PHYSICAL EDUCATION - <i>curriculum changes</i>	1/11/02
Courses of Instruction	POLITICAL SCIENCE - <i>new course POL 310</i>	1/10/02
Courses of Instruction	POLITICAL SCIENCE - <i>new courses POL 325, 394, 395</i>	3/6/02
Courses of Instruction	PSYCHOLOGY - <i>curriculum changes</i>	1/10/02
Courses of Instruction	WOMEN'S STUDIES - <i>title change WMS 205</i>	2/21/02
Administrative/Teaching Staff	Board of Trustees	1/10/02
Administrative/Teaching Staff	Endowed Chairs	1/10/02

[Back to Catalogue](#)

### *Effective Fall Term 2001*

<b>Catalogue Section</b>	<b>Sub Section</b>	<b>Date to Web</b>
Academic Regulations	Credit/No Credit	10/26/01
Academic Regulations	Information Technology	7/11/01
Courses of Instruction	AFRICAN/AFRICAN AMERICAN STUDIES - <i>curriculum changes</i>	7/11/01
Courses of Instruction	ASIAN STUDIES - <i>new minor</i>	7/11/01



Courses of Instruction	ASIAN STUDIES - <i>curriculum changes</i>	8/28/01
Courses of Instruction	BUSINESS ADMINISTRATION - <i>curriculum changes</i>	7/11/01
Courses of Instruction	CLASSICAL STUDIES - <i>curriculum changes</i>	7/11/01
Courses of Instruction	ENGLISH - <i>course description change</i>	8/23/01
Courses of Instruction	INTERNATIONAL BUSINESS - <i>curriculum changes</i>	7/11/01
Courses of Instruction	MUSIC - <i>MUA 201 (letter grade)</i>	7/12/01
Courses of Instruction	PHILOSOPHY AND RELIGION - <i>curriculum changes to Religious Studies</i>	7/11/01
Courses of Instruction	WOMEN'S STUDIES - <i>faculty additions</i>	7/11/01
Educational Programs	Olin Library	7/11/01
Administrative/Teaching Staff	Board of Trustees	7/11/01
Administrative/Teaching Staff	Emeriti List	10/12/01
<a href="#">Back to Catalogue</a>		

# Introduction to Rollins College

---

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

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

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

## Accreditation

Rollins College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) and by AACSB – The International Association for Management Education (600 Emerson Street, Suite 300, St. Louis, Missouri 63141-6762; telephone number 314-872-8481). It has been a full member of the National Association of Schools of Music since 1931, and has had a chemistry program accredited by the American Chemical Society since 1974. Its programs in education are approved by the Department of Education of the State of Florida, and its counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

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

## Associated Programs

The Hamilton Holt School of Rollins College offers associate and baccalaureate degrees as well as professional development courses and graduate programs leading to master's degrees in counseling, corporate communication and technology, education, human resources, liberal studies, and teaching, in the afternoon and evening. The Roy E. Crummer Graduate School of Business offers the MBA degree for both full-time and part-time students. The Center for Lifelong Education offers seminars, workshops, and other not-for-credit learning experiences. In addition, Rollins has a campus in Brevard County, where day and evening courses leading to associate and baccalaureate degrees and teacher certification are offered.

## Purpose

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

## Mission Statement

On February 21, 1992, the Rollins College Board of Trustees adopted the following *Mission Statement*:

*"Rollins College holds a distinctive place in American higher education. From its founding in 1885, the College has emphasized quality liberal education, and, since the 1920s, has developed a tradition of innovation in the liberal arts. Drawing upon this dual heritage, Rollins has also established a nationally recognized graduate management school and continuing education program. United by the values of liberal education and integrated by a single collegiate structure, these diverse programs and student populations distinguish Rollins as a comprehensive liberal arts institution which educates students for active citizenship in a global society and disseminates the values of a liberal education in the wider community."*

*"The College affirms its commitment to excellence and innovation throughout its programs. Rollins is dedicated to rigorous education in a caring and responsive environment; distinctive programs which are interdisciplinary and collaborative; advancement of the art of teaching; and scholarship and creative endeavor. Continuing priorities are diversity among students, staff, and faculty; the quality of student life; and the integration of a rich array of co-curricular opportunities within the curriculum."*

*"Rollins accepts its historical responsibility to serve the Central Florida community through educational programs and cultural and enrichment activities. Because aesthetic values contribute to a climate in which liberal education flourishes, the College is also committed to preserving the integrity of its architecture and the beauty and environmental health of its lakeside campus."*

## Heritage

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

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

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

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

William Fremont Blackman was a faculty member at Yale University when he was called to the Rollins presidency in 1902. During his term in office (1902-1915), President Blackman faced a national depression and diminishing

enrollment, yet he substantially increased the College's endowment, added to its facilities, and won the support of the Carnegie Foundation. Carnegie Hall, once the library and administration building, now serves as home to the College's admission, financial aid, and career services offices.

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

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

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

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

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

Thaddeus Seymour (1978-1990) served previously as dean of Dartmouth College and president of Wabash College in Indiana. As Rollins celebrated its centennial, President Seymour defined its goal of providing superior liberal arts education in a personal and caring environment. During his administration, Rollins successfully completed a fund-raising campaign that provided facilities and endowment to support quality improvement and enhanced reputation.

During this time, the faculty also completely reformulated the College's curriculum, based on the pioneering work of the well-known educator D.S. Bloom, who conducted a national study that resulted in his publication of *A Taxonomy of Educational Objectives*. Beginning in 1978, students pursued general education requirements in skills (composition, mathematics, foreign language, and decision-making), the cognitive area (social, natural, and physical sciences), and the affective area (arts and literature). The framework of this curriculum remains in place to this day, although it continues to be refined.

President Rita Bornstein was elected in April 1990, having formerly held the position of vice president of the University of Miami. As she prepares the College for the challenges of the twenty-first century, President Bornstein has pledged her commitment to the institution's core values of excellence, innovation, and community, and their embodiment in a liberal arts environment that encourages development of the personal values of citizenship, service, and ethical behavior. Under her leadership, the College has established a strategic planning process and, in October 1996, launched *The Campaign For Rollins*, a comprehensive fund-raising campaign that will secure more than \$100 million for the College and its future.

Recently, Rollins has reaffirmed its role as a leader in the national conversation regarding liberal education. In February 1997, 200 leading educators from 50 colleges and universities across the country gathered for *The Rollins Colloquy -- Toward a Pragmatic Liberal Education: The Curriculum of the Twenty-First Century*. This colloquy extended the tradition established by the landmark 1931 conference on liberal education chaired by John Dewey.

Building on a tradition of excellence, innovation, and community more than a century old, the College is striding forward boldly to meet the challenges of the twenty-first century, while holding firmly to its commitment to personalized education in a nurturing environment.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Admission

---

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

## Freshman Admission

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

In addition, applicants must submit standardized admission test scores. Standardized test scores may be results of either the SAT I or ACT.

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

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

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

Admission to the freshman class is competitive. More than 1,900 applications were received for the 415 places in the freshman class for the 2000-2001 year. The Admission Committee evaluates each candidate on a variety of academic and personal factors. Academic factors include high school grades, rank in class, course selection, and standardized test results. Personal factors include recommendations, extracurricular activities or special talents, and the essay submitted with the application form.

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

Campus housing is available to all freshman candidates. Housing application materials are mailed after admission decisions have been completed.

## **Early Decision Admission**

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

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

## **Accelerated Management Program Admission**

In cooperation with the Roy E. Crummer Graduate School of Business, Rollins College offers a program leading to the A.B. and M.B.A. in five years. Freshmen accepted into the Accelerated Management Program have the opportunity to achieve guaranteed entrance into the Crummer School by completing the appropriate requirements. This unique dual degree program not only offers students the opportunity to acquire the breadth and depth of a liberal arts degree and a strong graduate management education, but also provides needed skills and practical experience through internships and relevant job exposure.

Students are accepted into the Crummer School for their fourth year if they achieve at least a 3.2 cumulative grade point average and complete all general education, major, and credit hour requirements (108 semester hours) by the end of the third year. A score of at least 600 on the Graduate Management Admissions Test must be earned by the end of the fall term of the junior year.

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

## **Spring Semester Admission**

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

## **Early Admission**

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

## **Transfer Student Admission**

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

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

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

Applicants are notified of their status before the end of December for spring semester admission and by May 1 for the fall semester. Late applicants are notified on a rolling basis after these dates. Accepted candidates are asked to submit a nonrefundable tuition deposit of \$500 to hold their place in the entering class. Rollins sets aside limited campus housing for transfer students, and these spaces are assigned by receipt of the tuition deposit on a first-come, first-served basis.

## International Student Admission

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

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

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

## Special Student Admission

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

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

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



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

## **Campus Visits**

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Student Financial Aid

---

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

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

## Financial Aid Programs

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

### **GRANTS AND SCHOLARSHIPS**

**Federal Pell Grant.** A program for needy undergraduate students. Eligibility is determined by the Federal government, which notifies the student on a Student Aid Report.

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

**Federal Supplemental Educational Opportunity Grant.** A program for undergraduate students with exceptional financial need. All eligible students are ranked according to family contribution determined by the Free Application for Federal Student Aid. Awards are made to those with the lowest family contribution. *To be considered for SEOG, the Free Application for Federal Student Aid results must be received by March 1 for freshmen and by April 15 for returning or transfer students.*

**Florida Student Assistance Grant.** This grant, of up to \$1,100 per year, is provided by the State of Florida and the Federal government to needy students who are full-time and have been residents of the State of Florida for at least twelve (12) months immediately prior to application. The Florida Office of Student Financial Assistance determines eligibility based on the Free Application for Federal Student Aid.

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

**Alonzo Rollins Scholarship.** This award ranges from \$8,000 to \$15,000. It is made to entering freshmen without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.2 grade point average (GPA) or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, freshmen applicants must complete the admission application process prior to February 1.*

**Presidential Scholarship.** This award ranges from \$4,000 to \$7,000. It is made to entering freshmen without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.0 GPA or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, freshmen applicants must complete the admission application process prior to February 1.*

**Centennial Scholarship.** This \$3,000 award is made to entering freshmen without regard to need and is continued each year thereafter, as long as the recipient maintains a 2.8 GPA or better. Awards are made by the Admissions Committee based on the student's total record. *To be considered, freshmen applicants must complete the admission application process prior to February 1.*

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

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

## **LOANS**

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

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

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

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

## **EMPLOYMENT**

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

**Rollins Employment.** This program is identical to the *Federal Work-Study* program except that Rollins College provides all funds. The Student Financial Aid staff determine eligibility from the Free Application for Federal Student Aid.

## **AID FOR OFF-CAMPUS PROGRAMS**

Rollins programs are those operated by the College and offered in cooperation with other colleges and universities.

Please refer to the *International and Off-Campus Study* section for the list of programs offered.

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

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

### ***VERANO ESPAÑOL***

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

## **Standards of Satisfactory Academic Progress**

To receive aid at Rollins College, students must maintain satisfactory academic progress according to the following criteria.

### ***GRADE POINT AVERAGE***

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

### ***COMPLETION RATE***

Aid recipients should successfully complete a minimum of twenty-four (24) semester hours each academic year. At this rate, obtaining a degree will take longer than four (4) years. However, Rollins' sources provide aid for only four years. Therefore, the completion schedule should be used as a **minimum** guideline, not a registration plan. Students who officially change their majors after the junior year may receive extensions of time by submitting proposed plans of registration to the Student Financial Aid Office. Transfer credits are applied to this schedule in determining a student's eligibility for aid. Students making satisfactory academic progress must complete the following semester hours at the end of each year.

***First Year..... 24 semester hours***

***Second Year..... 48 semester hours***

***Third Year .....72 semester hours***

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

First time aid recipients are expected to meet these standards before any aid is awarded. Students receiving aid who

fail to maintain these standards the first time are placed on Aid Warning/Subject to Review. Students on Aid Warning because of a GPA less than 2.0 have one term to bring up their averages. Students on Aid Warning because of their completion rates have one academic year to make up the lost credits.

Students who do not reach the minimum standards by the end of their warning period lose eligibility for aid. Students who fall below the minimum standards for the second time may lose all future eligibility for aid at Rollins.

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

Students dismissed and later readmitted may receive aid after completing twelve (12) semester hours with a 2.0 average or better. Coursework may be completed at Rollins or at another accredited college.

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

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

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

### ***APPLICANTS FOR FINANCIAL AID ARE RESPONSIBLE FOR***

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Campus Life

---

*Changes effective Fall Term 2002.*

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

The Rollins student lives and works in a cohesive, dynamic community formed for the sake of learning and marked by its diversity. Rollins makes a special effort to attract students with diverse backgrounds, interests, and experiences in order to enrich the educational experience available to students on campus. In fall of 2000, Rollins enrolled approximately 1,600 students representing 49 states and 25 foreign countries. Many students come to Rollins from New England, the Midwest, the Middle Atlantic States, Latin America, and Europe. This geographically diverse mix, which is represented also in terms of cultures, languages, and ethnicity, forms the basis for a cosmopolitan community of learners on Rollins' beautiful lakeside campus.

## Community Responsibility

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

The *Code of Students' Rights and Responsibilities*, created jointly by administrators, faculty, and students, is published annually in the student handbook, the *R-Times*, and on the Rollins web site and describes the principles and procedures employed at Rollins to ensure such an environment. It affirms student rights such as freedom of expression, privacy, and an atmosphere free of discrimination and harassment, and describes proscribed conduct and appropriate sanctions imposed when the Code is violated. The Dean of Student Affairs is responsible for student discipline, but because of the College's commitment to student self-governance, adjudication of student misconduct is often delegated to the Student Hearing Board or the Greek Hearing Council. Serving on one of those boards is a significant honor and responsibility.

## The Office of Community Engagement

The Office of Community Engagement seeks to encourage and support student, faculty, and staff involvement in both the Rollins and metro Orlando communities. Community Engagement staff help students and student organizations identify both short- and long-term volunteer opportunities within the community, while educating and supporting faculty through assistance with service learning in the curriculum. Students may find opportunities to volunteer with various local non-profit agencies and schools and may become involved with on-campus community activities such as Holiday FunFest, Discovery Internship and Volunteer Fair, American Cancer Society's Relay for Life, and Rollins Day of Service.

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

## Residential Life

Rollins students may select from three types of housing: traditional residence halls, residential organizations, and small residential facilities. Most students live in one of the 19 residential facilities on campus. Residence halls accommodate from seven (7) to 227 students and are staffed by upper-class students who assist in developing

residential communities. The staff helps students understand the basic rules and guidelines that are in place for positive community development and health/safety reasons. Three Assistant Directors live on campus, providing a professional presence on campus. Residential organizations whose members share common interests include fraternities, sororities, Pinehurst, and the Rollins Outdoor Club. There are also three special interest areas – Community of Values and Ethics (C.O.V.E.), Spectrum, and Theatre. Living in a residence hall provides challenges and opportunities that are an important part of the overall college experience.

*More information about living on campus can be found at the Residential Life web site, [www.rollins.edu/reslife](http://www.rollins.edu/reslife).*

## **Student Involvement and Leadership**

The Office of Student Involvement and Leadership provides support for more than seventy (70) student organizations representing ethnic, social, political, academic, and religious interests. Student organizations provide students with opportunities to develop self-confidence, leadership skills, a sense of social responsibility, and an appreciation of the values and diversity of humanity. The Office of Student Involvement and Leadership provides assistance through consultation with individual groups and their advisors, sponsorship of leadership retreats, and small group workshops. Students participate in the governance of student life through the Student Government Association; the Student Hearing Board; Rollins College Productions -- the student programming board that brings in popular music concerts, weekly films, comedians, lectures, and many other events; the radio station, WPRK-FM; student publications such as the newspaper (*The Sandspur*), yearbook (*Tomokan*), arts magazine (*Brushing*), and student handbook (*R-Times*); and cable television station video projects.

Non-resident students participate in campus activities through the Off-Campus Students Organization. Their facilities provide members a comfortable lounge for study, relaxation, and social events.

## **Health and Counseling Services**

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

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

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

*For more information, contact Counseling Services, (407) 628-6340 or Lakeside Health Center, (407) 646-2235.*

## **Arts and Theatre**

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

The Rollins College Artist Series, the Festival Series, the Bach Festival, and performing groups such as the Chapel Choir, the Rollins Singers, the Rollins Chorale, and the Rollins Brass Ensemble offer experiences for those with

interest in music. The two theatres on campus, the Annie Russell Theatre and the Fred Stone Theatre, 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 contains classrooms and museum facilities open to the general public. The Cornell Fine Arts Museum 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.

## **Athletics and Intramurals**

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

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

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

*For further information, contact Phil Roach, Director of Physical Education and Athletics, (407) 646-2365.*

## **Religious Life**

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

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

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

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

## **Campus Safety**

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



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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Special Degree Programs

---

*Changes effective Spring Term 2002.*

## **The Honors Degree Program**

Rollins offers a special program in the liberal arts for students with exceptional abilities. The Honors Degree Program admits students with a superior record of academic achievement and leads to a distinct and separate undergraduate degree – *Artium Baccalaureus Honoris* – the Honors Bachelor of Arts Degree. Honors students complete a core of interdisciplinary courses designed to provide an integrated understanding of the liberal arts. A series of four team-taught seminars during their first and second years introduce students to the various methods of inquiry in the liberal arts. These courses substitute for some of the general education requirements of the regular bachelor's degree program and are designed to: (1) teach students to think and write critically across a broad range of disciplines and (2) encourage and prepare students to be independent thinkers. Honors seminars in the third and fourth years support significant independent research projects that represent the culmination of students' careers at Rollins.

### ***HONORS STUDENTS***

Most Honors students are admitted to the program prior to their first year at Rollins. With regard to academic and social permissions, they enter the College with sophomore status. Attending small, interactive seminars together for four years, Honors students get to know each other and form a community of learners based on shared experiences, collaborative projects, and lively discussions. This sense of community begins during their first days on campus with the *Honors Conference Seminar* and culminates with the *Senior Honors Research Seminar*, in which students present and discuss the findings of their independent research projects. Special Honors Dinners and other Honors activities further enhance this sense of community. Students find that the challenge and excitement of learning is not dependent solely on faculty members, but arises freely and spontaneously within this community of peers.

Adventurous students are encouraged to spend a semester away from the campus (usually in the junior year) pursuing experiential learning, study abroad, or some other exceptional educational opportunity.

### ***ADMISSION***

Entering first year students are eligible for the Honors Degree Program if their high school record shows evidence of special scholastic attitude and aptitude. Honors students normally constitute the top 10-percent of the entering class. The Honors Program Supervisory Board, together with the Office of Admissions, reviews the files of the most promising entering students in order to identify and select candidates for the Program.

Transfer students with forty (40) or fewer semester hours may also be selected for admission. In addition, each year a small number of Rollins' sophomore students are also admitted to the Honors Degree Program based on their academic performance, the rigor of their schedules as first-year students, and recommendations from their professors.

### ***GRADUATION REQUIREMENTS***

#### **I. COURSES AND CREDITS**

*(See Courses of Instruction, Honors Degree Program for course descriptions.)*

##### **A. Seminars**

- ***HON 201 and HON 202***
- ***HON 301, HON 302***

- ***HON 401/402 (two-term sequence)***
- ***HON 450/450 (two-term sequence)***

#### B. Independent Studies

- ***HON 498/499 Senior Honor Research Project (two-term sequence)***

#### C. General Education Requirements

- ***Writing Reinforcement (R)***
- ***Knowledge of Other Cultures (C)***
- ***Decision Making and Valuation (V)***
- ***Foreign Language (F)***
- ***Lab Science (O or P, and N)***
- ***Quantitative (Q)***

#### D. Major Field

- ***Complete courses required for major (48-64 semester hours)***

#### E. Electives

- ***Includes an optional minor of six to eight courses (32-48 semester hours)***

For the sake of providing flexibility in their academic scheduling, Honors students are required to complete only two physical education courses:

- *one Basic Physical Education (BPE) and*
- *one Physical Education Activity (PEA).*

Nonetheless, the Program does support the principle of a sound mind in a sound body and therefore recommends the usual four physical education courses.

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

## II. GRADES AND EXAMINATIONS

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

### ***THE HONORS DEGREE SUPERVISORY BOARD***

The policies and procedures of the Honors Program are monitored by the Honors Degree Supervisory Board. The Board consists of the Dean of the Faculty (or designate), the Director of the Honors Degree Program (a faculty member), the Dean of Admission (or designate), a representative from the Office of Student Records, three other faculty members, and four student representatives. Faculty members of the Board are appointed annually, and the student members are chosen annually by the Honors Degree candidates of the four respective classes. These representatives may call meetings of the honors students during the year to discuss the program and make suggestions.

*For further information, contact Dr J. Thomas Cook, Program Coordinator, (407) 646-2518.*

## Combined and Cooperative Degree Programs

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

### ***ACCELERATED MANAGEMENT AND 3-2/MBA PROGRAMS (A.B./M.B.A.)***

Outstanding Rollins students have an opportunity to obtain both the College's A.B. degree and the Master of Business of Administration (M.B.A.) degree in five years through the College's Accelerated Management (AMP) or 3-2/MBA programs. Entrance requirements and procedures should be discussed with Blake Mackesy or Toni Strollo Holbrook, the AMP/3-2 Program Coordinators, as careful academic planning is essential to complete these programs successfully.

At the time of undergraduate admission, students accepted to the AMP are guaranteed entrance into the College's Roy E. Crummer Graduate School of Business if they meet the criteria below. Students entering the 3-2/MBA program during or after their first term at Rollins must complete a declaration of intent form (available from either program coordinator) by not later than the fall semester of the sophomore year and complete the requirements below. These students are not guaranteed admission to the Crummer School, but do receive preferential admission consideration.

Students in both programs must achieve a 3.2 cumulative grade point average and complete all general education, major, and credit hour requirements (108 semester hours) by the end of their third year to enroll at the Crummer School for their fourth year. A score of at least 600 on the Graduate Management Admissions Test must also be earned by the end of the fall term of the junior year.

*For further information, contact Blake Mackesy (407-646-2354) or Toni Strollo Holbrook (407-646-2280), Program Coordinators.*

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

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

In order to receive the A.B. degree from Rollins College with a major in pre-engineering, students must complete a set of core requirements in the sciences and mathematics, must satisfy all general education requirements of the College, must complete an approved area of concentration within one of the established majors offered by the College, must successfully complete at least 105 semester hours of study at Rollins of which one course is an elective, and must complete at least 35 semester hours of study leading to the B.S. in engineering at one of the cooperative engineering schools.

Fields of study include chemical, civil, electrical, mechanical, industrial, and computer engineering. Other fields are biomedical engineering, aerospace engineering, materials science and engineering, and systems science and engineering.

The basic freshman and sophomore requirements at Rollins for all of these programs include.

- ***MAT 111-112 Calculus I and II***
- ***MAT 211 Multivariable Calculus***

- ***MAT 230 Linear Algebra***
- ***MAT 305 Ordinary Differential Equations***
- ***CHM 120-121 Chemistry I and II***
- ***PHY 120 General Physics I OR PHY 130 Principles of Physics I***
- ***PHY 131 Principles of Physics II***
- ***PHY 230 Modern Physics***
- ***CMS 167 Intro to Computing***
- ***Courses in the General Education Curriculum, including Physical Education***

During their sophomore year, students should meet with Dr. Donald C. Griffin, Program Coordinator of the Cooperative Pre-Engineering Program, and plan a sequence of advanced courses that satisfy the concentration requirement at Rollins. The areas of concentration are similar to a minor in a field of study and are usually in physics, chemistry, computer science, or mathematics. Please refer to *The Rollins College Cooperative Pre-Engineering Program: A Guide for Students and Advisors* for details; it is available from the Program Coordinator.

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

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

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

*For further information, contact Dr. David Richard, Program Coordinator, (407) 646-2494.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Educational Programs and Opportunities

---

*Changes effective Spring Term 2003.*

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

## Choosing a Course of Study

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

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

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

Although Rollins provides an extensive network of faculty advisors and professional staff, the responsibility for meeting all requirements for graduation (i.e., both in general education curriculum and major program requirements) rests solely with each student. Every fall and spring term, the Office of Student Records provides students and their faculty advisors with a report describing progress toward meeting all graduation requirements. Students are responsible for monitoring progress toward meeting those requirements.

## **ROLLINS CONFERENCE COURSES**

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

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

## Academic Support Programs and Facilities

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

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

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

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

**Academic Advising Support Services** assist faculty advisors in helping students improve their effectiveness and self-discipline while supporting them in reaching their academic goals. Professional staff conduct first-year and transfer-student registrations, academic appeals, and faculty advisor assignments. The Special Probation Program for students having academic difficulty assesses students' study behaviors, helps them plan improvement strategies, and monitors progress.

**Services for Students with Learning Disability and Attention Deficit Disorder** provides assistance to students with learning disabilities and/or attention deficit disorders as they become independent and successful learners within the academically competitive environment of the College. All students requesting academic accommodations must first see the Director of the Johnson Student Resource Center to verify documentation and discuss appropriate classroom accommodations.

**Scholarship Information and Support** is provided to students applying for prestigious honor scholarships such as the Truman, Goldwater, and Udall. Professional staff provide information on scholarship possibilities and deadlines, consultation on personal statements, and support during the application process.

*For more information, or to make an appointment, contact Dr. Karen Hater, Director of the TPJ Center, at (407) 646-2308.*

### ***CAREER SERVICES***

The Office of Career Services assists students and alumni in exploring career options and developing plans consistent with their skills, interests, and values. In addition, it provides them with the tools needed to pursue those plans. Professional staff use state-of-the-art technology and extensive resource materials to guide students through self-assessment, graduate school application, and the job search process. The office maintains a library of information on graduate schools as well as a wealth of resources on careers in various fields. Students can schedule individual appointments with career counselors as well as participate in a variety of workshops. These include meeting with potential employers at Career Expo, on-campus recruiting, videotaped mock interviews, and career planning courses. Throughout the year, special programs bring practicing professionals to the campus for formal and informal exchanges with students. For those interested in gaining first-hand exposure to professionals in the

field, Career Services provides information on internships and job-shadowing opportunities.

*For further information, contact Pat Donahue, Director of Career Services, (407) 646-2195, or e-mail, [pdonahue@rollins.edu](mailto:pdonahue@rollins.edu) . Check out the Career Services web site: [www.rollins.edu/careerservices](http://www.rollins.edu/careerservices) .*

### **CAREERS IN LAW**

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

The Center offers:

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

The Center keeps in touch with leading law schools and stays current with the law school admission requirements.

*For further information, contact Dr. Marvin Newman, Director of Prelaw Advising, (407) 646-2511.*

### **CAREERS IN HEALTH RELATED PROFESSIONS**

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

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

*For further information, contact Dr. James Small, Chief Health Professions Advisor, (407) 646-2433*

### **OLIN LIBRARY**

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



The Olin Library, a \$4.7 million gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shores of Lake Virginia, the four-level, 54,000-square-foot structure retains the Spanish Colonial architecture that dominates the campus. A second gift of \$2.7 million established the Olin Electronic Research and Information Center, which is moving research capabilities into the next century. The Center features the latest technology, including enhanced on-line catalogs, databases, and search engines; as well as computer workstations, scanners, color printers, and audio and video digitizers. These tools facilitate students' creativity as they pursue research questions, and prepare multimedia presentations and Web pages.

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Holdings currently include more than 280,000 volumes, 1,500 periodical subscriptions, 700 serial subscriptions, 4,200 periodicals, 4,200 serials available through electronic resources, 74,000 government documents, a number of special collections, and hundreds of compact discs, videodiscs, and videotapes.

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

The Library faculty consists of information professionals who, in addition to providing individual reference and research consultation, teach library research methods to both undergraduate and graduate classes. From its inception, the Library has been an integral part of the instructional, intellectual, and cultural life of Rollins College.

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

### ***INFORMATION TECHNOLOGY***

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

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

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

More than 75-percent of Rollins' students either bring their own computer to campus or purchase or rent computers through the College. Information on computer sales and rentals is provided to incoming students with their matriculation packet and is offered to current students periodically during the school year. While both Macintosh and Windows computers are used on campus, preferences of Rollins faculty and students closely match those of the computer market in general; Windows PCs are the preferred platform for most, with the vast majority of computer software being used by faculty available in that format.

A variety of microcomputer software is available in the labs, including word processing, multi-media and web design, programming languages, statistical packages, and discipline-specific software for individual courses. A DEC Alpha computer and the College's Novell Network provide e-mail and Web page storage for student web sites, accessible on the Rollins Web server at <http://www.rollins.edu>.

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

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

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

### ***PRESENTATION SYSTEMS***

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

## **Special Curricular Opportunities**

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

### ***INDEPENDENT STUDY***

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

### **Tutorials**

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

### **Research Projects**

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

### ***INTERNSHIPS***

"An internship is any carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience" (The National Society for Experiential Education). Rollins College encourages students to take advantage of the over 200 internship opportunities approved for academic credit listed in the Office of Career Services. Internships are viewed as being

an integral part of a student's academic program. Rollins also offers structured internship experiences in London and Sydney. Students also have the option of developing their own internships locally, at home, or abroad.

To qualify for a credit internship, students must have attained junior or senior standing, be in good academic standing, and not be on community, disciplinary, or residence hall probation, or residence hall suspension or dismissal. The credit approval form, with the student's faculty advisor's signature must be submitted by the published deadline each term. A site information form must also be submitted at this time if the internship has not previously been approved for academic credit.

Juniors and seniors who qualify may enroll in one internship placement per semester, but may not repeat the same internship. The requirements for the successful completion of a four-semester-hour internship include working a minimum of 180 hours, frequent progress reports, evaluations, and a final project which can be a journal, paper, or portfolio.

Students may enroll in an internship during either regular semester (fall or spring) or during the summer. The summer internship program requires a matriculation fee.

Most credit internships are classified as interdisciplinary and do not fulfill major or general education requirements. Students who wish to receive credit in their major must obtain the approval of the Department Chair prior to the internship deadline. Departments that offer their own internships adhere to the standards established by Career Services.

A designated faculty member supervises students performing internships for credit. This individual maintains contact with both the student and the host organization and makes the decision regarding the granting of credit at the end of the semester. The grade for an internship is either credit or no credit and is listed on the student's transcript as *INTN* (or a departmental prefix) **397: Internship**.

Internships taken pass/fail or credit/no credit at other institutions will count for credit if they meet the following criteria. The internship must be pre-approved by the Director of Academic Internships. The internship must have a written syllabus stating that this is an academic course, not just a work experience. The requirements for receiving credit must be specified. There should be an academic advisor to the student who will provide continual supervision of the intern during the semester. There should be a minimum of 45 hours of work for each credit hour earned. A maximum of four (4) credit hours will be accepted for credit. The student should establish learning objectives, and those objectives should be evaluated throughout the semester by both the student and the academic advisor to insure that the internship is progressing. A final project must be required. This project could be a paper or a portfolio assessment of the internship experience. The project should stress the learning aspect of the internship and include an assessment of the learning objectives. A journal alone will not be acceptable. The project must be submitted to the Director of Academic Internships for evaluation. The student must receive a satisfactory written evaluation from the internship site. The student must complete all requirements as stated in the syllabus.

The Office of Career Services maintains a bank of non-credit internships for students who are interested in experiential opportunities that do not carry academic credit. Students may access this information and make direct contact with the host organizations; there is no formal registration for or evaluation of non-credit internships.

*For further information, contact Sherry Fischer, Director of Academic Internships, (407) 646-2391.*

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

Rollins College is committed to enhancing its international opportunities abroad and on-campus. International study experiences equal in quality and rigor to Rollins' academic programs are an integral component of this mission. A variety of off-campus programs allows Rollins students the opportunity to extend their education beyond the campus. For more detailed information, students may contact the College's Office of International Programs or visit its web site, [www.rollins.edu/int-programs](http://www.rollins.edu/int-programs).

For information regarding financial aid for these programs, see "Aid for Off-Campus Programs" in the *Student*

*Financial Aid* section of this Catalogue.

### **Rollins College Semester Programs.**

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

### **Field Study Courses.**

Short courses taught by Rollins faculty are offered each year in diverse international locations for two to four weeks in early January or late May/early June. Field course offerings and credit varies from year to year. Field studies are usually connected to fall or spring term courses that earn two (2) to four (4) semester hours of credit. Travel costs range from \$1,000 to \$2,800 per course.

### **Affiliate Programs.**

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

Qualified students may apply to receive their Rollins, Federal, and state financial aid, and are charged the regular Rollins tuition, room, board, and fees. Effective Fall Term 2001, grades are factored into the Rollins grade point average.

### **Other Programs.**

International Programs coordinates transfer credit approval for other study abroad programs in cooperation with academic departments and the Office of Student Records on a case-by-case basis. Students take a leave of absence to participate, grades are not factored into the Rollins grade point average, and Rollins, Federal, and state financial aid may not be applied.

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

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

### **Rollins in Sydney, Australia.**

The Rollins program in Sydney offers students the opportunity to explore and experience Australia through course work at the University of Sydney, numerous excursions to places of historical, cultural, and environmental interest, and living with Australian hosts.

The fall semester in Sydney offers a range of courses in Australian Studies -- art, aboriginal studies, environmental studies, literature, history, economics, and politics. For a complete listing of courses available, refer to the *Australian Studies Minor* section of this Catalogue. Students are encouraged to participate in their sophomore year.

Students earn up to seventeen (17) semester hours of credit and may fulfill general education requirements. Applicants should be in good social and academic standing and have a minimum of a 2.5 cumulative grade point

average. A semester in Sydney is required for the Australian Studies minor.

### **Rollins in London, England.**

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

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

Students who successfully complete all aspects of the program receive fifteen to sixteen (15-16) semester hours: eight (8) semester hours (CR/NC) for the internship, four (4) semester hours (graded) for the writing of an academic journal and final paper on the internship experience, and three (3) or four (4) semester hours (graded) for the academic course. Applicants should be independent and motivated, be in good social and academic standing, and have a minimum of a 3.0 cumulative grade point average.

### **Rollins in Münster, Germany.**

Rollins College offers a year-long or spring term intensive, in-depth, experience in German language, culture, and society in Münster, Germany. It is designed for students at the intermediate or advanced level of German language. Students live with student hosts or in residence halls.

The program is hosted by the University of Münster and Kapito Sprachschule. Students spend the first eight weeks of their program at Kapito, in a total immersion program. Students then enroll in regularly scheduled courses at the University of Münster for the second part of the program.

Students who complete an academic year in Münster earn academic credit equal to ten (10) courses, or forty (40) semester hours. Students who complete spring semester earn academic credit equal to five (5) courses or twenty (20) semester hours. General education, major, and minor requirements may be fulfilled with prior approval.

Applicants should have a demonstrated interest in Germany, a desire to become proficient in German language, and a desire to learn about German culture and society. They should have at least sophomore status and be in good social and academic standing. Students must have completed intermediate college-level German or the equivalent.

### **Rollins in Dublin, Ireland.**

The Rollins Internship Program in Dublin, Ireland, offers students the unique opportunity to work and study in one of Europe's hottest economies.

Positions are available in business, computing, finance, government, health care, journalism, law, marketing, museums and social services, amongst others. The goal of the program is to introduce students to Irish life, business, and culture through the internship, the academic course, interaction with their host family, and a range of excursions. Students intern for four (4) days per week and take a course that will introduce them to the people and culture of Ireland.

Students receive a total of sixteen (16) semester hours credit: eight (8) semester hours credit (CR/NC) for the internship, four (4) semester hours (graded) for the writing of a daily academic journal, attendance at required meetings and seminars, and the submission of a final paper on the internship experience, and four (4) semester hours (graded) for the academic course, *The Social Structure of Modern Ireland*.

The program is open to juniors and seniors who are independent and motivated, in good standing, and with a minimum of a 3.0 cumulative grade point average.

## **Rollins in Spain.**

### ***University of Oviedo, Asturias.***

Rollins College offers semester- or year-long opportunities to study at the University of Oviedo in Asturias, Spain. The Language and Culture program, offered both fall and spring semesters, provides an intensive, in-depth, experience in Spanish language, culture, and society, and is designed for intermediate to advanced students of Spanish. The Direct Enrollment program is offered for the academic year or spring semester, to advanced or native speakers who want to take university courses in their major field of study. Students may also combine the Language and Culture program and the Direct Enrollment program.

Both the Language and Culture program and the Direct Enrollment program are located at the University of Oviedo, a major university boasting more than 44,000 students enrolled in thirty-five (35) departments.

Students who complete the program earn academic credit equal to eighteen (18) to twenty-two (22) semester hours. Rollins students who are majoring or minoring in Spanish may apply up to three (3) of their courses in Oviedo, with the exception of Spanish literature.

Students live with Spanish hosts and participate in a varied cultural program during the semester.

Applicants should have sophomore status and be in good social and academic standing. Students must have completed intermediate college Spanish or the equivalent.

### ***Madrid Internship Program.***

Rollins College offers an exciting 16-week internship program for either fall or spring semester in Madrid, Spain. It is designed for advanced or native speakers who want to combine academic study with practical work experience in all sectors of the business world.

Positions are available in business administration, banking and finance, marketing and sales, office administration, journalism, tourism and hotel management, and non-governmental organizations. Students work twenty (20) hours per week at their internship placements, enroll in *Business Spanish*, and participate in an internship seminar.

Students receive a total of sixteen (16) semester hours credit: four (4) semester hours (graded) for the Spanish language course, four (4) semester hours (graded) for the *Business Spanish* course, four (4) semester hours credit (CR/NC) for the internship, and four (4) semester hours (graded) for the writing of a daily academic journal, attendance at required meetings and seminars, and the completion of a final project on the internship experience. The journal will be graded on its timely submission, effort, and quality of entries.

Students live with Spanish hosts and participate in an extensive excursion program. The program is open to juniors and seniors who are independent and motivated, in good standing, and have a minimum of a 3.0 cumulative grade point average.

### ***Verano Español in Madrid.***

Rollins offers a six-week summer study program at Tandem International School in Madrid, Spain. Local faculty and an accompanying Rollins Spanish faculty member teach courses in Spanish language at the beginning, intermediate, and advanced levels. Students live with Spanish families and participate in excursions to historic and cultural sites near Madrid. Applicants to this program should have a demonstrated interest in Spain, a desire to become proficient in Spanish language, and a desire to learn about Spanish culture and society. The program is open to all students at the intermediate and advanced levels, and to rising juniors and seniors at the beginning level. Students receive up to eight (8) semester hours of credit and grades are factored into the Rollins grade point average. Course descriptions are listed in the *Foreign Languages* section of this Catalogue.

*For further information about any study abroad program, contact the Office of International Programs (407) 646-2466, e-mail: [intprog@rollins.edu](mailto:intprog@rollins.edu).*

***SERVICE-LEARNING***

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Curriculum and Academic Policies

---

*Changes effective Fall Term 2002.*

## **Academic Requirements**

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

### ***STATEMENT OF RESPONSIBILITY***

Students are responsible for knowing and meeting all degree requirements and academic regulations listed in the College Catalogue. Progress Audits are sent to all students after the fall and spring terms to assist them in keeping informed about progress made toward the degree. Questions concerning degree requirements and academic regulations should be addressed to the academic advisor or the Assistant Dean for Academic Administration and Records.

## **Graduation Requirements**

### ***RESIDENCY***

Once admitted to full-time degree status in the College of Arts & Sciences, students must complete at least sixty-four (64) semester hours in the College (including Rollins or Rollins-affiliated off-campus courses, but excluding Hamilton Holt School and Brevard Campus courses). Moreover, students must be enrolled full-time in the College of Arts & Sciences (excluding Hamilton Holt School or Brevard Campus courses) during the last two consecutive semesters (excluding summer terms).

### ***GRADE POINT AVERAGE***

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

### ***CREDIT***

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

### ***GRADUATION PETITION AND SENIOR AUDIT***

Students must complete and submit a Graduation Petition to be considered for graduation. In addition, students are responsible for preparing, submitting, and obtaining approval for their Senior Audits. The Senior Audits show that all general education curriculum and major requirements have been met.

Students may not receive degrees (including diploma or final transcript showing degree completion) until all graduation forms have been submitted and all graduation requirements have been completed. The degrees are



awarded in October, February, and May, therefore the degree completion date will be the next degree date following the completion of graduation requirements and receipt of all forms and transcripts.

### ***HONORS AT GRADUATION***

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

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

### ***COMMENCEMENT***

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

## **General Education Curriculum**

As preparation for active and responsible citizenship in a global society, students need both breadth and depth in their learning experience. By majoring in at least one area of knowledge, students gain the depth necessary for professional and graduate expertise, whereas the general education curriculum at Rollins College exposes students to a more varied domain of knowledge and experience.

In keeping with the College's mission to educate students to think critically across disciplines, the general education curriculum exposes students to the ways various areas of knowledge may reinforce and enrich each other.

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

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

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

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

Student Records).

## **GENERAL EDUCATION AREAS**

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

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

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

**(F) Foreign Language:** Foreign Language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures, a window through which students can learn to communicate in a language other than their native tongue, learn how other people live and what they value, or, in the case of ancient languages, delve into our rich culture and philological heritage. Second language study also provides insights into the nature of language and its power to shape ideas and expression. In general, students fulfill this requirement by completing two terms (a **101** and **102** sequence) of either an ancient or a modern language.

This requirement may also be fulfilled by completing four years of one language in high school or by scoring 500 or better (recentered scores slightly higher) on the Foreign Language Achievement Test of the CEEB. International students whose native language is not English and who are admitted to the College based on their successful completion of the TOEFL exam (score of 550 or better on paper-based version of test or score of 215 or better on machine-based version of test) are also exempt from the requirement.

While students need not continue a language studied in high school, if they choose to do so, the following rules apply. Students who have completed two years of one language in high school must complete a **102** course in that language to earn the 'F.' Students who have completed three years must complete a **201** course in that language to earn the 'F.'

Under no circumstances does Rollins College award credit for or accept transfer credit for the following:

- a **101** course in a foreign language if the student studied that language for two years or more in high school;
- a **102** course if the student studied that language for three years or more in high school;
- a **201** course if the student studied that language for four years or more in high school.

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

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

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

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

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

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

**(W) Writing:** The communication of ideas, information, poetry, stories, intent, and even culture itself has been dependent on the ability of humans to store facts effectively and convert thoughts to written language. The ability to communicate ideas and information in writing is at the core of a liberal arts education and is essential for active citizenship. In covering both academic and (to a lesser degree) familiar writing, the 'W' course focuses on understanding rhetorical strategies. Students will read the texts of others and learn to shape their own meanings by writing and editing a variety of forms. In order to satisfy the College's general education requirement for 'W,' students must receive a grade of 'C' or better in *ENG 101*. **Normally taken in the first year.**

**(R) Writing Reinforcement:** In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within

a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. These courses require students to produce a series of written assignments intended both to extend facility in English composition and to deepen understanding of course content. *Prerequisite:* Writing(W) requirement.

## Personal Fitness Requirements

Entering freshmen, or transfer students who have completed less than thirty (30) semester hours in any field, must satisfactorily complete three (3) terms of physical education. This includes one (1) term of Basic Physical Education (BPE) and two (2) terms of elective lifetime recreational activities (PEA). Students may be excused from PEA requirements for medical reasons. Transfer students with at least thirty (30) semester hours must take two (2) terms of PEA at Rollins, but are exempt from the BPE requirement. Transfer students who have completed sixty (60) semester hours in any field are exempt from both the BPE and PEA requirements.

## Major Requirements

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

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

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

### ***HONORS IN THE MAJOR***

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

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

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

### ***MAJORS***

- *Anthropology*
- *Art-History*
- *Art-Studio Art*
- *Biochemistry/Molecular Biology*
- *Biology*
- *Chemistry*
- *Classical Studies*

- *Computer Science*
- *Economics*
- *Elementary Education*
- *English*
- *Environmental Studies*
- *European Studies*
- *French*
- *History*
- *International Business*
- *International Relations*
- *Latin American/Caribbean Affairs*
- *Mathematics*
- *Music*
- *Philosophy*
- *Physics*
- *Politics*
- *Psychology*
- *Religious Studies*
- *Sociology*
- *Spanish*
- *Theatre*

### ***SELF-DESIGNED MAJORS***

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

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

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

1. Students proposing a self-designed major must have a grade point average of 3.0 or better.
2. The proposal must include the names of three faculty members willing to serve on the senior research project committee. The faculty must represent the three disciplines represented in the major. The student must select a director, from among these three, who works with the student and the other committee members in preparing the proposal. The director also serves as an advocate in the approval process; the director and the student meet with the Academic Affairs Committee to articulate the vision and viability of the self-designed major. Once the proposal has been approved, the director serves as the student's academic advisor, monitors the student's progress in completing the major, and chairs the committee which reviews the senior research project.
3. The proposed major program must have a coherent theme or topic that integrates at least three traditional disciplines. It must be different enough from a regular major that some combination of major and minor would not substantially achieve the same result. The student must include a rationale for choosing a self-designed major rather than a conventional major.
4. The proposal must include a list of courses, all related to and converging on the theme of the proposed major, from at least three disciplines.

5. The major must include a two-term, 8-semester-hour independent research project, (or combination of a 4-semester-hour upper-level seminar and a one-term, 4-semester-hour research project) integrating the major, to be completed in the senior year
6. The program must be at least sixty-four (64) semester hours (including the senior project) in length, of which thirty-two (32) semester hours must be at the **300 level** or above

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

## Minor Requirements

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

Disciplinary minors are offered in conjunction with most of the majors in Arts and Sciences, plus business administration, communication, dance, German, Russian, teacher certification, and writing. Disciplinary minors are not offered in elementary education, Latin American/Caribbean affairs, international business, or international relations.

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

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

## Practical Concentrations

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Academic Regulations

---

*Changes effective Spring Term 2003.*

## ***THE ACADEMIC CALENDAR***

The College's year consists of 15-week fall and 15-week spring terms. Enriched educational programs, including study abroad courses, are sometimes offered in early January, or in May or June.

## ***THE CREDIT SYSTEM AND COURSE SCHEDULING***

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

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

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

## ***COURSE LOAD***

A full academic load is defined as sixteen to twenty (16-20) semester hours per term. For financial aid purposes, minimum full-time status is defined as twelve (12) semester hours. Individual scholarship requirements may differ. A student who takes this minimum load every semester cannot graduate in four years. To graduate in four years, students must average thirty-five (35) successfully completed semester hours each year. Students seeking to enroll in twenty-four (24) or more semester hours in a given term must obtain approval from the Dean of Student Affairs.

## ***CLASS STANDING***

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

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

## ***ADVANCED STANDING CREDIT***

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

Students are awarded four (4) semester hours of credit for each AP examination on which they earn a score of four (4) or five (5). Students who present scores of four (4) or higher on the AP English Language and Composition examination or the AP English Literature and Composition examination are exempt from satisfying the College's

Writing general education curriculum requirement. Students who present scores of four (4) or five (5) on the AP Statistics examination are exempt from satisfying the College's Quantitative Reasoning general education curriculum requirement. Credit earned from other AP examinations does not exempt students from any other of the College's general education curriculum requirements.

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

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

### ***TRANSFER CREDIT***

Transfer students must meet all general education curriculum and major requirements to earn a Rollins College degree. The Office of Student Records reviews and evaluates courses taken at other institutions, determines courses/credit to be accepted, and prepares a Transfer Course Evaluation. The evaluation lists all courses accepted and any general education requirements those courses fulfill. Due to the unique nature of the 'R,' 'V,' and 'T' requirements, such requirements are not normally fulfilled through transfer course work. Students who enter Rollins College ready to declare their major program of study may request a major course evaluation from the Office of Student Records. The major department makes decisions regarding fulfillment of major requirements through transfer credit.

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

Through an articulation agreement between the Independent Colleges and Universities of Florida (ICUF) and the State of Florida Board of Community Colleges, students *entering* Rollins with a *completed* Associate of Arts (AA) degree from a Florida community college are guaranteed sixty (60) semester hours of transfer credit and will generally have completed most general education curriculum requirements. These students will normally need only complete the upper-division writing reinforcement ('R') and major department requirements prior to graduation. Once admitted to full-time degree-seeking status, students must meet the College's residency requirement of sixty-four (64) semester hours, approximately sixteen (16) courses required for the major program of study, and the overall graduation requirement of 140 semester hours earned. If a course taken previously is repeated at Rollins, credit for the transfer course will be removed from the student's record.

### ***SUMMER COURSE WORK AND OTHER REQUESTS FOR PERMISSION TO STUDY OUTSIDE THE COLLEGE OF ARTS & SCIENCES***

Students may take courses at other institutions, including the Brevard Campus and Hamilton Holt School, though these courses do not count toward the College's residency requirements. Students must secure approval from their



academic advisor, major/minor department chair, and the Office of Student Records regarding both the institution and specific courses prior to enrollment in another program. Courses not pre-approved by the advisor, department chair, and Office of Student Records will not be accepted for transfer. Although grades do not transfer, with the exception of Rollins programs, courses must be taken for a letter grade. Academic credit is given only if a grade of 'C-' or better is earned. In addition, students must ensure that the institution attended, other than Rollins programs, sends an official transcript to Rollins after courses are completed. Students are responsible for requesting that an official transcript be sent directly to the Office of Student Records after completing summer courses.

### ***HAMILTON HOLT SCHOOL COURSE WORK***

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

Holt School courses have the same academic value as Arts & Sciences courses, unless exception is made in writing. Grades earned are calculated as part of the student's grade point average. Students desiring to fulfill Arts & Sciences general education requirements through Holt School course work must obtain advance permission, in writing, from the Office of Student Records. Students who want a Holt School course to apply toward major requirements in Arts & Sciences must obtain advance permission, in writing, from the chair of their major program.

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

### ***REPEATED COURSES***

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

### ***CHANGING ADVISORS***

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

### ***REGISTRATION***

A registration advisement period is set aside during the fall and spring terms of each year to allow students to consult with academic advisors and prepare registration materials. The *Schedule of Classes* published each semester provides details concerning registration procedures. Students must submit completed registration forms to the Office of Student Records by the published deadline.

### ***CHANGES IN REGISTRATION***

All changes in registration require the faculty advisor's signature and must be made during the first week of the term to add a course, or during the first two weeks to drop a course. After the second week of class, the instructor's signature is also required. ***Verbal notification from the instructor or failure to attend class does not constitute withdrawal. Students who abandon a course without filing the proper withdrawal form automatically receive a***

***failing grade of 'WF.'***

A course dropped after the first two weeks of classes, but before Friday of the week following mid-term, is recorded on the student's permanent record as a 'W.' Withdrawal from a course after the deadline is possible only if approved by the Academic Appeals Committee. Students are responsible for consulting with the instructor regarding class standing prior to the final date for withdrawal from courses. Instructors are responsible for providing students with a graded report concerning class standing before the final date for withdrawal from courses. Students who withdraw from a course after Friday following mid-term receive a grade of 'WF.'

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

***AUDITING***

Students may audit a course with the instructor's permission. This is an informal arrangement. Audited courses are not part of the academic record in Arts & Sciences.

***CREDIT/NO-CREDIT***

Students who wish to take a course on a credit/no-credit (CR/NC) basis rather than for a letter grade must complete the appropriate form, available at the Office of Student Records, no later than two weeks, ten (10) working days, after the beginning of the fall or spring terms.

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

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

***ONE-TIME LATE CREDIT/NO-CREDIT DECLARATION***

Students may also exercise a one-time option of Late Credit/No Credit. In this option, students are permitted to declare a class Late Credit/No Credit up until the last scheduled day of classes, before the official exam period begins, for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins. If a grade of 'C-' or better is earned, a mark of 'CR' and the appropriate number of semester hours are granted. If a grade below a 'C-' is earned, the course is abandoned, or the course is withdrawn from after the penalty deadline, a mark of 'NC' is granted. In any case, the grade point average is not affected. Courses taken under this option may not be used to fulfill general education, major, minor, or concentration requirements. Courses with general education designations for which the CR/NC option is elected will not earn general education designations. Once the CR/NC declaration is made for a given course in a given semester, students may not later request that the CR/NC be changed to a letter grade. In a subsequent semester, students may repeat a course graded CR/NC for a letter grade, but will not earn credit hours for the course a second time. (See the College's policy on repeated courses, above.)

### ***ACADEMIC WARNING SYSTEM***

Faculty complete academic warning forms for students who are performing at unsatisfactory levels in their courses twice each term. These warnings are sent to students in the fourth and eighth weeks of each semester. The withdrawal without penalty deadline occurs in the tenth week of each semester.

Unsatisfactory academic performance includes poor attendance, lack of participation, failure to complete assignments on time, poor test and quiz grades, poor quality of written work, studio work, or laboratory work, or an estimated grade of 'C-' or lower in the course.

Academic warning forms are sent to the faculty during the third and seventh weeks of each semester. Faculty complete the forms for students who are performing at unsatisfactory levels and return the forms to the Director of the Thomas P. Johnson Student Resource Center during the fourth and eighth weeks of each semester. If a student receives an unsatisfactory report in the fourth week and continues to perform at an unsatisfactory level at the eighth week, the faculty member may simply indicate "continuing unsatisfactory performance" on the eighth week form.

Copies of academic warning forms are sent to students and to their advisors. Students who receive academic warnings are expected to meet with the instructors and with their advisors to discuss issues of concern, strategies for improvement, and other options including withdrawal from courses or exercise of the Late Credit/No Credit option.

### ***TRANSCRIPTS***

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

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

Transcripts will not be issued for students who have an outstanding balance or other hold on their College account. Payment of a nominal fee is required prior to processing of requests. Students may opt to have this fee charged to their College account.

### ***RETENTION OF RECORDS***

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

### ***ACCESS TO STUDENT EDUCATIONAL RECORDS***

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, currently enrolled and former students, the parents of students under age eighteen (18), and parents of students over age eighteen (18) when the student is a dependent, have the right to review, inspect, and challenge the accuracy of or request correction of their Rollins educational records. Educational records are maintained in the offices of the Dean of Student Affairs, Student Records, Bursar, and Student Financial Aid. A more thorough explanation of a student's rights and privileges under this law is available from any of the above offices.

The Family Educational Rights and Privacy Act (FERPA) permits the release of certain "directory" information: name, address, telephone number, date and place of birth, honors and awards, major field of study, participation in officially recognized sports, weight and height of members of athletic teams, dates of attendance, degrees, most

recent previous educational institution attended by the student, individually identifiable photographs of the student solicited by or maintained directly by Rollins as part of the educational record, e-mail address, class schedule/roster, and whether a student is of full- or part-time status.

Records are not released without the *written consent* of the student, except in the following situations.

- To school officials, such as faculty advisors, who have a legitimate educational interest.
- Other schools to which a student is transferring.
- Where the information is classified as "directory information." Students who do not wish to have such information released without their consent must complete the appropriate form in the Office of Student Records annually, no later than two weeks after the first day of fall term classes. Such directory information is withheld on an "all or nothing" basis.
- To specified officials or third parties as permitted by FERPA statute number 99.31, such as financial aid auditors, accreditation agencies, in health or safety emergencies, organizations conducting certain studies for or on behalf of Rollins, to comply with judicial order or lawfully issued subpoena, or to state or local juvenile justice system authorities pursuant to specific state law.

### **GRADES**

Student grade reports are based on the following definitions.

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

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

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

*Physical education activity (PEA) courses, which carry no academic credit, are graded on a pass/no pass (P/NP) basis.*

### **GRADE APPEALS**

Students wishing to appeal a grade will first consult with the instructor to determine whether an error has been made or the instructor wishes to reconsider the grade. If this is the case, the instructor submits a grade change request to the Dean of the Faculty. If the student is dissatisfied with the results of that consultation and wishes to pursue the matter further, s/he will meet with the chair of the department, who in turn must inform the instructor of the substance of the student's appeal. The department chair acts as a mediator to attempt to resolve any disagreements and consults with the instructor about the grading process. Only the course instructor has the authority to change the grade at this point. (Should the instructor be the chair of the department, a tenured member

of the department will be selected by the department to serve as mediator. If this is not possible, then the Dean of Student Affairs will serve in this capacity.)

Perceived or actual differences in grading policies or standards between instructors, which are not a violation of College policies, are not a basis for further appeal. Further appeals beyond the chair of the department will be allowed only when the student can furnish evidence that the final grade was affected by the student's opinion or conduct in matters unrelated to academic standards, bias based upon matters unrelated to academic standards, or the failure of the instructor to follow his or her own stated policies or College policies.

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

### ***INCOMPLETE WORK***

A mark of 'I,' indicating that the work of a course is incomplete, may be assigned only when circumstances beyond the control of the student -- such as illness or necessary absence from the campus -- have made it impossible for the student to complete the course work within the normal period. Students are responsible for completing the *Contract for an Incomplete Grade* form available in the Office of Student Records. Students contracting for a mark of 'I' in the fall term must complete the course work no later than the end of the second week of the succeeding spring term. Students contracting for an 'I' in the spring term must complete the work no later than the end of the second week of the succeeding fall term. Failure to complete the course in the designated time will result in a grade of 'F.'

### ***ACADEMIC STANDING***

The Academic Appeals Committee reviews the academic performance of all students at the end of the fall and spring terms. Students must meet the following minimum academic standards for each single term and on a cumulative basis.

<b>Semester Hours</b>	<b>Grade Point Average</b>
<b>1 – 30</b>	<b>1.67</b>
<b>31 – 60</b>	<b>1.83</b>
<b>61 or more</b>	<b>2.00</b>

***Effective Fall Term 2002, the standards for academic performance will be changed. Beginning Fall Term 2002, students will be expected to meet the minimum academic standards shown below for each single term and on a cumulative basis.***

Semester Hours	Grade Point Average
1 – 30	1.83
31 or more	2.00

### ***PRESIDENT'S AND DEANS' LISTS***

The President's and Deans' lists honor those students with a particularly high academic achievement in the previous fall or spring term. To be included on either list, students must complete a minimum of sixteen (16) letter-graded semester hours (no incomplete, 'I,' or deferred, 'R,' grades), and earn a GPA between 3.67 - 4.00 for the President's List and between 3.33 - 3.66 for the Deans' List. Upon removal of an incomplete or deferred grade, students who meet the requirements are added to the lists.

### ***PROBATION AND DISMISSAL***

Students who fail to meet minimum academic standards at the end of any term are placed on academic probation, even if their cumulative grade point average is at or above the minimum required. Students on probation are encouraged to enroll in a full academic load, defined as four (4) courses and sixteen (16) semester hours. They **must** enroll in at least three (3) courses (12 semester hours) and may not normally withdraw from a course nor take a course on a credit/no-credit basis. Students on probation should reduce extracurricular commitments to focus on improving their academic standing.

Students who fall within any of the following categories are eligible for dismissal from the College.

- Those who fail two or more courses in the fall or spring term.
- Those who have been on probation and do not meet the minimum academic standards the following term.
- Those who earn a term average of lower than 1.0.

Students who are academically dismissed from the College are dismissed from all Rollins College programs. Students who are academically dismissed a first time may petition for readmission after one calendar year has elapsed. To be considered for readmission, students must demonstrate readiness to return and improved commitment to scholarship. Students who are academically dismissed a second time are dismissed permanently.

A student eligible for academic dismissal may request in writing a review by the Academic Appeals Committee before actual dismissal. If the Committee finds compelling circumstances for the student to continue at Rollins for the next term under monitored and structured conditions, the Committee will place the student on special academic probation.

The Committee may find compelling circumstances if a student can articulate both insight into the factors which led to the poor performance and a realistic plan to improve academic performance and return to good academic standing.

A student placed on special academic probation must complete a Contract for Academic Success that specifies an individualized plan for returning to good academic standing and an agreement to abide by all special regulations. Failure to follow the terms of the contract will result in a student's immediate dismissal, even during the course of the next term.

### ***READMISSION FROM DISMISSAL***

Applications for readmission are submitted to the Academic Appeals Committee. Where appropriate, the

Committee will consult with the student's major department, faculty advisor, or College health care professional regarding readmission. The petition for readmission should address the problems that led to academic dismissal and argue for the student's success upon returning to Rollins. Students returning from academic dismissal are automatically placed on academic probation their first semester back. Students should provide the following information as appropriate.

- An official transcript from an accredited institution showing successful completion of at least two full term courses, with grades of 'B' or higher. College-level work at another institution is encouraged as it provides evidence of a student's ability to be successful in college-level work.
- Two letters of recommendation addressing the student's readiness to resume the academic program at Rollins College. Suggested sources are professors at another college, or employers or other associates who are familiar with the student's activities during the interim year.
- A written account of the student's activities during the year, with an assessment of the factors which led to dismissal and evidence that these factors have been addressed.

If medical or psychological factors were an important part of the student's academic dismissal, Rollins may request a letter from a health professional commenting on the student's readiness to return.

### ***APPEALS OF ACADEMIC POLICIES***

Students may appeal the effects of any academic policy that applies to them. The appeal procedures may be obtained from the Dean of Student Affairs.

### ***FIRST DAY ATTENDANCE***

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

### ***CLASS ATTENDANCE***

Rollins students are expected to attend all 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.

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

### ***ACADEMIC HONESTY***

As an academic community, Rollins College holds ethical conduct to be inseparable from wisdom. Rollins students and faculty affirm the inherent value and social utility of truthfulness and respect for the rights of other individuals and the community. The students and faculty affirm the value of academic honesty and accept the responsibility to present only work that is genuinely 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 violating test conditions.

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 discourages cheating or other forms of academic dishonesty.

In all cases of suspected academic dishonesty, the College follows the procedures listed below to ensure due process.

- 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 Student Affairs of the infraction by letter, a copy of which is sent to the student. The Dean informs the student of the right to appeal. An appeal should be made within one (1) week of notification by the instructor.
- If the student appeals the instructor's action, the Dean of Student Affairs takes testimony from the instructor, the student, and all appropriate witnesses, including those requested by the student. The Dean's ruling is final with respect to guilt or innocence. The Dean 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 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.

Any student who commits two infractions involving academic dishonesty is subject to suspension or dismissal from the College.

### ***WITHDRAWAL FROM COLLEGE***

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

### ***LEAVE OF ABSENCE***

Students who wish to take a leave of absence must complete the appropriate form in the Dean of Student Affairs Office. A leave of absence may be granted for a program of work, study, or travel that demonstrably contributes to the student's personal development or program of study at Rollins, or for medical reasons. Students may not remain on campus while on a leave of absence.

Students may apply for a leave of absence for one (1) term or an academic year. A one-term leave may be extended to one year but may not continue longer than one year.

Applications for a leave of absence must be filed at least one week prior to the beginning of classes for the first term of the leave and be approved by the Dean of Student Affairs. The Dean requires approval from the student's faculty advisor if the plans for a leave of absence contribute directly to the Rollins program of study.

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

Students may request to take a voluntary medical leave of absence if they experience serious medical or psychological problems. Once the leave is approved by the Dean of Student Affairs Office, the student will leave campus and receive grades of 'W' in all enrolled courses (even if the normal deadline for withdrawal without academic penalty has passed). If the student wishes to return to Rollins, he or she must adhere to the readmission



requirements outlined below.

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

### ***READMISSION***

Applications for readmission are submitted to the Dean of Student Affairs. For dismissed students, applications are only considered after one (1) calendar year from the date of dismissal. Students are expected to present 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 statements from supervisors concerning motivation, performance, and job maturity, or other similar documents.

Students who withdrew for medical reasons must furnish a physician's statement certifying that they are physically able to resume their studies. ***Any student readmitted after an absence may be subject to the academic requirements stated in the current College Catalogue.***

Applications for readmission should be submitted one week before the first day of classes if no action from the Academic Affairs Committee is required, or three weeks before the first day of classes if action from the Academic Affairs Committee is required.

*For further information, contact the Dean of Student Affairs, (407) 646-2345.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

## Arts and Sciences Courses of Instruction

*\*Minor Only*

---

[African/African American Studies\\*](#)

[Anthropology](#)

[Archaeology\\*](#)

[Art](#)

[Asian Studies\\*](#)

[Australian Studies\\*](#)

[Biochemistry/Molecular Biology](#)

[Biology](#)

[Business Administration\\*](#)

[Chemistry](#)

[Classical Studies](#)

[Communication\\*](#)

[Computer Science](#)

[Economics](#)

[Education](#)

[English](#)

[Environmental Studies](#)

[Film Studies\\*](#)

[Foreign Languages](#)

[Health Professions Advising Program](#)

[History](#)

[Honors Degree Program](#)

[International Business](#)

[International Relations](#)

[Jewish Studies\\*](#)

[Latin American and Caribbean Affairs](#)

[Mathematics](#)

[Music](#)

[Philosophy and Religion](#)

[Physical Education](#)

[Physics](#)

[Political Science](#)

[Psychology](#)

[Sociology](#)

[Sustainable Development and the Environment\\*](#)

[Theatre Arts and Dance](#)

[Women's Studies\\*](#)

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

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

---

*Changes effective Fall Term 2001.*

*Henton*

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

## **MINOR REQUIREMENTS**

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

### *PRIMARY COURSES*

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

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

### *SECONDARY COURSES*

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

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

### *INDEPENDENT STUDY OR INTERNSHIP*

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Anthropology

---

*Changes effective Fall Term 2002.*

*Biery-Hamilton*

*Ensor*

*Lauer*

*Moore*

*Pequeño*

*Smyth*

*Stewart*

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

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

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

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

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

## MAJOR REQUIREMENTS

Twelve (12) courses are required, eight (8) of which must originate within the Department of Anthropology at Rollins.

### CORE COURSES

All core courses must be taken at Rollins.

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

### ADDITIONAL REQUIREMENTS

- *One (1) anthropology course at any level*
- *Three (3) anthropology courses at the 300-400 level*
- *Two (2) courses in anthropology, sociology, African-American studies, or Latin American and Caribbean affairs*
- *One (1) seminar or senior research project*
- *Satisfactory performance on a comprehensive examination*

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

## MINOR REQUIREMENTS

Eight (8) courses are required: the five (5) core courses required of the major and three (3) anthropology electives, two of which must be at the **300-400 level**. At least six (6) courses must be taken within the Department of Anthropology at Rollins.

## Course of Study

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

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

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

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

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

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

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

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

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

**ANT 238 *The Bible and Archaeology*:** Explores culture of ancient Hebrews, Kingdom of Israel, Christians, and neighbors as described in the Bible and revealed by archaeological findings. Uses history and cultural anthropology to reconstruct ancient life in the Holy Land. Suitable for nonmajors.

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

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

**ANT 253 *Florida's Native Americans*:** Examines prehistory, history, and culture of Timucua, Calusa, Creek, Seminole, and Miccosukee as seen through art and writings of anthropologists, historians, explorers, missionaries, soldiers, and tribal leaders. Suitable for nonmajors.

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

**ANT 255 *Anthropology of Rastafarianism*:** Anthropological exploration of the historical roots and current manifestations of the Rastafarian culture in the Caribbean, United States, and Africa. Special attention given to the role of Haile Selassie, Marcus Garvey, Bob Marley, and others, in the birth and development of this unique culture.

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

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

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

**ANT 262 *Cultures of Africa*:** Surveys geographic and cultural area south of the Sahara. Discusses origins of indigenous Africans, evolution of cultures, and influences of pre-Islamic Egypt, Arabia, Southeast Asia, and Europe. Focuses on religions, languages, family systems, legal and political traditions, and modes of subsistence. Also traces influences of African culture on North American, Caribbean, and South American cultures.

**ANT 265 *Anthropology of Religion*:** Discusses religion as integral part of social fabric in Western and

non-Western cultures. Introduces major anthropological theories of religious practices. Looks into cosmological order, ontological security, magic, witchcraft, mythology, totemism, and ceremonial organization.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>



# Archaeology (*minor only*)

---

*Changes effective Fall Term 2002.*

*Friedland*

*Stewart*

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

## **MINOR REQUIREMENTS**

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

### *CORE COURSES*

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

### *ELECTIVES*

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

- *ANT 238 Bible and Archaeology (yearly)*
- *ARH 205/305 Topics in Classical Art and Archaeology (topic varies from year to year; may be repeated for credit)*
- *ANT 205/305 Topics in Anthropological Archaeology (topic varies from year to year; may be repeated for credit)*
- *ANT 335 Archaeology of American Life (alternate years)*

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

### *SPECIAL CO-CURRICULAR OPPORTUNITIES*

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Art

---

*Changes effective Spring Term 2002.*

*Friedland*

*Larned*

*Lemon*

*Libby*

*Simmons*

Students may concentrate in art history or studio art. Art majors take a set of core courses, then choose electives; art minors complete eight courses with a focus on either studio or history.

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

## ART HISTORY

Arts reveal the values of civilization, expressing through symbols either collective values of eras or cultures or personal values of individuals. Art history courses stress historical research, critical skills, and communication of ideas. Majors apply their investigative and interpretive skills in a senior thesis.

## MAJOR REQUIREMENTS

Twelve (12) courses are required.

- *ARH 201 Introduction to Art History I*
- *ARH 202 Introduction to Art History II*
- *ARH 219 Art and Archaeology of Ancient Greece and Rome*
- *ARH 311 Italian Renaissance Art I OR ARH 312 Italian Renaissance Art II (offered every two years)*
- *ARH 323 Twentieth-Century Art*
- *ART 131 Studio Foundations OR ART 221 Drawing and Composition*
- *Five (5) period concentration courses (may include RSN 222 History of Russian Painting)*
- *One (1) Senior Independent Study in Art History*

## MINOR REQUIREMENTS

Five (5) courses are required: *ARH 201, ARH 202, ARH 218 or 219, ARH 311 or 312 or 313, ARH 320 or 323 or 424*. Three (3) electives may be taken from any of the other *ARH* courses, except *ART 101*, and may include *ART 131*.

## STUDIO ART

In studio courses, students grapple with the tools and materials of the creative process -- paint, clay, and metal. Faculty discuss conceptual issues, such as composition and color relationships, then present problems which require analysis and construction. Through both practice and theory, developing artists refine their skills and techniques for producing works of art, expand their creative and imaginative capacity, and develop critical and analytical judgment.

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

## MAJOR REQUIREMENTS

Twelve (12) courses are required.

## CORE COURSES

- **ARH 201 Introduction to Art History I**
- **ARH 202 Introduction to Art History II**
- **ARH 424 Art Now: Movements in Contemporary Art**
- **ART 131 Studio Foundations**
- **ART 221 Drawing and Composition**
- **ART 241 Sculpture I (offered every two years)**
- **ART 251 Introduction to Painting**
- **ART 450 Senior Seminar**

## ELECTIVES

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

## MINOR REQUIREMENTS

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

## Course of Study

### ART HISTORY

**ARH 101 Introduction to Art and Artists:** Focuses on thematic and critical -- rather than historical -- approaches to visual arts and architecture. Freshman course for nonmajors.

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

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

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

**ARH 290 Indian Art of Continental U.S.:** Surveys North American Indian art, both ceremonial and utilitarian. Begins with prehistoric mounds of Ohio River Valley and extends through crafts of 20<sup>th</sup>-century Southwest. Touches upon art of tribes from different geographical areas: Woodlands, Southeast, Plains, Southwest, Great Basin, California, and Northwest Coast.

**ARH 305 Special Studies in Classical Art and Archaeology:** Focused studies in specific areas of ancient art and archaeology. Topics vary, but may include: *Art and Archaeology of Classical Israel, Cities and Sanctuaries of*

*Ancient Greece, The Power of Empire -- Art and Architecture of the Roman Provinces, The Ancient City -- Athens and Rome, and The Seven Wonders of the Ancient World.*

**ARH 309 Medieval Art and Architecture:** Covers architecture, sculpture, painting, and minor arts, c. 300-1300, including decline of classical art, emergence of early Christian and Byzantine art, and relationship between arts of East and West. Examines development of Romanesque and Gothic styles as symbols of human life, belief, and ideas.

**ARH 310 Northern Renaissance Art:** Follows evolution of painting techniques and styles during 15<sup>th</sup> and 16<sup>th</sup> centuries north of Alps. Touches upon iconography and analogies between visual arts and contemporary humanist ideas.

**ARH 311 Italian Renaissance Art I:** Chronicles first half of Italian Renaissance, c. 1300-1500. Looks at proto-Renaissance painting of Cimabue, Giotto, and Duccio, then delves into 15<sup>th</sup>-century ideas and aesthetics, especially in Florence.

**ARH 312 Italian Renaissance Art II:** Scrutinizes art and architecture of High Renaissance and Mannerist movements, c. 1500-1600. Starts with work of Leonardo and Michelangelo in Florence and Rome and concludes with painting of Bronzino and Vasari.

**ARH 313 Baroque and Rococo Art:** Pursues 17<sup>th</sup>-century Baroque style in Italy, Holland, Flanders, France, England, and Spain from Renaissance and Mannerist sources through termination in 18<sup>th</sup>-century Rococo style, c. 1750. *Prerequisite:* ARH 311 or ARH 312.

**ARH 317 Women in Art:** Examines the roles of women artists in Western art from the Renaissance to the present, focusing on how cultural conditions determined women's artistic production. Also addresses how women are portrayed in the arts, ranging from painting to contemporary mass media. *Prerequisite:* sophomore standing or consent.

**ARH 320 Revolution, Romanticism, Impressionism: 19<sup>th</sup>-Century Art:** Overview of the major artistic movements and theories of 19<sup>th</sup>-century Europe, primarily France, Great Britain, and Germany. Movements include Neoclassicism, Romanticism, the Pre-Raphaelites, Impressionism, and Symbolism. Examines the emergence of photography. Situates the arts in their social and political contexts.

**ARH 322 Art of the United States:** Surveys architecture, sculpture, and painting from founding of colonies to WWI. Traces America's emergence from Europe's shadow to a position of independence. *Prerequisite:* sophomore standing.

**ARH 323 Modernism to Post-Modernism: 20<sup>th</sup>-Century Art:** Overview of the major artistic movements and theories in the arts in 20<sup>th</sup>-century Europe and the U.S., including Expressionism, Cubism, Dada, Surrealism, Abstract Expressionism, and Pop Art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals.

**ARH 324 History of Photography:** Introduces students to the major contributors, movements, and technologies of

photographic history. Primary focus on cultural, social, aesthetic, and commercial implications of photography concurrent with its invention and development through the present day. The photograph, as document and as aesthetic object, is analyzed through contemporary criticism, historical writing, and illustrated lectures.

**ARH 325 *Art of Spain*:** Emphasizes outside influences (Roman, Moorish, etc.) that affected Spanish architecture, sculpture, painting, and minor arts from early Iberia to 20<sup>th</sup> century.

**ARH 380/381 *Special Categories in Art History*:** Surveys selected areas of art history (Art Nouveau, Art Deco) not covered by period courses.

**ARH 385 *Museum Studies*:** Introduces art museum work. Involves reading, writing, studying, looking, thinking, questioning, and visiting museums and art collections.

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

## STUDIO ART

**ART 131 *Studio Foundations*:** Introduces students to the various methods and concepts in the visual arts practice. Projects incorporate drawing, painting, printmaking, mixed media, and basic color theory. Required first course for studio art majors and minors. Appropriate for nonmajors who wish to explore various media and basic visual art concepts.

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

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

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

**ART 223 *Graphic Design I*:** Presents basic concepts and techniques associated with computer-based design. Introduces Adobe Photoshop, Illustrator, and other digital imaging/layout software. *Prerequisite:* ART 222.

**ART 232/332 *Special Studies in Painting and Drawing*:** Fosters technical improvement and critical thinking among intermediate and advanced painters and drawers. Studio work, individual and group critiques, and individual research. *Prerequisite:* ART 221 or consent.

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

**ART 243/343 Human Figure Drawing:** Challenges intermediate and advanced students to incorporate human figures into artwork. Stresses studio exercises, such as gesture drawings and in-depth anatomical studies, as well as individual and group critiques, and discussions with individual research. *Prerequisite:* **ART 131, ART 221**, or consent.

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

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

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

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

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

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

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

**ART 342 Sculpture II:** Builds upon concepts covered in **Sculpture I**. Explores different techniques, styles, and materials, many not traditionally associated with sculpture. Combines perceptual and conceptual study of form. *Prerequisite:* **ART 242** or consent.

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

**ART 352 Printmaking II:** Builds upon the experience from *Printmaking I*. Students combine printmaking media and create multiple plate and color prints. Intensive studio work, individual and group critiques, and individual research. Advanced elective for studio majors. *Prerequisite: ART 252.*

**ART 372 Printmaking III (Lithography):** Introduces an advanced, very unique printmaking technique executed on slabs of limestone. Explores differing materials, supplies, and lithographic techniques, such as Xerox transfer and tusche painting. *Prerequisite: ART 252 or ART 352.*

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Asian Studies (minor only)*

*New minor effective Fall Term 2001.*

*Edge*

*Greenberg*

*Lairson*

*Moore*

*Yao*

*Zhang*

The Asian Studies minor offers students an organized plan of study to facilitate the exploration of their interests in Asia. Courses range across history, anthropology, political science, languages, international business, religion, and philosophy. Asia's importance in world affairs is very great. The enormous population, an immensely long and significant history, extraordinarily complex and diverse societies and cultures, and rising economic significance all call for study and understanding.

## **MINOR REQUIREMENTS**

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

1. Core course: ***HIS 263 East Asia in Modern Times***

2. Two (2) courses from the following group.

- ***ANT 252 Cultures of China***
- ***ANT 254 Cultures of Japan***
- ***HIS 212/212F A Journey to the Middle Kingdom (field study)***
- ***HIS 250 Modern Japanese History***
- ***HIS 260 History of Chinese Civilization***
- ***HIS 261 Modern China***
- ***PHI 211/211F Religion and Culture in Bali (field study)***
- ***REL 113 World Religions: Asian Religions***

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

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>



# *Australian Studies (minor only)*

*Changes effective Fall Term 2002.*

## *Edge*

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

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

## **MINOR REQUIREMENTS**

Seven (7) courses are required (totaling at least 25 semester hours): five (5) completed for grade-point credit in Australia during the required term in Sydney and two (2) more taken at Rollins or in Australia.

### *THE ROLLINS PROGRAM IN SYDNEY*

Three (3) core courses are required during the fall term in Sydney.

- *AUS 200 Introducing Australia*
- *AUS 288 Australian History*
- *AUS 368 The Fauna and Flora of Australia* **OR** *AUS 388 Australia's Physical Environment*

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

- *AUS 255 Australian Aboriginal Studies*
- *AUS 262 The Australian Economic and Political Systems*
- *AUS 280 The Australian Business Environment*
- *AUS 356 Australian Literature*
- *AUS 361 Australian Art*
- *AUS 368 The Fauna and Flora of Australia*
- *AUS 388 Australia's Physical Environment*
- *Courses at Rollins with the AUS designation*

## **Sydney Courses**

***AUS 200 Introducing Australia:*** Core course for the Rollins semester in Australia and prerequisite for other courses in Sydney. Focus on contemporary Australia and issues that confront Australians today, and comparison and contrast of Australia and U.S.

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

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

may explore own interests in this field.

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

**AUS 280 *The Australian Business Environment*:** Develops understanding of the Australian business profile and the challenges facing Australian business leaders confronted with a small domestic market and the imperatives of internationalism. Australian stock market, the industrial relations system and Australia's response to the concept of sustainable corporation are included. Case studies and industry visits will provide students with practical opportunities to analyze issues specific to Australian organizations. *Corequisite: AUS 262.*

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

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

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

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Biochemistry/Molecular Biology

---

*Changes effective Spring Term 2002.*

<i>Bernal</i>	<i>Blossey</i>	<i>Eng-Wilmot</i>	<i>Gregory</i>
<i>Klemann</i>	<i>Richard</i>	<i>Schmalstig</i>	<i>Schultz</i>
<i>Small</i>	<i>Stephenson</i>		

The biochemistry/molecular biology major is an interdepartmental major that provides students with a strong background in chemistry and biology with an emphasis on molecular aspects. Through selected electives, students may concentrate on specific areas of interest. Students have excellent opportunities within the departments of biology and chemistry to engage in independent research projects. Graduates are prepared to pursue employment in biochemical, pharmaceutical, and biotechnological laboratories, and further study in the health professions or graduate research institutions.

## MAJOR REQUIREMENTS

Fourteen (14) courses are required: eleven (11) core courses and three (3) electives. At least five (5) courses must be at the **300-400 level**.

### CORE COURSES

#### BIOLOGY

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 229 Microbiology**
- **BIO 341 Molecular Biology**

#### CHEMISTRY

- **CHM 120 Chemistry I**
- **CHM 121 Chemistry II**
- **CHM 220 Organic Chemistry I**
- **CHM 221 Organic Chemistry II**
- **BCH 440/BIO 440 Senior Seminar OR BCH 499/BIO 499 Independent Study: Research**

#### BIOCHEMISTRY

- **BCH 431 Biochemistry I**
- **BCH 432 Biochemistry II**

#### ELECTIVES

Choose three (3) of the following elective courses.

- **BIO 308 Genetics**
- **BIO 311 Plant Physiology**
- **BIO 312 Animal Physiology**

- **BIO 320 Medicinal Botany**
- **BIO 329 Microbial Physiology**
- **BIO 342 Biostatistics**
- **BIO 360 Cellular Biology**
- **BIO 370 Developmental Biology**
- **BIO 429 Immunology**
- **CHM 305 Physical Chemistry I**
- **CHM 306 Physical Chemistry II**
- **CHM 320 Analytical Chemistry**
- **BCH 397/497 Biochemical Internship**
- **BCH 498 Independent Study Research**

### RECOMMENDATIONS

Students preparing for graduate programs in biology or professional schools, in health-related areas such as medicine, dentistry, veterinary medicine, or pharmacy, need a thorough introduction to physics and possibly calculus. Therefore, they should take **PHY 120/130** and **PHY 121/131** and a calculus course(s). Those students contemplating careers and graduate study in biochemistry or pharmaceutical chemistry should include **PHY 120** and **PHY 121/131**, **MAT 111** and **MAT 112**, and a full year of physical chemistry -- **CHM 305** and **CHM 306**.

## Course of Study

**BCH 431 Biochemistry I:** Introduces chemical nature of proteins, nucleic acids, lipids, and carbohydrates; function of proteins and enzymes; and metabolic pathways including glycolysis, Krebs cycle, electron transport, and oxidative phosphorylation. *Corequisite: CHM 488. Prerequisite: CHM 221.*

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

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Biology

---

*Changes effective Spring Term 2002.*

*Gregory*

*Klemann*

*Richard*

*Schmalstig*

*Small*

*Stephenson*

The biology major exposes students to a wide variety of field, laboratory, and classroom experiences fundamental to the life sciences. Through selected electives, students may concentrate on specific areas of interest such as marine biology, ecology, microbiology, botany, zoology, or molecular biology. The major also offers the flexibility for students to minor in another area or to fulfill requirements for secondary teaching certification. Students have excellent opportunities to engage in independent research projects. Graduates are prepared to pursue employment in biological laboratories, and for further study in the health professions or graduate research institutions.

## MAJOR REQUIREMENTS

Twelve (12) courses or at least 66 semester hours are required: five (5) core biology courses, four (4) core physical sciences courses, three (3) biology elective courses, and satisfactory performance on a comprehensive standardized examination.

### CORE BIOLOGY COURSES (five courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **One course in Cellular/Molecular Biology:**
  - **BIO 308 Genetics**
  - **BIO 360 Cellular Biology**
  - **BIO 341 Molecular Biology**
- **One course in Ecosystems/Field Study:**
  - **BIO 316 Ecology**
  - **BIO 330 Field Botany**
  - **BIO 284 Marine Biology with Laboratory (either BIO 385F, 386F, or 387F)**
- **BIO 440 Senior Seminar (four semester hours) OR BIO 499 Independent Study: Biological Research (four semester hours)**

### CORE PHYSICAL SCIENCE COURSES (four courses)

- **CHM 120 Chemistry I**
- **CHM 121 Chemistry II**
- **CHM 220 Organic Chemistry**
- **PHY 120/130 Physics I**

### BIOLOGY ELECTIVES

Three (3) courses (totaling at least 14 semester hours) at least one (1) of which must be at the **300** or **400 level**.

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

### RECOMMENDATIONS

Students preparing for graduate programs in biology or professional schools, in health-related areas such as

medicine, dentistry, veterinary medicine, or pharmacy need a thorough introduction to physics and calculus. Therefore, they are advised to take **CHM 221** and **PHY 121** or **PHY 131**, a calculus course(s), and a statistics course. In addition, some professional schools now require biochemistry (**BCH 431, 432**). Students should be aware that requirements of different programs can vary and they should seek guidance from advisors and program directors.

### *OFF-CAMPUS EXPERIENCES*

Rollins College, as part of the Associated Colleges of the South, has an agreement with the Marine Biological Laboratory at Woods Hole for students to participate in the Semester in Environmental Science at Woods Hole. Students who complete the semester will be able to use courses taken there as the core course in ecosystems/field study and up to two (2) electives. Students need to petition and receive approval from the Department of Biology for this and any other off-campus program.

## **MINOR REQUIREMENTS**

Eight (8) courses are required: four (4) core biology courses, two (2) core chemistry courses, and two (2) biology elective courses.

### *CORE BIOLOGY COURSES* (four courses)

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **One course in Cellular/Molecular Biology:**
  - **BIO 308 Genetics**
  - **BIO 360 Cellular Biology**
  - **BIO 341 Molecular Biology**
- **One course in Ecosystems/Field Study**
  - **BIO 316 Ecology**
  - **BIO 330 Field Botany**
  - **BIO 284 Marine Biology with Laboratory (either BIO 385F, 386F, or 387F)**

### *CORE CHEMISTRY COURSES* (two courses)

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

### *BIOLOGY ELECTIVES*

Two (2) courses (totaling at least 10 semester hours) at least one (1) of which must be at the **300** or **400 level**.

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

## **Course of Study**

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

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

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

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

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

**BIO 203 Biology for Teachers:** Prepares students to teach biology in elementary school. Incorporates principles and concepts of chemistry to demonstrate relationship to biology. Models integration of lab exercises, elementary activities, research projects, and educational technology. Lab course for education majors.

**BIO 223 Comparative Vertebrate Anatomy:** Surveys anatomy of major groups of vertebrate organisms. Students dissect lamprey, shark, mud puppy, and cat. Lab required. *Prerequisite:* **BIO 120/121** or consent.

**BIO 229 Microbiology:** Emphasizes metabolism, genetics, reproduction, and ecology of bacteria and viruses and their relationship to infectious disease and immunology. Develops basic research and microbiological lab skills. Lab required. *Prerequisite:* **BIO 120/121** or consent.

**BIO 234 Plant Kingdom:** Surveys evolution of plant and fungi kingdoms and algal protists. Covers plant anatomy, morphology, reproduction, and structure of plant communities. Fieldwork teaches use of taxonomic keys to identify plants. Lab and fieldwork required. *Prerequisite:* **BIO 120/121** or consent.

**BIO 236 Invertebrate Zoology:** Examines animal kingdom from motile protists (protozoa) through invertebrate chordates, with emphasis on evolution and organization of animal diversity. Required lab and fieldwork use as much live material as possible, especially faunal groups from Central Florida and Florida Keys. *Prerequisite:* **BIO 120/121** or consent.

**BIO 237 Vertebrate Zoology:** Surveys vertebrate chordates from jawless lamprey through fishes, amphibians, reptiles, birds, and mammals. Stresses structural and functional characteristics, evolutionary relationships, ecology, behavior, and distribution. Required lab and fieldwork focus on Florida fish and wildlife. *Prerequisite:* **BIO 120/121** or consent.

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

tissues, and dissection of cats and other mammalian organs. *Prerequisites: BIO 120/121* recommended.

**BIO 246 Human Physiology:** Studies the function of human systems (cardiovascular, muscle, nervous, etc.) related to homeostasis. Designed primarily for students preparing for the study of physical therapy, occupational therapy, other allied health professions, and those biology or other students **not** planning to attend medical, dental, or graduate school. Laboratory involves physiological studies on humans and other mammals. *Prerequisites: BIO 120/121* recommended.

**BIO 270 Plant Growth and Development:** Examines structural, biochemical, and molecular aspects of growth and development of angiosperms from seed germination to flowering to seed formation. Lab required. *Prerequisite: BIO 120/121.*

**BIO 284 Marine Biology:** Investigates ecology, diversity, biogeography, and behavior of marine plankton, benthos, and nekton. Focuses on coral reef and shallow marine communities. Emphasis placed on representative field areas of Florida coasts and the Caribbean. *Prerequisite: BIO 120/121* or consent.

**BIO 287/387 Tropical Field Biology:** Explores ecology, diversity, biography, and behavior of terrestrial and aquatic organisms of American tropics. Compares representative ecosystems of Central America (lowland and mountain rain forests, mangroves, cloud forest, paramo) and Caribbean (coral reefs, turtle grass, intertidal). *Prerequisite: BIO 120/121* or consent.

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

**BIO 311 Plant Physiology:** Analyzes life processes of higher plants: water relations, mineral nutrition, cellular and long-distance transport, photosynthesis, carbon and nitrogen metabolism, and hormonal control of development. Required lab includes student-directed investigations. *Prerequisites: BIO 120/121* and one year of chemistry, or consent.

**BIO 312 Animal Physiology:** Studies animals at cellular and organismic levels: nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Considers invertebrate and lower vertebrate physiology but stresses mammalian systems. Lab required. *Prerequisites: BIO 120/121* and *CHM 120/121*, or consent.

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

**BIO 320 Medicinal Botany:** Integrates the botany of major medicinal and crop plants with plant conservation, chemistry, and mode of action of compounds. Lab required. *Prerequisite: CHM 220.*

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



**BIO 330 Field Botany:** Examines taxonomy, evolution, ecology, and environmental significance of local flora through directed observations, identification, and experimental analysis. Students describe and identify plant specimens obtained in field and interpret evolutionary and ecological relationships among plant groups. Lab required. Prerequisite: **BIO 120** or **ENV 120**.

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

**BIO 341 Molecular Biology:** Describes structure of chromosomes and organization of genomes. Examines replication, repair, transcription, and translation of genetic information -- and methodology to study these processes. Prerequisite: **BIO 120/121**.

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

**BIO 360 Cellular Biology:** Correlates structure and function of cell. Discusses energy, enzymes and metabolism, membrane structure, transport, endomembrane system, communication, and growth and division. Lab required. Prerequisite: **BIO 120/121**.

**BIO 370 Developmental Biology:** Studies gametogenesis, fertilization, and patterns of embryonic development, differentiation, and morphogenesis. Stresses concept of development program in animals established during gametogenesis, activated at fertilization, and expressed in subsequent development. Lab required. Prerequisite: **BIO 120/121**.

**BIO 381 Vertebrate Histology and Microtechnique:** Discusses structure and function of vertebrate cells and tissues. Involves microscopic examination of tissues and preparation of slides. Lab required. Prerequisite: **BIO 120/121** or consent.

**BIO 385F Marine Biology Laboratory: Central Pacific:** Studies marine life of the Central Pacific Ocean, based at the marine laboratory of the University of Hawaii at Kaneohe Bay, Oahu, and on the island of Hawaii. Comprehensive, in-field ecological survey/analyses of representative tropical marine ecosystems of the Central Pacific, including coral reefs, rocky intertidal, sandy shoreline, mangrove communities, estuarine areas, etc. Prerequisite: **BIO 284**.

**BIO 386F Marine Biology Laboratory: Caribbean:** Studies marine life of the tropical Atlantic/Caribbean Sea, based at the Bellairs Marine Research Institute, McGill University, Barbados. Comprehensive, in-field ecological survey/analyses of representative tropical marine ecosystems of the Caribbean, including coral reefs, rocky intertidal, sandy shoreline, mangrove communities, brackish ponds, etc. Prerequisite: **BIO 284**.

**BIO 387F Marine Biology Laboratory: Florida:** Studies marine life of Florida, based at the Harbor Branch Oceanographic Institute and Pigeon Key Marine Laboratory, Florida Keys. Fieldwork carried out along the eastern coast of Florida and in the Florida Keys will consist of comprehensive ecological survey/analyses of representative marine ecosystems including coral reefs, rocky intertidal, sandy shoreline, mangrove communities, brackish ponds, etc. Prerequisite: **BIO 284**.

**BIO 429 Immunology:** Investigates structure and function of immune system; concept of "self" vs. "foreign," tolerance, and immunological memory. Focuses on host defense systems of mammals with emphasis on human adaptive and nonadaptive immunity. Also examines causes and effects of immune deficiencies. *Prerequisite:* junior or senior standing.

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

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

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

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

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Business Administration (minor only)*

---

*Changes effective Fall Term 2002.*

*Burleson*

*West*

*Winarski*

The business administration minor combines with and complements any liberal arts major. It serves students who may later pursue careers or graduate degrees in business or who have an interest in a particular area, such as marketing or management.

## **MINOR REQUIREMENTS**

Six (6) courses are required: four (4) core courses and two (2) electives.

- ***BUS 336 Management and Leadership***
- ***BUS 337 Marketing***
- ***BUS 338 Financial Management***
- ***INB 230 Principles of Accounting***
- ***Two (2) electives in business administration at the 300 level or above***

*The AACSB – The International Association for Management Education accredits Rollins College at the graduate level only. Consistent with AACSB requirements no more than eight (8) undergraduate business administration courses (including accounting, finance, management, and marketing) may count toward the bachelor's degree.*

## **Course of Study**

***BUS 317 Personal Finance:*** Outlines a wide variety of financial instruments available for managing money. Touches upon personal financial statements, insurance, social security, investments, tax, retirement, and estate planning. Also introduces personal financial planning as a profession. *Prerequisite:* junior standing.

***BUS 336 Management and Leadership:*** Focuses on the processes of planning, organizing, influencing and controlling that leaders use to achieve their objectives in organizational settings. Topics include the human, operational, and structural issues involved in managerial decision making using a variety of methods to develop analytical skills. *Prerequisite:* junior standing.

***BUS 337 Marketing:*** Presents theories, applications, and case studies of marketing goods and services in public, private, and nonprofit sectors. Looks into interpreting market demands; designing and managing products; establishing distribution channels and pricing policies; communicating with consumers; and analyzing, planning, and controlling marketing activities in a socially responsible context. *Prerequisite:* junior standing.

***BUS 338 Financial Management:*** Focuses on role of financial manager in corporate decision making. Deals with analysis of corporate financial structure, asset management, capital budgeting, and debt vs. equity financing. *Prerequisites:* ***INB 280*** and junior standing.

***BUS 348 Investments:*** Explores theories and techniques of investing, especially in stock and bond market. Highlights basic security analysis and portfolio management, as well as financial planning in changing economic

environment. *Prerequisites: BUS 338* and junior standing.

***BUS 375 Advertising and Promotion:*** Examines marketing communication, advertising, publicity, and promotion; management of that process; and effects on consumer behavior. Focuses on current issues. *Prerequisite: BUS 337.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Chemistry

---

*Bernal*

*Blossey*

*Eng-Wilmot*

*Polk*

*Schultz*

Chemistry explores matter and its properties, its physical and chemical transformations, and energy changes associated with these transformations. Bridging traditional humanities on one hand and modern physics on the other, chemistry is a central subject in a liberal arts curriculum. "Every aspect of our world today -- even politics and international relations -- is affected by chemistry," said Linus Pauling. Chemists search for new molecules in space; make new useful materials; solve problems of the environment, energy, health, and food production; and probe how organisms work.

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

## MAJOR REQUIREMENTS

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

### I. BASIC CHEMISTRY PROGRAM

Fifteen (15) courses are required.

- *CHM 120 Chemistry I* OR *CHM 130 Honors Chemistry I*
- *CHM 121 Chemistry II* OR *CHM 131 Honors Chemistry II*
- *CHM 220 Organic Chemistry I*
- *CHM 221 Organic Chemistry II*
- *CHM 305 Physical Chemistry I*
- *CHM 320 Analytical Chemistry*
- *CHM 380 Instrumental Analysis*
- *CHM 388 Chemical Investigations I*
- *CHM 389 Chemical Investigations II*
- *CHM 401 Advanced Inorganic Chemistry*
- *CHM 488 Chemical Investigations III*
- *CHM 489 Chemical Investigations IV*
- *CHM 498 Chemical Research I* OR *CHM 499 Chemical Research II*
- *Two (2) electives – CHM 306 Physical Chemistry II and/or any 400-level CHM or BCH courses*

### SUPPORTING ELECTIVES

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

Students planning on graduate study in chemistry should complete:

- **CHM 306 Physical Chemistry II**
- **MAT 211 Calculus III**
- **MAT 230 Linear Algebra**
- **MAT 240 Introduction to Discrete Mathematics**
- **MAT 305 Ordinary Differential Equations**

Students who wish to emphasize biochemistry should complete:

- **BIO 120 General Biology I**
- **BIO 121 General Biology II**
- **BIO 329 Microbiology OR BIO 360 Cellular Biology OR BIO 408 Genetics**
- **BCH 431 Biochemistry I**
- **BCH 432 Biochemistry II OR BIO 340 Molecular Biology**

## II. ACS-CPT ACCREDITED PROGRAM

Sixteen (16) courses are required. The chemistry program approved by the American Chemical Society Committee on Professional Training (ACS-CPT) differs only slightly from the basic sequence. It requires **both 400-level** research courses:

- **CHM 498 Chemical Research I AND**
- **CHM 499 Chemical Research II**
- **AND, in lieu of the two electives,**
- **CHM 306 Physical Chemistry II AND**
- **BCH 431 Biochemistry I**

### RECOMMENDED SEQUENCE OF STUDY

	Fall Term	Spring Term
Freshman	<b>CHM 120 <u>OR</u> CHM 130</b>	<b>CHM 121 <u>OR</u> CHM 131</b>
Sophomore	<b>CHM 220</b>	<b>CHM 221</b>
Junior	<b>CHM 305</b>	<b>CHM 306</b>
	<b>CHM 320</b>	<b>CHM 380</b>
	<b>CHM 388</b>	<b>CHM 389</b>
Senior	<b>BCH 431</b>	<b>CHM 401</b>
	<b>CHM 488</b>	<b>CHM 489</b>
	<b>CHM 498</b>	<b>CHM 499</b>

### SUPPORTING ELECTIVES

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

Students considering postbaccalaureate study should also complete

- *MAT 211 Calculus III*
- *MAT 230 Linear Algebra*
- *MAT 240 Introduction to Discrete Mathematics*
- *MAT 305 Ordinary Differential Equations*
- *PHY 230 Modern Physics*

#### **NOTE**

Well-prepared students majoring in chemistry should take *CHEM 120* and *MAT 111* in fall term and *CHM 121* and *MAT 112* in spring term of freshman year. Alternatively, students with strong high school backgrounds in chemistry (two years or Advanced Placement, A.P., chemistry) and physics (one or two years) who are good problem solvers should enroll in *CHM 130/131* instead of *CHM 120/CHM 121*. Students may start the physics sequence of *PHY 130/PHY 131* and *PHY 203* freshman or sophomore year. Freshmen who have not had high school physics, or have deficiencies in mathematics and/or science background, should take *PHY 120* and *MAT 109* in fall term and *PHY 121* and a calculus course in spring term.

#### **MINOR REQUIREMENTS**

Six (6) courses are required.

- *CHM 120 Chemistry I* OR *CHM 130 Honors Chemistry I*
- *CHM 121 Chemistry II* OR *CHM 131 Honors Chemistry II*
- *CHM 220 Organic Chemistry I*
- *CHM 221 Organic Chemistry II*
- *CHM 388 Chemical Investigations I*
- *Two (2) electives chosen from: BCH 431, CHM 305, CHM 306, CHM 320, CHM 380, CHM 389, CHM 498, or CHM 499, OR an independent study or research project (498-499 course) in science or math*

#### **Course of Study**

***CHM 105 Chemistry and Society – Applications and Issues:*** Examines chemistry in daily life and decision making -- from nutrition, drugs, cosmetics, and household chemistry to environmental problems. Discusses data analysis and scientific methodology and its limitations. For nonmajor with/without science background or college math. Lab required.

***CHM 106 Chemistry of Life:*** Introduces biochemistry and its relationship to people. Covers diets and fat metabolism, as well as action of steroids, carbohydrates, proteins, and nucleic acids. Analyzes data from lab or historical sources. For nonscience major with limited background in high school biology and chemistry. Lab required.

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

***CHM 110 Chemistry and the Environment:*** Applies concepts and methods of chemistry to environmental

problems. Weighs quantitative and qualitative data gathered from historical sources, demonstration, and lab experiments. For nonscience majors with limited background in chemistry. Lab required.

**CHM 120 Chemistry I:** Presents theory, practice, and methods of chemistry, including quantitative/qualitative analysis of data. Touches upon stoichiometry, kinetic molecular theory, descriptive chemistry, atomic structure and periodicity, and oxidation-reduction. For science majors. Lab required.

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

**CHM 130/131 Honors Chemistry I and II:** Examines principles and practice of modern chemistry, with in-depth treatments of chemical stoichiometry, kinetic molecular theory, atomic (and nuclear) structure and periodicity, descriptive chemistry, chemical bonding, solution equilibria, chemical thermodynamics, kinetics, electrochemistry, and coordination chemistry. Lab required. *Intended for science majors with strong high school background in chemistry (two years) and physics (one to two years) and good problem-solving skills.*

**CHM 220/221 Organic Chemistry I and II:** Describes important carbon compounds and their preparation, interrelations, and properties. Demonstrates instrumental methods used in separation and identification of organic compounds such as gas chromatography, nuclear magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. Lab required. *Prerequisite: CHM 121 or CHM 131.*

**CHM 305 Physical Chemistry I:** Studies kinetic molecular theory and thermodynamics. Introduces law applied to chemical energetics, chemical and physical equilibria, and solutions of electrolytes and nonelectrolytes. *Prerequisites: CHM 121 or CHM 131, PHY 130, and MAT 110 or 112, or consent.*

**CHM 306 Physical Chemistry II:** Discusses chemical kinetics, quantum mechanics, group theory, and statistical mechanics with applications to molecular structure and spectroscopy. *Prerequisite: CHM 305.*

**CHM 320 Analytical Chemistry:** Emphasizes solution equilibria and gravimetric, volumetric, oxidation-reduction, spectroscopic, and chromatographic methods of analysis. *Prerequisite: CHM 221 or consent.*

**CHM 380 Instrumental Analysis:** Applies variety of spectroscopic, electrometric, and chromatographic methods to such instruments as spectrometers (nuclear magnetic resonance, mass, and Fourier transform infrared) and gas and high-performance liquid chromatographs. Considers chemical, biochemical, and environmental problems. *Prerequisites: CHM 221, CHM 305, CHM 320, and PHY 131, or consent.*

**CHM 388/389/488/489 Chemical Investigations I-IV:** Investigates through lab projects seven open-ended questions at the frontier of chemistry. Experimentation involves synthesis or isolation, purification, analysis, characterization of structure by various chemical and spectroscopic methods, and systematic studies of physicochemical/biological properties. Requires use of chemical literature, World Wide Web, spreadsheets, and variety of software. Expects weekly seminar attendance and written and oral progress reports. Team-taught.

**CHM 400 Advanced Analytical Chemistry:** Deals with advanced treatments of simultaneous and complex equilibria, electrochemistry, spectrophotometric analysis, and separation methods. *Prerequisites: CHM 306, CHM*



320, and *CHM 380*.

***CHM 401 Advanced Inorganic Chemistry:*** Applies thermodynamics, kinetics, and theories of bonding to chemistry of nonmetal, transition metal, organometallic, and bioinorganic compounds. *Prerequisites:* ***CHM 306*** and ***CHM 320***, or consent.

***CHM 417 Advanced Organic Chemistry:*** Interprets molecular structure and reactivity related by means of organic reaction mechanisms. Introduces organic synthesis strategies and their applications. *Prerequisites:* ***CHM 221*** and ***CHM 307***.

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

***CHM 498/499 Research I and II:*** Requires proposal of collaborative faculty/student project and weekly seminars and progress reports. Culminates in written thesis and two seminars on work conducted. Students may also take ***CHM 499*** as independent study or internship. Capstone experience. *Prerequisites:* senior standing and consent.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Classical Studies

*Changes effective Spring Term 2002.*

*Friedland*

*Prince*

*Rubarth*

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

## MAJOR REQUIREMENTS

Thirteen (13) courses are required, six (6) must fulfill the requirements below and the remaining seven (7) are language courses and/or electives. Students are required to demonstrate proficiency in one ancient language through the **202 (Intermediate II) level**; alternately, they may demonstrate proficiency in one of the ancient languages through the **201 (Intermediate I) level** and in the other ancient language through the **102 (Elementary II) level**. A total of five (5) courses must be at the **300 level** or higher.

### GROUP A: CLASSICAL CIVILIZATION

Three (3) courses required.

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

### GROUP B: ART AND ARCHAEOLOGY

Two (2) courses required, at least one (1) of which must be at the **300 level** or higher.

- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **ARH 219 Art and Archaeology of Ancient Greece and Rome**
- **ARH 305 Special Studies in Classical Art and Archaeology**

### GROUP C: INTERDISCIPLINARY

One (1) course required.

- **ANT 238 The Bible and Archaeology**
- **HIS 208 Ancient History**
- **PHI 230 History of Early Western Philosophy**
- **POL 390 Classical and Republic Political Theory**
- **THE 241 Classical Theater**

### ELECTIVES

Electives may be taken in ancient languages or from Groups A, B, or C (above). Students may also earn credit from directed study or coursework abroad.

### *ANCIENT LANGUAGE PROFICIENCY*

Students are required to demonstrate proficiency in one ancient language through the **202 (Intermediate II) level**; alternately, they may demonstrate proficiency in one of the ancient languages through the **201 (Intermediate I) level** and in the other ancient language through the **102 (Elementary II) level**. To satisfy this requirement, students may take either the Greek or Latin sequence. Students with prior courses in Greek or Latin will be placed in the appropriate level according to the College's rules for foreign language credit (see page 21 of the current Catalogue). Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the major and will only be required to take a total of twelve (12) courses. NOTE: Students who plan to pursue graduate study in any area of Classical Studies should expect to pursue the study of both ancient languages well beyond the **202 level**.

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

### **MINOR REQUIREMENTS**

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

#### *GROUP A: CLASSICAL CIVILIZATION*

One (1) course required.

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

#### *GROUP B: ART AND ARCHAEOLOGY*

One (1) course required.

- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome***
- ***ARH 305 Special Studies in Classical Art and Archaeology***

#### *GROUP C: INTERDISCIPLINARY*

- **ANT 238 The Bible and Archaeology**
- **HIS 208 Ancient History**
- **PHI 230 History of Early Western Philosophy**
- **POL 390 Classical and Republic Political Theory**
- **THE 241 Classical Theater**

### *ELECTIVES*

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

### *ANCIENT LANGUAGE PROFICIENCY*

Students are required to demonstrate proficiency in one ancient language through the **201 (Intermediate I) level**. To satisfy this requirement, students may take either the Greek or Latin sequence. Students with prior courses in Greek or Latin will be placed in the appropriate level according to the College's rules for foreign language credit (see page 21 of the current Catalogue). Students who have scored a four (4) or five (5) on the Advanced Placement (AP) Exam for Latin will receive one (1) elective course credit towards the minor and will only be required to take a total of seven (7) courses.

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

## **Course of Study**

**CLS 105 The Ancient World in Film:** Introduces the Greek and Roman world through film. Examines how cinema affects our understanding of classical antiquity by contrasting ancient texts and film representations.

**CLS 203 The Pursuit of the Good Life: An Introduction to Greek Moral Theory:** Surveys evolution of Greek values and moral ideals from accounts in Homeric literature to theories of philosophers such as Sophocles, Plato, Aristotle, the Epicureans, and others.

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

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

**CLS 222 The Roman World: Studies in Ancient Culture and Society:** Surveys political, social, and cultural history of Rome, concentrating on late republic and empire to reign of Constantine. Explores Romans'

self-definition and understanding of their world role, problems of empire, evolution of diversity, and dissent. Uses ancient sources from literature (in translation), art, and archaeology. Recommended for nonmajors.

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

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

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

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

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

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

### **CLS 499 Independent Study**

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

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

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

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

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

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

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Communication (minor only)*

---

*Bommelje*

*Bridges*

*Gardner*

*Hudspeth*

*Morrison*

*Newman*

*Schmidt*

*Tillmann*

The study of human communication, one of the seven original liberal arts, has important implications for each of us in contemporary society. Everything from raising families to making friends to working efficiently in our chosen careers would be impossible without speech and language. Communication lies at the heart of human existence.

The minor in communication prepares students for their personal, social, and working lives by developing skills in critical thinking, decision making, and oral presentation.

## **MINOR REQUIREMENTS**

Six (6) courses are required: four (4) core courses and two (2) electives.

### *CORE COURSES*

- ***COM 110 Public Speaking***
- ***COM 220 Interpersonal Communication***
- ***COM 300 Communication Theory***
- ***COM 303 Communication Ethics***

### *ELECTIVES*

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

- ***COM 120 Small Groups and Leadership***
- ***COM 306 Intercultural Communication***
- ***COM 312 Persuasion Theory***
- ***COM 340 Legal Issues in Communication***
- ***COM 421 Organizational Communication***
- ***COM 440 Topics in Communication***
- ***INT 399 Internship***

## **Course of Study**

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

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

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

**COM 300 Communication Theory:** Provides various explanations of the process by which senders and receivers of messages interact in social and organizational contexts.

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

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

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

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

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

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

**INT 399 Internship:** Provides on-the-job experience. Students may choose internships from approved list provided by career services, or they may make own arrangements within established guidelines. Interns must complete a minimum of 180 hours of fieldwork.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>



# Computer Science

---

*Carrington*

*Child*

*Holt*

*James*

The Department of Mathematical Sciences offers a computer science major that teaches students how to design and implement computer programs to solve many types of problems. Based on curricula developed by the Association for Computing Machinery (ACM), the major prepares students for graduate study and for many interesting computer-related endeavors. The computer science minor complements any major for which computer applications exist. It also gives students background for many computer-related occupations.

## MAJOR REQUIREMENTS

Sixteen (16) courses are required. A freshman majoring in computer science will typically take *CMS 167* and *MAT 111* in the fall, and *CMS 170* and *MAT 112* in the spring.

### CORE COURSES

- *CMS 167 Introduction to Computer Programming*
- *CMS 170 Computer Science Principles I*
- *CMS 180 Introduction to Computer Architecture*
- *CMS 250 Introduction to Computer Organization*
- *CMS 270 Computer Science Principles II (object oriented design)*
- *CMS 370 Operating System Design Principles*
- *CMS 380 Programming Languages and Paradigms*
- *CMS 395/495 Topics in Computer Science*
- *CMS 485 Senior Seminar in Computer Science*

### ELECTIVES

Three (3) of the following are required, at least one (1) of which must be project oriented.

- *CMS 360 Algorithm Analysis*
- *CMS 390 Theory of Computation*
- *CMS 430 Artificial Intelligence*
- *CMS 440 Computer Graphics (project oriented)*
- *CMS 460 Database Management Systems Design (project oriented)*
- *CMS 480 Programming Language Translation (project oriented)*

### ADDITIONAL REQUIREMENTS

- *MAT 111 Calculus I OR MAT 113 Honors Calculus I*
- *MAT 112 Calculus II OR MAT 114 Honors Calculus II*
- *MAT 219 Probability and Statistics*
- *MAT 240 Introduction to Discrete Mathematics*

## MINOR REQUIREMENTS

Eight (8) courses are required: the following six (6) courses and two (2) additional *CMS* classes chosen from requirements for the major.

## CORE COURSES

- **CMS 167 Introduction to Computer Programming**
- **CMS 170 Computer Science Principles I**
- **CMS 180 Introduction to Computer Architecture**
- **CMS 250 Introduction to Computer Organization**
- **CMS 270 Computer Science Principles II**
- **MAT 110 Applied Calculus OR MAT 111 Calculus I OR MAT 113 Honors Calculus I**

## Course of Study

**CMS 147 Multimedia Programming and Design:** Principles of multimedia design for effective presentations and for basic learning/training applications using a multimedia design program such as Director. Intensive course in which students produce complete multimedia presentations.

**CMS 157 Web Site Construction and Design:** Views the World Wide Web as a tool for use in academic life and looks beneath the surface to see how it works. Students learn HTML, JavaScript, and how to design and construct interesting and effective web sites.

**CMS 167 Introduction to Computer Programming:** Introduction to fundamental aspects of programming, focusing on problem solving, software design concepts, and their realization as computer programs. Topics include: procedural abstraction, control structures, iteration, representation and precision of numbers, classes and objects, and data types. Introduction to high-level language to gain mastery of these principles provided in lectures and closely coordinated laboratory experiences.

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

**CMS 180 Introduction to Computer Architecture:** Introduction to the underlying digital logic principles used to implement modern computer components, which are integrated to produce computer systems. Topics include: digital logic, including basic logic elements and switching theory, numeric and nonnumeric data representation, and an introduction to combinatorial digital circuits. *Prerequisite: CMS 167. Corequisite: CMS 170.*

**CMS 250 Introduction to Computer Organization:** Introduction to the principles of computer architecture from the layered point of view with emphasis on assembly programming. Topics include: CPU organization at the register/bus level; development of machine language and assembly level programs, including multiple addressing modes, flow-of-control branching, and subroutine calls; and comparison of high-order language programs to machine language programs. *Prerequisites: CMS 170 and 180.*

**CMS 270 Computer Science Principles II:** Moves students to the domain of software design, including principles that are necessary for solving large problems. Software design process serves as a basis for treating such topics as

specification, object oriented design and programming, user interface design, generic modules, and file organization. *Prerequisite: CMS 170.*

***CMS 360 Algorithm Analysis:*** Detailed study of algorithm design and analysis, including greedy algorithm, divide and conquer, dynamic programming, backtracking, and branch and bound. Emphasis on verification and analysis of time space complexity. NP theory is introduced. Brief introduction to AI and the impact of parallel computation on algorithms given. *Prerequisites: CMS 270 and MAT 240.*

***CMS 370 Operating System Design Principles:*** Studies the structure and function of modern operating systems with emphasis on concurrent processes and resource management. Topics include: process scheduling, communication, synchronization, and deadlock; memory management and virtual memory systems; CPU scheduling; application programmer's interface services; I/O techniques; file systems; and protection and security. *Prerequisite: CMS 250.*

***CMS 380 Programming Languages and Paradigms:*** Short history of programming languages and styles precedes the study of an important collection of programming paradigms. Includes data types, data control, sequence control, run time storage, language translation, and semantics. Paradigms include procedural, functional, logic, and object oriented. *Prerequisite: CMS 250.*

***CMS 390 Theory of Computation:*** Studies formal models of computation such as finite state automata, pushdown automata, and Turing machines, along with the corresponding elements of formal languages (including regular expressions, context free languages, and recursively innumerable languages). Provides a mathematical basis for the study of computability and an introduction to the formal theory behind compiler construction. *Prerequisites: CMS 270 and MAT 240.*

***CMS 395/495 Topics in Computer Science:*** An intensive introduction to a specialized area of computer science. Possible topics are: user interface design, parallel and distributed processing, multimedia development, network programming, modeling and simulation, and software development tools. *Prerequisites: CMS 270 and consent.*

***CMS 430 Artificial Intelligence:*** Selective survey of key concepts and applications of artificial intelligence and an in-depth experience with a language commonly used for building AI systems (e.g., LISP or Prolog). Subtopics include knowledge representation, state space/searching, heuristic search, expert systems, expert system shells, natural language processing, propositional logic, learning and cognitive models, and vision. *Prerequisites: CMS 270 and MAT 240.*

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

***CMS 460 Database Management Systems Design:*** Introduction to design and management of database systems. The course project is to design and implement a relational database. Topics include: file organization; relational, network, hierarchical, and object oriented models and their implementations; query language theory and examples; and data normalization. *Prerequisite: CMS 270.*

***CMS 480 Programming Language Translation:*** An in-depth study of the principles and design aspects of programming language translation. The major components of a compiler are discussed: lexical analysis, syntactic

analysis, type checking, code generation, and optimization. Alternate parsing strategies are presented and compared with respect to space and time tradeoffs. A project course; half of the coursework consists of the design and construction of a small compiler. *Prerequisites: CMS 270 and CMS 380.*

***CMS 485 Senior Seminar in Computer Science:*** Students perform research and make presentations on topics chosen from current technology in computer science. *Prerequisite: one 400-level CMS course.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Economics

---

<i>Balak</i>	<i>Kypraios</i>	<i>Rock</i>	<i>Schutz</i>
<i>Skelley</i>	<i>Steen</i>	<i>Taylor</i>	<i>Voicu</i>

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

Potential majors and minors should take a **100-level** course freshman year. Some **100-level** courses fulfill requirements only if taken prior to **ECO 212**.

Since most economics courses have prerequisites, students should consult their academic advisors freshman year or very early sophomore year to plan their course of study.

## MAJOR REQUIREMENTS

Twelve (12) courses are required: seven (7) core courses and five (5) electives.

### CORE COURSES

- **ECO 212 Principles of Economics I: Introduction to Microeconomics**
- **ECO 213 Principles of Economics II: Introduction to Macroeconomics**
- **ECO 221 Statistics for Economics**
- **ECO 303 Intermediate Microeconomics**
- **ECO 304 Intermediate Macroeconomics**
- **ECO 442 History of Economic Thought OR ECO 448 Alternative Economic Theories**
- **MAT 110 Applied Calculus OR MAT 111 Calculus I**

### ELECTIVES

Five (5) courses in economics are required, three (3) of which must be at the **300-400 level** and only one (1) of which may be at the **100 level**. An economics RCC counts as a **200-level** elective. Overseas programs and independent study may count for credit. Students finished with the core may develop a one-course independent study to explore special interests or to earn honors in the major.

### NOTE

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

- **ECO 381 Introduction to Econometrics**
- **ECO 403 Applied Microeconomics**
- **ECO 411 Introduction to Mathematical Economics**
- **MAT 111 / 112 / 211 Calculus I, Calculus II, and Calculus III**
- **MAT 240 Introduction to Discrete Mathematics**
- **MAT 219 Probability and Statistics**
- **MAT 230 Linear Algebra**

## MINOR REQUIREMENTS

Six (6) courses are required.

- ***ECO 212 Principles of Economics I: Introduction to Microeconomics***
- ***ECO 213 Principles of Economics II: Introduction to Macroeconomics***
- ***ECO 221 Statistics for Economics***
- ***Three (3) electives, two of which must be above the 300 level. A course from an overseas or special program may substitute for one elective with pre-approval of department chair.***

## Course of Study

***ECO 121 Economics of Contemporary Issues:*** Applies elementary tools of economic analysis to issues of national and social importance. Not open to students who are enrolled in or have completed ***ECO 212*** or ***ECO 213***.

***ECO 126 Economics and Public Policy:*** Examines U.S. macroeconomic policies and effects on inflation, unemployment, rate of growth of GNP, budget deficit, and other current policy questions. Not open to students who are enrolled in or have completed ***ECO 212*** or ***ECO 213***.

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

***ECO 135 The Global Economy:*** Explores multilateral and bilateral political economy relationships. Touches upon historical development of global economic integration, global economic geography, major institutional features of contemporary international economic relations, current conflicts of interest, and likely future evolution of world system. Not open to students who are enrolled in or have completed ***ECO 212*** and ***ECO 213***.

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

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

***ECO 212 Principles of Economics I: Introduction to Microeconomics:*** Introduces neoclassical theories of consumer behavior and of the firm. Covers supply and demand, utility, cost and production, structure of markets, and resource allocation. Suitable for nonmajors. *Prerequisites:* sophomore standing, ***ECO 121***, or ***ECO 126***.

***ECO 213 Principles of Economics II: Introduction to Macroeconomics:*** Explains aggregate economic phenomena and policy alternatives, including determination of national income, inflation, unemployment, international economics, banking system, economic growth, income distribution, and national debt. Suitable for nonmajors. *Prerequisites:* sophomore standing and ***ECO 212***.

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

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

***ECO 254 The Latin American Economies:*** Stresses post-WWII economic issues of growth, inflation, unemployment, income and wealth distribution, and economic development, as well as connection between economic events and politics. Designed for nonmajors. Not open to students who have completed or are enrolled in *ECO 213* or its equivalent.

***ECO 303 Intermediate Microeconomics:*** Continues with neoclassical theories of consumer behavior and of the firm, using mathematical as well as graphic techniques. Probes topics similar to those in *ECO 212* but more intensively. *Prerequisites:* *ECO 212/213* and *MAT 110*.

***ECO 304 Intermediate Macroeconomics:*** Uses mathematical and graphic techniques to analyze behavior and relationships among broad aggregates of economic activity. Pushes beyond topics of *ECO 213* to in-depth discussion of economic policy, policy alternatives, and alternative economic models of macroeconomy. *Prerequisites:* *ECO 212/213*.

***ECO 306 Monetary Economics:*** Examines financial markets and institutions, monetary theory, and macroeconomic implications. Charts relationship between Federal Reserve and depository institutions, as well as effects of monetary and fiscal policies on economic performance. *Prerequisite:* *ECO 212/213*.

***ECO 307 International Economics:*** Focuses on theory and practice of international trade: comparative advantage, economies of scale, trade policy, international labor and capital movements, and economic integration. *Prerequisite:* *ECO 212/213*.

***ECO 311 Economic Journalism:*** Examines current economic writing for general and specialized audiences. Applies economic knowledge to descriptive writing about contemporary issues and problems. Explores ideologies and their influence on economic topics selected by media and other writers. Required experiential component. *Prerequisites:* *ECO 212* and *213*, and completion of "Q" requirement.

***ECO 315 Radical Political Economics:*** Outlines economic analysis of capitalism given by Karl Marx and other modern socialist theorists. Covers evolutionary rise of capitalism, alienation and other behavioral traits of people living in capitalist system, labor theory of value, concentration of capital, causes of capitalist economic crises, capitalist imperialism, and socialism as alternative economic system. *Prerequisite:* *ECO 212/213*.

***ECO 321 Labor Economics:*** Highlights trends in employment, problems of unemployment, relevance of markets for labor services, and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and theory and practice of collective bargaining. *Prerequisite:* *ECO 212/213*.

**ECO 325 *Distribution of Income and Wealth***: Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in U.S. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. *Prerequisite: ECO 212/213.*

**ECO 327 *Comparative Economic Systems***: Examines similarities and differences among ideal types of economic systems: capitalist, centrally planned socialist, decentralized market socialist, and communist. Undertakes case studies of individual countries (Japan, Sweden, Russia, China, and Yugoslavia) to compare and contrast real vs. ideal. *Prerequisite: ECO 212/213.*

**ECO 330 *Rationality and Economic Behavior***: Explores various conceptions of rationality as related to economic behavior and the efficacy of market allocation. Engages student in class experiments analogous to formal economic experiments to deepen understanding of rationality concepts and resulting economic behaviors, both expected and anomalous. *Prerequisites: junior/senior standing and ECO 212, 213, and 221.*

**ECO 332 *Industrial Organization***: Probes problems in control of industry performance in mixed economy. Surveys microeconomic theory and economic research on industry structure, conduct and performance; and antitrust litigation. *Prerequisite: ECO 212/213.*

**ECO 340 *Classic Works in Economics***: Focuses on works that helped shape modern economics. Draws upon such primary sources as Adam Smith's *The Wealth of Nations*; David Ricardo's *Principles of Political Economy and Taxation*; John Stuart Mill's *Principles of Political Economy*; Karl Marx's *Das Kapital*; Alfred Marshall's *Principles of Economics*; and J. M. Keynes's *The General Theory of Employment, Interest and Money*. *Prerequisite: ECO 212/213 or consent.*

**ECO 347 *International Trade and Finance***: Surveys theory and practice of international trade and finance. Topics include: comparative advantage, economies of scale and other explanations for trade, international factor movements, trade policy, exchange rate determination, international macroeconomic adjustment, and economic integration. Student essays and oral presentations based on current international events. *Prerequisites: ECO212 and 213.*

**ECO 351 *Economic Development***: Traces evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. Assesses current economic conditions and future prospects in less-developed countries through theoretical models and actual data. *Prerequisite: ECO 212/213.*

**ECO 355 *Environmental Economics***: Approaches resource use and particularly pollution from economic standpoint. Examines economic impact of pollution and alternative proposals to deal with problems. Presents externalities, public goods, private and public property rights, and cost-benefit analysis. *Prerequisite: ECO 212/213.*

**ECO 361 *Urban Economics***: Stresses location theory and application of microeconomic theory to analysis of urban policy issues. May cover land-use controls, housing, urban poverty, transportation, and urban public finances. *Prerequisite: ECO 212/213.*

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



enterprises or financial institutions. *Prerequisite: ECO 212/213.*

***ECO 381 Introduction to Econometrics:*** Presents regression theory, multiple regression, simultaneous equations, identification problems, time-series problems, selected estimating techniques, and basic econometric models. *Prerequisites: economics major, ECO 212/213, and ECO 221.*

***ECO 403 Applied Microeconomics:*** Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. *Prerequisites: ECO 212/213 and ECO 303.*

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

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

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

***ECO 435 Public Economics:*** Applies microeconomic theory to analysis of government spending in market economy. Touches upon theory of welfare economics and market failure, principles of expenditure analysis, benefit-cost analysis, government and distribution of income, and public-choice theory. *Prerequisites: ECO 212/213, 303 and working knowledge of indifference curve analysis.*

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

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

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Education

---

*Changes effective Spring Term 2003.*

*Brandon*

*DeTure*

*Hewit*

*Valiante*

*Wellman*

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

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

## ADMISSION TO AND COMPLETION OF THE TEACHER EDUCATION PROGRAM

**Students must apply for admission to the Teacher Education Program as soon as they declare an elementary major or decide to seek certification in a secondary area.** Students can find and file applications in the Department of Education. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Pending recent legislation, Florida requires that students have a passing score on the College Level Academic Skills Test (CLAST) to be admitted to any state-approved program.

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

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

## MAJOR REQUIREMENTS

Sixteen (16) courses are required. Beginning Fall 2001, all students completing a Rollins Teacher Education Program must take the freshman/sophomore core curriculum requirements mandated by the State of Florida (available in the Department of Education office). Elementary and certification students must complete **all** of the following:

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

## FOUNDATION COURSES

Sociological Foundations

- ***EDU 100 Contemporary Issues in Education* OR *EDU 271 School and Society***
- ***EDU 280 Diversity in American Education***

Psychological Foundations

- ***EDU 272 Educational Psychology***

## Curriculum or General Methods

- ***EDU 324 Curriculum and School Organization***

***ELEMENTARY EDUCATION SEQUENCE***

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

***\*The following courses require concurrent registration:  
EDU 309 and EDU 371; EDU 409 and EED 369.***

***SECONDARY EDUCATION SEQUENCE***

Students who intend to teach in secondary or middle schools must complete a major in the intended teaching area. Only the following majors are appropriate for secondary certification.

<i>Biology</i>	<i>History</i>	<i>Sociology</i>
<i>Chemistry</i>	<i>Mathematics</i>	<i>Spanish</i>
<i>Economics</i>	<i>Music</i>	<i>Theatre Arts</i>
<i>English</i>	<i>Physics</i>	
<i>French</i>	<i>Political Science</i>	

With proper course selection, students majoring in any social or behavioral science may qualify for certification in social studies. Since certification in music and foreign languages covers grades K-12, all music majors must enroll in ***EED 317 Music for Elementary Schools***, and all foreign language majors must enroll in ***EED 355 Teaching (Foreign Language) in the Elementary Schools***.

In addition, students must complete the following, required, three-course (12-semester-hour sequence):

- ***EDU 335 Content Area Reading in Secondary Schools***
- ***EDU 407 Teaching and Learning in Secondary Schools, and***
- ***EDU 417 Teaching (Particular Subject) in Secondary Schools***

***STUDENT TEACHING***

All students seeking elementary or secondary school certification must complete a teaching internship in the area of certification. Graded on a credit/no-credit basis, student teaching involves working full time for fifteen (15) weeks in an approved area school.

Juniors may apply for student teaching only after meeting the following requirements:

- passing score on the College Level Academic Skills Test (CLAST),
- completion of prerequisites for **EDU 490** or **491** and **EDU 470**, and
- overall GPA of 2.5.

Undergraduates must submit applications for student teaching to the Director of Student Teaching by  
*February 20 for fall placement* or *September 20 for spring placement*

After approval for student teaching, seniors enroll in the following courses during fall or spring.

- **EDU 490 Student Teaching: Elementary** OR **EDU 491 Student Teaching: Secondary**
- **EDU 470 Competencies for the Beginning Teacher**

Anyone not approved for student teaching has the right to appeal to the education review committee.

## Course of Study

**EDU 100 Contemporary Issues in Education:** Introduces school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and policy controversies. Suitable for nonmajors. Open to freshmen only.

**EDU 264 Introduction to Educational Technology:** Introduces students to basic technology currently used in elementary classrooms and provides instruction in the use of Windows, E-mail, Excel, PowerPoint, Netscape Composer, electronic portfolios, and the Internet as a research tool. The role of these tools in enhancing student learning and teacher productivity is addressed.

**EDU 271 School and Society:** Chronicles social, political, economic, and historical background of contemporary American school system. Demonstrates how social forces have shaped curriculum, organization, and purposes of formal education.

**EDU 272 Educational Psychology:** Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on motivation, perception, personality, intelligence, and learning. *Prerequisite:* education major or certification track.

**EDU 280 Diversity in American Education:** Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation.

**EDU 285 High School Sports: Contemporary Issues:** Examines current issues in American sports emphasizing issues affecting public and private secondary schools. Topics include: gender equity, substance abuse (drugs, alcohol, and tobacco), faculty and academic concerns, the media, risk management, ethnicity, and other relevant issues and problems affecting school sports programs.

**EDU 287 The Developing Child in the Elementary School:** Studies physical, social, cognitive, emotional, and creative development of young child. Stresses practical applications of theory and research about language, personality, motivation, and learning styles.

**EDU 309 Fundamentals of Reading:** Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores basic phonics instruction, reading programs in use, nature of reading and writing processes, and balanced approach to reading instruction. *Corequisite: EDU 371.*

**EDU 324 Curriculum and School Organization:** Addresses organization and curriculum development in elementary and secondary schools including instructional goals and basic teaching strategies. Requires nonteaching field component. *Prerequisite:* education major or certification track.

**EDU 330 Counseling in Schools:** Familiarizes students with values, myths, and realities of school counseling programs in U.S. elementary and secondary schools. Explores personal decision making, career and academic concerns, and social responsibilities.

**EDU 335 Content Area Reading in Secondary Schools:** Prepares teachers in content areas with tools required to assist students with reading skills. Pre-service teachers will learn strategies to improve vocabulary, reading comprehension, and writing skills, enabling students to better learn content materials. *Prerequisites:* certification track only; *EDU 271* or *EDU 100.*

**EDU 358 Strategies for Classroom Management:** Teaches prevention or solution of problems through management of classroom, children, and curriculum. Reviews techniques to move children from external to internal control.

**EDU 371 Diagnosis of Reading Difficulties:** Covers administration and interpretation of reading tests and acquisition of the knowledge to plan appropriate strategies to provide optimum growth in students' reading abilities. Includes 25 hours of field experience. *Corequisite: EDU 309.*

**EDU 385 Teaching Children with Special Needs:** Emphasizes useful strategies for teaching special populations, including students with learning disabilities, mental disabilities, emotional disabilities, physical disabilities, sensory disabilities, communication disabilities, and giftedness. Includes field component.

**EDU 406 Teaching and Learning in Elementary Schools:** Emphasizes planning, implementing, and evaluating instruction based on current research. Includes teaching field experience. *Prerequisites:* admission to major; *EDU 271* or *EDU 100*; and *EDU 272.*

**EDU 407 Teaching and Learning in Secondary Schools:** Emphasizes planning, implementing, and evaluating instruction based on current research. Includes teaching field experience. *Prerequisites:* admission to certification track; *EDU 271* or *EDU 100*; and *EDU 272.*

**EDU 409 Literacy and Content Area Instruction:** Presents methods for teaching reading, writing, and language in a constructivist, balanced, reading classroom. Includes 50 hours of field experience. *Prerequisites:* education major, junior standing, *EDU 309*, and *EDU 371.* *Corequisite: EED 369.*

**EDU 411 Educational Strategies for English Speakers of Other Languages:** Covers English to speakers of other languages (ESOL) curriculum and materials development; cross-cultural communication, and testing and

evaluation of ESOL. Recommended for students planning to teach in Florida. *Prerequisite:* teacher education standing.

***EDU 417 Teaching (Particular Subject) in Secondary Schools:*** Explores selection, evaluation, and use of instructional materials to adapt college major to secondary school. Seminar. *Prerequisites:* certification track and junior standing.

***EDU 444 Educational Statistics, Tests, and Measurements:*** Focuses on the basic concepts of educational statistics with applications to the theories of tests and measurements. Topics include descriptive statistics, inferential statistics, correlation and prediction, and test theory.

***EDU 470 Competencies for the Beginning Teacher:*** Introduces competencies in the six domains of Florida Beginning Teacher Program: planning, classroom management, organization of instruction, presentation of knowledge, communication, and evaluation of student progress. Students practice use of the Florida Performance Measurement System (FPMS), a program to assess and develop beginning teachers. *Corequisites:* ***EDU 490*** and ***EDU 491***.

***EDU 490 Student Teaching – Elementary:*** Provides full-time experience integrating and applying skills in approved local school under direction of master teacher. *Prerequisites:* all education major requirements. *Corequisite:* ***EDU 470***.

***EDU 491 Student Teaching – Secondary:*** Similar to ***EDU 490***, with substitutions for teaching level. *Prerequisites:* all certification track requirements. *Corequisite:* ***EDU 470***.

***EDU 496B Leadership Skills:*** Evaluates effects of leadership styles on organizational climate and productivity.

## ***ELEMENTARY EDUCATION***

***EED 317 Music for Elementary Schools:*** Presents basic concepts, literature, and methods for teaching vocal and instrumental music. Workshop. Required for certification in music. *Prerequisite:* education or music major.

***EED 318 Art for Elementary Schools:*** Examines use of art to foster child development and supplement learning in curricular areas. Explores sensory experiences, aesthetics and aesthetic education, management of classroom art center, and adult's role in child art. Participants experience an array of media and conduct art activities with children. *Prerequisite:* education or art major.

***EED 355 Teaching (Foreign Languages) in the Elementary School:*** Required for all students seeking foreign language certification.

***EED 363 Social Studies for Elementary Schools:*** Delves into foundations for social studies, exploring human experience, environmental studies (including conservation), teaching strategies for inquiry learning, problem solving, and concept development. *Prerequisite:* education major.

***EED 364 Science for Elementary Schools:*** Stresses major concepts and processes of science: process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in today's society. *Prerequisite:* education major. *Recommendation:* Take concurrently with ***BIO 203***.

***EED 367 Health and Physical Education for Elementary Schools:*** Discusses methods for physical activities for children, concepts and materials of health education, and values underlying programs of personal fitness for children. *Prerequisite:* education major.

***EED 368 Mathematics for Elementary Teachers, Content, and Methods:*** Combines mathematical content and teaching methods based on NCTM Standards. Emphasizes problem solving while covering numeration, measurement, geometry, statistics and probability, and number operations. *Prerequisites:* education major and one methods course.

***EED 369 Children's Literature:*** Survey of the genres of literature for elementary school-aged children. Emphasis on techniques used to implement literature across the elementary school curriculum. Reviews recent research, major authors and illustrators, and literature circles as means of instruction. *Corequisite:* ***EDU 409***.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# English

*Changes effective Spring Term 2003.*

<i>Allers</i>	<i>Boles</i>	<i>Butler</i>	<i>Carson</i>
<i>Casey</i>	<i>Cohen</i>	<i>Colley</i>	<i>Couch</i>
<i>Deaver</i>	<i>Dunn</i>	<i>Henton</i>	<i>Jones</i>
<i>Kula</i>	<i>Malek</i>	<i>Nordstrom</i>	<i>O'Sullivan</i>
<i>Papay</i>	<i>Phelan</i>	<i>Sewell</i>	<i>Seymour</i>
<i>Sinclair</i>	<i>Wexler</i>		

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature and writing. The major begins with an introductory course on *Writing About Literature*, moves on to the *Sophomore Seminar* on a literary or writing genre and a *Junior Colloquy* on a major author, and culminates in a *Senior Assessment*, an opportunity for all majors to develop and evaluate a portfolio of their papers. In addition to offering students a variety of choices in English, American and World Literature, the major provides a broad selection of writing courses.

## MAJOR REQUIREMENTS

Students majoring in English are required to complete the following program of courses and to demonstrate editing proficiency. A minimum of twelve (12) courses are required and must include four (4) core courses, two (2) courses in American literature, four (4) courses in English literature, and three (3) electives. Some courses offered by the department may be used to satisfy two (2) of these requirements. Students majoring in English are encouraged to develop their majors in close consultation with a faculty advisor.

### CORE COURSES

- ***ENG 170 Writing About Literature***
- ***ENG 290 Sophomore Seminar***
- ***ENG 390 The Junior Colloquy***
- ***ENG 490 Senior Assessment***

### AMERICAN LITERATURE

- ***ENG 303 American Literature I: Beginnings through 1865***
- ***One (1) course chosen from the following:***
  - ***ENG 304 American Literature II: 1865-1920***
  - ***ENG 305 American Literature III: 1920-Present***
  - ***ENG 307 American Literature IV: African American Literature***

### ENGLISH LITERATURE

- ***Two (2) courses in the ENG 310/410, ENG 311/411, or ENG 312/412 sequence***
- ***Two (2) courses in the ENG 314/414, ENG 315/415, or ENG 319/419 sequence***

### ELECTIVES

- ***Three (3) elective courses in literature or writing***



*EDITING PROFICIENCY*

- *The editing proficiency requirement may be satisfied by waiver or by examination or by completion of ENG 274 Editing Essentials with a grade of 'C' or better*

**MINOR REQUIREMENTS****ENGLISH**

Eight courses (8) are required: *ENG 170, ENG 290, ENG 390, ENG 490 and four (4) electives at the 300-400 level (one each in American and English literature).*

**WRITING**

Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing take three (3) core courses and three (3) electives selected from the list below.

*CORE COURSES*

- *ENG 267 Writer's Workshop OR ENG 350 Rollins Writing Workshop (offered in Holt School only)*
- *ENG 367 Creative Writing Workshop OR THE 328 Fundamentals of Playwriting OR ENG 360 Creative Nonfiction Workshop*
- *ENG 459 The Writer's Portfolio*

*ELECTIVES*

- *ENG 167 Introduction to Creative Writing*
- *ENG 205 Language Studies*
- *ENG 271 Personal Writing*
- *ENG 273 Journalistic Writing I*
- *ENG 276 Writing for the Future*
- *ENG 295 Studies in Nonfiction*
- *ENG 300 Expository Writing*
- *ENG 360 Creative Nonfiction Workshop*
- *ENG 367 Creative Writing Workshop*
- *ENG 373 Journalistic Writing II*
- *ENG 375 The Critic's Role – Review Writing*
- *ENG 385 Prose Style*
- *ENG 391 Writing about Literature (Holt School only)*
- *ENG 397 Internship in Writing*
- *ENG 395 Studies in Nonfiction*
- *ENG 467 Advanced Creative Writing Workshop*
- *ENG 482 Writing for Publication*
- *ENG 497 Internship in Writing*
- *ENG 498/499 Independent Studies*
- *THE 328 Fundamentals of Playwriting*

*PORTFOLIO REQUIREMENT*

At the conclusion of their course of study, students seeking a minor in writing must submit for departmental approval a portfolio of their best writing. Students whose portfolios are not judged acceptable by the Department of English will not be awarded the minor in writing. In this event, completed writing courses will count as electives in the student's course of study. Procedures for constructing a successful portfolio are delineated in *ENG 459 The Writer's Portfolio* or in consultation with a member of the core writing faculty.

## Course of Study

**ENG 100 Basic Writing:** Provides instruction and practice in a variety of college-level writing tasks, the mastery of which is essential for success in *ENG 101*. Emphasis on development of grammatical and rhetorical skills. Students are enrolled in *ENG 100* on the basis of College criteria. After successful completion of *ENG 100*, students must enroll in *ENG 101*.

**ENG 101 Freshman Rhetoric and Composition:** Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, revision, and critical thinking. In order to satisfy the College's general education requirement for 'W'riting, students must receive a grade of 'C' or better in the course. Students failing to achieve this standard must repeat *ENG 101* (if they received a grade of 'F') or enroll in *ENG 102* (if they received a grade of 'D'). In exceptional cases, students who have worked to capacity, but who require additional time and instruction to reach the Rollins level of expectation, may receive a deferred grade in *ENG 101* pending successful completion of *ENG 102*.

**ENG 102 Rhetoric of Argument:** Focuses on the various elements of argument and reason, and interactive work in reading and writing. (Practices of research introduced as time permits.) Emphasis on final editing to produce finished arguments for audience presentation. Successful completion of *ENG 102* with a grade of 'C' or better will fulfill the College's 'W'riting general education requirement. *Prerequisite: ENG 101.*

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

**ENG 167 Introduction to Creative Writing:** Writing in a variety of genres including fiction, creative nonfiction, and poetry. Focus on peer evaluation (oral and written) as well as that of the professor. Models of these genres are studied not as literature, but as writing samples.

**ENG 170 Writing About Literature:** Introduces both literary texts and English courses for such literary genres as drama, poetry, short stories, novels, mysteries, essays, memoirs, and films. Teaches basic literary analysis through discussion and written assignments.

**ENG 201/202 Major English Writings I and II:** Covers writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Shakespeare, Donne, Jonson, and Milton from critical and historical approaches. Second term continues with 18<sup>th</sup>-century romantic, Victorian, and 20<sup>th</sup>-century writers: Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, Hopkins, Yeats, Joyce, and Eliot.

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

**ENG 205 Language Studies:** Extends knowledge, appreciation, and effective use of language. Topics may include

history of the English language, language development, gender issues, linguistics, grammar and style, etymology, or usage. *Prerequisite: ENG 101.*

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

**ENG 230 Literary Nonfiction:** Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. *Prerequisite: ENG 101.*

**ENG 231 The Bible as Literature:** A study of the Old and New Testaments as works of creative literature, with frequent excursions into poems, plays, and novels influenced by the Bible. Works range from black spirituals to *Jesus Christ Superstar*.

**ENG 232 Literature and Experience:** Focus may include drama, poetry, and prose. Designed for upperclass nonmajors.

**ENG 233 Women Writers:** Traces the literature written by women during the past several hundred years with particular interest in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Examines, through various genres, the cultural climate and the authors' central thematic interests.

**ENG 234 Selected Studies in Literary Themes:** Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors.

**ENG 235 Selected Studies in Environmental Literature:** A study of poets, novelists, and essayists who have spoken out strongly for the community of the land and the preservation of the environment. Typical authors: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Abbey, Leopold, Rawlings, and Hurston.

**ENG 241 Film and Literature:** Studies the history and aesthetics of film and the relationship of film to literature. Material and focus will vary from year to year. Suitable for nonmajors.

**ENG 242 Contemporary American Short Fiction:** Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

**ENG 245 Selected Studies in Popular Culture:** Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects. Suitable for nonmajors.

**ENG 249 Darkness Visible – Radio Drama:** Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollins' WPRK (Tuesdays, 9:00 p.m.).

**ENG 267 Writers' Workshop:** Peer evaluation of student writing in a standard creative writing workshop format. Emphasis, in addition to writing of prose (fiction, creative nonfiction, memoir, etc.), on learning to respond to the work of others humanely and appropriately. Focuses equally on the effect of giving as well as receiving feedback.

**ENG 271 Personal Writing:** Writing by self-discovery and self-expression. Explores writing as a means to discover thoughts, feelings, and intuitions, which would otherwise remain inchoate. *Prerequisite: ENG 101.*

**ENG 273 Journalistic Writing I:** Defines fundamentals of journalistic writing as a genre that includes news articles, editorials, features, and investigative reporting. Emphasizes research methods, objectivity, and accuracy. Students are required to submit a portion of their written work to Rollins' *Sandspur* for possible publication.

**ENG 274 Editing Essentials:** Focuses on editing for correctness (by studying the rudiments of grammar, usage, and punctuation) and on editing for precision (by studying unity, order, coherence, emphasis, and diction).

**ENG 275 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

**ENG 276 Writing for the Future:** Explores the forms and practices of writing on-line that are reshaping corporate, academic, and personal futures. Students will master advances in technology that affect writing and reading across disciplines. Focuses on options for integrating visuals with text, exploring the potentials of cyberspace (e-mail, news groups, list serves, on-line resumes, World Wide Web, etc.), and writing in a hypertext environment.

**ENG 290 Sophomore Seminar:** Introduces students to the idea of literary genres by focusing on a single genre (e.g., lyric poetry, short fiction, drama, screenwriting).

**ENG 295/395 Studies in Nonfiction:** Focus on forms, themes, and techniques of specific nonfiction prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. *Prerequisite: ENG 101.*

**ENG 300 Expository Writing:** Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal studies curriculum. Develops writing strategies and forms that give meaningful shape to attitudes and experiences within the context of previously published ideas. Analysis of professional and anonymous student essays, as well as students' own writings. *Prerequisite: ENG 101.*

**ENG 303 American Literature I: Beginnings through 1865:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites: ENG 290 and junior standing.*

**ENG 304 American Literature II: 1865-1920:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites: ENG 290 and junior standing.*

**ENG 305 American Literature III: 1920-Present:** Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. *Prerequisites:* **ENG 290** and junior standing.

**ENG 307 American Literature IV: African American Literature:** Explores African American literary forms from the seventeenth to the twentieth centuries, in the context of the social, historical, economic, and cultural politics of literary production in this specific racial community. *Prerequisites:* **ENG 290** and junior standing.

**ENG 310/410 Studies in Anglo Saxon and Medieval Literature:** Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus: *Beowulf*, *Sir Gawain and the Green Knight*, and Chaucer's *Canterbury Tales*.

**ENG 311/411 Studies in Renaissance Literature:** Examines English literature of the 16<sup>th</sup> and 17<sup>th</sup> centuries, excepting Shakespeare, in the context of the times. Focus varies from term to term, sometimes by genre (prose, lyric, epic, dramatic), sometimes by theme.

**ENG 312/412 Studies in Shakespeare:** Studies selected poems and plays by Shakespeare, viewed in the context of Elizabethan conventions and ideas. Focus varies from term to term, sometime by genre (comedy, tragedy, history, or romance), sometimes by theme, sometimes by emphasis on lyric and narrative verse.

**ENG 314/414 Topics in Restoration and 18<sup>th</sup>-Century Literature:** Examines major writers and writings of the Restoration and neoclassical periods. Focus on novel as a literary genre, comic potential of the war between the sexes, and poets' efforts to offer the emerging middle class a sense of both the past and the world of ideas.

**ENG 315/415 Studies in 19<sup>th</sup>-Century British Literature:** Examines major writers and writings of the romantic and Victorian periods. Emphases may include works of either period, the forms of lyric poetry, the rise of the novel, or literary movements in their cultural contexts.

**ENG 319/419 Studies in 20<sup>th</sup>-Century British Literature:** Examines major writers and writings of the modern and contemporary periods. Emphases may include movements in poetry, fiction, or drama -- especially those that represent experiments in new modes of expression at the beginning and end of the century.

**ENG 324 Selected Studies in Minority Literature:** Minority literary studies. Offerings vary year to year. Suitable for nonmajors.

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

**ENG 326/426 Southern Writers:** Studies selected Southern writers, including novelists, dramatists, and poets. *Prerequisite:* junior/senior standing.

**ENG 328/428 Contemporary American Literature:** Studies American literature in the last half of the 20<sup>th</sup> century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and on into the fin de siècle.

**ENG 329/429 Selected Studies in American Literature:** Studies forms, traditions, themes, and genres, varying from year to year. *Prerequisite:* junior/senior standing.

**ENG 336/436 Twentieth-Century English and American Poetry:** Seminar on British and American poets of the 20<sup>th</sup> century, with emphasis upon the major poets.

**ENG 350 Rollins Writing Workshop:** Improves fluency and develops discipline in writing through daily practice in writing. Each class will be devoted to writing in response to a suggested topic and reading the writing that has been produced.

**ENG 360 Creative Nonfiction Workshops:** Courses focus on the broad range of intellectual, rhetorical, and composition skills necessary to compose creative nonfiction prose characteristic of a single discourse form. Extensive use of a workshop approach to drafting, revising, and critiquing writing. *Prerequisite:* **ENG 300**.

**ENG 360A Creative Nonfiction Workshop – Autobiography:** Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students' single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing. *Prerequisite:* **ENG 300** or **ENG 391**.

**ENG 360B Creative Nonfiction Workshop – Travel Writing:** Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel *not* expected. *Prerequisite:* **ENG 101**.

**ENG 360C Creative Nonfiction Workshop – Literary Journalism:** This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles.

**ENG 367 Creative Writing Workshops:** Emphasis on various writing genres (fiction, creative nonfiction, etc.). Requires strong, established creative writing skills and experience in writing workshops. *Prerequisite:* **ENG 267** or permission of the instructor.

**ENG 367A Creative Writing Workshop – Poetry:** Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets.

**ENG 367B Creative Writing Workshop – Children's Writing:** Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of

their original work.

**ENG 367C Creative Writing Workshop – Fiction:** Focuses on the writing of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers.

**ENG 367D Creative Writing Workshop – Screenwriting:** Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay.

**ENG 372 Winter with the Writers:** Conducted in conjunction with the visiting authors series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of writers' visits. Provides opportunity to meet these writers and discuss their work in master classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. Suitable for writing minors. *Prerequisite: ENG 101.*

**ENG 373 Journalistic Writing II:** Students act as functioning journalists, researching and writing stories, dealing with sources, meeting deadlines, and working with fellow students in an editorial context. *Prerequisite: ENG 273 or consent.*

**ENG 375 The Critic's Role – Review Writing:** Considers the role that "professional" critics play in our world -- as "reviewers" and as shapers of our culture. Students practice writing techniques that critics use when discussing art forms such as cinema, music, and literature, or such issues as economic and social policies. Strongly recommended for students considering a minor in writing or a career in writing or publishing. *Prerequisite: ENG 101.*

**ENG 385 Prose Style:** An extenuation of the workshop techniques developed in *ENG 350 Rollins Writing Workshop* and an introduction to language presented in *ENG 274 Editing Essentials*. *Prerequisite: ENG 274 (ENG 350 recommended).*

**ENG 390 The Junior Colloquy:** Introduces students to the theoretical issues at the heart of literary study through focus on a single author.

**ENG 391 Writing About Literature:** Introduces English majors to methods of responding in writing to literary texts. Uses a workshop approach to develop five different types of interpretive/critical essays and revise two of those essays for submission in a portfolio. *Prerequisite: ENG 300 (Holt School only).*

### **ENG 397/497 Internship in Writing**

**ENG 459 The Writer's Portfolio:** Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing.

**ENG 467 Advanced Creative Writing Workshop:** Focuses on readings and writing in a chosen genre. Frequent deadlines and critiques in a workshop atmosphere emphasizing individual instruction. Revision and submission of works encouraged. May be taken three (3) times for credit. *Prerequisites: ENG 267 and/or ENG 367 Creative*

***Writing – Poetry or ENG 367 Creative Writing – Fiction.***

***ENG 482 Writing for Publication:*** Identifies the demands/restrictions of various publications (newspapers, magazines, literary journals, literary contests, etc.). Students conduct research on the genre, style, and audience of specific publications, write queries and proposals, and submit to at least two publications.

***ENG 490 Senior Assessment:*** Assists students in developing a curricular autobiography that includes an evaluation of their writing strengths and weaknesses based on portfolios consisting of writing samples from all the classes in their major.

***ENG 498/499 Independent Study/Research***

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>



# *Environmental Studies*

*Changes effective Spring Term 2002.*

*Allen*

*Lines*

*Puhalla*

*Siry*

*Stephenson, B.*

The interdisciplinary environmental studies major examines natural and cultural systems from many viewpoints -- scientific, economic, ethical, historical, political, and sociological. Students study the uses and protection of resources essential for economic development and public well being.

The curriculum provides a foundation of knowledge that enables students to analyze and recommend actions on environmental issues, problems, and opportunities. It also offers preparation for an environmental career, broad background in several related areas of study or concentration in a particular discipline, and a basis for graduate study.

Since Florida has been at the forefront of environmental issues in recent years and has pioneered solutions, environmental studies majors at Rollins have a distinctive advantage. Courses involve students in real environmental problems through field experiences and guest lectures.

Students may major in one of two tracks -- environmental policy or natural systems -- or minor in environmental studies.

## **MAJOR REQUIREMENTS**

### ENVIRONMENTAL POLICY TRACK

Eleven (11) courses are required: seven (7) core courses and four (4) electives.

#### *CORE COURSES*

- *ENV 120 The Biosphere with Lab*
- *ENV 130 The Geosphere with Lab*
- *ENV 189 The Environmental Crisis in its Cultural Context*
- *ENV 216 Ecology with Lab OR BIO 316 Ecology with Lab*
- *ENV 323 Conservation of Biodiversity OR BIO 330 Field Botany with Lab OR ENV 325 Natural Habitats of Florida*
- *ENV 389 Environmental Planning*
- *ENV 413 Senior Seminar in Environmental Issues*

#### *ELECTIVES*

Four (4) environmental studies (*ENV*) courses of at least four (4) semester hours each, two (2) of which must be at the **300 level** or above. Additional courses from other departments (including, but not limited to, anthropology, economics, and politics) may be included in consultation with advisor and with approval of department chair. At least three (3) electives must be *ENV* courses.

### NATURAL SYSTEMS TRACK

Eleven (11) courses are required: seven (7) core courses and four (4) electives.

#### *CORE COURSES*

- ***ENV 120 The Biosphere with Lab***
- ***ENV 130 The Geosphere with Lab***
- ***ENV 189 The Environmental Crisis in its Cultural Context***
- ***ENV 216 Ecology with Lab OR BIO 316 Ecology with Lab***
- ***ENV 323 Conservation of Biodiversity OR BIO 330 Field Botany with Lab OR ENV 325 Natural Habitats of Florida***
- ***ENV 389 Environmental Planning***
- ***ENV 413 Senior Seminar in Environmental Issues***

### **ELECTIVES**

Four (4) courses of at least four (4) semester hours each from the following list, at least two (2) of which must be at the **300 level** or above. Additional courses may be included in consultation with advisor and with approval of department chair. At least two (2) electives must be **ENV** courses.

- ***AUS 368 The Fauna and Flora of Australia***
- ***AUS 388 Australia's Physical Environment***
- ***BIO 237 Vertebrate Zoology***
- ***BIO 284 Marine Biology***
- ***BIO 330 Field Botany with Lab***
- ***BIO 387 Tropical Field Biology***
- ***CHM 110 Chemistry and the Environment***
- ***ENV 240 Ecosystems of North America***
- ***ENV 308 Science and Policy in the Atomic Age***
- ***ENV 323 Conservation of Biodiversity***
- ***ENV 325 Natural Habitats of Florida***
- ***ENV 397, 398/498, or 399/499 Independent Study or Internship***

### **MINOR REQUIREMENTS**

Seven (7) courses are required: the five (5) core courses shown below and two (2) electives in environmental studies, one (1) of which must be at the **300 level** or above.

- ***ENV 120 The Biosphere with Lab***
- ***ENV 130 The Geosphere with Lab***
- ***ENV 189 The Environmental Crisis in its Cultural Context***
- ***ENV 216 Ecology with Lab OR ENV 323 Conservation of Biodiversity***
- ***ENV 389 Environmental Planning***

### **Course of Study**

***ENV 101 Geography of Endangered Environments:*** Emphasizes systemic nature of contemporary environmental problems in critical environmental regions, including the Amazon, Southeast Asia, Madagascar, and the western U.S. Replaces ***ENV 100***.

***ENV 120 The Biosphere with Lab:*** Surveys current biological principles, stressing structure and function of cells, plant and animal physiology and anatomy, development, genetics, diversity, ecology, and evolution.

***ENV 130 The Geosphere with Lab:*** Introduces geology, oceanography, and meteorology.

**ENV 189 *The Environmental Crisis in its Cultural Context*:** Weighs humanity's responsibility to nature, technocratic drift of society, and conflicts between material and environmental values. Traces development of mechanistic worldview and re-emergence of organic or holistic perspective.

**ENV 204 *Landscapes of Promise: The Ecological Transformation of the West*:** Historical study of regional ecology with a critical analysis of economic change. Optional field study component focuses on regional landscapes that reflect the competing attempts to transform and preserve the natural world.

**ENV 205 *Topics: Environmental Studies*:** Discusses contemporary global environmental issues and case studies of human/environment interactions in different cultures and environments.

**ENV 206 *Caribbean Environmental History*:** Studies clash among American, European, and African cultures in East Indies. Views contemporary and historical geography of Florida, Mexico, and the Caribbean in light of Spanish conquest, native assimilation, and African colonization. *Prerequisite: ENV 189 or LAC 200.*

**ENV 216 *Ecology with Lab*:** Explores relationships of organisms and environments, including population, community, and ecosystem ecology. Focuses on aquatic and terrestrial systems of Central Florida. Lab required. *Prerequisites: ENV 120 and ENV 130.*

**ENV 220 *Field Botany with Lab*:** Examines taxonomy, evolution, ecology, and environmental significance of local flora through directed observation, identification, and experimental analysis. Students describe and identify plant specimens obtained in field and interpret evolutionary and ecological relationships among plant groups. Lab required. *Prerequisite: BIO 121 or BIO 192.*

**ENV 240 *Ecosystems of North America*:** Examines the geographic distribution, characteristics, and present status of terrestrial biomes in North America. Emphasizes case studies of critical environmental regions including the Everglades, the Colorado Plateau, and the Pacific Northwest. *Prerequisite: ENV 130.*

**ENV 260 *History of Technology: Tools of Toil*:** Chronicles history of mechanization and cultural change from ancient world to this century. Considers tool evaluation and design, as well as social and psychological influences of mechanical advances. Ties everyday use of tools to modern industrialism's roots and global influences on labor.

**ENV 270 *Environmental Literature*:** Features poets, novelists, and essayists who have spoken out strongly for preservation of the environment: Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Carson, and Abbey.

**ENV 284 *Marine Biology*:** Introduces ecology, systematics, biogeography, and behavior of marine organisms from floating (planktonic) organisms through swimming and bottom-dwelling forms, with emphasis on organisms of Florida coasts and Caribbean. Includes lab and fieldwork.

**ENV 289 *Nature in the City*:** Takes up problem of alienation -- separation of humans from nature -- in American cities. Traces efforts of writers and design professionals beginning with Henry David Thoreau and Frederick Law Olmsted to harmonize urban and natural worlds.

**ENV 292 *Political Economy of Environmental Issues*:** Traces transformation of organic society into market society and resulting commodification of nature.

**ENV 302 Traditional Town Planning:** Explores movement to return to pedestrian-friendly communities built along natural lines. Looks into problems of suburbanization: traffic congestion, pollution, visual blight, strip malls, and housing designed for autos at the expense of pedestrians and children. Students spend four days at Seaside, Florida, a new town designed by noted architects Andres Duany and Elizabeth Plater-Zyberk.

**ENV 308 Science and Policy in the Atomic Age:** Evaluates changes in modern physics, politics, and warfare as they relate to energy requirements. Delves into role of sciences in society, economics, political processes, legal safeguards, and international relations. *Prerequisites: ENV 120, ENV 130, ENV 189, and ENV 292.*

**ENV 323 Conservation of Biodiversity:** Explores contemporary human impact on global biological diversity from interdisciplinary perspective. Assesses value of such conservation strategies as extractive reserves, national parks, and wildlife corridors. *Recommended: ENV 101 or ENV 120.*

**ENV 325 Natural Habitats of Florida:** Investigates complex interactions between climate, landforms, soils, plants, and animals. Teaches ecosystem mapping techniques. *Prerequisite: ENV 120 or ENV 130.*

**ENV 330 Environmental Design:** Traces the efforts of landscape designers to harmonize the urban and natural worlds. Includes a project, in which students will interact with a professional design team. *Prerequisite: ENV 130, or ENV 289, or ENV 389.*

**ENV 343 History of Science:** Chronicles major ideas, issues, and personalities shaping modern physics, chemistry, biology, and earth and behavioral sciences. Ponders riddles that time, measurement, momentum, reproduction, disease, temperature, and death posed for ancient, medieval, and modern peoples. Looks into influences of craftsmanship, scholarly institutions, tools, intuition, and alchemy in formulation of scientific theories, natural laws, and experimental research. *Prerequisites: HIS 101/102 and junior standing, or consent.*

**ENV 347 Islands in the Stream:** Examines literature and natural history of the most tropic isles of the U.S., including reefs, mangroves, fisheries, and wildlife.

**ENV 348 Sustainable Development:** Explores both theoretical and actual development strategies that are ecologically and socially acceptable. *Prerequisite: ENV 292 or consent.*

**ENV 353 National Parks and Protected Areas:** Discusses uses of national parks as pleasuring grounds, genetic banks, working ecosystems, and symbols of our heritage. Looks most closely at national park systems of the United States, Great Britain, France, and Costa Rica, which approach management of parks from different socioeconomic positions, protecting resources for different reasons.

**ENV 362 Environmental Politics:** Analyzes political institutions, economic structures, and social conditions that have diminished biological diversity of plant and animal species, breaking down Earth's ecological life-support systems. Demonstrates national and international dimension of acid rain, drought, atmospheric contamination, toxic wastes, extinction, and mass starvation. *Prerequisite: ENV 292, HIS 242, HIS 243, or POL 160.*

**ENV 365 Environment and Development in Central America:** Studies the need for broad-based sustainable development using Central America as a case study. Considers how widespread deforestation and rapid population

growth combine with other environmental factors to severely depress living standards throughout the region. Explores appropriate models of sustainable development for the region. Optional field study component also available.

***ENV 372 Images of the Environment as Seen Through Film:*** Reveals attitudes toward nature and wilderness, attitudes toward technology, exploitation of nature, and visions of future. Screens such movies as *Modern Times*, *Koyaanisquatsi*, *Jeremiah Johnson*, *The Apprenticeship of Duddy Kravitz*, *Local Hero*, *Them*, *The Birds*, *Metropolis*, *Never Cry Wolf*, *Wild River*, and *Man in the White Suit*. *Prerequisite:* one *ENV* course or consent.

***ENV 375 Island Economies and Sustainable Development in the Caribbean:*** Examines the natural resources and conservation of terrestrial, freshwater, and marine habitats of the Caribbean. Conservation of these resources for future generations while meeting the legitimate material needs of people in the region also discussed. Explores the prospects for sustainable economic development with an emphasis on successful models of investment. Optional field study component also available.

***ENV 377 Wilderness and the American Mind:*** Examines arguments for and against importance of wilderness in shaping national attitudes toward nature and wildlife, including outdoor recreation and growth of ecotourism. May include excursions to local natural areas.

***ENV 380 American Environmental History:*** Follows evolution of land and resource use. Touches upon destruction of Native Americans, colonial settlement, expansion of frontier, progressive conservation movement, and evolution of modern environmental movement. *Prerequisites:* *ENV 189* and another *ENV* course.

***ENV 383 History of Conservation in the U.S.:*** Tracks evolution of ecological thought from romanticism of John Muir to scientific underpinnings of Aldo Leopold. Explains what it means to have an ecological orientation -- to "think like a mountain," as Leopold put it.

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

***ENV 386 Environmental Law:*** Introduces interpretation and application of federal, state, and local environmental regulations in U.S. Focuses on national land-use planning and federal judicial response to environmental problems past and present. Covers air and water pollution, dredge-and-fill laws, historic preservation, and toxic-waste regulations. *Recommended:* *ENV 120*, *189*, and *292*.

***ENV 389 Environmental Planning:*** Provides understanding of competing demands for urban growth and development and need to conserve and protect limited natural resources. Concludes with environmental issues in Central Florida. *Prerequisite:* *ENV 189*. *Recommended:* *ENV 120* and *ENV 292*.

***ENV 390 Culture and Landscape:*** Analyzes American landscapes and human cultures that created them, particularly intensive development that has radically altered natural systems.

**ENV 399/499 Independent Study Environmental Research:** Focuses on field- and problem-oriented topics.  
*Prerequisite:* sophomore or junior standing for **ENV 399**; senior standing and consent of advisor for **ENV 499**.

**ENV 413 Senior Seminar in Environmental Issues:** Requires research with faculty guidance on issue related to a common theme, followed by oral and written presentations.

**PHI 309 Environmental Ethics:** Considers our duties to and the value of animals, plants, entire species, ecosystems, and Earth as a whole. Also connects environmental ethics to the way we do business and live our lives.  
*Prerequisite:* **ENV 189**.

**REL 324 Contemporary Religious Thought and the Environment:** Probes traditional and contemporary Judeo-Christian thought to evaluate claim that Western religious beliefs and practices (in comparison with those of some Eastern and Native American traditions) contribute in major ways to current environmental crises. Stresses how beliefs about God; created world; and human nature, purposes, and salvation shape human attitudes and behavior toward environment.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

## *Film Studies (minor only)*

*New minor effective Fall Term 2002.*

<i>Allen</i>	<i>Boguslawski</i>	<i>Boles</i>	<i>Decker</i>
<i>Greenberg</i>	<i>Henton</i>	<i>Libby</i>	<i>Lima</i>
<i>Lines</i>	<i>Moore</i>	<i>O'Sullivan</i>	<i>Prieto-Calixto</i>
<i>Rock</i>	<i>Rodgers</i>	<i>Sinclair</i>	<i>Tillmann</i>
<i>Van Sickle</i>			

More than a century old, film is an integral, omnipresent art form and a component of our day-to-day lives. The film studies minor examines how film reflects and affects the social, intellectual, cultural, ethical, economic, aesthetic, and political aspects of our world; encourages students to move toward critical thinking about how film influences values and ideologies as well as our views on gender, race, class, sexuality, religion, and nationality; and demonstrates that film is a medium which both reflects and produces social conflicts, desires, and power relations.

### **MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses and four (4) electives. Students are advised to complete ***FIL 150*** as one of the first three courses counted toward the film studies minor.

#### *CORE COURSES*

- ***FIL 150 Introduction to Film***
- ***FIL 450 Film Seminar***

#### *ELECTIVES*

Choose four (4) courses from the schedule of courses that are noted as fulfilling the "FIL minor," which meet the following criteria.

- ***At least two at the 300 level or above***
- ***At least one must focus on foreign film***
- ***One may be an internship***

Film courses taken in the Hamilton Holt School or at other institutions may count toward the minor at the discretion of the Film Studies Program Director.

### **Course of Study**

***FIL 150 Introduction to Film:*** Focuses on film literacy and the culture of film, using films from the history of film.

***FIL 450 Film Seminar:*** Capstone course for the minor emphasizing film theory, history, and culture. Features an in-depth examination of a specific construct of film. *Prerequisite: FIL 150.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>



# Foreign Languages

---

*Changes effective Spring Term 2003.*

*Blenis*

*Boguslawski*

*Decker*

*Lima*

*Martin*

*Mésavage*

*Paniagua-Tejo*

*Prieto-Calixto*

*Ruiz*

The Department of Foreign Languages embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields.

The department offers majors and minors in French and Spanish, a major in European Studies, as well as minors in German and Russian.

## MAJOR REQUIREMENTS

### **EUROPEAN STUDIES**

The European Studies major is designed to provide American students with an opportunity to acquire important practical and theoretical tools necessary for understanding the cultural, political, and social processes that have determined and continue to shape today's Europe. Those who choose this major in European Studies need advanced skills in a non-English, European language. Moreover, they must have knowledge of European history and culture. The emphasis of this major, therefore, is placed both on knowledge of European culture and social institutions, and on firsthand experience of the philosophy, art, and literature of Europe. Such an experience can only be realized through a study-abroad program in Europe that this major requires.

Majors in European Studies must complete a minimum of sixteen (16) courses in the following academic areas:

**MODERN LANGUAGE:** Students must take six (6) courses in French, German, Russian, or Spanish beyond the **100 level**. At least three (3) courses must be taken on the Rollins campus, and a minimum of two (2) of the six (6) courses must be taken at the **300-400 level**.

**EUROPEAN CULTURE:** Students are required to take five (5) courses from the following divisions:

- Expressive Arts (1 course)
- Humanities (2 courses)
- Social Sciences (2 courses)

Contact the European Studies coordinator for an updated list of courses that fulfill requirements in these areas.

**INTEGRATIVE SEMINAR:** Students must complete one (1) integrative capstone seminar.

**AREA OF SPECIALIZATION:** Students are required to select one of the following areas of specialization and complete four (4) courses in the chosen area. At least one (1) of the courses must be at the **300-400 level**.

1) European Literature. Students must take four courses in the literature of Great Britain, France, Germany, Ireland, Russia, or Spain. Students are encouraged to study the literature of non-English-speaking countries in the target language.

2) Languages of Europe. Students must take four courses in a language other than the core foreign language cited above. The language chosen can be Classical (Greek or Latin), French, German, Italian, Russian, or Spanish.

3) Studies in European Civilizations. Students must take four courses concerning European civilizations. Students are encouraged to pursue these courses in the target language.

*STUDY ABROAD*: This requirement is defined as four (4) courses of study in a European country through programs approved by the Department of Foreign Languages and the International Programs Office. Some of these four (4) courses will satisfy some of the above requirements, upon approval by the Coordinator of European Studies.

### **FRENCH**

Eleven (11) courses are required above the **100 level**: six (6) core courses and five (5) French electives at the **300** or **400 level**.

#### *CORE COURSES*

- **FRN 201 Intermediate French I\***
- **FRN 202 Intermediate French II\*\***
- **FRN 301 Advanced French OR FRN 305 Business French OR FRN 311 Composition and Conversation**
- **FRN 320 Introduction to French Civilization**
- **FRN 331 Introduction to French Literature**
- **FRN 497 Senior Capstone Seminar in French**

\*Students exempted from **FRN 201** must take either **FRN 301 OR FRN 305 AND FRN 311**.

\*\*Students exempted from both **FRN 201** and **202** must complete six (6) electives at the **300** or **400 level**.

### **SPANISH**

The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

#### *NATIVE SPEAKERS PROGRAM*

Eleven (11) of the twelve (12) courses listed below are required.

- **SPN 321 Spanish Life and Society**
- **SPN 322 Latin American Life and Society**
- **SPN 331 Survey of Spanish Literature I**
- **SPN 332 Survey of Latin American Literature I**
- **SPN 333 Survey of Spanish Literature II**
- **SPN 334 Survey of Latin American Literature II**
- **SPN 341 Spanish Film/Cultural Trends**
- **SPN 403 Spanish for the Professions**
- **SPN 431 Masterworks Spanish Literature**
- **SPN 432 Masterworks Spanish-American Literature**
- **SPN 497 Senior Capstone Seminar**
- **SPN 481 or a course taken as part of the Rollins program in Asturias**

**NONNATIVE SPEAKERS PROGRAM**

Twelve (12) courses are required above the **100 level**.

- **SPN 201 Review of Elementary Spanish**
- **SPN 210G Intermediate Spanish: Grammar**
- **SPN 210C Intermediate Spanish: Composition OR SPN 210S Intermediate Spanish: Conversation**
- **SPN 290 Introduction to Hispanic Literature**
- **SPN 321 Spanish Life and Society**
- **SPN 331 Survey of Spanish Literature I**
- **SPN 334 Survey of Latin American Literature II**
- **SPN 497 Senior Capstone Seminar**
- **One (1) 400-level course in Spanish**
- **Three (3) Spanish electives at the 300 level or above at Rollins or in the Asturias program in Spain**

**DIAGNOSTIC TEST FOR ALL SPANISH MAJORS**

All prospective Spanish majors must take a diagnostic test, ideally in sophomore year. Faculty administer the test during spring term and discuss results with each student. Transfer students should take the exam as soon as possible after matriculating at Rollins.

**SENIOR CAPSTONE SEMINAR IN SPANISH**

**SPN 497 Senior Capstone Seminar**, a required, 1/2-unit course, meets once a week during the spring. It helps majors prepare for the final, comprehensive, capstone exam in Spanish, which tests student abilities in all areas of Spanish language and Hispanic literature and culture. Faculty provide suggested and required bibliography.

**MINOR REQUIREMENTS****FRENCH**

Six (6) courses are required: four (4) core courses (**FRN 201, FRN 202, FRN 301** and/or **FRN 305** and/or **FRN 311, FRN 320**, and/or **FRN 331**) and two (2) electives in French. *NOTE: Students exempt from intermediate courses must take the four (4) 300-level courses in the core and two (2) electives.*

**GERMAN or RUSSIAN**

Six (6) courses at the **200, 300, or 400 level** are required. At least three (3) courses must be taken on the Rollins campus.

**SPANISH****NATIVE SPEAKERS PROGRAM**

Six (6) courses are required.

- **SPN 321, SPN 331, and SPN 334**
- **Two (2) electives in literature or culture at the 300 level**
- **One (1) elective at the 400 level**

**NONNATIVE SPEAKERS PROGRAM**

Six (6) courses are required.

- *SPN 201, SPN 210G, SPN 290, and one other 200-level course*
- *SPN 321 or 322*
- *One (1) elective at the 300 level*
- *NOTE: Students exempt from any courses above must take additional courses.*

## STUDY ABROAD

Qualified Rollins students may participate in foreign study programs by:

- applying for admission to a foreign university;
- applying for admission to an approved foreign-study program administered by another U.S. college, university, or consortium; or
- participating in Rollins College's own overseas programs. Rollins offers a summer and semester program in Spain and occasional programs in places like Russia, Germany, and France.

Students who choose either of the first two options must complete request-for-study-abroad forms available at the Office of International Programs. With approval of the department, courses in accredited academic programs abroad may count toward a language major, if taken in the foreign language.

## Course of Study

### COURSES TAUGHT IN ENGLISH

***EUR 120/320 The European Union: A Cultural Evolution:*** Examines development of the European Union from the Treaty of Rome in 1957, to the Treaty of Nice in 2001. Explores institutions, focusing on various cultural aspects that have been integrated into the Union. *Prerequisite for EUR 320 only: a 300-level course in French, German, or Spanish.*

***FRN 242 Imaginary Voyages in French Prose Fiction:*** Investigates genre's polemic. Concentrates on utopian motif, characterization of non-Europeans, and changing social, political and philosophical concepts presented by French authors from Middle Ages to present -- Chretien de Troyes, Rabelais, Voltaire, Verne, Celine, Butor, and Tournier.

***GMN 221 Germany Today: East Meets West:*** Examines German society in 20<sup>th</sup> century: political institutions, political parties, educational system, media, industry and trade unions, role of women, youth, foreign workers, and cultural scene.

***GMN 241 There's No Place Like Home:*** Contrasts German ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in folk tales, novels, and films.

***LIT 231 Survey of German Literature I:*** Spotlights specific themes in German literature such as *Madness and Evil* or *Germans and Jews*. Students read works in English.

***LIT 243 19<sup>th</sup>- and 20<sup>th</sup>-Century French Novel:*** Examines the major literary trends and ideas of the 19<sup>th</sup> and 20<sup>th</sup> centuries as defined by the classic works by Hugo, Flaubert, Zola, Proust, Gide, and Camus through novels and films. Novels in translation, films subtitled.

**LIT 251 Fiction into Film:** Explores the relationship between some key works of German literature/biography and their film versions. Students read works in English.

**RSN 220 The Rise of Russia: From Its Beginnings to the First World War:** Surveys political, social, economic, and intellectual forces which shaped Russia. Touches upon origins of Kievan state, Christianization of Russia, Mongol invasion and occupation, rise of monasticism, formation of strong centralized state, Napoleon's invasion of Russia, reign of Nicholas I and the Crimean War, emancipation of serfs, first revolution, and Russia's involvement in WWI.

**RSN 221 Introduction to Russian Culture:** Reviews selected achievements of Russian culture from inception through the early 20<sup>th</sup> century. Topics include principles of Russian medieval painting and architecture, iconography, Russian baroque and neoclassical architecture, Russian folklore (including Propp's theory of fairy tales), 19<sup>th</sup>-century Russian realist painting, and Russian avant-garde art.

**RSN 222 History of Russian Painting:** Surveys 700 years of icons, frescoes, and mosaics; neoclassical and romantic painting; realist art; Russian avant-garde; and contemporary developments. Discusses artistic developments in other countries to demonstrate influences, borrowings, and original contributions of Russian artists.

**RSN 227 Russian Folklore:** Examines fairy and folk tales, heroic epic, mythology, folk architecture, and lacquer painting for insight into customs, beliefs, and the "Russian Soul."

**RSN 234 Russia in the Movies:** Examines movies from and about Russia, analyzing their historical, political, economic, and cultural background and discussing the issues which seem to be of utmost importance not only to the rapidly transforming Russian society, but also to every democratic country in the world.

**RSN 241 Masterpieces of 19<sup>th</sup>-Century Russian Prose in Translation:** Studies selected 19<sup>th</sup>-century Russian short stories and novels with emphasis on the intrinsic values of the works and their importance to the development of Russian and world fiction.

**RSN 242 Masterpieces of 20<sup>th</sup>-Century Russian Prose in Translation:** Highlights literary devices, experimentation, stylistic and compositional innovations, and importance of works by Babel, Bulgakov, Zamyatin, Olesha, Fedin, Sokolov, Nabokov, and Solzhenitsyn.

**SPN 242 Masters of Latin American Fiction:** Analyzes writing by Amado (Brazil), Vargas Llosa (Peru), Fuentes (Mexico), Allende (Chile), Borges (Argentina), and Garcia Marquez (Columbia). Places works in sociohistorical context.

## MODERN LANGUAGES

*(Taught in foreign languages.)*

Language determines prefix: French (FRN), German (GMN), Brazilian Portuguese (PTG), Russian (RSN), Spanish (SPN).

## FRENCH

**FRN 101 Elementary French I:** Stresses speaking through intensive oral practice of grammar and vocabulary. Includes short readings, cultural materials, and lab work. For beginners or those with one year of high school French.

**FRN 102 Elementary French II:** Drills grammar and vocabulary. Includes readings, cultural materials, and lab work. *Prerequisite:* **FRN 101** or no more than two years of high school French.

**FRN 201 Intermediate French I:** Reviews and builds upon grammar while emphasizing vocabulary and more challenging reading and writing assignments. Lab work. *Prerequisite:* **FRN 102** or no more than three years of high school French.

**FRN 202 Intermediate French II:** Focuses on reading, writing, and speaking to improve grammar, vocabulary, and cultural background. Lab work. *Prerequisite:* **FRN 201** or four years of high school French.

**FRN 301 Advanced French:** Discusses short literary texts. Assigns grammar exercises and compositions related to readings. *Prerequisite:* **FRN 202** or consent.

**FRN 305 Business French:** Provides the essential terminology of commerce and industry needed to function in the world of business: banking, stock markets, post office, commercial correspondence, or interning for a French company. Taught in French.

**FRN 311 Composition and Conversation:** Uses readings on French culture and literature as basis for class discussions. Requires compositions and oral presentations. *Prerequisite:* **FRN 202** or consent.

**FRN 320 Introduction to French Civilization:** Explores cultural, social, political, economic, religious, intellectual, and linguistic aspects of French civilization. Highlights conflict between traditional and modern values in education, family, employment, and status of women and minorities. Varies focus (metropolitan France or Francophone countries outside Europe) year to year. May be repeated for credit.

**FRN 331 Introduction to French Literature:** Analyzes poetry, essays, drama, and fiction structurally and contextually. Varies period or genre. May be repeated for credit. *Prerequisite:* **FRN 202** or consent.

**FRN 441 The French Novel:** Traces development of novel from 17<sup>th</sup> century to present. Includes such authors as Mme. de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. *Prerequisite:* one **300-level** French course.

**FRN 451 French Poetry:** Chronicles development of poetry from Middle Ages to present. Presents work by La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chenier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarme, Apollinaire, Valery, Eluard, and Prevert. *Prerequisite:* one **300-level** French course.

**FRN 461 Le Théâtre Français:** Follows French theatre from 17<sup>th</sup> century to present. Assigns plays by Corneille, Racine, Molière, Beaumarchais, Marivaux, Musset, Vigny, Hugo, Monterlant, Anouilh, Genet, Cocteau, Girandoux, Salacrou, Pagnol, Sartre, and Ionesco. *Prerequisite:* one **300-level** French course.

**FRN 481 Seminar:** Explores such topics as history of ideas; French nonfiction, short stories, or new novels; avant-garde theatre; Francophone literature from Canada, Africa, or Caribbean. May be repeated for credit. *Prerequisite:* one **300-level** French course or consent.

**FRN 497 Senior Capstone Seminar in French:** Prepares French majors for the *Comprehensive Examination in French*, a final exam given at the end of the semester to evaluate student abilities in French language, literature, and both French and Francophone civilizations. Includes reading lists and guidelines for exam preparation. Required of all senior French majors. *Prerequisites:* French major and senior standing.

## GERMAN

**GMN 101 Elementary German I:** Introduces basics of reading, writing, listening, and speaking in German. Includes lab work and computer drills. For beginners or those with only one year of high school German.

**GMN 102 Elementary German II:** Develops vocabulary and grammatical skills. Includes lab work and computer drills. *Prerequisite:* **GMN 101** or no more than two years of high school German.

**GMN 201 Intermediate German I:** Reviews basic grammar while building vocabulary and reading comprehension. Includes computer drills. *Prerequisite:* **GMN 102** or no more than three years of high school German.

**GMN 202 Intermediate German II:** Enhances skills in writing, reading comprehension, and group discussion. *Prerequisite:* **GMN 201** or four years of high school German.

**GMN 311 Advanced Composition and Conversation:** Builds vocabulary by providing extensive practice in writing and conversing in German. *Prerequisite:* **GMN 202** or equivalent.

**GMN 331 Survey of German Literature:** Spotlights specific themes in German such as *Madness and Evil* or *Germans and Jews*. Students read larger texts in English with supplemental works in German. See **LIT 231**.

**GMN 332 Survey of German Literature II:** Concentrates on 20<sup>th</sup>-century writers such as Mann, Kafka, Brecht, Bobrowski, Seghers, Eichinger, Hesse, Böll, and Dürrenmatt, as well as on cultural and literary developments. *Prerequisite:* **GMN 202** or consent.

**GMN 341 There's No Place Like Home:** Contrasts Germans ideas of home as place of residence, set of relationships, "homeland" nation, and region of birth as portrayed in fairy tales, novels, and films. Students read larger texts in English with supplemental works in German.

**GMN 351 Fiction into Film:** Explores the relationship between some key works of literature/biography and their film versions. Students read larger texts in English with supplemental works in German. See *LIT 251*.

**GMN 391 German Business and Media Language:** Investigates and develops vocabulary used in newspapers, business correspondence, television, and radio. *Prerequisite: GMN 202* or equivalent.

**GMN 392 German Cultural History:** Surveys cultural achievements from 800 AD to present. *Prerequisite: GMN 202* or equivalent.

**GMN 481 Seminar:** Probes literary, cultural, historical, political, or linguistic topics. May be repeated for credit. *Prerequisite: one 300-level GMN course* or consent.

## PORTUGUESE

**PTG 101/102 Elementary Brazilian Portuguese:** Develops speaking, listening, reading, and writing skills. For beginners. *Prerequisite for PTG 102 only: PTG 101* or no more than two years of high school Portuguese.

## RUSSIAN

**RSN 101 Elementary Russian:** Covers alphabet, pronunciation, basic vocabulary, and grammar. Lab work. For beginners or those who have taken one year of high school Russian.

**RSN 102 Elementary Russian:** Emphasizes vocabulary building, grammar, idiomatic expressions, reading, and translating. Lab work. *Prerequisite: RSN 101* or no more than two years of high school Russian.

**RSN 201 Intermediate Russian:** Reviews and builds upon first-year grammar and vocabulary. Aims to develop fluency in reading and translating. Acquaints students with Russia and former Soviet Union. *Prerequisite: RSN 102* or no more than three years of high school Russian.

**RSN 202 Intermediate Russian:** Presents more intricate grammatical concepts and stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. *Prerequisite: RSN 201* or no more than four years of high school Russian.

**RSN 391 Tutorial in Russian Language:** Draws lessons in conversation, composition, grammar, and reading from materials chosen by student and instructor. May be repeated for credit. *Prerequisite: consent.*

**RSN 393 Tutorial in Russian Literature:** Features materials chosen by student and instructor. May be repeated for credit. *Prerequisite: consent.*

## SPANISH

**SPN 101/102 Elementary Spanish I and II:** Introduces speaking, listening, reading, and writing. For beginners.



*Prerequisite for SPN 102 only: SPN 101* or no more than two years of high school Spanish.

***SPN 201 Review of Elementary Spanish:*** Reviews grammar and develops speaking, listening, reading, and writing skills. *Prerequisite: SPN 102* or no more than three years of high school Spanish.

***SPN 210G Intermediate Spanish: Grammar:*** Intensive review of Spanish grammar. Practical application through written and oral exercises. Emphasis on idiomatic usage and expressions. *Prerequisite: SPN 201* or four years of high school Spanish.

***SPN 210C Intermediate Spanish: Composition:*** Enhancement of ability to write the language correctly, from simple paragraphs to longer essays. Emphasis on syntax, idioms, and current Spanish usage. *Prerequisite: SPN 201* or four years of high school Spanish.

***SPN 210S Intermediate Spanish: Conversation:*** Improvement of oral fluency and listening comprehension in Spanish through in-class drills, discussions, and presentations. *Prerequisite: SPN 201* or four years of high school Spanish.

***SPN 290 Introduction to Hispanic Literature:*** Improves interpretation, comprehension, and vocabulary skills by exposing students to a variety of writing styles: short stories, one-act plays, poetry, and essays. *Prerequisite: SPN 210G, C, or S* or consent.

***SPN 497 Senior Capstone Seminar:*** Helps majors prepare for comprehensive capstone exam in language and culture. Taught collectively by Spanish faculty.

#### COURSES OFFERED IN ALTERNATE YEARS

***SPN 222 Spanish for Heritage Speakers:*** Course designed to satisfy the needs of students from Hispanic backgrounds, to reactivate the student's Spanish, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, and to develop or augment academic language skills. *Prerequisite: consent.*

***SPN 303 Business Spanish for Non-Native Speakers:*** Introduces business terminology, usage, and commercial correspondence. Teaches sensitivity to and appreciation of cultural differences in Hispanic business world. *Prerequisite: SPN 210G, C, or S* or consent.

***SPN 321 Spanish Life and Society:*** Considers historical, cultural, sociological, and political factors influencing Spanish society. *Prerequisite: SPN 210G, C, or S; near-native fluency; or consent.*

***SPN 322 Latin American Life and Society:*** Explores historical, cultural, and political factors influencing Latin American society. *Prerequisite: SPN 210G, C, or S; near-native fluency; or consent.*

***SPN 330 Hispanic Literature in the U.S.:*** Presents literary texts of fiction and non-fiction written and published in Spanish, in the U.S., by writers of Hispanic heritage. Explores issues of exile, colonialism, statehood, cultural hybridization and immigration. *Prerequisite: one 300-level SPN course or native to near-native fluency.*

***SPN 331/333 Survey of Spanish Literature:*** Introduces period from earliest writings to 19<sup>th</sup> century in first term, then continues to present in second. Students may take either or both terms. *Prerequisite:* one **300-level SPN** course or native fluency.

***SPN 332/334 Survey of Latin American Literature:*** Follows all genres from age of discovery to present, including chronicles of conquerors and explorers and major baroque, neoclassic, romantic, modernist, and contemporary works. Spans 1492 to 1888 in first term, then 1888 to present in second. Students may take either or both courses. *Prerequisite:* one **300-level SPN** course or native fluency.

***SPN 341 Spanish Film/Cultural Trends:*** Taking the history of Spanish film from its beginnings to the present as a point of departure, this course emphasizes the political, social, economic, and cultural contexts from where these films emerge. It also analyzes the specific techniques and strategies used by the films to tell stories. The objective of this course is to raise awareness about the role of film in modern Spain and about the ways in which it reflects Spanish culture. *Prerequisite:* **SPN 210G, C, or S**; near-native fluency; or consent.

***SPN 403 Spanish for the Professions:*** Seminar for the development of skills in Spanish pertinent to the world of work: professional correspondence, cross-cultural communication, interviewing skills, and topics in international business. *Prerequisite:* one **300-level SPN** course or near-native fluency.

***SPN 431 Masterworks Spanish Literature:*** Highlights Spanish masterworks throughout different periods and genres. *Prerequisite:* one Spanish or Latin American survey course or native fluency.

***SPN 432 Masterworks Spanish-American Literature:*** Highlights Latin American masterworks, particularly 19<sup>th</sup> and 20<sup>th</sup> centuries. *Prerequisite:* one Spanish or Latin American survey course, or native fluency.

***SPN 481 Seminar:*** Probes literary, linguistic, or cultural topics. *Prerequisite:* one **300-level SPN** course.

### ***Rollins in Asturias***

Rollins College offers an opportunity to study at the University of Oviedo, Asturias (Spain), for an academic year or a semester. The "Language and Culture Program" is offered in both fall and spring semesters and provides an intensive, in-depth experience in Spanish language, culture, and society, designed for intermediate to advanced students of Spanish who are eager to improve or achieve proficiency in their language skills. The "Direct Enrollment Program" is offered for the academic year or spring semester. It is for advanced or native speakers who want to take university courses in their major field of study. A third option allows students to combine the two programs.

### ***Verano Español***

Rollins also offers a summer program in Spain, "Verano Español." This four- to six-week program is designed for students at all levels of language proficiency who want to experience a total immersion in Spanish language. Instructor's consent is required.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Health Professions Advising Program*

---

## *Small*

Medical, dental, veterinary, optometry, podiatry, and other professional schools seek students with a broad education who can handle the rigors of basic science courses. The Health Professions Advising Program uses an interdisciplinary approach to prepare students for graduate study. While the program highlights the necessary preprofessional courses (science, math, and English), it also encourages students to major in liberal arts disciplines consistent with their interests and talents. Students should consider nontraditional health-related majors (such as history or philosophy), as well as fields like biology and chemistry.

Faculty from the natural sciences, humanities, and social sciences serve on the Health Professions Advisory Committee (HPAC), which coordinates the program. HPAC sponsors the following activities:

- generating and disseminating data about health careers;
- staying in touch with regional health professional schools;
- promoting student interaction with community professionals and health organizations;
- providing a forum for discussion of problems, concerns, and stresses associated with preparation for professional school;
- advising students on course selection and the value of extracurricular and experiential activities;
- conducting a formal review of each sophomore's progress toward health careers, as well as assigning health-science advisors (Sophomore Review);
- interviewing and evaluating each preprofessional senior (Senior Review); and
- writing a committee evaluation for each student requesting one.

## **THE CURRICULUM**

Medical, dental, optometry, and podiatry schools specify a fairly uniform set of entrance requirements. Prerequisites vary for veterinary medicine, physical therapy, occupational therapy, nursing, etc. Students should check with the health professions program chief advisor for information on specific schools.

### **SUBJECT**

### **SUGGESTED COURSES**

#### **BIOLOGY**

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

Recommended: Two (2) additional biology courses from the following:

***BIO 229 Microbiology***  
***BIO 260 Developmental Biology***  
***BIO 312 Animal Physiology***  
***BIO 360 Cellular Biology***

## CHEMISTRY

*CHM 120 Chemistry I*  
*CHM 121 Chemistry II*  
*CHM 220 Organic Chemistry I*  
*CHM 221 Organic Chemistry II*

Recommended:

*BCH 431 Biochemistry I*  
*BCH 432 Biochemistry II*

## PHYSICS

*PHY 120 General Physics I*  
*PHY 121 General Physics II*

OR

*PHY 130 Principles of Physics I*  
*PHY 131 Principles of Physics II*

## MATHEMATICS

*MAT 111 Calculus I*  
*MAT 112 Calculus II*

OR

*MAT 113 Honors Calculus I*  
*MAT 114 Honors Calculus II*

OR

*MAT 109 Precalculus Mathematics*  
*MAT 110 Applied Calculus*

## ENGLISH

*ENG 101 Freshman Rhetoric and Composition*  
*ENG 170 Writing about Literature*

OR

*ENG 390 Expository Writing*

Students interested in health-related careers should gain practical experience through summer or volunteer work. With HPAC support, juniors may plan academic internships with working practitioners for credit (*HSI 397 Health Science Internship*).

Freshmen should meet with the chief advisor of the health professions program as soon as possible to plan their preprofessional curriculum. HPAC also publishes *A Guide for the Undergraduate: Preparation for the Study of the Health Sciences*, which is available from the program's chief advisor.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# History

---

*Changes effective Spring Term 2002.*

*Harrell*

*Levis*

*Miller*

*Williams*

*Yao*

Historians try to understand and reconstruct past human activities, institutions, ideas, and aspirations in light of current knowledge, concerns, and hopes for the future. Knowledge of history is desirable for its intrinsic worth and its illumination of present problems and future prospects. In its methodology and values, history crosses the humanities with the social sciences.

The history faculty believes that their discipline provides an introduction to all other liberal arts subjects. "If History be made a constant part of [a student's] reading," wrote Benjamin Franklin, "may not almost all kinds of useful knowledge be that way introduced to advantage and with pleasure to the student?" By connecting us to our past, history also provides a sense of continuity and moral purpose.

## MAJOR REQUIREMENTS

Twelve (12) courses are required, seven (7) of which must be at the *300-400 level*.

- ***HIS 113 History of Modern Europe: 1500-1815* OR ***HIS 114 History of Modern Europe: 1815-present*****
- ***HIS 142 History of the United States: 1763-1877* OR ***HIS 143 History of the United States: 1877-present*****
- ***One (1) of the following:***
  - ***HIS 250 Modern Japan***
  - ***HIS 260 Imperial China***
  - ***HIS 261 Modern China***
  - ***HIS 263 East Asia in Modern Times***
- ***One (1) 300-400 level course from each of the following concentrations:***
  - ***United States***
  - ***European***
  - ***Non-United States/European***
- ***One (1) 300-400 level course, taken in the last quarter of junior or senior year, must be a designated research course in which the student completes a major research paper using primary sources.***
- ***HIS 490 Senior Capstone Course (portfolio required)\****

\*The senior seminar portfolio includes research papers, essay examinations, and critical essays from different courses. It should reflect the student's program in each year of the major.

## MINOR REQUIREMENTS

Eight (8) courses are required, four (4) at the *300-400 level*. The senior seminar may count as one (1) of the four (4) required *300-400 level* courses. Requirements for survey courses, *200-level* Asian history elective, distribution of *300-400 level* courses, the research course, and the portfolio remain the same as for the major. Students should plan the sequence of courses in consultation with their academic advisors.

## Course of Study

***HIS 101/102 The Essentials of World Civilization:*** Introduces dominant traits, achievements, and dilemmas of great civilizations from ancient Far East, Africa, and Europe. Covers prehistory to 1600 in first term and continues

to present in second. Suitable for nonmajors.

***HIS 113/114 History of Modern Europe:*** Presents political, intellectual, social, economic, and religious history of Europe from Renaissance to present. Spans 1500-1815 in first term, 1815-present in second. Suitable for nonmajors.

***HIS 142/143 History of the United States:*** Examines major political, social, and economic themes from revolutionary era to present. Covers 1763-1877 in first term, 1877-present in second. Students read textbook, secondary-source essays, and primary-source documents. Suitable for nonmajors.

***HIS 206 Women in Early America:*** Examines the impact of the Revolutionary era ideology of "republican motherhood," the rise of cult domesticity and "true womanhood," the 19<sup>th</sup>-century women's rights and suffrage movements, women's work cultures, and other topics in Victorian America. Appropriate for nonmajors.

***HIS 207 Women in the Modern United States:*** Utilizes race, class, and region as analytical categories to examine American women's changing work roles, reform activities, domestic duties, and political identities. Themes include Southern women and emancipation, women's suffrage, the World Wars and women's work, Cold War and domesticity, women and the Civil Rights Movement, and the second wave of feminism. Appropriate for nonmajors.

***HIS 208 Ancient History:*** Surveys ancient world from prehistoric times through middle of 5<sup>th</sup> century with emphasis on Greece and Rome. Suitable for nonmajors.

***HIS 209 Medieval History:*** Discusses social, political, and religious developments in medieval Europe from 5<sup>th</sup> to 15<sup>th</sup> centuries. Suitable for nonmajors.

***HIS 210 Christianity and Society:*** Examines the history of Christianity from its foundation to the present, specifically analyzing the historical forces that shaped its development and conversely its impact on society.

***HIS 211 Origins of the Modern Family:*** Surveys the institutional development of the Western family from 1500 to present. Explores change in the family unit from the extended, patriarchal family of the late-Middle Ages to the companionate marriage of the 18<sup>th</sup> century and the rapidly changing alteration of family units in modern America. Focuses on the social, economic, and religious factors that brought about these transformations.

***HIS 247 Race in American History:*** Traces development of what one historian has called "the black image in the white mind" -- doctrines, attitudes, and practices of white racial supremacy. Highlights colonial origins of racial images, relationship between race and slavery from 17<sup>th</sup> to 19<sup>th</sup> century, "scientific" theories about racial characteristics, liberal response to racism, and contemporary racial attitudes.

***HIS 250 Modern Japan:*** Survey of modern Japanese history from the mid 19<sup>th</sup>-century to the present, including topics of Western intrusion, Meiji Restoration, failure of the democratic experiment and rise of militarism, U.S. occupation, and economic take-off. Appropriate for nonmajors.

***HIS 260 Imperial China:*** A general introduction to Chinese civilization, its origin, evolution, rise, and decline. A wide range of topics will be covered including development of Chinese philosophical and religious traditions, rise and fall of Chinese Empires, interactions between the Han Chinese with nomadic peoples, medieval economic revolution, and late imperial stagnation and decline. Students will also be introduced to some analytical perspectives on the nature and characteristics of the Chinese history and civilization.

***HIS 261 Modern China:*** Introduction to modern Chinese history from the Opium War to the present. Themes include the Western intrusion, rise of nationalism, cultural and identity crises, revolutions, and current economic reform. Appropriate for nonmajors.

***HIS 262 East Asia in Pre-Modern Times:*** A survey of the cultural zone including China, Japan, Korea, and Vietnam, with an examination of continuity and change in the institutions of the state, economy, society, and values up to the eve of Western intrusion.

***HIS 263 East Asia in Modern Times:*** A survey of East Asian Countries -- China, Japan, Korea, and Vietnam -- their tradition and modern transformation in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Western expansion into East Asia, revolution in China, WWII in the Pacific, the gain of Japan as an emerging power, and the Cold War in East Asia will be covered.

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

***HIS 315 Social Movements in the 20<sup>th</sup>-Century United States:*** Examines social movements in the 20<sup>th</sup> century, both progressive (birth control and civil rights) and conservative (temperance and anti-obscenity). Compares and contrasts these movements, assessing the intentions of actors and the consequences of actions. Provides an understanding of how Americans have used grassroots activism to effect widespread change at different moments in the 20<sup>th</sup> century.

***HIS 325 Tudor-Stuart England, 1485-1714:*** Studies political, constitutional, religious, and social development in England from 1485 to 1714. Suitable for nonmajors. Alternate years.

***HIS 326 Hanoverian England, 1714-1918:*** Follows *HIS 325*, focusing on Hanoverian succession to end of WWI. Suitable for nonmajors.

***HIS 328 European Diplomacy, 1848 to World War II:*** Considers concepts, techniques, forces, and personalities in era of Europe's greatest power -- the prelude to contemporary diplomacy.

***HIS 330 America Between the Two World Wars:*** Focuses on 1920s and 1930s: culture of 1920s, economic crisis, New Deal reform, and particularly rise of consumer culture and its effect on Depression generation.

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

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

**HIS 335 History of the South:** Explores defining characteristics of Old South and their present relevance. Analyzes Old South mystique, master-slave relationship and slave subculture, Southern self-consciousness, honor and violence, sense of grievance against "outside agitators," preoccupation with race, cult of lost cause, recurrent ideas about New South, and burden of past. *Prerequisite:* **HIS 142, HIS 143,** or consent.

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

**HIS 341 Era of the American Revolution:** Analyzes nature of colonial society, place of colonies in British mercantile system, origins of American political culture, and causes and consequences of the Revolution. Examines the Constitution as culmination of Revolutionary era. *Prerequisite:* **HIS 142** or consent.

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

**HIS 346 American Since 1945:** Approaches post-WWII years thematically, emphasizing social and cultural trends. *Prerequisite:* **HIS 143** or consent.

**HIS 350 U.S./China in the 20<sup>th</sup> Century:** Survey of relations between the U.S. and China in the 20<sup>th</sup> century, from the signing of unequal treaties to the open door policy, from fighting as allies in World War II through Cold War confrontations, from normalization to current issues of controversy. Appropriate for nonmajors.

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

**HIS 361 Contemporary China:** Study of contemporary China since the founding of the People's Republic of China in 1949, with a focus on its "opening-up" and economic reforms after 1978. Examines political, economic, and social systems, as well as policies and their repercussions under Mao and their changes and challenges under Deng Xiaoping and beyond.

**HIS 362 History of American Foreign Policy:** Presents patterns, themes, and developments in foreign policy, with emphasis on 20<sup>th</sup> century.



**HIS 365 Topics in History:** Probes narrow topic in American or modern European history. May be repeated for credit.

**HIS 368 Anatomy of Revolution:** Contrasts revolutionary activity (intellectual, social, and political forces) in England during 17<sup>th</sup> century and America and France during 18<sup>th</sup> century. Suitable for nonmajors.

**HIS 372 The Reformation:** Analyzes causes and consequences of Protestant Reformation in 16<sup>th</sup> and early 17<sup>th</sup> centuries. Ranges over religious, political, and social causes of Reformation in Germany, Switzerland, and England; reaction of Roman Catholic Church to Protestant challenge; and social, political, and intellectual consequences of the movement. Suitable for nonmajors.

**HIS 373 The Economic Transformation of America, 1870-1914:** Explores social, cultural, political, and intellectual impact of economic changes in U.S. between Civil War and WWI. Considers effect of technology and bureaucracy on traditional values and institutions. Tracks cultural and political movements in response to modernization. *Prerequisite: HIS 143* or consent.

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

**HIS 383 The Decline of Europe:** Explains cultural and intellectual impact of Europe's loss of equilibrium and hegemony after 1914. Touches upon effect of WWI, rise of totalitarianism, sensation of anomie, disintegration of colonial empires, WWII, and Holocaust. Suitable for nonmajors.

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

**HIS 480 Selected Studies in History:** Focuses on topic chosen in consultation with instructor. May be repeated for credit. *Prerequisites:* history major; junior/senior standing; 3.33 cumulative average or better; and consent of instructor and department head.

**HIS 490 Senior Capstone Course:** Challenges majors to trace their intellectual growth from the first course to senior year: what and how they have learned; how their ideas have changed, been modified, or solidified; how they might approach issues with new insights and skills. Each student compiles portfolio and uses it to construct an academic autobiography, emphasizing methodology and historiographical skills they have acquired. Requires paper on historical origins of contemporary event, problem, or issue. Seminar.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Honors Degree Program*

---

*Cook*

## **CURRICULUM**

Through a series of team-taught interdisciplinary seminars, the Honors Degree Program introduces students to the various methods of inquiry in the liberal arts. The core curriculum (*HON 201 Making Sense* through *HON 450 Seniors Honors Research Seminar*) builds community by providing a shared experience as students progress through college together. The first two years encourage integrative understanding. The junior and senior years are devoted to independent research, with the seminars providing support, supervision, and direction.

## **Course of Study**

***HON 201 Making Sense: Inquiry and Interpretation in the Arts and Humanities:*** Interdisciplinary course introducing methods of analysis and modes of inquiry within the humanities. Specific topic varies from year to year. Faculty members drawn from the divisions of Humanities and the Expressive Arts.

***HON 202 Making Sense: Inquiry and Interpretation in the Social Sciences:*** Interdisciplinary seminar introducing methods of analysis and modes of inquiry in the social sciences. Faculty members drawn from divisions of Social Science or Science and Mathematics.

***HON 301 Making Sense: Inquiry and Interpretation in the Sciences and Mathematics:*** Interdisciplinary seminar introducing students to the methods and modes of inquiry that are characteristic of the natural sciences. The focus will vary from year to year, ranging from broad ideas in the history of science to interdisciplinary investigation of a contemporary issue with strong scientific resonance. Faculty drawn from the division of Science and Mathematics.

***HON 302 Making Sense: Inquiry and Interpretation in Research:*** Students pursue small-scale individual research projects in various disciplines, focusing on a broad common topic. Provides a forum for interdisciplinary discussion and for focused attention to the process of investigative/experimental research.

***HON 401/402 Thesis Prospectus Preparation:*** Junior year seminar providing direction, discipline, and support as students seek to identify, sharpen, and develop the focus of their senior research project. In the spring term, students must present a detailed prospectus outlining their plans for the senior year's project and demonstrating preliminary familiarity with the literature in the area. Two-term sequence.

***HON 450 Senior Honors Research Seminar:*** As senior Honors students pursue their individual research projects, they meet on a regular basis to discuss the difficulties that arise in the course of research. Students present their work to their colleagues and consider the issues involved in the effort to communicate their results to the wider community. Two-term sequence.

***HON 498/499 Senior Honors Research Project:*** Intensive, independent research in student's major field. Seniors defend their work before a committee of three faculty members. Two-term sequence.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *International Business*

---

*Changes effective Fall Term 2002.*

<i>Agee</i>	<i>Fischer</i>	<i>Galperin</i>	<i>Lairson</i>
<i>Lofman</i>	<i>Rogers</i>	<i>Sardy</i>	<i>Taylor</i>

The mission of the Department of International Business (INB) is to provide Rollins students with the opportunity to study international business from a liberal arts perspective. Each course is defined and taught with international perspectives. The INB major is a specialized program focusing specifically on international business and building on Rollins' strengths in this area. The major is grounded in the Rollins commitment to educate students for active citizenship in a global society.

The INB major is a high-quality, focused, interdisciplinary program for learning the forms of analysis and range of skills necessary to understand, evaluate, and participate in the rapidly changing world of international business. In the 21<sup>st</sup> century all businesses will be international businesses, either because they do business internationally or because they compete with other companies who do business internationally.

Students majoring in international business are expected to develop:

- broad, global, and strategic perspectives rather than traditional, narrow, functional perspectives;
- sensitivity to international social responsibility, business ethics, public interest, and public service issues from various critical perspectives;
- capabilities to work as individuals, as group members, and as group leaders, addressing issues of individualism vs. collectivism; and
- levels of practical knowledge and skills sufficient to create and sustain effective organizations including small businesses, corporations, social agencies, government agencies, nonprofits, labor unions, cooperatives, etc.

## **MAJOR REQUIREMENTS**

- sixteen (16) courses, including eight (8) core courses, four (4) foreign language courses, and four (4) electives
- ***ECO 221*** to fulfill the 'Q' requirement
- an internship in international business
- direct international experience

### ***CORE COURSES***

Students must take the following eight (8) courses.

- ***INB 230 Principles of Accounting***
- ***INB 300 International Business***
- ***INB 337 International Marketing***
- ***INB 345 International Management***
- ***INB 372 International Financial Management***
- ***INB 397 International Business Internship***
- ***ECO 212 Principles of Economics I: Introduction to Microeconomics***
- ***ECO 213 Principles of Economics II: Introduction to Macroeconomics***

### *INTERNATIONAL BUSINESS INTERNSHIP*

INB majors are required to complete an internship in international business. This requirement may be satisfied by participating in: (a) a Rollins international internship program (London, Dublin, Spain, or Australia), (b) a summer internship abroad, or (c) a local internship in some aspect of international business. Students register for internships through the Office of Career Services.

### *INTERNATIONAL EXPERIENCE*

INB majors are required to have direct international experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in a Rollins study abroad course, (c) by experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad.

### *RESIDENCY & DISTRIBUTION*

INB majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins), at least one-half of all courses for the major at Rollins (no exemption for transfer students), and at least one-half of all courses for the major at the **300-400 level**.

### *STATISTICS*

INB majors must take **ECO 221** to satisfy the 'Q' requirement.

### *FOREIGN LANGUAGE STUDY*

Proficiency in English and at least one modern foreign language is essential to a successful career in international business. The experience of studying a foreign language is essential to developing the cultural sensitivity required for living and working outside one's native environment. All INB majors are required to take four (4) courses or the equivalent in a modern foreign language at the intermediate or advanced level. This four-course foreign language requirement is an essential component of the International Business major.

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

- Students may take and successfully complete four (4) college level courses (16 semester hours) or the equivalent in a single foreign language beyond the **100 level** (at least two [2] at the **300-400 level**). These courses must be taught in the foreign language (not in translation). The courses must provide intensive conversational preparation and basic business vocabulary.
- Students may take and successfully complete a college level, semester-long, intensive, foreign language program of fifteen to sixteen (15-16) semester hours taught entirely in the foreign language.
- Students may receive exemption from the four-course requirement by demonstrating a proficiency in a modern foreign language at an 'advanced' level by passing a standardized test administered by ACTFL Testing Office. Information and application forms for these tests can be obtained from the Rollins College Department of Foreign Languages.
- Students may receive exemption from the four-course requirement by demonstrating 'native proficiency' in a modern foreign language, as determined by the Rollins College Department of Foreign Languages (this applies to languages taught by the Department of Foreign Languages).

**Receiving a foreign language exemption does not reduce the total number of courses required for the International Business major (16). Students receiving such exemptions are required to take four (4) additional courses (at least two [2] of which must be at the 300-400 level) from the list of area studies electives in International Business. Of the four (4) courses required, up to two (2) may be appropriate courses in their native language.**

**The Department of International Business *does not* grant waivers, exemptions, or substitutions for the four-course foreign language requirement to students who do not have proficiency in English and at least one other modern foreign language.**

#### *INTERNATIONAL AND AREA STUDIES ELECTIVES*

This requirement may be satisfied in two ways.

First, students may satisfy the requirement by taking at least two of the following courses; at least one must be at the *300-400 level*.

- *ANT 252 Cultures of China*
- *ANT 254 Cultures of Japan*
- *ANT 262 Cultures of Africa*
- *ANT 315 Women in the Developing World*
- *AUS 262 The Australian Economic and Political Systems*
- *COM 306 Intercultural Communication*
- *FRN 320 Introduction to French Civilization*
- *GMN 392 German Cultural History*
- *HIS 261 Modern China*
- *HIS 263 East Asia in Modern Times*
- *HIS 350 U.S./China in the 20<sup>th</sup> Century*
- *HIS 351 Economic Reforms in the People's Republic of China*
- *HIS 361 Contemporary China*
- *LAC 200 Foundations of Latin American Culture and Society*
- *LAC 201 Foundations of Caribbean Culture and Society*
- *LAC 400 Seminar in Latin American and Caribbean Affairs*
- *POL 331 International Political Economy*
- *POL 334 Political Economy of Japan*
- *POL 384 East Asian Politics*
- *POL 393 Vietnam Experience On-Line*
- *REL 217 Jewish Life and Thought*
- *REL 218 Christianity: Thought and Practice*
- *REL 219 Islam: Religion and Society*
- *SOC 367 Economy and Society*
- *SPN 321 Spanish Life and Society*
- *SPN 322 Latin American Life and Society*
- *SPN 341 Spanish Film/Cultural Trends*

Second, students who complete one (1) of the following minors may substitute it for the two International or Area Studies electives.

- *Asian Studies*
- *Australian Studies*
- *European Studies*
- *French* (if not used to satisfy the *INB* foreign language requirement)
- *German* (if not used to satisfy the *INB* foreign language requirement)
- *Latin American/Caribbean Affairs*
- *Russian* (if not used to satisfy the *INB* foreign language requirement)
- *Spanish* (if not used to satisfy the *INB* foreign language requirement)

#### *INTERNATIONAL BUSINESS ELECTIVES*

Students must take at least two (2) of the following courses; at least one must be at the *400 level*.

- *INB 210 Comparative Business Systems*
- *INB 280 Managerial Accounting*
- *INB 311 Asian Business Environment*
- *INB 338 Global Consumer Behavior*
- *INB 342 International Human Resource Management*
- *INB 355 Transnational Corporations*
- *INB 362 High Technology and Global Business*
- *INB 363 Global e-Business*
- *INB 364 Global e-Marketing*
- *INB 373 International Investments*
- *INB 374 Computational Finance*
- *INB 375 Global Production Systems and Sustainable Development*
- *INB 380 Global Financial Markets*
- *INB 390 Special Topics in International Business*
- *INB 450 Global Business Strategy*
- *INB 480 The Global Business Professional*
- *ECO 307 International Economics*
- *ECO 327 Comparative Economic Systems*
- *ECO 351 Economic Development*
- *ENV 348 Sustainable Development*
- *PHI 308 Topics in Ethics: Business Ethics*

Please note that students who major in International Business (INB) may NOT minor in Business Administration (BUS).

## Course of Study

***INB 100 Introduction to International Business:*** Provides students with the background, basic knowledge, and skills needed to understand more advanced topics in international business. Emphasizes learning about firms and nations in the world economy through case studies. Skills include understanding financial statements, use of computers, quantitative analysis, global financial markets, conducting research, making presentations, and the application of information to decision-making.

***INB 150 Controversial Issues in International Business:*** Examines current issues in international business (such as wealth, progress, poverty, income inequity, economic development, social responsibility, cultural sensitivity, corruption, ecological efficiency, sustainable development, and worker exploitation) from a variety of perspectives. Students will learn to analyze fact, value, and policy issues using a variety of critical thinking tools.

***INB 210 Comparative Business Systems:*** Examines various forms of capitalism and the implications for global economic competition. Focuses on comparison of the Anglo-American form of capitalism to a European and an Asian form. Looks at village enterprises in China, hybrid state enterprises in South Korea, alliance capitalism in Japan, welfare capitalism in Europe, patterns of ownership, stakeholder vs. stockholder capitalism, state roles in managing development, national innovation systems, comparative financial systems, and industrial governance systems. *Prerequisite:* junior standing.

***INB 230 Principles of Accounting:*** User-based accounting course for students who will become tomorrow's managers, investors, and other business stakeholders. Surveys financial and managerial accounting topics emphasizing the analysis of financial statements and management decision techniques. *Prerequisite:* sophomore

standing.

**INB 260 Financial Accounting:** Exposes students to theory and methods of using accounting information to solve problems throughout business cycle. Emphasizes decision making based on financial statements. Utilizes computers. *Prerequisite:* sophomore standing.

**INB 280 Managerial Accounting:** Explores accounting's role in providing managers accurate and timely information for planning, controlling, and decision making. Covers budgeting, profit planning, and statement analysis, as well as theory and application of managerial accounting in production. Utilizes computers. *Prerequisites:* **INB 260** and sophomore standing.

**INB 300 International Business:** A study of the strategies which U.S. firms use to compete globally. Topics include international competition, competitive advantage, international trade theory, international political economy, foreign direct investment, international operations, and globalization. Taught from a managerial perspective; case study based. *Prerequisites:* **INB 230** and **ECO 212**.

**INB 311 Asian Business Environment:** Examines the nature and development of capitalism in Asia and the problems and issues involved in conducting business in Asia. Uses case studies to investigate how differences in cultures and business practices affect international business; special institutions in Asia; entry strategies by transnational firms; the differences in economic and political circumstances across Asia; and future economic prospects for Asia. *Prerequisite:* **INB 300** or **POL 331** or **POL 384**.

**INB 337 International Marketing:** Examines strategic marketing and market entry decisions in the context of dynamic global, regional, and country market forces. Emphasizes how international marketers standardize and adapt product/service, pricing, channel, and communication strategies to meet target market needs and company objectives. Students will develop a comprehensive international marketing plan for a specified product or service. *Prerequisite:* **INB 300**.

**INB 338 Global Consumer Behavior:** Explores, compares, and applies diverse perspectives to interdisciplinary and multicultural study of consumer behavior. Emphasizes analysis and design of effective marketing strategies to foster and fulfill target market demand across international borders. *Prerequisite:* **INB 337**.

**INB 342 International Human Resource Management:** Examines approaches to human resource management (HRM) and implications for competitiveness, standards of living, and quality of life. Topics include competitive advantages, core competencies, HR roles and responsibilities, employee rights, employee relations, employee performance, motivation, communication, recruitment, selection, retention, training, compensation, and evaluation. Taught from a comparative HRM perspective using a variety of case studies. *Prerequisite:* **INB 300**.

**INB 345 International Management:** Examines the concepts of global leadership and management from various theoretical and practical perspectives. Focuses on the differences between leaders and managers in terms of style, capabilities, activities, strategies, and results. Taught from a comparative management perspective using case studies of contemporary business leaders and managers. *Prerequisite:* **INB 300**.

**INB 355 Transnational Corporations:** Examines the origins and development of transnational corporations and their impact on sustainable development. Topics include: foreign direct investment, global production networks, bargaining between nations and firms, technology diffusion, and environmental and developmental consequences. *Prerequisite:* **INB 100** or **300**.



***INB 362 High Technology and Global Business:*** Examines special nature of high technology firms operating on a global scale. Focus on the semiconductor, computer, and software industries, with attention to developing a basic understanding of the nature of each technology, the history of each industry, global organization of production, transfer of technology to developing nations, government policies toward technology, and national innovation systems. Case study based. *Prerequisite:* junior standing.

***INB 363 Global e-Business:*** Examines the development of and future prospects for electronic business. Focuses on the technology of e-business and the business models and strategies adopted by firms for the "new economy." Emphasis is given to detailed case studies of a variety of firms, global e-commerce, marketing, supply chains, networks, innovation, customer relationship management, and future developments in e-commerce. *Prerequisite:* ***INB 300.***

***INB 364 Global e-Marketing:*** Explores global trends in electronic marketing and related business technologies. Focuses on innovation and adaptation of marketing models and strategies for use in electronic and mobile environments. Special consideration given to emerging e-markets, the role of entrepreneurship in the digital economy, and development of digital media, channels, and databases by multinational firms as integral components of their global marketing mix. *Prerequisite:* ***INB 300.***

***INB 372 International Financial Management:*** Introduces theory and practice of international finance. Topics include global monetary system, international currency exchanges, capital mobility, central banks, financial aspects of international trade theory, foreign direct investments, regional economic integration, and specialized institutions (i.e., International Monetary Fund -- IMF). *Prerequisite:* ***INB 300.***

***INB 373 International Investments:*** Exposes students to theory and techniques used for solving many different investment problems. Problem solving skills will involve spreadsheet modeling, portfolio, asset, and derivative analysis in a global environment. *Prerequisite:* ***INB300.***

***INB 374 Computational Finance:*** Exposes students to theory and methods used for solving many different problems in areas of finance and investments. Problem solving skills will involve spreadsheet modeling and elements of visual basic programming. *Prerequisites:* ***INB 230*** and ***ECO 221.***

***INB 375 Global Production Systems and Sustainable Development:*** Examines the emerging system of global production and its consequences for sustainable development. Considers the global production systems in industries such as apparel, autos, and semiconductors. Examines the impact of production facilities on social, economic, political, and environmental systems.

***INB 380 Global Financial Markets:*** Investigation of the evolution, functioning, and consequences of global financial markets, including stock, bond, debt, and currency markets. Topics include: historical origins and development of international financial markets, technical aspects of markets, simulation of stock and currency markets with the computer, foreign exchange forecasting, managing exchange rate exposure, financing trade, political risk analysis for investment decisions, national and international regulation of financial transactions, monetary and fiscal policies, and the political power of global finance. *Prerequisite:* ***INB 300.***

***INB 390 Special Topics in International Business:*** Deals with significant economic, political, social, and ethical problems facing global businesses. Conducted as a seminar with discussion based on current journal articles. *Prerequisites:* senior standing and at least three (3) ***INB*** courses.

***INB 397 International Business Internship:*** Designed to provide students with carefully monitored work or service experience in international business environments. Students may choose internships from a list of opportunities generated by Career Services or they may develop their own internships (within College guidelines). *Prerequisite:* junior standing.

***INB 450 Global Business Strategy:*** Examines the nature, problems, and consequences of creating, implementing, and evaluating business strategy on a global scale. Focuses on options available to and pursued by firms, impact of government policies and competitive markets on company choices, and impact of corporate decisions on the politics and economics of nations and regions. Organized around case studies of individual firms, industries, nations, and regions, with discussion of: international operations, globalization of production, free trade agreements, terms of entry, conflicting and overlapping interests of companies and countries, national economic development, and regional economic blocs. *Prerequisites:* ***INB 337, INB 345, and INB 372.***

***INB 480 The Global Business Professional:*** Examines personal, professional, and social responsibilities in the business context of global citizenship. Includes preparation of a professional portfolio demonstrating skills developed and perspectives gained from the International Business major. *Prerequisites:* ***INB 337, INB 345, and INB 372.***

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *International Relations*

---

## *Davison*

The international relations major is designed to develop an appreciation for the multi-disciplinary aspects of international affairs. The curriculum exposes students to political questions about security, diplomacy, and power relations among nations; the nature of political life in other societies; the development of economic relationships within and between nations; the historical and cultural origins of American, European, Asian, Latin American, and African nations; and requires proficiency in foreign language. While not directly vocational in nature, the international relations major prepares students for graduate and professional schools, for careers in international and regional agencies and organizations in the public and private sectors, and for the foreign service.

## **MAJOR REQUIREMENTS**

Majors in international relations must complete a minimum of fourteen (14) courses from five (5) academic areas: politics, history, economics, foreign languages, and culture area studies. At least one-half of these courses must be taken at the **300-400 level**, at least two (2) of these upper-level courses must be in the same area, and a required senior capstone seminar in international politics (**POL 453**) or comparative politics (**POL 422**) must be taken during the senior year while in residence at Rollins College. No off-campus course(s) may be substituted for these senior seminars. In order to prepare adequately for this requirement, international relations majors must have completed at least seven (7) courses in the major, including courses in comparative and international politics, and in foreign policy. Therefore, transfer students and those with A.A. degrees should assume that it will take at least two years to complete the major. Seniors graduating in December must take the capstone seminar during the previous spring term.

There are no core courses required; rather, students choose courses from the following lists tailored to fit individual interest and needs. Descriptions for the courses listed below can be found in the individual departmental sections of this catalogue. The program coordinator must approve any course substitutions for those listed below, except for the senior capstone seminars.

Students are strongly encouraged to participate in one of the Rollins-sponsored study-abroad programs and/or in the Foreign Policy Semester at American University in Washington, D.C. The program coordinator tries to facilitate these activities by counting courses from these programs toward the major at Rollins. However, these courses, and any course substitutions, must have a demonstrable substantial academic content, and relevance to the major, to be approved by the program coordinator.

## **POLITICAL SCIENCE**

Five (5) courses required for an understanding of comparative politics, international relations, and foreign policy.

- ***POL 100 Introduction to Comparative Politics***
- ***POL 130 Introduction to International Politics***
- ***POL 202 The Americas: A Political History of Latin America***
- ***POL 232 World Issues of Our Times***
- ***POL 301 Revolution in the Modern World***
- ***POL 302 Politics in the Third World***
- ***POL 311 Authoritarianism: Right and Left***
- ***POL 312 Problems of Latin America***
- ***POL 317 Latin America and the U.S. in World Politics***
- ***POL 321 The Politics of Latin America***
- ***POL 331 International Political Economy***
- ***POL 334 Political Economy of Japan***

- *POL 336 Post Communist Systems*
- *POL 351 International Security*
- *POL 352 International Law*
- *POL 353 Foreign Policy of the U.S.*
- *POL 358 West European Government and Politics*
- *POL 368 Comparative Public Policy*
- *POL 370 Comparative Modern Ideologies*
- *POL 384 East Asian Politics*
- *POL 422 Seminar in Comparative Politics (at Rollins College only)*
- *POL 453 Seminar in International Politics (at Rollins College only)*
- *POL 455 Transnational Corporations*

### *HISTORY*

Two (2) courses required to attain a knowledge of American and/or European history.

- *HIS 113 History of Modern Europe: 1500-1815*
- *HIS 114 History of Modern Europe: 1815 to Present*
- *HIS 142 History of the U.S.: 1763-1877*
- *HIS 143 History of the U.S.: 1877 to Present*
- *HIS 344 American Constitutional History: Colonial to Present*
- *HIS 350 U.S./China Relations in the 20<sup>th</sup> Century*
- *HIS 362 History of American Foreign Policy*
- *HIS 367 International History of the 20<sup>th</sup> Century*
- *HIS 368 Anatomy of Revolution*
- *HIS 381 The Age of Nationalism*
- *HIS 383 The Decline of Europe*
- *HIS 392 Development of American Political Culture*
- *RSN 220 The Rise of Russia*

### *ECONOMICS*

Three (3) courses required for a basic understanding of economic ideas and and introduction to the world economy.

- *ECO 212 Principles of Economics I: Introduction to Microeconomics*
- *ECO 213 Principles of Economics II: Introduction to Macroeconomics*
- *OR ECO 254 The Latin American Economies*
- *ECO 304 Intermediate Macroeconomics*
- *ECO 307 International Economics*
- *ECO 327 Comparative Economic Systems*
- *ECO 351 Economic Development*
- *ECO 407 International Finance*

### *FOREIGN LANGUAGES*

Two (2) courses are required in a modern language at the *201/202 level*. The courses must be conducted in that language, with the purpose of achieving reading and conversational proficiency (courses in translation may not be counted). If either *201* or *202* are waived, an appropriate *300- or 400-level* course will be required.

### *CULTURE AREA STUDIES*

Two (2) courses focused on Africa, Asia, and/or Latin America are required.

- *ANT 252 Cultures of China*
- *ANT 254 Cultures of Japan*
- *ANT 262 Cultures of Africa*
- *ANT 355 Dynamics of Sociocultural Change*
- *HIS 250 Modern Japanese History*

- ***HIS 260 History of Chinese Civilization***
- ***HIS 262 East Asia in Pre-Modern Times***
- ***HIS 365 The Chinese Revolutions***
- ***LAC 200 Foundations of Latin American Culture and Society***
- ***LAC 201 Foundations of Caribbean Culture and Society***
- ***LAC 305 Topics in Latin American and Caribbean Affairs***
- ***LAC 400 Seminar in Latin American and Caribbean Studies***

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

## *Jewish Studies (minor only)*

---

*Cohen*

*Decker*

*Friedland*

*Greenberg*

*Lackman*

*Nassif*

*Stewart*

The Jewish studies program focuses on the academic investigation of the religion, history, and culture of the Jewish people and the study of the interaction of this culture with the civilizations of the world.

This program identifies and combines courses in the departments of philosophy and religion, English, foreign languages, art, music, and anthropology. Time periods and geographical areas covered range from ancient Israel to contemporary American society. The multidisciplinary approach of the program includes biblical studies, history of religions, intellectual history, European studies, art, music, archaeology, literature, women's studies, and philosophy.

The Jewish studies minor may be particularly beneficial for students interested in graduate studies in religious studies, international politics, history, comparative literature, foreign languages, classics, or ancient Mediterranean studies. In addition, the Jewish studies minor would serve students who pursue the fields of education, social work, communal service, public administration, law, foreign service, the ministry and/or the rabbinate.

### **MINOR REQUIREMENTS**

Six (6) courses are required: two (2) core courses, three (3) electives, and a senior independent study research paper.

#### *CORE COURSES*

- *REL 125 Hebrew Bible*
- *REL 217 Jewish Life and Thought*

#### *ELECTIVES*

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

- *ANT 238 The Bible and Archaeology*
- *ARH 218 Art and Archaeology of Egypt and the Near East*
- *ARH 305 Art and Archaeology of Classical Israel*
- *ENG 231 The Bible as Literature*
- *GMN 266 The Holocaust*
- *GMN 331 Survey of German Literature I: Germans and Jews*
- *HEB 101/102 Elementary Hebrew*
- *MUS 372 From Sinai to Symphony: A Survey of Jewish Music*
- *PHI 314 Spinoza: Secular Jewish Philosopher*
- *PHI 319 Evil and the Search for Meaning after the Holocaust*
- *REL 114 World Religions: Jews, Christians, and Muslims*
- *REL 221 Judaism and Islam in Dialogue*
- *REL 223 Modern and Contemporary Jewish Literature*
- *REL 228 Women in Judaism and Islam*
- *REL 333 Modern and Contemporary Jewish Thought*

Additional electives to be approved by the coordinator include study abroad at Hebrew University and/or other

Israeli institutions of higher education, summer study courses, and archaeological excavations in Israel, service learning courses, and internships.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Latin American and Caribbean Affairs*

---

*Biery-Hamilton*

*Lines*

*Pequeño*

*Taylor*

This interdisciplinary major introduces peoples, cultures, and resources of Latin America and the Caribbean. Faculty recommend that majors participate in Rollins overseas programs to this region for at least one semester.

Coursework at Rollins and abroad prepares majors for careers in business, government, library research, or other professions. Some graduates also pursue degrees in Latin American studies, international affairs, and business.

## **MAJOR REQUIREMENTS**

Fourteen (14) courses are required: eight (8) core courses and six (6) electives.

- With the electives, majors must declare two (2) tracks and take three (3) courses in each.
- Half of these electives must be at the **300-400 level**.
- The LACA faculty committee considers, on an individual basis, substitution of courses taken abroad. Transfer and other Rollins students should note that they may need more than two years to complete requirements for this major.

### *CORE COURSES*

LATIN AMERICAN FOUNDATIONS (*3 courses required*)

- **LAC 200 Foundations of Latin American Culture and Society (fall)**
- **LAC 201 Foundations of Caribbean Culture and Society (spring)**
- **LAC 400 Seminar in Latin American and Caribbean Affairs**

ECONOMICS (*1 course required*)

- **ECO 126 Economics and Public Policy OR**
- **ECO 213 Principles of Economics II: Macroeconomics OR**
- **ECO 254 The Latin American Economies**

LATIN AMERICAN HISTORY (*1 course required*)

- **LAC 211 Modern Latin American History**

POLITICAL SCIENCE/INTERNATIONAL RELATIONS (*1 course required*)

- **POL 217/317 Latin America and The United States in World Politics OR**
- **POL 321 The Politics of Latin America**

FOREIGN LANGUAGE: SPANISH (*2 courses required*)

- **Nonnative speakers: SPN 210G Intermediate Spanish: Grammar, plus an appropriate 300-400 level course in Latin American literature or civilization, such as SPN 322 (excluding courses in translation).**
- **Native speakers: two 300-400 level courses in Latin American literature or civilization (excluding courses in translation) IF SPN 210G is waived because of advanced proficiency.**

### *ELECTIVES*



Students must choose two tracks and inform the coordinator of their choice. Within each track, they take three (3) courses.

- Of these six (6) electives, three (3) must be at the **300-400 level**.
- Courses taken to fulfill core requirements may not count as electives.

#### ANTHROPOLOGY

- ***ANT 205 Topics: Peoples of the Amazon***
- ***ANT 244 Prehispanic Mesoamerican Archaeology: Mexico***
- ***ANT 257 Africans in the New World***
- ***ANT 305 Topics: Women and Health in Latin America***
- ***ANT 305 Topics: Brazilian Amazon: Culture and Environmental Change***
- ***ANT 305 Topics: Women and Development***

#### ECONOMICS

- ***ECO 135 The Global Economy***
- ***ECO 212 Principles of Economics I: Introduction to Microeconomics***
- ***ECO 303 Intermediate Microeconomics***
- ***ECO 304 Intermediate Macroeconomics***
- ***ECO 307 International Economics***
- ***ECO 327 Comparative Economic Systems***
- ***ECO 351 Economic Development***
- ***ECO 407 International Finance***

#### ENVIRONMENTAL STUDIES

- ***ENV 101 Geography of Endangered Environments***
- ***ENV 206 Caribbean Environmental History***
- ***ENV 305 Topics: Environmental Issues in Latin America***
- ***ENV 322 Conservation of Biodiversity***
- ***ENV 348 Sustainable Development***

#### FOREIGN LANGUAGES

Students may petition the LACA committee to substitute French courses (excluding courses in translation).

- ***PTG 101/102 Elementary Brazilian Portuguese***
- ***SPN 210G Intermediate Spanish: Grammar***
- ***SPN 322 Latin American Life and Society***
- ***SPN 332/334 Survey of Latin-American Literature***
- ***SPN 432 Masterworks Spanish-American Literature***

#### POLITICS AND INTERNATIONAL RELATIONS

- ***POL 217 Latin America and the United States in World Affairs***
- ***POL 232 World Issues of Our Time***
- ***POL 301 Revolution in the Modern World***
- ***POL 302 Politics in the Third World***
- ***POL 312 Problems of Latin America***
- ***POL 321 Politics of Latin America***
- ***POL 331 International Political Economy***
- ***POL 352 International Law***

## Course of Study

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

**LAC 201 Foundations of Caribbean Culture and Society:** Explores history from 1492 to present: Africa in New World; colonial heritage; slavery; ideological and sociopolitical background of Caribbean society; plantation system; contemporary social structure; ethnicity and ethnic-group relations; major themes of English, Spanish, and French Caribbean literature; folklore and religion; U.S.-Caribbean international relations; and future of region. Taught in English.

**LAC 325 Women in Latin America:** Explores women's experience in Latin America as they negotiate their lives within a context of constraints and opportunities that range from how they conceive of themselves, to their status and role within the family and community, to global influences. *Prerequisite:* one *ANT*, *LAC*, or international relations course.

**LAC 400 Seminar in Latin American and Caribbean Affairs:** Highlights research on contemporary problems. May delve into health of institutions in light of economic development (and underdevelopment); revolution and radicalization of masses; overpopulation, land scarcity, and hunger; human rights; role of elite in social and political life; social activism of the Catholic Church; and today's revolutions. Taught in English. *Prerequisites:* second-semester junior or senior standing, *LAC 200*, and *LAC 201*.

**LAC 415 Seminar: Women and Health in Latin America:** Explores cross-cultural concepts of health and healthcare with an emphasis on the needs of women in Latin America. Examines the effect of poverty, race, social class, economic activities, migration, rural or urban location, diseases enhanced by development projects, sexually transmitted diseases, pollution and environmental degradation, domestic violence, and birth control policies and cultural values about birth control on women's health in general, and reproduction and life expectancy, in particular. *Prerequisite:* one *ANT* or *LAC* course.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Mathematics

---

*Changes effective Spring Term 2003.*

*Anderson*

*Child, G.*

*Child, J.D.*

*Lenhof*

*Lochner*

*Vitray*

*Yellen*

One of the distinguishing characteristics of the Department of Mathematics is its commitment to quality teaching, which promotes active learning on the part of students. Faculty work closely with students to ensure that each has a successful educational experience. To this end, the department has been involved in the calculus reform movement since its beginnings and, as a result, nonlecture methods, coupled with technology, are used in many classes.

The Rollins mathematics curriculum is flexible enough to prepare a major for a wide choice of career options, such as graduate work in pure or applied mathematics, statistics, economics, secondary education, actuarial science, government, industry, or law school.

## MAJOR REQUIREMENTS

Fourteen (14) courses are required: ten (10) core courses and four (4) electives.

### CORE COURSES

- *MAT 111 Calculus I*
- *MAT 112 Calculus II*
- *MAT 211 Calculus III*
- *MAT 219 Probability and Statistics*
- *MAT 230 Linear Algebra*
- *MAT 240 Introduction to Discrete Mathematics*
- *MAT 330 Introduction to Abstract Mathematics*
- *MAT 360 Analysis I OR MAT 380 Abstract Algebra I*
- *PHY 120 General Physics I*
- *CMS 167 Introduction to Computing*

### ELECTIVES

Four (4) additional courses in mathematics: two (2) at or above the **300 level** and two (2) at the **400 level**.

### TYPICAL SCHEDULE

There are a variety of ways in which students interested in mathematics can complete the major. However, by the end of the junior year, majors should complete all core courses numbered **330** or below and have taken one elective. This will leave **MAT 360/380** and three electives for the senior year.

## MINOR REQUIREMENTS

Eight (8) courses from the major requirements.

## Course of Study

**MAT 103 Quantitative Reasoning:** Covers collection of data and analysis of everyday quantitative information

using spreadsheets or statistical packages. Touches upon population vs. sample, parameter vs. statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

***MAT 107 Mathematics for Elementary Teachers:*** Explores areas of mathematics of importance to elementary school teachers. Emphasis on developing students' ability to solve problems in the areas of set theory, number theory, algebra, and geometry.

***MAT 109 Precalculus Mathematics:*** Discusses function, including behavior and properties of elementary functions -- polynomial, rational, exponential, and trigonometric. Stresses understanding of graphs through use of graphing calculator. Requires review of algebra but no use of calculus. Prepares students for ***MAT 110*** and ***MAT 111***.

***MAT 110 Applied Calculus:*** Applies concept of derivative to economics, business, and life sciences. Includes partial differentiation with applications. *Prerequisite:* ***MAT 109*** or equivalent. Not open to students with credit in ***MAT 111***.

***MAT 111 Calculus I:*** Investigates functions using fundamentals of calculus: limit, derivative, and integral. Uses current technology to support graphical, numeric, and symbolic approaches. *Prerequisite:* ***MAT 109*** or equivalent.

***MAT 112 Calculus II:*** Emphasizes applications of integrals, methods of integration, power series, and differential equations in the continuing investigation of functions. *Prerequisite:* ***MAT 111***.

***MAT 211 Calculus III:*** Follows ***MAT 112*** or ***MAT 114***. Explores vectors, directional derivatives, and gradient; functions of several variables; partial derivatives and applications; multiple integrals; and other coordinate systems. *Prerequisites:* ***MAT 112*** and ***PHY 120***.

***MAT 219 Probability and Statistics:*** Delves into sample spaces, conditional probability, random variables, expectations and distributions, moment-generating functions, central-limit theorem, and introduction to estimation, confidence intervals, and hypothesis testing. *Prerequisites:* ***MAT 112*** and ***MAT 240***.

***MAT 230 Linear Algebra:*** Highlights connections between matrices and systems of equations. Uses technology extensively to examine Euclidean n-space, linear independence, spanning, bases, Gaussian elimination, matrix algebra, determinants, eigenvalues and eigenvectors, and Gram-Schmidt orthogonalization. *Prerequisite:* ***MAT 111*** or ***CMS 167***.

***MAT 240 Introduction to Discrete Mathematics:*** Provides the foundation essential for sound mathematical reasoning and computer science. Topics include, but are not restricted to, propositional and predicate logic, proof strategies and induction; sets, functions, and recursion; elementary counting techniques. *Prerequisite:* at least one semester of math or computer science or equivalent.

***MAT 301 Non-Euclidean Geometry:*** Delves into the realms of Euclidean and Non-Euclidean geometries. Studies finite geometries, neutral geometry, Euclidean geometry, and hyperbolic geometry. *Prerequisite:* one ***200-level MAT*** course.

***MAT 305 Ordinary Differential Equations:*** Examines first-order equations and theory of linear differential

equations: series solutions, systems of linear differential equations, and basic boundary-value problems and eigenvalues. *Prerequisites: MAT 112 and PHY 120.*

***MAT 330 Introduction to Abstract Mathematics:*** Studies logic (including quantifiers) as well as sets, relations (including equivalence and order relations), functions (1-1, onto), and induction. Students test conjectures, write proofs, and provide counterexamples. *Prerequisite: MAT 230 or MAT 240.*

***MAT 340 Models and Algorithms in Graph Theory:*** An applications-oriented course in graph theory. Topics include properties and representations of graphs, models, trees, connectivity, and traversal and graph-coloring algorithms. Applications are likely to include Chinese-Postman, Traveling-Salesman, software-testing, and timetabling. *Prerequisite: MAT 240.*

***MAT 360 Analysis I:*** Examines structure of real numbers, including completeness, topological properties, limits of sequences, continuity, uniform continuity, boundedness, and derivatives. Students write proofs (including  $\epsilon$ - $\delta$ ) and produce counterexamples. *Prerequisites: MAT 112 and MAT 330.*

***MAT 370 Mathematical Statistics I:*** Introduces random variables, moment-generating functions, functions of random variables, limit laws, point estimations and statistical inference, tests of hypotheses, and interval estimation. Uses commercial statistical packages. *Prerequisites: MAT 211 and MAT 219.*

***MAT 380 Abstract Algebra I:*** Acquaints students with large collection of groups and with Cayley's theorem, Lagrange's theorem, and fundamental homomorphism theorem. Emphasizes production of accurate, concise proofs. *Prerequisite: MAT 330.*

***MAT 390/490 Topics in Mathematics:*** An intensive introduction to a specialized area of mathematics. *Prerequisite: MAT 230 or 240.*

***MAT 398 Directed Study:*** Supervises individual study on such advanced topics as differential equations, linear programming, game theory, probability and statistics, and model theory. May be repeated for credit.

***MAT 440 Models and Algorithms in Graph Theory:*** Taught concurrently with *MAT 340*. In addition to all of the material covered in *MAT 340*, there will be additional emphasis placed on constructing proofs. *Prerequisite: MAT 330.*

***MAT 450 Mathematical Modeling:*** Emphasizes creation of mathematical models representing real-world situations and use of models to formulate reasonable solutions to problems. Explores concepts from graph theory, probability, linear algebra, and differential equations. *Prerequisites: MAT 219, MAT 230, MAT 240, and MAT 305.*

***MAT 460 Analysis II:*** Explores complex analysis, integration, measure theory, and more. Stresses proofs and counterexamples. *Prerequisite: MAT 360.*

***MAT 470 Mathematical Statistics II:*** Continues *Mathematical Statistics I* with ranking and selection procedures, decision theory, nonparametric statistical inference, regression and linear statistical inference, multivariate analysis,

and time-series analysis. Uses commercial statistical packages. *Prerequisites: MAT 230 and MAT 370.*

***MAT 480 Abstract Algebra II:*** Extends *Abstract Algebra I* into rings, fields, and vector spaces. Stresses production of proofs. *Prerequisite: MAT 380.*

***MAT 499 Independent Study:*** Covers selected topics in mathematics. May be repeated for credit.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Music

---

*Changes effective Spring Term 2003.*

<i>Andrews</i>	<i>Archard</i>	<i>Cook</i>	<i>Crozier</i>
<i>Gottlieb</i>	<i>Lackman</i>	<i>LeRoy</i>	<i>Morrison</i>
<i>Sinclair</i>			

The Virginia S. and W.W. Nelson Department of Music began as a conservatory of music even before the college's founding in 1885. The program is a charter member -- since 1931 -- of the National Association of Schools of Music, whose curricula guide the baccalaureate offerings.

Since the conservatory's restructuring as a liberal arts department in 1966, Rollins has continued to enjoy a reputation as one of the finest schools in the Southeast offering preprofessional music training.

The mission of the department is fourfold:

- to provide majors the best possible education in performance, historical literature, and theory -- the background necessary to pursue graduate work or a career in music;
- to open the curriculum to the wider campus community by encouraging nonmajors to take courses, including those designed specially for novices;
- to give all students -- majors and nonmajors--performance experience through choral and instrumental ensembles and individual training in applied music; and
- to offer the Central Florida community performances of outstanding merit by resident and guest artists, as well as opportunities to study music avocationally.

We are committed to music for all rather than music for the few.

## MAJOR REQUIREMENTS

Sixty-two (62) semester hours are required: thirty (30) in musicianship, sixteen (16) in performance, and sixteen (16) in electives.

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

- *MUS 151 Theory 1 (Harmony) with Lab*
- *MUS 152 Theory 2 (Harmony) with Lab*
- *MUS 251 Theory 3 (Counterpoint)*
- *MUS 252 Theory 4 (Chromatic Harmony)*
- *MUS 260 Music of the World's Peoples*
- *MUS 361 Music History: Renaissance/Baroque*
- *MUS 362 Music History: Classic/Romantic*

*PERFORMANCE AREA*

- *MUA 200.01 Rollins College Choir (one per term at Rollins)*  
*AND combination of other ensembles.....Eight (8) semester hours required.*
- *MUA 201 OR MUA 301 OR MUA 401 Applied Music.....Eight (8) semester hours required.*

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

- *One (1) elective in American or contemporary music at the 300 level or above*

- **Three (3) electives in music, one of which must be at the 300 level or above**
- Music majors must pass a fundamental keyboard skills examination by the end of sophomore year or complete two terms of secondary applied piano. At the end of each year, department faculty evaluate all music majors.

## MINOR REQUIREMENTS

Thirty-two (32) semester hours are required.

- **MUS 151 Theory 1** .....Four (4) semester hours required.
- **MUS 152 Theory 2** .....Four (4) semester hours required.
- **MUA 200.01 Rollins College Choir** .....Four (4) semester hours required.
- **MUA 201 OR MUA 301 OR MUA 401 Applied Music**.....Eight (8) semester hours required.
- **Three (3) electives**.....Twelve (12) semester hours required.

## Course of Study:

### *Performance*

#### ***Applied Music***

The department offers private instruction in voice, piano, organ, guitar, all orchestral instruments, harpsichord, conducting, and composition.

***MUA 101 Applied Music for Enrichment I:*** Involves one half-hour lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded credit/no credit. Appropriate for beginners.

***MUA 201 Applied Music for Enrichment II:*** Offers 45-minute lesson per week in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward major/minor. Graded on letter basis. Appropriate for those continuing studies.

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

***MUA 301 Applied Music for the Music Major/Minor:*** Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. *Prerequisites:* excellent performance skills and admission audition usually no later than end of sophomore year.

***MUA 401 Applied Music for the Music Major/Minor:*** Requires one 45-minute lesson per week in any applied area and jury/recital participation. May be repeated for credit. Graded on letter basis. *Prerequisites:* superior performance skills and admission audition, available in senior year only.

#### ***Ensembles***

Students take ensembles on a credit/no credit basis.



***MUA 200.01 Rollins College Choir:*** Emphasizes performance of high-quality literature for large choral ensemble.

***MUA 200.02 Rollins Singers:*** Concentrates on contemporary, popular, and musical theater pieces for several small music ensembles. *Corequisite: MUA 200.01. Prerequisite: audition.*

***MUA 200.03 Chamber Singers:*** Focuses on chamber music and madrigals for most selective choral ensemble. *Corequisite: MUA 200.01. Prerequisite: audition.*

***MUA 200.04 Women's Ensemble:*** Spans wide variety of styles, especially composers who specialize in this arrangement. *Corequisite: MUA 200.01. Prerequisite: audition.*

***MUA 200.05 Rollins Brass Ensemble:*** Joins students and community members in performing brass music from Renaissance through 20<sup>th</sup> century. *Prerequisite: audition.*

***MUA 200.06 Rollins Jazz Ensemble:*** Performs jazz from all periods. *Prerequisite: audition.*

***MUA 200.07 Flute Choir:*** Combines students and community members in performing flute ensemble music. *Prerequisite: audition.*

***MUA 200.08 Percussion Ensemble:*** Emphasizes music for percussion instruments. *Prerequisite: audition.*

***MUA 200.09 Small Chamber Ensembles:*** Includes small vocal and instrumental ensembles. Varies from term to term. *Prerequisite: audition.*

***MUA 200.10 Bach Festival Choir:*** Joins students and community members in performing primarily oratorio works. Prestigious, historical music organization. *Prerequisite: audition.*

***MUA 200.11 String Ensemble:*** Tailors orchestral literature from all periods to ensemble's instrumentation. *Prerequisite: audition.*

***MUA 200.12 Horn Ensemble:*** Teams students with community members in performing horn music from Renaissance through 20<sup>th</sup> century. *Prerequisite: audition.*

***MUA 200.13 Opera Workshop:*** Delves into study and performance of opera roles and scenes. *Corequisite: choral ensemble. Prerequisite: audition.*

***MUA 200.14 Mallet Ensemble:*** Performs music for marimba, glockenspiel, xylophone, vibraphone, and chimes. *Prerequisite: audition.*

**MUA 200.15 Pep Band:** Performs at college athletic events. Winds, brass, and percussion. *Prerequisite:* audition.

## *Classroom Courses*

**MUS 120 Musical Awareness:** Presents aspects of American folk music, jazz and rock, Western European art music, and non-Western music. Suitable for nonmajors. May not count toward the major in music.

**MUS 123 Singing Diction:** Applies International Phonetic Alphabet to languages sung on lyric stage: English, Italian, Latin, Spanish, French, and German. Examines vowel and consonant formation and problems of intelligibility in different pitch ranges.

**MUS 125OL On Music, On-Line:** Introduction to music and musicians from the Western, classical tradition. Self-paced work through on-line tutorials, tests, and CD-ROM technology within a structured syllabus. Course is accessible to novice computer users.

**MUS 140 Introduction to Music Theory:** Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for nonmajors. May not count toward the major in music.

**MUS 151 Theory 1 (Harmony):** Develops skills in notation, scales, and elementary harmony, as well as sight-singing and ear-training. Lab required.

**MUS 152 Theory 2 (Harmony):** Explores perceiving and writing music through simple exercises in traditional harmony and voice leading. Studies historical examples. Lab required. *Prerequisite:* **MUS 151** or consent.

**MUS 160 History of Jazz:** Examines American popular musical styles from 1930 to present -- from musical components to musicians. Touches upon cultural, social, and historical milieu.

**MUS 165 History of Rock and Roll:** Probes sociological, cultural, political, and musical impact of rock and roll. Samples diverse style of "pop" music and discusses technology of electronic music.

**MUS 208 Introduction to MIDI:** Introduces musical uses of computers and synthesizers. Teaches sequencing and editing in song writing and music making.

**MUS 220 The Marriage of Music and Poetry:** Compares music ("language" of sound) and poetry ("music" of language) as expression: form, structure, syntax, articulation, and influences. Ponders how combination of music and poetry often results in a more expressive and fused art form.

**MUS 225 Topics in Music:** Ranges from popular music to masterworks of European art music. Varies from term to term.

**MUS 230 Rhythm of Music and Life:** Provides an understanding of rhythms from different cultures and how societies are shaped by cultural and artistic beliefs. Examines rhythms from Africa, South America, and world

cultures. Includes basic percussion instruction on a variety of instruments.

**MUS 251 Theory 3 (Counterpoint):** Expands writing skills in species counterpoint in two and three voices. Includes analysis of contrapuntal forms -- invention and fugue. *Prerequisite: MUS 152* or consent.

**MUS 252 Theory 4 (Chromatic Harmony and Introduction to Analysis):** Highlights writing more chromatic harmonic accompaniments to melodies (Neapolitan 6<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords), as well as analyzing varied music. *Prerequisite: MUS 152* or consent.

**MUS 260 Music of the World's Peoples:** Familiarizes students with African, Native American, African-American, Asian, and Eastern European music -- both as sound and as historical, social, and cultural product.

**MUS 280 Masterpieces of Choral Music:** Surveys history and performance practices of masterworks of choral literature from Renaissance to 20<sup>th</sup> century.

**MUS 285 Music Business and Technology:** Familiarizes students with the many aspects of business and technology associated with the contemporary music industry. Topics include MIDI, notation printing, royalties, web applications, marketing, recording techniques, and common music business structuring. *Prerequisite: MUS 152* or consent.

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

**MUS 310 The Art of Performing:** Explores etiology and elimination of stage fright. Presents methods for reducing anxiety and communicating with confidence.

**MUS 314 Improvisation:** Presents the rudiments of jazz idiom improvisational techniques. Discussion, demonstration, and performance of scales, harmonic devices, and forms. *Prerequisite: music major or consent.*

**MUS 320 Writing About Music:** Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Event admission fees required.

**MUS 325 Literature as Opera:** Traces inspiration of specific operas -- original novels and plays, as well as librettos derived from them. Follows transformations of written word to lyric stage. Does not require reading knowledge of music.

**MUS 340/341/342/343 Methods: Percussion/Brass/Strings/Woodwinds:** Study, discussion, and analysis of methods and techniques of all instruments in the (percussion/brass/string/woodwind) family; development of experimental studies for each instrument separately and together; development of playing and teaching skills. *Prerequisite: MUS major or minor.*

**MUS 351/352 Seminar in Composition I and II:** Emphasizes the development of a solid compositional craft to be

attained through writing projects for a variety of media. Recent musical trends and literature will be discussed and each semester will culminate in a recital of student works. *Prerequisite: MUS 152.*

***MUS 355 Practicum: Composition:*** Continues instruction in composition beyond *MUS 351/352 Seminar in Composition I and II* at an advanced level. May be repeated. *Prerequisite: MUS 352.*

***MUS 361 Music History: Renaissance/Baroque:*** Spans Renaissance (1450-1600) through baroque era (1600-1750). *Prerequisite: MUS 152.*

***MUS 362 Music History: Classic/Romantic:*** Spans classic era (1750-1820) through romantic period (1820-1900). *Prerequisite: MUS 152.*

***MUS 363 American Music:*** Chronicles styles, periods, and performers: Tin Pan Alley; jazz mixed with blues; classical; Broadway and bop; Copland, country, and Coltrane. Exposes students to wealth of musical culture through recordings, videos, and live concerts.

***MUS 364 Music History: 20<sup>th</sup>-Century Music:*** Surveys concert music styles of the 20<sup>th</sup> century and their reflection of society and events of the time. *Prerequisite: music reading skills preferred, but not required.*

***MUS 372 Survey of Jews and Music: From Sinai to Symphony:*** Surveys some of the definitions of what is "Jewish" in music, from liturgical chant, to folk songs, to music of the concert hall and Tin Pan Alley. Fulfills an elective requirement for the music major, music minor, and Jewish studies minor. *Prerequisite: sophomore standing.*

***MUS 380 Literature of the Instrument:*** Surveys major works of a particular instrument. Requires historical research, examination, and performance of scores, and extensive listening to recordings.

***MUS 390 Advanced Conducting and Repertory:*** Features preparation and performance of compositions from standard repertory. *Prerequisite: MUS 290.*

***MUS 391 Practicum: Conducting:*** Continues instruction for conducting students at an advanced level to further develop their knowledge of repertoire, performance practices, aural discrimination, and conducting technique. *Prerequisite: MUS 390 or consent.*

***MUS 392 Introduction to Arts Management:*** Introduces topics required to operate an arts organization, including (but not limited to) public relations, financial management and accounting, marketing, fundraising, and intellectual property, culminating in presentation of a business plan. *Prerequisites: junior standing and consent.*

***MUS 393 Piano Pedagogy I:*** Introduction to the problems and psychology of teaching the beginning piano student. Emphasis on practical applications of pedagogical principles. Discussions of current methods and beginning materials, adaptation of the child to the instrument, and the development of the techniques and musicianship at the elementary level. *Prerequisite: applied piano 201 or consent.*

**MUS 394 Piano Pedagogy II: Practicum:** Observation of private and group instruction at the Community School of Music and opportunity to teach private and group lessons under supervision of the instructor. Continuing discussions of appropriate teaching materials for more advanced student. *Prerequisite: MUS 393.*

**MUS 395 Pedagogy for the Singing Voice:** Details anatomy and operation of laryngeal and respiratory apparatus as applied to singing voice. Examines standard voice nomenclature, fundamental acoustics, current singing science, care and hygiene for voice, teaching methods, and current literature in vocal research. *Prerequisite: at least three years of applied voice study or consent.*

**MUS 396 Voice Pedagogy: Practicum:** Student teaching of at least two private voice students under supervision. Observation of voice teaching in the College and Community School. Seminars in technique and teaching methods. *Prerequisite: MUS 395.*

**MUS 425 Topics in Music:** Focuses on single topic, such as composer, genre, or artistic movement.

**MUS 451 Form and Analysis:** Examines basic principles of musical construction as seen through detailed analysis of representative compositions dating from the baroque to the present. *Prerequisite: MUS 252.*

**MUS 490 Inquiry and Research in Music:** Culminates major through research project or recital with program notes. *Prerequisite: senior standing.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Philosophy and Religion*

---

*Changes effective Spring Term 2003.*

*Burris*

*Cook*

*Edge*

*Greenberg*

*Hardy*

*McLaren*

*Musgrave*

*Rubarth*

Socrates said, "the unexamined life is not worth living." The disciplines of philosophy and religion examine our lives by investigating the most basic concepts and categories of our self-understanding: true and false, right and wrong, real and imaginary, sacred and profane.

Courses in the history of philosophy introduce students to the ideas of great thinkers such as Plato, Aristotle, Descartes, Hume, Kant, and Nietzsche. Undergraduates learn by doing -- by engaging in argumentative dialogue with these philosophers. Nonmajors acquire valuable skills of analysis and argumentation while learning to ask fundamental questions about identity, meaning, and value. Thematic courses range from ethics and social philosophy to the mind-body problem. Advisors encourage students to acquire background in a special interest by taking courses in other disciplines. A philosopher of science, for example, needs to study biology, just as a student interested in aesthetics must learn about art, music, and literature.

The discipline of religious studies examines the history, beliefs, practices, and integral role of religion in creating and shaping the world's cultures and societies. The department offers courses in Western and Eastern religions, courses in scriptures such as the *Hebrew Bible* and the *New Testament*, as well as more advanced and thematic courses such as *Religion and the Body*, *Contemporary Religious Thought and the Environment*, and *Women and Religion*. The objectives of the major are to: explore the history of world religions, comprehend religious concepts and beliefs and their philosophical and psychological underpinnings, appreciate the variety of religious experience, consider the impact and meaning of religious pluralism in America, and assess the role that religions have played historically in shaping society's values.

The department offers majors and minors in both philosophy and religious studies.

## **MAJOR REQUIREMENTS**

### **PHILOSOPHY**

Twelve (12) courses are required.

### *CORE COURSES*

### FUNDAMENTALS

- *PHI 108 Ethics*
- *PHI 223 Introduction to Formal Logic*

### ANCIENT PHILOSOPHY

- *PHI 230 History of Early Western Philosophy*

### MODERN PHILOSOPHY

- ***PHI 231 History of Modern Philosophy***

#### CONTEMPORARY PHILOSOPHY

- ***PHI 250 Survey of Recent Philosophy***
- **OR *PHI 302 American Philosophy***
- **OR *PHI 310 Existentialism***
- **OR *PHI 311 Philosophy of Science***
- **OR *PHI 320 Postmodernism***
- **OR *PHI 348 Philosophy of Mind***

#### SENIOR THESIS OR SENIOR SEMINAR

- ***PHI 490 Senior Seminar* OR *PHI 499 Senior Thesis***

#### *ELECTIVES*

Six (6) electives in the department are required, four (4) at the 300 or 400 level and at least four (4) in philosophy.

- All senior philosophy majors must pass a comprehensive examination.

#### RELIGIOUS STUDIES

Twelve (12) courses are required.

#### *CORE COURSES*

- ***REL 113 World Religions: Asian Religions***
- ***REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament***
- ***REL 135 Religion in America***
- ***Two (2) of the following:***
  - ***REL 217 Judaism: History and Literature***
  - ***REL 218 Christianity: Thought and Practice***
  - ***REL 219 Islam: Religion and Society***
- ***REL 499 Senior Independent Study***

#### *ELECTIVES*

Six (6) electives are required: four (4) at the 300 or 400 level and at least four (4) in religion.

- ***ANT 238 The Bible and Archaeology***
- ***ARH 218 Art and Archaeology of Egypt and the Near East***
- ***ARH 219 Art and Archaeology of Ancient Greece and Rome***
- ***ENG 231 Topic: The Bible as Literature***
- ***PHI 230 History of Early Western Philosophy***
- ***PSY 315 Topics in Psychology***
- ***REL courses not taken to fulfill above requirements***

## MINOR REQUIREMENTS

### PHILOSOPHY

Eight (8) courses are required.

- *PHI 108 Ethics*
- *Two (2) history courses in philosophy*
- *Four (4) electives in the department: two (2) at the 300 or 400 level and three (3) in philosophy. The remaining one (1) can be taken in religion.*
- *PHI 498 Senior Thesis (for minors) OR PHI 490 Senior Seminar*

### RELIGIOUS STUDIES

Eight (8) courses are required.

- *REL 113 World Religions: Asian Religions*
- *REL 125 Hebrew Bible (Old Testament) OR REL 126 New Testament*
- *Two (2) of the following:*
  - *REL 217 Judaism: History and Literature*
  - *REL 218 Christianity: Thought and Practice*
  - *REL 219 Islam: Religion and Society*
- *Three (3) electives in the department: two (2) at the 300 or 400 level and at least two (2) in religion.*
- *REL 498 Senior Independent Study*

## Course of Study

### Philosophy

***PHI 103 Introduction to Philosophy:*** Presents aims, methods, and content of philosophy through important figures and perennial problems. Asks: How do we know ideas are true? What is reality? Does God exist? Why is there evil? Is mind distinct from body? Are we free or determined? What is our highest good? How do we know right from wrong? What distinguishes beauty? What is place of individual in society?

***PHI 108 Ethics:*** Introduces moral philosophy (defining value) and metaethics (justifying ethical beliefs) and applies them to common problems. Ponders what actions are morally good -- and what makes them that way.

***PHI 140 Friends and Others:*** Examines ways classical and contemporary philosophers have analyzed friendship so that students can develop and express their own understandings.

***PHI 212 Philosophy of the Arts:*** Covers both theory of art and theory of aesthetic. Addresses 2,400 years of writings on imitation, significant form, expression, death of art, taste, psychic distance, beauty, and the aesthetic.

***PHI 214 Philosophy in Literature:*** Investigates perennial philosophical issues in conflicts of literary characters and ideas. Considers works of Voltaire, Dostoevsky, Barth, Ellison, Camus, and Flannery O'Connor.



**PHI 215 Social and Political Philosophy:** Explores moral grounds for state, place and value of freedom, nature and justification of property, and rights of individual to classical and contemporary thinkers.

**PHI 218 Argumentation and Media-Manipulation: Critical Thinking for the 21<sup>st</sup> Century:** Introduces principles of critical thinking and their application to both traditional argumentation and the highly sophisticated use of persuasion in television and other mass media. Examines misleading and manipulative arguments in ethical, political, religious, and philosophical discourse, including the use of persuasion in advertising and journalism. Examines the logic and grammar of images, the use of tacit messages, and other attempts to influence beliefs or otherwise affect behavior that may or may not be in overt propositional form. Develops critical viewing habits.

**PHI 223 Introduction to Formal Logic:** Examines principles of deductive reasoning expressed in symbolic form. Begins with Aristotelian categorical syllogisms, then considers truth-functional propositional and quantificational logic.

**PHI 226 Philosophy of Education:** Compares differing views on aims and methods of education. Touches upon theories of human nature underlying educational models, education versus indoctrination, moral dimensions of education, "liberal education," and ideals of educated men and women.

**PHI 230 History of Early Western Philosophy:** Chronicles development of philosophical thought in ancient Western world from 6<sup>th</sup> century BC until 300 AD, focusing on classical Greece and Rome. Students read primary sources in four areas: pre-Socratic philosophers, Socrates and Plato, Aristotle, and Late Hellenistic philosophy (Stoics, Skeptics, Epicureans, and Cynics).

**PHI 231 History of Modern Philosophy:** Investigates important philosophers in Britain and on the Continent during 17<sup>th</sup> and 18<sup>th</sup> century. Considers Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant as mediator of these two traditions.

**PHI 240 Topics in Philosophy:** Delves into philosopher's work, issue or concept, or specific tradition. Varies. May be repeated for credit. Suitable for freshmen and sophomores.

**PHI 250 Survey of Recent Philosophy:** Surveys three major movements of late 19<sup>th</sup> and 20<sup>th</sup> century: existentialism, pragmatism, and analytic thought. Provides foundation for in-depth courses.

**PHI 280 Parapsychology -- Data/ Implications:** Analyzes methodology of parapsychological experiments and quantity/quality of empirical evidence produced. Addresses nature of science, parapsychology as philosophy and science, and implications of data.

**PHI 290 Medical Ethics:** Discusses moral problems of health care and medical technology: abortion, euthanasia, treatment of defective newborns, genetic screening, and human experiments.

**PHI 302 American Philosophy:** Emphasizes pragmatists -- from C. S. Pierce, William James, and John Dewey to Richard Rorty today. *Prerequisite:* one **PHI** course.

**PHI 308 Topics in Ethics:** Takes on varied topics in moral philosophy. Seminar. *Prerequisite: PHI 108* or consent.

**PHI 309 Environmental Ethics:** Considers duties to and value of animals, plants, entire species, ecosystems, and Earth as whole. Also connects environmental ethics to way we do business and live our lives. *Prerequisite: ENV 189.*

**PHI 310 Existentialism:** Links existentialism and phenomenology, two similar European movements of late 19<sup>th</sup> and 20<sup>th</sup> century. Tackles Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl, and Heidegger. Discusses fundamental existential problems -- meaning of life, nature and priority of self -- as well as phenomenological method. *Prerequisite: PHI 231* or consent.

**PHI 311 Philosophy of Science:** Analyzes presuppositions, methods, and leading concepts of natural sciences. Questions notions of truth and progress in science. Investigates how scientific account of the world relates to everyday understanding of life. Recommended for science majors. *Prerequisite: one PHI* course or consent.

**PHI 313 Contemporary Analytic Philosophy:** Traces major 20<sup>th</sup>-century movement from Moore and Russell through Wittgenstein, Austin, and Ryle. *Prerequisite: one PHI* course.

**PHI 314 Topics in Philosophy:** Probes philosopher's work, issue or concept, or philosophical tradition. Varies. Suitable for juniors and seniors. *Prerequisite: one PHI* course.

**PHI 317 Philosophy of Religion:** Challenges students to subject religious beliefs to rational tests. Explores nature and existence of God, evil, relation of faith to reason, miracles, mystical experience, religious language, and meaning and verification of religious ideas. *Prerequisite: one PHI* or *REL* course.

**PHI 319 Evil and the Search for Meaning after the Holocaust:** Highlights philosophical, theological, and fictional works about Holocaust by Sartre, Camus, Buber, Arendt, Frankel, and Wiesel -- from 1945 to present. *Prerequisite: one PHI* or *REL* course.

**PHI 320 Postmodernism:** Takes on postmodern challenge to notions of truth, objectivity, and unity of self. Looks into limits of language and rationality, critiques of culture and technology, and impossibility of "grand theory." Students read representatives from French, German, and American tradition, such as Foucault, Derrida, Lyotard, Irigaray, Adorno, Horkheimer, and Rorty. *Prerequisite: PHI 231* or consent.

**PHI 325 Philosophy of Law:** Examines concept of constitutionality, "strict constructionism," nature and limits of law, justification of punishment, judicial reasoning, capital punishment, legal responsibility (strict liability and the insanity defense), legislating morality, and paternalism. *Prerequisite: one PHI* course.

**PHI 348 Philosophy of Mind:** Follows philosophical antecedents of contemporary psychology. Considers nature of mind, mind-body problem, and purpose. *Prerequisite: one PHI* or *PSY* course.

**PHI 398 Directed Study for Juniors**

**PHI 490 Senior Seminar:** Focuses on theme or philosopher. Requires substantial paper. May substitute for **PHI 498/499**. *Prerequisites:* philosophy major/minor and senior standing, or consent.

**PHI 498 Senior Independent Study:** Required for philosophy minor. (Must take this or **PHI 490**.)

**PHI 499 Senior Thesis:** Required for philosophy major. (Must take this or **PHI 490**.)

## Religion

**REL 113 World Religions: Asian Religions:** Explores forms, beliefs, and rituals of Hinduism, Buddhism, and religions of China and Japan through primary sources.

**REL 114 World Religions: Jews, Christians, and Muslims:** Studies patterns of religious life and thought in Judaism, Zoroastrianism, Christianity, and Islam, emphasizing history and sacred scriptures.

**REL 125 Hebrew Bible (Old Testament):** Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

**REL 126 New Testament:** Introduces major themes and contemporary biblical scholarship.

**REL 135 Religion in America:** Surveys Native American religions, Judeo-Christian traditions of European immigrants, and religion of American blacks; religions originating in America; occult and metaphysical movements; Eastern religions; and regional religion. Examines dominance and unifying force of Protestantism, civil religion, and cultural religion. Also highlights conflicts and reconciliations between Protestants and Catholics, other Christians, and Jews.

**REL 170 The Search for Meaning: Studies in Religious Autobiography:** Follows inner journeys of 20<sup>th</sup>-century figures from variety of religious traditions -- Hinduism, Buddhism, Judaism, Christianity, Islam, and religious humanism. Ponders process of search and discovery, its motives, and consequences.

**REL 217 Jewish Life and Thought:** Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and changing world of women in contemporary Judaism.

**REL 218 Christianity: Thought and Practice:** Introduces age-old issues: nature of God, evil, nature and work of Christ, redemption, sacraments, Christian living, and methods of theological reflection. Assigns writings of at least two key thinkers in Christian thought.

**REL 219 Islam: Religion and Society:** Explores religious, cultural, political, and social dimensions of Islam, from beliefs and practices to relationship of Islam to the Judaeo-Christian heritage.

**REL 220 Religious Issues in Contemporary Literature:** Discusses religious (and anti-religious) themes in recent writing, as well as new directions for faith and life.

**REL 221 Judaism & Islam in Dialogue:** Comparative study of the two Abrahamic faiths. Monotheistic and socioeconomic foundations of both religions are examined. Discussions include the rights and status of women in Judaism and Islam, dietary laws and purity rituals, the lunar calendar, the sacredness of Jerusalem and Mecca, Jewish and Muslim mysticism, and the teachings of peace and war in both traditions.

**REL 223 Modern and Contemporary Jewish Literature:** Draws upon short stories and novels which depict modern Jewish experience in Europe, Israel, and the U.S. Considers shtetl, enlightenment, and emancipation in Europe, immigrant Jews in Israel and U.S., Holocaust, establishment of Israel and contemporary Israeli society, and tradition vs. modernity.

**REL 225 Studies in Chinese Thought and Literature:** Explores classic novels, poetry, and philosophical writing from Confucius to Mao Zedong.

**REL 228 Women and Religion:** Studies the status, experiences, and contributions of women in world religions. Focuses on women in Judaism, Christianity, and Islam, and on contemporary feminist ideology and spirituality. Readings include sacred texts, history, theology, and anthropology. Discussions center around topics such as male and female concepts of the divine, gender roles, creation of new rituals, and women's ordination. *Prerequisite:* one **REL** or **WMS** course.

**REL 230 Buddhism: Theory and Practice:** Explores the origins and basic theoretical principles of Buddhism and some of its cultural manifestations. Tibetan Buddhism, Zen, and Buddhism in the contemporary world are focal points.

**REL 235 Religion in a Scientific Age:** Documents 20<sup>th</sup>-century developments in Western religious thought in response to contemporary science. Touches upon religious and scientific language, nature and the supernatural, creation in physics and theology, biological evolution and creationism, sociobiology and ethics, and ecology and religious thought.

**REL 251 Topics in Religion:** Focuses on topic of interest to students and faculty. Suitable for freshmen and sophomores.

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

**REL 324 Contemporary Religious Thought and the Environment:** Probes traditional and contemporary Judaeo-Christian thought to evaluate claim that Western religious beliefs and practices (in comparison with those of some Eastern and Native American traditions) contribute in major way to current environmental crises. Stresses how beliefs about God; created world; and human nature, purposes, and salvation shape human attitudes and behavior toward environment.

**REL 329 Creation in Religion and Science:** Compares ancient religious and contemporary scientific

understandings of creation in nature, society, and life of individual. Moves from evolution to religious and scientific views of good and evil in creative process. Suitable for nonmajors. *Prerequisite:* one **PHI** or **REL** course.

**REL 331 Religious Ethics:** Discovers how different traditions deal with ethical questions: personal behavior in promise keeping, truth telling, and sexuality, as well as social issues about war, peace, poverty, injustice, and oppression. *Prerequisite:* one **PHI** or **REL** course.

**REL 333 Modern and Contemporary Jewish Thought:** Treats major Jewish thinkers and ideas from Enlightenment to present: personal autonomy vs. peoplehood and authoritative tradition; nationalism; feminism; and morality after the Holocaust. *Prerequisite:* one **REL** or **PHI** course.

**REL 341 Continuity and Change in Asian Literature:** Compares classic and contemporary texts in Indian, Chinese, and Japanese cultures. Considers what they say or imply about relation of people to nature or to society; shared visions of good life; and functions of belief and art in shaping human values and actions. *Prerequisite:* **REL 113** or consent.

**REL 351 Studies in Religion:** Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit. *Prerequisite:* one **REL** course.

**REL 361 Studies in Religion: Cults:** Deals with alternative religions and spiritual groups on contemporary scene. Examines historical precedents and issues such as coercive persuasion, rights of religious expression, and legally sanctioned deprogramming. *Prerequisite:* one **REL** course.

**REL 498/499 Senior Independent Study:** Required for all religious studies majors and minors.

## Hebrew

**HBR 101/102 Elementary Hebrew:** Aims for basic knowledge of modern Hebrew in both oral and written forms. Assigns readings on Jewish culture and history.

**HBR 201 Intermediate Hebrew:** Stresses reading, writing, speaking, grammar review, and lab. Offered alternate years as enrollment permits. *Prerequisite:* **HBR 102** or equivalent.

**HBR 202 Intermediate Hebrew:** Continues **HBR 201** with emphasis on reading comprehension and expansion of vocabulary; oral and written proficiency; enhancement of cultural background; and application of grammatical concepts. Offered alternate years as enrollment permits. *Prerequisite:* **HBR 201** or equivalent.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Physical Education

---

*Changes effective Spring Term 2002.*

*Howell*

*Jarnigan*

*Roach*

Students must complete three (3) terms of physical education: one (1) term of basic physical education (BPE) and two (2) terms of electives. These coed courses: encourage students to maintain good physical fitness; emphasize that physical activity, done for pleasure, should become a way of life; teach new skills that enhance leisure time; provide basic health information; and develop neuromuscular systems. Usually, students take one PE course per term, although the chair may approve a second. Anyone who has finished four terms may register for another activity as openings permit.

The college furnishes equipment for classes and intramural sports -- except tennis racquets and golf clubs. Sports participants assume a risk. Students should not undertake an activity for which they are not physically fit.

The director of Lakeside Health and Counseling Services, in consultation with the PE chair, may waive or alter requirements. The director must also endorse any certificates of disability from personal physicians. The chair reviews exceptional cases, which must also be approved by the assistant dean for academic administration and records.

## **REQUIREMENTS FOR TRANSFER STUDENTS**

Transfer students who have completed sixty (60) semester hours in any field are exempt from the PE requirement. Transfer students with thirty (30) semester hours must take two terms of PE at Rollins but may skip the BPE course.

## **BASIC PHYSICAL EDUCATION (BPE)**

A fitness program based upon Dr. Kenneth Cooper's aerobic system, BPE improves vigor and health through activities that demand oxygen consumption. BPE courses include *BPE Aerobic Fitness: Running*; *BPE Aerobic Fitness: Swimming*; *BPE Aerobic Fitness: Dance*; *PED 101*, and *PED 201*.

***PED 101 Behavioral Guidelines for Health and Wellness:*** Emphasizes self-awareness and responsibility in maintaining health. Deals with consumerism, emotional health, intimate relationships, stress management, nutrition, fitness, disease prevention, and individualized behavior modification.

***PED 106 Sport and Society:*** Examines social organization, social change, and connection of sport to structure and dynamics of social life. Does not fulfill BPE or electives requirement.

***PED 201 Physiology of Exercise and Performance:*** Explains physiological fundamentals of physical fitness and training techniques. Discusses human energy systems, aerobic exercise, muscular fitness, and training techniques. Encourages students to design individualized programs.

***PED 202 Topics in Sport Psychology:*** Focuses on selected topics and issues in sport psychology relevant to the psychological and mental factors that influence performance and personal growth, including development of appropriate psychological skills for performance enhancement. Other topics include aggression, audiences and performers, and arousal and performance. Does not fulfill BPE or electives requirement.

## ELECTIVES

Ballroom Dancing *	Racquetball	Water Safety Instruction **
Basketball	Sailing	Water-skiing *
Canoeing	Scuba **	Weight Training
Fencing	Softball	Windsurfing *
Golf *	Tae Kwon Do *	Varsity Sports
Jazz Dance for Exercise	Tennis	
Lifeguard Training **	Volleyball	

*\*\*Fee Courses, +Certification Courses*

The following academic courses may substitute for an elective.

- *DAN 170 Ballet I*
- *DAN 177 Jazz I*
- *DAN 179 Modern Dance I*
- *DAN 270 Ballet II*
- *DAN 277 Jazz II*
- *DAN 279 Modern Dance II*
- *DAN 394 Intermediate/Advanced Dance Technique*

## ATHLETIC COACHING COURSES

Three professional preparation courses meet state Department of Education requirements, but **not the BPE or electives requirement.**

***PED 475 Athletic Coaching Theory:*** Improves coaching skills by covering psychosocial development, biophysiology, legal concerns, sport management, and sport instruction. *Prerequisite:* junior/senior standing.

***PED 476 Theory and Practice of Coaching a Specific Sport:*** Introduces recent advances. Highlights interscholastic coaching/teaching methods, trends, hands-on lab experiences, and safety procedures. *Prerequisite:* junior/senior standing.

***PED 477 Care and Prevention of Athletic Injuries (Sports Medicine):*** Treats injury detection and treatment, rehabilitation, reconditioning, counseling, and injury prevention. Includes hands-on lab experiences and off-the-field safety precautions. *Prerequisite:* junior/senior standing.

## INTRAMURAL ACTIVITIES

Students choose to participate in the intramural program. These activities supplement PE classes and include some coed sports and one-day activities.

Fraternities and sororities, independents, freshmen, special groups, off-campus students, faculty, current graduate

students, and administrative staff compete as teams. Sports include basketball, bowling, flag football, golf, sailing, soccer, softball, swimming, table tennis, tennis, and volleyball (beach and regulation).

### **ATHLETICS**

Sports play a significant role in life at Rollins. The athletic program encourages individual participation in 20 intercollegiate sports--baseball, basketball, crew, cross-country, golf, sailing, soccer, softball, tennis, volleyball, and water-skiing. The college also fields club teams for women's soccer and swimming.

### **FACILITIES**

The Alford Sports Center contains basketball and volleyball courts, a fitness weight room, locker rooms, a training room, classrooms, and department offices. Other facilities include Alford Boathouse, Bradley Boathouse, Alford Pool, Alford Stadium, Sandspur Field, Tiedtke Tennis Courts, and Martin Tennis Courts.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>



# Physics

---

*Carson*

*Griffin*

*Moore*

Physics encompasses more than the study of matter and energy. It seeks general principles behind phenomena as diverse as wispy elementary particles and gigantic galaxies. As Einstein once said, the most incomprehensible thing about the universe is that it is comprehensible.

Physics courses provide a pathway towards that understanding through computer analysis, model building, and quantitative tools. Many courses have an associated lab so students can complement their classroom learning with hands-on analysis of physical processes. The major also stresses mathematics, the language of physics.

Physics provides a foundation for students interested in engineering -- the application of physical principles to the design of products and processes needed in today's technological world. Future engineers may concentrate in physics for the first three years at Rollins and then transfer to one of the engineering schools with which the college participates in a 3-2 dual-degree program. *For further information, contact the coordinator, Robert G. Carson.*

Majors also go on to graduate school in specialized areas such as high-energy physics, laser physics, and atomic physics. Others continue in such fields as astronomy, oceanography, materials science, and transportation engineering. Some graduates teach while others pursue MBA's. Since physics majors know how to solve problems and use technology, with or without a higher degree they usually find interesting jobs.

## MAJOR REQUIREMENTS

Sixteen (16) courses are required.

- ***PHY 130 Principles of Physics I***
  - ***PHY 131 Principles of Physics II***
  - ***PHY 230 Modern Physics***
  - ***PHY 233 Modern Electronics***
  - ***PHY 308 Mechanics***
  - ***PHY 314 Electromagnetic Theory I***
  - ***PHY 315 Electromagnetic Theory II***
  - ***PHY 333 Experimental Physics***
  - ***PHY 398 Physics Seminar***
  - ***PHY 411 Modern Optics***
  - ***PHY 451 Quantum Physics I***
  - ***MAT 111 and MAT 112 Calculus I and II OR MAT 113 and MAT 114 Honors Calculus I and II***
  - ***MAT 211 Calculus III***
  - ***MAT 230 Linear Algebra***
  - ***MAT 305 Ordinary Differential Equations***
- Majors must take the calculus sequence ***MAT 111/MAT 112*** (or ***MAT 113/MAT 114***) and the calculus-based physics course ***PHY 130/PHY 131*** freshman year.

Students who wish to continue physics in graduate school should consider the following electives:

- ***CHM 120 and CHM 121 Chemistry I and II OR CHM 130 and CHM 131 Honors Chemistry I and II***
- ***CHM 305 Physical Chemistry***
- ***PHY 452 Quantum Physics II***
- ***PHY 498 Physics Research***

Students who intend to transfer to an engineering school via the 3-2 program must complete all required courses for a physics major except for the *400-level* courses. Additionally, they must pass *CHM 120/CHM 121 Chemistry I and II* (or *CHM 130/CHM 131 Honors Chemistry I and II*) and *CMS 167 Introduction to Computing*.

## MINOR REQUIREMENTS

Seven (7) courses are required.

- *PHY 130 Principles of Physics I*
- *PHY 131 Principles of Physics II*
- *PHY 230 Modern Physics*
- *PHY 233 Modern Electronics*
- *PHY 314 Electromagnetic Theory I*
- *PHY 398 Physics Seminar*
- *PHY 451 Quantum Physics I*

## Course of Study

***PHY 105 Evolution of the Universe:*** Examines characteristics of galaxies, red-shift and Hubble relationship, and quasars, then considers modern cosmological models of how universe has developed into present state.

***PHY 108 Nuclear Power, Nuclear Arms, and Nuclear War:*** Measures impact of nuclear energy in today's technological world, presenting both sides of controversial issues. For nonscience majors with no prior knowledge of physics. *Prerequisite:* high school math background.

***PHY 112 Astronomy:*** Describes characteristics and evolution of solar system, structure and properties of stars and galaxies, and evolution of universe. Requires one formal observing session each week for constellation and star identification through binocular and telescopic observations. Lab required. Suitable for nonmajors.

***PHY 114 Contemporary Physics:*** Explores basic ideas of time, motion, and forces, as well as atomic and nuclear physics. Required lab features fundamental concepts and applications of physics. Designed for nonscience majors. *Prerequisite:* high school algebra.

***PHY 117 An Introduction to Lasers and Light:*** Touches upon paint mixing, stage lighting, visual illusions, random-dot stereograms, lenses and curved mirrors, optical interference, iridescence, mirages, rainbows, and aurora. Uses interactive demonstrations to explain common and unusual optical effects. Suitable for nonscience majors.

***PHY 120 General Physics I:*** Introduces motion, forces, work, energy, waves, and conservation laws to students interested in science. Stresses interactive teaching and learning in all meetings, including required lab. Highlights theory and problem solving. *Prerequisite:* high school algebra.

***PHY 121 General Physics II:*** Dips into electric and magnetic forces and energies, electric circuits, optics, and foundations of modern physics. Lab required. *Prerequisite:* ***PHY 120***.

**PHY 130 Principles of Physics I:** Analyzes concepts of classical physics: translational and rotational motion, forces in nature, conservation principles of momentum and energy, harmonic motion, and waves. Emphasizes logical reasoning and problem solving. Uses calculus. Designed for physics, mathematics, pre-engineering, and chemistry majors. Lab required. *Corequisite: MAT 111 or MAT 113. Prerequisite: high school physics or consent.*

**PHY 131 Principles of Physics II:** Addresses electrostatics, direct and alternating currents, electric and magnetic fields, and geometrical and physical optics. Uses calculus. Lab required. *Corequisite: MAT 112 or MAT 114 strongly recommended. Prerequisite: PHY 130.*

**PHY 200 Conceptual Physical Science:** Presents basic ideas of physics and selected topics in earth science and astronomy. Integrates required lab, practical activities, and computer work with daily discussions. *Prerequisite: elementary education major or consent.*

**PHY 230 Modern Physics:** Investigates 20<sup>th</sup>-century revelations about atoms and light, in contrast to the predictions of classical physics. Includes an in-depth quantitative analysis of Einstein's theory of relativity, quantum theory, statistical distributions, and nuclear physics. Laboratory portion emphasizes the collection, processing, and dissemination of data; the application of standard statistical models to data; and methods of interpretation and analysis of data using spreadsheets and other high-level data analysis software. Lab required. *Prerequisite: PHY 131.*

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

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

**PHY 314 Electromagnetic Theory I:** Applies advanced mathematical techniques -- particularly solutions to Laplace's equation, vector analysis, and multipole approximations. Gives vector treatment of electrostatic and magnetostatic fields in vacuum and in matter, based on Maxwell's equations. *Prerequisites: PHY 131 and MAT 305.*

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

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

**PHY 398 Physics Seminar:** Traces evolution of physics and its place in modern society. Discusses readings from classical literature and current journals. *Prerequisites: junior/senior standing and physics major/minor or pre-engineering major.*

***PHY 411 Modern Optics:*** Looks into Lorentz model of atom, Huygen's and Fermat's principles, geometrical optics of lenses and optical fibers, polarization and birefringence, coherence, Fraunhofer and Fresnel diffraction, Fourier optics and pattern recognition, laser physics, and nonlinear optics. *Prerequisite: PHY 314.*

***PHY 451/452 Quantum Physics I and II:*** Begins with early atomic models, wave aspects of particles, Schroedinger equation, quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound-state systems. Continues in second term with applications of quantum mechanics to atomic physics, solid-state physics, and nuclear physics. Also examines elementary perturbation theory, theory of angular momentum and spin, and quantum statistics. *Prerequisite: PHY 314.*

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

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Political Science

---

*Changes effective Spring Term 2003.*

*Davison, D.*

*Davison, J.*

*Foglesong*

*Greaves*

*Gunter*

*Lairson*

*Rosenthal*

*Smith*

Students of politics examine government institutions, the making and execution of political decisions, and the political resolution of societal conflicts. In addition, political scientists grapple with the fundamental question of how societies ought to be constituted.

Subfields translate theoretical concerns into practical knowledge. Political scientists analyze 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, and political philosophy.

Why study politics? The politicization of contemporary society demands that educated people be knowledgeable about political processes. Secondly, the major prepares graduates for careers in many fields, including higher education, law, journalism, urban planning, public service, and lobbying.

## MAJOR REQUIREMENTS

Twelve (12) courses are required.

### CORE COURSES

- ***POL 100 Introduction to Comparative Politics***
- ***POL 120 Problems in Political Thought***
- ***POL 130 Introduction to International Politics***
- ***POL 160 Introduction to American Politics***

### ADDITIONAL REQUIREMENTS

Four (4) courses at the ***300 and 400 level***, divided in the following manner:

- ***one (1) course in the comparative politics subfield,***
- ***one (1) course in the political theory subfield,***
- ***one (1) course in the international politics subfield, and***
- ***one (1) course in the American politics subfield.***
  
- ***A comprehensive examination and portfolio also required.***

Core courses serve as prerequisites to corresponding upper-division courses. For example, ***POL 160*** must precede all upper-division courses in American politics. Upper-division courses (***300-400 level***) taken during winter intersession do not satisfy distribution requirement for the major.

### ELECTIVES

Four (4) courses taken within the politics department are required, two (2) of which must be at the ***300-400 level***.

## MINOR REQUIREMENTS

Six (6) courses are required: three (3) core courses and three (3) corresponding upper-division courses.

## ***Special Programs***

### **WASHINGTON SEMESTER PROGRAM**

Through a cooperative arrangement between Rollins and American University, a select number of students, usually juniors, may spend a semester in Washington, D.C., studying public affairs. (See *Special Curricular Opportunities* section.)

Participants may select from separate programs in American politics, journalism, justice, foreign policy, peace and conflict resolution, economic policy, and art and architecture. Full-time faculty at American University direct the individual programs.

While enrolled in the Washington Semester Program, students live at American University and have full access to all library, cultural, and recreational facilities on campus. *For further information, contact Professor Richard Foglesong.*

### **INTERNATIONAL RELATIONS MAJOR**

The multidisciplinary international relations major prepares students for the foreign service, for graduate and professional schools, and for careers in international and regional organizations in the public and private sector. Majors take courses in five areas: politics, history, economics, foreign languages, and culture area studies. *For details, see the description of the major in this catalogue or contact Professor Luis Valdes.*

## **Course of Study**

### **AMERICAN POLITICS**

***POL 160 Introduction to American Politics:*** Analyzes dynamics of American politics: underlying principles and institutions, relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, participation, and problems of liberal, capitalist state. Suitable for nonmajors.

***POL 324 Public Policy Analysis:*** Introduces formal techniques -- some involving computer use -- for analyzing problems in public policy. Examines goals and difficulties in civil rights, discrimination, voting rights, and crime. Does not require background in public policy, politics, computer usage, or statistics.

***POL 327 Urban Policy Analysis:*** Focuses on dilemmas of fast-growing urban areas: transportation, education, land-use planning, urban finance, and growth management.

***POL 341 Political Leadership:*** Considers meaning of leadership, changing role of leaders, strategies and styles of effective leaders, and relationship between leadership and democracy. Stresses local government. *Prerequisite: POL 160.*

***POL 343 The American Presidency:*** Weighs logic and impact of constitutional design upon the office, including sources of power and constraint. Traces development of presidency through "imperial" to "postmodern" era, then turns to relationship between President and Congress, bureaucracy, and interest groups.

***POL 346 Voting and Elections:*** Investigates electoral behavior in U.S.: rational, contextual, retrospective, and economic explanations for voting, as well as contemporary trends. Considers effects of media and money on election outcomes.

***POL 361 Sunbelt Politics:*** Examines impact on urban politics of decline of community in American cities, inequality of power among groups, and local and regional economy. Highlights economic decline in Frostbelt cities and problems of controlling growth in Sunbelt cities like Orlando. *Prerequisite: POL 160* or consent.

***POL 363 American Public Policy:*** Treats relationship of politics and markets, reasons for government intervention in economy, and conflict surrounding policy implementation. Discusses pros and cons of government planning. Stresses problem of deindustrialization and efforts to formulate industrial policy. *Prerequisite: POL 160.*

***POL 365 Power in America:*** Explores how political power is created and maintained. Considers political parties and coalitions, interest groups (including differences in political interests within American capitalism), economic change and international politics, political and economic elite, and state role in supporting and strengthening capitalism. *Prerequisite: POL 160.*

***POL 381 Congress and the Legislative Process:*** Deals with organization and operation of U.S. Congress: how representatives make voting decisions, importance of rules and procedures, political strategy, legislative oversight of executive branch, and relationship between Congress and President.

***POL 382 Constitutional Law:*** Analyzes major U.S. Supreme Court decisions in order to understand development of law regarding powers of national government. Addresses judicial review, federalism, separation of powers, national authority over commerce, and constitutional protection of property. *Prerequisite: POL 160* or consent. Suitable for nonmajors.

***POL 387 Constitutional Law: Civil Rights and Liberties:*** Focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and the rights of the accused, reflected in constitutional amendments four through eight. *Prerequisite: POL 120* or *POL 160* or consent.

***POL 481 Seminar in American Politics:*** Compares competing interpretations of politics and polity. *Prerequisites:* completion of core and distribution courses in American politics and consent.

## **POLITICAL THEORY**

***POL 120 Problems in Political Thought:*** Explores authority, legitimacy, power, democracy, ideology, equality, and political obligation as understood by major political thinkers in Western history. Suitable for nonmajors.

***POL 390 Classical and Republic Political Theory:*** Reviews major works of Thucydides, Plato, Aristotle, and Machiavelli, as well as issues and problems raised by premodern political thought. Dwells on justice, citizenship, equality, participation, civic education, public virtue, and private liberty. *Prerequisite: POL 120*, one *PHI* course, or consent.

***POL 391 Modern Political Theory:*** Features such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Mill, Tocqueville, and Marx. Addresses questions about freedom, equality, revolution, private property, and public

justice, origins of state, and purposes of political life. *Prerequisite: POL 120*, one *PHI* course, or consent.

***POL 392 Development of American Political Culture:*** Explores relationship between republicanism and liberalism as core of American political thought and culture. Delves into human nature, individualism, civic virtue, public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and marketplace, success, progress, and social Darwinism. Suitable for nonmajors. *Prerequisite: HIS 242, POL 120, HIS 200*, or consent.

***POL 394 Contemporary Political Theory:*** Examines 20<sup>th</sup>-century political theory. Covers the moral and conceptual foundations of liberal democracy and critiques of liberalism from communitarian, feminist, critical theory, and postmodern perspectives. *Prerequisite: POL120* or consent.

***POL 395 Topics in Political Theory:*** Advanced investigation of selected problems or areas in political theory. Topics may include feminist political theory, American political thought, and conservative political thought. *Prerequisite: POL 120* or consent.

***POL 498-499 Independent Study***

## COMPARATIVE POLITICS

***POL 100 Introduction to Comparative Politics:*** Compares environment, structure, and process of politics in different nations. Suitable for nonmajors.

***POL 202 The Americas: A Political History of Latin America:*** Outlines from conquest and colonization to contemporary times. Emphasizes aspects of Latin American civilization with enduring effects on political culture and international relations.

***POL 301 Revolution in the Modern World:*** Analyzes meaning, dynamics, and goals of revolution as part of politics of violence. *Prerequisite: POL 100*.

***POL 302 Politics in the Third World:*** Reveals patterns of political life in such developing areas as Africa, Asia, and Latin America. *Prerequisite: POL 100*.

***POL 311 Authoritarianism: Right and Left:*** Describes contemporary authoritarian regimes, particularly communist and fascist ones. *Prerequisite: POL 100*.

***POL 312 Problems of Latin America:*** Alternates focus among different topics/regions depending on interest. *Prerequisite: POL 100* or at least two *LAC* courses.

***POL 321 The Politics of Latin America:*** Discusses problems of underdevelopment, cultural traditions and socioeconomic conditions, and challenge of winning/maintaining political power and bringing about change in Latin American political systems. *Prerequisite: POL 100* or consent.



***POL 336 Postcommunist Systems:*** Discovers causes and consequences of changes in former Soviet bloc, particularly character and behavior of elites, parties, groups, and masses. Assesses possibility of democratization and likelihood of economic development. *Prerequisite: POL 100.*

***POL 358 West European Government and Politics:*** Details goals, policies, institutions, and efficacy of European democracies. Treats funding of welfare state, prospects for uniting Europe, and future of NATO alliance. *Prerequisite: POL 100.*

***POL 368 Comparative Public Policy:*** Determines why certain governments cope better with common problems. Touches upon roles of political parties, bureaucracies, interest groups, political institutions, and public opinion. *Prerequisite: POL 100 or POL 160.*

***POL 370 Comparative Modern Ideologies:*** Considers liberalism, conservatism, Christian democracy, socialist democracy, communism, fascism, and nationalism. Focuses on political programs of groups associated with these ideologies. *Prerequisite: POL 100.*

***POL 384 East Asian Politics:*** Compares political systems of China, Vietnam, Japan, and the Koreas. Looks into key regional issues and East Asia in post-Cold War global order.

***POL 422 Seminar in Comparative Politics:*** Guides students in preparing, presenting, and writing research paper. Requires progress reports, outlines, bibliographies, and oral presentations. *Prerequisite:* completion of core and distribution courses in comparative politics and consent.

## INTERNATIONAL POLITICS

***POL 130 Introduction to International Politics:*** Outlines decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. Places issues in 20<sup>th</sup>-century context, stressing Cold War and its aftermath, international political economy, and international organizations. Suitable for nonmajors.

***INT 223 Power and Diplomacy: The United Nations:*** Familiarizes students with the operations of the United Nations. Provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the U.N. vernacular.

***POL 232 World Issues of Our Times:*** Develops informed opinions on such issues as East-West and North-South relations, population, hunger, development, terrorism, and war. Encourages students to think of solutions to problems. Assigns Foreign Policy Association's annual *Great Decisions* as core text. Suitable for nonmajors.

***POL 310 Sustainable Development: Dominican Republic:*** Provides students with a better understanding of sustainable development through studying the Dominican Republic. Examines area history of the DR and methodology of sustainable development. Using a number of case studies, from tourism and sugar cane industries, to urban sprawl and forest protection, identifies historical connections to sustainable and unsustainable practices.

***POL 317 Latin America and the United States in World Politics:*** Evaluates relationships of nations of Western

Hemisphere. Treats U.S. foreign policy in general, then relations with Latin America. *Prerequisite: POL 100, POL 130, or two LAC courses.*

***POL 325 Sustainable Development in Malaysia and Singapore:*** Examines the environmental, economic, political, and social aspects of sustainable development in these two nations through classwork and field study. Focuses on rainforest degradation, high technology production, and urban change. *Prerequisite: INB 100, or POL 130, or consent.*

***POL 331 International Political Economy:*** Follows development of international monetary system, multinational coordination of economic policy, functions of international economic organizations, role of multinational corporations, energy and international politics, and problems of economic development, exploitation, and dependence in Third World. *Prerequisite: POL 130.*

***POL 333 Political Economy of Sustainable Development:*** Examines the political and economic circumstances promoting and inhibiting the ability of a nation or region to achieve sustainable development, including the capacity for ecological, social, economic, and political sustainability. *Prerequisite: POL 100 or POL 300.*

***POL 334 Political Economy of Japan:*** Chronicles origins, development, and contemporary arrangements of Japanese political economy from Meiji Restoration to present. Delves into 19<sup>th</sup>-century commitment to economic modernization and national independence, military expansion, relationship with U.S., and complex link of Japanese state with economy. *Prerequisite: POL 100 or POL 130.*

***POL 351 International Security:*** Compares circumstances promoting war and peace, with focus on 20<sup>th</sup> century. Examines origins of WWI, WWII, and Cold War; power relationships and war; nuclear weapons and proliferation; economic competition and conflict; regional and ethnic conflicts; and collective security.

***POL 352 International Law:*** Uses case studies to survey nature, sources, and applications of international law, particularly to resolve conflict. *Prerequisite: POL 130 or consent.*

***POL 353 Foreign Policy of the U.S.:*** Assesses decision-making power of interest groups, Congress, President, and bureaucracy. Asks if U.S. foreign policy is reactive. Discusses nuclear security and arms control, trade relations, foreign aid, new world order, and North-South issues. *Prerequisite: POL 130.*

***POL 354 Transnational Organizations:*** Examines the contributions and limitations of international organizations and nongovernmental organizations acting on the international stage. General concepts explored include interdependence, regimes, and state sovereignty within the context of specific global military, economic, environmental, and human rights issues.

***POL 393 Vietnam Experience On-Line:*** Uses information technology to expand the arc of expertise, interaction, and collaboration among students and faculty so as to understand better the Vietnam War. *Prerequisite: POL 130 or consent.*

***POL 453 Seminar in International Politics:*** Analyzes contending theories and approaches in international politics with emphasis on realism, liberalism, and institutionalism. *Prerequisites: completion of core and distribution requirements in international politics and consent.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Psychology

---

*Changes effective Spring Term 2002.*

<i>Carnahan</i>	<i>Farkash</i>	<i>Harris</i>	<i>Houston</i>
<i>Hunt</i>	<i>McIntire</i>	<i>Ray</i>	<i>Ruiz</i>
<i>Smither</i>	<i>Woodward</i>		

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

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

Students need to consult a departmental advisor as early as possible to plan course selections. Because of the structure of the major, transfer students should expect to spend at least two years in the Rollins program to complete major requirements.

## MAJOR REQUIREMENTS

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

### CORE COURSES

- *PSY 101 Introduction to Psychology*
- *PSY 254 Personality*
- *PSY 265 Statistics and Research Methods I with Laboratory*
- *PSY 328 Developmental Psychology with Laboratory*
- *PSY 341 Learning with Laboratory*
- *PSY 361 Statistics and Research Methods II with Laboratory*

### ADDITIONAL REQUIRED COURSES

- *PSY 322 Cognitive Psychology* **OR** *PSY 324 Neuropsychology* **OR** *PSY 326 Physiological Psychology*
- *Four psychology courses, at least two (2) of which are at the 300-400 level, including one of the following:*
  - *PSY 420 Clinical Psychology I*
  - *PSY 421 Clinical Psychology II*
  - *PSY 450 Behavioral Technology: Theory and Applications*
  - *PSY 474 Advanced Developmental Psychology*
  - *PSY 499 Senior Research*

### ADDITIONAL REQUIREMENT

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

## MINOR REQUIREMENTS

Seven (7) courses are required, six (6) core courses (see above), and either *PSY 322*, *PSY 324*, or *PSY 326*.

## Course of Study

***PSY 101 Introduction to Psychology:*** Surveys physiological, developmental, social, and personality psychology; sensation perception; learning; information processing; motivation; psychopathology; and research methods.

***PSY 190 Psychology of Adjustment and Stress Management:*** Helps students cope with stress, bridging gap between current research and clinical treatment. Considers assessment, treatment guidelines and techniques, effects of motivation in controlling stressors, and physiology of stress. Students experiment with stress reduction through meditation, progressive relaxation, autogenic training, hypnosis, and biofeedback. Not open to students who have taken winter intersession classes *The Art and Science of Relaxation* or *Stress Management*.

***PSY 211 Social Psychology:*** Presents broad account of how actual or imagined presence of others influences thoughts, feelings, and behaviors. Touches upon conformity, attraction, prejudice, aggression, group decisions, and attitude change, as well as advertising, law, and indoctrination.

***PSY 213 Health Psychology:*** Explores the interaction between the mind and the body as it relates to health with special emphasis on the physiological consequences related to healthy and unhealthy behavior. Investigates how psychological events, such as stress and other emotions, affect physical and emotional health.

***PSY 217 Psychology of Drugs and Addictions, with Laboratory:*** Questions whether chemical addiction (drugs and alcohol) is disease or an attempt to adapt to inner needs and external pressures.

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

***PSY 254 Personality:*** Examines traditional and contemporary theories (psychoanalytic, behavioral, humanistic, and factor analytic) about how individuals organize personal and social selves. Students apply theories to autobiographical data. *Prerequisite:* *PSY 101* or consent.

***PSY 265 Statistics and Research Methods I with Laboratory:*** Surveys application of descriptive and inferential statistical analysis. Covers frequency distributions, transformed scores, normal-curve model, linear correlation and prediction, and hypothesis testing using variance analysis.

***PSY 306 Tests and Measurements:*** Examines social role of tests, as well methods of development and administration. Looks into achievement and intelligence testing, personality assessment, personnel selection, test bias, and vocational- interest testing.

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

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

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

**PSY 322 Cognitive Psychology:** Introduces basic cognitive theories, methods, and research findings. Includes areas such as attention, memory, imagery, general knowledge, language, problem-solving, and logical reasoning.

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

**PSY 326 Physiological Psychology:** Introduces the fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures.

**PSY 328 Developmental Psychology with Laboratory:** Tracks human growth and change: prenatal development, cognitive development, infant attachment, personality/social development, and language acquisition. Discusses major theories of human development including cognitive-developmental, social learning, and psychoanalytic models. Requires three hours per week of hands-on participation and observation in the Child Development Center.

**PSY 338 Clinical Assessment Procedures:** Presents principles of psychological testing and evaluation. Highlights referral setting, relationships among test scores, consulting outside sources, role of the clinician, interpreting test data, integrating client's history with observations, and age considerations affecting interpretation of test data. Attempts to establish elusive connection between results of psychological testing and psychotherapy.

**PSY 341 Learning with Laboratory:** Introduces fundamentals of behavior acquisition and modification: reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasizes total competence learning, requiring student to advance beyond recognition and recall. *Prerequisite: PSY 101.*

**PSY 347 Modern Psychology – History and Systems:** Chronicles development and decline of systematic positions within psychology since its establishment as a separate discipline in 19<sup>th</sup> century.

**PSY 361 Statistics and Research Methods II with Laboratory:** Details specialized lab techniques, methodology, and statistical analysis of different topical research areas. Integrates continuing lab project with discussion. Seminar. *Prerequisites:* psychology major and completion of core courses.

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

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

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

***PSY 499 Senior Research:*** Intensive independent research on a selected topic in psychology. May be repeated for credit. Two semesters required for consideration of Honors in the Major. *Prerequisites:* senior standing and completion of all core courses.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Sociology*

---

*Glennon*

*Royce*

*Singer*

*Van Sickle*

Sociology provides an understanding of human societies for students desiring a liberal arts education, as well as for those preparing for graduate study in sociology or related fields.

Qualified students may be invited to participate in the department's honors degree program, as well as in independent study projects and internships with faculty.

Because sociology relies heavily on advising for program direction, majors must choose an advisor in the department.

## **MAJOR REQUIREMENTS**

Twelve (12) courses are required, at least eight (8) of which must be taken at Rollins. All core courses must also be taken at the College.

### *CORE COURSES*

***Choose one (1) of the following four (4) prior to junior year.***

- ***SOC 101 The Sociological Perspective***
- ***SOC 102 American Society***
- ***SOC 208 Self and Society***
- ***SOC 211 Social Problems***

***Choose one (1) of the following three (3).***

- ***SOC 323 Sociology of Culture***
- ***SOC 355 Race and Ethnic Relations***
- ***SOC 367 Economy and Society***

***Take all of the following.***

- ***SOC 203 Methodology (fall of junior year)***
- ***SOC 343 Social Stratification (fall of junior year)***
- ***SOC 335 Sociological Theory (spring of junior year)***

### *ADDITIONAL REQUIREMENTS*

- ***One (1) course in anthropology, philosophy, economics, history, or politics***
- ***Five (5) courses in sociology, at least three (3) of which must be at the 300-400-level***
- ***SOC 418 Senior Seminar (after completion of core courses)***

## **MINOR REQUIREMENTS**



Eight (8) courses are required, six (6) of which must be taken at Rollins.

- *Five (5) core courses required for major*
- *Two (2) 300-400 level courses in sociology*
- *SOC 418 Senior Seminar (after completion of core courses)*

## Course of Study

**SOC 101 The Sociological Perspective:** Covers scope, methods, and general principles of the discipline. Focuses on group behavior, race relations, inequality, social institutions, and social change. Suitable for nonmajors.

**SOC 102 American Society:** Examines recent social, political, economic, and cultural changes and trends.

**SOC 112 The Family:** Examines how political, economic, and social changes affect marriage and family. Highlights comparative family structure, divorce, abortion, homosexuality, and changing sex roles in light of larger social changes. Suitable for nonmajors.

**SOC 203 Methodology:** Focuses on collecting, analyzing, and interpreting social data. Addresses research strategies and their ethical implications. *Prerequisite:* sociology major or consent.

**SOC 208 Self and Society:** Introduces theories and research findings on socialization, identity formation, and presentation and actualization of self. Explores question of identity in contemporary American society and in everyday life. Suitable for nonmajors.

**SOC 211 Social Problems:** Follows traditional areas of social problem analysis (poverty, sexism, racism, and crime) as they evolve and transform society as a whole. Suitable for nonmajors.

**SOC 250 Sociology of Gender:** Examines gender relations and the construction of femininity and masculinity in American society. Explores gender within the context of social institutions, including science, education, families, the economy, and sport. Suitable for nonmajors.

**SOC 258 Animals and Society:** Covers interspecies communication studies (particularly those focusing on dolphins, chimpanzees, and gorillas), role of pets in human society, trainer/performer relationship, and animal rights (factory farming, fur, use of animals in scientific experiments). Suitable for nonmajors.

**SOC 308 The Body in Society:** Investigates studies of gender, sexuality, and medicine which reveal that, far from being a biological given, the body is a construct altered by social forces that change over time. Looks into eating disorders, physical appearance, sex, reproduction, illness, and abortion. Uses sociohistorical analyses and case studies.

**SOC 311 Topics in Sociology:** Analyzes such contemporary topics as emerging social movements, global society, and the female heroic. Varies from year to year. May be repeated for credit.

**SOC 315 Sociology of Childhood:** Examines childhood as both a social construct and lived experience. Addresses the various cultural and structural factors that shape conceptions of childhood, the structure of childhood in contemporary society, children's "social worlds," and children's perceptions and experiences of everyday life. *Prerequisite:* one **SOC** course.

**SOC 317 Television and Society:** Investigates role of TV in creating new social environments and reshaping conventions of time and space. Addresses impact of TV on family, gender, race and ethnic relations, education, and consumption. *Prerequisite:* one **SOC** course or consent.

**SOC 320 Social Change:** Considers effect of change on organization of societies, relationship of humans to the environment, and future lifestyles.

**SOC 323 Sociology of Culture:** Includes various theories of culture. Emphasizes field research and observation of phenomena such as fads, fashions, and media themes and characters. *Prerequisite:* sociology major or consent.

**SOC 324 Women in Society:** Studies experiences created by differences in race, class, age, and sexual orientation. Presents theories about women's place in society. Discusses identity development, family relations, sexualities, paid and unpaid labor, feminization of poverty, violence, reproductive technologies, and feminist and antifeminist social movements.

**SOC 325 Political Sociology:** Reviews recent developments in American politics: structure of power in society, political significance of large corporations, relationship between business and government, and nature of American democracy.

**SOC 326 The Sociology of Kurt Vonnegut:** Compares Vonnegut's writings with work of sociologist/economist Thorstein Veblen. Uses Vonnegut's fiction as a springboard for discussion of alienation, quest for meaning in bureaucratic environment, "imbecile institutions," dangers of technocracy, and growing reality of plutocratic society.

**SOC 329 Sociology of the Sixties Counterculture:** Emphasizes political protest (civil rights, antiwar, feminist), alternative living arrangements (communes, cooperatives), and lifestyle (music, clothing, celebrations).

**SOC 333 Postmodern Society:** Reviews recent debates about postmodernity using critical-theory and sociology-of-knowledge approaches.

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

**SOC 343 Social Stratification:** Investigates various forms of structured social and economic inequality, concentrating primarily on race, class, and gender. *Prerequisite:* sociology major or consent.

**SOC 355 Race and Ethnic Relations:** Explores colonization and immigration, assimilation and pluralism, prejudice and discrimination, and inequality and conflict past and present.

***SOC 356 The State of Black America:*** Examines political, economic, social and cultural standing of African Americans (both historical and contemporary), relationships between blacks and whites, and internal differentiation of black population.

***SOC 360 Poverty and Social Welfare:*** Focuses on changing composition of poverty population, war on poverty, public and academic debates, present-day American welfare system, and relationship between poverty, welfare, and inequality.

***SOC 367 Economy and Society:*** Analyzes American economic institutions, particularly the modern corporation, and the modern state. Relates shifting patterns of production and consumption to structural changes in late industrial capitalism. Measures impact of multinational corporations on community, environment, workers, and U.S. foreign policy.

***SOC 371 Deviant Behavior:*** Investigates deviant behavior as the inverse of power: The more power a particular class of people possesses, the less likely they will be defined as deviant. Challenges students to redefine "deviance" and examine "normal" workings of U.S. institutions. *Prerequisite:* one ***SOC*** course or consent.

***SOC 417 Research Seminar:*** Explores topics in contemporary sociology. Requires individual research projects and oral reports. May be repeated for credit. *Prerequisite:* one ***SOC*** course or consent.

***SOC 418 Senior Seminar:*** Develops common grounding in a specific subject to serve as a framework for individual projects. Requires oral reports. *Prerequisites:* core courses and senior standing.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# *Sustainable Development and the Environment*

## *(minor only)*

---

*Allen*

*Lairson*

*Lines*

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

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

Students who complete this minor will gain an understanding of:

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

### **MINOR REQUIREMENTS**

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

#### *CORE COURSES*

- ***INB 100 Introduction to International Business***
- ***ENV 292 Political Economy of Environmental Issues***
- ***ENV 348 Sustainable Development***
- ***INB 355 Transnational Corporations***

#### *SEMINAR/PRACTICUM COURSES*

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

- ***ENV 365 Environment and Development in Central America***
- ***ENV 365F Central America Field Study***
- ***ENV 375 Island Economies and Sustainability in the Caribbean***
- ***ENV 375F Caribbean Field Study – Dominica***
- ***ENV 385 Sustainable Development in the Amazon Basin***

- ***ENV 385F Amazon Basin Field Study***
- ***INB 375 Global Production Systems and Sustainable Development***
- ***INB 375F Northern Mexico Field Study***

## Course of Study

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

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

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

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

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

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

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

***INB 375F Mexico Field Study:*** Examines the impact of transnational firms on water quality, public facilities, and housing. Factors linked to corporate responsibility in these areas are studied, including international public

pressure, corporate values in the home office, national origin of home office, and local political pressure.  
*Co-requisite: **INB 375**.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Theatre Arts and Dance

---

*Cody-Rapport*

*Griffin*

*Nassif*

*Neilson*

*O'Keef*

*Ouellette*

*Rodgers*

*Sherry*

The major provides a basic education in art and craft of the theatre. Students acquire a basic knowledge of theatre history, literature, theory, and criticism as well as competency in acting, directing, design, and technical theatre. To achieve these skills, students complete a series of required courses and participate in the departmental production program.

Majors may take a broad spectrum of courses or else concentrate in performance or design/technical theatre. The department issues a comprehensive reading list of theatre literature for majors. Faculty evaluate student progress at the end of the sophomore year, and seniors must participate in a comprehensive examination.

## MAJOR REQUIREMENTS

Fourteen (14) courses are required.

### CORE COURSES

- ***THE 111 Introduction to Technical Theatre***
- ***THE 135 Dance for Actors***
- ***THE 201 Script Analysis***
- ***THE 211 Fundamentals of Theatrical Design***
- ***THE 232 Acting I***
- ***THE 333 Directing I***
- ***THE 341 History of Theatre I***
- ***THE 342 History of the Theatre II OR DAN 200 Dance in America***
- ***THE 343 Dramatic Evaluation***
- ***THE 360 Theatre Management***
- ***Four (4) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.***

### THE DEPARTMENT ALSO RECOMMENDS THE FOLLOWING ELECTIVES

#### ACTING/DIRECTING

- ***THE 233 Acting II***
- ***THE 331 Acting III***
- ***THE 332 Acting IV***
- ***THE 350 Topics in Theatre***
- ***THE 355 Acting for the Musical Theatre***
- ***THE 433 Directing II***
- ***THE 440 Senior Studio Workshop***

## DESIGN/TECHNICAL THEATRE

- *THE 321 Scene Design*
- *THE 322 Lighting Design*
- *THE 323 Costume Design*
- *THE 498-499 Design/Tech Tutorial*

## DANCE

- *DAN 140 Creating through Dance*
- *DAN 170 Ballet I*
- *DAN 177 Jazz I*
- *DAN 179 Modern I*
- *DAN 394 Intermediate/Advanced Dance Technique*

## MINOR REQUIREMENTS

Nine (9) courses are required.

- *THE 111 Introduction to Technical Theatre*
- *THE 135 Dance for Actors*
- *THE 201 Script Analysis*
- *THE 211 Fundamentals of Theatrical Design*
- *THE 232 Acting I*
- *THE 341 Theatre History I*
- *One (1) elective at the 200-400 level*
- *Two (2) from among these five (5) courses: THE 418, 419, 420, 421 Theatre Production (Technical), or DAN 422 Dance Production.*

## Course of Study

***THE 100 Introduction to the Theatre:*** Surveys history of theatre art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

***THE 111 Introduction to Technical Theatre:*** Introduces scenery, properties, scene painting, costumes, lighting, stage management, and drafting. Includes lecture and production projects in each area.

***THE 113 Fundamentals of Makeup for the Theatre:*** Explores basics of makeup application, creation of character makeup, and masks for stage. Combines one-hour lecture/demonstration with two-hour lab each week.

***THE 131 Introduction to Acting: Nonmajor:*** Combines study and practice of basic rehearsal and performance techniques. Emphasizes evolution of performer's role.

***THE 135 Dance for Actors:*** Covers stage movement for actors. Features exercises in coordination, rhythmic ability, and body mechanics.



***THE 201 Script Analysis:*** Analyzes structure, style, theme, and characterization in plays from a variety of historical periods. Discusses stage worthiness of scripts and theories affecting creative interpretation and performance. Suitable for nonmajors.

***THE 211 Fundamentals of Theatrical Design:*** Examines through weekly projects the creative process fundamental to designing for stage. Focuses on visual communication and critical response. Includes drawing, painting, collage, and research projects. *Prerequisite: THE 111* or consent.

***THE 232 Acting I:*** Focuses on development of actor in audition and performance. Develops concentration, imagination, relaxation, and voice production through individual and ensemble exercises. *Prerequisite: THE 135* or consent.

***THE 233 Acting II:*** Prepares actor to express believable, repeatable actions in scene work and monologues through text analysis, improvisation, and exercises. Stresses techniques of finding and playing objectives and intentions. *Prerequisites: THE 111, THE 135, and THE 232.*

***THE 241 Classical Theatre:*** Follows development of classical tragedy and comedy through readings in translation -- drama from Aeschylus to O'Neill and theory from Plato to Nietzsche. Considers mythology, architectural and scenic innovations, and connections between religion and theatre. Suitable for nonmajors.

***THE 301 History of Radio and Television in America:*** Surveys broadcasting from 1900 to present: inventions, trends, programs, events, and personalities. Suitable for nonmajors.

***THE 303 The History of American Film:*** Chronicles development of movies and political and socioeconomic impact of film industry from early 20<sup>th</sup> century to present. Requires evening movie viewing.

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

***THE 321 Scene Design:*** Applies creative concepts, text analysis, research, and visual communication techniques to scenic design. Draws texts from varying time periods and styles. Develops drawing and painting skills. *Prerequisites: THE 111 and THE 211, or consent.*

***THE 322 Lighting Design:*** Applies creative concepts, text analysis, research, and visual communication techniques to lighting design projects in varying mediums. Develops drafting skills. *Prerequisites: THE 111 and THE 211, or consent.*

***THE 323 Costume Design:*** Applies creative concepts, text analysis, research, and visual communication techniques to costume design. Draws texts from varying time periods and styles. Develops drawing and painting skills. *Prerequisites: THE 111 and THE 211, or consent.*

***THE 328 Fundamentals of Playwriting:*** Critiques student scripts and established work. Stages scenes from student plays or exercises in collaboration with acting/directing courses.

**THE 331 Acting III:** Emphasizes actor's skills in oral interpretation through exercises in energy and language imagery. Continues work in scene study and characterization. Introduces International Phonetic Alphabet (IPA) and use of dialects. *Prerequisite:* **THE 233** or consent.

**THE 332 Acting IV:** Explores acting in various periods and styles through reading, research, and scene work. Expands performer's agility through exercises in physical theatre and mask work. Requires journals reflecting research. *Prerequisite:* **THE 331** or consent.

**THE 333 Directing I:** Introduces directing terminology, formulation of ground plan, communication with actors, and concepts such as visual pause, beats, and blocking. Requires students to prepare exercises and scripted scenes from contemporary plays. *Prerequisites:* **THE 111, THE 135, THE 201, and THE 232.**

**THE 341/342 History of the Theatre I and II:** Surveys major periods beginning with classical Greek, focusing on theatre architecture, styles of production, key personalities, and relationship of dramatic literature to production styles. Suitable for nonmajors.

**THE 343 Dramatic Evaluation:** Establishes criteria for criticism through study of playwriting techniques, production, history, and value systems. Suitable for nonmajors.

**THE 350 Topics in Theatre:** Explores practitioners, theorists, and historians in the field of theatre and dance. *Second Stage* series is the capstone of the course -- student directed, designed, and performed productions in the Fred Stone Theatre.

**THE 355 Acting for the Musical Theatre:** Delves into textual/lyric analysis and history and context of different writing styles (including classical aria, 19<sup>th</sup>-century patter song, American standard, and Broadway and West End musical). *Prerequisite:* consent.

**THE 360 Theatre Management:** Presents fundamentals of theatrical producing: methods of producing in New York, stock and resident, and college and community theatres; business management; community and press relations, publicity, advertising, and audience engineering and psychology. *Prerequisites:* junior standing and theatre major, or consent.

**THE 418/419, 420/421 Theatre Production -- Technical:** Provides practical experience in technical/design work on major production at Annie Russell Theatre. Assigns students to crews: construction, tools, props, painting, stage management, lights, sound, costumes, and make-up. Requires minimum 10 hours per week and attendance at weekly production meetings. *Note:* Majors must work in each of the following four areas: painting/props, tools, stage management/lighting/sound, and costumes/make-up.

**THE 422/423, 424/425 Theatre Production Performance A/B, C/D:** Offers practical rehearsal/performance experience for major production at Annie Russell Theatre. Requires journal and final character analysis. *Prerequisite:* consent.

**THE 433 Directing II:** Focuses on artistic collaboration, historical research, themes, and directorial vision.

Emphasizes preparation and presentation of period scenes: Greek/Roman, Shakespearean, absurdist, and postmodern. Culminates in presentation of scenes for public viewing. *Prerequisite: THE 333.*

***THE 440 Senior Studio Workshop:*** Prepares students for postgraduate study by developing auditions and portfolios. Culminates in public presentations. May be repeated for credit. *Prerequisite: senior standing or consent.*

***THE 398-399, 498-499 Senior Project/Research/Internship/Tutorial:*** Offers four types of individual study:

- ***Senior Project*** -- Focuses on independent production project in acting, directing, design/technical theatre, or management. A comprehensive examination is given in the spring term of the senior year. *Prerequisites: senior standing and theatre major.*
- ***Research Project*** -- Involves independent research in theatre history, criticism, literature, design, playwriting, acting, or directing. Culminates in major research paper. *Prerequisites: junior standing and theatre major*
- ***Internship*** -- Places student with professional performing arts organization for one semester. Host or faculty advisor monitors student's work. *Prerequisites: junior/senior standing, theatre major, and approval by career services and department in semester prior to enrollment.*
- ***Tutorial*** -- Involves intensive research, writing, or production with instructor. May not duplicate regular course offering. Meets weekly and requires presentation and exam. *Prerequisite: sophomore standing or consent.*

## ***Dance (minor only)***

---

### *Sherry*

This program gives students the opportunity to experience dance as an art form. They can take studio classes in ballet, jazz, tap, and modern dance, as well as courses in history, notation, and composition. Minors develop an awareness of history, an understanding of composition, and a competency in several forms.

### **MINOR REQUIREMENTS**

Six (6) courses are required, four (4) core courses and two (2) electives.

#### ***CORE COURSES***

- ***DAN 140 Creating Through Dance***
- ***DAN 200 Dance in America OR DAN 203 Dance History***
- ***DAN 394 Intermediate/Advanced Dance Technique (taken twice)***

#### ***ELECTIVES***

Two (2) of the following courses are required.

- ***DAN 140 Creating Through Dance***
- ***DAN 170 Ballet I***

- *DAN 175 Tap Dance I*
- *DAN 177 Jazz I*
- *DAN 179 Modern Dance I*
- *DAN 200 Dance in America*
- *DAN 203 Dance History*
- *DAN 270 Ballet II*
- *DAN 275 Tap Dance II*
- *DAN 277 Jazz II*
- *DAN 279 Modern Dance II*
- *DAN 380 Studies in Dance*
- *DAN 394 Intermediate/Advanced Dance Technique*
- *DAN 420 Labanotation*
- *DAN 422 Dance Production*
- *THE 135 Dance for Actors*

## Course of Study

***DAN 140 Creating Through Dance:*** Emphasizes body placement and alignment through use of classical modern-dance movement vocabulary. Highlights personal invention, solo and group focus, and evaluative process in basic choreography. Includes readings and exams on choreographers and choreography. May be repeated for credit. *Prerequisite:* one dance technique course.

***DAN 170 Ballet I:*** Introduces fundamental concepts and historical background. Presents positions and barre exercises to build correct alignment, flexibility, strength, coordination, and ballet vocabulary.

***DAN 175 Tap:*** Introduces fundamental concepts and historical background. Covers basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, and soft-shoe, along with tap vocabulary.

***DAN 177 Jazz I:*** Introduces fundamental concepts and historical background. Works in studio on body placement and alignment through highly-structured classical jazz warm-up (LUIGI). Values clarity and quality of movement, rhythm, style, and use of dynamics.

***DAN 179 Modern Dance I:*** Introduces fundamental concepts and historical background. Focuses on style, phrasing, mood projection, and changing dynamics.

***DAN 200 Dance in America:*** Studies relationships of choreographers, critics, and performers to historical trends in the art form. Links dance to contemporary political and social issues.

***DAN 203 Dance History:*** Follows evolution of Western concert dance from primitive times to late 20<sup>th</sup> century: dance in ancient Egypt, Greece, and Rome; *Ballet Comique*; *Opéra Ballet*; *Ballet d'Action*; and romantic ballet.

***DAN 270 Ballet II:*** Drills pirouettes and longer and more complex "adages" and "allegros." Completes ballet theory and essentials of technique. *Prerequisite:* ***DAN 170*** or consent.

***DAN 275 Tap Dance II:*** Explores technique on an intermediate level, including all time steps (buck, soft-shoe,

traveling, wing), Irish-over, Cincinnati, draw-backs, pick-ups, wings, maxiford, and riffs. Stresses speed, accuracy, and performance ability. May be repeated for credit. *Prerequisite: DAN 175* or consent.

***DAN 277 Jazz II:*** Concentrates studio work on more complicated combinations, changes of direction, and initiation of pirouettes. Includes historical research, critical studies, and vocabulary building. *Prerequisite: DAN 177* or consent.

***DAN 279 Modern Dance II:*** Builds on technique and includes history, theory, and vocabulary. *Prerequisite: DAN 179* or consent.

***DAN 380 Studies in Dance:*** Delves into particular period, choreographer's work, or special issue, depending on interest of students and faculty. May be repeated for credit.

***DAN 394 Intermediate/Advanced Dance Technique:*** Offers heightened movement experience with greater emphasis on technical development and performance. Includes weekly classes in ballet, jazz, and modern dance. May be repeated for credit. *Prerequisite: consent.*

***DAN 420 Labanotation:*** Teaches system of movement notation invented by Rudolph Van Laban and used in dance, sports, science, and other research areas. Does not require knowledge of dance. Consists of lecture, studio work, and movement-recording exercises.

***DAN 422 Dance Production:*** Assigns students to performing or technical/design role in production. *Prerequisite: consent.*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

## *Women's Studies (minor only)*

*Changes effective Spring Term 2002.*

<i>Biery-Hamilton</i>	<i>Boles</i>	<i>Brandon</i>	<i>Carson</i>
<i>Glennon</i>	<i>Greenberg</i>	<i>Henton</i>	<i>Jones</i>
<i>Lauer</i>	<i>Libby</i>	<i>McLaren</i>	<i>Miller</i>
<i>Papay</i>	<i>Rubarth</i>	<i>Ruiz</i>	<i>Singer</i>
<i>Skelley</i>	<i>Tillmann</i>		

Women's studies explores the nature and creations of women often neglected in traditional academic offerings. The multidisciplinary curriculum draws faculty from many departments – anthropology, biology, economics, religion, history, English, political science, sociology, and other disciplines.

Women's studies minors learn to evaluate cultural forces that have formed contemporary perceptions and expectations of women. Students investigate biological sexual differences, culturally assigned gender roles, theories about female consciousness and behavior, and restraints imposed by law and social conventions. The field covers an exciting range of topics, from the history of feminism to women's art and literature.

### **MINOR REQUIREMENTS**

Six (6) courses are required: three (3) core courses, three (3) electives, **AND**a service-learning component.

#### *CORE COURSES*

- *WMS 205 Introduction to Women's Studies*
- *PHI 314 Topics in Philosophy: Feminist Theory*
- *WMS 350 Feminist Methodology **OR** an independent research project*

#### *ELECTIVES*

Choose three (3) courses listed in the schedule of classes under women's studies that meet the following criteria.

- *At least one at the 300 level or above*
- *At least one in the humanities*
- *At least one in the social sciences*
- *May be independent studies*
- *May count toward student's major*

#### *SERVICE LEARNING*

Students must complete twenty (20) hours of service learning as part of one (1) or two (2) courses.

- *May be part of core courses or WMS electives*
- *May be part of other courses with approval of women's studies coordinator*

## **Course of Study**

***WMS 205 Introduction to Women's Studies:*** Presents feminist theory and origins of women's studies. Discusses classic texts of contemporary feminist movement. Raises consciousness about sexual stereotypes, anger, female friendships, lesbianism, mothering, violence against women, and economic power.

***WMS 350 Feminist Methodology:*** Explores questions debated within academy. Examines feminist critique of and innovations in methodology in many fields, from the humanities to the social sciences.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

Officers | Trustees

## *Presidents*

---

Edward Payson Hooker, 1885-1892

Charles Test Grandison Fairchild, 1893-1895

George Morgan Ward, 1896-1902

William Fremont Blackman, 1902-1915

Calvin Henry French, 1917-1919

Robert James Sprague, 1923-1924

William Clarence Weir, 1924-1925

Hamilton Holt, 1925-1949

Paul Alexander Wagner, 1949-1951

Hugh Ferguson McKean, 1951-1969

Jack Barron Critchfield, 1969-1978

Thaddeus Seymour, 1978-1990

Rita Bornstein, 1990-present

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

## *Officers and Trustees*

---

### *Officers of the College*

Charles E. Rice  
Chairman of the Board

Barbara Lawrence Alford  
Vice Chairman of the Board

Rita Bornstein  
President



James S. Malek  
Vice President for Academic Affairs and Provost

Cynthia R. Wood  
Interim Vice President for Institutional Advancement

George H. Herbst  
Vice President for Business and Finance and Treasurer

Richard F. Trismen  
Secretary

### ***Board of Trustees***

F. Duane Ackerman  
Atlanta, Georgia

Barbara Lawrence Alford  
Weston, Massachusetts

Francis H. (Frank) Barker  
Ponte Vedra Beach, Florida

William H. Bieberbach  
Cocoa Beach, Florida

Rita Bornstein  
Winter Park, Florida

George D. Cornell  
Delray Beach, Florida

Julie F. Cummings  
Detroit, Michigan

Betty Duda (H)  
Oviedo, Florida

W. D. (Bill) Frederick, Jr.  
Orlando, Florida

Jon W. Fuller  
Washington, DC

Ronald G. Gelbman  
Sarasota, Florida

Rick Goings  
Orlando, Florida

Lisa K. Grunow  
Old Greenwich, Connecticut

Joseph S. Guernsey (H)  
Orlando, Florida

Theodore J. Hoepner  
Atlanta, Georgia

Warren C. Hume  
Winter Park, Florida

Toni Jennings  
Orlando, Florida

Allan E. Keen  
Winter Park, Florida

Joseph R. (Joe) Lee  
Orlando, Florida

David H. Lord  
Colorado Springs, Colorado

Thomas William Miller, Jr. (H)  
Winter Park, Florida

John C. Myers "Jack" III  
Orange Park, Florida

Charles E. Rice  
Jacksonville, Florida

Joanne Rogers  
Pittsburgh, Pennsylvania

Phillip G. St. Louis, M.D.  
Orlando, Florida

Robert H. Showalter  
Orlando, Florida

T. Grey Squires  
Maitland, Florida

R. Michael Strickland  
West Palm Beach, Florida

John M. Tiedtke  
Winter Park, Florida

Christabel K. Vartanian  
Far Hills, New Jersey

Kathleen M. Waltz  
Orlando, Florida

Harold A. Ward III  
Winter Park, Florida

Winifred M. Warden  
Orlando, Florida

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

## *Administrative Staff*

---

*Sherry M. Abbott*

Director of the Philanthropy and Non-Profit Leadership Center; A.T.S., Sinclair Community College.

*Phillip K. Asbury*

Director, Student Financial Aid; A.S., Kishwaukee College; B.S., Northern Illinois University.

*Yvonne Berry*

Director, Budget, Investment; B.A., University of South Florida.

*Scott Bitikofor*

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

*Arthur R. Blumenthal*

Director, Cornell Fine Arts Museum; B.S., Kent State University; M.A., Ph.D., New York University.

*Rita Bornstein*

President; B.A., M.A., Florida Atlantic University; Ph.D., University of Miami.

*Linda Carpenter*

Director, Public Relations, Hamilton Holt School; B.A., Florida State University; M.L.S., Rollins College.

*Sharon Carrier*

Assistant Provost; B.A., M.A., Florida State University.

*David Carson*

Associate Vice President, Finance; B.S., University of Indianapolis; M.P.A., Indiana University.

*Roger N. Casey*

Dean of the Faculty of Arts and Sciences; B.A., Furman University; M.A., Ph.D., Florida State University.

*Sandra Chadwick*

Director, Johnson Institute for Effective Teaching; B.A., B.S., University of Texas at Austin; M.A., Teachers College of Columbia University; Ph.D., The Fielding Institute.

*Donna K. Cohen*

Director of Libraries; B.A., University of Maryland; M.Ed., Rollins College; M.S. in L.S., University of North Carolina at Chapel Hill.

*David S. Collis*

Director, Major Gifts; B.A., Rollins College; M.A., Georgetown University.

*Sara Corbisiero*

Bursar; B.B.A., University of North Florida.

*Robert R. Cummins*

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

*D. Patrick Donahue*

Director, Career Services; B.A., M.Ed., James Madison University; Ph.D. (candidate), University of Memphis.

*James C. Eck*

Assistant Provost for Institutional Research and Assessment; B.A., M.A., Ball State University; M.B.A., Samford University; Ph.D., University of Georgia.

*Hoyt L. Edge*

Associate Dean of the Faculty of Arts and Sciences; B.A., Stetson University; M.A., Ph.D., Vanderbilt University.

*Kathy Ellis*

Director of Annual Giving; B.A., Goucher College; M.A., University of North Carolina at Chapel Hill.

*David G. Erdmann*

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

*Sherryll Fischer*

Director, Academic Internships; B.A., M.A., Florida State University.

*Mark S. Freeman*

Director, Personal Counseling; B.A., Rollins College; M.A., Beacon College; M.S., Stetson University.

*Stephen L. Gauthier*

Assistant Dean, Roy E. Crummer Graduate School of Business; B.A., Michigan State University; M.B.A., Roy E. Crummer Graduate School of Business.

*Joanne Hanley*

Director, Alumni and Development, Hamilton Holt School; B.S., University of Utah.

*Naomi Harrison*

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

*Cynthia L. Hasenau*

Director, Center for Lifelong Education; B.A., Kansas State University.

*Karen L. Hater*

Director, Thomas P. Johnson Student Resource Center; B.S.Ed., M.A., Ohio State University; Ed.D., University of Cincinnati.

*George H. Herbst*

Vice President for Business and Finance; B.A., St. Mary's University; M.B.A., University of Notre Dame.

*Roy Hinton*

Executive Education Center Director, Roy E. Crummer Graduate School of Business; B.A., Southern Illinois University; M.B.A., Pepperdine University; Ph.D., Northwestern University.

*Toni Strollo Holbrook*

Assistant Dean for Academic Administration and Records; B.S.J., University of Florida; M.B.A., Roy E. Crummer Graduate School of Business.

*Connie Holt*

Director of Student Services, Hamilton Holt School.

*Dean Hybl*

Director of Sports Information, Athletics and Physical Education.

*Lorrie Kyle*

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

*Patricia A. Lancaster*

Dean of the Hamilton Holt School and the Brevard Campus; B.A., Coker College; M.A., Ph.D., Emory University.

*Donna A. Lee*

Director, Multicultural Affairs; B.A., The University of Tampa; M.A., Boston University.

*Les M. Lloyd*

Assistant Vice President, Information Technology; B.S., M.B.A., Rensselaer Polytechnic Institute.

*Udeth A. Lugo*

Assistant Dean, Hamilton Holt School; Director, Pre-Collegiate Programs; B.A., Brooklyn College; M.Ed., University of Central Florida.

*Sharon Lusk*

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

*James S. Malek*

Vice President for Academic Affairs and Provost; B.A., Earlham College; A.M., Ph.D., University of Chicago.

*Maria Martinez*

Director, Human Resources; B.A., Allentown College of St. Francis de Salles; M.A., Lehigh University.

*Craig McAllaster*

Dean, Roy E. Crummer Graduate School of Business; B.S., University of Arizona; M.S., Alfred University; M.A., Ed.D., Columbia University.

*Bradley G. McKown*

Director, Campus Safety; B.S., Columbia Southern University.

*Cara L. Meixner*

Director, Student Involvement and Leadership; B.A., James Madison University; M.A., University of Maryland.

*Connie Morris*

Program Director, Enterprise Management; B.A., M.H.R., Rollins College.

*S. Joseph Nassif*

Director, Annie Russell Theatre; B.A., Grinnell College; M.F.A., Yale University School of Drama; Ph.D., University of Denver.

*Marilyn Needham*

Director of Development Resources and Information Services; B.S., M.A., Northwestern University.

*Steven S. Neilson*

Dean of Student Affairs; B.A., University of Delaware; M.A., University of Miami.

*Camille Niccoli*

Director of Advancement Services; B.A., M.B.A., University of Miami.

*Donna M. O'Connor*

Director, International Programs; B.A., Trinity College; M.A., Assumption College.

*Carolyn Roberts Planck*

Director, Donor and Community Relations; B.A., M.A., Purdue University.

*Kenneth J. Posner*

Associate Dean and Director, Residential Life; B.A., M.A., Michigan State University.

*Patrick J. Powers*

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

*Robert K. Prescott*

Director, Bush Executive Center, Roy E. Crummer Graduate School of Business; B.S., University of Alabama; Ph.D., The Pennsylvania State University.

*J. Phillip Roach*

Director, Physical Education and Athletics; B.A., Ohio Wesleyan University; M.Ed., Ph.D., Ohio University.

*William H. Short*

Director of Accounting; B.A., University of North Florida. Certified Public Accountant.

*Ann Marie Varga*

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

*Mary E. Wismar-Davis*

Director, Publications; B.A., Rollins College; M.S.M., Roy E. Crummer Graduate School of Business.

*Cynthia R. Wood*

Assistant Vice President, Alumni Programs; B.S., Auburn University; M.S., Florida State University.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>



## *Endowed Chairs*

---

Theodore Bruce and Barbara Lawrence Alford Chair of English  
*Barbara Harrell Carson, Professor of English*

Irving Bacheller Chair of Creative Writing  
*(vacant)*

Bank of America Chair of Finance  
*Edward A. Moses, Professor of Finance*  
*Roy E. Crummer Graduate School of Business*

Archibald Granville Bush Chair of Mathematics and Computer Science  
*J. Douglas Child, Professor of Mathematics and Computer Science*

Archibald Granville Bush Chair of Natural Science  
*Donald C. Griffin, Professor of Physics*

George D. and Harriet W. Cornell Scholars in Classical Studies  
*Elise A. Friedland, Assistant Professor of Classical Art History*  
*Scott M. Rubarth, Assistant Professor of Classical Philosophy*

D.J. and J.M. Cram Chair of Chemistry  
*Erich C. Blossey, Professor of Chemistry*

Kenneth Curry Chair of Literature  
*Maurice J. O'Sullivan, Professor of English*

The Ronald G. and N. Jayne Gelbman Chair of International Business  
*Thomas D. Lairson, Professor of Political Science*

Raymond W. Greene Chair of Physical Education  
*Gordon E. Howell, Associate Professor of Physical Education*

Charles Harwood Chair of Management Science  
*Barry Render, Professor of Operations Management*  
*Roy E. Crummer Graduate School of Business*

William R. Kenan, Jr., Chair  
*Edward H. Cohen, Professor of English*

Diane and Michael Maher Chair of Distinguished Teaching

*Gary L. Williams, Professor of History*

Hugh F. and Jeannette G. McKean Chair  
*Hoyt L. Edge, Professor of Philosophy*

Richard James Mertz Chair of Education  
*Linda R. DeTure, Professor of Education*

Sorenson Family Chair of Expressive Arts  
*John V. Sinclair, Professor of Music*

Steinmetz Chair of Management  
*Samuel C. Certo, Professor of Management*  
*Roy E. Crummer Graduate School of Business*

Winifred M. Warden Chair of Theatre Arts and Dance  
*S. Joseph Nassif, Professor of Theatre Arts and Director,*  
*Annie Russell Theatre*

Weddell Chair of History of the Americas  
*(vacant)*

Alfred J. Hanna Distinguished Visiting Professor

Thomas P. Johnson Distinguished Visiting  
Scholar

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

# Faculty

---

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

*Barry S. Allen*

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

*Mark S. Anderson*

Associate Professor of Mathematics (1988;1994); B.A., Houghton College; M.S., Ph.D., University of Virginia. Specializations: algebraic and differential topology, and topological graph theory.

*Benjamin Balak*

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

*Pedro J. Bernal*

Associate Professor of Chemistry (1986;1992); B.S., Ph.D., University of Tennessee. Specializations: physical and general chemistry, and the philosophy of science.

*Gay Biery-Hamilton*

Assistant Professor of Latin American and Caribbean Affairs (1994;1999); B.S., M.A., Ph.D., University of Florida. Specializations: Brazilian Amazon, economic and ecological anthropology, economic development, culture change, water resources, political ecology, medical anthropology, women and development, and ideology.

*Erich C. Blossey*

D.J. and J.M. Cram Professor of Chemistry (1965;1975); B.S., Ohio State University; M.S., Iowa State University; Ph.D., Carnegie Institute of Technology. Specializations: polymer-bound reagents and reactions, protein folding studies with capillary electrophoresis, and nuclear magnetic resonance spectroscopy.

*Arthur R. Blumenthal*

Director, Cornell Fine Arts Museum and Associate Professor of Art History (1988;1988); B.S., Kent State University; M.A., Ph.D., New York University. Specializations: Italian Renaissance art, art and theater during the Renaissance and Baroque.

*Alexander P. Boguslawski*

Professor of Russian (1983;1992); M.A., University of Warsaw; Ph.D., University of Kansas. Specializations: Old Russian literature and painting, Russian culture and folklore, 19<sup>th</sup>- and 20<sup>th</sup>-century Russian literature, and problems of translation.

*William C. Boles*

Associate Professor of English (1995;2001); B.A., Wake Forest University; M.A., University of Maine; Ph.D., University of Tennessee. Specializations: dramatic literature, contemporary British and American drama.

*Richard K. Bommelje*

Associate Professor of Organizational Communication (1974;2000); B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Specializations: leadership, listening, and management.

*Rita Bornstein*

President and Professor of Education (1990;1990); B.A., M.A., Florida Atlantic University; Ph.D., University of Miami. Specializations: English literature and educational leadership.

*Charles H. Brandon*

Professor of Accounting, Roy E. Crummer Graduate School of Business (1982;1985); B.S., M.S., Florida State University; Ph.D., University of Georgia; Certified Public Accountant. Specialization: forecasting.

*Wendy W. Brandon*

Assistant Professor of Education (1987;2001); B.S., University of Georgia; M.S., Central Missouri State University; Ed.D., Teachers College, Columbia University. Specializations: curriculum theory, critical theory, critical pedagogy, and service learning.

*Sean Butler*

Visiting Assistant Professor of English (2000;2001); B.A., Washington and Lee University; M.A., The College of William and Mary; Ph.D., University of North Carolina. Specializations: 20<sup>th</sup> century rhetorical theory, general emphasis on language acquisition theory, and 19<sup>th</sup> century American and British literature and rhetoric.

*Sharon L. Carnahan*

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

*Carolyn Carpan*

Assistant Professor and Reference Librarian, Olin Library (2000;2000); B.A., University of King's College and Dalhousie University; M.W.S., Memorial University of Newfoundland; M.L.I.S., Dalhousie University. Specializations: library instruction, young adult literature, and women's studies.

*Julie Carrington*

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

*Barbara Harrell Carson*

Theodore Bruce and Barbara Lawrence Alford Professor of English (1979;1988); B.A., Florida State University; M.A., Ph.D., Johns Hopkins University. Specializations: American literature, American fiction, and women in American literature.

*Robert G. Carson*

Professor of Physics and Coordinator, Pre-Engineering Program (1972;1983); B.S., Florida State University; Ph.D., Johns Hopkins University. Specializations: mechanics, electromagnetic theory, and educational applications of computers.

*Roger N. Casey*

Dean of the Faculty and Professor of English (2000;2001); B.A., Furman University; M.A., Ph.D., Florida State University. Specializations: postmodern cultural theory, contemporary drama, American literature, and leadership studies.

*Samuel C. Certo*

Professor of Management, Roy E. Crummer Graduate School of Business (1986;1991); B.B.A., University of Cincinnati; M.B.A., Ph.D., Ohio University. Specializations: strategic management and organizational behavior.

*Gloria Child*

Associate Professor of Mathematics (1980;1993); B.S., Miami University; M.Ed., Rollins College and Miami University, Ed.D., University of Central Florida. Specializations: pre-calculus, calculus, computer science, and statistics.

*J. Douglas Child*

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

*Michael Cipollaro*

Visiting Lecturer, Roy E. Crummer Graduate School of Business (1994;2000); B.S., Georgetown University; M.A., Johns Hopkins University. Specializations: entrepreneurship and international business.

*Donna K. Cohen*

Associate Professor and Director of Libraries, Olin Library (1986;1999); B.A., University of Maryland; M.Ed., Rollins College; M.S. in L.S., University of North Carolina at Chapel Hill. Specializations: library history and accreditation.

*Edward H. Cohen*

William R. Kenan, Jr., Professor of English (1967;1979); B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Specialization: Victorian studies.

*Gloria Cook*

Assistant Professor of Music (1998;2002); B.M., M.M., D.M.A., The Cleveland Institute of Music. Specializations: piano performance, piano pedagogy, and keyboard harmony.

*J. Thomas Cook*

Professor of Philosophy (1982;1993); B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Specializations: history of philosophy, philosophy of mind, and metaphysical issues such as the nature of self and human freedom.

*Lezlie Laws Couch*

Professor of English, Hamilton Holt School (1989;1993); B.A., University of Missouri-Columbia; M.A., North Texas State University; Ph.D., University of Missouri-Columbia. Specializations: rhetoric, composition theory, and literary non-fiction.

*Daniel G. Crozier*

Assistant Professor of Music (1998;2000); B.M., Westminster College; M.M., D.M.A., Peabody Conservatory, Johns Hopkins University. Specializations: music composition, theoretical studies, and piano performance.

*David M. Currie*

Associate Professor of Finance, Roy E. Crummer Graduate School of Business (1978;1980); B.S., University of Florida; M.B.A., Ph.D., University of Southern California. Specializations: finance and public policy.

*Donald L. Davison*

Professor of Politics (1989;1993); B.A., St. Louis University; M.A., University of Notre Dame; Ph.D., Washington University in St. Louis. Specializations: American political institutions, public policy, electoral politics and methodology, legislative decision-making, and the effect of race on political behavior.

*Joan Davison*

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

*Philip F. Deaver*

Associate Professor of English and Writer-in-Residence (1998;2001); B.A., St. Joseph's College; M.A., Ball State University; Ed.D., University of Virginia. Specializations: creative writing, American short story, and contemporary literary fiction.

*Richard W. Deaves*

Associate Professor of Finance, Roy E. Crummer Graduate School of Business (2000;2000); B.A., M.A., Ph.D., University of Toronto. Specializations: financial and monetary economics, futures markets, information and market efficiency, performance of investment companies, money supply and demand, prediction of interest rates and inflation, and fixed income securities and return enhancement.

*Nancy M. Decker*

Associate Professor of German (1986;1989); B.A., College of William and Mary; M.A., Ph.D., Cornell University. Specializations: German language, literature, cultural history, and questions of colonialism.

*Linda R. DeTure*

Richard James Mertz Professor of Education (1981;1992); B.A., Florida State University; M.Ed., Ph.D., University of Florida. Specializations: science education, curriculum and instruction, and elementary education.

*Ralph E. Drtina*

Professor of Accounting and Management, Roy E. Crummer Graduate School of Business (1984;1989); B.A., M.B.A., Florida State University; Ph.D., Ohio State University. Specialization: use of accounting information by management for purposes of decision making and strategy implementation.

*Margaret M. Dunn*

Professor of English, Brevard Campus (1989;2000); B.A., M.A., Stetson University; Ph.D., Indiana University. Specializations: 20<sup>th</sup>-century British and American literature, women writers, composition theory, and pedagogy.

*Sue Easton*

Visiting Assistant Professor of Communication, Hamilton Holt School (2001;2001); B.A., State University of New York at Oswego; M.S., Syracuse University; Ph.D., Florida State University. Specializations: organizational communication, virtual communication, small group behavior, and work teams.

*Hoyt L. Edge*

Associate Dean of the Faculty and Hugh F. and Jeanette G. McKean Professor of Philosophy (1970;1981); B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Specializations: philosophy of psychology, American philosophy, parapsychology, and cognitive anthropology.

*D. Larry Eng-Wilmot*

Professor of Chemistry (1980;1993); B.A., Eckerd College; Ph.D., University of South Florida. Specializations: general, analytical, and inorganic chemistry; molecular animations/conceptual visualization in learning; bioinorganic and coordination chemistry; structure and stereochemistry of microbial iron transport compounds; and model coordination compounds.

*Marisa Ensor*

Visiting Assistant Professor of Anthropology (2002;2002); B.A., Florida International University; M.A., Ph.D., University of Florida. Specializations: forced and voluntary migration; developmental, applied, and feminist anthropology; human-environmental relations; disaster research; and Latin American studies.

*Martin E. Farkash*

Professor of Psychology (1979;1983); B.A., Brooklyn College; M.S., Ph.D., Yeshiva University. Specializations: clinical psychology, psychotherapy, psychological testing, stress management, and sports psychology.

*Richard E. Foglesong*

Professor of Politics (1984;1992); B.A., Drury College; M.A., Ph.D., University of Chicago. Specializations: American politics, political leadership, urban politics and policy, and urban planning history.

*Elise A. Friedland*

George D. and Harriet W. Cornell Scholar in Classical Studies and Assistant Professor of Classical Art and Archaeology (1998;2000); B.A., Williams College; M.A., Ph.D., University of Michigan. Specializations: Roman art, archaeology, and sculpture.

*Bella L. Galperin*

Assistant Professor of International Business (2001;2002); B.A., McGill University (Canada); M.S., Ph.D., Concordia University (Canada). Specializations: international management, organizational behavior, and human resources.

*Greg H. Gardner*

Professor of Speech; Director, M.A. in Corporate Communication Technology Program and Director, Organizational Communication Program, Hamilton Holt School (1985;1990); B.A., M.A., Ph.D., Bowling Green University. Specializations: legal rhetoric, campaign rhetoric, interpersonal communication, and computer-mediated communication.

*James P. Gilbert*

Professor of Operations Management and Management Science, Roy E. Crummer Graduate School of Business (1996;2000); B.S., Bowling Green State University; M.B.A., Western Illinois University; Ph.D., University of Nebraska-Lincoln. Specializations: speed, flexibility, and quality variables for manufacturers and service providers; just-in-time/quick response for manufacturers, services and purchasing; quality management, and quality management (TQM) principles.

*Lynda M. Glennon*

Professor of Sociology (1980;1986); B.A., Albertus Magnus College; M.A., Fordham University; Ph.D., Rutgers University. Specializations: theoretical paradigms, phenomenology and critical theory, cultural studies, animals and society, media, popular culture, and women's studies.

*Edward F. Greaves*

Visiting Assistant Professor of Politics (2002;2002); B.A., Ph.D., University of Florida. Specializations: comparative politics, Latin American history politics, international relations, politics of developing regions, public policy, and political theory.

*Yudit K. Greenberg*

Professor of Religion (1986;1996); B.A., California State University at Hayward; M.A., San Francisco State University; Ph.D., Graduate Theological Union. Specializations: Jewish studies, women and religion, and religion and the body.

*Eileen Gregory*

Professor of Biology (1979;1992); B.S., Michigan State University; M.S., Ph.D., University of Washington. Specializations: microbiology, immunology, and biochemistry.

*Donald C. Griffin*

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

*Michael M. Gunter, Jr.*

Visiting Assistant Professor of Political Science (2000;2000); B.A., Vanderbilt University; M.A., Ph.D., University of Kentucky. Specializations: environmental policy, public policy and American politics, and international relations/comparative politics.

*Clarence E. Hardy, III*

Assistant Professor of Religion (2000;2000); A.B., Princeton University; M.Div., Ph.D., Union Theological Seminary. Specializations: contemporary Black evangelical thought, role of culture in the theological reflection of 'third' world women, and Black theological reflection and contemporary literary theory.

*Edward J. Harrell*

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

*Paul B. Harris*

Assistant Professor of Psychology (2000;2000); B.A., Knox College; M.S., Texas Christian University; M.S.,



University of Arizona; Ph.D., University of Utah. Specializations: social, environmental, health, organizational, and industrial psychology.

*Jennifer E. Henton*

Assistant Professor of English (2000;2000); B.A., Bloomsburg University; M.A., West Chester University; Ph.D., University of Delaware. Specializations: African, African-American, English, and world literature.

*Theodore T. Herbert*

Professor of Management, Roy E. Crummer Graduate School of Business (1985;1985); B.B.A., M.B.A., D.B.A., Georgia State University. Specializations: organizational behavior, management policy, competition and strategy, and international management.

*J. Scott Hewit*

Associate Professor of Education (1994;1994); B.S., State University of New York; M.S., Indiana University; Ed.D., Ball State University. Specializations: role of families and the community in the effective school effort, the collaborative adaptation of curriculum and instruction to meet diverse student needs in an inclusive setting, and the emergence of the reflective educator and learner as a fundamental leader in the educative process.

*James M. Higgins*

Professor of Management, Roy E. Crummer Graduate School of Business (1980;1983); B.B.A., Emory University; M.P.A., Ph.D., Georgia State University. Specializations: organizational behavior, strategic management, and innovation.

*Larry M. Holt*

Associate Professor of Computer Science, Brevard Campus (1989;1998); B.S., Rollins College; M.S., University of Central Florida; Ph.D., Florida Institute of Technology. Specializations: computer science, information systems, and database technology.

*Alicia M. Homrich*

Assistant Professor of Counseling (1998;1998); B.S., M.S., Florida International University; M.A., Rollins College; Ph.D., University of Georgia. Specializations: family psychology, group work, learning disorders assessment, and counselor training.

*John M. Houston*

Associate Professor of Psychology (1989;1995); B.S., Georgetown University; M.A., Ph.D., New York University. Specializations: industrial/organizational psychology, group dynamics, experimental and statistical analysis, and social psychology.

*Gordon E. Howell*

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

*Constance G. Hudspeth*

Visiting Assistant Professor of Communication (1998;2000); B.A., University of Pittsburgh; M.A., West Virginia University; Ph.D., Ohio University. Specializations: organizational communication, training and development, and

human resources.

*MaryAnne E. Hunt*

Assistant Professor of Psychology (2000;2000); B.S., University of Montana; M.S., Ph.D., University of Utah. Specializations: physiological psychology, neuropsychology, biological basis of learning and memory, biopsychology, and neuropharmacology.

*Richard H. James*

Assistant Professor of Computer Science (1998;2000); B.S., University of Florida; M.S., Ph.D., Florida Institute of Technology. Specializations: computer architecture, information retrieval/filtering, modeling and simulation, operating systems, and databases.

*Peggy A. Jarnigan*

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

*Mark W. Johnston*

Professor of Marketing, Roy E. Crummer Graduate School of Business (1993;1993); B.B.A., M.B.A., Western Illinois University; Ph.D., Texas A & M University. Specializations: marketing, emphasis on marketing research, sales management, and international business.

*Jill C. Jones*

Associate Professor of English (1996;2002); B.A., M.A., University of New Hampshire; Ph.D., Tufts University. Specializations: 19<sup>th</sup>- and early 20<sup>th</sup>-century American literature, African-American literature, women writers, autobiography, narrative theory, feminist theory, composition, and the mystery novel.

*Stephen W. Klemann*

Professor of Biology (1982;1993); B.A., Hanover College; M.S., Ph.D., Miami University (Oxford, Ohio). Specializations: cellular and developmental biology, emphasis on the cloning, characterization, and engineering of genes expressed by peri-implantation stage embryos of cattle and sheep.

*Madeline Kovarik*

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

*Harry N. Kypraios*

Associate Professor of Economics (1983;1987); B.A., M.A., University of Delaware; Ph.D., University of Virginia. Specializations: international economics, money, and finance.

*Susan Cohn Lackman*

Professor of Music Theory and Composition (1981;1996); B.Mus.Ed., Temple University; M.A., American University; Ph.D., Rutgers University. Specializations: musical composition, criticism, and broadcasting.

*Thomas D. Lairson*

Ronald G. and N. Jayne Gelbman Professor of International Business and Professor of Political Science (1976;1994); B.S., M.A., Ph.D., University of Kentucky. Specializations: international relations, political economy, e-commerce, and Asian politics.

*Patricia A. Lancaster*

Dean of the Hamilton Holt School and Brevard Campus, and Professor of French (1970;1998); B.A., Coker College; M.A., Ph.D., Emory University. Specializations: humanities and French language, literature, and culture.

*Ronald B. Larned*

Associate Professor of Art, (1969;1981); B.A., Texas Technological University; M.A., New Mexico State University. Specializations: sculpture, photography, drawing, and jewelry design.

*Carol Lauer*

Professor of Anthropology, (1977;1989); B.A., Brandeis University; M.A., Ph.D.; University of Michigan. Specializations: physical anthropology, primate behavior, and aggressive behavior in children.

*Robert S. Lemon, Jr.*

Professor of Art (1973;1987); B.A., University of Missouri at Kansas City; M.A., Ph.D., Ohio University. Specializations: art history and comparative arts.

*Edmund LeRoy*

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

*R. Barry Levis*

Professor of History (1968;1978); B.S., M.A., Ph.D., The Pennsylvania State University. Specializations: ancient, medieval, and early modern European history.

*Susan H. Libby*

Assistant Professor of Art History (1998;2000); B.A., M.A., Ph.D., University of Maryland. Specializations: European and American art and theory from the 18<sup>th</sup> to 20<sup>th</sup> centuries.

*Richard A. Lima*

Associate Professor of French (1981;1985); B.S.Ed., Bridgewater State College; M.A., Ph.D., University of California at Berkeley. Specializations: French language and literature; Francophone studies.

*Lee G. Lines*

Associate Professor of Environmental Studies (1996;2002); B.A., M.A., University of Florida; Ph.D., Arizona State University. Specializations: physical geography; conservation of biodiversity; and ecosystems of Florida, Latin America, and western North America.

*Brian G. Lofman*

Associate Professor of International Business (1999;1999); B.A., University of Connecticut, M.A., M.B.A., University of California–Los Angeles, Ph.D., University of Bradford (England). Specializations: international marketing, international business, consumer behavior, competitive strategy, and product development and

management.

*Victoria Martin*

Assistant Professor of Spanish (2001; 2001); B.A., M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill. Specializations: 20<sup>th</sup> century Spanish-American literature, contemporary Latin American literature, and Spanish language.

*Dorothy Mays*

Assistant Professor and Head of Public Services, Olin Library (2001;2001); B.A., Trinity University; M.A., University of Virginia; M.L.S., Indiana University. Specializations: early modern history, history of censorship, and library reference services.

*Edna S. McClellan*

Associate Professor and Head of Cataloging and Technical Services, Olin Library (1984;1999); B.S., Lyndon State College; M.L.S., Florida State University; M.A.T., University of Vermont; A.M.L.S., Florida State University. Specialization: cataloging.

*Sandra A. McIntire*

Associate Professor of Psychology, Brevard Campus (1991;1997); B.A., M.A., Ph.D., University of South Florida. Specialization: organizational behavior.

*Margaret McLaren*

Associate Professor of Philosophy (1992;1999); B.Phil., Miami University (Ohio); M.A., Ph.D., Northwestern University. Specializations: 20<sup>th</sup>-century European philosophy, ethics, and feminist theory.

*R. Matilde Mésavage*

Professor of French (1981;1990); B.S., The Juilliard School; M.A., Hunter College; M.Phil., Ph.D., Yale University. Specializations: 18<sup>th</sup>-century French literature, Quebec literature and civilization, Francophone literature of the Maghreb.

*Susan A. Miller*

Assistant Professor of History (2001; 2001); B.A., M.A., M.S., Ph.D., University of Pennsylvania; M.A., University of York (England). Specializations: history and sociology of science, American social history, environmental history, women's studies, and gender and athletics.

*Robert L. Moore*

Professor of Anthropology, (1988;1998); B.A., Tulane University; Ph.D., University of California at Riverside. Specializations: psychological and linguistic anthropology, youth cultures, and the cultures of East Asia.

*Thomas R. Moore*

Associate Professor of Physics (1999;1999); B.S., Stetson University; M.S., U.S. Naval Postgraduate School; Ph.D., Institute of Optics, University of Rochester. Specializations: optics, lasers, and musical acoustics.

*Edward A. Moses*

Bank of America Professor of Finance, Roy E. Crummer Graduate School of Business (1989;1992); B.S., The

Wharton School of the University of Pennsylvania; M.B.A., Ph.D., University of Georgia. Specializations: investments and corporate financing.

*Lisa Ryan Musgrave*

Visiting Assistant Professor of Philosophy (2002;2002); B.A., Mary Washington College; M.A., Ph.D., Purdue University. Specializations: feminist philosophy, philosophy of law, and aesthetics.

*S. Joseph Nassif*

Winifred M. Warden Professor of Theatre Arts and Director, Annie Russell Theatre (1982;1982); B.A., Grinnell College; M.F.A., Yale University School of Drama; Ph.D., University of Denver. Specializations: directing, playwriting, and theatre history.

*Steven S. Neilson*

Dean of Student Affairs and Professor of Theater Arts (1973;1987); B.A., University of Delaware; M.A., University of Miami. Specializations: theatre management and studies in dramatic literature.

*Marvin E. Newman*

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

*E. Alan Nordstrom, Jr.*

Professor of English (1970;1986); A.B., Yale University; M.A., Ph.D., University of Michigan. Specializations: English Renaissance, Shakespearean, and Renaissance literature; major English writings; personal essay writing; human frontier studies.

*Kathryn L. Norsworthy*

Associate Professor of Counseling (1992;1996); B.S., Georgia Southwestern College; Ph.D., University of Minnesota; Postdoctoral Respecialization in Counseling Psychology, University of Georgia. Specializations: multicultural feminist applications in clinical supervision and family, group, and individual counseling, clinical hypnosis, Buddhist psychology, women and trauma across cultures, international human rights, and non-violent social change.

*Peg O'Keef*

Visiting Assistant Professor of Theatre Arts (1999;2001); B.A., Rollins College; M.A., Ohio State University. Specializations: performance, directing, film, and arts administration.

*Maurice J. O'Sullivan*

Kenneth Curry Professor of Literature (1975;1980); B.A., Fairfield University; M.A., Ph.D., Case Western Reserve University. Specializations: 18<sup>th</sup>-century English literature, minority literature, popular culture, and Florida studies.

*Thomas J. Ouellette*

Associate Professor of Theatre Arts (1996;2000); B.A., College of the Holy Cross; M.F.A., The Catholic University of America. Specializations: acting and directing.

*Twila Yates Papay*

Professor of English and Writing (1985;1991); B.A., Clarion University of Pennsylvania; M.A., Ph.D., Purdue University. Specializations: composition and rhetorical analysis, writing center theory, personal writing, journal studies, science fiction, travel writing, and romantic literature.

*Pedro A. Pequeño-Rossie*

Professor of Anthropology and Coordinator, Latin American and Caribbean Affairs Program (1972;1989); B.A., M.A., Wichita State University; Ph.D., Southern Illinois University. Specializations: cultural and applied anthropology and ethnohistory; Latin America and the Caribbean.

*Walter S. Phelan*

Professor of English (1971;1981); A.B., Pontifical College Josephinum; M.A., Ph.D., Ohio State University. Specializations: Middle English literature, mythology, autobiography, and environmental literature.

*Ronald W. Presley*

Visiting Assistant Professor of Economics, Brevard Campus (2001;2001); B.B.A., M.A., Wichita State University; Ph.D., Oklahoma State University. Specializations: microeconomic theory and applied microeconomics.

*Alberto Prieto-Calixto*

Assistant Professor of Spanish (1999;1999); B.A., University of Valladolid (Spain); M.A., Arizona State University; Ph.D., Vanderbilt University. Specializations: 16<sup>th</sup>- and 17<sup>th</sup>-century Hispanic literature, civilization and cultures of Hispanic countries, and Spanish film.

*Judith A. Provost*

Professor of Counseling (1976;1998); B.S., University of Connecticut; M.S., University of California; Ed.D., University of Florida. Specializations: Jungian psychological type, the counseling process, student development issues, work/play lifestyles, and dream work.

*Janet M. Puhalla*

Visiting Assistant Professor of Environmental Studies (2002;2002); B.A., Ohio State University; M.S., Ph.D., University of Florida. Specializations: human-environmental impacts, remote sensing, geographic information systems (GIS), wetlands, agro-ecology, and gender.

*Roger D. Ray*

Professor of Psychology (1969;1978); B.A., Rollins College; Ph.D., University of Tennessee. Specializations: learning, motivation, experimental-statistical analysis, and computers in education and psychology.

*Barry Render*

Charles Harwood Chair of Management Science and Operations Management, Roy E. Crummer Graduate School of Business (1989;1989); B.S., Roosevelt University; M.S., Ph.D., University of Cincinnati.

*David I. Richard*

Professor of Biology (1968;1977); B.A., Capital University; M.S., Ph.D., Ohio State University. Specializations: invertebrate and vertebrate zoology, ecology, marine biology, tropical biology, freshwater biology, and parasitology.

*J. Phillip Roach*

Director of Athletics, Professor of Physical Education, and Chair, Department of Physical Education and Athletics (1992;1992); B.A., Ohio Wesleyan University; M.Ed., Ph.D., Ohio University.

*Charles Patrick Rock*

Professor of Economics (1984;1993); B.A., Williams College; M.A., Ohio University; Ph.D., Cornell University. Specializations: labor economics, comparative economics, non-profit economics, alternative economics, and global economics.

*Charles A. Rodgers*

Professor of Theatre Arts and Dance (1969;1978); B.A., M.A., Ph.D., Ohio State University. Specializations: history of theatre, television, radio, and American film.

*Donald P. Rogers*

Professor of International Business (1987;1987) and Director, Master of Human Resources Program, Hamilton Holt School; B.B.A., University of Arizona; M.B.A., Ph.D., The Ohio University. Specializations: human resource strategies, global business strategies, performance management, and organizational change management.

*Alisa J. Rosenthal*

Assistant Professor of Political Science (2001; 2001); B.A., Beloit College; M.A., Ph.D. (candidate), University of Wisconsin – Madison. Specializations: ancient, medieval, modern, contemporary, and feminist political theory; democratic theory; critical theory; women and politics; gender and law; race and law; law and society; political culture; and ethics and public policy.

*Edward C. Royce*

Associate Professor of Sociology (1990;1990); B.A., University of Nevada at Reno; M.A., Arizona State University; Ph.D., State University of New York at Stony Brook. Specializations: poverty, social inequality, and race and ethnic relations.

*Scott M. Rubarth*

George D. and Harriet W. Cornell Scholar in Classical Studies and Assistant Professor of Classical Philosophy (1997;1997); B.A., Los Angeles Baptist College; B.A., M.A., San Diego State University; Ph.D., University of Toronto. Specializations: ancient Greek philosophy, stoicism, perception, and gender in antiquity.

*Maria R. Ruiz*

Professor of Psychology (1980;1996); B.A., M.A., Ph.D., University of Florida. Specializations: clinical applications of behavior analysis to special populations, autistic children, and the developmentally delayed.

*Marc Sardy*

Assistant Professor of International Business (2001;2003); B.A., University of Chicago; M.S., City University of New York; Ph.D., Cambridge University. Specializations: market abnormalities and systematic predictability, benchmarks, share price reversals, and portfolio stratification.

*Judy Schmalstig*

Associate Professor of Biology (1991;1997); B.S., The Pennsylvania State University; M.S., Ohio State University; Ph.D., University of Dayton. Specializations: plant physiology, development, and movement in response to light.

*Wallace V. Schmidt*

Professor of Organizational Communication, Hamilton Holt School (1989;1993); B.A., Midland Lutheran College; M.A., University of Nebraska; Ph.D., New York University. Specializations: managerial communication and conflict resolution, intercultural communication and diversity training, creative problem solving, and public address.

*Jeffery R. Schultz*

Assistant Professor of Chemistry (2001; 2001); B.S., Valparaiso University; Ph.D., University of California–Los Angeles. Specializations: general, environmental, and biochemistry; antioxidants and mitochondrial mutations; environmental biochemistry; and soil DNA extraction, strain identification, and plasmid characterization.

*Eric A. Schutz*

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

*Thaddeus Seymour*

Professor of English and President Emeritus (1978;1990); B.A., University of California at Berkeley; M.A., Ph.D., University of North Carolina at Chapel Hill. Specializations: expository writing and 18<sup>th</sup>-century English literature.

*Marie C. Shafe*

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

*W. Robert Sherry*

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

*Rachel M. Simmons*

Assistant Professor of Art (2000;2001); A.B., Rollins College; M.F.A., Louisiana State University. Specializations: painting, printmaking, drawing, and book art.

*Gail D. Sinclair*

Visiting Assistant Professor of English (2001; 2001); B.A., M.A., University of Missouri – Kansas City; Ph.D., University of South Florida. Specializations: 19<sup>th</sup> and 20<sup>th</sup> century literature, American literature, and feminism.

*John V. Sinclair*

Professor of Music (1985;1993); Conductor and Music Director of Bach Festival Society; B.S., William Jewell College; M.M.E., D.M.A., University of Missouri Kansas City Conservatory of Music. Specializations: conducting, orchestral and choral ensembles, American music, and editing early music.

*Rhonda L. Singer*

Assistant Professor of Sociology (1999;1999); B.A., University of Connecticut, Ph.D., University of Massachusetts. Specializations: family, childhood, gender, and social psychology, with a focus on symbolic



interactionism, sociology of sport, and feminist theory.

*Joseph V. Siry*

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

*A. Chris Skelley*

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

*James W. Small, Jr.*

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

*James T. Smith*

Visiting Assistant Professor of Political Science (2002;2002); B.A., University of California-San Diego; M.A., San Diego State University; Ph.D., University of Nebraska-Lincoln. Specializations: political behavior, psychology, process, parties, campaigns, elections, and institutions; public opinion and policy; and research methods.

*Robert D. Smither*

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

*Michael P. Smyth*

Visiting Assistant Professor of Anthropology and Archaeologist-in-Residence (2000;2000); B.A., Roosevelt University; M.A., Ph.D., University of New Mexico. Specializations: development of subsistence, storage, and settlement patterns in Mesoamerica; agriculture; state formations; politico-economy; ethnoarchaeology; and ethnohistory.

*Martin K. Starr*

Distinguished Professor of Operations Management, Roy E. Crummer Graduate School of Business (1996;1996); B.S., Massachusetts Institute of Technology; M.S., Ph.D., Columbia University. Specializations: distance management, impact of new technology on the management of operations, managing the larger system, supply chain management, and revitalizing the quality cliché.

*Robert C. Steen*

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

*Paul T. Stephenson*

Assistant Professor of Biology (1998; 2001); B.A., Hartwick College; M.S., Johns Hopkins University; Ph.D., University of Massachusetts – Amherst. Specializations: all aspects of plant development, particularly plant senescence, molecular and biochemical processes leading to the programmed cell death (PCD) of floral organs, vegetative cell death leading to the formation of new vascular tissues, and characterization of proteases involved in

PCD.

*R. Bruce Stephenson*

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

*Marilyn C. Stewart*

Professor of Anthropology (1975;1989); B.A., Harpur College; M.A., Ph.D., State University of New York at Binghamton. Specializations: archaeology of North America, general archaeology, and native Americans.

*William L. Svitavsky*

Assistant Professor and Reference Librarian, Olin Library (2000;2000); B.A., University of Dallas; M.A., Syracuse University; M.L.S., State University of New York at Buffalo. Specializations: 18<sup>th</sup>-century English literature, satire, science fiction, and library technology.

*Kenna C. Taylor*

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

*Mary Throumoulos*

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

*Lisa M. Tillmann*

Assistant Professor of Communication (1999;1999); B.A., Marquette University; Ph.D., University of South Florida. Specializations: interpersonal and family communication, small group communication, gender, identity, and media studies.

*Jack W. Trifts*

Professor of Finance, Roy E. Crummer Graduate School of Business (1989;1989); B.B.A., University of New Brunswick; M.B.A., Dalhousie University; Ph.D., University of Florida.

*Giovanni J. Valiante*

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

*Larry Van Sickle*

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

*E. Theodore Veit*

Professor of Finance, Roy E. Crummer Graduate School of Business (1988;1988); B.S., Marietta College; M.S.,

Ph.D., University of Arkansas; Chartered Financial Analyst. Specialization: financial management.

*Richard P. Vitray*

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

*Anca M. Voicu*

Visiting Assistant Professor of Economics (2000;2002); B.A., Academy of Economic Studies (Bucharest); Ph.D., University of Birmingham (U.K.). Specializations: international economics with particular emphasis on international trade.

*Debra K. Wellman*

Assistant Professor of Education (2000;2000); B.S., Illinois College; M.S., Eastern Illinois University; Ph.D., University of Toledo. Specializations: emergent literacy, preservice and inservice teacher education, teacher change, literacy circles, and multicultural education.

*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; Certified Financial Planner. Specializations: personal financial planning, investments, and accounting.

*Gary L. Williams*

Professor of History (1972;1992); A.B., Centre College; M.A., Ph.D., Duke University. Specializations: 19<sup>th</sup>-century United States history, race relations, the growth of sectionalism, and the American South.

*Gary L. Winarski*

Associate Professor of Accounting, Brevard Campus (1986;1991); B.A., Ohio University; M.S., The University of Toledo; Certified Public Accountant. Specialization: accounting.

*Suzanne L. Woodward*

Visiting Assistant Professor of Psychology (2002;2002); B.A., University of North Florida; Ph.D., City University of New York. Specializations: behavioral neuropsychology, sleep and sleep-wake disorders, applied psychophysiology and biofeedback, and women's sleep.

*Yusheng Yao*

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

*Susan C. Yeaple*

Lecturer, Roy E. Crummer Graduate School of Business (2000;2000); B.A., M.B.A., Rollins College. Specializations: E-commerce and distance learning.

*Jay E. Yellen*

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

*Wenxian Zhang*

Associate Professor and Head of Archives and Special Collections, Olin Library (1995;1995); B.A., Beijing University; M.L.S., M.S., Southern Connecticut State University. Specializations: library reference and user services, and electronic database management.

*TOP*

## *Faculty in Australia*

---

*Graham Boardman*

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

*Rosemary Broomham*

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

*Bert Fulton*

B.A., Glasgow School of Art, Jordanhill Training College. Specialization: art.

*Marion Manton*

B.Sc., University of Sydney; M.S., University of Hawaii; Ph.D., Columbia University. Specialization: biology.

*Jennifer Newman*

B.A., University of Western Sydney; M.A., University of Technology, Sydney. Specialization: aboriginal studies.

*Ross Pearce*

Bachelor of Commerce (Hons.), Master of Commerce, University of New South Wales. Specializations: economics, politics, and sociology.

*Bernard Weekes*

B.Ed., M.Ed., University of Sydney. Specialization: geography.

*TOP*

## *Distinguished Visiting Faculty*

---

*Manuel Vargas*

Distinguished Professor of International Service (1992;2002); B.A., M.A., Ph.D., University of Florida. Specializations: African diaspora, ethnic identity, ideology, discourse analysis, phenomenology, visual anthropology, international migration, and social change.

*[TOP](#)*

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

## *Other Instructional Staff*

---

### *Sharon Agee*

Associate Director of Academic Internships and Instructor of Accounting (2000;2000); B.B.A., M.B.A., University of Central Florida. Certified Public Accountant.

### *Robyn Allers*

Rollins Fellow, English and Theatre Arts (2001;2001); B.S., M.P.A., M.A., Florida State University.

### *Keiko Andrews*

Artist-in-Residence, Piano (1998;1998); B.M., Tōhō-Gakuen School of Music; M.M., Indiana University School of Music.

### *Charles Archard*

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

### *Marc Bedsole*

Waterski Coach and Alford Boathouse Coordinator (1992;1992); A.A., Bladen Community College; B.S., Florida Southern College.

### *Jennifer Blenis*

Rollins Fellow, Spanish (2001;2001); B.A., Furman University; M.A., Florida State University.

### *Ron Bohrnstedt*

Men's Tennis Coach (2002;2002); B.A., University of California-Los Angeles.

### *Theresa Bridges*

Rollins Fellow, Communication (2002;2002); B.A., Virginia Tech; M.A., Norfolk State University; Ph.D. (candidate), University of Oklahoma.

### *Beverly Buckley*

Women's Tennis Coach (1986;1986); B.A., Rollins College; M.A., Azusa Pacific University.

### *Keith Buckley*

Men's Soccer Coach (1991;1991); B.A., M.B.A., Rollins College.

### *John Burris*

Rollins Fellow, Philosophy and Religion (2002;2002); M.A., Syracuse University; B.A., Ph.D., University of California.

### *Lisa Cody-Rapport*

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

*Sharon Colley*

Rollins Fellow, English (2002-2002); B.A., Mercer University; M.A., University of Tennessee; Ph.D., Louisiana State University.

*Leondra Dodge*

Women's Soccer Coach and Sports Center Coordinator (1999;1999); B.A., M.A., California State University, Chico.

*Sherryll Fischer*

Director of Academic Internships and Instructor of Accounting (1992;2000); B.S., M.A., Florida State University. Certified Public Accountant.

*Kyle Frakes*

Men's Golf Coach (1993;1993); B.A., University of the State of New York.

*Michelle Frew*

Softball Coach and Intramural Director (1996;1999); B.A., Eckerd College; M.A., Nova Southeastern University.

*Elizabeth Gottlieb*

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

*Elaine Gray*

Information Technology Teaching Fellow, Hamilton Holt School (2002;2002); B.A., University of Central Florida; M.L.S., Rollins College; Ph.D., California Institute of Integral Studies.

*Kevin Griffin*

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

*Thomas Klusman*

Men's Basketball Coach (1976;1978); B.A., M.B.A., Rollins College.

*Michael Kula*

Rollins Fellow, English (2001;2001); B.A., Vanderbilt University; M.A., Emerson College.

*Sonya Lenhof*

Rollins Fellow, Mathematics (2002;2002); B.S., M.S., University of Central Florida.

*Natalie Lochner*

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

*Matt Long*

Cross Country Coach and Aquatics Director (1987;1987); B.A., Rollins College.

*Michon Lubbers*

Volleyball Coach and Instructor (1999;1999); B.A., College of the Holy Cross; M.A., Adams State College.

*Richard Morris*

Swimming Coach and Instructor (1993;1993); B.S., Temple University; M.A., University of Tennessee; Ed.D., University of Central Florida.

*Alan Morrison*

Artist-in-Residence, Organ and Chapel Organist (2001;2001); B.M., M.M., Curtis Institute of Music.

*John Morrison*

Rollins Fellow, Communication (2001;2001); B.A., M.A.C.C.T., Rollins College.

*Maria Del Rosario Paniagua-Tejo*

Rollins Fellow, Spanish (2002;2002); B.A., Rollins College; M.A., University of Central Florida (in progress).

*Shawn Pistor*

Rowing Coach (1998;1998); B.A., M.B.A., Rollins College.

*Brian Polk*

Rollins Fellow, Chemistry (2002;2002); B.S., University of Southern Mississippi; M.S., University of Central Florida.

*Meredith Prince*

George D. and Harriet W. Cornell Fellow in Classical Studies (2002;2002); B.A., Vanderbilt University; Ph.D., Duke University.

*Robert Rikeman*

Baseball and Strength Coach (1993;1994); B.A., Brandeis University; M.S., University of Massachusetts.

*Thea Robinson*

Athletic Trainer and Compliance Officer (1996;1996); B.S., Virginia Commonwealth; M.Ed., University of Virginia.

*Martha Ruiz*

Rollins Fellow, Spanish (2002;2002); B.A., M.A., University of Central Florida.

*Matthew Sewell*

Rollins Fellow, English (2001;2001); B.A., Williams College; M.A., Ph.D. (candidate), Johns Hopkins University.

*Steven Wexler*



Rollins Fellow, English (2002;2002); B.A., Syracuse University; M.A., Ph.D. (candidate), University of Louisville.

*Glenn Wilkes, Jr.*

Women's Basketball Coach and Intramural Assistant (1986;1986); B.A., Stetson University.

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>

## *Emeriti*

---

*Dale F. Amlund, B.F.A., M.F.A.*  
Emeritus Professor of Theatre Arts

*Carol H. Anderson, M.Ed., M.B.A., Ph.D.*  
Emerita Professor of Marketing of the Roy E. Crummer Graduate School of Business

*Marilyn Anderson, B.A., M.A., M.A.L.S.*  
Emerita Associate Professor and Science Librarian

*Velda Jean Bloodworth, B.A., M.A.T., M.S.*  
Emerita Associate Professor and Reference Librarian

*Edward E. Borsoi, B.A., M.A., Ph.D.*  
Emeritus Professor of Spanish

*John J. Bowers, B.A., M.S., Ph.D.*  
Emeritus Professor of Mathematics

*O. Lyvonne Burlison, B.S., M.S.M., M.B.A.*  
Emerita Associate Professor of Business Administration

*Esther Chase, B.S. in L.S., M.S.M.*  
Emerita Assistant Professor and Acquisition Librarian

*Persis C. Coleman, A.B., M.P.H., Ph.D.*  
Emerita Professor of Biology

*Norman N. Copeland, A.B.*  
Emeritus Associate Professor of Physical Education and Men's Tennis Coach

*Deloit Cotanche, B.S., M.A., Ed.D.*  
Emeritus Professor of Education

*Jack Barron Critchfield, B.S., M.A., Ed.D.*  
President Emeritus

*Edward F. Danowitz, B.S., M.S., M.A., Ph.D.*  
Emeritus Professor of Foreign Languages

*Patricia J. Delks, B.A., M.L.S.*  
Emerita Director of Libraries

*H. Allan Dye, B.S., M.A., Ph.D.*  
Emeritus Professor of Counseling

*A. Ross Evans, B.A.E., M.S.B.A., C.P.A.*  
Emeritus Professor of Business Administration

*William K. Gallo, B.S., M.A., Ph.D.*  
Emeritus Professor of Music

*Catharine Crozier Gleason, B.M., M.M., Mus.D.*  
Emerita Associate Professor of Organ

*William R. Gordon, B.S., M.A.*  
Associate Vice President Emeritus of Development

*George C. Grant, A.S., B.S., M.S. in L.S., Ph.D.*  
Emeritus Director of Libraries and Professor of Library Science

*Wayne D. Hales, B.A., M.S., Ph.D.*  
Emeritus Professor of Economics

*Halli Lu Hallam, B.A., M.A.*  
Emerita Associate Professor of Art

*Paul H. Harris, B.A., M.A.T.*  
Emeritus Assistant Professor of Physical Education

*Herbert E. Hellwege, Ph.D.*  
Archibald Granville Bush Emeritus Professor of Chemistry

*William J. Hepburn, B.S., M.B.A.*  
Emeritus Associate Professor of Business Administration

*Warren A. Johnson, B.A., M.A.*  
Vice President Emeritus of Development and College Relations

*Arthur R. Jones, Jr., B.A., M.S., Ph.D.*  
Emeritus Professor of Sociology

*Charles Joseph Jorgensen, B.S., Ph.D.*  
Emeritus Professor of Economics

*Joseph Justice, A.B.*  
Emeritus Associate Professor of Physical Education

*David C. Kurtz, B.S., M.A., M.S., Ph.D.*  
Emeritus Professor of Mathematics

*Jack C. Lane, B.A., M.A., Ph.D.*  
Alexander W. Weddell Emeritus Professor of American History and College Historian

*Thomas Lineham, Jr., A.B., M.A. in L.S.*  
Emeritus Associate Professor

*Mary Virginia Mack, B.S., M.P.H.*  
Emerita Associate Professor of Physical Education and Emerita Women's Tennis Coach

*Serge Matulich, B.S., Ph.D.*  
Emeritus Professor of Accounting of the Roy E. Crummer Graduate School of Business

*Nancy McAleer, B.S., M.Ed., Ed.D.*  
Emerita Professor of Education

*James E. McCarthy, A.B., M.A., Ed.D.*  
Emeritus Professor of Education

*Carolyn J. McFarland, B.A., M.S. in L.S.*  
Emerita Associate Professor of the Olin Library

*Harry J. Meisel, B.S., M.A.*  
Emeritus Associate Professor of Physical Education

*Joseph F. Mulson, B.S., M.S., Ph.D.*  
Emeritus Professor of Physics

*Ralph H. Naleway, B.S.Ed., M.A.L.S.*  
Emeritus Associate Professor of Mathematics

*Philip E. Pastore, B.A., M.A., Ph.D.*  
Emeritus Associate Professor of English

*Karl E. Peters, B.A., M.Div., Ph.D.*  
Emeritus Professor of Religion

*Thomas F. Peterson, B.F.A., M.F.A.*  
Emeritus Professor of Art

*Lynne M. Phillips, B.A., M.L.S.*  
Emerita Associate Professor of the Olin Library and Reference Librarian

*Donald R. Plane, M.E., M.B.A., D.B.A.*  
Emeritus Professor of Management Science of the Roy E. Crummer Graduate School of Business

*Brian G. Ramsey, B.S., M.S., Ph.D.*  
Emeritus Professor of Chemistry

*Kathleen J. Reich, M.A.T., Ed.S.*  
Emerita Professor and Head of Archives and Special Collections

*John Oliver Rich II, A.B., A.M.*  
Dean of Admission Emeritus

*Max D. Richards., M.B.A., Ph.D.*  
Distinguished Emeritus Professor of Management of the Roy E. Crummer Graduate School of Business

*John S. Ross, A.B., M.S., Ph.D.*  
Emeritus Professor of Physics

*Wanda Russell, B.A., M.A.*  
Emerita Director of Career Services

*Martin Schatz, B.S., M.B.A., Ph.D.*  
Dean Emeritus of the Roy E. Crummer Graduate School of Business and Professor of Management

*Edward W. Scheer, B.S., M.A.*  
Emeritus Associate Professor of Biology

*Thaddeus Seymour, B.A., M.A., Ph.D., L.H.D., LL.D.*  
President Emeritus and Professor of English

*James D. Upson, B.A., M.A., Ph.D.*  
Emeritus Professor of Psychology

*Luis Valdes, B.A., M.A., Ph.D.*  
Emeritus Professor of Political Science

*Julian W. Vincze, B.S., M.B.A., Ph.D.*  
Emeritus Professor of Marketing of the Roy E. Crummer Graduate School of Business

*Helen Linnemeier Watson, A.B., M.A.*  
Emerita Dean of Women

*Jean West, M.F.A.*  
Emerita Professor of English

*A. Arnold Wettstein, A.B., B.D., Ph.D.*  
Dean Emeritus of the Knowles Memorial Chapel and Professor of Religion

Click here to access the Student Records Web Page at Rollins College: <http://www.rollins.edu/studentrecords/>