

August 1988

Rollins College Catalog 1988-1999

Rollins College

Follow this and additional works at: https://scholarship.rollins.edu/catalogs_liberalarts

Recommended Citation

Rollins College, "Rollins College Catalog 1988-1999" (1988). *College of Liberal Arts Catalogs*. 48.
https://scholarship.rollins.edu/catalogs_liberalarts/48

This Catalog is brought to you for free and open access by the College Catalogs at Rollins Scholarship Online. It has been accepted for inclusion in College of Liberal Arts Catalogs by an authorized administrator of Rollins Scholarship Online. For more information, please contact rwalton@rollins.edu.

Rollins College



1988-89 Catalogue

Rollins College

A
liberal arts
college



CATALOGUE
1988–1989

Correspondence

THE PRESIDENT

General interests of the College

THE DEAN OF THE FACULTY

Undergraduate faculty and curriculum issues

THE DEAN OF THE COLLEGE

Student standing, residence issues, student organizations

THE DEAN OF THE CHAPEL

Religious life of the College

THE DIRECTOR OF ADMISSIONS

Admission to Rollins College, College of Arts and Sciences

THE DIRECTOR OF CAREER SERVICES

Career counseling and placement of students and graduates.

THE DIRECTOR OF STUDENT FINANCIAL PLANNING

Financial Aid and student employment.

THE CASHIER

Payment of bills and questions concerning fees and tuition.

THE REGISTRAR

Certification of student records; enrollment statistics; transcripts

ALUMNI ASSOCIATION

Alumni affairs and the Alumni Association

THE PROVOST

General academic issues

*The address of the College is
1000 Holt Avenue
Winter Park, Florida 32789
(407) 646-2000*

Rollins College Catalogue Volume LXXVIII, 1988

Catalogue Editor, Heidi N. Nickel
Catalogue Design, Neuhaus/Griffin, Inc.

Contents

Introduction	7
Student Life	11
Admission	18
Tuition, Fees and Student Aid	23
Curriculum and Academic Policies	33
Honors and Awards	49
Special Curricular Opportunities	57
Courses of Instruction	
<i>African Afro-American Studies Minor</i>	65
<i>Anthropology</i>	66
<i>Art</i>	74
<i>Australian Studies Minor</i>	80
<i>Biology</i>	83
<i>Business Studies (see Management)</i>	171
<i>Chemistry</i>	90
<i>Classical Studies</i>	97
<i>Computer Science</i>	101
<i>Economics</i>	105
<i>Education</i>	110
<i>English</i>	118
<i>Environmental Studies</i>	126
<i>Foreign Languages</i>	137
<i>Health Advising Program</i>	147
<i>History</i>	150
<i>Honors Degree Curriculum</i>	156
<i>Irish Studies Minor</i>	163
<i>Latin American and Caribbean Affairs</i>	165
<i>Management</i>	171

<i>Mathematical Sciences</i>	175
<i>Music</i>	180
<i>Philosophy and Religious Studies</i>	188
<i>Physical Education</i>	198
<i>Physics</i>	202
<i>Politics</i>	206
<i>Pre-Engineering</i>	215
<i>Pre-Environmental Management</i>	216
<i>Pre-Law</i>	217
<i>Psychology</i>	218
<i>Sociology</i>	223
<i>Theater, Dance and Communication</i>	230
<i>Women's Studies Minor</i>	241
Presidents	244
Officers and Trustees	245
Administrative Staff	247
Faculty Emeriti	249
Endowed Chairs	253
Faculty	254
Australian and Irish Faculty	272
Other Instructional Staff	275
Index	277
Calendar	280

Introduction to Rollins College

Rollins College stands among those small, coeducational, independent liberal arts institutions which distinctively contribute to the vitality and diversity of American higher education. Founded in 1885 under the auspices of the Congregational Church, 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 was coeducational and designed to bring the educational standards of New England to the Florida frontier.

Today, Rollins is nondenominational and independent and is supported through tuition, 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 28 major fields of study and over 800 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-five acre campus is bounded by Lake Virginia to the east and south. A traditional Spanish-Mediterranean architecture characterizes the College facilities.

Accreditation

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

National Association of Schools of Music since 1931, and has had a chemistry program accredited by the American Chemical Society since 1974. Its programs in education have been approved by the Department of Education of the State of Florida. The Roy E. Crummer Graduate School of Business is accredited by the American Assembly of Collegiate Schools of Business.

Rollins also holds institutional memberships in the Association of American Colleges, the American Council on Education, the College Entrance Examination Board, the Florida Association of Colleges and Universities, the American Association of University Women, the Association of Governing Boards, the Florida Independent College Fund, and Independent Colleges & Universities of Florida, Inc.

Associated Programs

The Hamilton Holt School of Rollins College offers associate and baccalaureate degrees as well as the Master of Liberal Studies degree in the afternoon and evening. The Crummer Graduate School of Business offers the MBA degree for both full-time and part-time students. The Graduate Programs in Education & Human Development offer graduate degree programs and professional development courses for teachers and counselors. In addition, Rollins has a branch at Patrick Air Force Base in Brevard County near the Kennedy Space Center, where degree programs are offered in the afternoon and evening. Information on these associated schools may be found in their respective catalogues. In addition, the Division of Non credit Programs offers seminars, workshops, study tours and other not-for-credit learning experiences.

Purpose

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

Centennial Statement of Educational Objectives

On February 20, 1981, the Rollins College Board of Trustees adopted the following "Centennial Statement of Educational Objectives."

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

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

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

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

Heritage

The rigors of a turn-of-the-century New England educational philosophy, tempered by the congenial Florida environment, have worked together since 1885 to produce a college of academic distinction, rich in its traditions and envied for its pleasant campus setting. The College lives through its legacy of individuals—people who will make a difference through their careers, their lives, and service to society.

The College has enjoyed a succession of dedicated and able presidents. The Rev. Edward Payson Hooker (1885–1892), one of the clergymen who helped establish Rollins in 1885, served as the first president. President George Morgan Ward (1896–1902), who later served as pastor of financier Henry Flagler's chapel in Palm Beach,

Florida, guided the College through the devastating financial times of the citrus freeze of 1894–95. William Fremont Blackman (1902–1915) brought strong academic credentials to Winter Park. Having graduated from Oberlin College and Cornell University, he was a faculty member in sociology at Yale University when called to the Rollins presidency in 1902.

Hamilton Holt (1925–1949), perhaps Rollins's most famous president, left a nationally recognized career as a journalist and internationalist in 1925 to accept the presidency of Rollins. His legacy to Rollins includes a tradition of "experimental" education. During the administration of Hamilton Holt, Rollins College established the Conference Plan, which emphasized close teacher-student contact. Under this plan, teachers and students shared the learning experience around a conference table, an activity which led students to develop clear standards by which to judge their work. The College retains this method but not to the exclusion of other significant approaches to teaching. Paul Wagner (1949–1951) was a controversial president who brought extensive use of audio-visual technology to Rollins and ended its football program.

During the administration of Hugh F. McKean (1951–1969), the College developed the Honors Degree Program for exceptionally well-prepared and qualified students. He established graduate programs in education and business, and the Hamilton Holt School and Patrick Campus, which together provide evening education programs for nearly 2,000 adults. 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 College from a position at the University of Pittsburgh, moved the College in new directions by establishing programs in environmental and interdisciplinary studies and graduate and undergraduate programs in criminal justice. Continuing to build a strong faculty and seeking those students who would most profit by the personalized education provided at Rollins College, President Critchfield generated new support from all facets of the community for the College.

The current president is Thaddeus Seymour, elected to office in 1978. He served previously as Dean of Dartmouth College and President of Wabash College in Indiana. As Rollins enters its second century, President Seymour has defined clearly the goal of superior liberal arts education in a personal and caring environment: to know ourselves and to be known by others as the finest small college in the Southeast, standing among the finest small colleges in the country.

Student Life

Education at Rollins is not limited to the classroom. Rather it combines the discipline of academic study with many other opportunities for learning and personal development on a residential campus. Residential life, student self-governance, and extracurricular activities bring important dimensions to a student's liberal education.

The Rollins student lives and works in a small, dynamic community formed for the sake of learning and marked by its diversity. This diversity in its curriculum, its faculty interests and its student experience has helped to introduce Rollins students to the fullness of life's possibilities. Rollins makes a special effort to create a student population of individuals from varied backgrounds and with diverse experiences. Rollins enrolls approximately 1,450 students representing 35 states and 24 foreign countries, with about one-third of those students from the state of Florida.

Student Organizations

Student organizations provide Rollins students with many opportunities to develop self-confidence, leadership skills, and a sense of social responsibility. All students participate in the governance of student life through elected representatives to the Student Government Association, the Student Hearing Board, and various committees. Each residence hall provides its members with opportunities for leadership and governance through its House Council and House Association. Students are also represented on the important student faculty governance committees that determine college policies in academic and

social areas. In addition, over 20 student groups, representing ethnic, social, political, academic, and religious interests, are active on campus.

Residential Life

Three types of housing are available to Rollins students. Most Rollins students live in one of the 20 residence halls on campus. Residence halls are larger dormitories accommodating from 50 to 210 students and are staffed by upperclass student Resident Aides who are responsible for programming, counseling, and security. Nine sororities and fraternities occupy College-owned facilities, including many of the most beautiful buildings on campus. Three Residential Communities, whose members share common intellectual and cultural interests, occupy coeducational houses. The Fine Arts House, the Rollins Outdoor Club, and Pinehurst are the current Residential Communities. The campus experience is likely to include lectures, group discussions, informal interactions with faculty members, and social and artistic events.

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

Cultural Life

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

The Rollins College Artist Series, the Festival Series, the Bach Festival and performing groups such as the Chapel Choir, the Rollins Singers, the Rollins Chorale and the Rollins Brass Ensemble all offer experiences for those with interest in music. The two theaters on campus, the Annie Russell Theatre and the Fred Stone Theater, 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 Gallery

houses a fine collection of works by 19th-century English and American artists, and is fully accredited by the American Museum Association. In addition to the permanent collection, many loan exhibits are presented throughout the academic year.

Community Responsibility

Rollins College is dedicated to an educational environment 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. To learn self-governance, students are involved centrally in the administration of principles of responsible community life.

The *Code of Students' Rights and Responsibilities*, created jointly by the faculty and students of the College and published annually in the student handbook, *The R-Times*, describes the principles and procedures employed at Rollins to ensure such an environment. It affirms student rights to be upheld, 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 the College is responsible for student discipline, but because of the College's commitment to developing self-governance, the *Code* also includes the system through which responsibility for community governance is largely delegated from the Dean of the College to the Student Hearing Board and, through the Board, to House Councils established in each of the residence halls. Serving on one of those boards is a significant honor and responsibility for especially outstanding students.

Recreation

Because sports are a significant part of life at Rollins, students have the opportunity to become involved in a variety of athletic activities. A diversified, year-round intramural program for both men and women, includes basketball, bowling, flag football, golf, table tennis, sailing, soccer, softball, swimming and track. The Enyart-Alumni Field House contains basketball courts, a weight room, dressing and

training rooms, classrooms, and athletics offices. Other facilities include the Alford Pool, Alford Stadium at Harper Shepherd Field, the Sandspur Bowl, the tennis courts, and the waterfront. All these facilities are available to students at designated times.

The College has achieved considerable national recognition in intercollegiate competition with the aid of a relatively modest scholarship program and without sacrifice of academic standards. The athletic program encourages individual participation in ten intercollegiate sports: baseball, basketball, cross-country, crew, golf, soccer, softball, tennis, volleyball, and waterskiing. Rollins is a member of the Sunshine State Conference and Division II of the National Collegiate Athletics Association. Women's tennis, however, is played at the Division I level.

Religious Life

The nurture of the religious life in the Rollins community is the mission of Knowles Memorial Chapel and the United Campus Ministries, lead by the Dean of the Chapel. The character and programs of the Chapel, guided by the Student Board of Deacons, are interdenominational, seeking both 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., the Chapel holds interdenominational services with students participating in leading the services as well as singing in the Chapel Choir. 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.

In addition to conducting religious services, Roman Catholic Mass, Bible studies, and Jewish Holy Day observances, the campus ministers sponsor the program of Sullivan House. Guided by its coordinator, Sullivan House offers events of adventure (canoeing, backpacking and diving trips), spiritual growth (ecumenical study and conversation groups, monastic retreat trips, public affairs discussions), and service drives to alleviate world hunger and direct volunteer aid to projects in the community. Student organizations represented at Sullivan House, include the Newman Club, the World Hunger Committee, the Jewish Students League, the Rollins Outdoor Club, and the Black Student Union. The programs of Sullivan House, open to persons of all religious beliefs or none, are often catalytic, helping students to develop interests that they may carry forward on their own.

Resources and Services

THE LIBRARY

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

The new 54,000 square foot library, a 4.7 million dollar gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shore of Lake Virginia, the four-level structure retains the Spanish Colonial architecture which dominates the Campus. Open stacks with study areas throughout, conference rooms, group studies, and a tower lounge with exhibit space are some of the features which provide an inviting research and study environment. Patrons are able to use individual and group media rooms for viewing and listening; typing carrels with up-to-date equipment are also available.

The library's collections reflect the liberal arts mission of the College and strongly support the curriculum through a generous budget. Presently, the holdings exceed 230,000 volumes, 1,400 periodical subscriptions and 40,000 Government documents. The College Archives and the Special Collections Department, housed in the newly renovated Mills Memorial Center, provide further opportunities for research in the history of Rollins College, rare books and manuscripts. Special collections, often acquired through bequests, emphasize the liberal arts character of the library, for instance, 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 College's Archives, while collecting the documents of the institution, also accumulated priceless holdings on the past of Winter Park since the histories of both are intertwined, thus offering a wealth of information to local historians.

Computerized services include an online catalog, an automated circulation system, computer based cataloging operations, as well as automated interlibrary loan, data base search opportunities and *Readers' Guide to Periodicals Literature* on compact disc. To assist all patrons beyond the general reference services, the professional staff is available for individual bibliographic appointments and formal instruction in library research methods.

The library's Media Services Department extends student, faculty, and staff access to a wide range of materials and information in audio, video, and other non-print formats. The department rents and pur-

chases non-print resources and provides media equipped classrooms and equipment delivery service. Selected graphic and production services are also available.

From its inception, the library has been an integral part of the instructional, intellectual, and cultural life of Rollins College.

COMPUTER SERVICES

The instructional computing resources at Rollins include both a personal computer laboratory and a Digital Equipment VAX 11/750 minicomputer which may be accessed through hard-wired terminals across the campus, a campus network, or dialup lines. The Rollins Computing Laboratory, located in Bush 206, is equipped with 20 Macintosh Plus computers in Appletalk network and 20 IBM PCs. Many of the computers may be used as VAX terminals. The lab is staffed by the Computer Services office. Personnel assigned include a full-time supervisor and a team of student assistants who work evenings and weekends, all of whom provide assistance and training. A variety of software is available, including WordPerfect, Lotus 123, MACWrite, MACPaint, and MACDraw. VAX users may program in one of several languages, make use of the Minitab or SAS statistical packages, and communicate with each other via VAX Mail. Lab hours are 8:30 A.M. until midnight weekdays except Fridays, 8:30 A.M. until 5:00 P.M. Fridays, 9:00 A.M. until 1:00 P.M. Saturdays, and 3:00 until midnight Sundays. The VAX is available by phone at all hours.

Students are encouraged to bring personal computers to campus, especially for their word processing needs. Rollins maintains agreements with several vendors who allow students to purchase personal computers and selected software at a substantial discount.

Additional word processing facilities may be found in the Writing Center, located in Mills.

HEALTH SERVICES

The College maintains a medical facility staffed by a part-time physician, a registered nurse practitioner, and a registered nurse. Serious illnesses are treated at Winter Park Memorial Hospital either by a College physician or by an appropriate specialist. All students are covered by group health insurance funded by the student fee.

COUNSELING AND ADVISING RESOURCES

Academic advising and counseling, available to undergraduates throughout their four years at Rollins, are coordinated by the Office of the Dean of the College. First-year students are assigned to advisers

familiar with their academic preparation and areas of interest. Thereafter, students may choose their own faculty advisers, very often selecting faculty from their major field of study. Faculty advisory committees focused on pre-law, pre-health sciences, and pre-management provide special assistance to students planning professional training and careers. Department heads also provide information regarding their fields.

Faculty advisers to freshmen are aided by upperclass peer advisers selected for their ability to help first-year students make the transition to college-level academic demands.

The Center for Skills Development, located in the Mills Memorial Center, provides special assistance to students needing developmental work in reading, comprehension, or study skills. Special assistance is also provided to students with learning disabilities.

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

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

CAMPUS SAFETY

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

For further information:

Dean of the College
ROLLINS COLLEGE
Winter Park, Florida 32789
407/646-2345

Admission

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

Freshman Admission

Candidates for admission to the freshman class should have a completed application on file with the Admissions Office by February 15. To complete the application file, a candidate submits the admissions application form, an official transcript of grades 9 through 12, recommendations from a guidance counselor and a teacher, and an official report of either SAT or ACT tests results. All applicants for admission must take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the examination by the American College Testing Program (ACT). These tests should be completed no later than the Fall of the senior year. It is strongly recommended that candidates submit scores from three Achievement Tests of the College Entrance Examination Board. Rollins participates in the group of colleges and universities using the Common Application Form, which can be submitted in place of the Rollins College application form.

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

Admission to the freshman class is competitive. Approximately 2,500 applications were received for the 400 places in the freshman class for the 1988–89 year. The Admissions 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. Standardized test scores (SAT or ACT) are given less weight in the admissions process than are the depth and quality of high-school preparation. Personal factors include recommendations, extracurricular activities or special talents, interviews (which are strongly recommended), 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 1st, and all accepted freshmen who intend to enroll must submit a nonrefundable tuition deposit of \$500 by that date to hold their places in the class. Students who have received an application fee waiver from their secondary schools 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 applicants will be considered on a space available basis.

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

Early Decision (Freshman Applicants Only)

High School seniors may submit their junior year record and junior results of the SAT or ACT with the request that the Admissions Committee grant an Early Decision. Candidates for Early Decision should apply only if Rollins is their first choice. Early Decision candidates may apply to other colleges or universities but agree to withdraw these applications if their candidacy at Rollins is approved. Early Decision applications must be received by November 15th, and

candidates will be notified by December 15th of their senior year. A nonrefundable tuition deposit of \$500 is due and payable upon notification of acceptance. Early Decision candidates not accepted under the Early Decision program will have their applications reconsidered for admission under the regular decision program.

February Admission

There are a limited number of spaces available for freshman seeking admission for the spring term, which begins in February. Completed applications must be on file in the Admissions Office by December 1.

Early Admission

Unusually well-qualified applicants may be considered for entrance prior to secondary school graduation, usually for entrance following their junior year.

Transfer Admission

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

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

Candidates for transfer admission are evaluated primarily on the

basis of their college-level work. The applicant must be in good academic standing and eligible to return to the institution from which transfer is proposed. Grades and course selection are considered; most successful candidates have over a 2.7 (B – minus) average from a four-year college, or a 3.0 (B) from a community college. The Admissions Committee evaluates other academic factors, including high school preparation and SAT and ACT scores. Personal factors are also considered, including the application essay, interviews (recommended but not required), recommendations, and extracurricular activities or special talents.

Admissions decisions are mailed on December 15 for spring entrance and after March 20 for fall entrance. Accepted candidates intending to enroll are asked to submit a nonrefundable tuition deposit of \$500 in order to hold their place. Limited campus housing is set aside for transfer students. This space is assigned on the basis of the date of payment of the tuition deposit. Housing applications are not mailed until the admissions process is completed.

International Student Admission

Candidates whose native language is not English should submit an official report from the Test of English as a Foreign Language (TOEFL) examination. Normally a score of 550 or better on the TOEFL exam is required for admission. Candidates should advise Rollins of their current immigration status. Upon admission, the College provides documentation necessary for legal entry into the United States and enrollment as a student in the U.S.

Admission with Advanced Standing

Rollins grants credit toward graduation for grades of 4 and 5 on the Advanced Placement Examination of the College Board Advanced Placement Examination Program. Each score of 4 or 5 is worth one course and one course unit (5 quarter hours) of academic credit. Students may receive credit for a score of 3 if recommended by the appropriate academic department.

Credit is awarded for achievement in the International Baccalaureate Program and generally for courses completed at other colleges or universities. Students may also obtain course credit by submitting the results of the College Entrance Examination Board's College Level Examination Program (CLEP). Credit will be awarded only for work

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

Special Student Admission

A small number of special students are admitted to Rollins College each term. A special student is a student who is not enrolled as a full-time degree-seeking student. Candidates must submit a completed admissions application form, official transcripts for all high-school and college-level work, and the results of standardized tests if the tests have been taken. The decision to admit a student into this category is based primarily on factors such as motivation, maturity, and educational goals.

Campus Visits

A visit to the campus is strongly recommended. Interviews are normally scheduled Monday through Friday between 9 a.m. and 4 p.m., and on Saturdays during the academic year from 9 a.m. to 12 noon. Candidates are encouraged to write or call the Admissions Office at 407/646-2161 for an appointment. Daily campus tours are conducted, and appointments with professors or class visits can be arranged.

Student hosts arrange for accommodations in the dormitories for overnight visitors, but candidates should contact the Admissions Office two weeks in advance of their visit if they wish overnight accommodations.

For further information:

Dean of Admissions and Student Financial Planning
ROLLINS COLLEGE
Winter Park, Florida 32789
407/646-2161

Tuition, Fees and Student Aid

Student Expenses

The Rollins College comprehensive fee for the 1988–89 academic year is \$14,396 which includes tuition, room, board and fees. Tuition is \$10,630 and fees are \$251. Book costs are estimated at approximately \$350 per year. Personal expenses range from \$75 to \$100 per month. For the resident dining program, each student has an account, which is charged through a ValiDine Card. The student will be charged only for the food selected on this program, which is similar to a credit card system. Under this system, students have the option of low or high use plans. Students who plan to eat more than 75% of their meals in the dining hall should select the high-board plan option; those who plan to eat fewer of their meals on campus should choose the low board plan.

The total year's charges (excluding the tuition deposit which is due from new students on May 1) is payable in two installments. By July 15, 57%, minus the tuition deposit, will be due, and the balance of 43% is due on or before December 16. *There is a late payment charge of 5% on any balance outstanding after the due date.* Failure to meet the deadline for paying tuition and fees can lead to the loss of housing and class registration. Students with special financial problems should consult with either the Student Aid Office or the Comptroller's Office immediately. While the College cannot guarantee solutions, every effort is made to prevent a student's being turned away because of temporary financial hardship.

The June billing will reflect all financial aid awards made to the student. Amended bills will be sent if aid awards are changed after the billing date.

Schedule of Fees 1988-89 Academic Year

Commuting Students	Fall/ Winter	Spring	Total
Tuition	\$5,905.00	\$4,725.00	\$10,630.00
Fees	140.00	111.00	251.00
	<u>\$6,045.00</u>	<u>\$4,836.00</u>	<u>\$10,881.00</u>
Resident Students			
Tuition	\$5,905.00	\$4,725.00	\$10,630.00
Fees	140.00	111.00	251.00
Room (Double)	1,053.00	842.00	1,895.00
Board (Moderate)	900.00	720.00	1,620.00
	<u>\$7,998.00</u>	<u>\$6,398.00</u>	<u>\$14,396.00</u>
Options			
Single Room	\$1,400.00	\$1,120.00	\$2,520.00
Triple Room	905.00	725.00	1,630.00
Low Board	722.00	578.00	1,300.00
High Board	1,138.00	912.00	2,050.00

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

Pre-Enrollment Fees

Application Processing Fee (non-refundable)	\$ 30.00
(Payable with submission of Application for Admission)	
Tuition Deposit Fee (non-refundable)	500.00

REFUND POLICY

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

Fall/Winter Term

Students who notify the College *before* July 15, 1988 that they will not attend school in the Fall, will have all Fall/Winter Term fees paid prior to that date refunded, except for the tuition deposit which is not refundable.

After July 15, 1988, the following refund policies will apply:

Tuition: \$2,361 if student formally withdraws before September 20, 1988.

Room: No refund.

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

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

Students who complete their degree requirements at the end of the Fall Term will be refunded \$1180 tuition, \$211 room (\$280 for a single, \$180 for a triple), and the unused balance in the board account.

Spring Term

Students who formally withdraw from the Spring Term before February 6, 1989 will be refunded all tuition which has been paid and the unused balance in the board account. No room refund will be made.

From February 6, 1989, the following refund policies will apply:

Tuition: \$1181 if the student formally withdraws before February 17, 1989.

Room: No refund.

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

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

Withdrawals

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

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

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

Our policy will be to distribute the refund to each of the elements

of the financial aid or remission package in the same proportion that each element bears to the total settlement of charges for each term.

Dismissals

Students who are dismissed for social reasons will not be eligible for a refund.

For further information:

Cashier
ROLLINS COLLEGE
Winter Park, Florida 32789
407/646-2252

Student Financial Planning

The objective of the Office of Student Financial Planning is to assist students and their families in managing the cost of a Rollins education. Services of the office include:

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 planning for both undergraduate and graduate education.

Student money management assistance.

Student loan debt management counseling.

Short term loans for emergencies.

AID PROGRAMS AVAILABLE

Grants and Scholarships

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

Rollins Grant A Rollins program for students with demonstrated need. The Student Financial Planning Staff determines eligibility based on the Financial Aid Form and the student's academic record.

Supplemental Educational Opportunity Grant A federal program for undergraduate students with exceptional financial need. The Student Financial Planning Staff determines eligibility based on the Financial Aid Form.

Florida Student Assistance Grant This grant of \$1,200 per year is provided by the State of Florida and the federal government to needy students who are full-time and have been residents of the State of Florida for at least 24 months immediately prior to application. The Florida Office of Student Financial Assistance determines eligibility based on the Florida Financial Aid Form. The application deadline is April 15. Recipients must take and pass the Florida CLAST test before receiving the award for their junior and senior years.

Florida Tuition Voucher Fund This state program provides approximately \$1100 to full-time students attending accredited private colleges in Florida. Students must be residents of Florida for at least 24 months. Financial need is not a requirement. The application must be submitted each year no later than October 1. Recipients must take and pass the Florida CLAST test before receiving the award for their junior and senior years.

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

Rollins Centennial Award This award is for half the amount of tuition and is made to entering freshmen without regard to need and is continued each year thereafter, as long as the recipient maintains a 3.0 (B) average or better. Awards are made by the Admissions Committee based on the student's total record. This award is available to Florida residents.

Alonzo Rollins Scholarship This scholarship is based solely on merit without regard to need. It carries the value of full tuition and is awarded by the Admissions Committee to incoming freshmen. It is renewable with a 3.0 (B) average.

A number of scholarships are part of the College's endowment, and the income is usually awarded on an annual basis to Rollins students. Recipients of these scholarships are generally selected by the Student Financial Planning Staff frequently in consultation with the chairs of various academic departments as specified by donors in the scholarship agreements.

Some of those available are:

Harold Alfond Athletic Scholarship
ARE Scholarship

C. Ross Ault Scholarship
Carolyn H. Bassett Scholarship
Boulton Scholarship
Anna G. Burt Scholarship
Carlos Music Scholarship
John Carter Scholarship for Achievement in Music
Walter Charmbury Scholarship
Donald H. Cheney Scholarship
Bucky Copeland Memorial Scholarship Fund
George D. and Harriet W. Cornell Scholarship Fund
Phillip Crosby Scholarship
J. Roy and Mabel R. Dickie Scholarship
Jessie Ball du Pont Scholarship
Willis Victor du Pont Memorial Scholarship
Eckerd Drugs Scholarship
Andrew J. Fish Scholarship
Fishback/Galey Scholarship
Ernestine Galloway Scholarship Fund
Madame Gero Scholarship
Hamilton Holt Scholarship
C. L. Harper Scholarship
William Randolph Hearst Foundation
Louis C. Herring Science Scholarship
Robert Hufstader Scholarship
Arthur Knowles Hutchins Scholarship
Warren Ingram Scholarship
Adrienne Israel Memorial Scholarship
Jewett Scholarship
Thomas Johnson Scholarship
Junior Service League Scholarship
Arthur Landstreet Scholarship
Claire MacDowell Scholarship
Blanch Mallet Scholarship
McCollough Scholarship Fund
Jack McDowall Endowed Scholarship Award
McDowall Scholarship Fund
Robert E. McNeill, Jr. Scholarship Fund
Mendell Literary Scholarship
Edward S. Meyer Scholarship
Henry Mobray Scholarship
Bill Muncey Memorial Scholarship
Charles A. and Jesse W. Noone Scholarship
Nichols Music Scholarship

S. Truman Olin Scholarship in Economics
Constance Ortmyer Scholarship
Nancy Parker Memorial Scholarship
George and Jessie Pearsall Scholarship Fund
Cliff Peeples Memorial Scholarship
Dr. P. Phillips Foundation Scholarship
Albert Pick, Jr. Scholarship
Virginia Quantrell Scholarship
Eva Rinehart Rayburn Scholarship
General Charles McCormick Reeve Scholarship
Rollins College (Rex Beach) Scholarship
John Ross Rosazza Scholarship
Kathryn and Harry Schwindt Scholarship
Howard Showalter, Jr. Scholarship
Rose Skillman Scholarship
L. C. Smith Memorial
Alice H. Southworth Scholarship Fund
Marguerite Stratford Scholarship
Elizabeth Strubing Memorial Scholarship
Betsy Anne Teall Memorial Scholarship Fund
Trowbridge Scholarship
Ward-Hart-Hurrey Scholarship for Latin-Americans
Webb Memorial Scholarship Fund
G. T. Wiley Academic Achievement Scholarship
May A. Williams Scholarship
Myra Gray Williams Scholarship

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

The Altrusa Club of Winter Park (Eleanor J. Mathews Art Scholarship)
W. Paul Bateman Foundation
First Congregational Church of Winter Park
Florida Executive Women (F.E.W.)
C.A. Frueauff Foundation
Good Gulfstream Foundation (Roy E. Dye Scholarships)
Stella and Charles Guttman Foundation
Kimball Foundation
Ellen Harcourt Foundation
James Leahy
Larry and Mae Plant
Nicholas B. Ottaway Foundation

Albin Polasek Foundation

William G. Selby and Marie Selby Foundation

Algernon Sydney Sullivan Foundation

University Club of Orlando

University Club of Winter Park

Lettie Pate Whitehead Foundation

Loans

Carl Perkins Loan This loan is provided by the federal government and allows needy students to borrow funds, repaying after graduation at a low interest rate. The Student Financial Planning Staff determine eligibility from the Financial Aid Form. The amount of the loan depends upon the student's need as well as the availability of funds.

Rollins Loan This is a low interest loan provided by Rollins to needy students who, for varying reasons, are not eligible for a Perkins Loan. The Student Financial Planning Staff determine eligibility.

Guaranteed Student Loan Funds for this loan are provided by the student's bank or credit union, and the loan is guaranteed by either the state or federal government. Repayment begins after graduation at a low rate of interest. Eligibility is based on the students need and is determined from the Financial Aid Form.

Parent Loans to Undergraduate Students Parents may borrow up to \$4,000 per year from a participating bank or credit union. Repayment begins immediately.

Supplemental Loans to Students Self-supporting students may borrow up to \$4000 per year from a participating bank or credit union. Repayment begins immediately.

Employment

College Work-Study This federal program provides on-campus employment to students with financial need. The Student Financial Planning Staff determine eligibility from the Financial Aid Form.

Rollins Employment This program is identical to the College Work Study program except that all funds are provided by Rollins College. The Student Financial Planning Staff determine eligibility from the Financial Aid Form.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

To receive aid at Rollins College, a student 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 freshman should normally have a high

school grade point average of 2.0). Some programs require a higher GPA:

Florida Academic Scholars Fund	3.2
Selby Scholarship	3.0
Alonzo Rollins Scholarship	3.0
Rollins Centennial Award	3.0
Presidential Scholarship	3.0

Grade point averages are checked each term.

Completion Rate:

Aid recipients should successfully complete a minimum of 8 course units (at least 36 quarter hours) each academic year. At this rate, obtaining a degree will take 4 and 1/2 years. However, Rollins' sources will provide aid for only 4 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 Aid Office. Transfer credits will be applied to this schedule in determining a student's eligibility for aid. A student making satisfactory academic progress will have completed the following course units at the end of each year:

First year	8 course units	Third Year	24 course units
Second Year	16 course units	Fourth Year	32 course units

To graduate, a student must complete at least 35 courses of academic work equaling at least 35 course units. An "I" or "R" grade in a course will be 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 will be expected to be meeting these standards *before* any aid will be awarded. Students receiving aid who fail to maintain these standards the first time will be placed on **Aid Warning/Subject to Review**. Students on Aid Warning because of a GPA less than 2.0 will have one semester in which to bring up their averages.

Students on Aid Warning because of their completion rates will have one academic year in which to make up the lost credits.

Students who do not bring themselves up to the minimum standards by the end of their warning period will 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 Student Aid Committee may approve individual appeals due to mitigating circumstances. A student who is denied aid because of failure to maintain satisfactory progress may become eligible by:

- 1) Bringing his/her cumulative GPA and completion rate up to standard; or
- 2) If it is not feasible that item 1 can be accomplished in one term, the student may submit a plan of action to the Student Aid Appeals Committee for approval. The student must demonstrate substantial improvement in progress for the first term without aid, and must have a reasonable plan to bring progress up to standard once aid is reinstated.

A student who is dismissed from the College, then readmitted, will be allowed to receive aid after having demonstrated progress by completing 4 course units with a 2.0 average or better. This course work may be done at Rollins or at another accredited college.

RIGHTS AND RESPONSIBILITIES OF THE STUDENT AID RECIPIENT

Student Aid applicants have the right to:

Confidentiality.

Appeal. Appeals should be submitted in writing to the Chairman of the Student Aid Committee.

Information. Information on the terms and conditions of all aid programs is provided to the student prior to accepting the award.

Student Aid applicants are responsible for:

Submitting applications and forms before the appropriate deadlines.

Following the instructions provided for renewal of aid or for the solution of problems that may arise during the school year.

Accepting the offer of Student Aid before the specified return date.

Notifying the Student Financial Planning Office if a change in the family financial situation occurs.

Requesting special assistance when it is needed.

Maintaining satisfactory academic progress according to the policies of Rollins College.

Meeting all information requirements of the Federal Aid Verification requests.

For further information:

*Student Financial Planning Office
Box 2721
ROLLINS COLLEGE
Winter Park, Florida 32789
407/646-2395*

Curriculum and Academic Policies

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

RESIDENCE REQUIREMENTS

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

GRADE REQUIREMENT

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 in the major field.

CREDIT REQUIREMENT

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

PHYSICAL EDUCATION

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

GENERAL EDUCATION REQUIREMENTS

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

Students may count one course in their major department to satisfy either a cognitive or affective requirement. Students may satisfy both of these requirements within an Area Studies major, but not within a single department.

I. Skills Requirement

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

Writing: (W)

The objective of this requirement is to improve the student's ability to write effectively. Courses meeting this requirement include instruction in basic composition. The English composition requirement (W) may be fulfilled by a score of 600 or more on the College Entrance Examination Board (CEEB) Achievement Test in English Composition or by successful completion of **E 101**.

Writing Reinforcement (R):

The objective of this requirement is to improve student writing skills in a particular discipline, to discover writing as a mode of learning, and to reinforce writing skills learned in **E 101**. The Writing (W) Requirement is a prerequisite.

Foreign Language (F):

The objective of this requirement is to acquaint students with basic skills for communicating in a language other than their own. The requirement may be fulfilled by achieving a score of 500 or better on the Foreign Language Achievement Test of the CEEB or by completing four years of one language in high school. Students who have complete two years of one language in high school must enroll in a **102** course; students who have completed three years must enroll in a **201** course.

Decision Making and Valuation (V):

The objective of this requirement is to improve the student's ability to make reasoned value judgments both within and among the moral, aesthetic, intellectual, monetary and pragmatic spheres.

Mathematical Methods (M):

The objective of this requirement is to improve the student's ability to use those methods of mathematics or formal logic that can be applied to formulating and solving problems in many disciplines.

II. Cognitive Requirement

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

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

Development of Western Society and Culture (D):

The objective of this requirement is to provide students with an understanding of the historical development of Western societies, their institutions and ideas.

Knowledge of Other Cultures (C):

The objective of this requirement is to provide students with an awareness of a culture or cultures other than those cultures of Western Europe and the United States. Courses meeting this requirement will primarily focus on such elements as the arts, economics, ideology, politics, religion and social institution.

Knowledge of Contemporary American Society (S):

The objective of this requirement is to provide students with an understanding of contemporary American political, social, and economic systems and institutions.

The Natural World (O, P, and N):

The objective of this requirement is to provide students with knowledge of the natural world and to improve their understanding of the methods of inquiry which are common to the natural sciences. Two courses are required, one of which must include a laboratory section (N). One of the courses must be taken in the life or organic sciences (O), the other in the physical sciences. (P).

III. Affective Requirement

The purpose of this requirement is to enable students to find meaning in emotions, imagination, and personal relationships. The study of expressive arts and literature helps students to realize such objectives.

Expressive Arts (A):

The objective of this requirement is to provide students with an awareness of the means and methods by which expressive art forms

imaginatively reflect the conditions and experiences of human life and human nature.

Literature (L):

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

MAJOR REQUIREMENTS

Students must satisfactorily fulfill the requirements of their major department, or the plan of study of an Area Major, outlined in the catalogue in effect when the student matriculates at Rollins. The number of courses required by departments for the major may vary between 12 and 16. Course substitutions within the major must be approved by the Department head. In addition, students must earn a minimum grade point average of 2.0 in the major.

Students who withdraw from Rollins and who return after two or more years may be required to follow any curricular policies in effect at the time of their return.

MINOR REQUIREMENTS

Students who elect to declare a minor must satisfactorily fulfill the requirements of the minor department. The number of courses required for the minor may vary between 6 and 8. Students may declare more than one minor.

COMMENCEMENT

Graduating seniors participate in the annual May Commencement. Students who have met requirements for graduation must be recommended by the Faculty and the Board of Trustees for the degree.

Concentrations and Careers

MAJORS AND MINORS

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

Majors

Anthropology

Art

Biology

Pre-Business (3–2 Program)

Chemistry

Classical Studies

Computer Science

Economics

Elementary Education

Pre-Engineering (3–2 Program)

English

Pre-Environmental Management (3–2 Program)

Environmental Studies

French

German

History

International Relations

Latin American and Caribbean Affairs

Mathematics

Music

Philosophy

Physics

Politics

Psychology

Religious Studies

Sociology

Spanish

Theater

Minors

Although a minor is not required for graduation, students have the option of completing a minor consisting of 6 to 8 courses in a specified area other than the major. Students may select minors from the above list of majors, with the exception of the 3–2 programs, or they may minor in:

African/Afro-American Studies

Australian Studies

Business Studies

Communication

Dance

Irish Studies

Russian

Secondary School Training

Teacher Certification

Women's Studies

Area Studies Majors

A student may propose a course of study in an Area Studies Major, which is an interdisciplinary concentration of courses involving at least three departments. An Area Studies Major is normally planned and declared prior to the junior year.

The following Area Studies are offered as formal programs:

International Relations

Latin American and Caribbean Affairs

For further information:

Office of the Registrar

ROLLINS COLLEGE

Winter Park, Florida 32789

305/646-2144

PRE-PROFESSIONAL PROGRAMS

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

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

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

Health-related professional schools in the United States and Canada specify similar basic entrance requirements. Many also recommend, sometimes quite strongly, other undergraduate courses which should be completed.

Students interested in the allied health professions should note that Rollins has established a cooperative agreement with the Medical Technology Program at Duke University Medical Center and the Nursing Program at Emory University. Graduates from Rollins will receive priority consideration for admission to Duke's fourteen-month program in medical technology, and to Emory's two year program in nursing.

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

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

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

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

For further information:

Dean of the College
ROLLINS COLLEGE
Winter Park, Florida 32789
407/646-2280

Academic Policies

THE ACADEMIC CALENDAR

The academic calendar consists of a 14-week Fall Term, a 4-week Winter Term, and a 14-week Spring Term. The Winter Term is designed to allow independent study, discussion seminars on topics not generally explored in depth in the longer terms, and off-campus studies, which usually involve foreign travel and require supplemental funds. There are also off-campus independent studies proposed by

students for approval by their adviser, an off-campus sponsor, and the Curriculum Committee.

THE CREDIT SYSTEM AND COURSE SCHEDULING FORMAT

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

The standard course meets 3 times per week for 50 minutes (normally, Monday-Wednesday-Friday) or 2 times per week for 75 minutes (normally, Tuesday-Thursday). All students are required to take 3 Winter Term courses and have the option of taking a fourth. The number of Winter Term courses required of transfer students will be proportionate to the amount of transfer credit accepted.

COURSE LOAD

A full academic load is defined as 4 courses and 4 course units plus Physical Education during each of the Fall and Spring Terms, and 1 course during the Winter Term. One course unit is equal to five quarter hours. Students registered for five courses must have their adviser's approval; approval from the Dean of the College is required for students to enroll in 6 or more courses. Students must be enrolled in at least 3 courses to be considered full-time students. During Winter Term students may not register for more than 1 course or independent study, and they should devote a minimum of 40 hours per week to that course.

CLASSIFICATION OF STUDENTS

Class standing is determined by the number of courses completed:

Sophomore standing	9 course units
Junior standing	18 course units
Senior standing	26 course units

TRANSFER CREDIT

Transfer students must meet all General Education and major requirements to receive a Rollins degree. All general education requirements, with the exception of R and V, may be fulfilled with transfer credit. In the evaluation of transfer credit, 3 1/3 semester hours or 5 quarter hours are equated to 1 Rollins course. No more than the equivalent of 18 courses and 18 course units of transfer credit will be accepted from a two year-institution. Transfer credit is awarded only for course work taken at regionally accredited institutions. No transfer credit is given for courses completed with a grade below C-, or for work which is

not typically offered in a liberal arts college, or for courses taken by correspondence. No more than 6 course units will be allowed for extension courses. Transfer students need additional time to fulfill major requirements after enrolling at Rollins.

ACADEMIC ADVISING

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

DECLARING A MAJOR

Selection of a major does not imply a career choice. Concentration in a major field of study is designed to give a student command of the content and methods of one discipline or field, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis. In order to give students the opportunity to explore several areas of interest, a declaration of major is not required until the second term of the sophomore year.

REGISTRATION

During each Fall and Spring Term a period is set aside for students to consult with their academic advisers and prepare registration materials. Students are responsible for submitting their completed registration forms to the Registrar's Office.

DROPPING OR ADDING A COURSE

All changes in registration require the signature of the adviser, the instructor, and the Registrar, and must be made during the first week to add a course or the first two weeks to drop a course. Verbal notification of the instructor or failure to attend class DOES NOT constitute withdrawal. Students who abandon a course without filing the proper withdrawal form will automatically receive a failing grade of 'XF'. 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. It is the responsibility of the student to seek from the instructor a report of his/her standing in a class prior to the final date for withdrawal from courses. It is the responsibility of the instructor to provide the student with some form of graded report on his/her standing in a class prior to the final date for withdrawal from courses. A student may not withdraw from a course after the deadline except by approval of the Committee on Standards. Students who

withdraw from a course after the deadline will receive a grade of XF. Students who forge the signature of their adviser on either a Registration Form or a Change In Registration form will forfeit the course(s) in question.

AUDITING

Students may audit a course with the permission of the instructor and the Registrar; however, audited courses will not be listed on the transcript.

CREDIT/NO-CREDIT

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

MID-TERM GRADE REPORTS

All freshmen and their parents or legal guardians receive mid-term grade reports which monitor work in each course. A grade of satisfactory denotes C- or better work. Unsatisfactory means the student has a grade of D+ or lower in that course at mid-term. Students should follow up an unsatisfactory report by arranging conferences with their instructor and faculty adviser. A satisfactory grade report at mid-term does not guarantee a passing grade at the end of the term if the quality of work is not maintained. Mid-term reports for upper-classmen are not required from the faculty but may be sent at their prerogative.

CLASS ATTENDANCE

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

Each student is responsible for his/her absences from class. It is the student's responsibility to ascertain the absence policy for each course and to arrange with the instructor to make up any work missed. A student who must be absent from the campus for an extended period of time or during an emergency should inform the Dean of the College. Official recognition of excused absences, such as those necessitated by attendance at certain college-sponsored events, may be obtained from the Office of the Dean of the College. However, arranging make-up work is always the student's responsibility, and in this respect there is no difference between excused and unexcused absences. Some assignments, by their very nature, cannot be made up in another setting or at another time.

GRADES

The grade report is based on the following definitions:

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

Grade B is given for work that is consistently superior, for work showing interest, effort or originality.

Grade C is a respectable grade. A C average (2.00) is required for graduation. It reflects consistent daily preparation and completion in a satisfactory manner of all work required in the course.

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

Grade F is failing.

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

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

INCOMPLETE WORK

A mark of I, indicating that the work of a course is Incomplete, may be assigned only when circumstances beyond the control of the student—such as illness or necessary absence from the campus—have made it impossible for the student to complete the work of the course within the normal period. The student is responsible for

completing the Contract For An Incomplete Grade form available in the Registrar's Office. Students contracting for a mark of I in the Fall Term or in the Winter Term must complete the work of the course 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 the assignment of a grade of F.

ACADEMIC HONESTY

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

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

1. The instructor deals with academic dishonesty by informing the student of the infraction as expeditiously as possible and by taking whatever academic punitive action the instructor may deem appropriate. The instructor informs the Dean of the College of the infraction by letter, a copy of which is sent to the student. The Dean of the College informs the student of the right to appeal to the Dean of the College. An appeal should be made within one week of notification by the instructor.
2. If the student appeals the instructor's action, the Dean of the College takes testimony from the instructor, the student, and all appropriate witnesses, including those requested by the student. The Dean of the College's ruling is final with respect to guilt or

innocence. The Dean of the College does not have the power to assign a grade for either the work in question or for the course. In the event of a verdict of guilty, the instructor determines the penalty within the course. The Dean of the College determines whether any additional academic punitive action is appropriate. In the event of a verdict of innocent, the instructor re-evaluates the work in question and does not penalize the work because of the alleged violation.

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

ACADEMIC PROBATION AND DISMISSAL

Because a cumulative average of 2.0 (C) is a requirement for graduation, academic probation is intended to give the student opportunity and encouragement to maintain good academic standing and reasonable progress toward a degree. With this in mind and in order to uphold the academic standards of the College, policies of academic probation and dismissal have been established, as shown below. (The Winter Term is NOT considered a separate term in applying these standards.)

Academic Probation

A student who falls within any of the following categories will be placed on academic probation:

1. First term freshmen and first term transfer students whose term average falls below 1.67.
2. Students whose term average has dropped below 2.0 for two consecutive semesters.
3. Second, third and fourth year students whose cumulative average falls below 2.0.

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

Removal from Academic Probation

At the end of each Fall and Spring Term each student's academic record will be reviewed. Probation will be removed when the student no longer falls within the probation categories listed above.

Academic Dismissal

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

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

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

WITHDRAWAL

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

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

LEAVE OF ABSENCE

Because credit for only three Winter Term courses is required, students often take one leave of absence during Winter Term. Students electing to take leave during the Winter Term should indicate their intention on the Winter Term registration form which is submitted to the adviser. Students are not entitled to a refund of tuition or fees. A leave of absence also will be granted to students wishing to pursue an approved off-campus program of study.

Students who wish to take a leave of absence during the Fall or Spring Term need to complete the appropriate form in the Dean of the

College Office. Students taking a leave of absence may not remain on campus during that term.

1. A leave of absence may be granted for a program of work, study, or travel which will demonstrably contribute to the student's personal development or program of study at Rollins.
2. Students may apply for a leave of absence for one term or an academic year. A student may apply to extend a one-term leave to one year, but a leave may not continue longer than one year.
3. Students must file an application for a leave of absence with the Office of the Dean of the College at least one week prior to the beginning of classes for the first term of the leave.
4. The application must be approved by the Dean of the College. The Dean of the College will require approval by the student's faculty adviser if his or her plans for a leave of absence contribute directly to the Rollins program of study.
5. Students enrolled in the Rollins programs in Australia and Ireland or in programs of study at the American College in Paris or through the Institute for European Studies need not apply for a leave of absence. Students enrolled in those programs register through the Director of International Programs.

READMISSION

Application for readmission is made to the Dean of the College. Rollins College will not consider a request for readmission from a dismissed student in less than one calendar year from the date of dismissal. Applications for readmission will be considered after that time; students are expected to 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 documents of a similar nature. Students who withdrew for medical reasons must furnish a physician's statement certifying that they are physically able to resume their studies.

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

OBTAINING AN OFFICIAL TRANSCRIPT

Unofficial transcripts are sent to all students at the end of each term free of charge. Students will receive one official transcript free of charge upon graduation from Rollins College. Additional requests for

official transcripts must be made in writing to the Office of the Registrar, Rollins College, Winter Park, FL 32789. There is a fee of \$2.00 for each official transcript.

In addition, there will be a fee of \$2.00 for the first page and \$.25 for each page thereafter, for copying course descriptions.

HAMILTON HOLT SCHOOL

Sophomores, juniors and seniors enrolled in the College may register for one course in the Hamilton Holt School per year if approved by their adviser. Such students are not required to pay additional tuition or laboratory fees for courses during Fall or Spring terms.

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

In an effort to ensure the availability of Hamilton Holt School courses to the student population they were designed to serve, Day students will be registered in Hamilton Holt School courses on a space available basis with a maximum of five Day students in any given course.

GRADUATE MANAGEMENT ADMISSION TEST

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

THE GRADUATE RECORD EXAMINATION

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

For further information:

*Office of the Registrar
ROLLINS COLLEGE
Winter Park, Florida 32789
407/646-2144*

Honors and Awards

Honors

HONORS AT GRADUATION

The distinction Cum Laude is made by the Faculty of the College. In making such awards the Faculty will take into account the following criteria:

1. The candidate's grade point average:
Graduation Cum Laude: 3.5–3.66
Graduation Magna Cum Laude: 3.67–3.83
Graduation Summa Cum Laude: 3.84–4.0
2. Endorsement from the major department.

HONORS IN THE MAJOR FIELD

Honors in the Major Field provides for independent research or special study during the senior year, under the supervision of a three member committee in the student's major department and selected by that department.

In order to be eligible the student must:

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

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

PRESIDENT'S AND DEAN'S LISTS

The President's and Dean's Lists honor those students with a particularly high academic achievement in the previous fall or spring term. To be included on either list, during the immediately preceding term a student must have completed a minimum of three courses, worth at least one course unit each, with a grade, no incomplete grades, and earned the following term averages: 3.67–4.00 for the President's List; and 3.33–3.66 for the Dean's List.

Awards

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

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

The American Chemical Society Award in Organic Chemistry is awarded annually by the Department in behalf of the Polymer Division of the A.C.S. to an outstanding and promising Chemistry Major in Organic Chemistry.

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

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

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

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

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

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

The Award for Outstanding Achievement in Biology is given annually to a senior biology major who has consistently displayed academic achievement within the Biology Department.

The Peter H. Bonnell Award in German, dedicated to the memory of Dr. Peter H. Bonnell, Professor Emeritus of German and Russian, is presented annually to an outstanding student of German language, literature, or culture.

The Carlo Achievement Scholarship in Music established in honor of Rollins' longtime professor of violin and viola is available to a gifted student in strings.

The Carter Scholarship is to be granted to one who exemplifies the highest quality of musical talent, scholarly achievement, and performance, or to one who shows the greatest potential in these areas.

The Award for Outstanding Academic Achievement in Computer Science is made annually to a senior majoring in Computer Science. The selection is made by the faculty members of the Department of Mathematical Sciences.

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

The George D. and Harriett W. Cornell Scholarship is awarded by the faculty for outstanding achievement in the visual arts.

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

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

The Outstanding Senior Award in Classical Greek is presented by the Department of Foreign Languages. The recipient is selected by the faculty of the Classics Division in the Department of Foreign Languages.

The Outstanding Senior Award in Classical Studies is presented by the Department of Foreign Languages. The recipient is selected by the faculty of the Classics Division in the Department of Foreign Languages in consultation with participating faculty in the Classics Program from other departments.

The Award for Outstanding Achievement in Dance is given annually to an outstanding dance student for classroom and stage performance by the dance faculty.

The Nina O. Dean Award, named in honor of a former member of the English Department, is given in recognition of outstanding achievement by a senior English major.

The Wilbur Dorsett Memorial Scholarship honors Rollins professor of Drama and recognizes an outstanding junior member of the Rollins Players Production Company for both academic and artistic achievement. The candidate is selected by the faculty of Theater, Dance and Communication.

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

The Outstanding Senior Scholar Award in Expressive Arts was established for the purpose of honoring one graduating senior from the Division of Expressive Arts. The recipient must display outstanding academic achievement in the major field and in all

other academic pursuits. The final selection is made by vote of the faculty of the Division.

The Marion Folsom, Jr. Award honors a former chair of the Department of English by recognizing in a senior English major that genial quality of scholarship—leavened by warmth, wit, and modesty—so characteristic of Professor Folsom.

The Award for Foreign Languages is presented annually to an outstanding student majoring in the area of Foreign Languages, a course of study which requires competency in at least two foreign languages.

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

The Freddie Awards are given to student members of the Rollins Production Company in recognition of outstanding performance in Fred Stone Theater productions.

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

The Friends of Music Prize is given to a student who is an excellent musician and who has the personal characteristics to be an effective liaison between Rollins music students and the Rollins College Friends of Music.

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

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

The Barbara S. Goldner Scholarship Award was created by the Class of 1962 in memory of Barbara S. Goldner. The award is made to the sorority pledge class with the highest cumulative academic achievement.

The William R. and Marcelyn L. Gordon Mathematics Award was established in 1982 by the Director of the Rollins Alumni Association. The award is made in recognition of superior performance by a junior or senior in the field of mathematics. The selection is made by the faculty members of the Department of Mathematical Sciences.

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

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

The Health Sciences Achievement Award is made annually to an outstanding graduating student preparing for a career in a discipline other than human medicine (M.D./D.O.). Students preparing for careers in dentistry, optometry, pharmacy, veterinary medicine and the allied health fields are eligible for consideration.

The Herbert E. Hellwege Undergraduate Research Award in Chemistry was established as an endowment in 1987 by former Rollins chemistry alumni and friends, in honor of their teacher and colleague, Herbert E. Hellwege, Professor Emeritus of Chemistry. It is

awarded by the Chemistry faculty to a Chemistry major to support research projects conducted during the academic year or in the summer.

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

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

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

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

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

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

The Kappa Chapter of Omicron Delta Epsilon, the International Honor Society in Economics, first established in 1987, taps juniors and seniors who have demonstrated superior achievement in Economics.

The Outstanding Latin American Student Award is presented annually to the student who, through his/her academic achievements and community service, contributes to the integration of the Latin American community with the Rollins community for the improvement of the academic and social environment of the entire College.

The Outstanding Senior Award in Latin is presented by the Department of Foreign Languages. The recipient is selected by the faculty of the Classics Division in the Department of Foreign Languages.

The Award for Outstanding Academic Achievement in Mathematics is made annually to a senior majoring in Mathematical Sciences. The selection is made by the faculty members of the Department of Mathematical Sciences.

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

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

The William Muncey Memorial Scholarship is awarded to a deserving student of music who demonstrates achievement in scholarship and performance.

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

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

The George G. Nichols, Jr. Scholarship Endowment Fund was established to provide scholarships for students of music demonstrating potential for exceptional accomplishment.

The Olin Award in Economics is awarded annually to a student(s) for excellence in the study of Economics.

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

The Phi Eta Sigma Honor Society is a national collegiate honor society which recognizes outstanding academic achievement by freshmen. The Society was established in 1923 at the University of Illinois, and today has over 200 chapters throughout the United States. The membership criteria is a grade point average of 3.5 or above earned during the fall semester of a student's freshman year.

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

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

The Albert Pick Jr. Scholarship is conferred on a theater and music major each year. The award is based on scholarship, leadership, and accomplishment in performance.

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

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

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

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

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

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

The Marie Rackensperger Prize for Excellence in Spanish was established in 1966 by Marie Rackensperger, Class of 1966. The award is made annually to a junior majoring

in Spanish who has maintained the highest average in Spanish literature courses at Rollins.

The Alzo J. Reddick Award was established in 1982 and is presented to a non-residential student who demonstrates quality in service, outstanding achievement and extensive participation in the activities of the College community. The recipient is chosen by the officers and faculty adviser of the Off-Campus student organization.

The William R. Rice Memorial Award is presented to a graduating senior for Outstanding Achievement in Theater. The candidate is selected by the faculty based on his/her four years of academic accomplishments.

The Rollins Players Senior Honors Award was established in 1958 and is awarded each year to one graduating senior who has displayed sustained excellence in all aspects of theater during his/her entire career at Rollins. The selection is made by vote of the faculty of the Theater Department.

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

The Ross Rosazza Scholarship Fund is given to a student of exceptional talent in the study of voice.

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

The Harry Schwindt Prize was established to recognize a student for outstanding achievement in musical improvisation, sightreading and transposition.

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

The L. C. Smith Merit Scholarship is awarded to a student demonstrating accomplishment in the study of music.

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

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

The Award for Outstanding Achievement in Communication is made annually to the outstanding senior minoring in Communication. The candidate is selected by the communication faculty of the Department of Theater, Dance and Communication.

The Fred Stone Theater Award was founded in 1960 and is presented annually a student who demonstrates outstanding talent in a student directed production in the Fred Stone Theater. The candidate is selected by the faculty of the Theater Department.

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

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

The Paul A. Vestal Award is given in the memory of a founding member of the Department of Biology to a sophomore or Junior student who has shown both outstanding academic achievement and promise as a prospective biologist.

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

The William Webb Memorial Scholarship is awarded annually to a student who intends to major in Theater Arts. The candidate is selected by the faculty of the Theater Department.

The G. T. Wiley Scholarship Fund is awarded to an outstanding student of music demonstrating achievement in performance.

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 a variety of programs while in residence at the College, or they may enroll in programs which involve living at other colleges or travelling abroad.

Community of Learners

Introduced to Rollins in the Fall of 1983, the Community of Learners pursues the liberal arts ideal in the best tradition of the College, which has long been known as a leader in educational innovation. In this program, a small group of students along with a faculty member (released for a semester from regular teaching responsibilities) study the same carefully selected set of three related courses, all focused on a central theme. Communities of Learners have explored such topics as The American Dream; The Quest for Dignity; Creativity; and Technology and Human Values. Guided by the professor (called a Master Learner), who becomes their fellow student and friend, COL students come to see learning as an active rather than a passive experience. With collaboration rather than competition as a model for growth and with exchange of ideas as a goal, the group creates a community devoted to a better understanding not only of a special area of study, but also of themselves and each other.

In addition to taking the same three courses from the regular curriculum, COL members participate in a student-run Community Seminar where they compare, unify, extend, and personalize the material presented in the three COL courses.

The Master Learner plays several roles in the community. As a fellow student, the Master Learner shares the anxieties and workload of the other students. But because of his or her greater experience, the Master Learner can also share strategies for improving learning skills. As a colleague of the professors teaching the courses, the Master Learner also acts as a mediator between faculty and students, discussing with the faculty the needs of the students in the classes and working with them to solve any problems that may arise in the courses.

Throughout the term, COL members make weekly entries in a class journal concerning their thoughts on the COL theme. Taken individually, the entries offer evidence of the rich variety of ideas coming from the different members of the group. Collectively, the journal reflects the personality of the group as a whole and offers dramatic evidence of the growth of the Community of Learners, as it engages in exciting conversation about topics of enduring significance.

Winter Term

Winter term is a time for students and faculty to experiment with studies that supplement or enrich the regular curriculum. While Independent Studies may be undertaken in any term, the Winter Term is an excellent time for students to conduct research projects or explore career opportunities through internships. Many courses are offered on-campus, and there are also opportunities for off-campus study. The Biology Department conducts special studies in the Caribbean area, most recently in Belize and Barbados; other departments offer study tours in Central America, China, Spain, Germany, Austria, etc. Since credit for only three Winter Terms is required, some may choose to take a leave of absence for work, individual travel, or reflection before continuing their studies in the Spring; however if students choose to take a fourth Winter Term, they receive credit for it.

Those who remain at Rollins during Winter Term find the campus alive with activity. Exchange faculty and distinguished scholars from around the world visit the campus to offer special courses, lectures, and other events. "Winter Term With the Writers," a program sponsored by the English Department, features a series of readings presented by famous writers. This program gives students an opportunity to meet and talk informally with successful artists and attracts an enthusiastic local audience.

Off-Campus Study Programs

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

ROLLINS INTERNATIONAL PROGRAMS

Rollins offers Fall Term programs in Sydney, Australia; Melbourne, Australia; and Dublin, Ireland. Students attending the programs are considered to be full-time Rollins students and carry the same course load as they would on campus. Each program offers students the opportunity to live with families in the host country and to attend classes on the campus of a major university.

Australia Program: Sydney: Located in Sydney Australia, the program is affiliated with the Sydney College of Advanced Education on the campus of the University of Sydney. Although the Rollins curriculum is separate from that of S.C.A.E., Rollins students participate fully in the intellectual and social life of the campus. Under the guidance of a full time academic director, the following courses are offered: Australian History, Australia's Physical Environment, Australian Literature, Australian Art, The Australian Economy, Australian Aboriginal Studies, and The Flora and Fauna of Australia.

Australia Program: Melbourne: The fall term in Melbourne provides a set of courses designed to make the most of Melbourne's and Victoria's offerings. The program is conducted in cooperation with Trinity College, the oldest residential college of the University of Melbourne. The courses are supported by Australian government initiatives aimed at the presentation of Victoria as a context for study and research. These initiative allow the Rollins Program access to an extraordinary range of experts and services. The academic program includes studies of the social, political, natural, and economic environments, and socio-cultural studies.

Ireland Program: Students enrolled in the program in Ireland attend classes at the National Institute for Higher Education in Glasnevin, a northern suburb of Dublin. The new 50 acre campus has excellent learning and recreational facilities. The Institute allows Rollins students to join their Irish counterparts in both study and recreation. The Fall Term program is a requirement for fulfilling the Irish Studies Minor detailed on page 163.

Spring Term in Merida To complement the Latin American and Caribbean Affairs (LACA) area major of Rollins College, a study program has been established in affiliation with the University of Yucatan in Merida, Mexico. In addition to serving LACA majors and minors, the program offers direct experience of a third-world culture to Rollins

students, regardless of major, and to a limited number of other students from other institutions. The program is designed especially for second-semester sophomores, but upperclass students may participate. Additional information can be found in the Latin American and Caribbean Affairs section of this catalogue on page 165.

The College sponsors *Verano Espanol*, a six-week summer study program based in Madrid, Spain. Courses in Spanish conversation and composition, literature, art, culture, and business Spanish are taught by native faculty. Students live with Spanish families and participate in excursions to historic and cultural sites near Madrid. Because all courses are taught in Spanish, applicants must have completed four terms of Spanish at the college level, or the equivalent, and must be in good academic standing. Classes meet for one and a half hours Monday through Thursday leaving a long weekend to allow for ample opportunity for guided excursions or independent travel. Course descriptions can be found on page 146. For further information contact Professor Edward Borsoi, Department of Foreign Languages.

STETSON UNIVERSITY

Study Abroad Programs offered by Stetson University are available to Rollins students through a consortium agreement. Stetson Programs in Dijon, France; Madrid, Spain; and Freiburg, West Germany are open to students who can perform satisfactorily in the language of the country for which they are applying. Housing is with families in the Madrid program and in dormitories in the Dijon and Freiburg programs.

SUMMER STUDY IN BRITAIN

Summer study in Britain is offered through an agreement with Florida Colleges and Universities and the University of Cambridge. Students reside in dormitories and take meals in the stately dining halls of Cambridge University. Rollins students attend the Cambridge International Summer School with students from around the world. The curriculum includes more than 30 topics in British Life and Institutions, English Literature, Art History and Architecture, Economics, Politics, and History. Lectures, tutorials and excursions are integrated elements of the program. The four-week term is offered in July.

OTHER OPPORTUNITIES FOR STUDY ABROAD

Through Rollins' affiliation with the Institute of European Studies, students may spend a summer, a term, or a year at a foreign university. Participation in IES programs allows students a wide selection of academic concentrations in locations throughout Europe plus Mexico, Japan, and Singapore.

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

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

WASHINGTON SEMESTER PROGRAM

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

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

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

For further information contact the Politics Department.

GREAT LAKES COLLEGES ASSOCIATION PROGRAMS

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

ATLANTIC CENTER FOR THE ARTS

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

FINANCIAL AID FOR OFF-CAMPUS STUDIES

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

Independent Study

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

A. TUTORIAL

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

B. RESEARCH PROJECT

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

C. INTERNSHIP

To qualify, a student must have completed whatever courses are deemed necessary as preparation for the internship. A contract must be drawn up by the instructor, the student and the sponsoring organization, and should include 10 to 15 hours of student work per week with the organization (30 to 40 hours per week in the Winter Term) and be graded on a credit basis.

Approval of Independent Study The purpose of the approval process is to ensure that independent studies are compatible with the philosophy and nature of the entire curriculum and to give students adequate time to formulate a well-defined study by the end of the term preceding the one in which it is to be carried out.

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

Evaluation of Independent Study Students receive letter grades for tutorials and research projects unless they request grading on a credit basis. Internships, even in the major, are graded credit/no credit unless approved by the Curriculum Committee for a letter grade.

Area Studies Major

The Area Studies Major gives students an opportunity to concentrate on a coherent theme or topic which integrates various disciplines. Courses must be seen to conform to the theme of the area study. Area studies proposals must be carefully thought out and prepared for presentation to the Curriculum Committee for approval. The proposal must include:

1. A Rationale explaining why you have chosen to pursue an area study rather than a conventional major.
2. A list of courses, all related to the theme of the area study, from at least three departments.
3. A plan for a two-course independent research project or upper-level seminar, integrating the major, to be taken in two terms of the senior year.
4. At least 16 courses (including the two-course senior project), 8 of which must be at the 300 level or above.
5. Two faculty sponsors, from two different departments, who have agreed to work with you on the area studies major.

The proposal must be submitted to the Dean of the Faculty for approval by the registration period of the second term of the sophomore year. The Dean of the Faculty will then submit the proposal to the Curriculum Committee for final approval.

Non-Credit Courses

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

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

For further information:

Director of the Division of Non-Credit Programs
ROLLINS COLLEGE
Winter Park, Florida 32789
407/646-2604

The Honors Degree Program

For the student with exceptional ability, Rollins offers a special program in the liberal arts. Rollins students normally satisfy a number of general education requirements through individual courses in separate disciplines. By contrast, the Honors Degree Program admits students with a superior record of achievement in many of those disciplines and provides a small core of interdisciplinary courses to develop a holistic definition of the liberal arts. Hence, the program leads to a distinct and separate degree, Artium Baccalaureus Honoris, the Honors Bachelor of Arts Degree.

Honors Degree students enter the College with full sophomore status in regard to academic and social permissions and are encouraged to proceed immediately with upper level courses leading to a major. Thus, the program is designed to give the Honors student more flexibility in scheduling (and even the opportunity in some cases to finish in three years).

The primary purpose of this program, however, is not to accelerate the superior student, but rather to avoid the repetition of material covered in advanced high school courses and to provide an exemplary experience of the liberal arts education as a whole. For this reason, the college provides a full tuition grant for the fourth year and encourages its Honors students to develop the character of Odysseus, of one who sees with the eyes of many sciences and comprehends with the imagination of many arts.

Detailed information including entrance criteria, financial support opportunities, and curriculum requirements are located on page 156.

African/Afro-American Studies Minor

Coordinator: R. A. Lima

The African/Afro-American Studies Minor is an interdisciplinary program which offers students the opportunity to explore the history, cultures, societies, religious beliefs, literatures and arts of people of African descent. This minor allows students a noteworthy concentration on the cultural interactions and shared heritage among Africans and Americans, incorporating courses from a variety of departments which are taught by professors of Anthropology, History, English, Foreign Languages, Economics, Music, Philosophy, Religious Studies, Sociology, and Theater Arts.

Requirements:

Students who elect the interdisciplinary minor in *African/Afro American Studies* are required to take six (6) courses from a number of departments such as Anthropology, Economics, English, Foreign Languages, History, Music, Philosophy/Religion, and Theater/Dance/Communication. The sequence of the distribution of the six courses is as follows:

CORE COURSES (3):

AN 262 *Anthropology of Africa*

H 247 *Race in America*

One literature course approved by the Advisory Committee which deals with African or Afro-American literature—English or Foreign Languages.

ELECTIVES (2):

Both electives, approved by the Advisory Committee, must concentrate on some aspect of African or Afro-American culture, history, literature, politics, religion, etc. One of the electives must be taken on the 300 or 400-level.

INDEPENDENT STUDY (1):

AF 399 or AF 499 An independent study course, proposed by the student and approved by the Advisory Committee and Dean of the Faculty, must be taken during the student's junior or senior year.

Note: The core course in literature and all electives that fulfill the requirements for this interdisciplinary studies minor will be noted in the *Schedule of Classes* publication each semester and winter term.

Anthropology

Stewart (Chair)
Lauer
Crumbley

Moore (visiting)
Pequeño

The major in Anthropology is designed to give students a broad exposure to the related subdisciplines of the field. Students are required to take courses in cultural anthropology, biological anthropology and archaeology.

A background in Anthropology gives students the analytical and research skills necessary for understanding the complexities of the world's cultures. It is also excellent preparation for careers in business, law, government, and medicine.

Because Anthropology emphasizes field research, the department provides students with opportunities to visit and study other modern cultures, to explore past cultures by participating in an archaeological dig, and to analyze fossils and archaeological materials.

Anthropology is a unique discipline because of the many interests and approaches it encompasses. Studies of cultural behavior, non-human primate behavior, archaeology, social change, the biological basis of human society, and the development of civilization are all relevant to anthropologists.

The Anthropology Major Program

1. A major in Anthropology requires a minimum of twelve courses, at least eight of which must be taken within the Anthropology department.
2. Because the department relies heavily on advising for program direction, it is mandatory that students declare their major early and choose an adviser in the department.
3. After a student has entered Rollins, all core courses must be taken at Rollins College.

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY.

Each student must complete the following five core courses.

SO 101 The Sociological Perspective

AN 200 Cultural Anthropology

AN 210 Human Evolution

AN 323 Foundations in Archaeology

AN 300 The Development of Anthropological Thought

The student is also required to take:

- a. Two additional elective courses in Sociology
- b. One elective at any level in Anthropology
- c. Three additional 300 or 400 level courses in Anthropology
- d. In the junior or senior year, one seminar or one semester of senior research in Anthropology. The prerequisite for these courses is the completion of the core program.

The Anthropology Minor Program

A minor in Anthropology requires a minimum of 8 courses, at least 6 of which must be taken within the Anthropology department.

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY:

Each student must complete the following 5 core courses

SO 101 The Sociological Perspective

AN 210 Human Evolution

AN 200 Cultural Anthropology

AN 323 Foundations in Archaeology

AN 300 Development of Anthropological Thought

The student is also required to take:

- a. Two additional 300 or 400 level courses in Anthropology
- b. One elective at any level in Anthropology
- c. Two additional Anthropology electives, if Sociology major.

Course of Study

AN 120 Archaeological Field Methods [1 C.U.]: Students participate in an ongoing archaeological project in Central Florida, learning methods of archaeological survey, mapping, excavation, and artifact handling. We are primarily interested in examining the ecological relationships of Central Florida Indians of the past in order to better understand humankind as part of the natural system. Intensive course offered in the Winter Term. M. Stewart

AN 150 Peoples and Cultures of the World [1 C.U.]: Through a comparative survey of past and present peoples of the world, this course introduces students to the diversity and underlying unity of human culture from an evolutionary and ecological perspective. Suitable for non-majors. D. Crumley

AN 200 Cultural Anthropology [1 C.U.]: An introduction to the basic concepts and methodology in the study of culture and human socialization through a comparative analysis of the cultural systems of both pre-industrial and industrial societies. Throughout this course special focus will be placed

upon the interrelationships of cultural adaptation and human behavior. Appropriate for non-majors. P. Pequeño

AN 210 Human Evolution [1 C.U.]: An introduction to physical anthropology. This course focuses on how human morphology, lifestyle and social behavior have changed from the dawn of prehistory through the rise of civilizations. Comparative material from non-human primates and from modern non-Western cultures is used to reconstruct ancient lifeways. Exploring these lifeways provides insights into the universal nature of some of the problems of Western society and alternate methods for solving these problems. Appropriate for non-majors. C. Lauer

AN 228 Origins of Civilization [1 C.U.]: A survey of the early civilizations of the world and their roots, especially the Sumerians, Egyptians, Mayans, Aztecs and Incas. Emphasizes past lifeways and processes of culture change as compared to modern civilization. Suitable for non-majors. M. Stewart

AN 238 Biblical Archaeology [1 C.U.]: Culture and history of the ancient Hebrews, Kingdom of Israel, Christians, and their neighbors as described in the Bible and revealed by archaeological findings. Uses archaeology, cultural anthropology, and history to reconstruct ancient life in the Holy Land. M. Stewart

AN 250 Language, Culture and Society [1 C.U.]: Focus is on the relationship between language and human social behavior. The course will consider the origin of language, linguistic change, the variability of speech vis-a-vis social factors (sex, class, ethnicity) and the functions of language in shaping and reflecting cultural beliefs and values. Also to be covered are studies in meaning, extended meaning and metaphor, and the development of special language systems, such as jargons, naming systems and slang vocabularies. Moore

AN 252 Anthropology of China [1 C.U.]: This course is an introduction to the cultures and peoples of Mainland China from primitive times until the present. Specific emphasis is placed upon an anthropological understanding of Chinese history and culture. The course fulfills the "C" requirement and is open to all students regardless of background. Appropriate for non-majors. Moore.

AN 256 Peoples and Cultures of Latin America [1 C.U.]: Surveys the culture of Mexico, Central America, Colombia, Peru and Bolivia in terms of their pre-Columbian and ecological development, their initial contact with Spanish civilization, and their present social, economic and acculturative problems. Topics include: the Hispanic and Portuguese inheritance; the Indian population, its philosophy, and its identification; the "closed" and "open" community; and the nature and function of Latin American socio-political and religious organizations. Suitable for non-majors. P. Pequeno

AN 258 North American Indians [1 C.U.]: An introduction to North American Indian culture, both traditional and modern, through an in-depth analysis

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

AN 259 Peoples and Cultures of the Caribbean [1 C.U.]: Surveys basic anthropological and sociological approaches to the Black cultures of the Caribbean, and in some instances the Black in the U.S. South. Major topics include:

(a) history and the colonial heritage; (b) slavery and its impact on culture and society; (c) the plantation system and its detrimental economic consequences; (d) the social structure (family and household) of contemporary Caribbean societies; (e) ethnicity and ethnic group relations; (f) Afro-Caribbean folklore and religion; and (g) the nature, consequences, and future of Black ideology, revolutionary consciousness, and nationalism in contemporary Caribbean societies. Suitable for non-majors. P. Pequeno

AN 262 Anthropology of Africa [1 C.U.]: Surveys Africa south of the Sahara as a geographic and, more importantly, as a culture area. Historic background on where the indigenous Africans originated, how their cultures evolved, the influences of pre-Islamic Egypt, Arabia, Southeast Asia, and Europe will be covered. The religions, languages, family systems, legal and political traditions and modes of subsistence of various African ethnic groups and nation states will be considered in detail. Finally, the influences of African culture on North American, Caribbean and South American cultures will be surveyed. D.Crumbley.

AN 270 Biology, Culture and Society [1 C.U.]: A comparative look at social behaviors, customs, and institutions in non-Western societies that examines the basis of these systems in traditions, environments and genes. After a theoretically oriented discussion of sociobiology and cultural materialism, topics discussed will include territoriality, aggression and war, religion and altruism. Appropriate for non-majors. C. Lauer

AN 275 Sex and Gender Roles [1 C.U.]: A consideration of the extent to which sex roles are culturally or genetically determined. To examine the problem, the approaches of biology, sociology, psychology and anthropology for understanding the sexes are considered and evaluated. Emphasis is placed on a cross-cultural study of gender roles using material from non-Western societies; and applying acquired knowledge to understanding the present status of the sexes in our own culture. Suitable for non-majors. C. Lauer

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

AN 282 Human Races [1 C.U.]: The genetic and environmental bases of variation among human ethnic groups, races and types from the physical anthropologist's point of view. The historical background of the subject as well as the related current nature/nurture controversies will be discussed. C. Lauer

AN 300 Development of Anthropological Thought [1 C.U.]: Issues and concepts in the development of anthropological thought. Required for students concentrating in anthropology. Prerequisite: Junior and Senior majors or consent. P. Pequeño/D. Crumbley

AN 323 Foundations in Archaeology [1 C.U.]: General inquiry into the anthropological sub-discipline of archaeology, including field work, laboratory analysis, and archaeological theory. Students learn to interpret past human behavior and culture change from stone tools, ceramics, and other artifacts, dietary remains, and settlement patterns. Prerequisite: one **AN/SO** course, or consent. M. Stewart

AN 330 North American Archaeology [1 C.U.]: The anthropology of North American Indians in the past; from their migration from Asia into the New World up to the arrival of the Europeans. Twenty thousand years of Native American cultural development are covered, including Southwestern Pueblos, Southeastern mound builders, ancestors of the Iroquois, and the now-extinct native peoples of Florida. Prerequisite: One **AN** course. M. Stewart

AN 331 New World Archaeology [1 C.U.] The Pre-Columbian peoples of the United States, Mexico, Guatemala, and Peru are among archaeology's most fascinating subjects. This course focuses on the Maya, Aztecs, Incas, Moche, Olmecs, Pueblos, and Mississippians. In addition to archaeological findings, we use historic and ethnographic sources to study the societies, religions, and daily life of Pre-Columbian New World cultures. Suitable for Non-Majors. M. Stewart.

335 Anthropology of the Past [1 C.U.]: An introduction to the study of past cultures through a variety of sources, including anthropological, historical, and archaeological. Emphasis is on culture change and adaptation in such widely different cultures as Colonial America, plantation slavery in America, North American Indians, and ancient civilizations. Prerequisite: One **AN/SO** course or consent. M. Stewart

AN 350 Dynamics of Socio-Cultural Change [1 C.U.]: Basic anthropological approaches to the theory of socio-cultural change (evolutionism, cultural ecology, diffusionism, historical and economic materialism, technological determinism, etc.), and their applications in recent research on tribal and peasant peoples, as well as modern industrial society. The student will be introduced to basic methodology in applied anthropology and development, and taught to act both as a change agent and as a change analyst. Multi-disciplinary course. P. Pequeño

AN 352 Seminar: The Third World and Colonialism [1 C.U.]: The purpose of this course is to examine the effects of colonialism (in all its manifestations)

and the colonial experience (from a socio-cultural viewpoint) in the lives of the peoples of the Third World, using an anthropological approach. Some of the issues we shall cover in this seminar include: the historical reasons behind colonialism and neocolonialism; the psychology of neocolonialism; the function and preservation of elites and oligarchies in the Third World; socio-cultural pluralism; and European and American racism as it affects the lives of Third World peoples. The course will draw heavily on materials from Black Africa, Latin America, the Middle East, and the Pacific. Prerequisite: One social science course or consent. P. Pequeño

AN 354 Anthropology and Modern Social Issues [1 C.U.]: Introduces the student to anthropological perspectives on the major social and cultural issues confronting society today, e.g.; population, pollution, poverty, prejudice, racism, violence and war, the generation gap, the uneven distribution of resources among classes and nations, and the ethical responsibilities of institutions. P. Pequeño

AN 356 Anthropology of Law and Politics [1 C.U.]: This course is concerned with the relationship between legal/political systems and such aspects of human culture as technological, economic, religious and family systems. Particular attention will be paid to the nature of substantive and formal law in societies which lack state level governments; political structures and systems of conflict resolution in tribal societies, formal and informal sanctions, and evolution of formal law in conjunction with the emergence of the state, and the nature of the moot and the formal court in non-western societies. Moore

AN 360 Culture and Personality [1 C.U.]: An analytical discussion of past and present anthropological and psychological concepts of culture and personality theory; includes comparative (cross-cultural) personality assessment and an introduction to the basic testing devices employed by psychological anthropologists in the field. Psychosocial adaptation in childhood and adulthood under conditions of stability and change, and the effect of dietary practices on personality formation will also be discussed. P. Pequeño

AN 365 Anthropology of Religion [1 C.U.]: Religion in relation to other aspects of culture with particular focus on non-Western, preliterate, and ancient religions. Topics include: mythology, magic, witchcraft, totemism, ceremonial organization, and cognitive structures. D. Crumbley.

AN 370 Women's Biology, Women's Health [1 C.U.]: This course will acquaint students with the basic reproductive physiology of women and go on to consider selected health problems. These problems will be discussed in terms of physiology and in terms of the response of the American medical establishment to their prevention and solution. Among the topics considered will be: birth control, venereal disease, pregnancy, dysmenorrhea, and menopause. Emphasis will be placed upon students' learning techniques for dealing with these and related problems in real life situations. Intensive course offered in the Winter Term. C. Lauer

AN 375 *The Social Life of Monkeys, Apes, and Humans* [1 C.U.]: A survey of the world of monkeys, apes, and prosimians with an eye toward understanding the ecology and social organization of living species, and of using this understanding to explain and interpret the behavior of modern humans. Prerequisite: One AN, one B, or consent. C. Lauer

AN 380 *The Human Skeleton* [1 C.U.]: The study of the human skeleton from modern and archaeological material. Topics discussed include: bone histology, morphology and identification, the sexing and aging of skeletons, pathology, measurements and how to analyze skeletal populations. Emphasis is placed upon students working directly with skeletal material. Alternate years. Prerequisite: One AN, one B, or consent. C. Lauer

AN 390 *People Watching—An Introduction to Human Ethology* [1 C.U.]: This course examines non-verbal communication in humans. First surveying communication in non-human primates to show the similarities to humans, the course then considers human gestures, postures, spacing behavior and dressing patterns as means of conveying information. Topics discussed include courtship and quasi-courtship, territoriality, agonism, pupilometry and proxemics. Each student will be required to do independent fieldwork and a summary report on some aspect of human non-verbal communication. C. Lauer

AN 401 Seminar: *Issues in Cultural and Social Anthropology* [1 C.U.]: A research seminar on contemporary issues in cultural and social anthropology. Issues to be explored include: the incest taboo; the Sapir/Whorf hypothesis or linguistic relativity; the Levi-Strauss or cognitive approach to structuralism; and the debate between the formalist and the substantivist approach in economic anthropology. P. Pequeño/D.Crumbley/Moore

AN 402 Seminar: *Cross-Cultural Study of Childhood* [1 C.U.]: An analysis of culture and infancy in comparative perspective; patterns of development and socialization in various cultures; the impact of Westernization and modernization on childbearing and socialization practices in traditional societies; the boundaries between "nature" and "nurture." P. Pequeño

AN 433 Seminar on *Ancient Egypt* [1 C.U.]: An in-depth study of ancient Egypt and its evolution. Beginning with the processes of state formation in Prehistoric Egypt, the course traces culture change through the Old Kingdom, the New Kingdom and Late period, emphasizing adaptation to Egypt's changing ecological setting. M. Stewart

AN 450 Seminar: *The Anthropology of the American Culture* [1 C.U.]: A seminar course which concentrates on the study of the American society and culture using anthropological methodology: holistic (inclusive) and cognitive, as well as phenomenological. The course deals with analysis of the American institutions, values, norms, and ideologies. In the course students will become aware of the "why" of things, rather than simply the what and how. P. Pequeño

AN-ES 465 Seminar on Culture and the Environment [1 C.U.]: Comparative study of the ways in which human cultures have adapted to their environments through time and around the world. Includes such topics as: the effects of technological innovation, population growth, and warfare on humans and their environments; and the ecological lessons we can learn from alternative lifestyles, such as primitive cultures and ancient civilizations. M. Stewart

AN 470 Human Ancestors [1 C.U.]: An examination of the fossil evidence for human evolution. The relationships between evolutionary processes and physical changes are considered in the context of culture as the primary means of human adaptation. Prerequisite: **AN 210** or consent. C. Lauer

AN 475 Seminar: Health, Disease and Culture [1 C.U.]: Examines how pre-literate cultures explain and treat disease and then how health and disease patterns in past and present populations are a reflection of human adaptations to the environment. How individuals adapt through genetic, physiological or cultural mechanisms to the pressures of food supplies, climate and disease. Topics discussed include: the Black Death, stress diseases, American over-nutrition, and alcoholism. Prerequisite: One **AN**, one **B** or consent. C. Lauer

AN 499 Research/Internship/Field Experience

LC-AN 400 Seminar in Latin American and Caribbean Social Problems [1 C.U.]: A research seminar on the contemporary problems of the political economy in Latin America, and/or the Caribbean, from a social scientific point-of-view. Issues to be explored include: the failure or success of a number of significant institutions in light of the economic development (and underdevelopment) of the region; the radicalization of the masses; problems created by overpopulation, land scarcity and hunger; the issue of human rights; the role elites play in social and political life; the social activism of the Catholic Church; and the nature of today's revolutions, radicalization, etc. Some degree of familiarity with the region is desirable. Taught with a different emphasis every year. Taught in English and features a number of distinguished guest speakers. Prerequisite: One **AN**, one **LACA** course, or consent. P. Pequeño

Art

Lemon (Chair)
Hallam

Larned
Peterson

Art students concentrate in either Art History or Studio Art for the major or the minor. The art major is required to complete a set of core courses and then select a plan of elective art courses; the art minor must complete eight courses with a focus on either studio or history.

The courses required of art majors complement an overall goal of student development of skills, concepts, and critical awareness. The sequencing of courses in the program is designed to provide the student with the gradual accumulation of knowledge and judgement needed to work in the field of art.

STUDIO ART: The basic studio courses provide the student with problems which require analysis and construction. The student is taught skills and techniques, and is provided a selection of aesthetic choices with which to solve these problems as well as rationales for compositions and color relationships. In other words, students are given ample and diverse opportunities to work with the material and tools of the creative process: the paint, clay, and metal, and to manipulate resources to an articulation of formal concerns and conceptual issues. Furthermore, the young artist is encouraged to participate in acts of critical analysis and aesthetic judgement with his or her colleagues.

HISTORY OF ART: Courses in art history direct the students to critical perception of the arts as a continuous revelation of the values of civilization; the study is predicated on the assumption that the arts are tangible evidence of the collective values of eras or cultures or, more recently, that they are individual symbolic expressions of personal values. Students are expected to develop skills in historical research and communications of ideas and to apply these skills in the form of investigative theses.

Requirements for the Art Major with a Studio Concentration

A 200—Introduction to Studio Methods

A 201,202—Introduction to Art History

A 221—Drawing and Composition

A 222—Two and Three Dimensional Design

A 231—Painting I

A 241—Sculpture I (*offered every two years*)

A 252—Printmaking I (*offered every two years*)

3 courses—Intermediate Studio

4 courses—Advanced Studio (*should include painting and sculpture*)

1 course—Senior Independent Study in Studio Art

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

Requirements for the Art Major with an Art History Concentration

A 131—Studio Foundations for the Non-Major or

A 200—Introduction to Studio Methods or

A 221—Drawing and Composition

A 201,202—Introduction to Art History

A 311, or 312—Italian Renaissance Art I or II (*offered every two years*)

A 320—Nineteenth-Century Art

A 323—Twentieth-Century Art

5 courses—Period Concentration Courses

1 course—Senior Independent Study in Art History

Requirements for the Studio Art Minor

A 200, 201, or 202, 221, 222, 231, or 252 and three electives in Studio Art (*should include painting and sculpture*).

Requirements for the Art History Minor

A 131, or A 200, or 221; 201 or 202, 311 or 312, 320, 323, and three electives in Art History

Course of Instruction

A 101 Introduction to Art and Artists [1 C.U.]: A non-historical study of visual arts and architecture. Study will focus on thematic and critical approaches to the visual arts. Slide lectures. Freshman course, for non-majors. R. Lemon

A 104 Comparative Arts [1 C.U.]: Operating on the premise that art, architecture, literature, music and the affiliated arts of a given age share a common

aesthetic, this course will give students critical tools to make a comparative study of the arts. Suitable for non-majors. R. Lemon

A 131 Studio Foundations for the Non-Major [1 C.U.]: A general introduction to several areas of the art curriculum for interested non-majors. Instruction will involve concepts and techniques related to drawing, color and design. T. Peterson or staff

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

A 201/202 Introduction to Art History [1 C.U.]: Chronological survey of visual art—architecture, sculpture and painting. Illustrated lectures, discussions and outside reading reports. (High school credit in survey of art history accepted.) Required for majors, suitable for non-majors. Fall term: Western art from ancient times through the Middle Ages. Spring term: the visual arts from the Italian Renaissance to the present. H. Hallam

A 219 Arts of Ancient and Classical Civilization [1 C.U.]: Architecture, sculpture, painting and the minor arts of Egypt, Mesopotamia, Anatolia, Crete, Greece, and Italy. Intermingling of influences from area to area is traced. Alternate years. H. Hallam

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

A 222 Two and Three-Dimensional Design [1 C.U.]: Explores graphic design concepts and three dimensional form: includes package design, advertising art and functional design. The design fundamentals provide a foundation for studies in sculpture, painting and graphics. R. Larned

A 225 Themes in Art [1 C.U.]: A concentrated study of often-used subjects, showing why they were introduced into art and how they develop as the culture they reflect changes with time. Cutting across national borders and through historic periods, the study will trace the course of such predominant themes as religion, mythology, landscape, still life and the portrait. Suitable for non-majors. Alternate years. H. Hallam

A 231 Painting I [1 C.U.]: A foundation level studio course providing a framework of ideas and experiences related to the structure of painting and to the creative process. Students will draw, paint and discuss their work in individual and group critiques. Suitable for majors and non-majors. Prerequisite: **A 200** or consent. T. Peterson

A 232/332 Special Studies in Drawing and Painting [1 C.U.]: Intermediate and advanced level studies in drawing and painting. Special attention will be given to the development of individual points of view. Prerequisite: **A 131** or **A 200** or **A 221** or consent. T. Peterson

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

A 252 Printmaking I [1 C.U.]: Introduction to metal plate, intaglio printing. Students will develop plates through the processes of hard and soft ground etching, aquatint and engraving. Both black and white and color printing techniques will be studied. Prerequisite: **A 131**, **A 200** or consent. Alternate years. Suitable for majors and non-majors. T. Peterson

A 261/362 Jewelry Design I and II [1 C.U.]: Basic and advanced studies of design styles and techniques. I: Basic silversmithing techniques and centrifugal casting. II: Advanced design techniques and stylistic issues of jewelry as a fine art and craft will be stressed. Alternate years. R. Larned

A 272 Woodblock Printing [1 C.U.]: Techniques of both plankgrain and end grain block cutting, engraving and printing. May be taken by beginning and advanced level students. Prerequisite: **A 131** or **A 200**.

A 282 Collagraph [1 C.U.]: One of the newer printmaking forms, the Collagraph has grown out of 20th-century experiments with collage and assemblage. Each student will develop three or four collagraph plates and print small editions from them. The course will stress color and design principles in addition to the specific procedures of the collagraph and the printing techniques involved. Prerequisite: Consent. T. Peterson

A 290 Indian Art of Continental U.S. [1 C.U.]: Survey of North American Indian art, both ceremonial and utilitarian, beginning with the prehistoric mounds of the Ohio River Valley through the crafts of the twentieth-century Southwest. Examples of the arts of the many tribes will be studied, organized into the following geographical areas: Woodlands, Southeast, Plains, Southwest, Great Basin, California, and Northwest Coast. Alternate years. R. Lemon

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

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

A 309 Medieval Art and Architecture [1 C.U.]: A study of architecture, sculpture, painting and the minor arts: the decline of classical art, the emergence of Early Christian and Byzantine art, the interrelationships between arts of

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

A 310 Northern Renaissance Art [1 C.U.]: The development of painting techniques and styles, and the iconology of the fifteenth and sixteenth centuries north of the Alps. Analogies between visual arts and contemporary humanist ideas are explored. Slide lecture. Prerequisite: sophomore standing. Alternate years. R. Lemon

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

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

A 313 Baroque and Rococo Art [1 C.U.]: The seventeenth-century Baroque style in Italy, Holland, Flanders, France, England and Spain from its Renaissance and Mannerist sources through its termination in the eighteenth-century Rococo style. Prerequisite: **A 311** or **A 312**. Alternate years. R. Lemon

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

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

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

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

A 331/441 Intermediate and Advanced Painting [1 C.U.]: For advanced painting students concentrating on a wider investigation of contemporary forms

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

A 340/440 Water Color [1 C.U.]: Studies in the handling of transparent water-color, acrylic and tempera, treating still life, landscape, and the figure. Alternate years. T. Peterson

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

A 342 Sculpture II [1 C.U.]: Builds upon concepts covered in Sculpture I. Explores different techniques, styles and materials, many not traditionally associated with sculpture, and a combination of perceptual and conceptual study of form. Prerequisite: **A 241/A 242** or consent. R. Larned

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

A 352 Printmaking II [1 C.U.]: Intermediate-level intaglio printing. Emphasizes color techniques and development of individual uses of the intaglio medium. Prerequisite: **A 252** or consent. T. Peterson

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

A 380/381 Special Categories in Art History [1 C.U.]: Surveys of selected areas (Art Nouveau, Art Deco) of art history not encompassed by the departmental sequences of period courses. Alternate years. H. Hallam

A 390 Color Theory and Practice [1 C.U.]: An in-depth study of color relations. The systematic study of hue, value, intensity, complementation, harmony, contrast and the spatial effects of color will be followed by creative compositional projects and the analysis of characteristic color usage in selected masterworks. Recommended for art majors in the sophomore or junior year.

A 394 Photography II [1 C.U.]: An advanced level course covering aesthetics, historical themes, and contemporary trends in photography. Study will focus on the conceptual basis of creative expressions, but will also seek to refine and develop an expanded understanding of camera and darkroom techniques. Prerequisite: **A 293** or consent. R. Larned

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

A 499 Senior Independent Study

Australian Studies Minor

Coordinator: Patricia Lancaster

The Australian Studies minor, based upon the Rollins Fall Terms in Sydney and Melbourne, fosters a mutual intellectual as well as social understanding between Australia and the United States through a sound educational program.

Thanks to the faculty exchange program begun in January 1981, a visiting professor from Australia is invited to Rollins each winter term. Recent lecturers have been Colin Sale in Environmental Studies, John Ryan in Australian History, Gaynor Macdonald in Aboriginal Anthropology, Michael McGrath in Economics, And Mark MacLeod in Australian Literature.

Curriculum

To complete an Australian Studies minor, a student must enroll for one term in the Rollins Fall Term in either Sydney or Melbourne, and complete at least four courses for grade point credit.

FALL TERM IN SYDNEY

In Sydney, students seeking the minor must take the core courses ***AU-ES 388 The Australian Environment*** and ***AU-H 288 Australian History***. The balance of the four required courses are chosen from the following:

AU-A 288/388 Australian Art

(Art majors must take the 300 level.)

AU-AN 288 Australian Aboriginal Studies

AU-E 388 Australian Literature

AU-EC 288/388 The Economy of Australia

(Economics majors must take the 300 level)

AU-B 288 The Fauna and Flora of Australia

FALL TERM IN MELBOURNE

In Melbourne, students must complete a program of four courses, one of which is a structured research project course which examines selected social aspects of the Australian studies in depth. The four courses are:

AU-ES 386 Australian Environmental Studies

AU-HU 386 Australian Cultural Studies

AU-H 386 Australian Society

AU-IC 386 Research Methods

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

Course Descriptions

SYDNEY PROGRAM

AU-A 288/388 Australian Art [1.25 C.U.]: Australia's main schools and movements from the 18th to the 20th centuries, including contemporary developments, will be studied from an international art historical perspective. Excursions to public and commercial galleries in Sydney and Canberra supplement the lecture programs. M. Symonds

AU-H 288 Australian History [1.25 C.U.]: An interpretive survey of Australia's history from the first human settlement to the present day with emphasis on the European occupation over the last two centuries. R. Broomham.

AU-AN 288/388 Australian Aboriginal Studies [1.25 C.U.]: The course presents an historical overview of relations between Aboriginal people and Europeans in Australia and discusses the contemporary social and political dimensions of Aboriginal life. There is opportunity for students to extend their own interest areas to the Aboriginal context. G. Macdonald

AU-B 288 The Fauna and Flora of Australia [1.25 C.U.]: Field-oriented studies of Australian plants and animals, with particular emphasis on the unique character of Australia's biota. Field work will concentrate on ecological aspects using the variety of representative habitats available in the Sydney area. M. Manton

AU-E 388 Australian Literature [1.25 C.U.]: An intensive course which aims to acquaint the student with modern Australian prose, poetry and drama with special emphasis on the works of Henry Lawson and Patrick White. M. MacLeod and J. Rodriquez

AU-EC 288/388 The Australian Economy [1.25 C.U.]: Students are given a broad idea of the structure of the Australian economy—how it was developed, how it works and the problems of inflation and unemployment currently facing the nation. J. Collins.

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

MELBOURNE PROGRAM

AU-ES 386 Australian Environmental Studies [1.25 C.U.]: This introduction to the flora and fauna of southern Australia contrasts the pre-historical and historical periods. Students learn how the flora and fauna have developed in geological and ecological time and consider the changes that have occurred under the influence of Aboriginal and European settlement. The class features excursions to various kinds of environments including dry forest, dune heath, wet forest, and river. A ten-day excursion on the Murray River is an integral part of the course. T. O'Brien and T. Lee.

AU-HU 386 Australian Cultural Studies [1.5 C.U.]: Through this survey of the creative arts in Australia, students gain an appreciation of the ways in which Australian culture is reflected in literature, music, and art. Particular attention is paid to developments in the theater and the visual arts in Melbourne. An organizing theme of the course is the relationship between "mainstream" creative artists and "fringe" artists, such as women, blacks, and migrants, who are struggling for recognition. Students attend performances and visit galleries and museums in addition to attending lectures and discussion sessions. S. Shotlander.

AU-H 386 Australian Society [1.25 C.U.]: This overview of Australian society begins with an introduction to the present demographic, political, and economic situation so that students may comprehend and evaluate current debates and issues. The second part of the course focuses on social history, beginning with the pre-history of Aboriginal Australia and continuing through the colonial period to the present. The last part of the course deals with the history of Melbourne, its nineteenth-century heritage and the development of the Western suburbs. K. Reus.

AU-IC 386 Research Methods [1 C.U.]: Students improve their research skills through carrying out independent investigations related to the three core courses. A list of approved topics is provided; but students may, in consultation with the core lecturers, propose topics related to their major. The investigations require not only extensive use of library resources but also interviews and visits to appropriate community agencies and institutions. The students' research provides the basis for identifying specific research problems and issues to be taken up in class. Results of the investigations are submitted in essay form with annotated bibliographies. The class meets for three hours each week. C. LeVin.

For additional information contact:

THE OFFICE OF INTERNATIONAL PROGRAMS
Campus Box 2759
(407) 646-2466

Biology

Gregory (Chair)
Coleman
Klemann
Mansfield

Richard
Scheer
Small

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

The requirements of the major are the satisfactory completion of 12 courses in Biology, three courses in Chemistry **C 120, 121, 220**, and **Physics 120**. Courses required within the Biology Department are: **General Biology I and II (B 120–121)**, **Plant Kingdom (B 234)** or **Invertebrate Zoology (B 236)**, **Plant Physiology (B 311)**, or **Animal Physiology (B 312)** or **Cell Biology (B 360)**, **Ecology (B 316)**, **Genetics (B 408)**, and **Evolution (B 462)** or **Senior Seminar: Topics in Biology (B 440)**. Five additional courses (with a minimum of 5 C.U.) are electives within the major, so that a program especially tailored to each student's interests and needs may be designed in consultation with the adviser. A total of six Biology courses must be taken at the 300/400 level, and at least one zoologically-oriented (e.g., **B 223; B 236; B 312**) course and one botanically-oriented (e.g., **B 234; B 311; B 332**) course must be included. All B 100 level courses (except **B 120 121**), are intended for students majoring in other fields and may not be counted toward the requirements for a major or a minor in Biology.

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

Because Biology is becoming increasingly integrated with mathematics, chemistry, and physics, students are encouraged to acquire as

many skills as possible in these areas. Several of the courses offered in mathematical sciences, including **M 110**, **M 111**, and **B 242** are especially useful to biologists.

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

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

Course of Study

B 112 Biological Aspects of Nutrition [1.5 C.U.]: The study of foods, nutrients, and the biological processes by which the organism ingests, digests, metabolizes, transports, utilizes and excretes food substances. Current concepts in scientific nutrition are derived from systematic observations and experimental investigations. Both the utility of these data and their limitations will be discussed as they apply to personal health. Various aspects of nutrition will be investigated experimentally in the laboratory where both qualitative and quantitative data will be analyzed by the student. Laboratory course for non-majors. Staff

B 113 Plants and Humanity [1.5 C.U.]: This course explores the science of botany in the context of human affairs. Plants have provided human civilizations with foods, fibers, fuels, and medicinals for centuries. Through systematic observations and investigations of plant structure and function, development, inheritance, diversity and environmental interactions, we will explore the nature of our dependence on plants. Through discussion and independent projects, we will consider the value and limits of scientific approaches to improving the present world's food and biotic diversity crises. Laboratory course for non-majors. D. Mansfield.

B 114 Foundations of Genetics [1.5 C.U.]: A discourse on the field of genetics with emphasis on recent developments and their effects on society. The findings in genetics are understood by exploring the mechanisms of genetic inference and the techniques of analysis, particularly quantitative analysis. A large

portion of the course is devoted to the principles of heredity and the nature of the gene. Special topics include genetic counseling and recombinant DNA. The laboratory provides the opportunity to apply the scientific method to experiments and the analysis of quantitative data. Laboratory course for non-majors. P. Coleman.

B 116 Concepts in Biology [1.5 C.U.]: A one-term survey of modern biology for the non-science major. The topics include cell structure and function, development, genetics, physiology, ecology and evolution. Laboratory course for non-majors. This course is also listed as **ES 291**, Biosphere. D. Richard

B 117 Bacteria, Viruses and Humans [1.5 C.U.]: An introduction to the world of microorganisms, with an emphasis on their impact on human life. Basic principles of biology will be presented through discussions of the diversity, genetics, and ecology of microorganisms, their food, agricultural and industrial uses, and their ability to produce disease in animals and plants. Laboratory exercises will demonstrate quantitative and qualitative analysis of bacterial nutrition and the procedures for identification and control of microbes. Laboratory course for non-majors. E. Gregory

B 119 Practical Botany [1.5 C.U.]: An examination of the scientific concepts on which the cultivation of plants is based. Fundamental biological and specific botanical principles are studied. Topics include plant propagation, breeding, pest management, and environmental physiology. The "laboratory" portion consists of field, greenhouse, and laboratory experiences. Laboratory course for non-majors. P. Coleman/D. Mansfield

B 120/121 General Biology I and II [1.5 C.U.]: A two-term survey of modern biology for the science major. Topics included are cell structure and function, genetics, development, anatomy, physiology, diversity, ecology and evolution. Required for biology majors and all pre-medical students. With laboratory. Staff

B 123 Human Genetics [1 C.U.]: A survey of human genetics including the relevant biology and technology. Much of the course material is devoted to the principles of heredity. Current and potential applications of these principles to humans are considered. Special emphasis is given to the analysis of these principles and the issues that they raise. Non laboratory course for non-majors. P. Coleman

B 180 Human Reproduction and Development [1.5 C.U.]: The development of the human organism intrigues us as vested participants attempting to understand how it is possible to have begun as single cells and end as aged individuals. This course provides an understanding of human reproduction, pregnancy and parturition. It explores development from fertilization and early embryonic development through birth to maturity and finally senescence. Congenital abnormalities, their bases in genetics and the environment, and the role of genetic counseling will be discussed. This course is designed for the motivated non-science major. Laboratory included. S. Klemann

B 223 Comparative Vertebrate Anatomy [1.5 C.U.]: A comparative study of the anatomy of various major vertebrate organisms. Laboratory work consists of study and dissection of protochordates, lamprey, shark, mudpuppy, and cat. Prerequisite: **B 121** or consent. Offered in alternate years. J. Small

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

B 236 Invertebrate Zoology [1.5 C.U.]: The animal kingdom from the motile Protists (Protozoa) through the invertebrate Chordates. Emphasis is on the evolution and organization of animal diversity. Laboratory includes study of as much living material as possible and field studies of representative faunal groups from Central Florida and the Florida Keys. With laboratory and field work. Prerequisite: **B 121** or consent. D. Richard

B 237 Vertebrate Zoology [1.5 C.U.]: A systematic survey of the vertebrate Chordates from the jawless lampreys and hagfish through the fishes, amphibians, reptiles, birds, and mammals. Emphases on the structural and functional characteristics of these groups, their evolutionary relationships, ecology, behavior, and distributions. Laboratory and field work will include a strong focus on Florida fish and wildlife. Prerequisite: **B 121** or consent. D. Richard

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

B 242 Statistics for Life Science [1 C.U.]: The principles and practice of statistics as it applies to the Biological Sciences. Topics included are experimental design, descriptive statistics, parametric and nonparametric testing of hypotheses, regression, correlation and interpretation of results. Prerequisite: **M 109**, or **M 110** or **M 111**. J. Small

B 260 Developmental Biology [1.5 C.U.]: An inquiry into the principles underlying the development of both plants and animals. A comparative approach which examines: 1) gametogenesis 2) fertilization 3) patterns of embryonic development 4) differentiation and 5) morphogenesis. The underlying theme of this course is the developmental program which is established during gametogenesis, activated at fertilization and expressed in subsequent development. The laboratory illustrates the principles and patterns of development. Prerequisite: **B 120**, **B 121**. S. Klemann

B 284/394 Marine Biology [1.5 C.U.]: An introduction to life in the sea. Directed field-oriented studies in the ecology, diversity, biogeography, and behavior of marine plankton, benthos, and nekton. Emphasis is placed on representative field areas of Florida coasts and the Caribbean. Conducted at the

Bellairs Marine Research Institute (St. James, Barbados) and other West Indies locations. With laboratory. Prerequisite: **B 121** or consent. Offered Winter Term in alternate years. D. Richard

B 287/387 Tropical Field Biology [1.5 C.U.]: Directed field-oriented studies in the ecology, diversity, biogeography, and behavior of terrestrial and aquatic organisms of the American Tropics. Emphasis is given to representative ecosystems of Central America (e.g. lowland and mountain rain forest, mangroves, cloud forest, paramo) and the Caribbean (e.g. coral reefs, turtle grass, intertidal). Prerequisite: **B 121** or consent. Offered Winter Term in alternate years. D. Richard

B 311 Plant Physiology [1.5 C.U.]: Functions and processes associated with the life of higher plants. Topics include water relations, mineral nutrition, cellular and long distance transport, photosynthesis, carbon and nitrogen metabolism and control of physiological response. Plant-environment interactions are emphasized. The laboratory involves various investigations emphasizing problem-solving in plant physiology. Prerequisites: **B 120, B 121, C 121** or consent. D. Mansfield

B 312 Animal Physiology [1.5 C.U.]: The major processes relating to function of animals at both the cellular and organismic levels. Topics include the function of the nervous, muscular, endocrine, excretory, circulatory, respiratory, digestive, and reproductive systems. Emphasis is given to vertebrate, particularly mammalian, systems but aspects of lower vertebrate and invertebrate physiology are covered. With laboratory. Prerequisite: **B 120–121** or consent. J. Small

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

B 329 Microbiology [1.5 C.U.]: An introduction to the biology of microorganisms. Primary emphasis is on the metabolism, reproduction, genetics and ecology of bacteria. Sections on immunology, virology, mycology and infectious disease are also included. The laboratory periods provide an opportunity to learn basic microbiological techniques and to observe principles discussed in class. Prerequisite: **B 120**, junior standing, or consent. E. Gregory

B 332 Plant Anatomy [.5 C.U.]: The origin and differentiation of cells, tissues and organs of vascular plants. The unique teaching approach used in this laboratory-oriented course has the instructor exploring and explaining the anatomy of higher plants alongside students throughout the entire term with extensive use of slides. Prerequisite: **B 234** or consent. E. Scheer

B 340 Topics in Biology [.5–1.5 C.U.]: Lecture, discussion, and/or laboratory course dealing with a specialized field of Biology. Topics vary from year to year but may include: entomology, herpetology, ichthyology, immunology,

limnology, mammalogy, molecular biology, nutrition, ornithology, parasitology, physiological ecology, vascular plants, and virology.

B 351 Population Biology [1 C.U.]: This course covers the topics of elementary population genetics, ecology, and evolution. A student successfully completing this course will know the models and biological applications of these disciplines. Papers in several scientific journals are discussed in order to apply the theoretical models and statistical tests. Meeting times will be devoted to lecture, problem solving and discussion. Proficiency in algebra is a prerequisite. P. Coleman

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

B 380 Mammalian Developmental Biology [1 C.U.]: The complexity of mammalian development is only now beginning to be understood in terms of the molecular events guiding embryonic development. In many respects, it remains a mystery how a single cell can be transformed into a mature individual. This course will examine the physiological processes supporting development: reproduction, pregnancy, parturition and lactation. It will explore developmental progress from fertilization through embryonic development with the establishment of the major organ systems. Prerequisite: **B 120**.
S. Klemann

B 381 Vertebrate Histology and Microtechnique [1.5 C.U.]: Observation and discussion of the structure and function of vertebrate cells and tissues in the laboratory. The course involves microscopic examination of selected tissues and the preparation of microscope slides. With laboratory. Prerequisite: **B 120** or consent. Offered Winter Term in alternate years. J. Small

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

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

B-C 432 Biochemistry II [1.5 C.U.]: Intended to complete the introduction to biochemistry. Major topics include the metabolic degradation of fatty acids

and amino acids; biosynthetic pathways for carbohydrates, lipids, amino acids and nucleotides; biochemical aspects of physiological processes and specialized tissues in higher organisms; and molecular biology of viral, prokaryotic and eukaryotic systems. With laboratory. Prerequisite: **B-C 431**. E. Gregory

B 440 Senior Seminar: Topics in Biology [1 C.U.]: Discussion course dealing with an integrated field of biology. Topics vary from year to year, but may include: molecular biology, physiological ecology, and evolutionary genetics. The format of the course is student-directed analysis of appropriate classical and contemporary journal articles. Prerequisite: Senior status. Staff

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

B 296/396/496 Biological Internship [.5–1.5 C.U.]: Internship experience with professional scientists. Staff

B 297/397/497 Directed Studies in Biology [.5–1.5 C.U.]: Tutorials on a biological subject of interest to the student. With library, laboratory, and field exposure as appropriate. Staff

B 298/398/498 Independent Study: Library Research [.5–1.5 C.U.]: Investigation of the literature pertaining to a specific topic determined by the student in conjunction with a faculty sponsor. May be taken separately or as a prelude to **B 399/499** in generating a two-term research project. All students enrolled will meet as a group every other week (weekly during Winter Term) to report on their research activities since the last meeting. Staff

B 399/499 Independent Study: Biological Research [5–1.5 C.U.]: Laboratory and/or field research on a topic of interest to the student. All students enrolled will meet as a group every other week (weekly during Winter Term) to report on their research activities since the last meeting. Staff

Chemistry

Ramsey (Chair)
Bernal

Blossey
Eng-Wilmot

Chemistry is the discipline concerned with the study of matter and its properties, its physical and chemical transformations, and the energy changes associated with these transformations. Chemistry is one of the central subjects in a liberal arts curriculum because it bridges traditional humanities on one hand and modern physics on the other. "Every aspect of our world today—even politics and international relations—is affected by chemistry" (Linus Pauling). Chemists are involved in activities as diverse as searching for new molecules in space; making new useful materials; solving problems of the environment, energy, health and food production; and probing the questions of how organisms work.

A major in chemistry provides students with the basic training for a career in chemistry and related areas. Many graduates continue their education in graduate school or professional school and are now practicing chemists, teachers, doctors, lawyers, pharmacists, engineers, and business people. They are self-employed or work in government or industry.

The Rollins College Chemistry Department offers several program options leading to baccalaureate-level training in chemistry and preparation for graduate study in chemistry or professional programs. The basic chemistry major curriculum consists of the following sequence of study.

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

*In addition, students must select four (4) electives in chemistry at the 400 level, one of which should be either *C 498* or *C 499*.

Students who wish to emphasize biochemistry should include in their program of study *General Biology I and II (B 120 and B 121)*, *Animal (B 311)* or *Plant (B 312) Physiology*, *Microbiology (B 329)*, or *Cellular Biology (B 360)* or *Genetics (B 408)*, and *Biochemistry I (BC 431)*, and *Biochemistry II (BC 432)* or *Molecular Biology (B 340)*.

Students should include as supporting electives to this program: **M 110** or **M 111** and **M 120**, and two courses in Physics: (**P 120**, **P 121**, or **P 201**, **P 202**). Students planning on graduate study in chemistry should take the two-term sequence in physical chemistry (**C 305**, **C 307**)

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

Year	Fall	Winter	Spring
Freshman:	C 120 General Chemistry I	C 121 General Chemistry II	
Sophomore:	C 220 Organic Chemistry I	C 221 Organic Chemistry II	
Junior:	C 320 Analytical Chemistry C 305 Physical Chemistry I	C 380 Instrumental Analysis C 307 Physical Chemistry II	
Senior:*	C 406 Quantum Chemistry C 498 Research I	C 401 Inorganic Chemistry	C 499 Research II

*In addition to the courses listed above, one (1) additional chemistry course for at least one (1) course unit (1 c.u.) must be taken at the 400 level.

Students electing this program of study should take a minimum of two mathematics courses, including either **M 110** or **M 111** and the two course sequence in physics: **P 201**, **P 202**. Additional courses in mathematics **M 112**, **M 211**, **M 212** and physics **P 203** are strongly recommended for students considering postbaccalaureate study.

The minimum requirements for a *minor in chemistry* are the satisfactory completion of the following sequence of courses: **C 120**, **C 121**; **C 220**, **C 221**; **C 304** or **C 305** and two electives chosen from **C 320**, **C 380**, **C 400**, **C 401**, **C 417**, **B-C 431**, **B-C 432**, **IC-C 260**, **C 460**, **C 498** or **C 499**. An independent study or research project at the senior level (i.e., **C 498**, **C 499**) must be completed from one of the departments of the Division of Science and Mathematics.

Well prepared students planning to major in chemistry should take **General Chemistry I (C 120)** and **Calculus I (M 111)** in the Fall term and **General Chemistry II (C 121)** and **Calculus II (M 112)** during the Spring term of the Freshman year. The Physics sequence of **P 201**, **P 202**, and **P 203** may be started either in the freshman or sophomore year. Students who have not had high school physics or those with deficiencies in mathematics and/or science background normally

should take **Physics (P 120)** and **Mathematics (M 109)** during the Fall term and **Physics (P 121)** and a calculus course during the spring term of the freshman year. **General Chemistry I and II (C 120 and C 121)**, may be exempted by satisfactory performance on department administered examinations.

Course of Study

C 105 Chemistry and Society—Applications and Issues [1.0–1.5 C.U.]: This course emphasizes the important role chemistry plays in our lives, and how frequently a knowledge of chemistry is useful and important in making daily decisions. Some of the topics examined are: nutrition, drugs, cosmetics, household chemistry, and environmental problems. As a part of the decision making process, discussions will focus on analysis of data, the methodology of science, and current limitations of that methodology. This course is designed for non-science majors and assumes no scientific background or college level mathematics. When offered with a laboratory [1.5 C.U.], a broad range of experiments will be offered, some of which emphasize quantitative analytical techniques and analysis of experimental data; without lab [1 C.U.]. Winter Term only. Staff

C 106 Concepts of Biochemistry [1.0–1.5 C.U.]: A topical introduction to the fundamentals of biochemistry to facilitate an understanding of problems of interest in our modern chemical society. Designed for the non-science major interested in learning about the field of biochemistry and its relationship to people. Such topics as diets and fat metabolism, the action of steroids, carbohydrates, proteins and nucleic acids will be discussed and analyzed in terms of quantitative and qualitative data obtained from historical sources. Limited background in biology and chemistry at the high school level is assumed. With lab [1.5 C.U.]; and without lab [1 C.U.]. Winter Term only. Staff

C 107 Concepts of Chemistry [1.0–1.5 C.U.]: An introduction to principles of chemical phenomena, stressing the chemical methods and applications and their analysis and limitations. Topics will include gas laws, atomic structure and properties, chemical bonding and reactions, and stoichiometry; discussion, demonstration and laboratory investigation of these principles will be integrated into the classroom experience. This course is designed for the liberal arts student interested in a one-term course in general chemical principles. The course does not assume a strong background in physical science or mathematics. With lab [1.5 C.U.]; and without lab [1 C.U.]. Winter Term only. Staff

C 109 Photography—The Meeting of Art and Science [1.5 C.U.]: An introduction to the techniques, practice, and theory of photography. Topics will include: nature of light and electromagnetic radiation, chemistry of films, film processing, physics of optics and lenses, camera types, color theory, color

films, color processing and history of photography. These topics will be analyzed in terms of quantitative and qualitative data and their limitations. This course is designed for the non-major with limited background in high school science (chemistry/physical science). With lab. E. Blossey

C 110 Chemistry and the Environment [1.0–1.5 C.U.]: A topical introduction to the concepts and methods of chemistry and their applications to the study of environmental problems. This course, designed for the non-major with limited background in chemistry, will include discussion and analysis of quantitative and qualitative data and their limitations, gathered from historical sources, demonstration, and laboratory experimentation. With lab [1.5 C.U.]; or without lab [1 C.U.]. Winter Term only. Staff

C 120 General Chemistry I [1.5 C.U.]: An introduction to the theory, practice and methods of chemistry, including quantitative and qualitative analysis of empirical data and observations gathered from demonstration, laboratory experimentation, and observation of physical-chemical phenomena. Chemical principles covered include: stoichiometry, kinetic molecular theory, equilibrium theory, acid-base and solubility equilibria, descriptive chemistry, atomic structure and periodicity and oxidation reduction. The integrated laboratory introduces students to chemical techniques/skills and methods for quantitative/qualitative analysis of data and their limitations. Intended for laboratory science students. Staff.

C 121 General Chemistry II [1.5 C.U.]: Continuation of C 120 as a one year introduction to the principles of chemistry. Topics discussed include: modern chemical bonding theory, bonding in solids and liquids, chemical thermodynamics, chemical equilibrium, phase equilibria and colligative properties, electrochemistry, coordination chemistry and chemical kinetics. With laboratory. Prerequisite: **C 120**. Staff

C 209 Darkroom Photography [1 C.U.]: An intensive course designed to provide an understanding and manipulation of the basic chemistry involved in photographic solutions. The chemical and physical properties of both black and white and color developers, bleaches, toners, fixers, and films will be examined. A major portion of the course will be directed toward experience in the darkroom and chemical laboratory. The course requires prior knowledge of the darkroom and a basic understanding of chemistry. E. Blossey

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

of interesting inorganic coordination compounds. With laboratory. Prerequisite: **C 120** or consent. D. Eng-Wilmot

C 220/221 Organic Chemistry I and II [1.5 C.U.]: Basic study of the most important types of carbon compounds: their preparation, interrelations, and properties. Introduction to instrumental methods used in the separation and identification of organic compounds such as gas chromatography, nuclear magnetic resonance spectroscopy, infrared and ultraviolet spectroscopy, and mass spectroscopy. With laboratory. Prerequisite: **C 121**. E. Blossey and/or B. Ramsey

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

C 240 Organic Qualitative Analysis [1 C.U.]: An intensive laboratory course on the identification of unknown organic compounds and structure determination. Students will learn chemical tests for functional group identification; synthetic techniques for synthesis of characteristic derivatives. With laboratory. Prerequisite: **C 220** and consent. B. Ramsey

C-IC 260 Searching and Citing the Chemical Literature [.5-1 C.U.]: A one term course to provide an in-depth introduction to chemical library resource materials and the skills and methods necessary to develop and implement effective search strategies for both in-print chemical resource materials and on-line computer data bases. Prerequisite: **C 220** or consent. M. Anderson

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

C 305 Physical Chemistry I [.5 C.U.]: Kinetic molecular theory and thermodynamics. Introduction to the laws of thermodynamics as applied to chemical energetics, chemical and physical equilibria, and solutions of non-electrolytes. Elements of statistical thermodynamics. With laboratory. Prerequisites: **C 121**, **P 201** and **M 110** or **112**. Bernal or staff

C 307 Physical Chemistry II [1.5 C.U.]: Electrochemistry and chemical kinetics. Solutions of electrolytes, electrochemical cells. Kinetics of gas phase reactions and of reactions in solution. With laboratory. Prerequisite: **C 305**. B. Ramsey or staff

C 320 Analytical Chemistry [1.5 C.U.]: An introduction to the theory and methodology of analytical chemistry emphasizing solution equilibria and

gravimetric, volumetric, oxidation-reduction, spectral and chromatographic methods of analysis. With laboratory. Prerequisite: **C 221** or consent.
D. Eng-Wilmot

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

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

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

C 401 Inorganic Chemistry [1.5 C.U.]: A systematic application of thermodynamics, kinetics, and theories of bonding to the chemistry of non metal, transition metal, organo-metallic and bioinorganic compounds. With laboratory emphasizing the synthesis and characterization of a variety of inorganic compounds. Prerequisites: **C 304** or **C 307** and **C 320** or consent. D. Eng-Wilmot

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

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

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

BC 432 Biochemistry II [1.5 C.U.]: Intended to complete the introduction to biochemistry. Major topics include the metabolic degradation of fatty acids and amino acids; biosynthetic pathways for carbohydrates, lipids, amino acids

and nucleotides; biochemical aspects of physiological processes and specialized tissues in higher organisms; and molecular biology of viral, prokaryotic and eukaryotic systems. With laboratory. Prerequisite: **BC 431**. E. Gregory

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

C 498/499 Research I and II [1–1.5 C.U.]: Student research projects and chemical seminar. A proposal of the research to be conducted, two seminars and a paper describing the work are required in addition to the research.

C 499 may also be taken as an independent study or internship in research topics in chemistry. Staff

Classical Studies

J. Heath (Chair)

K. Christensen

A major in Classical Studies offers students the opportunity to explore the cultures of ancient Greece and Rome through a well-rounded curriculum in language, literature, philosophy, history, science, and art. Courses in the classical languages and literature (in the original and translation) are at its core, but students are encouraged to take advantage of a wide range of perspectives of these ancient civilizations by enrolling in courses offered through the coordinated resources of several departments within the college.

The interdisciplinary program is based on the premise that the study and appreciation of the classical period—the beginning of Western Civilization—form the heart of a modern liberal education. The purpose of the major is to make our classical heritage accessible to students so that they can both share in it and evaluate it critically. Students will acquire at least a minimal competence in Latin (and/or Greek) and develop the ability to manipulate enjoyably and intelligently the literature, history, and culture of the ancient Greek and Roman worlds.

Requirements for the Major in Classical Studies

Students who desire to major in Classical Studies are required to take a total of thirteen (13) approved classes in the following areas:

1. *Language (four or five courses)*

4 courses in Latin (any combination of the following)

LT 101–102 *Beginning Latin*

LT 201 *Intermediate Latin*

LT 202 *Readings In Latin Prose or Poetry*

LT 391 *Tutorial In Latin Literature* (May be repeated)

or

4 courses in Greek (any combination of the following)

GK 101–102 *Beginning Ancient Greek*

GK 201 *Intermediate Greek*

GK 202 *Readings in Greek Prose or Poetry*

GK 391 *Tutorial In Greek Literature* (may be repeated)

or

3 courses in one ancient language and 2 in the other

2. Four (4) courses from list A, two (2) courses from list B, at least three of these from the 300 level:

A. **CL 221 Ancient Greek Culture and Society**

CL 222 The World of the Romans

CL 232 Greek and Roman Mythology

CL 233 Greek Literature in Translation

CL 321 Selected Studies in Classical Civilization (may be repeated under different topics)

CL 331 Love At Rome: Roman Literature in Translation

CL 371 Selected Studies in Classical Literature (may be repeated under different topics)

B. **H 208 Ancient History**

PH 230 History of Early Philosophy

PO 390 Classical and Republican Political Theory

E 308 The Comedy of Eros

FL 301 Introduction to Language

3. **CL 399 Senior Seminar in Classical Studies**

The remaining courses may be any combination of Latin, Greek, or translation/interdisciplinary offerings, including such Winter Term courses as **P 110-W Science in Antiquity**, **CL 207-W Fun with Words**, **CL 221-W Helen of Troy**, **CL-PY 334 Art and Science**.

Students may also earn credit towards the major for appropriate directed study and course work abroad during summers and Winter Term.

Course of Study

GK 101–102 Beginning Greek [1 C.U. each semester]: Introduction to the grammar and syntax of Attic Greek (the Greek of classical Athens) with an emphasis on reading the ancient texts as soon as possible. Prerequisite: None. (**GK 102** Is second semester continuation of **GK 101**).

GK 201 Intermediate Greek [1 C.U.]: Graded readings in Greek prose and poetry (Xenophon, Plato, Euripides). The Goal of this course is to solidify students' knowledge of Greek grammar and to increase speed and facility in translation. Prerequisite: **GK 102** or equivalent (see instructor).

GK 202 Readings in Greek Prose and Poetry [1 C.U.]: Authors and texts change each year. The emphasis in this course is on translation and understanding of the text in its cultural and literary background. Prerequisite: **GK 102** or instructor's permission.

GK 391 Tutorial in Greek Literature [1 C.U.]: This course is for advanced students who wish to continue reading Greek past the second year. Texts will

be chosen by student and instructor. Prerequisite: Instructor's permission. May be repeated.

LT 101–102 Beginning Latin [1 C.U.]: An introduction to the grammar and syntax of classical Latin. Emphasis on forms and translation of simple prose. Written drills and exercises—no language lab. Frequent reference to historical, cultural, and etymological matters. Prerequisite: None (**LT 102** is second semester continuation of **LT 101**).

LT 201 Intermediate Latin [1 C.U.]: Graded reading in Latin prose and poetry (Phaedrus, Nepos, Aulus, Gellius). The goal of this course is to solidify students' knowledge of Latin grammar and to increase speed and facility in translation. Prerequisite: **LT 102** or 2–3 years of high school Latin (See instructor).

LT 202 Readings in Latin Prose and Poetry [1 C.U.]: Emphasis on translation and understanding of the text in its cultural and literary background. Authors and texts change each year. Prerequisite: **LT 201** or instructor's permission.

LT 391 Tutorial in Latin Literature [1 C.U.]: This course is for serious students who wish to pursue their study of Latin beyond **LT 202** (second year). Texts will be chosen by student and instructor. Prerequisite: Instructor's permission.

CL 221 Ancient Greek Culture and Society [1 C.U.]: This course will explore the growth and development of Greek, and particularly Athenian, culture and society. We will see how the Greeks evolved from an aristocratic, clan-based society to one based on democracy and independent capacity for reason and action. Topics will include the competitive spirit in Greek life and thought, festivals and religion, the intellectual revolution of the 5th century, and social organization and social classes. Selections from Greek literature will be read and discussed both as a reflection of the culture that produced them and as evidence of how the Greeks saw themselves during this period of tremendous growth and discovery. However, no human achievement exists without a dark side. Therefore we will also try to understand Greek society's treatment of women, dependence on slaves, and addiction to war and civil strife.
K. Christensen

CL 222 The World of the Romans [1 C.U.]: This course is an introductory survey of the history, art, literature, and cultural achievements of ancient Rome. Although the intellectual history of the period forms the heart of the course, special attention will be paid to the "everyday" life of the women, men, children, and animals in the Roman Empire. Our window to this world is provided by the fascinating sites of Pompeii and Herculaneum, two cities buried in AD 79 by the eruption of Mt. Vesuvius. There will be frequent reference to the Roman Legacy, both ennobling and oppressive, to the modern world. J. Heath.

CL 232 Greek and Roman Mythology [1 C.U.]: A study of the content, structure and function of the principal myths as they appear in classical literature. The main work of this course will be the readings of the primary literary

sources (in translation), supplemented with material drawn from ancient art and archaeology. This course will lead students from the depths of chaos through divine machinations to the labors of heroic saga. Myths will be seen against the background of ancient religion and illuminated by post classical retellings in literature and art. Lectures, slide presentations, and discussions. Alternate years.

CL 233 Greek Literature in Translation [1 C.U.]: A survey of Greek intellectual history from the Bronze Age through the death of Alexander the Great. Examples of ancient Greek epic, lyric, philosophy, tragedy, historiography, comedy, oratory, and science will be read and discussed as products of their own time and culture, as sources of Western artistic, intellectual, and moral traditions, and (most importantly) as works still meaningful for us today. Texts will be tied together by focusing on common themes such as heroism, the relationship between thought and action, the conflicts between individual and society, the tension between rationalistic and mythological conceptions of world order, the nature of divinity and its relationship to human beings. Examples of Greek art will be used to illustrate the development of ideas and attitudes. Alternate years.

CL 321 Selected Studies in Classical Civilization [1 C.U.]: The careful study of some important period (e.g., fifth century Athens), individual (e.g., St. Augustine), or cultural aspect (e.g., slavery), of the classical civilizations. Topics vary from year to year. May be repeated for credit.

CL 331 Roman Literature in Translation: Love at Rome [1 C.U.]: An examination of the way in which the very personal experience of love is handled in the very public (and not necessarily debauched) literature and culture of ancient Rome. This theme will serve as a cicerone through what amounts to be a survey of most of the important Latin authors. Texts will include examples of ancient Roman comedy, philosophy, epic, pastoral, tragedy, novel, satire, and especially love poetry. The social realities which form the background to these works will be examined through readings in ancient historians and modern secondary literature. Slide presentations will help outline the Romans' priapic propensities. The course will climax with a discussion of how some of these Roman values were assimilated into post-classical times. Alternate years.

CL 371 Selected Studies in Classical Literature [1 C.U.]: The close examination of a major author (e.g., Homer), genre (e.g., drama, novel), or theme (e.g., the Heroic Homecoming) in ancient Greek and Roman literature. May be repeated for credit.

CL 481 Senior Seminar in Classical Studies: This course is an attempt to synthesize and explore in greater detail the material covered in the student's course work for the major. We shall try to determine how the various fields of study (history, philosophy, art, etc.) are related, and to what degree they can be brought together to present a coherent picture of classical antiquity. A variety of critical perspectives and methodologies will be examined, and tools for further study will be presented.

Computer Science

J.D. Child (Chair)
A. Przygocki

A. Skidmore
J. Warden

The Department of Mathematical Sciences offers a theoretical Computer Science major with a strong mathematical component. The major is designed to teach students how to effectively use computers to solve many types of problems and to prepare them for graduate study in Computer Science. The Computer Science program is based on curricula developed by The Association for Computing Machinery.

Requirements for the Major in Computer Science

The Computer Science Major must take 16 Computer Science and Mathematics courses. A freshman majoring in Computer Science will typically take **Computer Science 167** and **Math 111** in the Fall Term and **Computer Science 261** and **Math 112** in the Spring Term.

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

CS 167 Introduction to Computing
CS 261 Computer Science Principles I
CS 270 Computer Science Principles II
CS 350 Introduction to Computer Systems
CS 360 Algorithm Analysis
CS 370 Operating Systems Design
CS 380 Principles of Programming Languages
CS 497 Senior Project in Computing
M 111 Calculus I
M 112 Calculus II
M 205 Discrete Mathematics
M 219 Probability and Statistics

2. Each student must complete 1 of the following Mathematics courses:

M 212 Differential Equations
M 321 Linear Algebra
M 322 Discrete Structures

3. Each student must select 3 of the following courses:

CS 298 or CS 398 Topics in Computer Science
CS 430 Artificial Intelligence Principles
M 340 Numerical Analysis

CS 460 Database Management Systems Design
CS 480 Theory of Programming Languages
CS 490 Theory of Computation

Requirements for the Minor in Computer Science

The Computer Science minor contains most of the content from the core of the CS major. The minor forms a strong combination with a major in any discipline for which computer applications exist. The minor will give students the background necessary to obtain positions in many interesting computer-related occupations. The Computer Science minor requires 8 courses, two of which are mathematics courses. A student wishing to minor in Computer Science should take **M 110** or **M 111**, **CS 167**, and **CS 261** by the Spring Term of the sophomore year.

1. Each student must complete the following 7 core courses:

CS 167 Introduction to Computing
CS 261 Computer Science Principles I
CS 270 Computer Science Principles II
CS 350 Introduction to Computing Systems
CS 370 Operating Systems Design
M 110 Applied Calculus or **M 111 Calculus I**
M 205 Discrete Structures

2. Each student must select 1 additional course from the following:

CS 360 Algorithm Analysis
CS 380 Principles of Programming Languages
CS 460 Database Management Systems Design

Course of Study

CS 125 Computing for Users [.5 C.U.]: An introduction to the use of computers as personal productivity tools. Topics include spread sheets, word processing, database management systems, and statistical packages. Traditional computer programming is not included.

CS 167 Introduction to Computing [1 C.U.]: An introduction to computer solution of problems, using a structured language. Emphasis is on good programming methodology. Topics will include data types, looping constructs, procedures, arrays, records, and sequential files. Evolution of computer hardware and software technology. Problem analysis, algorithm representation (pseudocode and graphical techniques), and algorithm verification (desk checking and test data). Designed for any student who wants an introduction to computer programming.

CS 167A Introduction to Computing, Part A [.5 C.U.]: The first half of CS 167.

CS 167B Introduction to Computing, Part B [.5 C.U.]: The second half of CS 167. Prerequisite: CS 167A or consent.

CS 160 Introduction to Computing for Science and Mathematics Majors [1 C.U.]: An introduction to computer solution of problems, with emphasis on scientific problems. Course topics include a thorough discussion of a structured computer language, simple logic in writing programs, and the capabilities of computers, including text editing. A student with credit in CS 167 will not receive credit for CS 160. Prerequisite: Science or Math major.

CS 261 Computer Science Principles I [1.25 C.U.]: Develops discipline in program design, problem solving, debugging, and testing with an introduction to data structures and software engineering. A block structured language will be used to construct programs of a moderate size. Topics will include recursion, searching, sorting, linked structures, stacks, queues, binary trees, relative files, hashing and collision handling. Prerequisite: CS 167 or CS 260.

CS 270 Computer Science Principles II [1.25 C.U.]: Building abstractions with procedures and data. Functional programming, object oriented programming, data driven programming, message passing, generic modules and arithmetic, introduction to algorithm analysis. Teaches the principles of a version of Lisp. Prerequisites: M 205 and CS 261.

CS 298/398 Topics in Computer Science [1 C.U.]: This course provides students with an intensive introduction to a specialized area of Computer Science. Some possible topics are interactive computer graphics, construction of an assembler, computer architecture, and programming tools. Prerequisite: CS 261 and consent.

CS 350 Introduction to Computer Systems [1.25 C.U.]: The hierarchy of machine levels, basic computer organization, instruction sets, data representations, addressing schemes, control flow, input/output, and assembly language programming including macros, use of a debugger, and linking to high-level languages. Prerequisite: CS 261.

CS 360 Algorithm Analysis [1 C.U.]: A detailed study of algorithm design and analysis. Emphasis is on verification and analysis of time-space complexity. NP-theory is introduced. Divide and Conquer, Greedy, Dynamic Programming, Backtracking, and Branch-and-Bound are some classes of algorithms that are studied. Prerequisite: CS 270.

CS 370 Operating System Design Principles [1 C.U.]: The structure and function of operating systems with emphasis on concurrent processes and resource management. Topics include process scheduling, communication, synchronization, and deadlock; memory management and virtual systems, I/O, file systems, protection and security. Prerequisite: CS 350.

CS 380 Principles of Programming Languages [1 C.U.]: This course emphasizes the principles and programming styles that govern the design and imple-

mentation of contemporary programming languages. Topics include language syntax, grammars and parsing examples, control structures, binding, the run-time environment, formal semantic models, and the principal language styles of modern languages. Prerequisite: **CS 270**.

CS 430 Artificial Intelligence Principles [1 C.U.]: This course introduces students to basic concepts and techniques of artificial intelligence beginning with a thorough introduction to LISP. Topics which follow include search strategies, logic and resolution, memory organization, expert systems techniques, and planning systems. Prerequisites: **CS 360** and **CS 380**.

CS 460 Database Management Systems Design [1 C.U.]: An introduction to the design and management of database systems. The course project will be to design and implement a simple system. Topics include: file organization; relational, network, and hierarchial models and their implementations; query language theory and examples; data normalization. Prerequisite: **CS 360**.

CS 480 Theory of Programming Languages [1 C.U.]: This is a course in the formal treatment of programming language translation and compiler design concepts. Topics include finite state grammars, lexical scanners, theory of context-free languages and push-down automata, context-free parsing techniques, and techniques of machine independent code generation and improvement. Not offered in 1988–89. Prerequisites: **CS 350**, **CS 360**, and **CS 380**.

CS 490 Theory of Computation [1 C.U.]: An introduction to the classical and contemporary theory of computation. Topics include: finite automata, formal languages, computability by Turing machines and recursive functions, uncomputability, and computational complexity. Prerequisite: **CS 360**. Not offered 1988–89.

CS 497 Senior Project in Computing [1 C.U.]: A project-oriented course. The topic of the project will be selected from operating systems, compiler construction, robotics, and artificial intelligence. Prerequisite: One 400 level Computer Science course.

Economics

Hales (Chair)
 Kypraios
 Rock
 Schutz

Skelley
 Steen
 Taylor

Requirements for the Major in Economics

The major in Economics is designed to allow students the opportunity to emphasize either economic theory or applied economics. The core curriculum (required of both majors and minors) provides students with the foundation for either emphasis. The core consists of **M 110, EC 212, EC 213, EC 221, EC 303, and EC 304** and, except for students who transfer to Rollins, the core must be taken in the College. All economics majors (but not minors) are required to include a course in the intellectual underpinnings of the discipline, currently either **EC 340**, or **EC 442**, or **EC 448**, as one of their six economics courses beyond the core. Students may complete the major by electing an additional five economics courses. Three of the elective choices must be 300 or 400 level courses from the regular economics curriculum. This allows flexibility for students to take advantage of opportunities such as Winter Term overseas programs, and independent study. One course credit independent studies can be developed to explore special interests as well as for Honors in the Major, once the core is completed.

Students who intend to enroll in a graduate program in economics should take **EC 381 Introduction to Econometrics**, and **EC 411 Mathematical Economics**, and a full year of calculus as part of their program. Students who intend to enroll in a strong graduate business program should take a full year of calculus.

Requirements for the Minor in Economics

The minor in Economics consists of the core curriculum detailed above and two 300 or 400 level electives from the regular economics curriculum. With prior approval from the Chair of the Department of Economics, it may be possible for a student to allow a course from an overseas or special program to substitute for one elective.

Plan of Study

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

Course of Study

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

EC 212 Principles of Economics I [1 C.U.]: An introduction to the neoclassical theory of consumer behavior and the neoclassical theory of the firm. Topics covered include supply and demand, utility, theories of cost and production, structure of markets, and resource allocation. Suitable for non-majors. Prerequisites: Sophomore status, **M 110** or concurrent enrollment.

EC 213 Principles of Economics II [1 C.U.]: An introduction to economic concepts that aid in understanding aggregate economic phenomena and policy alternatives. Topics covered include the determination of national income, inflation, unemployment, international economics, the banking system, economic growth, income distribution, and the national debt. Suitable for non-majors. Prerequisites: Sophomore status, **EC 212**, and **M 110**.

*NOTE: PRIOR TO SPRING 1988, **EC 213** WAS LISTED AS **EC 211**.

EC 221 Statistics for Economics [1 C.U.]: An introduction to statistics for economics students. Areas examined include descriptive statistics, probability, and inferential statistics with an emphasis on the latter. Topics covered include measures of central tendency, dispersion, and skewness. probability distributions, interval estimation, hypotheses tests, correlation and regression. Computer projects are integral to the course. Prerequisites: Sophomore status, **EC 213** and **M 110**.

EC 225 Personal Economics [1 C.U.]: A development of a conceptual framework and the analytical tools to make effective personal economic decisions. Topics covered include budgeting, consuming, borrowing and saving, taxes, shopping, and investing—all from the perspective of the individual decision-maker. Designed for non-majors, this course will not count toward the major in economics. Prerequisite: **M 109** or equivalent, and junior or senior status.

EC 303 Intermediate Microeconomics [1 C.U.]: A further development of the neoclassical theory of consumer behavior and the neoclassical theory of the

firm using mathematical as well as graphic techniques. Topics covered are similar to those included in *EC 212*, but are examined more intensively. Prerequisites: *EC 212* and *EC 213*.

EC 304 Intermediate Macroeconomics [1 C.U.]: An analysis of the behavior and interrelationship among the broad aggregates of economic activity using mathematical as well as graphic techniques. Topics covered are similar to those covered in *EC 213*, but economic policy and policy alternatives are examined in depth, and alternative economic models of the macroeconomy are explored. Prerequisites: *EC 212* and *EC 213*.

EC 306 Monetary Economics [1 C.U.]: An examination of financial markets, financial institutions, and monetary theory and their macroeconomic implications. The relationship between the Federal Reserve System and the system of depository institutions and their roles in the macroeconomy are explored. The interrelationships of monetary and fiscal policies and their effects on the performance of the economy are examined. Prerequisites: *EC 212* and *EC 213*.

EC 307 International Economics [1 C.U.]: An introduction to the theory and practice of international trade. Topics covered include comparative advantage and other bases for trade, trade policy, international labor and capital movements, and economic integration. Prerequisites: *EC 212* and *EC 213*.

EC 315 Marxian Economics [1 C.U.]: A rigorous introduction to the economic analysis of capitalism given by Karl Marx and modern followers of the Marxian school. Topics include the evolutionary rise of capitalism, alienation and other behavioral traits of people living in the capitalist system, the labor theory of value, the concentration of capital, the causes of capitalist economic crises, capitalist imperialism, and socialism as an alternative economic system. Prerequisites: *EC 212* and *213*.

EC 321 Labor Economics [1 C.U.]: An analysis of the determination of wages and employment levels and the relevance of markets for labor services. Topics covered include trends in employment, problems of unemployment, and the issues of wages, hours, and working conditions. Labor unions, labor disputes and methods of their settlement, and the theory and practice of collective bargaining are examined. Prerequisites: *EC 212* and *EC 213*.

EC 327 Comparative Economic Systems [1 C.U.]: An examination of the similarities and differences in economic institutions among ideal types of economic systems: capitalist, centrally planned socialist, decentralized market socialist, and communist. Case studies of individual countries (such as Japan, Sweden, USSR, China, and Yugoslavia) are undertaken to compare their institutions with those of the ideal types, and with each other. Prerequisites: *EC 212* and *EC 213*.

EC 332 Industrial Organization [1 C.U.]: A study of the problems of the control of industry performance in a mixed economy. The course includes surveys of microeconomic theory, the economic research on industry structure, conduct, and performance, and anti-trust litigation. Prerequisites: *EC 212* and *EC 213*.

EC 335 Public Economics [1 C.U.]: An examination of the role of government in a market economy. The course examines the impact of taxing and spending policies of federal, state, and local governments on resource allocation in the economy. The nature of the public debt and the costs and benefits of public programs are also examined. Prerequisites: **EC 212**, **EC 213**, and **EC 303**.

EC 340 Classic Works in Economics [1 C.U.]: A detailed study of a few classic works which have helped shape the method and scope of modern economics. The texts will come from primary sources such as Adam Smith, *The Wealth of Nations*; David Ricardo, *Principles of Political Economy*; John Stuart Mill, *Principles of Political Economy*; Karl Marx, *Das Kapital*; Alfred Marshall, *Principles of Economics*; and J.M. Keynes, *The General Theory of Employment, Interest and Money*. Prerequisites: **EC 212** and **EC 213**, or consent.

EC 345 Economic History of the United States [1 C.U.]: A study of the evolution of U.S. economic ideas and institutions from the colonial period to the present. The impact of these ideas and institutions on U.S. social and political life is examined. The regional economic development of the U.S. Southeast (especially Florida) and its interaction with other regions is emphasized. Prerequisites: **EC 212** and **EC 213**.

EC 346 Economic History of Europe [1 C.U.]: A study of the economic development of Europe emphasizing the period from 1700 to 1950 A.D. Controversies over appropriate methodology for economic historians are critically explored. The influence of other areas of the world and the impact of social and political factors are examined. Prerequisites: **EC 212** and **EC 213**.

EC 351 Economic Development [1 C.U.]: A study of the evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. The less developed countries of today are examined using theoretical models and actual data in order to assess current economic conditions and prospects for future changes in those conditions. Prerequisites: **EC 212** and **EC 213**.

EC 355 Environmental Economics [1 C.U.]: An examination of the economic approach to understanding pollution, the economic impact of pollution, and a critical examination of alternative proposals to deal with pollution problems. Topics explored include externalities, public goods, private and public property rights, and cost-benefit analysis. Prerequisites: **EC 212** and **EC 213**.

EC 361 Urban Economics [1 C.U.]: A study of the economics of urban areas, with an emphasis on location theory and the application of microeconomic theory to the analysis of urban policy issues. Topics covered include land use controls, housing, urban poverty, transportation, and urban public finance. Prerequisites: **EC 212** and **EC 213**.

EC 373 Economics of Uncertainty [1 C.U.]: An analysis of the behavior of consumers and firms under conditions of uncertainty about the outcomes of their decisions. Topics include the insurance market, risk aversion, the market for risky investments, and game theory. Mathematical as well as graphical techniques are used for analysis. Prerequisites: **EC 212**, **EC 213**, and **EC 303**.

EC 381 Introduction to Econometrics [1 C.U.]: A study of elementary econometrics for students majoring in economics. Topics covered include regression theory, multiple regression, simultaneous equations, identification problems, time series problems, selected estimating techniques, and basic econometric models. Prerequisites: **EC 212**, **EC 213**, and **EC 221**.

EC 403 Applied Microeconomics [1 C.U.]: A synthesis and application of microeconomic theory and methodology to decision making within a problem solving environment. Emphasis is placed on problem formulation, mathematical analysis, and solution methods. Prerequisites: **EC 212**, **EC 213**, and **EC 303**.

EC 404 Seminar in Economic Policy [1 C.U.]: Economic policy issues are studied as to their stated goals and their actual outcomes and impacts. Data are collected and subjected to various analyses including statistical approaches. Careful attention is given to the original intent of the policy activities. With the consent of the Head of the Department of Economics, this course may be repeated for credit. Prerequisites: **EC 221**, **EC 303**, and **EC 304** or **EC 306**.

EC 407 International Finance [1 C.U.]: A study of the balance of payments adjustment mechanisms and their impact on national economies under alternative exchange rate regimes, international movements of capital, and exchange rate variations and their impact on government intervention in foreign exchange markets. Objectives and effects of international monetary standards and international financial institutions are also examined. Prerequisites: **EC 212**, **EC 213**, and **EC 304** or **EC 306**.

EC 411 Introduction to Mathematical Economics [1 C.U.]: An application of selected mathematical tools from linear algebra, the calculus, and difference equations to the analyses of economic theories and problems. Topics covered include consumer choice, production, partial and general equilibrium, economic growth, and macroeconomic models. Prerequisites: **EC 303** and **EC 304**.

EC 442 History of Economic Thought [1 C.U.]: A critical examination of the development of economic theory and analysis. The period from the mercantilists (circa 1650 A.D.) is emphasized. Attempts are made to connect particular modes of economic thought with their antecedents as well as with the contemporary social and political systems in which they arose. Prerequisites: **EC 303** and **EC 304**.

EC 448 Alternative Economic Theories [1 C.U.]: A study of alternatives to the neoclassical and Keynesian theories that guide economic orthodoxy. The methodological and analytical foundations of Marxism, Austrianism, Post Keynesianism, institutionalism, and bioeconomism are surveyed and the policy prescriptions that emanate from these theories are compared with those of economic orthodoxy. Prerequisites: **EC 303** and **EC 304**.

Education

Cotanche (Chair)
DeTure
McAleer

Morall
Russell
Shafe

The Department of Education and Human Development offers academic and field experiences which prepare liberal arts students to enter the teaching profession. Graduates of this state-approved Teacher Education Program are eligible for Florida State Teacher Certification.

The Department of Education offers a major in Elementary Education. Students may take additional courses in the area of Pre-School and Primary to supplement this major. Students who wish to teach in secondary schools (grades 6–12) must complete a major in the intended teaching area along with the certification courses offered by the Department of Education.

As soon as a student decides to seek Certification for teaching, s/he must file an Application for Admission to the Teacher Education program. Applications are available at the Department of Education Office. The Director of Teacher Education will notify the student of action taken and will supply an explanation should the application be denied. A student must be admitted to Teacher Education before enrolling in the courses limited to majors and students seeking certification. (*Due to state regulations, students who apply for admission must have a combined SAT score of 840 or a combined ACT of 19.*) Also required is a passing score on the College Level Academic Skills Test (CLAST) and a 2.0 GPA in their major or area of certification.

Course of Study

Students seeking teacher certification, whether at the elementary or secondary levels, must complete:

1. Core courses,
2. Elementary or secondary sequence courses,
3. Student teaching.

1. CORE COURSES

Block A: (One course from this group)

ED 100 Contemporary Issues in Education

SO-ED 242 Sociology of Education

ED 271 Shaping of Today's American School System

ED-H 305 History of Education

ED 370 Urban Education

Block B: (All courses from this group)

ED 272 Educational Psychology or

ED 504 Psychological Foundations

ED 324 Curriculum and School Organization

ED 470 Competencies for the Beginning Teacher

ED 470L Competencies for the Beginning Teacher Lab

ED 471 Reading Diagnosis with Content Emphasis

Block C: (All courses from this group)

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

ED 490 or 491 Student Teaching (Elementary/Secondary) [3 C.U.]

2A. ELEMENTARY MAJOR COURSES

One course from Block A

All courses from Block B

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

Required methods courses for undergraduate Elementary Education

Majors:

ED 509 Foundations of Reading

EE 560 Enrichment: Music in Elementary Schools

EE 561 Enrichment: Art in Elementary Schools

EE 563 New Content in Elementary School Mathematics

EE 564 Teaching the Sciences in Elementary School: Natural Science

EE 566 Teaching the Sciences in Elementary School: Social Science

EE 567 Enrichment: Health and Physical Education in Elementary Schools

EE 568 New Content in Elementary School Language Arts

EE 569 Literature for the Elementary School Child

Courses requiring concurrent registration:

EE 560, EE 561, EE 567; EE 564 and EE 566; ED 470, ED 470L and

ED 471; ED 406, ED 490:

2B. SECONDARY CERTIFICATION SEQUENCE COURSES

(8 COURSES)

One course from Block A

All Courses from Block B

ED 517 Teaching (Particular Subject) in Secondary Schools

ED 407, ED 491, from Block C

ACADEMIC MAJOR

Students who intend to teach in secondary schools (grades 6–12) must complete a major in their intended teaching area. Only the following majors are appropriate for secondary certification: Art,

Biology, Chemistry, English, Foreign Languages, History, Mathematics, Music, Physics, and Theater Arts. With proper course selection, a student majoring in any of the social or behavioral sciences may qualify for certification in Social Studies. All art majors must also enroll in **EE 561 Enrichment: Art in Elementary Schools**. All music majors must enroll in **EE 560 Enrichment: Music in Elementary Schools**.

3. STUDENT TEACHING **ED 490 and 491**

A teaching internship experience in the area in which the student is to be certified is required of both Elementary Education majors and those obtaining secondary school certification. During the spring term of the junior year, students who have cumulative grade point averages of 2.0, as well as a cumulative average of 2.5 in the major, and who can show evidence that all subject prerequisites will be met student teaching. The application forms are available at the Office of the Department of Education. These forms are filed with and reviewed by the Director of Student Teaching. To insure placement, the application for student teaching must be completed and submitted to the Director of Student Teaching by the midpoint of the semester prior to the student teaching semester. Any student not approved for student teaching has the right of appeal to the Review Committee.

During the fall or spring term of the senior year, after approval for student teaching, the student must enroll in either **ED 490: Student Teaching—Elementary**, or **ED 491: Student Teaching—Secondary**, as appropriate. This course is worth three course units and is graded on a Credit/No Credit basis. The student teaching experience consists of placement as a full-time teacher for a fourteen-week period in an area school. It represents the culminating experience in the professional preparation of teachers.

Special Sequence

By taking additional courses in the area of Pre-School and Primary Education, Elementary Education majors may be certified in this area as well.

Course of Study

ED 100 Contemporary Issues in Education [1 C.U.]: An introductory course covering such current issues as: contemporary school organization and finance, problems of teaching, alternative schools, curriculum development, local control of education, and contemporary policy controversies. Uses a

lecture/discussion format, and requires a position paper on a given educational issue. Suitable for non-majors. This course satisfies the social foundations requirement for teacher certification. Open to freshmen, sophomores and juniors. Seniors must obtain consent.

SO-ED 242 Sociology of Education [1 C.U.]: The role of the school with particular emphasis on political and economic dimensions. The internal structure of American education is analyzed using sociological concepts with a stress on conflict and change. Small discussion groups, films and TV tapes. Appropriate for non-majors.

ED 250 Group Dynamics [1 C.U.]: The interrelationships of group members, group roles, procedures and goals; self-exploration and feedback. Topics include leadership styles, group climates, size and process, the types of groups and group functioning. The course includes both didactic and experiential activities with the emphasis upon the experiential (group functioning, role-playing demonstrations, group problem-solving, etc.).

ED 271 The Shaping of Today's American School System [1 C.U.]: This course describes the social, political, economic and historical background of the contemporary American school system and demonstrates how social forces have shaped the curriculum, organization and purposes of formal education (grades K—college, public, private, and parochial). Meets the social foundations requirement for teacher certification.

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

ED-H 305 History of Education [1 C.U.]: An interpretative survey of the role education has played in Western society with an emphasis on an historical analysis of the development of American education in the context of the nation's social and intellectual history.

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

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

ED 406 Teaching and Learning in Elementary Schools [1 C.U.]: An advanced

seminar studying the principles and methods of teaching and learning for elementary school teachers. This course is taken concurrently with Student Teaching and provides an experience based analysis of the generic teaching competencies. Prerequisite: Senior major

ED 407 Teaching and Learning in Secondary Schools [1 C.U.]: An advanced seminar studying the principles and methods of teaching and learning for secondary school teachers. This course is taken concurrently with Student Teaching and provides an experience based analysis of the generic teaching competencies. Prerequisite: Senior seeking secondary certification.

ED 410 Individualizing Instruction [1 C.U.]: With an emphasis on the individual needs of the learner, participants will plan, develop, implement and evaluate learning activities and models for individualizing instruction. Using a seminar format, students will acquire an operational knowledge of curriculum development and instructional design. Prerequisite: Junior major or secondary certification.

ED 450 Contemporary Adulthood [1 C.U.]: The dynamics of growing old and the nature of adulthood in contemporary society.

ED 452 Problems of Aging in American Society [1 C.U.]: The course contains two components: information designed to increase understanding of a variety of characteristics of the over-sixty population; and developing skills and understanding with respect to service delivery systems designed for older adults.

ED 470 Competencies for the Beginning Teacher [.5 C.U.]: An introduction to the competencies found in the six domains of the Beginning Teacher Program. The skills to be emphasized will include planning, classroom management, organization of instruction, presentation of knowledge, communication and evaluation of student progress. The purpose of the course is to provide students with the opportunity to practice these skills in micro teaching situations and with children. A laboratory/skills development approach will be utilized. A three week unit on using the microcomputer in the classroom will also be included. With laboratory. Concurrent with **ED 471**. Prerequisites: **ED 509** and Senior Majors or Secondary Certification only.

ED 471 Reading Diagnosis with Content Emphasis [.5 C.U.]: This course focuses on the diagnosis of reading difficulties and the application of reading skills to the content areas. Students will be taught to give and interpret reading tests and determine programs of remediation. Additional emphasis will be placed on the unique skills required for reading in the secondary or elementary content areas. With laboratory. A requirement for elementary and secondary certification sequence. Concurrent with **ED 470**. Prerequisites: **ED 509**. Majors or Secondary Certification only.

ED 490 Student Teaching—Elementary [3 C.U.]: A full-term student teaching internship including full-time experience in local schools under the direction of a cooperating master teacher, with visitations to selected area schools. This course is intended to provide a practical setting in which the student

will integrate and apply the skills and knowledge acquired during the previous Teacher Education courses. **ED 490** is equal to three course units. It is graded on a Credit/No Credit basis. Prerequisite: Senior major

ED 491 Student Teaching—Secondary [3 C.U.]: See course description for **ED 490**, with appropriate substitutions for teaching level. Prerequisite: Senior seeking secondary certification.

ED 496 Human Relations [1 C.U.]: Assists individuals in developing more effective verbal and non-verbal communications skills in interpersonal transactions and leadership. Through examination of attitudes, perceptions, and values, participants will become sensitized to individual differences and the effects of these differences on interpersonal relationships and leadership style. Didactic and experiential learning will include mini-lectures, demonstrations, small group work, role-playing, and practice.

ED 496B Leadership Skills [.5 C.U.]: The implications of various leadership styles on organizational climate and productivity.

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

ED 515 Developing Thinking Skills in Children [1 C.U.]: This course will provide background on the thinking skills emphasis by familiarizing students with the current literature on cognitive development, various models of the thinking process, and theories of intellectual functioning. The course emphasis will be on helping teachers to develop teaching strategies, questioning techniques, and the instructional materials designed to enhance students' thinking abilities and to evaluate published instructional materials. The course will focus on the thinking processes of problem solving, decision-making, critical thinking, and creative thinking.

ED 517 Teaching (Particular Subject) in Secondary Schools [1 C.U.]: A seminar on methods of teaching secondary school subjects. Special topics include: selection, evaluation, and use of instructional materials; and adaption of the college major to the secondary school setting. Required of all students seeking secondary school certification. Prerequisite: Senior seeking secondary certification.

ED 581 Methods of Early Childhood Education [1 C.U.]: This course examines developmentally appropriate strategies for working with young children who are active learners, autonomous decision-makers, and who learn best by concrete experiences. Methods for play, communication, mathematics, science, social studies and the expressive arts are emphasized. Completion of **ED 581** and **ED 582** entitle an elementary education major to additional certification in early childhood education.

ED 582 Curriculum Design for Early Childhood Education [1 C.U.]: This course examines the theory, principles and practices of curriculum development in early childhood education from planning to evaluation and recycled to planning. Topics discussed are: What should comprise the early childhood curriculum? What is the purpose of the early childhood curriculum? What is the purpose of early childhood schooling? What types of early childhood curricula are available? Completion of **ED 581** and **ED 582** entitle an elementary education major to additional certification in early childhood education.

EDM 501 Introduction to the Middle School [1 C.U.]: This course will describe the characteristics and needs of early adolescents and older children and will identify effective educational programs and experiences for these students in successful middle schools. Students will learn how a middle school should be planned, how to evaluate middle school programs, and how to structure effective learning environments to facilitate learning.

EDM 503 Teaching Strategies for the Middle School [1 C.U.]: This course is designed to address teaching methodologies appropriate for the middle age child. Students will focus on designing, planning, presenting, and evaluating instruction. A special emphasis will be placed on instructional strategies that are effective for the cognitive level of development of the middle school child. The class will be activity oriented and will include microteaching.

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

EE 561 Enrichment: Art in Elementary Schools [.5 C.U.]: This course focuses on how art can be used to foster child development and supplement learning in the curricular areas. Related topics include sensory experiences, aesthetics and aesthetic education, managing a classroom art center and the adult's role in child art. Participants directly experience an array of artistic media and conduct art activities with children. Enrollment is limited to those seeking certification in elementary education or secondary art.

EE 563 New Content in Elementary School Mathematics [1 C.U.]: This course reviews special methods of teaching mathematics to elementary school pupils. Topics include contemporary terminology and concepts, metrics, calculators, experience with manipulative mathematics materials and diagnostic-prescriptive techniques. Prerequisite: Major.

EE 564 Teaching the Sciences in Elementary School: Natural Science [.5 C.U.]: This course examines the special methods for teaching science to elementary school pupils stressing the major concepts and processes of science. Topics include process skills, inquiry strategies, problem solving, environmental and ecological issues and science in a contemporary society. This course requires concurrent registration with **EE 566**. Prerequisite: Major.

EE 566 Teaching the Sciences in Elementary School: Social Science [.5 C.U.]: This course reviews special methods of teaching social studies in the elementary grades. Topics include the foundations for the social studies, exploring the human experience, environmental studies including conservation, teaching strategies for inquiry learning problem solving and concept development. This course requires concurrent registration with ***EE 564***. Prerequisite: Major.

EE 567 Enrichment: Health and Physical Education in Elementary Schools [.5 C.U.]: This course reviews special methods for physical activities for children, concepts and materials of health education, and a study of the values underlying programs of personal fitness for children. Prerequisite: Major.

EE 568 New Content in Elementary School Language Arts [1 C.U.]: A study of language arts programs in the elementary schools. Provides students with skills needed to teach manuscript and cursive writing; listening; media; developmental speech; traditional, descriptive, and transformational grammar; and composition. Prerequisite: Major.

EE 569 Literature for the Elementary School Child [1 C.U.]: This course examines literature appropriate for use in the elementary grades. Topics include: the analysis and classification of children's literature, educational benefits of literature in the classroom, recent research in children's literature, major children's authors and illustrators, recurrent themes in children's literature, and techniques for the effective use of literature in the classroom. Prerequisite: Major.

English

Cohen (Chair)
Brandon
Carson
Curb
Edge
Koza
Morris

Nordstrom
O'Sullivan
Papay
Pastore
Phelan
Starling
West

English reflects the spirit of the liberal arts by teaching students to read, think, and write clearly and analytically. Responding to literature enables students to understand the triumphs and tribulations of the human condition and the creative endeavors of the human imagination.

The study of English also has practical applications, for students are encouraged to develop skills of analysis, synthesis, and communication which prepare them for successful careers and meaningful lives.

Requirements for the Major in English

Students majoring in English must complete the following program of requirements and electives:

English 201, 202, 203, 204

English 303, 304 (Junior year)

Two electives in English literature before 1900.

Three electives in English above the 100 level. (With the adviser's approval, appropriate literature and language courses offered by other departments may partially fulfill this requirement.)

Senior Seminar or Senior Independent Study (Senior year)

Requirements for the Minor in English

Students minoring in English must complete the following program of requirements and electives.

English 201, 202, and 204 (Sophomore year)

English 203 or 390 Writing about Literature

Four courses above the 200 level, including at least two courses in American Literature

Course of Study

E 101 Freshman Rhetoric and Composition [1 C.U.]: Practice in the varieties of writing assignments students are expected to produce in college. Emphasis is placed on improving each student's writing proficiency. Required of all students, except those who score 600 or above on the English Achievement Test.

E 150 Introduction to Literature [1 C.U.]: An introduction to the structure, characteristics, and socio-cultural significance of literature. May be oriented according to particular genres or themes. May be repeated for credit. Freshmen only.

E 201/202/204 Major English Writings, I, II and III [1 C.U.]: A critical and historical approach. **E 201** covers writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spenser, Donne, Jonson, Milton and Bacon. **E 202** covers eighteenth century and romantic writers, including Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats. **E 204** covers Victorian and twentieth-century writers, including Tennyson, Browning, Arnold, Yeats, Joyce, and Eliot. Required of English majors in the sophomore year. Lecture/discussion.

E 203 Literary Study [1 C.U.]: The principal critical approaches to literature and the major concepts, methods, and research tools essential to the study of literature. Required of English majors in the sophomore year; taken in conjunction with **E 201**, **202**, or **204**.

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

E 206 American Literature Survey [1 C.U.]: A survey of major and minor writers from the colonial period to the modern period. A broad introduction to American culture. Recommended for non-majors.

E-WS 210 Women Writers [1 C.U.]: A values approach to modern literature by women. Consciousness raising in small groups relates the literature to the students' personal experiences and values on topics such as racism and ethnicity, socio economic class, sex-role stereotypes, being an outsider, and values related to sexuality and religion.

E 221/222 Selected Studies in World Literature [1 C.U.]: Topics may include mythology, the epic, the international folktale, Greek and Roman literature, movements in European literature from the Renaissance through Existentialism. Specific motifs throughout world literature. May be repeated for credit. K. Koza/A. Nordstrom/S. Phelan

E 231 The Bible as Literature [1 C.U.]: The Old and New Testaments as works of creative literature, with frequent excursions into poems, plays, and

novels influenced by the Bible. Works range from Black Spirituals to *The World According to Garp*, and *Jesus Christ Superstar*. M. O'Sullivan

E 240 Selected Studies in Literary Themes [1 C.U.]: Thematic studies of works of drama, poetry, fiction, and/or prose. The topics for this course vary Recommended for non-majors.

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

E 254 Greek Drama [1 C.U.]: Intensive study of ideas, structure, classical devices, and characterization in plays by Aeschylus, Sophocles, and Euripedes. Students will compare Aristotle's definitions of tragedy and tragic heroes with modern drama criticism. Modern plays based on Greek texts may also be studied. Suitable for non-majors. Alternate years. R. Curb

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

E 261 Selected Studies in Film [1 C.U.]: Film studies, varied from year to year as to genre and content. The focus of the course is on history, aesthetics, or the relationship of film to literature. Suitable for non-majors.

E 263 Twentieth-Century Drama: British [1 C.U.]: Theatrical styles and ideas of major modern and contemporary dramatists, such as Shaw, Yeats, O'Casey, Synge, Osborne, Pinter, Stoppard, Bond, Duffy, Shaffer, Churchill. Analysis of realism, symbolism, expressionism, the absurd, and social/political protest drama. Suitable for non majors, recommended for theatre majors. Alternate years. R. Curb

E 264 Twentieth-Century Drama: American [1 C.U.]: Survey of American realism and naturalism, expressionism, the absurd, and social/political protest in works of major dramatists, such as O'Neill, Odets, Hellman, Wilder, Miller, Williams, McCullers, Albee, Childress, Hansberry, Baraka, Terry, Shepard, Fornes. Recommended for theater majors, suitable for non-majors. Alternate years. R. Curb

E 267/269 Creative Writing: Poetry, Fiction and Writing for Children [1 C.U.]: A course in Creative Writing conducted on the workshop plan. Reading and criticism of student manuscripts that are written outside of class. Freshman through senior years. J. West

E 270 Environmental Literature [1 C.U.]: America has a long and vigorous literary tradition of poets, novelists and essayists who have spoken out strongly for identification with and preservation of the environment. Their

imaginative vision of the world and our place in it forms an essential element for any philosophy of nature which intends to drive an environmental movement. Readings include Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Carson, and Abbey. S. Phelan

E 275 Selected Studies in Minority Literature [1 C.U.]: Minority literary studies. Examples of offerings which vary from year to year, include survey of Black literature, contemporary Black literature, and sociology of literature. May be repeated for credit. Suitable for non-majors.

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

E 290 Personal Writing [1 C.U.]: This course assumes that students already possess fairly well-developed skills in standard academic composition and rhetoric (grammar, mechanics, essay organization and development by various methods). The course will lead into more private areas of verbal exploration. Its premise is that writing is a vital means of self expression and that writing may be done in order to discover thoughts, feelings, and intuitions which would otherwise remain inchoate. A. Nordstrom

E 301 Restoration and Eighteenth-Century Literature [1 C.U.]: A study of the literature and critical thought of British writers from Dryden to Burns. Special attention is given to Dryden, Pope, Swift, Goldsmith, and Johnson. Junior and senior years. M. O'Sullivan

E 303/304 American Literature [1 C.U.]: A critical, historical study of the forms and ideas shaping and produced by major American authors. **E 303** includes Hawthorne, Emerson, Thoreau, Poe, Melville, Whitman, Dickinson. **E 304** includes Twain, James, Crane, Fitzgerald, Frost, Hemingway, Faulkner. Prerequisite: **E 202** and **E 203**. P. Pastore/B. Carson

E 305 Critical Approaches to Literature [1 C.U.]: Methods by which literature can be interpreted, including moral, historical, formalist, psychological, sociological, archetypal, feminist, and other critical approaches. Emphasizes both theoretical and practical criticism, as well as various genres of literature. A. Nordstrom

E 306/307 Selected Studies in American Literature [1 C.U.]: Studies in forms, traditions, themes, and genres of American literature. Topics vary. Junior, senior status.

E 308 Selected Studies in British Literature [1 C.U.]: English literary studies, varied from year to year as to authors, themes, genres, or historical and cultural movements. May be repeated for credit.

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

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

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

E 315 Seminar in Virginia Woolf [1 C.U.]: Intended for the advanced student of literature who has sufficient interest in Virginia Woolf to complete a challenging reading list and to contribute to weekly seminar discussions. Students keep a reader's notebook and write short essays. J. West

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

E 320 The Twenties in American Literature [1 C.U.]: An exploration of the spirit of the American twenties—from Middletown to the Europe of the expatriates—using, as background, popular history, philosophy, sociology, essays, and films of the period. The class analyzes novels, poetry, and plays of the decade. B. Carson

E 322 American Feminist Poets [1 C.U.]: Intensive study of selected poetry and prose by women published in recent years who focus on women's struggles and strengths. Course may feature poets such as Adrienne Rich, Sylvia Plath, Anne Sexton, Audre Lorde, Marge Piercy, Ntosake Shange, and Robin Morgan. Students explicate uses of language and poetic forms as well as feminist content. Alternate years. R. Curh/J. West

E 324 The Image of Hollywood in American Fiction [1 C.U.]: The conception of Hollywood as the culmination of (and usually the corruption of) the American Dream, as portrayed in the fiction of various American authors. Although primarily a novel course, some reading in the make up of the film community and the impact of Hollywood on American culture (and vice versa) will be undertaken. Some novelists to be considered are Fitzgerald,

Mailer, Nathaniel West, Joan Didion, Tom Tryon, and others. We will not view films or discuss the aesthetics of film-making except as they might appear as thematic elements in the fiction. P. Pastore

E 326 Southern Writers [1 C.U.]: A study of selected Southern writers, including novelists, dramatists, and poets. Sophomore, junior, senior years. B. Carson/P. Pastore/R. Starling.

E 332 English Literature: Romantic Period [1 C.U.]: A study of the literature and the critical thought of the English Romantic Movement, with special emphasis on the poetry of Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley. E. Cohen/R. Starling

E 333 Victorian Poetry and Prose [1 C.U.]: The themes and styles of the major Victorian poets and essayists, such as Carlyle, Tennyson, Browning, Ruskin and Arnold. The literary works are also studied against the backdrop of Victorian culture and counter-culture. Students may expect to explore English art, history, science, and politics from 1830–1900. E. Cohen

E 351/352 Assessing and Responding to Writing [1 C.U.]: Instruction and practice in reading and responding to the writing of others. Includes standard techniques of drawing the writer out, raising appropriate questions on drafts, identifying stage drafts. Students practice on their own writing and that of others. Writing includes a journal, a self-analysis of composing skills, and a case study.

E 354 Contemporary Afro-American Drama [1 C.U.]: Study of major playwrights from civil rights and black revolutionary movements to present including realism and optimism of Hansberry and Childress; tragic modes of Baldwin, Milner, Elder, Walker, and Gordone; revolutionary protest of Baraka and Bullins; surrealism of Kennedy and Dean; poetic/comic and musical pieces of Shange and Rahman. Analysis of intersections of art and politics. Every fourth year. Recommended for theatre majors, Afro-American studies minors. R. Curh

E 360 Third World Women Writers [1 C.U.]: This course will explore the diversity of contemporary writing by Third World women. Beginning with two Afro-American novels (Alice Walker's *The Color Purple* and Paule Marshall's *The Chosen Place, The Timeless People*) which will serve as a bridge to Third World literature, we will then broaden our horizons to consider works from Africa, the Caribbean, India, Australia, and New Zealand. Principal themes will include how Third World women confront, through their literature, the double burden of racial and sexual oppression, and how these writers use literature as a medium for forging new creative traditions: exploring new identities and new possibilities for themselves as women. Brief readings and anthropology will also be included. R. Curb/K. Koza

E 363 European Theater of the Absurd [1 C.U.]: Intensive study of major absurdist of 1950s and 1960s such as Ionesco, Beckett, Genet, Arrabal, Mrozek, Pinter, Stoppard. Earlier Dada and surrealist dramatists, such as Jarry and Pir-

andello will provide background for understanding mask/persona behind which character/performer lurks. Ideas of theorists and critics such as Artaud and Esslin will also be analyzed. Every fourth year. Recommended for literature, theatre, art, and philosophy majors. Prerequisite: Junior status. R. Curb

E 364 Modern European Drama [1 C.U.]: Survey of origins of modern drama from realism through expressionism, symbolism and revolutionary social protest relating theatrical styles to political and artistic movements. Study of ideas and techniques of such major dramatists as Ibsen, Chekov, Strindberg, Brecht, Pirandello, Toller, Anouilh, Sartre, and Camus. Recommended for theater majors, suitable for non-majors. Every fourth year. R. Curb

E 365 Twentieth-Century English Novel [1 C.U.]: An intensive study of novels by such authors as Conrad, Joyce, Lawrence, Woolf, and contemporary British writers. E. Cohen

E 366 Twentieth-Century British and American Poetry [1 C.U.]: British and American poets of the twentieth-century, with emphasis upon the major poets. Seminar structure. Alternate years. J. West

E 367/369 Creative Writing [1 C.U.]: Advanced Creative Writing. Open to students who have completed 267 or 269. Also requires consent. J. West.

E 370 The Twentieth-Century Novel in America [1 C.U.]: A study of selected novels by major American writers which reflect the social and anti-social trends prevalent in America from 1900 to the 1950's. Novelists may include: Dreiser, DosPassos, Hemingway, Lewis, Faulkner, Fitzgerald, Steinbeck, Robert Penn Warren and others. Prerequisite: Upperclass status. P. Pastore/B. Carson

E 375 Feminist Drama [1 C.U.]: Study of development of grassroots theatre groups in USA and elsewhere focusing on women's issues. Study of intersections of art and politics in works created collectively and by individual playwrights. Values approach using consciousness raising on topics such as growing up female, obsessions with feminine prettiness, women and food, addictions, madness, aging, family violence, spiritual and political feminism. Class readings and evaluation of unpublished scripts, including products of collective and individual playwrighting by students. Recommended for theater majors and women's studies minors. Every fourth year. R. Curb

WS-E 376 Women's Lives [1 C.U.]: An upper level women's studies and literature elective in the genre of personal history: biography, autobiography, diaries, journals, letters. Students will read full length works by and about famous and little known women and short personal essays. Students will keep personal journals, interview women on their work and life choices, edit a group of letters, and produce either an autobiography or biography of a woman using traditional and non-traditional methods of research. Consciousness raising on women's private vs. public roles and on matrilineage. Alternate years. R. Curb

E 381 Modern European Novel [1 C.U.]: The development of contemporary fiction in Europe. Representative authors such as Flaubert, Dostoevsky, Tolstoy, Hesse, Kafka, and Camus. Sophomores, juniors, seniors. S. Phelan

E 390 Expository Writing [1 C.U.]: Assumes basic competency in conventional syntax, mechanics and organization, as learned in freshman composition. Attention about equally divided between the kinds of advanced writing done in classes and writing expected after graduation. A major objective is to develop, improve and make more flexible the techniques of writing. Unidentified student compositions, written for the class, will be subjected to peer evaluation. Prerequisite: **E 101** or consent. May be repeated for credit if a different section is taken.

E 392 Expository Writing: Environmental Issues [1 C.U.]: For Environmental Studies majors or students of other disciplines interested in environmental issues, this advanced composition course will develop skills in writing of various kinds: the argumentative essay, the technical report, the book review, and the personal essay which is a "reading" of nature. Prerequisite: **E 101** or consent. S. Phelan

E 393 Expository Writing: Business Communications [1 C.U.]: Communication in business, stressing letter writing and technical report writing. Prerequisite: **E 101** or consent. T. Papay

E 395 Expository Writing for Science and Technology [1 C.U.]: Emphasis on advancing theses, organizing ideas, and communicating scientific and technical concepts in the "plain" style. Essays—all on scientific or technical topics—are drafted, corrected, and revised in stages to guide improvement of writing skills. Prerequisite: **E 101** or consent. E. Cohen.

E 399/499 Independent Study

E 451/452 Advanced Writing Consultancy [1 C.U.]: Building upon skills already gained in **E 351/352** and through Writing Center experience, students keep a journal record of their activities, prepare materials for the training of new consultants, and develop an independent project connecting their work in the Rollins College Writing Center to general Writing Center practice and theory. This course is of interest primarily to students planning careers in writing or teaching writing. Prerequisite: **E 351/352**; work as a Writing Consultant in the Rollins Writing Center.

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

E 490 Senior Seminar

Environmental Studies

Siry (Chair)
Allen
Eng-Wilmot
Ketchum
Mansfield
Pequeño

Peters
Phelan
Ramsey
Richard
Scheer
Taylor

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

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

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

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

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

Requirements for the Major

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

ES 189 *The Environmental Crisis in its Cultural Context*

ES 191 *Physical Concepts of Environmental Science*

ES 291 *The Biosphere*

ES 292 *Political Economy of Environmental Issues* (Prerequisite: ES 189)

ES 293 *The Geosphere*

ES 242 *Environmental Analysis* OR

ES 221 *Statistics*

ES 316 *Ecology* (Prerequisite: ES 191, 291, 293, or consent)

ES 309 *Environmental Ethics* (Prerequisite: ES 189, or consent)

ES 433 *Senior Seminar in Human Ecology* (Prerequisite: completed core and senior standing)

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

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

ES 270 *Environmental Literata*

OR

ES-E 392 *Expository Writing: Environmental Issues*

ES 489 *Environmental Planning*

OR

ES 386 *Environmental Law*

EC 355 *Environmental Economics*

OR

PO 362 *Environmental Politics*

AN 200 *Cultural Anthropology*

OR

AN-ES 350 *Dynamics of Socio-Cultural Change*

ES 499 *Internship or Independent Study*

Plus two electives chosen in consultation with advisor

ECONOMICS

EC 212 *Micro Principles* (Prerequisite: M 110)

EC 213 *Macro Principles*

EC 303 *Micro Theory*

EC 304 *Macro Theory*

EC 221 *Statistics* (or an elective if taken in core)

ES/EC 355 *Environmental Economics*

ES 499 *Internship or Independent Study*

POLITICS

PO 130 Introduction to Politics: International

PO 160 Introduction to Politics: American

PO 237 Business/Government Relations

OR

PO 361 Sun Belt Politics

PO 362 Environmental Politics

ES 386 Environmental Law

ES 489 Environmental Planning

ES 499 Internship or Independent Study

HISTORY

H 113 History of Modern Europe (1500–1815)

OR

H 114 History of Modern Europe (1815-present)

OR

H 208 Ancient History

or

H 209 Medieval History and

H 200 The American Experience

OR

H 242 History of the United States (1763–1877)

OR

H 243 History of the United States (1877-present) and

H 260 History of Imperial China

OR

H 354 History of Russia

ES-H 260 History of Technology

ES-H 343 History of Science

ES-H 483 History of Conservation

OR

ES-H 230 Atomic Age

Plus one elective (200-level or above) chosen in consultation with adviser.

BIOLOGY

B 120 General Biology [waive 291 in core]

C 120/121 General Chemistry I and II (waive 191 in core)

C 220 Organic Chemistry (Prerequisite: C 121)

B 234 Plant Kingdom (Prerequisite: B 120)

OR

B 236 Invertebrate/Vertebrate Zoology (Prerequisite: B 120)

B 351 Population Biology (Prerequisite: B 120, ES 242, or ES 221)

B 408 Genetics (Prerequisite: C 220)

ES 499 Internship or Independent Study

Plus one elective from:

B 394 Marine Biology (Prerequisite: B 234 or B 236)

B 397 Tropical Biology (Prerequisite: B 234 or B 236)

B 297 Tropical Field Biology (Prerequisite: B 234 or B 236)

B 462 Evolution (Prerequisite: ES 316, B 408)

ANTHROPOLOGY/SOCIOLOGY

AN 200 Cultural Anthropology

AN 210 Evolution of Human Society

AN 335 Anthropology of the Past

or

AN 354 Contemporary Social Issues and Problems

SO 343 Social Stratification

AN-ES 465 Seminar in Culture and the Environment

ES 499 Internship or Independent Study

Plus one elective from:

AN-ES 350 Dynamics of Socio-Cultural Change

AN 354 Contemporary Social Issues and Problems

SO 470 Seminar in the Sociology of Mass Media

CHEMISTRY

C 120/121 General Chemistry I and II

C 220/221 Organic Chemistry I and II

C 304 Physical Chemistry for the Life Sciences

or

C 305 Physical Chemistry I

C 320 Analytical Chemistry

and

C 380 Instrumental Analysis

or

C 350 Chemical Analysis in the Environment

and

One elective (waive **ES 191** of core)

ES 499 Internship or Independent Study

Course of Study

ES 140 Physical Geography [1.5 C.U.]: Emphases are placed upon the atmosphere (climatology), the hydrosphere (hydrology and oceanography), the lithosphere (geology—especially with landforms and the processes which shape them), and how these interact with the biosphere and help to explain the special distribution of life-forms. With laboratory. Not open to students who take **ES 150**. E. Scheer

ES 150 Physical Geology [1.5 C.U.]: An introductory course dealing with minerals and rocks, their formation, distribution and alteration, as well as the formation of natural landscapes. The major unifying theme will be built around the theory of plate tectonics. The laboratory will emphasize the properties and identification of selected important minerals and rocks, and the interpretation of both topographic and structure maps. A number of movies will serve as surrogate trips to various parts of the globe and a few real field trips will focus on the geological processes and earth products of Central Florida. Not open to students who take **ES 140**. E. Scheer

ES 160 Historical Geology [1.5 C.U.]: Earth history and the fossil record. Plate tectonics, as in **ES 150**, serves as a major unifying global theme. North America will receive special attention, as will the origin, distribution and identification of geological resources; the evolution of life as recorded in the fossil record. Laboratories will cover paleogeography, economically important minerals and rocks, field trips to geologically based extractive industries in the Central Florida area, and paleontology. Suitable as a follow-up to **ES 150** (or **ES 140**) as well as for students interested in biology and environmental studies. E. Scheer

ES 162 The Seas Around Us [1 C.U.]: Ocean, atmosphere, and lithosphere envelop our species and provide all populations, including humans with the necessary materials for space travel. The molten, gaseous and briney seas are studied as systems which nurture organic, cultural and individual growth. Modern industrial changes in habitat and habitation that have altered the sea, the air and the earth are evaluated and explained in terms of literature, art and science. J. Siry.

ES 165 Environmental Geology [1.5 C.U.]: Two major components comprise this course. First, geological resources will be studied, including their origin, composition and classification, distribution, their exploration, recovery and utility. Laboratory and field trips will stress economically important minerals, rocks and fossil fuels as well as visits to geologically based extractive industries in the Central Florida area. Second, emphasis will be given to case studies of geologic hazards such as earthquakes, volcanism and damages induced by water movements. The implications that geologically hostile environments hold for rational planning processes will be discussed. It is recommended that **ES 150**, the introductory geology course be taken prior to this one. Alternate years. With laboratory. E. Scheer

ES 175 The Tools of Discovery [1.5 C.U.]: The telescope, the microscope, the cloud chamber, and the computer have all transformed human life by opening whole new worlds for the human imagination to ponder, measure, and exploit. To best acquaint students with the mechanics and implications of these discoveries, this course is designed to have students use and construct tools - an experience they can use to grasp basic principles of physics. Particularly in their building of a photovoltaic array to create an electrical circuit to power other tools, the course seeks to improve the technological literacy of freshman and sophomores. The combination of lecture, discussion, and construc-

tion in the laboratory would confront students with the necessity of understanding the principles behind these machines, the working of these tools, and the impact of certain tools on cultures.

ES 185 *The Solar Society* [1 C.U.]: Throughout human existence, changing attitudes towards the sun—a star of medium brightness yet of near eternal vigilance—has reflected human aspirations and achievements. This course examines the science of radiant energy, the mythology of solar radiance and the technology of “sun power” used to fuel entire residences, buildings, communities and ecosystems. In this way we will uncover necessary scientific, social and ethical methods for sustaining future human needs. J. Siry

ES 189 *The Environmental Crisis in its Cultural Context* [1 C.U.]: An interdisciplinary view of humanity’s responsibility to nature, the technocratic drift of society, and the conflicts between material values and environmental value. Emphasis is given to the development of the mechanistic world view and the re-emergence of an organic or holistic perspective.

ES 191 *Basic Concepts of Environmental Science* [1.5 C.U.]: Sustaining our existence on earth depends on our ability to provide ourselves with a reliable supply of several natural resources. This course will develop the physical, chemical and, to a lesser extent, biological concepts by which environmental scientists understand the nature of our resources and our dependency on them. Concepts of thermal, nuclear, solar and chemical energy will be developed and used to describe and explain structures, properties and changes that occur in water, air, soil and organisms. With laboratory.

ES 210 *A Tale of Two Coasts: Coastal Conservation and Development* [1 C.U.]: Land, water, energy and wildlife preservation issues are the focal points of this field study of the major littoral habitats of North America and the Caribbean. Using a biogeographical approach to the discussion of tidelands conservation, the class is introduced to the creatures and natural amenities and resources of the rocky intertidal, sand beaches, mangrove swamps, estuaries, marshes and coral reefs of the Atlantic and Pacific oceans. The World Conservation Strategy is combined with field work to encourage students to critically evaluate the endangered species, shrinking wild habitats, and declining productivity of our continents’ coastal zones.

ES 216 *Ecology with Lab* [1.5 C.U.]: The interrelationships of organisms and their environments, including population, community, and ecosystem ecology. Emphasis on aquatic and terrestrial systems of Central Florida. With laboratory.

ES/B 220 *Field Botany with Lab* [1.0 C.U.]: In this course the taxonomy, evolution, ecology, and environmental significance of local flora (emphasizing vascular plants) is examined through directed observation, identification, and experimental analysis. Emphasis will be placed equally on developing proficiency in description and identification (family, genus, and species) of plant specimens obtained in the field; and interpreting evolutionary and ecologic relationships among plant groups (principally angiosperms) encountered in

the field Evaluation will be based on field project reports, keying quizzes, and plant collection. Prerequisite: **B 121** or **ES/B 291**.

B 234 Plant Kingdom. See description listed under BIOLOGY.

ES 238 Vertebrate Zoology [1.5 C.U.]: A survey of the fishes, amphibians, reptiles, birds, and mammals, with emphasis on the characteristics of these groups, their evolutionary relationships, ecology, behavior, and distributions. Laboratory and field studies will be included in the course, with particular focus on Florida fish and wildlife. D. Richard

ES 242 Environmental Analysis [1 C.U.]: The aim of this course is for students to develop a scientific, logical approach to defining environmental problems and determining which to study. Methods will be presented, and compared for application to particular problems, e.g., field measurements, sampling, questionnaires, etc. Details of data collection and analysis will be considered, including statistical analyses and potential use of computers. The course will also include a section on presentation of results, that is, how to prepare them, where to publish or present them, and possible blockades (social, political and others). Scientific ethics will be discussed.

ES 247 Islands in the Stream [1 C.U.]: The tropical Gulfstream's waters initially lap up against the North American coast along South Florida coral reefs and keys. Stretching beneath the mainland these coral keys and Florida Bay are the primary focus of this interdisciplinary look at the literature and natural history of our country's most tropic isles.

The delicate reefs, thick mangroves, and fast-disappearing fisheries and wildlife are studied together with expressive literary sources so that students may understand more fully the issues involved in tropical island preservation and conservation. The Caribbean bioregion of South Florida's heaches and glades reveals the vital global roles of geography, vegetation, fresh water, wildlife, and energy currently so endangered by population growth and development throughout the wider Caribbean basin. Discussion of the cultural and natural values enhanced by the protection of rare island ecosystems is a primary objective of this introduction to island nature study.

ES 248 Sustainable Development [1 C.U.]: By the year 2020 there will be almost eight billion people on this fragile planet. Eighty-two percent of these people will live in the less developed countries of the world. It is both a political and moral imperative that these people improve their standard of living. Yet, in all likelihood the earth could not physically tolerate the spread of the pattern of economic development and lifestyles present in the now developed countries. Indeed, many ecosystems are already overstressed and near collapse. It is necessary, therefore, to develop an alternative path to economic development which is consistent with, rather than contrary to, the laws of nature. This would be a development strategy that is both regenerative and sustainable. In this course we will explore both theoretical and actual development strategies that are both ecologically and socially acceptable.

ES-H 260 History of Technology: Tools of Toil [1 C.U.]: A history of mechanization and cultural change. This course combines an in-depth lecture survey of tool evaluation, design and application from the ancient world to this century with discussions concerning the social and psychological influences of numerous mechanical advances. A detailed examination of modern industrialisms' roots and global influences on labor and resources is thus tied to the student's personal use and daily dependence upon tools. J. Siry

ES-E 270 Environmental Literature [1 C.U.]: America has a long and vigorous literary tradition of poets, novelists and essayists who have spoken out strongly for identification with and preservation of the environment. Their imaginative vision of the world and our place in it forms an essential element for any philosophy of nature which intends to drive an environmental movement. Readings include Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Carson, and Abbey. S. Phelan

ES 272 Images of the Environment as seen Through Film [1 C.U.]: An examination of the various aspects of society's involvement with the environment and how it has been depicted and often shaped by filmmakers. The course is divided into four broad topics: attitudes toward nature and wilderness, attitudes toward technology, the exploitation of nature, and visions of the future. Subject to availability, films will include: *Modern Times*, *Koyaanisqatsi*, *Jeremiah Johnson*, *The Apprenticeship of Duddy Kravitz*, "Harlan County USA," *Bambi*, *Metropolis*, *Never Cry Wolf*, *Wild River*, and *The Day the Earth Caught Fire*. Prerequisites: One course in Environmental Studies or consent. B. Allen

ES 285 The Atomic Age: Energy, Science and Society Since 1850 [1 C.U.]: The reliance today of science and technology on vast supplies of energy requires a critical look at the changes in modern Physics, Politics and Warfare. Since the pathbreaking physical research of Michelson, Morley, Becquerel and the Curies of the nuclear dimensions of our physical universe, social institutions and cultural values have taken a paramount role in shaping scientific inquiry, sciences' role in society, economics, political processes, legal safeguards and international relations. This class integrates the history and philosophy of science with a history of international relations and studies emphasizing nuclear physics, energy policy-making, impact of war and human ecology. J. Siry

ES 290 Alternatives to Chemical Agriculture [1 C.U.]: Explores the philosophical and technical underpinnings of ecologically sound agricultural practices. We will explore the development of agriculture as an arm of the chemical industry and explore practical alternatives. The class project will be the creation, by the students, of an organic garden on the Rollins campus. B. Allen

ES 291 The Biosphere [1.5 C.U.]: A survey of current biological principles, emphasizing the structure and function of cells, plant and animal physiology and anatomy, development, genetics, diversity, ecology and evolution.

ES 292 Political Economy of Environmental Issues [1 C.U.]: The transformation of organic society into market society and the resulting commodification of nature provide a background for understanding the political and economic framework of contemporary environmental issues. B. Allen

ES 293 The Geosphere with Lab [1.5 C.U.]: An introductory course in earth science which includes geology, oceanography, and meteorology designed for the required core curriculum of the Environmental Studies major. Prerequisite: **ES 191** or consent. Not open to students who have taken **B 115**.

ES-B 316 Ecology [1.5 C.U.]: A field-oriented course covering the fundamental processes and organization which characterize populations, communities, and ecosystems. Laboratory-field methodology in the analysis of representative aquatic and terrestrial ecosystems of Central and South Florida, including the Keys and Everglades region. With laboratory. Prerequisite: **ES 191**.

ES 327 Alternative World Views [1 C.U.]: Through a series of readings and class discussions that challenge conventional thinking, we will explore different ways of valuing the world. Topics considered include Judeo-Christian licenses for and constraints to our relationships with one another and the broader systems in which we are embedded; a Darwinian selectionist model for defining our place and responsibilities in nature; the strengths and weaknesses of modern humanist perspectives; what ecology implies for successful earth stewardship and our long-term self-interests.

ES-H 343 History of Science [1 C.U.]: A survey of physical and biological sciences from the middle ages to the present. Emphasis on the ideas, issues, personalities and institutions that have contributed to 20th-century science. Prerequisite: **H101–102** or consent. J. Siry

AN-ES 355 Dynamics of Socio-Cultural Change See description listed under ANTHROPOLOGY.

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

ES 377 Wilderness and the American Mind [.5 C.U.]: Explores the mutual relationship, through time, of how the idea of wilderness has molded our perceptions of wild nature as well as directed our (ab)use of it. E. Scheer

ES 386 Environmental Law [1 C.U.]: A generalist's perspective on the interpretation and application of federal, state, and local environmental regulations in the U.S. Attention will be given to major federal environmental legislation, focusing mainly on national land use planning and the federal judicial response to environmental problems both past and present. Topics covered include: air pollution, water pollution, dredge and fill laws, historic preservation, and toxic waste regulations. Recommended: **ES 191, ES 192**.

ES 389 Environmental Impact Statements [1 C.U.]: After studying the Na-

tional Environmental Policy Act (NEPA), the subsequent guidelines for the preparation of Environmental Impact Statements (EIS) of the Council on Environmental Quality and other readings, students will apply this knowledge to the analysis and class presentation of an EIS. Individual conferences will help prepare the student to meet this requirement, which is an exercise in applying the law and sharpening abilities to integrate knowledge from different disciplines. The course concludes with small teams of students, in conference with the instructor, generating a detailed outline of an EIS of their choice.

E. Scheer

ES 392 Expository Writing: Environmental Issues See description listed under ENGLISH.

ES 399/499 Independent Study/Environmental Research: Field and problem-oriented independent research topics in the area of specialty. Prerequisite: sophomore or preferably junior standing for *ES 399*; senior standing for *ES 499*, which is a requirement for majors in their area of concentration. Consent of adviser for *ES 499*.

ES 413 Senior Seminar in Environmental Issues [1 C.U.]: An interdisciplinary capstone experience. Students are responsible for researching an environmental issue related to a common theme. The research is conducted under the guidance of the Environmental Studies faculty and presented in both oral and written form in an open seminar format.

ES 483 History of Conservation [1 C.U.]: This course traces the development of the international conservation movements and their influences on American economics, artistic and literary expression, natural resources utilization, and land, water, and energy needs from the Renaissance to the present.

ES 489 Environmental Planning [1 C.U.]: A practical, interdisciplinary approach to managing our limited environmental resources. Course work will emphasize an understanding of the competing demands for urban growth and development and the need to conserve and protect the natural environment. The course will conclude with an examination of environmental issues in the Central Florida area. Required of Environmental Studies majors in their junior or senior year. Prerequisite: *ES 189*. Recommended: *ES 191* and *ES 192*.

ES-PH 309 Environmental Ethics [1 C.U.]: Using a general systems approach, students will explore the interrelationships between people's basic guiding values, the use of the earth's resources, and the possibilities for human survival. Reviews the current "storm of crises" confronting humankind (population, food, energy and pollution), and what technologically possible solutions are available; seeks to discover what kinds of actions ought to be done, what kinds of attitudes ought to be promoted, and how people—including ourselves—might be motivated to do what is right.

ES-PO 362 Environmental Politics [1 C.U.]: Famine! The recurring EL NINO! The earth's temperatures rising! The contamination of water by toxic wastes. Desertification and the creeping deforestation of the globes' trees imperils the

fuel supply of Brazil, India, New Guinea and Kenya. All of these international problems become headline news far too frequently for their meaning to be ignored or made trivial.

We live in an increasingly urban and toxic world knitted together by television, airplanes, and wireless. Yet as civilization stands at the threshold of the "post-industrial revolution," our poisoned planet is forcing national governments and international agencies to feed, clothe, and shelter the more than 2 billion impoverished people. Over half of these destitute creatures are malnourished!

This class examines the political institutions, economic structures, and social conditions that have diminished the biological diversity of plant and animal species to the point where the ecological life support systems of our earth are breaking down. Through analysing the limits of ideological politics the course demonstrates the national and international dimensions of acid rain, drought, atmospheric contamination, toxic wastes, extinction, and mass starvation. From both an ecological and a humane perspective students are encouraged to examine the policies and priorities that have led to this global assault on nature and our fellow human beings.

ES 433 Human Ecology [1.5 C.U.]: This seminar and field study class is designed to explore divergent explanations of human behavior as influenced by chemical, biological and cultural evolution. Current ecological concepts and methodology are introduced as a basis for understanding and implementing the world conservation strategy of the United Nations. By tying the scientific method to actual preservation problems in the developing and industrial countries, the course critically analyzes the influences of photosynthesis, genetics, diseases, nutrient cycles, energy, tools, population change, morals and wildlife protection on human societies and institutions. A weekly laboratory accompanies the lectures and discussions.

ES-AN 465 Seminar on Culture and the Environment See description listed under ANTHROPOLOGY.

Foreign Languages

French, Classical Greek, German, Italian, Latin, Brazilian Portuguese, Russian, Spanish

Kerr (Chair)	Heath
Borsoi	Lancaster
Boguslawski	Lima
Christensen	Lopez-Criado
Decker	Mesavage

The Department of Foreign Languages offers courses of study in a variety of areas for students who wish to acquire knowledge of a foreign language and the literature and culture it embodies. The courses also provide, at the more advanced levels, preparation for those who plan to teach or who anticipate graduate study and research, or those who wish to use foreign language as an important skill in various professional fields.

The department offers majors and minors in French, German, Spanish, and Classical Studies, a major in Foreign Languages and a minor in Russian.

I. French, German, and Spanish Majors

The requirements for these majors are listed below. In addition, all such majors must complete one of the following COMPLEMENTARY OPTIONS listed below:

- A. Courses through 201, or its equivalent, of any other language.
- B. Courses through 102, or its equivalent, of any two other languages.
- C. A minor in another foreign language or in Classical Studies.

French Major

French majors must complete 10 courses beyond the 100 level, a core of 5 courses which include **FR 201, 202, 301 or 311, 321 or 322 and 331**; plus a concentration in either literature or civilization. The literature concentration requires 3 literature courses at the 300/400 level and 2 civilization courses. The civilization concentration requires 3 civilization courses at the 300/400 level and 2 literature courses. In addition, Complementary Option A, B, or C must be completed.

German Major

Ten courses at the 200, 300 and 400 level, one of which may be **FL 301**, and one of the complementary options are required for a major in German.

Spanish Major

Two programs are offered for a Spanish major—one for native speakers, the other for non-natives. Because native speakers have varying degrees of language proficiency, the final judgment of determining whether a student is classified as a native speaker rests with the Spanish faculty.

Spanish Major: Native Speakers

Spanish 301, 321, (or **M-SH 325** in Madrid), **322, 331–333, 332–334, 431** (or **M-SH 335** in Madrid), **432, 481**, and 2 electives approved by the adviser and selected from **FL 301**, Winter term offerings, independent studies, or the Verano Español program in Madrid. In addition, Complementary Option, A, B, or C must be completed.

Spanish Major: Non-Native Speakers

Spanish 201, 202, 203, 311 (or **M-SH 315** in Madrid), **321** (or **SH 322** or **M-SH 325** in Madrid), **331, 334**, plus one 400 level course and 3 electives taken either at the Rollins Campus or in the Verano Español program in Madrid. In addition, Complementary Option A, B, or C must be completed.

FRENCH, GERMAN, RUSSIAN, AND SPANISH MINORS

Students may minor in French, German, Russian, and Spanish. A German or Russian minor requires successful completion of 6 courses 200, 300 or 400 level (**FL 301** may not count as one of the language courses toward a minor.) The requirements for the other minors are described below.

French Minor

The French minor consists of 6 courses: a core of 4 courses plus 2 French electives. The core courses are **French 201, 202, 301, 331** or **321** or **322**.

(Note: Students exempt from intermediate courses must take the four 300 level courses in the core, plus two electives.)

Spanish Minor: Native Speakers

The Spanish minor for native speakers consists of **Spanish 321** (or **SH 322** or **M-SH 325** in Madrid), **331, 334**, and 2 courses from **SH 431** (or

M-SH 335 in Madrid), **432, 481**, plus one elective at the 300/400 level at the Rollins campus or Verano Español program in Madrid.

Spanish Minor: Non-Native Speakers

The Spanish minor for non-native speakers consists of **Spanish 201, 202, 203, 301** (or **SH 311** or **M-SH 315** in Madrid), **321** (or **SH 322** or **M-SH 325** in Madrid), and one elective at the 300/400 level at the Rollins campus or Verano Español program in Madrid.

II. Foreign Languages Major

Students may major in Foreign Languages by completing 8 courses in one language and 8 additional language courses approved by the Department. **FL 301** (Linguistics course) or its equivalent is also required for completion of this major.

III. Classical Studies Major and Minor

Students may choose a major or a minor in Classical Studies. Detailed information about requirements and course descriptions is located in the Classical Studies Section.

IV. Other Curricular Opportunities

STUDY ABROAD

Qualified Rollins students may participate in foreign study programs. Such students may:

1. apply directly for admission to a foreign university.
2. apply for admission to an approved foreign study program administered by another U.S. college, university or consortium.
3. participate in Rollins College's own overseas programs. Currently, Rollins offers a summer program in Madrid—Verano Español—and Winter Term programs in such places as the Soviet Union, Austria/Germany and France.

If students choose either of the first two options, they must fill out the Request for Study Abroad forms available at the Dean of the Faculty's Office.

With the approval of the Department, courses completed by language majors in accredited academic programs abroad may count toward the major if such courses are taken in the foreign language, even though they may not be labeled language study courses.

SOUTHEAST CONFERENCE

The Department of Foreign Languages hosts the annual Southeast Conference on Foreign Languages and Literatures. Scholars from colleges and universities throughout the United States and foreign countries are invited to Rollins. Scholarly papers on literary and pedagogical topics concerning all the languages taught in the department are solicited for presentation. The conference, open to all members of the Rollins community, welcomes the exchange of academic interests in all foreign languages.

Course of Study

Offerings taught in English (See appropriate heading for description)

CL 231 *Love at Rome: Roman Literature in Translation*

CL 232 *Greek and Roman Mythology*

CL 233 *Homer, Hubris, Gods and Mortals: Greek Literature in Translation*

CL 234 *Ancient Novel in Translation*

CL 481 *Senior Seminar in Classical Studies*

FL 301 *Introduction to Language*

FR 242 *Imaginary Voyages in French Prose Fiction*

GN 221 *Germany Today*

RN 221 *Introduction to Russian Culture*

RN 241 *Survey of Russian Literature in Translation*

General

FL 301 *Introduction to Language* [1 C.U.]: An introduction to the general nature of language as viewed by linguists. The course is a survey of those components which constitute the structure of human languages (phonology, morphology, syntax and semantics). Other areas studied include language change and language variety. Taught in English.

Modern Languages

Prefix determined by language: French (FR), German (GN), Italian (IT), Brazilian Portuguese (PT), Russian (RN), Spanish (SH).

101–102 *Elementary French, German, Italian, Brazilian Portuguese, Russian, or Spanish* [1 C.U.]: Grammar, readings, cultural material, intensive oral practice, laboratory. Italian and Portuguese offered alternate years. Prerequisite: For **102** is **FR 101**.

201 *Intermediate French, German, Italian, Russian or Spanish* [1 C.U.]: Reading, writing, speaking, grammar review, laboratory. Italian offered alternate years when enrollments permit. Prerequisite: **102** or equivalent.

202 *Intermediate French, German, Italian, Russian or Spanish* [1 C.U.]: The second semester of the intermediate course. Reading for comprehension and

expansion of vocabulary; practice for improvement of oral and written proficiency; enhancement of cultural background; application and reinforcement of grammatical concepts. Italian offered alternate years when enrollments permit. Prerequisite: **201** or equivalent.

French

FR 242 Imaginary Voyages in French Prose Fiction [1 C.U.]: An evaluation of the imaginary voyage genre in French prose fiction as a vehicle of ideas. Students will investigate the genre's polemic, concentrating on the utopian motif, the characterization of non-Europeans and the changing social, political and philosophical concepts presented in selected works by French authors from the Middle Ages to the present. Principal authors include: Chretien de Troyes, Rabelais, Voltaire, Jules Verne, Celine, Butor and Tournier. Lectures and discussions in English. Alternate years.

FR 301 Advanced French [1 C.U.]: Reading and discussing short literary texts from various periods. Grammar exercises and composition assignments related to the readings encourage the mastery of vocabulary, grammatical structures, verb forms and idioms. Prerequisite: **FR 202** or consent.

FR 311 Composition and Conversation [1 C.U.]: Readings on contemporary French culture serve as a basis for class discussions about topics of current interest. Students have the opportunity to perfect communication skills through writing compositions and making oral presentations. Prerequisite: **FR 202** or consent.

FR 321 French Civilization, Culture, and History [1 C.U.]: An examination of the major political, intellectual, social and economic events in French society. The conflict between traditional and modern values will be studied through issues such as education, the family, employment, and the place of women in society. Lectures and discussions in French. Prerequisite: **FR 202** or consent. Alternate years.

FR 322 Introduction to Francophone Civilization: Africa and the Caribbean [1 C.U.]: An introduction to the social, linguistic, religious, political, economic and intellectual aspects of French speaking countries beyond Europe. The focus of this course will be primarily the non-French contributions of these Francophone cultures. With French-speaking African countries, for example, the African culture will be the focus, whereas French civilization will be shown to have influenced these former colonies. Topics will include the development of political aspirations, language and education in transition, changing social values, modified religious practices, and economic structure. Lectures and discussions in French. Alternate years.

FR 323 Introduction to the Civilization of Quebec [1 C.U.]: An introduction to the political, intellectual, religious, social, linguistic and economic history of Quebec. The course will cover the development of political aspirations (the Quiet Revolution, the separatist movement, etc.) language and education in

transition, changing family values, the status of women, problems of employment, religion. Lectures and discussion in French. Alternate years. Prerequisite: **FR 202**, or consent. R. Mesavage

FR 331 Introduction to French Literature [1 C.U.]: An introduction to the textual analysis of French literary works. Selections and complete works of poetry, essay, theater and fiction will be analyzed structurally and contextually. The course may be oriented according to period or genre, and may be repeated for credit. Lectures and discussions will be conducted in French. Prerequisite: **FR 202** or consent.

FR 421 Topics in French Studies [1 C.U.]: An in-depth analysis of the major political, historical, intellectual, social and economic events in French society. Topics on education, the family, employment, and the position of women in society will be explored to determine those aspects which continue to shape and sustain French national identity. Lectures and discussions in French. Prerequisite: A 300-level French course, or consent. Alternate years.

FR 422 Topics in Francophone Studies: Africa and the Caribbean [1 C.U.]: An in-depth analysis of the social, linguistic, religious, political, economic and intellectual developments within a specified French-speaking country or area beyond Europe. Topics, based on a particular Francophone culture, may stress the development of political aspirations, the language, educational system, the changing social values, modified religious practices or the economic structure of the country or area. Lecture and discussions in French. (Francophone country or area to be analyzed will be designated in the Schedule of Classes when offered.) Prerequisite: A 300-level French course, or consent. Alternate years.

FR 423 Topics in the Civilization of Quebec [1 C.U.]: An in-depth analysis of the social, linguistic, religious, political, economic and intellectual history of Quebec. Topics may include the historic development of political aspirations, linguistic evolution, Quebec and the French Revolution, the changing role of the artist and intellectual in Quebecois history, the evolution of the educational system, changing social and religious values, or the economic structure of Quebec. Lectures and discussion in French. Prerequisite: A 300-level French course, or consent. Alternate years. R. Mesavage

FR 441 The French Novel [1 C.U.]: Development of the novel from the seventeenth-century to the present. Includes principal authors such as Mme de la Fayette, Voltaire, Diderot, Rousseau, Hugo, Balzac, Flaubert, Zola, Proust, Gide, Camus, Sarraute, and Robbe-Grillet. Prerequisite: a 300-level French course. Alternate years.

FR 451 French Poetry [1 C.U.]: Development of poetry from the Middle Ages to the present. Includes principal works and authors such as La Chanson de Roland, Ronsard, du Bellay, La Fontaine, Chenier, Hugo, Lamartine, de Vigny, Baudelaire, Verlaine, Mallarmé, Apollinaire, Valéry, Eluard, Char, and Prévert. Prerequisite: A 300-level French course. Alternate years.

FR 461 French Theater [1 C.U.]: Development of the theater from the Middle Ages to the present. Includes principal authors such as Jodelle, Corneille, Racine, Moliere, Marivaux, Beaumarchais, Hugo, Musset, Claudel, Giraudoux, Anouilh, Sartre, Ionesco, Beckett and Genet. Prerequisite: A 300-level French course. Alternate years.

FR 481 Seminar [1 C.U.]: Special topics such as French Avant-Garde Theater, French New Novel, French Short Story, Quebecois Literature, Francophone literature from Africa and the Caribbean. Prerequisite: A 300-level French course or consent. Alternate years.

German

GN 221 Germany: East and West [1 C.U.]: The course will examine the state of German society in the twentieth century through a study of the political institutions, political parties, the educational system, the media, industry and trade unions, the role of women, youth, foreign workers, as well as of the cultural scene. Taught in English.

GN 241 There's no Place Like Home [1 C.U.]: "Home" is a vague term. Does it refer to a group of people with whom one is related, a local place of residence, a "homeland" nation to which one owes allegiance, or the region in which one was born? The concept is particularly hard to grasp in a German context where there have been few consistent national borders for any considerable length of time.

This course seeks to illustrate the complex nature of the idea of "home" through the use of literary texts and film. We will begin by looking at the images of home life in German folktales. We will then concentrate on various authors' and filmmakers' treatments of the issues surrounding this controversial concept.

GN 311 Advanced Composition and Conversation [1 C.U.]: Extensive practice in writing compositions and in conversation about a wide range of topics. Stresses building a large and varied vocabulary. Prerequisite: **GN 202** or equivalent.

GN 331 Survey of German Literature I [1 C.U.]: A survey of German literature from the sixteenth to the early nineteenth century. Concentrates on the works of Luther, Goethe, Schiller, and many other major German writers as well as on major literary traditions and historical developments of the time. Prerequisite: **GN 202** or equivalent.

GN 332 Survey of German Literature II [1 C.U.]: A survey of German literature from the mid-nineteenth century to the present. Concentrates on the works of Hauptmann, Thomas Mann, Kafka, Hesse, Boll, and Grass as well as on significant cultural and literary developments of the time. Prerequisite: **GN 331** or instructor's permission.

GN 391 German Media Language [1 C.U.]: Investigation of German language used in newspapers and magazines, on television and radio. Students will view videotapes of German TV broadcasts and movies, hear tapes of German radio programs, and read articles from German newspapers and magazines. Prerequisite: **GN 202** or equivalent.

GN 392 German Cultural History [1 C.U.]: Survey of German cultural achievements from 800 A.D. to the present. Taught in German. Prerequisite: **GN 202** or equivalent.

GN 481 Seminar [1 C.U.]: Advanced study of literary, cultural, or linguistic topics. May be repeated for credit. Prerequisite: At least one course on the 300-level or consent of the instructor.

Russian

RN 221 Introduction to Russian Culture [1 C.U.]: A study of various aspects of Russian culture (art, architecture, folklore) from its Byzantine roots to the 20th century. Through slide presentations, lectures, readings, and discussions, the student will become acquainted with the greatest achievements of the Russian culture and their place in the world culture, and will develop skills necessary to understand and appreciate cultural phenomena unknown, misunderstood, or even alien to a Westerner. Taught in English.

RN 241 Survey of Russian Prose in Translation [1 C.U.]: A survey of Russian prose from its beginnings to the present. The students examine a selection of prose works of such authors as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Goncharov, Leskov, Chekhov, Bely, Bulgakov, Zamyatin, Pasternak, Solzenitsyn, Nabokov, and Sokolov. The lectures provide the necessary historical, biographical, cultural, and literary background, while the class discussions concentrate on the writer's craft. Together, they are supposed to further students' understanding and appreciation of literature in general, and demonstrate that the greatest works of Russian prose are truly a part of world literary heritage. May be repeated for credit. Taught in English.

RN 391 Tutorial in Russian Language [1 C.U.]: This course is for serious students who wish to pursue study of Russian conversation, composition, grammar and readings. Materials will be chosen by student and instructor. May be repeated for credit. Prerequisite: Instructor's permission.

RN 392 Tutorial in Russian Culture [1 C.U.]: This course is for serious students who wish to pursue study of Russian culture. Materials will be chosen by student and instructor. May be repeated for credit. Prerequisite: Instructor's permission.

RN 393 Tutorial in Russian Literature [1 C.U.]: This course is for serious students who wish to pursue study of Russian literature. Materials will be chosen by student and instructor. May be repeated for credit. Prerequisite: Instructor's permission.

Spanish

SH 203 Readings in Spanish [1 C.U.]: Development of reading skills in the Spanish language through exposure to a wide range of writing styles. Students will read selected short stories, one-act plays, poetry, essays, articles. Emphasis on developing reading and interpretive skills, improving comprehension, and increasing vocabulary. Prerequisite: **SH 201**.

SH 301 Advanced Spanish Grammar [1 C.U.]: A study of the fine points of Spanish grammar, vocabulary and pronunciation. Functional application of this material through translations, written exercises, compositions and oral presentations. Prerequisite: **SH 202** or consent.

SH 311 Advanced Composition and Conversation [1 C.U.]: Regular practice in oral and written expression, derived from selected readings. Prerequisite: **SH 202** or consent.

SH 321 Spanish Life and Society [1 C.U.]: A study of the historical, cultural, sociological and political factors which influence Spanish society. Taught in Spanish. Suitable for qualified majors and non-majors. Prerequisite: **SH 202** or consent. Alternate years.

SH 322 Latin American Life and Society [1 C.U.]: A study of the historical, cultural, sociological and political factors which influence Latin American society. Taught in Spanish. Suitable for qualified majors, non-majors. Prerequisite: **SH 202** or consent. Alternate years.

SH 331–333 Survey of Spanish Literature [1 C.U. per course]: An introduction to the most outstanding works of Spanish letters from the Medieval period to the present. Taught in Spanish, this course will discuss the relationship of social, historical and psychological traits of the peoples and the nation of Spain as they manifest themselves in the literary expression of the various periods, movements and genres. The first semester will cover the period from 999 to the 1700's; the second semester will cover the literary production from the 1700's to the present. Each semester can be taken independently of the other. Prerequisite: One 300-level Spanish course or native fluency. Alternate years.

SH 332–334 Survey of Spanish American Literature [1 C.U. per course]: Selected readings in all genres from the Age of Discovery to the Present: chronicles of the conquerors and explorers, major works from the Baroque, Neoclassic, Romantic, Modernist, and Contemporary periods. First Semester: 1492 to 1888; Second Semester: 1888 to present. Either semester may be taken independently. Prerequisite: One 300-level Spanish course or native fluency in Spanish. Alternate years.

SH 431 Spanish Literature [1 C.U.]: Conducted in a seminar format, this course studies individually the most representative Spanish literary works in prose, theater and poetry from their earliest manifestation to the present. Particular attention will be given to the relationship between the individual work and the literary, social and historical values held by the movement or

period in which the work appears. Focus and scope will vary at the discretion of the instructor. Prerequisite: One Spanish or Latin American survey class, or native fluency. Alternate years.

SH 432 Spanish American Literature [1 C.U.]: Master works of Spanish American literature with emphasis on 19th and 20th-centuries. Focus and scope may vary at the discretion of the instructor. Prerequisite: One Spanish or Latin American survey course or native fluency. Alternate years.

SH 481 Seminar [1 C.U.]: Advanced study of literary, linguistic or cultural topics of special interest or importance. Prerequisite: One 300-level Spanish course. Alternate years.

Verano Español

The following course descriptions are for classes offered through the Verano Español program in Madrid, Spain.

M-SH 315 Lengua en Accion. An intensive conversation/composition course stressing the functional use of Spanish. Focus is on Castilian vocabulary and expression reflecting current cultural themes.

M-SH 325 La Actualidad Española. A survey of the major political, economic, and social concerns of modern Spain. Course content may vary at the discretion of the instructor.

M-SH 335 La Literatura Española Contemporanea. A survey of the major works of Spanish Literature of the 20th century. An examination of those authors and literary movements that have shaped our perception of Spanish thought, concerns and identity. Course content may vary at the discretion of the instructor.

M-SH 375 España en Su Arte. A survey of Spain's history and culture as manifested in its Art. Class lectures and discussions accompanied by slide presentations. On site-study at the Prado Museum and other suitable locations. Appropriate for credit in Spanish or Art.

M-SH 376 Español Commercial. A practical introduction to the Spanish business world. Objectives are: (a) functional competency in commercial terminology and procedures, and (b) understanding of social/cultural mechanisms that determine business behavior.

Health Sciences Advising Program

Coordinator: Stephen Klemann, Ph.D

Professional schools seek students who have demonstrated a capacity to handle the rigors of basic science courses and are broadly and liberally educated. The Health Sciences Program at Rollins College promotes these goals by offering an interdisciplinary approach to the preparation of students planning to enter a health professional school. The program is based on the inclusion of pre-professional courses (science, mathematics, and English courses) in the context of a liberal arts education. Our program encourages its students to major in liberal arts disciplines consistent with their interests and talents, disciplines in which they will thrive and cultivate their skills. Students should not feel confined to "traditional" health-related disciplines (biology, chemistry . . .) and are encouraged to consider "non-traditional" health-related disciplines (history, philosophy . . .) in pursuing their goals.

The Health Sciences Program is coordinated by the Health Sciences Advisory Committee (HSAC) which is composed of faculty from the natural sciences, humanities, and social sciences. The Committee provides guidance to students considering careers in dentistry, medicine, optometry, podiatry, veterinary science, and the various allied health professions by providing the following services. The Health Sciences Advisory Committee:

1. Generates and disseminates data about health careers.
2. Maintains communications with regional health professional schools.
3. Promotes opportunities for student interaction with community professionals and health organizations.
4. Provides a forum for open discussion of the problems, concerns, and stresses associated with the preparation for professional school.
5. Advises students on course selection and the value of extra-curricular and experiential activities.
6. Sophomore Review—conducts a formal review of each student's progress toward health careers; assigns health science advisers.
7. Junior Review—conducts and evaluates a formal interview with each pre-professional junior.
8. Writes a Committee evaluation for each student requesting one.

The Curriculum

Health professional schools specify a fairly uniform set of entrance requirements. Although some schools require or recommend additional courses, a student interested in a career in the health sciences should complete the following courses in the context of their major.

Subject	Suggested Courses
Biology	<i>General Biology I, II (B120,121)</i> and 2 Additional Biology Courses are recommended from the following: <i>Developmental Biology (B 260),</i> <i>Animal Physiology (B 312)</i> <i>Microbiology (B 329)</i> <i>Cellular Biology (B 360)</i>
Chemistry	<i>General Chemistry I, II (C120,121),</i> and <i>Organic Chemistry I, II (C220,221)</i>
Physics	<i>General Physics I, II (P120,121)</i> or <i>Principles of Physics I, II (P201,202)</i>
Mathematics	<i>Calculus I, II (M111,112 or M 113,114)</i> or <i>Precalculus (M109)</i> and <i>Applied Calculus (M110)</i>
English	<i>Freshman Rhetoric and Composition (E101)</i> and <i>Introduction to Literature (E150)</i> or <i>Expository Writing (E390)</i>

It is expected that students serious about careers in health professions obtain practical experience in those fields through summer work or volunteer activities. Opportunities also exist for academic internships:

HS 397: Health Science Internships. With HSAC support, juniors may plan Winter term internships with health professionals to better assess their career interests.

Since the application process for the health professional schools begins during the spring of the junior year, the course work outlined above should be completed by the end of the junior year.

Students interested in the allied health professions should note that Rollins' Health Sciences Advisory Committee is anxious to assist such students and has established cooperative agreements with two such programs:

1. The Medical Technology Program—The Duke University Medical Center: Graduates from Rollins with majors in biology or chemistry will receive priority consideration for admission to Duke's 14 month program in medical technology. Students successfully completing the program are eligible for national certification as a medical technologist.
2. The Nursing Program—The Woodruff School of Nursing, Emory University: Students satisfying Rollins' general education

requirements and Emory's prerequisites for admission to their nursing program, will be given priority consideration for admission to Emory's School of Nursing after three years at Rollins. Two years in residence at Emory to complete the clinical training necessary for nursing will lead to a B.A. from Rollins and a B.S.N. from Emory.

Students with an interest in preparing themselves for a health-related career should contact the coordinator of the program as early as possible in the freshman year. Faculty members of the Health Sciences Advisory Committee will then work with the students and their academic advisers to design a curriculum suited to their needs and interests. As a guide for the student, the Health Sciences Advisory Committee publishes a handbook entitled: *"A Guide for the Undergraduate: Preparation for the Study of the Health Sciences."* This handbook can be obtained from the coordinator of the Health Sciences Program or through the Admissions Office of the College.

History

Levis (Chair)
Edmondson

Lane
Williams

The discipline of History is dedicated to the understanding and imaginative reconstruction of past human activities, institutions, ideas, and aspirations in light of current knowledge, concerns, and hopes for the future. A knowledge of history is desirable for both its intrinsic worth and its illumination of the present problems and future prospects of particular societies and humankind in general. By its methodology and values, History belongs to both the Humanities and the Social Sciences.

With Benjamin Franklin, the history faculty believe that the study of history is central to acquiring a liberal education. First, it provides an introduction to all other liberal arts subjects. "If History be made a constant part of [a student's] reading," wrote Franklin, "may not almost all kinds of useful knowledge be that way introduced to advantage and with pleasure to the student?" Second, by illuminating our past, the study of history provides us with a sense of continuity and moral purpose. When we come to understand that those of the past have prepared the way for our present, we begin to appreciate the responsibility we have for those generations that come after.

Requirements for the Major in History

Every History major must complete 12 courses, of which at least 6 must be on the 300–400 level. A major must also complete **H 113, 114, 242, and 243** or demonstrate a sufficiently strong grasp of Modern European and American History to warrant the waiver of these requirements.

Requirements for the Minor in History

Students who wish to develop a History minor must complete 8 courses, of which at least 4 must be at the 300–400 level. Students following a major or minor in History are expected to plan the sequence of courses in consultation with their academic advisers.

Course of Study

H 101–102 *The Essentials of World Civilization* [1 C.U.]: An introduction to the dominant traits, achievements, and dilemmas of great civilizations from the Ancient Far East to Modern Europe. **101** will reach from prehistory to 1600; **102** will extend from 1600 to the present. Principally lecture. Suitable for non-majors. C. Edmondson

H 113–114 *History of Modern Europe* [1 C.U.]: An introduction to the political, intellectual, social, economic and religious history of Europe from the Renaissance to the present. **113** covers 1500–1815; **114**, 1815 present. Lecture/discussion. Suitable for non-majors. C. Edmondson/B. Levis

H 200 *The American Experience: A Cultural History* [1 C.U.]: An introduction to American Culture through an examination of how significant American values and attitudes helped shape behavior and institutions. Representative topics will deal with the historical development of the concepts of community, public virtue, democracy, equality, individualism, self-help, social welfare and patriotism. Suitable for students who have taken either **H 242** or **243** or both and also for those who simply have an interest in why we believe what we believe, and why we behave in the way we behave. J. Lane

H 204/205 *American Civilization: an Introduction to the Cultural Life of the United States* [1 C.U.] This two semester course will draw on a variety of disciplines to develop a broad overview of the many facets of United States culture, past and present. This course can satisfy the same requirements as the survey introduction to American History (**H 242/243**), but it will explore questions generated by its interdisciplinary focus, such as: what were the qualities of American character and identities at different historical moments, what are the values and world views of Americans and what beliefs and circumstances helped generate them, and how can literary and material artifacts be read to give us clues about aspects of the culture?

H 208 *Ancient History* [1 C.U.]: A survey of the ancient world from prehistoric times through the middle of the fifth century with emphasis on Greece and Rome. Lecture/discussion. Suitable for non-majors. Alternate years. B. Levis

H 209 *Medieval History* [1 C.U.]: An introduction to medieval Europe from the fifth to the fifteenth century with special emphasis on social, political, and religious developments. Lecture/discussion. Suitable for non-majors. Alternate years. B. Levis

H 242–243 *History of the United States* [1 C.U.]: A survey of the major political, social, and economic themes from the era of the American Revolution to the present. **H 242** covers 1763–1877; **H 243** covers 1877 to the present. Required readings include a textbook, secondary source essays, primary source documents and perhaps a topical book. Suitable for non-majors. J. Lane/G. Williams

H 247 Race in American History [1 C.U.]: To understand doctrines, attitudes, and practices of white racial supremacy in American history, we must trace the development of what one historian has called "the black image in the white mind." White Americans have developed images of other minorities (Indians and various immigrant and ethnic groups), as well. In this course we will examine, among other topics, the origins of racial images in the colonial era, the relationship between race and slavery from the seventeenth to the nineteenth century, "scientific" theories about racial characteristics, the liberal response to racism, and contemporary racial attitudes. G. Williams

H 260 History of Imperial China [1 C.U.]: An examination of the major political, intellectual, social, and economic themes of Chinese History, from the Chou Dynasty to the fall of the Ch'ing Dynasty. Appropriate for non-majors. C. Edmondson

H 261 History of China Since 1911 [1 C.U.]: A study of the development of China from the early Republican period to the aftermath of the Cultural Revolution, with emphasis upon nationalism, Marxism, revolutionary tactics, and Chinese relations with the USSR and USA. Appropriate for non-majors. C. Edmondson

ED-H 305 History of American Education [1 C.U.]: An interpretive survey of the role education has played in American society with an emphasis on an historical analysis of the development of American education in the context of the nation's social and intellectual history. J. Lane

H 306 Liberal Education in Western Culture [1 C.U.]: An exploration of the historical basis of the kind of education we call "liberal." Through the use of historical models, examples and a variety of interdisciplinary literature, we will examine what past cultures (starting with the Greeks and ending with Modern American) meant by the idea of liberal education. In the process we will learn much about Western culture because education is a window for viewing a society's culture.

H 325 Tudor-Stuart England, 1485-1714 [1 C.U.]: The political, constitutional, religious, and social development in England. The course will center around class discussions based upon extensive readings. Suitable for non-majors. Alternate years. B. Levis

H 326 Hanoverian England, 1714-1918 [1 C.U.]: A continuation of *H 325*, focusing on the period from the Hanoverian succession to the end of World War I. Class discussions will be based upon extensive readings. Suitable for non-majors. Alternate years. B. Levis

H 328 European Diplomacy, 1848 to World War II [1 C.U.]: The concepts, techniques, forces, and personalities which dominated European diplomacy in the era of Europe's greatest power and which formed the prelude to contemporary diplomacy. Alternate years.

H 330 America Between the Two World Wars [1 C.U.]: A study of the 1920's,

1930's, focusing on the culture of the twenties, the economic crisis and the subsequent New Deal reform movement. Emphasis is given to the rise of consumer culture and its effect on the Depression generation. Alternate years.
J. Lane

H 333 Age of Jefferson and Jackson [1 C.U.]: Among the major themes of the period from the 1780s to the 1840s, special attention will be given to the memory of the American Revolution, the impact of the French Revolution, the origin and development of political parties, ethnocultural politics, and economic expansion and the attendant social ferment. Subsuming all these topics will be an examination of attempts by the post-Revolutionary generations to define and perpetuate a way of life that they called "republican." Discussion emphasized. Prerequisite: **H 242** or consent. Alternate years.
G. Williams

H 334 Civil War and Reconstruction [1 C.U.]: An in-depth examination of the period 1846–1877: the slavery-extension controversy, changes in the second party system, the crisis of 1857–61, Lincoln as emancipationist-racist, federalism and the problem of restoring the Union, constitutional protection of freedmen's rights, and the "tragedy" of Reconstruction. Discussion emphasized. Prerequisite: **H 242** or consent. Alternate years. G. Williams

H 335 History of the South [1 C.U.]: One wonders whether the South still exists. Has it changed so much during the last several decades that its defining characteristics are fading from view? The answer may well depend, of course, on what we think those fundamental characteristics are. We shall work our way toward a consideration of this question as the semester proceeds. Along the way we will examine, among other topics, the Old South mystique, the master-slave relationship and slave subculture, Southern self-consciousness, honor and violence, a sense of grievance against "outside agitators," preoccupation with race, the cult of the Lost Cause, recurrent ideas about a New South, and the burden of the past on the present. As befits the locale and season, we will want to talk about air conditioning, too. Discussion emphasized. Prerequisite: **H 242** or **243** or consent. Alternate years.
G. Williams

H 341 Era of the American Revolution [1 C.U.]: An examination of the major social, political, and economic developments in the Colonial Revolutionary periods. The nature of colonial society, the place of the colonies in the British mercantile system, and the origins of American political culture will be analyzed, followed by a study of the causes and consequences of the Revolution. The U.S. Constitution will be examined as the culmination of the Revolutionary era. Discussion emphasized. Prerequisite: **H 242** or consent. Alternate years. B. Levis/G. Williams

H 344–345 American Constitutional History [1 C.U.]: A survey of the major themes in American constitutional history from the Colonial period to the present emphasizing the influence of historical movements (i.e., Jacksonianism, Progressivism) and historical developments (i.e., industrialism, war) on

the Constitution. Discussions will center on major Supreme Court decisions. **H 344** covers the Colonial period to 1877; **H 345** covers 1877 to present.

J. Lane

H 346 America Since 1945 [1 C.U.]: Thematic approach to post-World War II years with special attention to social and cultural trends. Discussion emphasized. Prerequisite: **H 243** or consent. Alternate years. G. Williams

H 354 History of Imperial Russia [1 C.U.]: A survey of the political, social, economic, and intellectual forces which shaped the development of Russia to the outbreak of World War I. Suitable for non-majors. Alternate years. C. Edmondson

H 355 History of the Soviet Union [1 C.U.]: Emphasis is placed upon the Revolutions of 1917, the stabilization of the Soviet regime and the rise of Stalinism, industrial modernization and its impact, and the expansion of Soviet power. Suitable for non-majors. Alternate years. C. Edmondson

H 360 Women in American History [1 C.U.]: A survey of major trends in women's history from the colonial period to the twentieth century. Special emphasis on the experiences of "ordinary" women, the effects of industrialization on women's lives, cultural attitudes towards women, and changes in our ideas about what it means to be female. Prerequisites: **H 242** or **H 243**.

H 362 History of American Foreign Policy [1 C.U.]: An exploration and analysis of the patterns and themes in the development of American foreign policy from the early period to the present, with emphasis on twentieth-century American foreign policy. J. Laue

H 365 Topics in History [1 C.U.]: Selected studies in American and Modern European history. Topics will generally be narrow in scope, allowing students to investigate a particular problem in some depth. May be repeated for credit.

H 368 Anatomy of Revolution [1 C.U.]: A comparative study of revolutionary activity in England during the seventeenth century and America and France in the eighteenth century. The impact of intellectual, social, and political forces in each instance will be analyzed and contrasted with the other revolutionary movements. Suitable for non-majors. Alternate years. B. Levis

H 372 The Reformation [1 C.U.]: An analysis of the causes and consequences of the Protestant Reformation in the sixteenth and early seventeenth century. The course will examine the main religious, political, and social causes of the Reformation in Germany, Switzerland, and England; the reaction of the Roman Catholic Church to the Protestant challenge; and the social, political, and intellectual consequences of the movement. Discussion emphasized. Suitable for non-majors. Alternate years. B. Levis

H 373 The Economic Transformation of America, 1870-1914 [1 C.U.]: Profound economic changes occurred in the United States between the Civil War and World War I. We will examine the social, cultural, political, and intellectual impact of this rapid change. We will analyze the extent to which traditional values and institutions were affected by such things as technology and

bureaucratic organization. Particular attention may be given to cultural and political movements that seem to have been responses to the confusion wrought by modernization. Prerequisite: **H 243** or consent. Alternate years. G. Williams

H 383 *The Decline of Europe* [1 C.U.]: An analysis of Europe's loss of equilibrium and hegemony after 1914 and the cultural and intellectual impact of that decline. Topics to be emphasized will include the impact of World War I, the rise of totalitarianism and its historical meaning, the sensation of anomie, the disintegration of the colonial empires, World War II, and the Holocaust. Suitable for non-majors. Alternate years. C. Edmondson.

H-PO 392 *Development of American Political Culture* [1 C.U.]: The question of the origins and historical development of ideology in the United States is central to the study of American political culture. This course will be devoted principally to an analysis of the relationship between republicanism and liberalism as the core of American political thought and culture. This theme will be explored through an examination of the following concepts: human nature, individualism, civic virtue, the public good, private property, equal opportunity, competition and the marketplace, success, progress, and Social Darwinism. Discussion emphasized. Prerequisite: **H 242**, or **PO 120**, or **H 200** or consent. Alternate years. L. Greyson/G. Williams.

H 480 *Selected Studies in History* [1 C.U.]: Special advanced studies in history to be determined in consultation with the instructor. Students enrolling must be majors, have junior or senior standing, have a cumulative average of 3.33 or better, and have the approval of the department chairman and the instructor. May be repeated for credit.

Honors Degree Program

Coordinator: Hoyt Edge

The Honors Program founded by Bruce Wavell in 1965 originally followed a research model, emphasizing the student teacher relationship through a series of independent studies. In 1985 the faculty of the College established a new program with more complex and diverse objectives:

- 1) A RIGOROUS COMMUNITY OF LEARNING through seminar courses with the participation of many faculty.
- 2) INTEGRATION of the curriculum through a variety of interdisciplinary courses.
- 3) EXPLORATION with a special emphasis on a term away from campus involving the student in experiential learning, creative dreamwork, or some other exceptional educational opportunity.
- 4) PRODUCTIVITY through the publication of program projects, the development of campus leadership, and the achievement of an exceptional academic record.

However, the capstone of the new program is still a two-term Honors Research Project and a comprehensive examination which demonstrate the student's capacity for graduate or professional school. We expect our Honors students to be among our best majors, not just because of the depth and intensity of the senior project, but also because of the breadth of their understanding of nature, society, and the forms of human expression.

Financial Aid

While Rollins has a wide variety of scholarships and other forms of financial aid for all its students, the college provides special support for Honors Degree students in the form of the three year option or a fourth-year tuition grant.

THE FOURTH-YEAR TUITION GRANT

Since 1981, students in the Honors Degree Program have been eligible for a full tuition grant during their fourth year at Rollins. (Obviously, students who choose the three year option automatically give up this privilege.) The grant carries a number of conditions:

- a. The grant will be awarded only if the student is in good standing in the Honors Degree Program through the third year at Rollins.

A student who is on academic warning in the program at the end of the third year may be given a tuition grant for the fall term; the remainder of the tuition grant will be conditional on his/her performance at the end of the fall term.

- b. The grant will be awarded in an amount sufficient to cover fourth-year tuition for which the student does not have applicable financial aid. Outside aid awards will not reduce the value of an Honors Program tuition grant, unless such awards exceed the cost of room, board, tuition, and fees.
- c. The grant does not apply to three-two programs such as the Crummer M.B.A. or the engineering program.

Students wishing to receive the fourth-year tuition grant should consult with the Director of Financial Aid and fill out the appropriate short form in the spring of their junior year. Notification will follow shortly after the term ends.

Admissions Requirements

1. ENTRANCE CRITERIA FOR HIGH SCHOOL STUDENTS

The Honors Degree Supervisory Board reviews and evaluates the records of our top applicants on the basis of special aptitude for the goals of the program (namely, community, interdisciplinary study, exploration, and productive research) as well as general scholastic aptitude (i.e., secondary school grades, rank in class, SAT or ACT scores, CEEB Achievement Test results, program of study, the application essay, and recommendations). Admission to the program is competitive. While no specific cutoffs are imposed in reviewing candidates, most successful applicants will rank in the top 10 percent of their secondary school class while enrolled in a demanding curriculum. The pursuit of Honors or Advanced Placement courses, where available, is highly desirable. An interview with an admissions staff member is recommended, but not required.

All candidates for the Honors Degree Program are strongly urged to submit the results of three Achievement Tests from the College Board, including English Composition, Mathematics, and one other examination of the student's choice. Standardized test scores should reflect outstanding potential for success in a demanding college program. Although exceptions are made, combined SAT scores in recent years have averaged above 1250.

2. ENTRANCE CRITERIA FOR TRANSFER STUDENTS

Transfer students with ten or fewer course units may also be selected for admission to the Program. The Board will review the student's

prior college performance in addition to the entrance criteria previously stipulated in Section 1. Transfer students will not be eligible for the fourth-year tuition grant.

3. ENTRANCE CRITERIA FOR ROLLINS STUDENTS

Students may also be admitted to the Honors Degree Program after they have attended Rollins, normally at the beginning of their sophomore year. Following the fall term, freshmen with a 3.4 GPA and above will be informed that they may apply for admission to the Honors Program. Those students who choose to apply should have recommendations from two of their Rollins professors sent to the Board. On the basis of high school records, Rollins records for at least the first year, and faculty recommendations, the Board will issue invitations for membership into the Honors Degree Program. The number of invitations will, of course, be limited by the number of spaces anticipated in the next year's class.

Those students admitted to the program in this manner are eligible for waiver of general college requirements, based upon their high school and Rollins records. They are expected to take the core curriculum of the program, **HC 201** through **HC 399**, with the incoming class. They are *not*, however, eligible to graduate in three years. Otherwise, students admitted to the program after attending Rollins have all the same responsibilities, privileges, and rights as other Honors students, including the fourth-year tuition grant.

Graduation Requirements

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

A. Course and Credit Requirements

1. Seminars

HC 201: The Great Lives: Honors Seminar

HC 202: The Methods of Discovery: Honors Seminar

HC 301: Contemporary Issues: Honors Seminar

HC 450: Honors Research Seminar (one-half course unit)

One Honors Elective Course (announced each term)

2. Independent Studies

HC 399: Tutorial or Research Project

HC 498/499 Honors Research Project (two course units)

3. General Education Requirements

Writing Reinforcement (R)

Knowledge of Other Cultures (C)
Decision Making and Valuation (V)
Foreign Language (F)
Lab Science (O or P)

4. *Major Field*

All courses required for major (12–16 course units)

5. *Electives*

Including an optional minor of 6–8 courses (8–12 course units)

Honors Degree students must normally fulfill the above academic requirements in no less than 35 courses and 35 course units. In addition, for the sake of providing flexibility in their academic scheduling, Honors students are required to complete only two physical education courses:

Basic Physical Education 1

Physical Education Elective 1

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

B. *Grade and Examination Requirements*

Candidates for the Honors B.A. Degree must maintain a minimum cumulative average of 3.333 to continue in the program and earn the degree. Honors at graduation (Cum Laude, Magna Cum Laude and Summa Cum Laude) will be awarded in the Honors Program on the basis of cumulative GPA, as is presently the case in the rest of the College. The criteria are as follows:

3.5–3.67	Cum Laude
3.68–3.83	Magna Cum Laude
3.84+	Summa Cum Laude.

The Three Year Option

Some candidates may wish to complete their Honors Bachelors of Arts Degree in three years. Such students should put their intent in writing, along with a rationale, to the Honors Degree Supervisory Board. This should be done as early in their undergraduate career as possible. While the Honors Degree Supervisory Board will consider all requests, it is not generally possible to select the three-year option after the spring term of the first year in residence at Rollins. Each application will be considered carefully by the entire Supervisory Board.

Students who select the three-year option will complete 27.5 course

units instead of the usual 35; hence, the number of electives available to the student is substantially decreased. The best arrangement is to complete **HC 301** and **HC 399** in the second year, the term of exploration in some other winter term or the summer, and the honors project and seminar in the third year. Degree candidates should understand that it is often difficult to schedule courses under the three-year option, since general education requirements (R, V, C, F, and a lab science), major requirements, and Honors Degree requirements must all be met.

The Honors Degree Supervisory Board

Since 1976, the Honors Degree Supervisory Board has monitored the policies and procedures of the Honors Degree Program. The Board is composed of the Dean of the Faculty or designate, the Director of the Honors Degree Program (a faculty member), the Director of Admissions, the Registrar, three other faculty members, and four student representatives. Faculty members of the Board are appointed annually from among those who teach in the program. The four student members of the Supervisory Board are elected annually at the beginning of the fall term by the Honors Degree candidates of their respective classes. These representatives may call meetings of the Honors Degree students during the year to discuss the program and suggest changes.

Curriculum

A central feature of the Honors Program is its emphasis on a rigorous community of learning through seminar courses and multiple faculty participation. The core curriculum (**HC 201** through **HC 450**) provides the Honors students with a shared experience as they progress through the college as a group. The seminar approach to this curriculum gives the students a chance to participate in an atmosphere of collaborative learning, bringing together and comparing their work. Each person adds to the community his or her own unique experiences and views to generate a lively exchange of ideas and knowledge. Each seminar is designed to provide interaction with a number of faculty in addition to the regular teacher who often operates as a master-learner. The result is a unique network of communication and a flexible educational environment.

Course of Study

HC 201 The Great Lives: Honors Seminar [1 C.U.]: The course provides a sense of the productivity and genius of great men and women representing the three major areas of 1) the natural sciences and mathematics, 2) the social sciences, and 3) the arts and humanities. One faculty member from each of the above areas will teach a third of the course to develop the character and culture of a "great life" on all levels of accomplishment. The lives can be chosen because they present a dramatic conflict of views or because they share the same theme, culture, or period of history. For the sake of integrating this course with **HC 202**, one of the three faculty will ordinarily be the individual to teach the second course, thereby leading the students from the concrete lives of discovery to the more abstract methods of discovery. Required of all first term Honors students and taught each year in the fall.

HC 202 The Methods of Discovery: Honors Seminar [1 C.U.]: The course explores the basic epistemology of the arts and sciences through a comparative study of their methods, including a series of guest appearances by faculty representing their disciplines. This course helps provide an overview of the various departments and supplies, in miniature, the equivalent of all the introductory courses. Required of all second-term Honors students and taught each year in the spring.

NOTE: The major projects and experiences of **HC 201** and **HC 202** will have to compensate for particular deficiencies in each student's high school record. For example, students who need to develop an awareness of expressive arts (A) or knowledge of contemporary American society (S) would do projects in those areas with mentoring from appropriate divisional faculty.

HC 301 Contemporary Issues: Honors Seminar [1 C.U.]: The course provides an opportunity for the exploration of each student's major area of interest as it relates to a single issue of vital concern. The course will be planned in the spring of the freshman year by both students and faculty. The issue will necessarily involve integrating information and data gathered from all divisions of the general education curriculum. The objective of the course is to study the issue in the fall of the sophomore year. As a follow-up to the course, students will perform independent studies during the winter term to extend their study of the topic. These activities will culminate in the spring when the issue is raised within the college community through an interdisciplinary forum, a community symposium, or a campus publication. Required for the sophomore year; for permission to take later, apply to the Director.

HC 399 Independent Study: Winter Term: This independent study is an extension of the student's involvement in **HC 301** during the second year. It offers the student an opportunity to explore the topic from the perspective of a single discipline with the guidance of an appropriate mentor. It allows for an intensive examination of a particular facet of the issue to be presented to the college community through lectures, symposia, or publications as coordinated by the participating Honors students.

HONORS ELECTIVES

Each year the Honors Program will adopt two or three courses in the regular catalogue as Honors Electives, normally in the winter and spring terms. Each student in the program is required to take at least one such Honors Elective during his or her residence at Rollins. These upper-level courses, while not restricted to Honors students, are suitable for highly motivated students from a variety of disciplines. The Honors Elective will continue the core curriculum's emphasis on interdisciplinary approaches and will provide further opportunity for Honors students to work together with other outstanding students.

HC 450 Senior Honors Research Seminar [.5 C.U.]: This seminar is a two-term course for a half credit which helps students prepare their Senior Honors Research Project, not just for their committee presentation, but for a wider audience of students and faculty in the program and in the college community. In the fall, emphasis will be placed on searching the literature and communicating the thesis and methodology of the proposed project. In the spring, the students will discuss their progress in a seminar format and organize a symposium to disseminate their findings to the college community. Taken on a credit/no credit basis.

HC 498/499 Senior Honors Research Project [2 C.U.]: The Senior Honors Research Project will be a two-term independent study normally to be conducted in the student's major field and during any two terms of the senior year. The Honors Project entails performing intensive research to be defended before a committee of three faculty members and supported by a comprehensive examination in the student's major field.

Irish Studies Minor

To complete the Irish Studies minor, a student must enroll in one term in the Rollins Fall Term in Ireland and complete at least 4 courses for grade point credit. Upon return to Rollins a student must complete 2 or more approved courses in Irish Studies, one of which must be in either History or Social Science, and the other in either Literature or the Arts. At present the following courses are offered:

Course of Study

I-A 287 History and Appreciation of Irish Art [1.25 C.U.]: Beginning with Celtic and Norman art, the course next concentrates on the Georgian era at the end of the 17th century. The second half of the course is devoted to modern Irish art. Most classes feature visits to museums, galleries and monuments in the greater Dublin area. Staff

I-BA 287/387 International Marketing [1.25 C.U.]: This course introduces the student to an overview of the field and covers such topics as: Public Policy, Regional Marketing, The Environment of Multinational Marketing and International Market Entry Strategy. NIHE Staff

I-CS 150 Introduction to Computers [1.25 C.U.]: This course will familiarize the student with the computer (IBM PC Compatible and DEC VAX mainframes). They will be given an introduction to the concepts of programming and/or off-the-shelf packaging. During the course, students will obtain some familiarity with a word processing package. NIHE Staff

I-E 387 Anglo-Irish Literature in the 20th Century [1.25 C.U.]: Students will become familiar with the most important works and movements of modern Irish literature through reading poetry, novels and shorter prose works written in English by Irish authors of the past ninety years. The class includes walking tours of Dublin's literary localities. Staff

I-E 389 The Media and Irish Culture [1.25 C.U.]: This course will acquaint students with the history and aesthetics of photo-journalism, and cinema, and television. Particular attention is paid to cinematic images of Ireland and to dominant themes in Irish films and television drama. Among the films included in the course are: *Citizen Kane*, *The Searchers*, *Man of Aran* and *The Informer*. L. Gibbons.

I-EC 287 The Structure and Development of the Modern Irish Economy [1.25 C.U.]: The primary aim is to provide an understanding of the similarities and differences in the development of the economics of Ireland and Western Europe over the last 150 years. Students will gain an appreciation of the main features of the Irish economy today, including its relationship with the European Economic Community. The course includes a number of visits to companies and government agencies. D. Jacobson

I-H 387 Perspectives on the Problem of Northern Ireland [1.25 C.U.]: This course will begin with an examination of the historical background of the present social, political, and economic situation in Northern Ireland. Among the major questions to be analyzed are the roles of religious and economic interests in the "troubles," relationships with Britain and the Republic of Ireland, the views of the situation expressed in the media. Extensive use will be made of television and film material. The instructor will accompany students on a field trip to Derry, his native city in Northern Ireland. D. Bell

I-M 211/212 Calculus 3 and Ordinary Differential Equations

I-M 311/312 Advanced Multivariable Calculus 1 and 2

I-M 321 Linear Algebra

I-M 340 Numerical Analysis

[1.25 C.U.]

I-PO 387 Modern Irish Politics [1.25 C.U.]: This course covers Irish politics from the 1937 Constitution to the present and describes the political parties and the electoral system in Ireland. It allows students the opportunity to observe first-hand Irish politicians at work and to spend some time with the Irish Members of Parliament. E. O'Halpin

I-R 287 Christianity and a Just Society [1.25 C.U.]: The Christian responsibility for a just society has emerged as a dominant theological concern in liberation theologies. Latin American, feminist, South African Black, and North American Black theologies all focus on the task of promoting social justice. This course will look at the biblical, theological, and political roots of this concern as well as the ways in which traditional theological themes have been revised in light of it. In addition, students will research various Irish organizations that have the justice concern at the center of their activities. K. Zappone.

I-SO 387 The Social Structure of Modern Ireland [1.25 C.U.]: Through this course students may gain an understanding of Ireland's unique society. A survey of the changing patterns of family, kinship and community leads into the study of demographic transformations which have occurred in Ireland since the famine. The last part of the course deals with economic, cultural, political and religious changes and their impact on today's Irish society. E. Slater

I-TA 387 The Abbey Theatre: A History of Irish Drama [1.25 C.U.]: A survey of Irish drama as illustrated by the development of Dublin's Abbey Theatre. Modern plays and productions are also considered, and visits to the Abbey are an integral part of the course. Mr. MacAnna, one of the Abbey's artistic directors, conducts workshops at the theater in conjunction with the course lectures and discussions. T. Mac Anna

For further information:

Director of International Programs

ROLLINS COLLEGE

Winter Park, Florida 32789

407/646-2280

Latin American and Caribbean Affairs

Coordinator: Pedro A. Pequeño

The Latin American and Caribbean Affairs area major is interdisciplinary and offers a better understanding of the peoples, cultures, and resources of Latin America and the Caribbean.

The Latin American and Caribbean Affairs major committee strongly encourages majors to participate in the present overseas programs to Latin America and the Caribbean because these courses are indispensable for students contemplating a career in business, government, library research, or the professions that require a competency in the area study of Latin America and the Caribbean. To complement the major, a study program has been established in affiliation with the University of Yucatan in Merida, Mexico. This program is detailed further below. The major is also preparatory for students planning graduate work in Latin American Studies.

Students who plan to major in Latin American and Caribbean Affairs are required to take courses in the 4 areas listed as core: Foreign Languages (primarily from Spanish, French, and Portuguese), Anthropology, History (of Latin America and/or the Caribbean), and Politics. Of these areas and/or disciplines, mastery of a foreign language (either Spanish or Portuguese for Latin America, or French for those student who plan to specialize in the French speaking Caribbean) is essential.

The area major in Latin American and Caribbean Affairs involves at least 4 academic departments and includes a minimum of 16 approved courses in the area. At least half of these courses must be at the upper division level (courses numbered 300 or above). At least 2 of these upper division courses must be in one department. The faculty committee in Latin American and Caribbean Affairs will consider, on an individual basis, the substitution of courses taken abroad for required courses in this major at Rollins College.

Spring Term in Merida

The Spring Term in Merida, established in affiliation with the University of Yucatan in Merida, Mexico, complements the Latin American and Caribbean Affairs area major. The program is designed especially for second-semester sophomores regardless of major or intended major, however upperclass students may participate.

In order to be eligible, participants will have completed one year of college with a minimum G.P.A. of 2.5. No prior study of Spanish is required since courses are taught in English.

Rollins students may choose to begin the Merida program in January by participating in the off-campus Winter term program in Yucatan that is usually offered by the Anthropology Department. Those who choose not to participate in the January term program begin the program in February.

During the first part of February, students take a language placement examination and begin taking *SH 101*, *SH 102*, or an intermediate level Spanish conversation course (*SH 205* or *SH 206*) Instruction is by faculty from the University's Center for Spanish as a Second Language. Students enrolled in Spanish earn one course unit in Spanish for the term. Students already fluent in Spanish are not required to take a language course. During the first three weeks of the term students take an introductory course, *Culture and Peoples of Yucatan* (.5 C.U.). In late February, students begin taking two courses (1 C.U. each) offered by faculty from the University of Yucatan, and one course (1 C.U.) and the integrative seminar (.5 C.U.) offered by the resident director from Rollins. Topics include History, Anthropology, and Art and Architecture.

Students are housed in double rooms in a hotel which provides three meals per day. Rollins students also have access to the recreational and library facilities at the University of Yucatan.

Area Major Requirement

The area major consists of 16 courses. Ten core courses are required.

BASIC LATIN AMERICAN COURSES

LACA 200 Foundations of Latin American Culture and Society

LACA 201 Foundations of Caribbean Culture and Society

LACA 400 Seminar in Latin American and Caribbean Social Problems (with selected topics)

HISTORY COURSES

LACA/H 205 History of Latin America

LACA 206 History of the Caribbean

POLITICAL SCIENCE/INTERNATIONAL RELATIONS COURSES

LA-PO 217/317 Latin America and The United States in World Politics

LA-PO 321 The Politics of Latin America

FOREIGN LANGUAGE

Students will choose either Spanish, Portuguese, or French as their core language requirement. Courses must be taught in language chosen.

Students may take up to four more courses beyond the courses they

have already taken as part of their core in the foreign language; or students may choose to take courses in another language which is also a component of their programs. The coordinator of the program must give prior approval.

Spanish:

A member of the Foreign Language Department (Spanish) will determine on an individual basis the track majors must follow.

For the native speaker:

SH 301 Advanced Spanish Grammar

Plus 2 upper division courses in Spanish American Literature or Latin American civilization

For the non-native speaker:

SH 202 Intermediate Spanish

SH 311 Advanced Composition and Conversation

Plus 1 more upper division course in Spanish American subjects:

Either:

1 course in Spanish American Literature, OR

1 course in Latin American culture and civilization

French:

A member of the Foreign Language Department (French) will determine on an individual basis the track majors must follow.

For the native speaker:

FR 301 Advanced French

FR 322 Introduction to Francophone Civilization: Africa and the Caribbean

One literature course at the 300 or 400 level

For the non-native speaker:

FR 202 Intermediate French

FR 311 Composition and Conversation

Either:

FR 322 Introduction to Francophone Civilization: Africa and the Caribbean

OR

An upper division course in French literature

Portuguese:

A member of the Foreign Language Department will determine on an individual basis, the track majors must follow.

ELECTIVES: SIX REQUIRED

Part A: Any four courses from part "A" (courses with more concentration in Latin America or the Caribbean)

LACA 207 History of Florida

LACA-PO 312 Problems of Latin America (topic course)

LACA Any winter term course approved by the coordinator, including courses abroad to Latin America or the Caribbean.

LACA Any other Hanna Chair course

LACA Courses from the proposed Field School in Mexico (up to 4) approved by the coordinator.

LC-AN 254 *The Florida Native American and Neighbors*

LC-AN 350 *Dynamics of Social Cultural Change*

EC 357 *Trade Relations between the U.S. and Latin America*

LC-MU 110 *Music of the World's Peoples* (when taught with a Latin American or Caribbean emphasis)

AN 259 *Peoples and Cultures of the Caribbean*

AN 260 *Peoples and Cultures of Latin America*

LACA 499 *Senior Independent Project* (to be approved by coordinator), and

Any other electives to be approved by the coordinator of the program.

Part "B:." Any two courses from part "B" (courses with less concentration in Latin America or the Caribbean)

AN 201 *Cultural Anthropology*

PO 100 *Introduction to Politics: Comparative*

PO 130 *Introduction to Politics: International Relations*

PO 311 *Authoritarianism: Right and Left*

EC 211 *Principles of Economics: Macroeconomics*

EC 212 *Principles of Economics: Microeconomics*

And any other electives in the area of International Business and International Economics

Course of Study

LACA 200 *Foundations of Latin American Culture and Society* [1.25 C.U.]:

An introductory course which surveys the foundations of Latin American life and culture, from the time of Spanish discovery of the Americas until the present. Some of the basic topics to be covered include: the Indian background of Latin American culture; the colonial Hispanic foundations; the social and cultural history of Colonial U.S. and Colonial Latin America; the search for a Latin American identity; the basic themes of Latin American society; issues of economic dependency and economic development; Latin American governments and socio-political context of its political institutions; U.S.-Latin America diplomatic and international relations; and the future of Latin America. Open to all students and no background in the area is needed. Taught in English and fulfills the "C" requirement. Taught in conjunction with a number of distinguished authorities on Latin America.

LACA 201 *Foundations of Caribbean Culture and Society* [1.25 C.U.]: An introductory course which surveys the foundations of Caribbean life and culture, from the time of the discovery of the Americas, in 1492, until the present. Some of the major topics to be covered include: Africa in the New World;

history and the colonial heritage of the Caribbean; slavery and its impact on culture and society; the ideological and socio-political background of Caribbean society; the plantation system and its consequences in Caribbean life; the social structure of contemporary Caribbean societies; ethnicity and ethnic group relations; the major themes of English, Spanish, and French Caribbean literature; folklore and religion; U.S.-Caribbean international relations; and the future of the Caribbean as it affects life in the islands and as it affects the U.S. Taught in English and fulfills the "C" requirement. Open to all students and no previous background of the region is needed. Taught in conjunction with a number of distinguished authorities of the Caribbean world.

LC-H 205 History of Latin America [1 C.U.]: An introductory course which surveys the history of Latin America (excluding the Caribbean region) from 1492, Columbus' discovery of the Americas, until today. The course will place heavier emphasis on the history of Mexico, Colombia, Peru, Chile, Argentina and Venezuela. Course is taught in English. Fulfills the "C" requirement. Staff

LACA 206 History of the Caribbean [1 C.U.]: An introductory course which surveys the history of the Caribbean, from the time of the European discovery of the region, until the present. The course will place heavier emphasis on the history of the Greater Antilles (Cuba, Haiti, Dominican Republic, Puerto Rico, and Jamaica), and, to a lesser extent, the Lesser Antilles. Course is taught in English; fulfills the "C" requirement. Staff

LACA 207 History of Florida [1 C.U.]: A survey of the history of Florida from pre-Columbian times to the present. Particular attention will be given to the Spanish-Colonial period, territorial days, statehood, civil war, and reconstruction, as well as Florida's social, economic, and political development in the 20th century. Taught in English. Staff

LC-PO 217/317 Latin America and the United States in World Politics [1 C.U.]: A survey of the events, institutions, and issues that have dominated the relations of the United States with Latin America and a general view of the process through which a special relationship developed, how this process was affected by historical events, and what possibilities exist for its future course. Special emphasis will be given to contemporary issues and problems in the Caribbean and Central America. Open to all students; no previous background in Politics or Latin American Studies is necessary. Staff

LC-AN 254 The Florida Native American and Neighbors [1 C.U.]: An introduction to the archaeology and sociocultural history of the American Indian in Florida and the Caribbean, as well as the immediate areas of the American Southeast. Special emphasis will be placed on the following American Indian cultures: the Miccosukee, the Seminole, the Cherokee, the Choctaw, the Chickasaw, the Arawaks and Caribs of the Caribbean, during and after the European contact with them.

LC-PO 312 Problems in Latin America [1 C.U.]: A comparative analysis of the basic problems in the contemporary politics of selected Latin American

nations. Course will be taught with different regions/or nations of Latin America every time the course is offered.

LC-PO 321 The Politics of Latin America [1 C.U.]: A study of Latin American politics, the problems of underdevelopment, and the cultural traditions and socioeconomic conditions of the region. The course will emphasize the problem of winning and maintaining political power and bringing about change in Latin American political systems.

LC-AN 400 Seminar in Latin American and Caribbean Social Problems [1 C.U.]: A research seminar on the contemporary problems of the political economy in Latin America, and/or the Caribbean, from a social scientific point-of-view. Issues to be explored include: the failure/success of a number of significant institutions in light of the economic development (and underdevelopment) of the region; the radicalization of the masses; problems created by overpopulation, land scarcity and hunger; the issue of human rights; the role elites play in the social and political life; the social activism of the Catholic Church; and the nature of today's revolutions, radicalization, etc. Even though this course is suited for the non-major, some degree of familiarity with the region is desirable. Course will focus on different topics every year and can be repeated for credit with the consent of the instructor. Course is taught in English and may have a number of distinguished speakers as part of the course.

LACA 499 Senior Independent Project [1 C.U.]: A one-term intensive independent project. The senior independent project course can be repeated in the event that the individual student is writing a project for Honors in the Major Field, but approval from the coordinator of the program is a must. Staff

Department of Management

Rogers (Chair)
Bommelje
Hepburn

McCall
Newman
Satcher

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

A MAXIMUM OF EIGHT COURSES IN BUSINESS ADMINISTRATION, INCLUDING ACCOUNTING COURSES, MAY BE CREDITED TOWARD THE A.B. DEGREE AT ROLLINS COLLEGE.

Requirements for the Minor in Business Administration

The Business Administration minor is being revised. Please contact the head of the Department of Management for information about the latest revisions. Currently a Business Administration minor requires eight courses: six core courses and two BA electives. Students must take all of the following core courses:

- BA 225 Accounting I (Financial Accounting)*
- BA 226 Accounting II (Managerial Accounting)*
- BA 232 Legal Environment of Business I*
- BA 337 Marketing Theory and Applications*
- BA 338 Business Finance*
- BA 339 Management Organization Theory*

and any two of the following elective courses:

Accounting:

- BA 320 Cost Accounting*
- BA 419 Tax Accounting*

Finance:

- BA 438 Investments*

Law:

- BA 332 Legal Environment of Business II*

Marketing:

- BA 357 Consumer Behavior*
- BA 375 Promotion Management*
- BA 379 Marketing Research*

Management:

- BA 460 Quantitative Methods and Management Simulation*

With departmental approval, students may have an internship to satisfy a BA elective, or select courses in the Division of Continuing Education.

*NOTE: Students may not take more than 2 BA electives.

Suggested Timetable

To incorporate the Business Minor into a major area of study, students should try to complete **BA 225**, **BA 226** and **BA 232** by the end of the sophomore year, and **BA 337**, **BA 338**, **BA 339** by the end of the junior year. Elective Business courses may be taken at any time subject to appropriate prerequisites.

Course of Study

BA 100 Introduction to Business [1 C.U.]: Business refers to the people and institutions involved in creating and distributing wealth. This course is a survey introduction to the American business system. Topics to be covered will include: theories of business enterprise, external and internal environments of business, management decision making, business functions (marketing, finance, production, and personnel) and management tools (accounting, computers, and human relations).

BA 225 Principles of Accounting I (Financial Accounting) [1 C.U.]: The theory, methods and use of accounting information in solving business problems. The development and role of accounting standards in economic and corporate decisions and behavior. Prerequisite: Sophomore status; 3 years of high school mathematics.

BA 226 Principles of Accounting II (Managerial Accounting) [1 C.U.]: A study of accounting reports in identifying issues, analysis of their sources and applied solutions by use of accounting and economic data from a management viewpoint. The effects of cost on prices, profits, revenues, asset values, capital asset decisions and other financial policies are examined as to their impact on private business and the economy. The course offers an opportunity to learn the operation of basic financial control by management. Prerequisite: Sophomore status; **BA 225**.

BA 232 The Legal Environment of Business I [1 C.U.]: This course studies the role of the judiciary at the national, local and emerging levels of government. It investigates issues in jurisprudence and the administration of justice and examines the operation of Appellate Courts with emphasis on the United States Supreme Court and the interpretation of the Constitution by the Court. Decisions, including civil liberties, economic policy, federalism, ethics in business, general economic litigation and labor management relations are examined.

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

BA 332 The Legal Environment of Business II

[1 C.U.]: This course examines the role and function of law in the social, political and economic sphere—how disputes are resolved, why people litigate and the consequences of litigation. Special emphasis is placed on the dynamics of corporations as political and economic forces in American society, property rights and debtor-creditor relations. This course may be taken as an extension of **BA 232** or independently.

BA 337 Marketing Theory and Applications [1 C.U.]: An introduction to marketing theories and their implications for the social, cultural, economic, competitive and technological environments. Applications and cases involve the marketing of goods and services in public, private and nonprofit sectors. Topics include: interpreting market demand; product design and management; establishing distribution channels and pricing policies; communicating with the consumer through promotional campaigns; analysis, planning, and control of marketing activities in a socially responsible context. Prerequisite: Junior status.

BA 338 Business Finance [1 C.U.]: The theory and application of corporate financial management. The role of the financial manager in financial decision making. Analysis of corporate financial structure, asset management, capital budgeting, debt-vs-equity financing. Prerequisite: **BA 226**, junior status.

BA 339 Management Organization Theory [1 C.U.]: The operational theory and science of management. The planning, organization, staffing, directing/leading and the controlling functions of management are developed within the framework of a systems and contingency analysis of management. The interaction of management structure and human resources is developed through case analysis. Prerequisite: Junior status.

BA 357 Consumer Behavior [1 C.U.]: This course examines individual and group decision processes and purchase behavior in the public, private and nonprofit sectors. Modern, comprehensive models provide a framework for the study of: intra and interpersonal variables of the market environment; consumer search, choice and attitude structure under conditions of high and low-involvement; repeat purchase behavior; diffusion of innovation; consumerism and marketing ethics. Prerequisite: Junior status.

BA 375 Promotion Management [1 C.U.]: A discussion and analysis of the social, communicative and economic aspects of promotion, using models of promotional planning, problem-solving, decision-making, and effectiveness. Advertising, publicity, personal sales, and sales promotion issues are examined in the context of environmental and organizational constraints and responsibilities. Prerequisite: Junior status.

BA 379 Marketing Research [1 C.U.]: This course provides experiences in

making research decisions and applying research tools in a marketing context. Students will learn how to design instruments, present them to consumer subjects, and analyze the resulting data. In addition to questionnaire construction and data analysis, the course will stress: types of measurement, research design, sampling techniques, attitude measurement, field procedures, and appropriate methods of analysis. Prerequisite: Junior status.

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

BA 438 Investments [1 C.U.]: A study of the theories and techniques of investing. Stock and bond market investments will be emphasized but other investment vehicles will be discussed. Basic security analysis and portfolio management will be covered, as well as personal financial planning concepts in a changing economic environment. Prerequisite: **BA 338** or consent.

BA 460 Quantitative Methods and Management Simulation [1 C.U.]: The course, designed for Business and Economics students at the upper level, presents the concepts and techniques of quantitative methods essential for progressive modern management. Major topics included are data analysis, time series, forecasting methods, sample survey designs and techniques, regression and trend analysis, decision theory, case studies, and computer simulation of managerial environments. Management, marketing, and financial concepts are integrated through case studies and computer simulations. Prerequisites: **BA 337, 338 and 339**.

Mathematical Sciences

Kurtz (Chair)
 Anderson
 Bowers
 G. Child
 J. D. Child

Naleway
 Przygocki
 Skidmore
 Underdown
 Wahab

The Mathematical Sciences program is designed to offer a broad foundation in theoretical and applied mathematics. This program involves the interplay of realistic situations, mathematical formulation and problem-solving, and theoretical development. The program provides the necessary preparation for graduate studies in mathematics and related applied fields.

The student majoring in Mathematical Sciences obtains an introduction to three main areas of mathematics: analysis, algebra, and probability and statistics. Courses are offered which explore traditional applications to the physical sciences and recent applications to the social sciences—operations research, linear programming, and optimization.

Typically a freshman planning to major in Mathematical Sciences will take **Computer Science 167** (or **CS 160**), **Mathematics 111–112** (or **M113–114**), and distribution courses as required. Well qualified entering students should take the Advanced Placement Examination in calculus for college credit and exemption from one or more terms of calculus.

Requirements for the Major in Mathematical Sciences

Majoring in Mathematical Sciences requires the completion of 13 courses. **Physics 201** is strongly recommended, as much of mathematics has its origins in the physical sciences.

The core of 9 required courses is the following:

M 111 Calculus I or **M 113 Honors Calculus I**
M 112 Calculus II or **M 114 Honors Calculus II**
CS 167 Introduction to Computing or **CS 160**
M 205 Discrete Mathematics
M 211 Calculus III
M 212 Ordinary Differential Equations
M 219 Probability and Statistics
M 311 Multivariable Calculus
M 321 Linear Algebra

In consultation with the adviser, the student will select 4 additional courses in Mathematical Sciences at or above the 300-level including at least 2 at the 400-level.

Requirements for the Minor in Mathematical Sciences

The student who minors in Mathematical Sciences must complete 8 courses.

The core of 7 required courses is the following:

M 111 Calculus I or **M 113 Honors Calculus I**

M 112 Calculus II or **M 114 Honors Calculus II**

M 205 Discrete Mathematics

M 211 Calculus III

M 212 Ordinary Differential Equations

M 219 Probability and Statistics

M 321 Linear Algebra

In consultation with an adviser from the Department, the student will elect 1 additional course in Mathematical Sciences at or above the 300 level.

Course of Study

M 105 Finite Mathematics [1 C.U.]: Investigates some applications of mathematical thought in modern society. Topics to be selected from sets, probability, statistics, management science, social choice, and computer programming. Suitable for those students who do not intend to take other mathematics courses.

M 109 Precalculus Mathematics [1 C.U.]: The concept of function; behavior and properties of the elementary functions, including polynomial and rational functions, and exponential and logarithmic functions; inverse functions. Emphasizes curve sketching. Some review of algebra; no use of calculus. Designed to prepare students for **M 110**. Well-prepared students should elect **M 110** or **M 111** instead of this course.

M 110 Applied Calculus [1 C.U.]: Techniques of differentiation of the elementary functions with applications to economics, business, and the life sciences. Partial differentiation with applications. Prerequisites: **M 109**, or two years of high school algebra and one year of geometry. Not open to students with credit in **M 111**.

M 111 Calculus I [1.5 C.U.]: Limits and continuity. Concept of the derivative. Derivatives of elementary functions, including rational and trigonometric functions. Applications of derivatives—extremal problems and curve sketching. Definition of the definite integral; anti-derivatives; Fundamental Theorem of Calculus; method of substitution. Applications of integrals including

motion, area, and volume. Prerequisite: Two years of high school algebra, one year of geometry, and some trigonometry. Prior knowledge of calculus is not assumed.

M 112 Calculus II [1.5 C.U.]: Continuation of **M 111**. Further applications of the integral including distance and arc length. Integration by parts and partial fractions. Use of tables of integrals. Inverse functions; the log and exponential functions; growth and decay problems. Sequences, infinite series, and power series. Polar coordinates. Prerequisite: **M 111**.

M 113 Honors Calculus [1.5 C.U.]: Replaces **M 111** for those students who have taken a year of calculus in high school and earned at least a B average in that course. A review of the differentiation and integration techniques for elementary functions. Treats the topics in Mathematics 111, but in greater depth. Prerequisites: One year of high school calculus.

M 114 Honors Calculus II [1.5 C.U.]: Continuation of **M 113**. Treats the topics of **M 112** in greater depth. Prerequisite: **M 113**, or **M 111** and consent.

M 120 Statistics for the Natural Sciences [1 C.U.]: Applied statistical inference emphasizing estimation and testing of hypotheses; an introduction to regression, correlation, analysis of variance, and design of experiments. Prerequisite: **M 109**, **M 110**, or **M 111**. Intended for health science students, as well as those in physics, chemistry, and biology.

M 205 Discrete Mathematics [1 C.U.]: Symbolic logic, elementary set theory, relations, functions, methods of proof and problem solving, mathematical induction, elementary combinatorics, and recurrence relations. Prerequisite: **M 110** or **M 111**.

M 211 Calculus III [1 C.U.]: Continuation of **M 112** or **M 114**. Vectors, directional derivatives and the gradient. Functions of several variables, partial derivatives, applications of partial derivatives. Multiple integrals. Other coordinate systems. Prerequisite: **M 112** or **M 114**.

M 212 Ordinary Differential Equations [1 C.U.]: First order equations; theory of linear differential equations; series solutions including regular singular points; systems of linear differential equations; introduction to boundary value problems and eigenvalues. Prerequisite: **M 211**, or **M 112** and consent.

M 217 Applied Mathematics for Economics [1 C.U.]: Applications in economics and business. Selected topics from linear inequalities, vectors and matrix algebra, linear programming, mathematics of finance, partial derivatives, Lagrange multipliers, differential equations, finite difference equations, and probability. Prerequisite: **M 110** or **M 111**. Primarily intended for students of economics and business.

M 219 Probability and Statistics [1 C.U.]: Sample spaces; conditional probability; random variables (discrete and continuous); expectations and distributions including binomial, Poisson, gamma, uniform, and normal; moment generating functions; central limit theorem; an introduction to estimation, confidence intervals, and hypothesis testing. Prerequisite: **M 112**.

M 311 Multivariable Calculus [1 C.U.]: Transformations, the Jacobean, implicit functions; vector analysis; Green's theorem, the divergence theorem, and Stokes' theorem. Prerequisite: **M 211**.

M 312 Fourier Analysis [1 C.U.]: Function spaces with inner product, orthogonal bases; special functions of mathematical physics; Fourier series and transforms; applications to the Laplace, heat and wave equations, and other boundary value problems. Prerequisite: **M 211** and **M 212**.

M 319 Probability [1 C.U.]: Probability and expectation by conditioning; discrete and continuous Markov chains and decision processes; Poisson processes; an introduction to renewal, queueing and reliability theories and stationary processes as time allows. Prerequisite: **M 219**. Not offered in 1988–89.

M 320 Mathematical Statistics [1 C.U.]: Limiting distributions, points, interval and Bayesian estimation, tests of hypotheses, analysis of variance, regression, nonparametric methods, further topics in statistical inference as time allows. Prerequisite: **M 219**. Not offered in 1988–89.

M 321 Linear Algebra [1 C.U.]: Matrix algebra; vector spaces; linear transformations and matrix representations; similar matrices; the relation between linear mappings and systems of linear equations; inner product and norms; determinants; eigenvalues; the Cayley-Hamilton Theorem. Includes applications. Prerequisite: **M 205** and **M 211**.

M 322 Discrete Structures [1 C.U.]: A course in abstract algebra intended for both mathematics majors and those interested in computer science. Topics include: groups, rings, fields, Boolean algebras, graphs and trees. Some applications will be discussed. Prerequisite: **M 205**.

M 340 Numerical Analysis [1 C.U.]: Numerical techniques in interpolation, integration, algebraic and differential equations, matrix inversion and curve fitting. Prerequisite or corequisite: **M 212**, and **CS 167** or **CS 160**.

M 398 Directed Study [1 C.U.]: Topic selected from differential equations, linear programming, same theory, probability and statistics, model theory, and other advanced topics in mathematics. May be repeated for credit.

M 410 Advanced Calculus [1 C.U.]: A theoretical calculus course. Topics chosen from: the real number system including Dedekind's theorem, completeness, cardinality; a study of proofs of limits and continuity for functions of several variables; uniform continuity, differentiability, chain rules, implicit function theorems; uniform convergence of sequences and series of functions; the definite integral and integrable functions. Prerequisite: **M 205** and **M 311**.

M 412 Complex Analysis [1 C.U.]: Functions of a complex variable; limits and continuity; the Cauchy-Riemann equations; analytic functions; complex power series; complex integration; Cauchy's Theorem; conformal mapping. Suitable for junior and senior students of physics and engineering, as well as those of mathematics. Prerequisite: **M 205** and **M 311**. Not offered in 1988–89.

M 430 Optimization [1 C.U.]: Linear and nonlinear extremal problems of functions of several variables with linear constraints; linear programming using the simplex algorithm; optimal decision-making. Prerequisite: **M 211** and **M 321**. Not offered in 1988–89.

M 440 Operations Research [1 C.U.]: Constructing mathematical models of the deterministic and stochastic types; Markov chains, same theory, graphs, queues, and their applications. Prerequisite: **M 219** and **M 321**. Not offered in 1988–89.

M 499 Independent Study [1 C.U.]: Selected topics in mathematics. May be repeated for credit.

Music

LeRoy (Chair)
Anderson
Gallo

Lackman
Sinclair
Woodbury

The Music Department offers a broad range of courses, some serving the musical interests of the general student from beginning to advanced levels, others meeting the specific needs of the music major/minor. Students majoring in music select one of two concentrations: History/Literature or Performance.

Requirements for the Music Major

Fifteen course units are required for all music majors. Core courses for both History/Literature and Performance are:

MU 151 Harmony I

MU 152 Harmony II

MU 251 Counterpoint or MU 252 Chromatic Harmony

MU 205 Music History: Ancient/Renaissance

MU 206 Baroque/Classic or Romantic/20th Century

The remaining course requirements are divided by concentration as follows:

HISTORY/LITERATURE

3 Electives in Music at the 300/400 Level

1 Course in Music outside the Western art music tradition.

MU 200 Ensemble: 2 per term of applied music study, then 1 per term thereafter.

MU 155/156; 255/256 Applied Music

Research Project

PERFORMANCE

1 Elective in Music at the 300/400 level

MU 200 Ensemble: 2 per term of applied music study

MU 155/156; 255/256; 355/356; 455/456 Applied Music

Senior Recital

Music majors are required to pass a fundamental keyboard skills examination by the end of the Junior year or to enroll in two terms of secondary applied piano.

Requirements for the Music Minor

Students minoring in Music are required to complete 8.5 course units. The required courses for the minor are:

MU 151 Harmony I

MU 152 Harmony II

MU 200 Ensemble: 2 per term of applied music study

MU 155/156; 255/256 Applied Music

2 Electives in Music

Course of Study

Study in applied music is required of each music major in one of the following areas: piano, harpsichord, organ, voice, guitar, orchestral instruments, choral conducting, composition, or church music. Applied music includes a 45-minute private lesson each week. Students will also enroll in a minimum of 2 ensembles, perform in public recitals, and attend selected concerts throughout the term. At the end of each term, every student in applied music will perform before a committee of music faculty to determine if s/he may continue in applied music the following term. A student of composition will submit work in this field with an oral presentation before the committee.

Because entrance to applied music is by audition, entering freshmen and transfer students should make arrangements for their auditions with the music department as soon as possible after applying. While a live audition is preferred, a good quality cassette recording is acceptable.

ENTRANCE REQUIREMENTS IN APPLIED MUSIC

To enter the four-year degree course with performance concentration in:

Organ:

The student should have completed sufficient piano study to perform some of the Bach Inventions and the easier Mozart, Haydn, and Beethoven sonatas. The student will also be asked to play one of the major and minor scales in a moderate tempo.

Piano:

The applicant should be prepared to play major and minor scales and arpeggios in all keys, to read at sight simple piano literature, and to play one work from three of the following categories (one of which must be memorized):

1. A sinfonia, suite, or prelude and fugue by Bach.
2. One movement of a sonata by Haydn, Mozart or Beethoven.
3. A work from the Romantic period.
4. A work from the twentieth century.

Harpsichord:

The student should exhibit a level of keyboard proficiency equivalent to that required of entering piano majors.

Strings (Violin, Viola, Cello):

The student must demonstrate an adequate technical foundation based on scales and etudes and perform a concerto by Vivaldi, a sonata by Tartini, or an equivalent work of this school.

Voice:

The applicant should possess a voice of attractive quality and must be able to sing two selections from the standard English art song or early Italian repertory with good intonation, correct rhythm, and sensitivity to musical phrase. In addition, s/he should demonstrate a keen ear.

Woodwinds, Brass, Percussion:

The student of a woodwind or brass instrument must be able to play major, minor, and chromatic scales with various articulations at a moderate tempo, and perform etudes, technical studies, and a solo of medium difficulty from the instrument's standard repertory. In addition, the student should be able to sight-read passages of medium difficulty. The prospective percussion student should have an excellent snare drum technique and a basic familiarity with the tympani and mallet instruments.

Classical Guitar:

The student should be able to play major and minor scales (Segovia Ed.) and to adequately perform such standard etudes as those of Aguado, Carcassi, Giuliani, and of two selections from the first ten Sor studies (Segovia Ed.).

Choral Conducting, Composition, Church Music:

Students are admitted by consent of the major professor at the end of the sophomore year. A minimum of two years' study in a performance area is required (freshman and sophomore years).

Course of Study

DEPARTMENTAL ENSEMBLES (OPEN TO NON-MAJORS AS WELL AS MAJORS)

MU 200A Rollins College Chorale [.25 C.U.]: A large choral group open to all members of the Rollins community. Emphasis is on the development of fine choral ensemble through the rehearsal and performance of music from a variety of periods and styles. Excellent opportunity for participation in a musical organization by non-music majors. J. Sinclair

MU 200B Rollins Camerata [.25 C.U.]: A choral honors ensemble. Emphasis is on the rehearsal and performance of musical literature suitable for ensembles of various sizes and combinations, from medieval to 20th century. Prerequisite: Consent. J. Sinclair

MU 200C Rollins Singers [.25 C.U.]: A small show choir that concentrates on contemporary popular music and music of the musical theater. Prerequisite: Consent. J. Sinclair

MU 200D Women's Glee Club [.25 C.U.]: A women's vocal group whose music spans a wide variety of styles. Emphasis is on those composers whose output focuses on music for that specialized arrangement. Prerequisite: Consent. J. Sinclair

MU 200E Jazz Ensemble [.25 C.U.]: Rehearsing and performing jazz and popular music from all periods. Prerequisite: Consent. Staff.

MU 200F Brass Ensemble [.25 C.U.]: Rehearsing and performing brass ensemble music of all periods. Prerequisite: Consent. W. Gallo

MU 200G Chamber Music/Accompanying [.25 C.U.]: A performance class for pianists working with singers or instrumentalists. Includes a study of basic ensemble techniques, coaching, performing in class and in student recitals. Prerequisite: Consent. Anderson.

MU 200J Rollins Rock Ensemble [.25 C.U.]: A small instrumental/vocal group that rehearses and performs a variety of rock styles. Prerequisite: Consent. W. Gallo

CHAPEL MUSIC ENSEMBLE (OFFERED FOR CREDIT)

MU 200H Chapel Choir [.25 C.U.]: Emphasis on sacred choral music of the highest quality. Activities include weekly Sunday chapel services, annual Christmas Vespers, and major works with orchestra. Prerequisite: Consent. A. Anderson.

MU 100 Basic Music Reading [.5 C.U.] This course, meeting half a term, will focus on the "how to" aspects of reading music: rhythmic and pitch notation and how it works. Drills in musical components—the staff, clefs, note values, time and key signatures—will equip students quickly with the essentials of music reading such that they can proceed on their own to fluency. Staff.

MU 101/102; 201/202; 203 Applied Music for Beginners or Enrichment

[.25 C.U.]: One half-hour private lesson per week in any of the applied areas listed above. **MU 203** may be repeated for credit. Staff

MU 103 Design for Listening [1 C.U.]: An introductory course in musical awareness, designed to acquaint the student with the relationships among the major styles, genres, and periods in Western, non-Western, classical and popular musics.

MU 106 Masterpieces of Choral Literature [1 C.U.]: Survey of masterworks of choral literature from the Renaissance to the twentieth century. The main objective of the course is to provide students with the opportunity to learn the historical perspectives and performance practices of choral music. This will be accomplished through listening to various choral works, a brief study of music history as it relates to choral music, and concert attendance. Alternate years. J. Sinclair

MU 107 Jazz and Blues [1 C.U.]: American popular musical styles from 1930 to the present. Not only will the course cover musical components of the various styles, but it will also focus upon the musicians who perform this music in order to gain some insight into the cultural, social, and historical milieu in which the music took place. Among many topics are the rock revolution and modern jazz. W. Gallo

MU 108 Introduction to Folksong [1 C.U.]: A study of the dominant song tradition of English-speaking America. An examination will be made of verse, song type, rhythm, meter, melody, and dramatic organization of a group of folksongs which make up a distinct Anglo-American song style. The course will also consider the field techniques used in collecting folklore. W. Gallo

MU 110 Music of the World's Peoples [1 C.U.]: An introduction to world music through the study of the music of Africa, Native America, Black America, Asia, and Eastern Europe. The course will focus in depth on the music of a small number of representative groups to examine music on its own terms and as a human activity in diverse historical, social, and cultural contexts. W. Gallo

MU 112 Opera on Video [1 C.U.]: An introduction to opera through the study of selected works drawn from various periods in music history. Video and aural excerpts will be presented and attendance at a live performance (as available), will be required. Small lab fee for performance. E. LeRoy

MU 134 The Music of Australia—Beyond “Waltzing Matilda” [1 C.U.] The music of Australia has many features that are unique in world music and they will be the focus of this course. A special area of interest is the music of the Aborigines, who play the didgeridu, an instrument created mostly by termites. We will also study contemporary music which employs a bewildering variety of elements from automatic pianos to Oriental scales and instruments, and even recorded sounds from nature, such as a chainsaw chopping down trees. W. Gallo.

MU 151 Harmony I [1.25 C.U.]: The basic materials of music; development of skills in basic notation, scales and elementary harmony; sight-singing and ear-training and development of basic performance skills. Prerequisite: **MU 100** or placement examination. Required of majors. With laboratory. S. Lackman

MU 152 Harmony II [1.25 C.U.]: Development of skills in perceiving and writing music through simple exercises in traditional harmony and voice leading as well as the study of examples from various historical periods. Continued development of sight-singing, ear training and performance skills. Prerequisite: **MU 151** or consent. With laboratory. S. Lackman

MU 155/156; 255/256; 355/356; 455/456 Applied Music [.5 C.U.]: Private music instruction in the applied areas listed above. Students in applied music are also required to enroll in two ensemble courses. Entrance to Applied Music is by audition (see above) and each course is the prerequisite for the succeeding course. This sequence of courses is open to all students and is required of performance majors.

MU 205 Music History: Ancient/Renaissance [1 C.U.]: A survey of the history and styles of Western Music beginning with ancient and medieval music (to 1420) and continuing through the Renaissance (ca. 1420–1600). May be taken out of sequence. W. Gallo

MU 206 Music History: Baroque/Classical [1 C.U.]: A survey of the history and styles of Western music beginning with the Baroque (1600–1750) and continuing through the Viennese Classical period (1750–1820). May be taken out of sequence. W. Gallo

MU 207 Music History: Romantic/20th Century [1 C.U.]: A survey of the history and styles of Western music beginning with the Romantic Period (1820–1900) and continuing through the music of the present day. May be taken out of sequence. W. Gallo.

MU 241 Musical Theater Vocal Practicum [.5 C.U.]: An introduction to voice training in a class environment geared to the musical theater singer. Designed to prepare the inexperienced singer for future private lessons or as an end in itself. Healthy vocal technique will be the focus of the class. Seventy-five minutes per week *plus* concurrent registration in a vocal ensemble or theater department musical. May be repeated once for credit. E. LeRoy

MU 251 Counterpoint [1 C.U.]: Development of skills in writing species counterpoint in 2 and 3 voices. Analysis of contrapuntal forms including invention and fugue. Prerequisite: **MU 251**. Alternate years. S. Lackman

MU 252 Chromatic Harmony and Introduction to Analysis [1.25 C.U.]: Development of skills in writing the more chromatic harmonic accompaniments to melodies (Neopolitan, 6th chords, 9th, 11th, 13th chords), as well as development of skills in analyzing music of a variety of styles. Continuation of

sight-singing and ear-training development. Alternate years. With lab. Prerequisite: **MU 251**. S. Lackman

MU 303 Nationalism in the Music of the Romantic Era [1 C.U.]: A study of the styles and literature of music in Russia, Czechoslovakia, Hungary, Scandinavia, and the United States in the late 19th century. Staff.

MU 309 Music in Vienna From 1750 to 1828 [1 C.U.]: An introductory study of the music of the Viennese masters—Haydn, Mozart, Beethoven, Schubert—in all the musical forms in which they wrote. S. Lackman

MU 310 Writing About Music [1 C.U.]: During the course the student will attend off-campus and out-of-class concerts and recitals and will write reviews of these events. In addition, the student will build an appropriate bibliography by developing sources for use in doing reviews. Other class activities will include perfecting a prose style and discussing the responsibility for describing a traditionally subjective area in simple declarative writing. Fee course. S. Lackman

MU 400 Topics in Music [1.0 C.U.]: This is a course whose subject content varies from term to term and includes special studies in music, such as individual composers, artistic movements, genres (e.g. symphony, Lieder, etc), or analytic topics. Full faculty.

MU 450 Research Project/Senior Recital [.5 C.U.]: Two types of directed study are available:

- a) *Research Project*. Independent study of a topic requiring extensive research and culminating in a substantial paper with oral presentation before the faculty. Required of History/Literature majors. Prerequisite: senior standing in the Department and approval of the project by departmental faculty prior to the term of enrollment.
- b) *Senior Recital*. Independent preparation of a 60-minute public performance with extensive program notes. Prerequisite: senior standing in the Department and approval of the performance program by departmental faculty prior to the term of enrollment.

MU 491 Church Music Internship [1 C.U.]: The student will intern at one or more churches in the community in order to gain experience with different liturgies and religious practices. A. Anderson

MU-SP 208 Programming Classical Music for Radio [.5 C.U.]: Students will devise and, if possible, host programs of classical music for presentation on WPRK. In preparing the scripts students will emphasize the significance of genre, composers, nationality and artist. Correct pronunciation of names and musical terms will be stressed. Students will spend 90 minutes in class with the instructor plus an additional four hours a week—under the direction of the manager of WPRK—as interns in programming and announcing at the station. S. Lackman

MU-ED 221 Basic Conducting: The basic skills of conducting, including baton technique and basic score reading. Laboratory format. Alternate years. Prerequisite: Sophomore year music major or consent. J. Sinclair

MU-ED 321 Advanced Conducting and Repertory [1 C.U.]: Students will learn advanced techniques of conducting and prepare and perform selected compositions from the standard repertory. Alternate years. Prerequisite: **MU-ED 221**. J. Sinclair

MU-R 411 History of Music in Liturgy [1 C.U.]: A survey of church music in its liturgical setting which will be taught jointly by a member of the Department of Music and a member of the Department of Religion. An introduction to hymnology will be included. W. Gallo/A. Wettstein.

Philosophy and Religion

Peters (Chair)

Cook

DeNicola

Edge

Greenberg

Ketchum

Klein

Moosa

Straumanis

Wettstein

The Department offers majors and minors in Philosophy and in Religious Studies. Since these majors and minors deal with the basic principles and concepts of most of the subjects that are taught in the College, they provide a broad, integrated and analytical grasp of the liberal arts.

Requirements for the Major in Philosophy or Religion

STUDENTS MAJORING IN PHILOSOPHY are required to take the following program of courses:

PH 108 Ethics

or

PH 308 Topics in Ethics

PH 223 Introduction to Formal Logic

PH 230 History of Early Western Philosophy

PH 231 History of Modern Philosophy

PH 250 or 302 or 310 or 313 Recent Philosophy

PH 499 Senior Thesis

Six electives in the department (four at the 300 or 400 level) chosen from Philosophy (no fewer than 4 courses), and Religion (no more than 2 courses).

STUDENTS MAJORING IN RELIGIOUS STUDIES are required to take the following courses:

R 113 World Religions: Far Eastern

R 205 or R 206 Hebrew Bible (Old Testament) or New Testament

PH 230 History of Early Western Philosophy

R 217 Judaism: History and Literature

R 218 Christianity: Thought and Practice

R 219 Islam: Religion and Society

R 499 Senior Thesis

Five electives in the Department (four at the 300–400 level, at least three in Religion)

NOTES:

1. We urge majors in Philosophy and in Religious Studies to acquire a sound background in their special interest by electing, in consultation with a major adviser, supporting courses in other disciplines. For example, if the student's special interest is in the Philosophy of Science, s/he should back this up with courses in the natural sciences; again, if the student's special interest is in Aesthetics (Philosophy of Art) s/he should back this up with courses in art, music, and literature.
2. Majors are advised not to put off the core courses until their senior year. Ideally, they should be taken first.

Requirements for the Minor in Philosophy or Religion

STUDENTS TAKING A MINOR IN PHILOSOPHY are required to take the following program of courses:

- a. Any three of the five required courses for the full major in Philosophy.
- b. Four electives in the Department (at least two being at the 300 or 400 level, and at least three being in Philosophy; the remaining one can be taken in Religion).
- c. Senior Independent Study (498) (for minors).

STUDENTS TAKING A MINOR IN RELIGIOUS STUDIES are required to take the following program of courses:

- a. **R 113 World Religions: Far Eastern**
R 205 or R 206 Hebrew Bible (Old Testament) or New Testament
Two of three: **R 217 Judaism: History and Literature**
R 218 Christianity: Thought and Practice
R 219 Islam: Religion and Society
- b. Three electives in the Department (at least two at the 300–400 level, and at least two in Religion).
- c. Senior Independent Study (498).

Course of Study

PHILOSOPHY

PH 103 Introduction to Philosophy [1 C.U.]: A general introduction to the aims, methods and content of philosophy through a study of some of its most important figures and perennial problems. The course takes an historical approach as it involves the student in the discussion of such problems as: How do we know that our ideas are true? What is reality? Does God

exist? Why is there evil in the world? Is there a mind distinct from the body? Are we free or determined? What is our highest good? How do we know right from wrong? What distinguishes the beautiful from the ugly? What is the place of the individual in society? These discussions are designed to develop the student's powers of reasoning and criticism. Lecture/discussion. H. Edge/S. Ketchum/T. Cook/E. Klein.

PH 108 Ethics [1 C.U.]: Intended to develop the student's ability to reason about what is right and wrong. A variety of ethical theories are presented and such questions as the following are discussed: What does it mean to be moral? Why should one be moral? What makes an action right or wrong? Is it only the consequences of the action that make it right or wrong or are there other factors, such as violating rules? Is lying always wrong or are there exceptions? Format: Informal lectures, recitation, and discussion. D. DeNicola/S. Ketchum/I. Moosa

PH 120 Theories of Human Nature [1 C.U.]: Each of us has ideas about human nature—ideas which affect the way in which we think about ourselves and the way in which we deal with others. In this course we will study the views of several thinkers who have offered systematic theories of human nature. We will discuss ways in which our attitudes toward ourselves and others might be changed if we were to accept one or another of these theories as true. Readings will be taken from the work of Plato, Hobbes, Freud, Marx, Skinner and selected authors of the Christian and Oriental religious traditions. T. Cook/H. Edge

PH 212 Philosophy of the Arts [1 C.U.]: The making and experiencing of art as a characteristically human activity. We will ask questions such as: What is beauty? What is a work of art? Must a work of art be beautiful? Is there a sense in which a work of art can be true? The development of criteria with which to evaluate works of art. S. Ketchum/D. DeNicola/I. Moosa

PH 214 Philosophy in Literature [1 C.U.]: This course will investigate perennial philosophical issues as they appear in the conflicts of characters and ideas in imaginative literature. Among the authors whose works will be considered are Voltaire, Dostoevsky, John Barth, Ralph Ellison, Albert Camus and Kurt Vonnegut. We will approach the readings from a critical philosophical perspective and will concentrate upon themes of enduring personal significance. T. Cook

PH 215 Social and Political Philosophy [1 C.U.]: An introduction to the development of Western political philosophy with the intent of illuminating the variety of approaches available in that tradition and how these approaches provide a foundation and justification for different states and social organizations and for different individual approaches to social and political issues. The focus of the course will be on the philosophical foundations of the contemporary state. Some of the questions covered will include: What is the relation between the state, the family, and the individual? On what, if any, moral grounds can the state be justified? What is freedom and what is its value?

What is the nature and justification of property? What rights, if any, does the individual have against the state? We will examine and critically analyze selected theories from classical and contemporary thinkers such as: Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, Burke, Hegel, Marx, Hobhouse, Sartre, Oakeshott, Marcuse, Rawls and Nozick. S. Ketchum/I. Moosa

PH 223 Introduction to Formal Logic [1 C.U.]: An introduction to the principles of valid deductive reasoning, as expressed in symbolic form. Beginning with Aristotelian categorical syllogisms, we will proceed to a consideration of truth-functional propositional and quantificational logic. Required course for philosophy majors. T. Cook/E. Klein.

PH 226 Philosophy of Education [1 C.U.]: A study of the opposing points of view regarding the proper aims and methods of education. Topics will include: theories of human nature underlying different educational models; the distinction (presumptive) between education and indoctrination; the moral dimension of education; the meaning of "liberal education;" the critique of the competitive model of education; educational institutions as factories; private versus public education. The primary goal of the course is to encourage a reflective, critical and appreciative understanding of ourselves as students and teachers engaged in the educational process. T. Cook/D. DeNicola

PH 230 History of Early Western Philosophy [1 C.U.]: A history of the development of philosophical thought in the ancient Western world from its beginnings in the sixth century B.C. until 300 A.D., focusing on the classical cultures of Greece and Rome. The course is divided into four segments: the Pre-Socratic philosophers; Socrates and Plato; Aristotle; and Late Hellenistic philosophy (including the Stoics, Sceptics, Epicureans and Cynics). Readings are from primary sources. D. DeNicola/S. Ketchum/H. Edge/T. Cook

PH 231 History of Modern Philosophy [1 C.U.]: The thinkers of the seventeenth and eighteenth centuries forged the intellectual foundations for the modern world. This course will investigate the most important philosophers in Britain and on the Continent at that time. In a survey manner, we will consider the Continental Rationalists (Descartes, Spinoza, Leibniz) and the British Empiricists (Locke, Berkeley, Hume), and how Kant tried to mediate these two traditions. T. Cook/E. Klein

PH 240 Topics in Philosophy [1 C.U.]: Under this title courses suitable for freshmen and sophomores will be offered, depending on the interest of students and faculty. The topics of the courses will be special and will be offered only once. Staff

PH 250 Survey of Recent Philosophy [1 C.U.]: This course surveys the three major movements of the late nineteenth and twentieth centuries: existentialism, pragmatism and analytic thought. The course will offer a good introduction to the themes and directions of recent thought and will provide a good foundation for the more in depth courses offered separately on each of these movements. H. Edge

PH 260 Human Freedom [1 C.U.]: This course is a systematic attempt to understand the concept of human freedom by approaching it from psychological, metaphysical, political and existential perspectives. We will attempt to answer the following sorts of questions: What does it mean to say that someone is free? Is anyone free? What impediments are there to our freedom? Why would anyone want to be free? Readings will be taken from classical and contemporary sources, including works of philosophers, psychologists, novelists, scientists and song-lyricists. T. Cook

PH 280 Parapsychology: The Data and Philosophical Implications [1 C.U.]: Examines the empirical evidence produced in parapsychology, the methodology of the experiments, and in general, asks how much evidence there is and how good it is. Considers philosophical questions relating to the assumptions within the discipline, to the nature of science and whether parapsychology can be considered a science, and to some of the implications of the data. Decision making and value questions will be emphasized throughout the course. H. Edge

PH 290 Medical Ethics [1 C.U.]: This course deals with moral problems related to health care and to medical technology. Topics may include: abortion, euthanasia, treatment of defective newborns, genetic screening, experiments on human subjects. T. Cook/S. Ketchum

PH 302 American Philosophy [1 C.U.]: The development of American philosophy with special emphasis on the pragmatists C. S. Pierce, William James, and John Dewey. Prerequisite: One course in philosophy. H. Edge/T. Cook/K. Peters

PH 308 Topics in Ethics [1 C.U.]: Under this designation, courses dealing with specific topics in ethics will be offered. The courses will deal with these areas in a seminar fashion. Prerequisite: One course in philosophy. S. Ketchum/D. DeNicola/I. Moosa

ES-PH 309 Environmental Ethics [1 C.U.]: Students will explore the interrelationships among people's basic guiding values, the use of the earth's resources, and the possibilities for human survival. Reviews the current "storm of crises" confronting humankind (population, food, energy, and pollution) and what technologically possible solutions are available; seeks to discover what kinds of actions ought to be done, what kinds of attitudes ought to be promoted, and whether or not and to what degree non-humans (animals, plants, species) ought to be considered in our decisions. K. Peters/S. Ketchum

PH 310 Existentialism [1 C.U.]: Two of the major movements of the late nineteenth and twentieth centuries in Europe have a close history and aim. This course will examine Existentialism and Phenomenology, considering such thinkers as Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl and Heidegger. Fundamental existential problems such as the meaning of life, the nature of the self and the priority of the self will be discussed, as well as the phenomenological method. Prerequisite: One course in philosophy or consent. H. Edge/T. Cook

PH 311 Philosophy of Science [1 C.U.]: A critical discussion of the presuppositions, methods and leading concepts of the natural sciences. We will consider whether science provides us with the truth about the world, whether science makes progress, how scientific explanations explain, how the scientific account of the world relates to our everyday understanding of things, and the values which are presupposed by the scientific enterprise. Recommended for science majors. Prerequisite: One course in philosophy or consent. T. Cook/E. Klein

PH 313 Contemporary Analytic Philosophy [1 C.U.]: This course deals with one of the three major movements in contemporary philosophy, tracing the development of analytic philosophy from its beginnings at the turn of the century in the work of G.E. Moore and Bertrand Russell, through the work of L. Wittgenstein, J. Austin and Gilbert Ryle, down to the present time. Prerequisite: One course in philosophy. T. Cook/E. Klein.

PH 314 Topics in Philosophy [1 C.U.]: Under this title courses suitable for juniors and seniors will be offered depending on the interest of students and faculty. The courses will be seminars and will focus in depth on a thinker or a problem. Staff

PH-R 317 Philosophy of Religion [1 C.U.]: An examination of the assumptions of religious thought designed to promote critical thinking, in particular a willingness and ability to subject religious beliefs to rational tests. Issues to be explored include: the nature of God; the existence of God; the problem of evil; the relation of faith to reason; the reality of miracles; mystical experience and its status as a way of knowing; the nature of religious language; and the meaning and verification of religious ideas. Informal lectures and discussions. Prerequisite: One course in philosophy or religion. A. Wettstein/K. Peters/H. Edge

PH 325 Philosophy of Law [1 C.U.]: An investigation of the justification of laws, legal decisions, and legal institutions. Topics may include: the concept of constitutionality; "strict constructionism;" the nature and limits of law; the justification of punishment; judicial reasoning; capital punishment; legal responsibility (strict liability, the insanity defense, etc.); legislating morality; paternalism. Prerequisite: One course in philosophy or in law. S. Ketchum

PH 346 Philosophy of the Social Sciences [1 C.U.]: An examination of philosophical problems encountered in the social sciences. Among the topics considered are: the logic of concept formation and measurement; the question of objectivity; the nature of historical explanation; the use of ideal types; the alleged uniqueness of historical events; the difference between "hard" and "soft" sciences; and moral considerations raised in social science research. Suitable for social science majors. Prerequisite: One course in philosophy or in behavioral science. H. Edge/T. Cook

PH 347 Philosophy of Language [1 C.U.]: This course will study the relationship between language and the world as experienced. Among the specific topics to be addressed will be: the extent to which our experience of the world is

shaped and structured by the language we speak; whether every language is a theory; whether it is possible to think without language; the role of metaphor and symbolic speech; acts which we perform with words; what we mean when we speak of the "meaning" of a word or a text. The course is appropriate for language or behavioral science majors with at least one course background in philosophy. T. Cook

PH 348 *Philosophy of Mind* [1 C.U.]: A study of selected topics in the philosophy of mind, such as: the nature of mind, the mind-body problem, and the question of purpose. We will develop through a survey of modern philosophy the historical antecedents of the major contemporary approaches in psychology and their assumption. Finally, we will examine some of the movements on the forefront or fringe of psychology. Prerequisite: One course in philosophy or psychology. H. Edge/T. Cook/E. Klein.

PH 352 *Seminar on the Emotions* [1 C.U.]: This seminar challenges the traditional opposition between reason and the passions, the cognitive and the emotive. We will examine alternative theories of the emotions, the role of the emotions in human life, and ways of "educating" the emotions. Readings will be drawn from philosophical, psychological and educational sources. Prerequisite: One course in philosophy or psychology. D. DeNicola

PH 398 *Directed Study for Juniors*

PH 498 *Senior Independent Study* Required for all Philosophy minors.

PH 499 *Senior Thesis* Required for Philosophy majors.

RELIGION

R 113 *World Religions: Far Eastern* [1 C.U.]: An exploration into the inner perspectives, forms, beliefs and rituals of Far Eastern religions, including Hinduism, Buddhism and the religions of China and Japan. Lectures and discussions based on readings in primary sources. A. Wettstein/K. Peters

R 114 *World Religions: Near Eastern* [1 C.U.]: A study of the patterns of religious life and thought in Judaism, Zoroastrianism, Christianity and Islam, emphasizing the interpretation of their sacred scriptures and historical development. Y. Greenberg/K. Peters

R 135 *Religion in America* [1 C.U.]: An exploration of the nature of religion by examining the American religious heritage. After surveying native American religions, Judeo-Christian traditions of European immigrants, religion of American blacks, religions originating in America, occult and metaphysical movements, the recent influx of Eastern religions, and regional religion, the course will examine the unity in American religion by looking at the dominance of Protestantism, civil religion, cultural religion, and the conflicts and attempted reconciliations between Protestants and Catholics, Christians and Jews. Informal lectures/discussions, Guided design and decision-making projects. K. Peters

R 205 Hebrew Bible (Old Testament) [1 C.U.]: A study of selected parts of the Hebrew Bible from a scholarly and literary point of view. No prerequisite. A. Wettstein/Y.Greenberg.

R 206 New Testament [1 C.U.]: An introduction to major themes and books of the New Testament and to the use of contemporary biblical scholarship in studying the New Testament. K. Peters

R 212 The Bible in American Society [1 C.U.]: This course will introduce students to the use of the Christian Bible in relation to political, economic, moral, familial, environmental, medical, educational, and scientific dimensions of American society. Topics covered will include militarism and pacifism, economics and social justice, male-female relations, humanity's relation to nature, the nature and cure of disease, science education and values, and creationism and evolution. K. Peters

R 217 Judaism: History and Literature [1 C.U.]: An introduction to Judaism through the study of modern historical, literary, and theological masterpieces. In our readings and discussions we will explore a variety of perspectives on topics such as law, ritual, Zionism, Israel, American Judaism, and the changing world of women in contemporary Judaism. Y. Greenberg

R 218 Christianity: Thought and Practice [1 C.U.]: An introduction to a rich variety of issues that have occupied the minds of Christian thinkers over almost two thousand years. Issues will include: the nature of God; the problem of evil; the nature and work of Christ; redemption; the sacraments; Christian living; and the methods of theological reflection. The student will become more thoroughly acquainted with at least two key thinkers in the history of Christian thought through the study of some of their writings. Informal lectures/discussions, guided design and decision-making projects. K. Peters

R 219 Islam: Religion and Society [1 C.U.]: The central question this course focuses upon is: what is Islam? We will answer this question in several ways by showing that Islam has several dimensions: religious and cultural as well as political and social. In addition to becoming acquainted with Muslim beliefs and practices, students will be able to explore the relationship of Islam to the Judaeo-Christian heritage. Y. Greenberg

R 220 Religious Issues in Contemporary Literature [1 C.U.]: When novelists, poets and tellers of tales probe the deeper levels of human consciousness, they frequently deal with religious issues. This course will examine religious (and anti-religious) themes in the literature of the recent past in relation to our major faith-traditions and their encounter with the realities of contemporary life, to discover what new directions for faith and life such literature may prophesy. A. Wettstein

R 223 Modern and Contemporary Jewish Literature [1 C.U.]: An exploration of modern and contemporary Jewish literature in Europe, Israel, and the United States. Readings will cover a selection of short stories and novels which masterfully depict the modern Jewish experience. Topics of discus-

sions will include: the world of the shtetl, enlightenment and emancipation in Europe, the life of immigrant Jews in Israel and the United States, the Holocaust, the establishment of the State of Israel, contemporary Israeli society, and the struggle between tradition and modernity. Y. Greenberg.

R 226 *Women in Judaism and Islam* [1 C.U.]: A survey of biblical, legal, and other historical documents pertaining to the status, role, and rights of women in the Jewish and Muslim traditions, and an examination of women's changing role in the modern and contemporary period in light of feminist scholarship and activism. Y. Greenberg.

R 229 *Literature of the Muslim World* [1 C.U.]: A study of important themes in Muslim culture as revealed in literature in translation from Arabic, Persian and Turkish. Readings include a wide variety of texts ranging from the holy Qur'an to works in several literary forms including those of drama, the novel, short story and poetry. Topics will address religious, social and political issues reflected in Middle Eastern literature. Y. Greenberg

R 251 *Topics in Religion* [1 C.U.]: Under this title courses suitable for freshmen and sophomores will be offered, depending on the interest of students and faculty. Courses will probably be offered only once. Staff

R 317 *Philosophy of Religion* For description see **PH 317 *Philosophy of Religion***

R 318 *Contemporary Religious Thought: Theism, Atheism and Humanism* [1 C.U.]: The study of major religious thinkers of the twentieth century must deal with the encounter of theism with atheism and its consequences for the faith-traditions in the contemporary world. Classic works of Buber, Tillich and Bonhoeffer are examined along with more recent essays from a variety of sources. A. Wettstein

R 321 *Religion and Psychology* [1 C.U.]: An examination of validity of religious ideas and practices and of the nature of religious experiences from a biopsychological perspective. Issues to be explored include the role the brain plays in the formation of religious perceptions and concepts, the role societies play in this formation, the nature of the reality experienced and whether it is external to human beings, and the value of religion in the lives of individuals. The thinking of classical psychologists such as Freud, Jung, and James, and of contemporary theorists such as Maslow, Kohlberg, and Piaget will be analyzed and evaluated. Suitable for non-majors. Prerequisite: One course in religion, psychology, or anthropology. K. Peters

R 329 *Creation in Religion and Science* [1 C.U.]: An examination of ancient religious and contemporary scientific understandings of creation in nature, society, and the life of the individual. After an up-to-date overview from an evolutionary perspective of what has been created in the history of the universe, the course will analyze religious and scientific metaphors and models of the creative process, religious and scientific views of the origins of civilization, and what is good and evil in relation to the creative process. Suitable for non-majors. Prerequisite: One course in philosophy or religion. K. Peters

R 331 Religious Ethics [1 C.U.]: A study of the methods and modes of thought of several religious traditions in dealing with ethical questions. Issues of personal behavior in promise-keeping, truth-telling, sexuality, as well as social issues about war and peace, poverty, injustice and oppression will be included. A. Wettstein

R 351 Studies in Religion [1 C.U.]: Under this title courses suitable for juniors and seniors will be offered depending on the interest of students and faculty. The courses will be taught as seminars focusing on a variety of topics and/or individuals. May be repeated for credit. Prerequisite: One course in religion. Staff

R 361 Studies in Religions: Cults [1 C.U.]: An examination of alternative religions and spiritual groups on the contemporary scene and some of their historical precedents along with the issues they raise such as coercive persuasion, rights of religious expression and legally-sanctioned deprogramming. Prerequisite: One course in religion. A. Wettstein

R 398 Directed Study for Juniors

R 498 Senior Independent Study Required for all Religious Studies minors.

R 499 Senior Thesis Required for all Religious Studies majors.

HEBREW

HEB 101–102 Elementary Hebrew [1 C.U.]: Introduction to Hebrew with an emphasis on acquiring a basic knowledge of modern Hebrew in both its oral and written forms. Readings treat a variety of topics in Jewish culture and history. Y. Greenberg

HEB 201 Intermediate Hebrew [1 C.U.]: Reading, writing, speaking, grammar review, laboratory. Intermediate Hebrew offered alternate years when enrollments permit. Prerequisite: **HEB 102** or equivalent. Y. Greenberg

HEB 202 Intermediate Hebrew [1 C.U.]: The second semester of the intermediate course. Reading for comprehension and expansion of vocabulary; practice for improvement of oral and written proficiency; enhancement of cultural background; application and reinforcement of grammatical concepts. Intermediate Hebrew offered alternate years when enrollments permit. Prerequisite: **HEB 201** or equivalent. Y. Greenberg

Physical Education

Howell (Chair)
Chandler
Coffie

Copeland
Jarnigan
Meisel

All students are required to register for and complete successfully four terms of Physical Education. This includes one term of Basic Physical Education and three terms of elective lifetime recreational activities. All Physical Education courses offered are coeducational. Regular attendance and active participation are necessary to meet requirements of the College. Students who have completed four terms may register for any activity when openings and instructional personnel permit. Students normally take one physical education course per term. In order to take two courses per term prior approval by the Chairman of the Department of Physical Education and Athletics is required.

It is suggested that students enrolled in Physical Education classes and those participating in intramural sports should have a periodic physical examination. No student may enter any activity for which s/he is not physically fit.

Students bringing certificates of disability from personal physicians must have the certificates endorsed by the Coordinator of the Lakeside Health and Counseling Center before they will be accepted by the Department.

THE OBJECTIVES OF THE PHYSICAL EDUCATION PROGRAM ARE:

1. To encourage students to maintain good physical fitness and to provide them a means by which to make this possible.
2. To instill in students the idea that physical activity should become a way of life, with the joy and pleasure derived from physical activity being the motivating force.
3. To provide students a learning situation that will enhance their leisure time in the future.
4. To provide numerous activities that develop the neuromuscular systems of the individual.
5. To provide basic health information that will be beneficial throughout life.

Physical Education Requirements for Transfer Students:

1. Transfer students who have completed 85 quarter hours, regardless of their Physical Education background, are exempt from required Physical Education at Rollins.

2. Transfer students who have completed 40 quarter hours will be required to complete two semesters of Physical Education at Rollins. They will not be required to take Basic Physical Education (BPE).

The Physical Education requirements may be waived or altered for individual students for any of the following reasons:

1. Upon recommendation of the Coordinator of the Lakeside Health and Counseling Center after consulting with the Chairman of the Department of Physical Education and Athletics.
2. For other exceptional cases, upon recommendation of the Chairman of the Department of Physical Education and with the approval of the Registrar.

Honors Degree Program students are required to take two semesters of Physical Education. They will not be required to take a designated BPE course.

The College will furnish all necessary playing equipment for Physical Education classes and intramural sports except tennis racquets and golf clubs. Activities may be added or withdrawn at the discretion of the Physical Education Department.

BASIC PHYSICAL EDUCATION (BPE)

The aim of Basic Physical Education, a fitness program based upon Dr. Kenneth Cooper's Aerobic System, is the overall vigor and health of the body through activities which demand oxygen consumption. Basic Physical Education (BPE) is offered through one of the following courses: Jogging, Aquatics, Aerobic Dance, or **BPE 101** or **BPE 102**.

BPE 101 Introduction to Lifetime Wellness [.50 C.U.]: This course presents a comprehensive approach to health risk factors which can predispose an individual to chronic illness and/or premature mortality. The emphasis of this course is on positive health behaviors to achieve a high level of wellness. Lectures and accompanying field and laboratory experiences.

BPE 102 Physiology of Fitness [.50 C.U.]: The study of the effects of exercise on physiological systems. The emphasis of this course is on the attainment and maintenance of life long physical fitness. Lectures and accompanying laboratory experiences.

PHYSICAL EDUCATION ELECTIVES

Advanced Life Saving
Basketball
Canoeing
Fencing
Flag Football
Golf
Introduction to Lifetime Wellness

Jazz Dance For Exercise
Physiology of Fitness
Racquetball*
Sailing
Soccer
Softball
Tae Kwon Do*
Tennis
Volleyball
Water Safety Instruction
Waterskiing*
Weight Training
Windsurfing*
Varsity Sports

* fee courses

INTRAMURAL ACTIVITIES

The Rollins College Intramural Program affords an opportunity for all students to participate voluntarily in competitive sports of their choosing. These activities are carried on in addition to the regular classes scheduled in Physical Education.

For the Men: Teams representing fraternities, freshmen, independents, special groups, off-campus students, faculty, current graduate students, and administrative staff compete. A trophy is awarded to the team receiving the greatest number of points during the college year. Sports include basketball, flag football, golf, sailing, soccer, softball, swimming/diving, table tennis, tennis, volleyball and track and field.

For the Women: Teams representing sororities, independents and off-campus students compete. A trophy is awarded to the group receiving the greatest number of points during the college year. Sports include basketball, bowling, golf, sailing, softball, swimming/diving, table tennis, tennis, volleyball and track and field.

Other recreational coed activities include: soccer, basketball, flag football, volleyball, tennis, swimming and track and field.

Recreation

Sports are a significant part of life at Rollins, and students are offered the opportunity to become involved in a variety of athletic activities. The athletic program encourages individual participation in fifteen intercollegiate sports—basketball, cross country, crew, golf, tennis, waterskiing, baseball, soccer, softball, volleyball—and two club sports, women's soccer, and co-educational sailing.

Enyart-Alumni Field House contains basketball courts, a weight

room, dressing and training rooms, a classroom and the athletic offices. Other facilities include the Alfond Stadium at Harper Shepherd Field, the Alfond Pool, the Sandspur Bowl, Tiedtke Tennis Courts and our new tennis complex, an on campus Gamefield Jogging Course, Lake Bradley Boathouse, and Lake Virginia Boathouse. All these facilities are available to students at designated times.

Physics

Carson (Chair)
Griffin
Polley

Ross
Warden

The student with an interest in Physics has several options in choosing a course of study. If a student anticipates a professional career in Physics, then s/he should plan a strong program in both Physics and Mathematics. If a career in engineering is desired, the student can major in Physics for the first three years at Rollins and then transfer to one of the engineering schools with which Rollins participates in a 3-2 program. (See Pre-Engineering Program.)

The required courses for a major in Physics are **C120-C121**, **M111-M112**, **M211-M212**, **P201-P202-P203**, **P308**, **P314-P315**, **P316-317**, **P401**, **P411**, **P451**, and **P498**. Students who wish to continue Physics in graduate school should also consider **C305**, **P402**, and **P452** as electives. It is extremely important that the student take the calculus sequence **M111-M112** and the calculus-based physics **P201** in the freshman year. A stronger student can also take the chemistry sequence **C120-C121** in the freshman year; otherwise it should be taken in the sophomore year.

A student intending to transfer to an engineering school via the 3-2 program must complete all required courses for a physics major as listed above except for the 400-level courses.

A minor in Physics requires the following courses: **P201-P202-P203**, **P308**, **P314**, **P316**, **P498**, and **P401** taken concurrently with either **P411** or **P451**.

Course of Study

P 101 Evolution of the Solar System [1 C.U.]: Beginning with the observational evidence about the physical characteristics and motions of the planets and the nature of their satellites, various models will be considered for the origin and evolution of these objects into their present-day forms. Recent Voyager data will be incorporated into this analysis. No laboratory component. J. Ross.

P 103 Evolution of Stars [1 C.U.]: Starting with the observational facts about single stars, double stars, and clusters of stars, their characteristics will be organized into relationships which allow us to determine how these objects have changed into their present day form, and what will eventually happen to

different types of stars as they become white dwarfs, neutron stars, and black holes. No laboratory component. J. Ross.

P 105 Evolution of the Universe [1 C.U.]: A study of the nature and evolution of the universe. After examining the characteristics of galaxies, the red-shift and Hubble relationship, and the nature of quasars, various modern cosmological models will be considered in attempting to understand how the universe has changed into its present state. No laboratory component. J. Ross.

P 106 Seeing the Light [1.5 C.U.]: The biophysics of vision provides the focus for this laboratory course for the non-science major. Topics include: the optics of photography and vision, evolution and the eye, color theory, and optics and modern physics. There are no mathematics or science prerequisites. With laboratory. P. Polley.

P 110 Energy: An Introduction to Physics for Non-Scientists [1.5 C.U.]: An introduction to the basic concepts of physics with applications to energy and energy technologies. The course is intended to impart to non-science students a sense of science as a creative, human activity and to provide a basic understanding of those principles which are necessary in order to make intelligent decisions regarding our present and future energy alternatives. It will emphasize how a small number of physical concepts can explain seemingly complex interrelationships between various forms of energy. Topics include: the physical basis for energy, heat engines, electrical power, fossil fuels, solar energy and nuclear energy. A background in physics or physical science is not assumed. With laboratory. D. Griffin

P 112 Astronomy [1.5 C.U.]: A descriptive approach to astronomy covering the characteristics and evolution of the solar system, structure and properties of stars and galaxies, and the evolution of the universe. One formal observing session each week for constellation and star identification, binocular, and telescopic observations. Lecture/discussion. Suitable for non-majors. With laboratory. J. Ross

P 114 Contemporary Physics [1.5 C.U.]: A course for non-science majors who are afraid of physics but still wonder about its many applications, such as nuclear and solar power, satellites and space probes, lasers and relativity. While exploring the basic ideas of number, space, time, motion, and mass, we hope to reduce some of the mystery of physics and expose part of its beauty. Supplementing the lecture discussions are laboratory exercises designed to give students hands-on experience with some of the fundamental concepts and applications of physics. Prerequisite: High school algebra. No prior physics background is assumed. With laboratory. R. Carson

P 116 Light, Lasers and Holography [1.5 C.U.]: A course designed for non-majors who wish to understand and learn to make holograms, which are three-dimensional images produced with laser light. The course begins with a study of the wave properties of light, and relates those properties to the optical phenomena we observe in the world around us. The use of these wave

properties in the production of holograms is then examined. The laboratory consists of experiments involving interference, diffraction, polarization and the production of holograms. A background in the physical sciences is not assumed. With laboratory. P. Polley

P 120 Introduction to Physics [1.5 C.U.]: An introduction to physics through three selected topics: the mechanics of static objects, electrical circuit theory, and geometrical optics. The student develops scientific intuition, analytical reasoning, and laboratory skills through the study of the theoretical principles and the experimental investigation of these three areas of physics. Prerequisite: High school algebra and trigonometry. With laboratory. P. Polley.

P 121 General Physics [1.5 C.U.]: A survey of classical and modern physics that covers mechanics, electricity and magnetism, physical optics and modern physics. This course is designed for students who have had either high school physics or **P 120**. Students are expected to have completed elementary calculus at the level of **M 110** or **M 111**, or their equivalent. R. Carson

P 201 Principles of Physics I [1.5 C.U.]: An analytical approach to introductory classical physics: translational and rotational motion, forces in nature, conservation principles of momentum and energy, harmonic motion, and waves. Calculus is used where needed to clarify concepts. Logical reasoning and problem solving in the above areas are stressed. The laboratory work encompasses applications of the theory and formal lab reports to strengthen written communication skills. Designed for physics, mathematics, pre-engineering, or chemistry majors. Prerequisites: High school physics or equivalent, and **M 110** or **M 111**. D. Griffin

P 202 Principles of Physics II [1.5 C.U.]: A continuation of introductory classical physics: electrostatics, direct and alternating currents, electric and magnetic fields and wave motion. Continued use of calculus where necessary. Laboratory reports are required. Prerequisite: **P 201**. R. Carson

P 203 Principles of Physics III [1.5 C.U.]: The conclusion of introductory physics with calculus: heat, geometrical and physical optics, quantum phenomena, atomic, nuclear, and high-energy physics. With laboratory. Prerequisite: **P 202**. J. Ross

P 308 Mechanics [1.5 C.U.]: A theoretical introduction to particles, systems of particles, and rigid bodies through the use of Newtonian, Lagrangian, and Hamiltonian mechanics. Lecture/discussion/problem sessions are coupled with a mechanics laboratory and use of microcomputers for experimental interfacing and simulations. Prerequisite: **P 202** and **M 212**. R. Carson

P 314 Electromagnetic Theory I [1 C.U.]: A vector treatment of electrostatic and magnetostatic fields in vacuum and in matter, based on Maxwell's equations. The application of advanced mathematical techniques, particularly solutions to Laplace's equation, vector analysis and multipole approximations, is emphasized. Prerequisite: **P 202** and **M 212**. P. Polley.

P 315 Electromagnetic Theory II [1 C.U.]: Time-varying phenomena, including electromagnetic radiation and its propagation. The course concludes with the classical relativistic field theory of electromagnetism. Prerequisite: **P 314**. P. Polley

P 316 Electronics Laboratory I [.5 C.U.]: The principles of operation of analog circuits. A variety of scientific applications is used to illustrate the fundamentals of electronic circuit theory and design. Prerequisite: **P 120** or **P 202**. P. Polley

P 317 Electronics Laboratory II [.5 C.U.]: The principles of operation of digital circuits, and digital-analog interfacing. Timing circuits, bus multiplexing, phase-sensitive detectors and microprocessors are among the topics covered. Prerequisite: **P 316**. P. Polley

P 401–402 Advanced Laboratory Practice I and II [.5–1 C.U.]: Laboratory courses emphasizing techniques in doing experimental work in laser physics, spectroscopy, and selected parts of advanced optics, atomic and nuclear physics. Prerequisite: **P 314**. Corequisite: Either **P 411** or **P 451** with **P 401**; **P 452** with **P 402**. Staff

P 411 Modern Optics [1 C.U.]: A course in physical optics which includes coherence and interference, Fraunhofer and Fresnel diffraction, spectroscopy, and polarization. Prerequisite: **P 314**. Corequisite: **P 401**. D. Griffin

P 451–452 Quantum Physics I and II [1 C.U.]: **P 451** includes early atomic models, wave aspects of particles, the Schroedinger equation, quantum mechanical solution of one-dimensional potential barriers and wells, periodic potentials, and three-dimensional bound state systems. **P 452** considers applications of quantum mechanics to atomic physics, solid state physics and nuclear physics. It includes elementary perturbation theory, the theory of angular momentum and spin, and quantum statistics. Prerequisite: **P 308** and **P 314**. Corequisite: **P 401** with **P 451**; **P 402** with **P 452**. D. Griffin

P 498 Physics Seminar [.5 C.U.]: A study of the evolution of physics and its place in modern society. Selected readings from the classical literature and current journals leading to oral and written presentations for class discussion. Open to junior and senior physics and pre-engineering majors. R. Carson

P 499 Independent Study [.5–1 C.U.]: A study by the PSI method of a topic selected from the areas of astrophysics, atomic or nuclear physics, statistical mechanics, relativity, solid state physics or quantum mechanics. Staff

Politics

Valdes (Chair)
Greyson
Foglesong

Lairson
Miller

The study of Politics involves an examination of the origin, evolution, and decline of political order and government. Students of Politics are interested in governmental institutions, how political decisions are made, the substance of those decisions, and the political resolution of societal conflicts. In addition, political scientists are also concerned with the fundamental question of how societies ought to be constituted.

There are many subfields which attempt to translate these concerns into practical knowledge. These include: political parties and voting behavior, interest groups, bureaucracies, international politics and foreign policy, executive politics and legislative behavior, political socialization, personality and politics, political culture and ideology, revolution, comparative politics, court systems and constitutional law, political philosophy, and policy analysis.

The study of Politics has value in at least two ways. First, the politicization of contemporary society demands that informed and educated persons be knowledgeable about political processes. Second, there are several careers for which an extensive training in Politics can be most useful. Those include: higher education, the legal profession, state and local government, urban planning, the federal government, journalism, or any of the increasing number of quasi-public organizations seeking to monitor or influence public policy.

Requirements for the Major in Politics

Majors in Politics must complete 12 courses including 4 core courses. The core courses are: **PO 100, Introduction to Comparative Politics; PO 130, Introduction to International Politics; PO 160, Introduction to American Politics; and PO 120, Problems In Political Thought.** In addition, the major is required to take 4 distribution courses at the 300 and 400 level, divided in the following manner: 1 course in the Comparative Politics sub-field, one course in the International Politics sub-field; one course in the American Politics sub-field; and one course in the Political Theory sub-field. In each case, the relevant core course is prerequisite to the corresponding upper-division course. For example, **PO 160** is prerequisite to all upper-division courses in

American Politics. The remaining 4 elective courses must be taken within the Politics Department. At a minimum, one-half of the elective courses must be at the upper division (300 or 400) level.

Requirements for the Minor in Politics

Students electing to minor in Politics should take any 3 of the core courses and the corresponding upper-division course.

Special Programs

WASHINGTON SEMESTER PROGRAM

A select number of Politics majors and History majors, normally juniors, have an opportunity to spend a semester in Washington studying public affairs. The Washington Semester program, of which Rollins is an affiliated institution, is a cooperative arrangement with American University, see section in Special Curricular Opportunities.

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

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

INTERNATIONAL RELATIONS PROGRAM

The International Relations Area Studies Major is designed to give students exposure to the multi-disciplinary aspects of international life. It consists of work in Politics, History, Economics, and Foreign Languages. While it is not directly vocational in nature, the International Relations major prepares students for graduate work and for careers in international business and the foreign service. For further information, see Professor Lairson.

Course of Study

COMPARATIVE POLITICS

PO 100 Introduction to Comparative Politics [1 C.U.]: An introduction to the basic elements of politics and to the ways in which the political process is

carried out. A comparison of the environment, structure, and process of politics in different nations of the world. Current political issues will be considered only for purposes of illustration. Suitable for non-majors. L. Valdes

PO 301 Revolution in the Modern World [1 C.U.]: The theory and analysis of revolution as part of the politics of violence. Topics considered will include the meaning, dynamics, rationale and the goals of revolution. Prerequisite: **PO 100** or consent. Alternate years. L. Valdes

PO 302 Politics in the Third World [1 C.U.]: General patterns of political life of two-thirds of humanity in such developing areas as Africa, Asia, and Latin America. Pre-requisite: **PO 100** or consent. Alternate years. L. Valdes

PO 311 Authoritarianism: Right and Left [1 C.U.]: A descriptive analysis by the comparative method of contemporary types of authoritarian political systems with special emphasis upon Communist and Fascist variants. Prerequisite: **PO 100** or consent. Alternate years. L. Valdes

PO-LC 312 Problems of Latin America [1 C.U.]: An attempt to provide comparative analysis of the basic problems in the contemporary politics of selected Latin American nations. Each time the course is offered its focus of emphasis shall alternate among different sets of nations or regions depending upon current interest. Alternate years. L. Valdes.

PO 321 The Politics of Latin America [1 C.U.]: A study of Latin American politics: the problems of underdevelopment, cultural traditions and socio-economic conditions of the region, major approaches and techniques that have been employed in the study of this political experience. Emphasis on the problem of winning and maintaining political power, and bringing about change in Latin American political systems. Alternate years. L. Valdes

PO 336 The Soviet Political Experience [1 C.U.]: This course analyzes the relationship between the Soviet socio-economic system and Soviet domestic policies. It examines various factors affecting policy, including economic resources, multi-nationalism, history and ideology. The course attempts to identify the goals of the Soviet political system, as well as the constraints and demands which influence policymaking. Prerequisite: **PO 100**. Alternate years. J. Davison.

PO 358 West European Government and Politics [1 C.U.]: This course studies the various characteristics and patterns of society, politics and government in Western Europe. The course analyzes the goals, policies, institutions, and efficacy of the democracies of Europe. It examines issues of importance, including the crisis of democracy, the funding of the welfare state, the prospects for uniting Europe, and the future of the NATO alliance. Prerequisite: **PO 100**. Alternate years. J. Davison.

PO 370 Comparative Modern Ideologies [1 C.U.]: This course assesses the role of ideologies in politics and the relationship between ideology and the functions of the state and government. Major issues examined include

whether ideologies are a source of political power and whether ideologies currently are in decline. Modern ideologies studied are Liberalism, Conservatism, Christian Democracy, Socialist Democracy, Communism, Fascism, and Nationalism. Prerequisite: **PO 100** Alternate years. J. Davison

PO 422 Seminar in Comparative Politics [1 C.U.]: For students pursuing special advanced studies in comparative politics. An introduction to the challenges and rigors of graduate-type seminars. The instructor guides the student in conducting, preparing, presenting, and writing a final research paper. Progress reports, outlines, bibliographies and oral presentations are also required. Prerequisite: Completion of core and distribution courses in Comparative Politics. Prerequisite: Consent. L. Valdes

INTERNATIONAL POLITICS

PO 130 Introduction to International Politics [1 C.U.]: An analysis of the basic concepts of international politics, including decision making, conflict, deterrence, coercive diplomacy, interdependence, and international systems. These will be discussed in the context of an examination of the history of international politics in the twentieth century. Special attention will be devoted to World War I, the inter-war years, the Cold War, international economic issues, and Chinese American relations. Suitable for non majors. T. Lairson

PO 132 World Issues of our Times [1 C.U.]: A survey of contemporary worldwide concerns seeking to clarify and advance possible solutions of international problems through a decision-making and valuational approach. This should result in the creation of informed opinions on such issues as East-West and North-South relations, overpopulation, hunger, underdevelopment, terrorism and war. The core text is the yearly Foreign Policy Association's *Great Decisions* publication. Suitable for non-majors. Alternate years. L. Valdes

PO 330 International Relations [1 C.U.]: Covers an intermediate level of material designed primarily for those who plan to take advanced courses in International Relations. The overall focus of the course will be on competing theories and explanations of international relations. This will occur as we examine the origins of World War I, the basics of international political economy, 20th century China, and the impact of nuclear weapons on the international system. Prerequisite: **PO 130**. Alternate years. T. Lairson

PO 331 International Political Economy [1 C.U.]: An examination of the political foundations of the international economic system, including the development of an international monetary system, the multinational coordination of economic policy, the functions of international economic organizations, the role of multinational corporations, energy and international politics, and the problem of economic development, exploitation, and dependence in the Third World. Prerequisite: **PO 130**. T. Lairson

PO 340 Soviet Foreign Policy [1.0 C.U.]: This course examines the tactics and goals of current Soviet foreign policy. It analyzes the motivations for Soviet

behavior toward its allies, NATO, and the Third World. The course attempts to assess whether the USSR is an ideologically committed, revolutionary state, or a superpower interested in the maintenance of the status quo. Prerequisite: **PO 130**. Alternate years. J. Davison.

PO 351 National Security Policy [1 C.U.]: An analysis of the politics and processes associated with defense and national security policy in the United States. Topics include: nuclear weapons policy, including force levels, deterrence, strategic theory, and calculations of the strategic balance; deployment and use of conventional forces; political economy of defense budgets; international economic security; and the utility of military force in achieving foreign policy objectives. Prerequisite: **PO 130**. T. Lairson

PO 352 International Law [1 C.U.]: A survey of the nature, sources, and application of international law. The role of law in structuring the relationships among states will be given consideration, particularly insofar as these involve questions of conflict. Case studies of significant international events will be utilized. Prerequisite: **PO 130** or consent. Alternate years. L. Valdes

PO 355 Contemporary International Politics [1 C.U.]: An examination and analysis of international affairs from 1968 to the present, focusing on super-power relations. Topics include: the origins and decline of detente, U.S.-Soviet-Chinese relations; alliance politics; the world military balance; competition and conflict in the 3rd world; and the transformation of the international economy. Prerequisite: **PO 130**. T. Lairson

PO 393 Vietnam War [1 C.U.]: An examination of the conflicts in Vietnam from 1945–1975. We will consider the sources of the conflicts, the history of their development and evaluations of the outcomes. A sample of the topics include: the impact of French colonialism, peasant revolution, Vietnamese communism, nationalism, American intervention, controlled escalation, counter-insurgency warfare, Vietnamese politics, negotiations, and the role of the Soviet Union and the Chinese. Students will read a broad range of the academic literature on these subjects, focusing on an analysis and assessment of the major events. Prerequisite: **PO 130**. Alternate Years. T. Lairson

PO 453 Seminar in International Politics [1 C.U.]: An examination of a specific problem or issue associated with contemporary international relations. The topic will vary from term to term. Examples include: Soviet Foreign Policy, Chinese Foreign Policy, Nuclear Weapons and Foreign Policy, or the Politics of Complex Interdependence. Students will consider, in a seminar environment, a variety of interpretations of the topic. Prerequisite: completion of core and distribution requirements in international politics and consent. T. Lairson

AMERICAN POLITICS

PO 160 Introduction to American Politics [1 C.U.]: An analysis of dynamics of American politics, focusing on questions concerning the underlying principles of American political life, the relationship between democratic freedom

and economic equality, poverty, sexism, racial injustice, and participation. Special attention will be paid to the problems America faces as a liberal capitalist state. Suitable for non-majors. R. Foglesong/L. Greyson

PO 237 Business-Government Relations [1 C.U.]: What characterizes the relation of business and government in the U.S.? Does government control business too much? Does business dominate government? Whose interests have been served by the growth of central government power in the U.S.? And whose interests would be served by reducing that power? These questions and others will be addressed by examining key historical periods in the growth of the American state and comparing alternative interpretations of how this expansion of state power came about. Suitable for non-majors. Alternate years. R. Foglesong.

PO 241 Political Leadership [1 C.U.]: This course will examine the role and importance of political leadership, focusing on the local leadership process in contemporary America. We will consider how important leadership is in determining the character of government policies, how political leaders go about organizing and mobilizing people to obtain collective goods, how and why certain economic and occupational sectors are more likely to spawn political leaders, and how to decide whether leadership is helpful or harmful to the local community. Historical as well as contemporary examples will be used. Some of our cases will be drawn from the Orlando area. Suitable for non-majors. Alternate years. R. Foglesong

PO 333 Political Economy of the United States [1 C.U.]: This course will examine the implications and determinants of the division of labor between government and the market system in the U.S. Among the topics addressed are how this division of labor affects individual freedom, the relative power of business and labor, opportunities for women, and the possibilities for democracy. A variety of perspectives on these topics will be considered. Prerequisite: **PO 160** or consent. Alternate Years. R. Foglesong.

PO 360 Democracy in America [1 C.U.]: America, as Abraham Lincoln pointed out, is a nation founded on an ideal, on a vision of the good life and the best society. This course explores the relationship between that ideal and political action in America. We will examine the ways in which various crises of American history—such as the founding of the American regime, the Civil War, the conflicts of the industrial period, and the “crisis of legitimacy” of the 1960’s and 1970’s—shaped and were shaped by American political thought. Each of these crises might be seen as a struggle over the nature and extent of democracy in America. We will evaluate the nature and the sources of the American vision of democracy, the ways in which that vision has changed in response to new social, economic, and political pressures, and the extent to which Americans have actually lived according to a democratic political ideal. Prerequisite: **PO 160** or consent. Alternate years. L. Greyson

PO 361 Sunbelt Politics [1 C.U.]: This course examines urban politics in the U.S. We will address how the decline of community in American cities, the inequality of power among urban groups, and the character of the local and regional economy affect urban politics. Special attention will be given to the problems of economic decline in Frostbelt cities and of controlling growth in Sunbelt cities. Orlando will be used as an example of the latter. Prerequisite: **PO 160** or consent. Alternate years. R. Foglesong.

ES-PO 362 Environmental Politics [1 C.U.]: A detailed examination of the political dimensions and implications of the contemporary environmental and energy crises. Includes a consideration of the purposes and behavior of environmental political action groups, energy and environmental legislation, congressional and Presidential behavior, the ideology of environmental politics, and an extensive discussion of the political, social, and cultural implications of a steady-state society. Prerequisite: **PO 160**. Alternate years. B. Allen

PO 363 American Public Policy [1 C.U.]: Examines the problems, dilemmas and methods of policy making in the U.S. We will attempt to understand why government is so large and why it is so apparently ineffective. Among the topics considered are the relation of politics and markets, the reasons for government intervention in the economy, and the conflict surrounding the choice of a method of policy implementation. Special attention will be given to arguments for and against government planning. The substantive focus of the course will be on the problem of deindustrialization and efforts to formulate an industrial policy in the U.S. Prerequisite: **PO 160**. Alternate years. R. Foglesong

PO 365 Power in America [1 C.U.]: An examination of the processes by which political power is created and maintained in the United States. Topics include: political parties and the formation of political coalitions; the role of interest groups including differences in political interests within American capitalism; how economic change and international politics help to destroy and create political coalitions; the nature of political and economic elites in the U.S.; methods for maintaining political power; and the role of the state in supporting and strengthening capitalism. Prerequisite: **PO 160**. Alternate years. T. Lairson/R. Foglesong/L. Greyson

PO 382 Constitutional Law [1 C.U.]: The development of the basic tenets of American constitutional law, based on an analysis of major decisions of the United States Supreme Court. Included will be discussions of judicial review, federalism, the powers of the national government, the commerce power, civil liberties, and the rights to due process and the equal protection of the law. Prerequisite: **PO 160** or consent. Suitable for non-majors. L. Greyson

PO 462 Capitalism and the Democratic State [1 C.U.]: Examines the uneasy relation between capitalism and the democratic state in advanced capitalist societies. The central problem of the course is how capitalism and democracy coexist: how the capitalist nature of society conditions the functioning of the state; how the democratic nature of the state constrains its capacity to meet

the needs of the capitalist economy; and how the tension between capitalism and democracy is resolved in practice. The core readings are drawn from the recent marxist literature on the state. Prerequisite: **PO 160, PO 233**. Alternate years. R. Foglesong

PO 481 Seminar in American Politics [1 C.U.]: Designed for students pursuing special advanced studies in American politics. In a seminar setting, students will examine and evaluate major competing interpretations of American politics and the American polity. Prerequisite: Completion of core and distribution courses in American Politics and consent. R. Foglesong.

POLITICAL THEORY

PO 120 Problems in Political Thought [1 C.U.]: An examination of several of the classic issues and problems of political theory, including: authority, legitimacy, power, democracy, ideology, equality, and political obligation in relationship to a study of the major political thinkers in Western history. Suitable for non-majors. L. Greyson

PO 220 Women and Politics [1 C.U.]: For centuries, students of politics argued that women made bad citizens. They might make good wives and mothers, but they were not suited for political life. Modern times have brought with them a new emphasis on equality—and consequently a new concern with the equality of women. This course will examine the growth of the women's movement in the context of changing perceptions of the nature of women and their place in the community. How does the changing status of women affect the relationship between men and women, parents and children, family and community? Readings on the women's movement, feminist thought, and the history of women will address these questions. Suitable for non-majors. Alternate years. L. Greyson

PO 390 Classical and Republican Political Theory [1 C.U.]: Analyzes the classical and republican traditions of political philosophy. Through an exploration of the major works of such thinkers as Thucydides, Plato, Aristotle, and Machiavelli, students will have an opportunity to address the basic issues and problems raised by pre-modern political thought. The course will pay particular attention to the themes of justice, citizenship, equality, participation, civic education, public virtue, and private liberty. Prerequisite: **PO 120**, one course in Philosophy, or consent. Alternate years. L. Greyson

PO 391 Modern Political Theory [1 C.U.]: An examination of the political thought of the modern world, focusing on such thinkers as Hobbes, Locke, Rousseau, Mill, Tocqueville, and Marx. The course will concern itself particularly with questions about freedom, equality, revolution, private property and public justice, the origins of the state, and the purposes of political life. Prerequisite: **PO 120**, one course in Philosophy or consent. Alternate years. L. Greyson

PO-H 392 Development of American Political Culture [1 C.U.]: The question of the origins and historical development of ideology in the United States is

central to the study of American political culture. This course will be devoted principally to an analysis of the relationship between republicanism and liberalism as the core of American political thought and culture. This theme will be explored through an examination of the following concepts: human nature, individualism, civic virtue, the public good, private property, equal opportunity, democratic capitalism, public freedom and private liberty, competition and the marketplace, success, progress, and Social Darwinism. Discussion emphasized. Prerequisite: **H 242**, **PO 120**, or **H 200**, or consent. Suitable for non-majors. Alternate years. L. Greyson/G. Williams

PO 497 Seminar: Political Theory [1 C.U.]: This is a seminar on contemporary political thought. In it we will explore issues of concern to modern thinkers such as Hannah Arendt, Herbert Marcuse and John Rawls. Students will be asked to write a major seminar paper and to help lead class discussions. Prerequisite: **PO 120** and distribution requirement in Politics. L. Greyson

PO 398–399 Independent Study

PO 498–499 Independent Study

Pre-Engineering [Combined Program]

Coordinator: Donald C. Griffin

Rollins College cooperates with Auburn University, Case Western Reserve University, Columbia University, Georgia Institute of Technology, and Washington University in St. Louis in combined programs designed for students who wish to become professional engineers.

The student attends Rollins for three years in a program of liberal arts and science before transferring to the engineering school. The student will receive a Bachelor of Arts degree from Rollins and a Bachelor of Science degree from the engineering school.

Fields of study include chemical, civil, electrical, mechanical, metallurgical and nuclear engineering. Other possible fields are industrial engineering, technology and human affairs, and systems science and mathematics. Additional sequences are possible which lead to graduate work in aerospace engineering, biomedical engineering, applied geophysics and environmental science.

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

1. ***M 111–112 and M 211–212 Mathematics through Differential Equations***
2. ***C 120, 121 College Chemistry***
3. ***P 201, 202, 203 College and Modern Physics*** utilizing Calculus
4. ***CS 167 (full term), Introduction to Computing***
5. Courses in English, Humanities, and Social Sciences

During the sophomore year, the student should plan with the program coordinator a sequence of advanced courses which will satisfy the areas of concentration requirement at Rollins. For details see—*Rollins College Cooperative Program in Engineering—A Guide for Students and Advisers*.

Pre-Environmental Management/ Pre-Forestry [Cooperative Program]

Coordinator: David Richard

This cooperative program offers an excellent opportunity for combining liberal arts with a graduate degree in environmental management or forestry from the Duke University School of Forestry and Environmental Studies. Duke's graduate program in these areas is renowned as one of the best in the country. In the cooperative program, the student spends three years at Rollins followed by four semesters at Duke, and receives the Rollins B.A. degree together with the Master of Environmental Management or the Master of Forestry from Duke. The M.E.M. degree offers majors in either Resource Ecology, Water and Air Resources, or Resource Economics and Policy, while the M.F. degree represents a major in Forest Resource Management. Concurrent graduate degrees in Business Administration, Engineering, Law, or Public Policy Sciences are also available with two additional semesters at Duke.

To qualify for admission under these programs, a student should follow a course of study arranged in consultation with the Program Coordinator at Rollins. Most programs require a minimum of one course in the natural sciences; mathematics (including calculus); economics; statistics; and a working knowledge of computer programming. Deficiencies, if any, must be satisfied in residence at Duke, possibly prolonging the time necessary to complete degree requirements. Accordingly, students interested in particular areas of study will be advised as to the specific preparatory courses recommended; for instance, a concentration in biology, business studies, environmental studies, computer science, economics, pre-engineering, or sociology. A G.P.A. of at least 3.0 is required for admission to Duke, along with supportive letters of recommendation from appropriate faculty at Rollins. Students applying for admission to Duke after the third year of study at Rollins should do so early in the first semester of the junior year. Students applying for admission after completion of the baccalaureate program at Rollins should return completed application materials by February 15 of the senior year.

Typical programs in fields offered at Duke are available upon request from the Dean of the School of Forestry and Environmental Studies, Duke University, Durham, North Carolina 27706. Students interested in information on additional graduate opportunities in these areas should consult the Rollins Coordinator.

Pre-Law Advising Program

Coordinator: Laura Greyson

Law schools do not require or recommend any particular undergraduate program of courses for students preparing for law school. The best preparation for law school and for being a lawyer is a varied, academically rigorous liberal arts program. Although there is no specific subject-matter required for law school, there are areas of academic skills which are considered necessary in law school and in the practice of law. Students should work on developing their skills in written and oral expression, critical analysis, logical reasoning, ability to gather and marshal facts as well as the ability to understand other people's points of view and to respond to them effectively. All of these skills are developed in different ways in a variety of courses and majors at Rollins.

The Pre-Law Advisory Committee was established to help students who are considering law as a career. The committee sponsors programs to help students make choices about a legal career and to inform students about the law school application process. Members of the committee are available to discuss an individual student's program and to help in the application process. The committee also, in cooperation with the Career Center, schedules visits of law school representatives who interview applicants and offer informational sessions and, in conjunction with the Skills Development Center, schedules practice tests to help students prepare for the Law School Admission Test.

Students who are interested in law as a career should register with the committee and pick up a copy of our booklet: *Preparation for the Study of Law: A Guide for the Undergraduate*.

The Pre-Law Committee consists of Professors Joseph Siry, Chair (Environmental Studies), Joan Davison (Politics), Yudit Greenberg (Religion), Barry Levis (History), and Kerina Taylor (Economics). Anyone who wants advice about Rollins' Pre-Law Program should contact one of these people.

Psychology

Ray (Chair)
Farkash
Ruiz

Smither
Thompson
Upson

The Psychology program attempts to reflect the breadth, the excitement, the rigor, and the humanistically concerned application of scientific inquiry into human behavior and experience. Since the departmental faculty wish to best serve the varied and specialized interests of each individual student majoring in Psychology, we have developed the following objectives:

- 1) To meet the important needs of students who desire exposure to the unique ways of thinking about the human condition offered by Psychology, but who do not have an interest in pursuing the field in any significant depth or for any directly applied purpose;
- 2) To meet the needs of those students who are pursuing related fields of academic study and/or professional intent where some knowledge of Psychology is deemed appropriate (such as those majoring in business administration, education, religion and philosophy, sociology, anthropology, creative writing, health sciences, or pre-law);
- 3) To meet the needs of those who are interested in pursuing careers where graduate school, may or may not, be deemed as prerequisite, but where Psychology clearly applies as an appropriate or relevant major (such as personnel work, secondary teaching, vocational and educational guidance or similar "helping" professions, special education, early childhood education, day-care work, etc.); and
- 4) To meet the needs of those seriously pursuing a graduate based career in professional Psychology (such as being a college-university teacher, a researcher, a practicing clinician, an industrial psychologist, etc.).

We strongly encourage students to see a departmental adviser as early as possible in the development of their programs. This assures that the long-term planning of course selections will best serve the personalized needs of each student. In some cases, we will advise independent research, supervised internships, and reading courses. In other cases, offerings from other departments might be selected as integrated supplements to a well designed program. In still other cases, the offerings of structured topical courses within the Department will be deemed most appropriate and totally adequate for the educational

needs of the individual. Because of the structure of the Psychology major, students wishing to transfer to Rollins in their senior year should expect to spend at least 2 years in the Rollins program to complete major requirements.

Requirements for the Major in Psychology

1. CORE COURSES

PY 101 Introduction to Psychology

PY 238 Developmental Psychology

PY 254 Personality

PY 261 Learning

The core courses serve as a combined prerequisite for all 300 and 400-level Psychology courses.

2. EIGHT ADDITIONAL PSYCHOLOGY COURSES, AT LEAST 5 OF WHICH MUST BE 300 OR 400-LEVEL COURSES.

The selection of upper division courses is determined by whether or not the student is seeking recommendation to graduate school. For Psychology majors who do not want graduate recommendation, the 5 upper division courses may not include independent study, field experience, internship or research courses. Psychology majors seeking graduate recommendations are required to take *PY 361 Experimental and Statistical Analysis*, and *PY 310, Psychopathology*, in their junior year. At the 400 level, students have the option of taking 2 or 3 of the following courses, all of which are 2 semester sequences.

PY 420-421 Clinical Psychology, or

PY 449-450 Behavioral Technology: Theory and Applications (the PSI sequence)

PY 480-481 Senior Research Seminar

Requirements for the Minor in Psychology

Students wishing to minor in Psychology should follow the same sequence as that described above for majors, except that 8 courses will be required, 4 of which will be on the 300-400 level.

Course of Study

PY 101 Introductory Psychology [1 C.U.]: An introductory survey of the major topical areas in psychology, including physiological, sensation perception,

developmental, learning, information processing, motivation, social, personality, psychopathology, and research methods. Suitable both for majors and non-majors. A team-taught lecture with numerous film presentations as supplements. R. Ray/J. Upson/M. Farkash/M. Ruiz/R. Thompson

PY 190 Psychology of Adjustment and Stress Management [1 C.U.]: Various individuals have commented on the stressful nature of today's times. Nevertheless, certain individuals have been able to cope successfully with a variety of stressors. This course on stress and coping seeks to bridge the gap between current research and clinical treatment. Although environment and social triggers of stress are acknowledged, the focus is on helping the individual to cope better. Among the issues to be discussed are assessment, treatment guidelines and techniques, effects of motivation to assume control of stressors as well as the physiology of stress. Students should be willing to participate actively and undergo a wide variety of experiences aimed at reducing stress (e.g., hypnosis, biofeedback meditation, etc.) and improving coping skills. No prerequisite but not open to students who have taken either *The Art and Science of Relaxation* or *Stress Management*. M. Farkash

PY 211 Social Psychology [1 C.U.]: Social psychology has set as its goal the understanding, explanation, and prediction of human social behavior. This course is designed to present a broad account of how social psychologists attempt to understand how your thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Topics include conformity, interpersonal attraction, prejudice, prosocial behavior, aggression, group decisions and attitude change. Special attention is given to topics such as advertising, law, and indoctrination. R. Thompson

PY 221 Perspectives in Psychology [1 C.U.]: This course reviews a particular topic as a vehicle for the presentation of the psychological perspective. Suitable for non-majors and students having no prior background in psychology. May be repeated for credit providing that a different perspective topic is studied. Staff

PY 223 Moral Development [1 C.U.]: A survey of theoretical, methodological, and philosophical issues in the area of moral development. Topics will include the acquisition of moral values and reasoning, the relationship between moral reasoning and moral behavior, the psycho-analytic and social learning theories of moral development, gender differences in moral development orientation and parental styles of discipline. Special attention will be given to cross-cultural studies of morality and L. Kohlberg's theory of moral development. R. Thompson

PY 238 Developmental Psychology [1.5 C.U.]: An introduction to the study of human growth and change. Topics include prenatal development, cognitive development, infant attachment, personality/social development and language acquisition. These topics form a basis for a discussion of the major theories of human development, including cognitive-developmental, social learning and psychoanalytic models. Three hours of work in the Child Developmental Center is required. Prerequisite: **PY 101**. R. Thompson

PY 254 Personality [1.5 C.U.]: A study of traditional and contemporary theories concerning the ways in which individuals organize their personal and social selves. Psychoanalytical, behavioral and phenomenological approaches are presented. Focus is placed upon the use of autobiographical data for understanding one's own personality. Students have the opportunity of taking a variety of personality tests. Prerequisite: **PY 101** or consent. J. Upson

PY 261 Learning [1.5 C.U.]: This is one of three core courses required for all psychology majors. The course introduces the fundamentals of behavior acquisition and modification, and surveys the basic behavioral principles of reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasis is placed upon total competence learning, thus requiring the student to advance beyond the learning stages of recognition and recall. Prerequisite: **PY 101**. R. Ray

PY 310 Psychopathology [1.5 C.U.]: Psychological/psychiatric disorders are discussed as presented in DSM III. Major diagnostic categories, treatment procedures, and diagnostic instruments are discussed. Laboratory experiences are arranged to acquaint the student with a variety of institutional settings. Focus is directed toward treatment procedures as well as vocational opportunities for those (students) who will be seeking future employment. J. Upson

PY 315 Topics in Psychology [1 C.U.]: An advanced exploration of theory and research in selected areas of psychology. Topics for consideration are at the discretion of the instructor. May be repeated for credit. Staff

PY 315X Tests and Measurements [1 C.U.]: This course considers the methods in which tests are developed and administered, as well as their role in society as a whole. Topics covered include achievement and intelligence testing, personality assessment, personnel selection, test bias, and vocational preference testing. R. Smither

PY 338 Clinical Assessment Procedures [1 C.U.]: This course introduces the student to principles of psychological testing and evaluation as clinical measures of understanding a given individual. Attention is directed to: the referral setting, interrelationships between test scores, consulting outside sources, the role of the clinician, interpreting test data, integrating the client's history with observations, age considerations affecting interpretation of test data. A significant aspect of this course is an attempt to establish the elusive connection between the results of psychological testing and psychotherapy. Alternate years. M. Farkash

PY 347 Modern Psychology: History and Systems [1 C.U.]: The focus of the course will be on the continuous development and decline of different systematic positions or schools of thought within psychology since its formal establishment as a separate discipline in the 19th century. We will examine how each system emerged out of or as a revolt against the existing order, and how each in turn inspired a new point of view that eventually either replaced or supplemented the older system. Each school will be discussed in terms of its historical antecedents or precursors; formal founding and development,

and later influence extending to contemporary psychological systems.
M. Ruiz

PY 361 Experimental and Statistical Analysis [1.5 C.U.]: An introductory survey of different topical research areas in experimental psychology. It introduces each area's specialized laboratory techniques, methodology and appropriate (descriptive and/or inferential) statistical analysis. Designed especially for advanced majors, this is a seminar which integrates a continuing laboratory project with the substantive content being discussed. Prerequisite: Core courses. R. Ray

PY 374 Advanced Developmental Psychology [1.5 C.U.]: An in-depth survey of new directions in developmental psychology. Topics will include cognitive development, attachment theory, methodological advancements, moral development and personality development. Students spend 3 hours weekly in direct contact with young children learning how to program for their individual needs. R. Thompson

PY 420–421 Clinical Psychology I and II [1.5 C.U. each]: The major theoretical and applied aspects of clinical work—diagnostic instruments, psychotherapy. Experience is arranged for supervised field work in a local agency, hospital or community health center. Prerequisite: Core courses. M. Farkash

PY 449–450 Behavioral Technology: Theory and Applications [1.5 C.U.]: The primary focus of the course will be to expose the student to a practicum experience in the applications of behavioral technology to education. The student will be assigned two students from the Introductory Psychology class enrolled in the special track using the Personalized System of Instruction (PSI), intended to insure that the student learn all course content at a 90% or above mastery level, and do so on a self-paced schedule. As peer tutor, the student's primary responsibility will be to administer all performance sessions for evaluation, and to insure mastery learning. In doing so, the student will be required to keep behavioral records and graphs of students' performances, and to share these with other peer tutors during laboratory supervision meetings. In addition, we will use classtime as a seminar/discussion forum to examine theoretical issues surrounding the concept of behavioral control and the implications of applying behavioral technologies to influence human behavior. M. Ruiz

PY 480–481 Senior Research Seminar [1.5 C.U.]: An integrative synoptic course designed to bring the various and diverse approaches in psychology together for contrast and comparison. Both clinical and research branches of psychology are considered. Student directed and conducted research projects in a variety of settings including the community or laboratory. Matching student and faculty interest so that the appropriate staff member serves as the project sponsor is essential to its success. Staff

Sociology

Van Sickle (Chair)
Glennon

Jones
Weiss

The Sociology program is designed to provide an understanding of human societies for students desiring a liberal-arts education as well as those preparing for graduate study in sociology or related professional fields. With the departmental adviser's assistance, the student may elect a course of study that provides a foundation for a variety of occupations. In addition to their opportunity to participate in the Department's Honors Degree Program, qualified students may elect to work with the faculty in internships and independent study projects.

Requirements for the Major in Sociology

A major in sociology requires a minimum of 12 courses, at least 8 of which must be taken at Rollins. Because the department relies heavily on advising for program direction, majors must choose an adviser in the department. After a student has entered Rollins, all core courses must be taken at Rollins College.

Each student must complete the following five core courses:

SO 101 The Sociological Perspective

AN 200 Cultural Anthropology

SO 245 Law and Society

SO 343 Social Stratification

SO 335 Social Inquiry

The student is also required to take

- a. Two additional electives at any level in Anthropology
- b. One elective at any level in Sociology
- c. Three additional 300 or 400 level courses in Sociology
- d. In the junior or senior year, one seminar in Sociology. The prerequisite for the seminar is the completion of the core program. Qualified students may be invited to do an optional Senior Project which would substitute for the required seminar. This may be an independent study research project, an internship, or an honors project

Requirements for the Minor in Sociology

A minor in Sociology requires a minimum of 8 courses, at least 6 of which must be taken at Rollins.

Each student must complete the following 5 core courses:

SO 101 The Sociological Perspective

AN 200 Cultural Anthropology

SO 245 Law and Society

SO 343 Social Stratification

SO 335 Social Inquiry

The student is also required to take:

- a. Two additional 300 or 400 level courses in Sociology.
- b. If an anthropology major, 2 additional sociology electives are required.
- c. In the junior or senior year one seminar in Sociology. The prerequisite for the seminar is the completion of the core program.

Course of Study

SO 101 The Sociological Perspective [1 C.U.]: An introductory survey covering scope, methods, and general principles of sociology. Topics emphasized include group behavior, race relations, inequality, social institutions, and social change. The primary purpose of the course is to aid students in acquiring an understanding of their society. Appropriate for non-majors. L. Van Sickle

SO 112 The Family [1 C.U.]: An examination of how political, economic and social changes affect marriage and the family currently and in coming decades. Studies comparative family structure, divorce, abortion, homosexuality and changing sex roles in terms of the larger social changes occurring in our society. Suitable for non-majors. L. Glennon

SO 118 Nuclear War, Nuclear Peace [1 C.U.]: At least seven major world powers currently possess nuclear weapons, with this number estimated to double within the next decade. Attempts to get the two Super Powers to begin negotiating a "freeze" on the building of new and additional weapons currently only focuses on a limited range of the issues now facing mankind as we confront the nuclear threat to our survival. This course will examine the full range of issues involved in assessing the threat nuclear weapons and nuclear energy and search for solutions to the problem of human survival in the nuclear age. J. Weiss

SO 125 The Sociology of Alternative Lifestyles [1 C.U.]: An examination of the means by which a person may develop an alternative and potentially more satisfying lifestyle in American society. Starting with the moral ideal of a "just society," we will explore the possible sources of alienation, oppression

and repression inherent in contemporary institutional arrangements. Rather than emphasizing institutional change as a response, the course will focus on the actions open to individuals. Readings from selected philosophical and sociological literature on such issues as work, leisure, education, family, aging and dying. J. Weiss

SO 208 Self and Society [1 C.U.]: A study of the reciprocal relationship between the individual and society with emphasis on the social production of self and the part played by individuals in the construction of social reality (society). After inspecting different theories and research findings on socialization, identity-formation, and the presentation and actualization of self, students will explore the question of identity in contemporary American society. Topics will include: narcissism and communality; the public/private life relationship and the self in everyday life. L. Glennon

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

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

SO 245 Law and Society [1 C.U.]: An examination of law as a system of social control, the underlying assumptions of law, the structure and organization of legal institutions, law as an instrument of change, treatment of law violators, and general research in the field. A. Jones

SO 303 Methodology [1 C.U.]: The focus of the course is on collecting, analyzing, and interpreting social data. Issues in the philosophy of science, the development of research strategies, and ethical and political problems of research will be examined. Majors only. J. Weiss

SO 307 Medical Sociology [1 C.U.]: The organization of medicine is examined from a sociological viewpoint with particular emphasis on the current health care crisis in American society. The definition of health, the effectiveness, cost, and distribution of medical care are major parts of the focus of this course. Sociological dimensions of nutrition, the roles and status of doctors and patients, and the organization of the modern hospital are also included.

The structure of the American economy is discussed with a particular eye for the health care implications that the economic organization of capitalism has produced. Stratification is emphasized as a key component of this course in developing the different aspects of the health care crisis.

SO 310 Sociology of the Occult: An Analysis of the Works of Carlos Castaneda [1 C.U.]: An examination of the realm of the occult (magic, sorcery, spiritualism, etc.) using sociology of knowledge insights. The major focus will be on the seven works of Carlos Castaneda and on the social scientific commentaries which have addressed his work. L. Glennon

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

SO 311A Topics in Sociology: Seminar in Urban Social Problems [1 C.U.]: An examination of the social problems of American society, with particular emphasis on how economic and political decisions affect urban areas. Major topics include: housing, education, employment, transportation, pollution, and relations between federal, state and city government. Students will select individual projects on limited topical areas with the instructor's approval. J. Weiss

SO 311C Topics: Problems in Political Economy [1 C.U.]: A general approach to the study of social phenomena called "political economy." We will view social problems as the result of the way political and economic structures are organized, with the conflict of values inherent in the definition of any social problem the result of the discrepancy between organizational and ideological components. Students will work on a project of their special interests and will meet with the instructor to discuss the problems s/he have chosen. Examples of topics include work, education, war, poverty, and alienation. J. Weiss

SO 312 Total Institutions [1 C.U.]: Study of total institutions, such as prisons, certain hospitals, some schools, asylums, and orphanages, and the impact these institutions have on the people in them. Behavior is highly structured according to regulations prescribed and maintained by those who manage the various systems. A. Jones

SO 313 Alcohol and Society [1 C.U.]: An examination of general cultural perspectives on alcohol, alcohol abuse, and alcoholism. Patterns of alcohol use among differing groups of Americans will be studied according to age, sex, ethnic status, and socio-economic status. Field experience with several local treatment programs will provide the student with a realistic perspective of types of problems and treatment programs. A. Jones

SO 320 Social Change in the Future [1 C.U.]: A study of social change processes and how they affect the organization of societies, the relationship of

human beings to their environment, and the nature of future lifestyles. Attention will be given to violence and comprehensive public planning as alternative means to direct social change. L. Van Sickle/J. Weiss

SO 326 *The Sociology of Kurt Vonnegut Jr.* [1 C.U.]: An examination of specific works written by the contemporary author, Kurt Vonnegut Jr., from a sociological perspective, including *Slaughterhouse-Five*; *God Bless You, Mr. Rosewater*; *Cat's Cradle*; *Player Piano*; and other popular titles. Vonnegut's concern with the quality of contemporary human experience will be compared and contrasted with the work of the celebrated sociologist/economist, Thorstein Veblen. Veblen, like Vonnegut, was concerned with alienation, the quest for meaning in a bureaucratic environment, the plethora of imbecile institutions, the dangers of technocracy, and the overwhelming evidence pointing toward the growing reality of a plutocratic society. These and other issues will be analyzed and their impact on contemporary life will be closely examined. L. Van Sickle

SO 329 *Sociology of the Sixties Counterculture* [1 C.U.]: An examination of the "counterculture" of the sixties from a sociological perspective. The focus will be on the political, social and cultural aspects of the counterculture with special emphasis on political protest (civil rights, anti-war, feminist, etc.), alternate living arrangements (communes, co-operatives) and lifestyle (music, clothing, celebrations, etc.). L. Glennon

SO 330 *Juvenile Delinquency* [1 C.U.]: An examination of the development of delinquency acts and the social response to them. This course will examine family organization, peer influence, education, and the juvenile justice system and will evaluate results of delinquency research and juvenile treatment programs. A. Jones

SO 335 *Social Inquiry* [1 C.U.]: A study of the philosophical basis of the social sciences, with particular attention to sociology. The concerns of the early founders of the discipline will be examined in light of contemporary trends within the field. The role of values in sociological inquiry, the problem of applying the general scientific model to the field of sociology, and the different biases researchers bring to their problems will be examined. L. Glennon

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

SO 345 *Development of Social Thought* [1 C.U.]: A study of the development of the sociological perspective. The course will examine social thought in terms of those who were founders of the discipline of sociology and will examine the way concepts within sociology have developed and have been modified. J. Weiss

SO 367 *Economy and Society* [1 C.U.]: An analysis of American economic in-

stitutions with a prime emphasis on the modern corporation and the role it plays in society. Using certain key insights and concepts from the sociological perspective, shifting patterns of work production, and consumption are seen as related to the structural changes occurring in late industrial capitalism. The role of the multi-national corporation will be examined in terms of its impact on the community, the environment, and on the lives of workers. Problem within the American economy and problems the modern American multi-national corporation creates throughout the world will serve as a critical focus for this course. American foreign policy as it serves the needs of the corporation will also be discussed. J. Weiss

SO 371 Deviant Behavior [1 C.U.]: Preliminary inquiry into the manner in which specific social behavior comes to be labeled "deviant." In a stratified society, different individuals have different degrees of power to influence the definition of "normality" or socially acceptable behavior. In general, those who have greater degrees of power are better able to define as deviant the actions that conflict with their own values and interests. In this course, deviant behavior will be viewed as the inverse of power; the more power a particular class of people possess, the less likely it is that they will be defined as deviant and vice-versa. Students will be encouraged to go well beyond the traditional notions of "deviance" and critically examine the social consequences of the "normal" everyday workings of U.S. institutions. L. Van Sickle

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

SO 393 Sociology of Para-Normal Reality [1 C.U.]: Using sociology-of-knowledge theory and research insights, this course will examine developments in the fields of "parasociology" and sociological phenomenology and the relationships between subjective consciousness and objective social reality. It will include such topics as clairvoyance, psychometrics, mediumship, psychic healing, non-ordinary states of consciousness, mysticism and new scientific paradigms. L. Glennon

SO 418 Seminar: Urban Sociology [1 C.U.]: An examination of the impact that technology, population and the environment have had upon urban social organization. The second half of the course will focus on social problems that have negatively affected the quality of life in American urban areas. Historical data, current demographic trends and urban planning efforts will be discussed. J. Weiss

SO 424 Seminar: Sociology of Women [1 C.U.]: A study of the role of women in contemporary American society emphasizing the split between their public and private lives and the "instrumental expressive" dilemma as major theoretical and research orientations. Topics include: women and the labor force, economy and domestic sphere; women as wives, mothers and lovers;

women and political life; women and the legal system; women's solidarity and "group self-hatred;" women and the medical establishment; and feminism and its backlash. L. Glennon

SO 433 Seminar: Sociology of Law [1 C.U.]: Seminar format (research, presentation, discussion and critique) applied to in-depth examination of: law and culture, law and status, wealth, and power; freedom and overlegislation of behavior in American society; morality laws; social consequences of too many lawyers; social and political influences on the law (the law as a dependent variable); the impact of law on the individual and on society (the law as an independent variable); symbolism in legal institutions; the law as secular theology. Conflict and functional perspectives of the law will be developed. Prerequisite: Junior/Senior major or consent. A. Jones

SO 437 Seminar in Sociology: Social Psychology of the Urban Environment [1 C.U.]: An examination of theories and research concerning the self-environment relationship with special attention to the impact of city life: crowding, noise, air and water pollution, the structures of space and time, design of architecture, housing, and media technology. L. Glennon

SO 452 Seminar: Contemporary American Institutions [1 C.U.]: A comprehensive inquiry into specific aspects of contemporary social life. We will be concerned with how U.S. Society is produced, how it is maintained and reproduced, and how it is transformed. In that all societies attempt to perpetuate or reproduce themselves through the dominant culture, a major focus will consist of an examination of some of the dominant purveyors of culture; i.e., schools, workplaces, mass culture, etc. L. Van Sickle

SO 470 Sociology of Mass Media [1 C.U.]: An analysis of several themes relating to media and society, including: the social production of media materials, the relationship between media and social worlds, and the mutual impacts of media and audiences. Primary emphases will be television and popular culture in contemporary American society, and how they portray family life, gender roles, sexuality, social class lifestyles, racial and ethnic characterology, religion, politics, violence and sports-recreation. L. Glennon

Theater, Dance, and Communication

Nassif (Chair)
Amlund
Gardner
Juergens
Mendez

Mesavage
Neilson
Rodgers
Sherry
Packard

Department of Theater

The curriculum provides a basic education in the art and craft of the theater within the environment of the Liberal Arts. A student who majors in Theater Arts must be able to demonstrate basic knowledge of theater history, literature, theory and criticism and, through performance, competency in acting, directing, design and technical theater. To achieve such abilities, every student is required to take a specified series of courses in the major field and participate in the departmental production program. All students are expected to become familiar with a comprehensive body of theater literature; a list of such materials is given to each major who enrolls in Theater Arts. At the end of the sophomore year, students are evaluated by the Theater faculty to determine progress midway in their undergraduate study. Students may choose to concentrate in either performance or design/technical theater, or elect to take a broader spectrum of courses in both areas.

Requirements for the Major in Theater Arts

TA 100 Introduction to the Theater
TA 111 Fundamentals of Stagecraft I
TA 112 Fundamentals of Stagecraft II
TA 211 Scenography
TA 232 Fundamentals of Acting I
TA 333 Fundamentals of Directing
TA 341 History of the Theater I
TA 342 History of the Theater II
TA 343 Dramatic Evaluation: Fundamentals of Playwriting
TA 360 Theater Management
TA 398–399, 498–499 Independent Study: (Senior Project/Research/Internship)
TA 418, 419, 420, 421 Theater Production (Rehearsal-Performance-Technical) 1 course unit

RECOMMENDED ELECTIVES FOR EMPHASIS IN PERFORMANCE

TA 233 *Fundamentals of Acting II*
TA 331 *Advanced Acting I—Techniques*
TA 332 *Advanced Acting II—Style*
TA 440 *Senior Studio Workshop*
D 177 *Beginning Jazz Dance*
TA 133 *Voice and Diction*

RECOMMENDED ELECTIVES FOR EMPHASIS IN DESIGN/TECHNICAL THEATER

TA 321, 322, 323 *Design (two semesters)*
TA 498–499 *Design Tutorial*
TA 498–499 *Independent Study Technical Design, such as stage management, scenographic techniques, technical direction, theater sound.*

RECOMMENDED COURSES OUTSIDE THE DEPARTMENT

Theater Arts majors are urged to take courses in the related fields of Art, Art History, Music, English, Philosophy. Strongly recommended:

A 131 *Studio Foundations*
A 104 *Comparative Arts*
PH 212 *Philosophy of the Arts*
E 263/264 *Twentieth Century Drama, British and American*
E 317–318 *Shakespeare*
MU 100 *Music Theory for the General Student*

Theater Arts Minor

TA 100 *Introduction to the Theater*
TA 111–112 *Fundamentals of Stagecraft I and II*
TA 232 *Fundamentals of Acting I*
TA 341 or 342 *History of the Theater*
TA 343 *Dramatic Evaluation—Fundamentals of Playwriting*
TA 360 *Theater Management*
Elective

Course of Study

TA 100 *Introduction to the Theater* [1 C.U.]: A survey of the history of the art and crafts of theater. Analysis of the theater experience with discussion of major plays and playwrights, the physical stage, dramatic criticism. Examination and demonstration of acting, directing, stagecraft, design and other relevant crafts. Suitable for non-majors. Staff

TA 111–112 Fundamentals of Stagecraft I and II [1 C.U.]: An introduction to the basic theories and practices of stagecraft: scenery, properties, costumes, lighting, makeup, drafting, etc. Methods used in construction and decoration of scenery; theory and practice in basic painting and rigging; use of power and hand tools. Designed to familiarize the students with the methods and materials used in creating scenery for the theater. In addition, an examination of costumes, makeup, and lighting. To include exploration of the basic elements of line, period, form, texture and color as applied to dress and makeup for the stage; basic elements of electricity, use of equipment, and special effects. A. Mendez

TA 130 The Actor and the Stage (For Non-Majors) [1 C.U.]: An introduction to the fundamental concepts of the art of acting. Emphasis upon understanding the basic physical and analytical abilities required by the actor. Development of the actors character on the stage with truth and confidence. Staff

TA 133 Voice and Diction [1 C.U.]: Basic elements of voice production for the actor; exercises in proper breathing, tone support, resonance and articulation. Emphasis on phonetics and an understanding of the International Phonetic Alphabet. Study and practice on vocal variables (pitch, volume, rate, quality, articulation). Special attention to problems of dialect and non-standard English. Staff

TA 201 Studies in Dramatic Literature [1 C.U.]: Since play scripts are the blueprints by which we build the theater experience, this course will examine approximately eight plays and by class discussion will arrive at ideas concerning characterization, theme, plot, style, and idea. Comparison will be made between dramatic literature and performance by studying text and observing the film. Each play will take three class periods. The first class period will be a discussion of the script; the second will view the film of the play; and the third class period will be a comparison of the script in performance versus the literature. Suitable for non majors. S. Neilson

TA 211 Scenography [1 C.U.]: This course develops an appreciation and understanding of the visual arts of Theater through historical survey, study of basic techniques, and practical design application to include set, costume and lighting. Prerequisite: **TA 100** and **TA 112**. A. Mendez/D. Amlund

TA 232 Fundamentals of Acting I [1 C.U.]: Study of basic acting techniques: script analysis, preliminary work on staging scenes. Exercises in concentration, relaxation, observation; basic stage comportment. Exercises in stage movement; fundamentals of fencing. Course concentrates on written analytical work to prepare actor for rehearsal and performance. Prerequisite: Sophomore status or consent. R. Juergens

TA 233 Fundamentals Acting II [1 C.U.]: Concentration on discipline of the craft; repetition of scenes to achieve nuance, polish and control of movement, voice, and timing. Work focuses on individual actor's strengths and weaknesses. Prerequisite: **TA 232**. R. Juergens

TA 321 Scene Design [1 C.U.]: A survey of the classic periods of theater history and architecture, beginning with the Greek, geared to the production of stage designs utilizing the styles of these periods. Weekly design projects involving ground plans and color renderings. Some lectures on the history of stage design and architecture, employing color slides, film-strips, and other illustrative material. Some knowledge of drafting and sketching required. Two hours lecture, four hours laboratory per week. Prerequisite: **TA 211**. (Offered Fall Term only.) D. Amlund

TA 322 Lighting Design [1 C.U.]: The theory and practice of lighting design and its application to various styles of theatrical production. Study of lighting instruments and their use. Use of color media. Preparation of lighting plots and lighting instrument schedules. Elementary knowledge of electricity and drafting. Prerequisite: **TA 211**. A. Mendez

TA 323 Costume Design [1 C.U.]: A survey of dress and costume throughout the ages. Application to actual stage costume design. Mechanics of costume construction. Weekly design projects. Some experience with sketching and rendering desired. Two hours lecture, four hours laboratory per week. Prerequisite: **TA 112**. (Spring Term) D. Amlund

TA 331 Advanced Acting I—Techniques [1 C.U.]: Study of the many facets of human behavior which comprise the individual character. Research, beginning with text analysis of factors that fashion a particular character: time period, environment, physical aspects, motivation, temperament, etc. Course culminates in presentation of a full-length one-person presentation by each student. Prerequisite: **TA 233**. J. Nassif. (Offered even years only)

TA 332 Advanced Acting II—Styles [1 C.U.]: Examination of historical acting styles: Greek, Roman, Elizabethan, Commedia Dell'Arte, comedy of manners, and absurdist. Research in each area of dress, manners, properties, decor. Presentation of scenes from each era. Prerequisite: **TA 331**. J. Nassif

TA 333 Fundamentals of Directing [1 C.U.]: Introduction to the fundamentals of play directing. Study of major concepts of the art of the director with emphasis upon practical application of the methods of directing. Play analysis, script blocking, laboratory assignments in directing scenes. Quizzes, mid-term, final. Prerequisite: **TA 232**. Staff/Juergens

TA 341/342 History of the Theater I and II [1 C.U.]: A survey of major periods in the history of the theater, beginning with the Greek Theater. Study of theater architecture, styles of production, and key figures who shaped the course of theater through the ages. Examination of dramatic literature in its relationship to evolving production styles. Open to all students. (Offered odd years only.) J. Nassif/R. Rodgers

TA 343 Dramatic Evaluation—Fundamentals to Playwriting [1 C.U.]: A study of the techniques of dramaturgy; a survey of dramatic criticism beginning with Aristotle; an analysis of the dramaturgy of William Shakespeare; a study of value systems, all aimed at establishing criteria by which substantive

drama can be evaluated. Fundamental exercises in the craft of playwriting. Open to all students. R. Juergens

TA 360 Theater Management [1 C.U.]: A comprehensive course covering all areas of theater management. Fundamentals of theatrical producing (the manager, the place for performance, the staff for the theater); methods of theatrical producing in New York theater, stock and resident theater, college and community theaters; business management in the theater (budgeting, accounting, box office, raising non-ticket revenues); and a study of the theater and its audience (community and press relations, publicity and advertising and audience engineering and psychology). For all students who wish to gain knowledge of sound business practices in the performing arts. No prior knowledge of business necessary. Comprehensive term project. Junior major or consent. S. Neilson

TA 418–419, 421–421 Theater Production A/B, C/D [.5 C.U.]: Is a course designed to give credit for technical/design and performance work done on major production at the Annie Russell Theatre. Each production carries a 0.50 course credit for production lab work. Each theatre major is required to take two production course credits for graduation as a theatre major. Students who register for the course will be assigned a position on one of the many crews: Construction, props, costumes, sound, lighting, painting, etc. They will be given credit for promptness, quality of work, attitude, willingness to take responsibility, a minimum of 10 hours per week (no exceptions) or 60 hours per course. Students who participate in this course will be required to attend production meetings which are held once a week and are called by the technical director. Call board must be checked for announcements of this important meeting. Staff

TA 398–399, 498–499 Senior Project/Research Project/Internship [1 C.U.]: Three types of individual study are available:

a. Senior Project

Independent pursuit of applied production projects in acting, directing, design, technical theater or management. Projects approved must not be possible to do under other courses. Prerequisite: senior standing in the Department and approval of project by departmental faculty the semester prior to enrollment. Staff

b. Research Project

Independent research in any area of history of the theater, dramatic criticism, dramatic literature, playwriting, acting, and directing. Major research paper required. Prerequisite: junior standing in department and approval of study by faculty of the Department the semester prior to enrollment. Staff

c. Internship

A one-semester internship with a professional performing arts organization or agency. Student's work monitored and evaluated by faculty advisor in area of internship. Prerequisite: junior or

senior standing in the Department and approval of internship by departmental faculty the semester prior to enrollment. Staff

TA 440 Senior Studio Workshop: Combines the work of director, actor, and to some extent, designer. Individual coaching and character analysis. Project oriented, the course will culminate in scenes for public performance at end of term. To be offered fall or spring depending on schedule of enrolled students. The course may be repeated. J. Nassif/R. Juergens

Department of Communications

The Communication minor presents a variety of substantive courses emphasizing public and interpersonal communication. One of the original seven liberal arts, the study of communication prepares students for better communication in their everyday lives by presenting courses which stress interpersonal growth, logical thought, decision making processes, and presentational skills.

Requirements for the Minor in Communications

Students must complete 5 core courses and 3 elective courses

CORE COURSES:

CM 110 Fundamentals of Communication

CM 210 Public Speaking

CM 220 Interpersonal Communication

CM 300 Communication Theory

CM 450 Rhetoric of Western Thought

ELECTIVE COURSES: (CHOOSE 3 OF THE FOLLOWING)

CM 301 History of Radio and Television

CM 321 Small Group Discussion

CM 340 Argumentation and Debate

CM 421 Organizational Communication

CM 498/499 Senior Project/Research Project/Internship

Course of Study

CM 110 Fundamentals of Communication [1 C.U.]: The study of the basic principles and practice of interpersonal, small group, and public communication with special attention to individual needs. Staff

CM 210 Public Speaking [1 C.U.]: The study of the research, organization, writing, delivery, and critical analysis of selected forms of public address. Students will present a series of public speeches with special emphasis upon speeches to inform, to persuade, and to evoke. C. Rodgers

CM 220 Interpersonal Communication [1 C.U.]: The study of one to one communication as it affects the individual's interaction with other people and groups. Emphasized topics include the nature of communication, perception, verbal messages, nonverbal communication, listening, and interpersonal conflict. G. Gardner

CM 300 Communication Theory [1 C.U.]: A study of the process by which senders and receivers of messages interact in given social contexts, with focus on a core of specific theories which derive from varying perspectives on the communication process. P. Taylor

CM 301 History of Radio and Television in America [1 C.U.]: A study of the development of broadcasting in America which will probe inventions, trends, programs, events and personalities that have contributed and advanced the electronic mass communication systems in the United States from 1900 to the present. C. Rodgers

CM 321 Small Group Discussion [1 C.U.]: The study of small group discussion theory and practice as they apply to purposive discussion situations. The focus of the course is on the group as a vehicle for solving problems, reaching decisions, and making recommendations on policy. Staff

CM 340 Argumentation and Debate [1 C.U.]: The study of the principles and practice of argumentation applied to the debating of interesting, significant, and controversial public policy issues with emphasis upon analysis, evidence, reasoning, and refutation. G. Gardner

CM 421 Organizational Communication [1 C.U.]: The study of the role and importance of communication in organizations such as corporations, non-profit institutions, government agencies and other structures in which people work. The focus of the course is rooted in an analysis of the theories of organizational communication with applications to contemporary situations. P. Taylor

CM 450 Rhetoric of Western Thought [1 C.U.]: The study of the concepts and principles of rhetorical theory as they evolved in the Western world from the classical period to the present. G. Gardner

CM 498/499 Senior Project/Research Project/Internship: A senior level project completed by the student under the direction of a faculty member of the Department of Theatre, Dance, and Communication. The nature of the project will be an independent study or an internship whose subject matter is concentrated in the area of speech communication.

Department of Dance

The Dance program is designed to provide the liberal arts student opportunity for personal involvement in dance as an art form and as a basic movement experience. The curriculum is specifically structured for students to select either a ballet or jazz emphasis but they must be exposed to both disciplines. Extensive movement experience in jazz ballet, and tap dance is gained through practical work in classroom, studio workshops and performance. The development and relevance of dance is studied through courses in dance history, music and choreography.

A student who minors in Dance must complete 4–6* required and two elective course units.

Requirements for the Minor in Dance

Core Requirements: 4–6 C.U. required*

D 170 Beginning Ballet I*

D 177 Beginning Jazz I*

D 171 Beginning Ballet II

D 178 Beginning Jazz II

D 200 The History of Dance in America

D 270 Intermediate Ballet I

D 277 Intermediate Jazz I

Choose 2 course units from below electives

D 271 Intermediate Ballet II

D 278 Intermediate Jazz II

D 370 Advanced Ballet I

D 371 Advanced Ballet II

D 377 Advanced Jazz I

D 378 Advanced Jazz II

D 175 Beginning Tap Dance

D 275 Intermediate Tap Dance

D 292 Ballet Technique/Choreography

D-MU 230 Music for Dancers

* Students with previous dance training may place out of ***D 170*** and/or ***D 177*** into ***D 171 Beginning Ballet II*** or ***D 178 Beginning Jazz II***. Students should arrange for a placement audition with the appropriate instructor.

Course of Study

D 170 Beginning Ballet I [1 C.U.]: An introduction to the fundamental concepts and historical evolution of the art of classical dancing. Work in the basic positions and fundamental barre exercises. Stress on correct alignment, flexibility, strength and coordination. The use of ballet vocabulary. Prerequisite: None. R. Mesavage.

D 171 Beginning Ballet II [1 C.U.]: Course D 171 presupposes a foundation in barre work, elementary center work including "adages" and "allegros" as well as elementary steps "en diagonale." At this level, the vocabulary of classical dancing will be extended, and "enchainements" of previous learned steps will be emphasized. Students will become acquainted with the theory and history of ballet at this level. Prerequisites: **D 170** or consent of instructor. R. Mesavage.

D 175 Beginning Tap Dance [.5 C.U.]: An introduction to the fundamental concepts of tap dance. Vocabulary of movement will include basic time steps, waltz clog, triplets, shim-sham, buffalo, cramp roll, and the soft shoe essence. Instruction in tap history and vocabulary will be implemented. Prerequisite: Consent. R. Sherry

D 177 Beginning Jazz Dance [1 C.U.]: An introduction to the fundamental concept and historical evolution of jazz dance. Practical studio work in body placement and alignment through the use of a highly structured classical jazz warm-up (LUIGI). Emphasis will be placed on clarity of movement, rhythm, style, movement quality and use of dynamics. Instruction in vocabulary will be implemented. Prerequisite: None. R. Sherry

D 178 Beginning Jazz Dance II [1 C.U.]: A continuation of course D 177, this course presumes a foundation in basic jazz dance technique. Studio work will include more complicated combinations, changes of direction and initiation of pirouettes. Historical research, vocabulary, and critical studies will be implemented in order to develop the students' perception and knowledge of dance as an art form. Prerequisite: **D 177** or consent. R. Sherry

D 200 The History of Dance in America [1 C.U.]: An historical overview of dance in the United States. The philosophies, ideologies, and contributions of the major dance authorities in America will be studied. Choreographers, critics, performers and their relationship to trends in the art form will be analyzed. The relationship of dance to contemporary political and social issues will be examined. Much of the subject matter will be explored through demonstration and video tape. R. Sherry

D-MU 230 Music for the Dancer [1 C.U.]: Fundamental aspects of music and their application to movement in ballet, modern, jazz dance. Emphasis on rhythmic skills and formal musical analysis. A survey of music written for ballet and modern dance from the 17th century to present.

D 270 Intermediate Ballet I [.5 C.U.]: This course is a continuation of D 171 and presupposes the knowledge acquired in that class. Students will work on perfecting pirouettes, longer and more complex "adages" and "allegros." Students are expected, at the end of this course, to have mastered the theory of ballet, and to have a good knowledge of ballet technique. Prerequisite: **D 171**. R. Mesavage

D 271 Intermediate Ballet II [.5 C.U.]: A continuation of course D 270. Intensive practice of "pirouettes," "petite batterie" and elementary "pointe" work. Prerequisite: **D 270**. R. Mesavage

D 275 Intermediate Tap Dance [.5 C.U.]: Exploration of tap dance technique on an intermediate level. Vocabulary of movement will include all time steps (buck, soft shoe, traveling, wing), Irish-over, Cincinnati, drawbacks, pick-ups, wings, maxiford and riffs. Emphasis will be placed on speed, accuracy and performance ability. May be repeated for credit. Prerequisite: **D 175** or consent. R. Sherry

D 277 Intermediate Jazz Dance I [.5 C.U.]: This course presumes the knowledge of jazz dance technique acquired in courses **D 177** and **D 178**. Studio work will include multiple pirouettes, isolation, jazz adagios, intricate foot patterns, and the initiation of basic jumps. Warm-up exercises become more strenuous, adagio sections are added. Prerequisite: **D 178**. R. Sherry

D 278 Intermediate Jazz Dance II [.5 C.U.]: A continuation of **D 277**. Further exploration of jazz dance technique on an intermediate level. The student should develop strength, clarity of movement, and control at an intermediate level of jazz technique. Prerequisite: **D 277**. R. Sherry

D 292 Ballet Technique/Choreography [1 C.U.]: Designed for intermediate students who have successfully completed Intermediate Ballet I, or its equivalent, and who wish to consolidate their technical abilities as well as learn the elements of choreography. Since this course may be repeated for credit, the student will progress from solo work to group forms. Students minoring in dance are expected to produce work the quality to be performed. R. Mesavage

D 370 Advanced Ballet [.5 C.U.]: A continuation of course **D 271**. In this class, students will perfect beats, advanced "adages" and "enchainements," as well as intermediate "pointe" work. Prerequisite: **D 271**. R. Mesavage

D 371 Advanced Ballet II [.5 C.U.]: A continuation of course **D 370**. Intensive work on "pointe." Increasing attention will be directed to style and performance techniques. May be repeated for credit. Prerequisite: **D 370**. R. Mesavage

D 377 Advanced Jazz Dance I [.5 C.U.]: A continuation of **D 278**. At the advanced level of course work the student will develop the ability to perform combinations which are comprised of intricate pirouettes, perfected jumps, quick transition steps, and dynamic movements. Complicated adagios and allegros will be incorporated into warm-up and center exercises. Emphasis will

be placed upon the ability to learn combinations quickly and perform with precise rhythm, clarity, dynamics and control. Prerequisite: **D 278**. R. Sherry

D 378 Advanced Jazz Dance II [.5 C.U.]: A continuation of **D 377**. Further exploration of jazz dance technique on an advanced level. Attention will be directed toward the development of performance abilities. May be repeated for credit. Prerequisite: **D 377**. R. Sherry

Women's Studies

Coordinator: Rosemary Curb

Women's Studies offers a multi-disciplinary exploration of the nature and creations of women often neglected in the traditional academic curriculum. Because women's studies must be examined from biological, economic, ethical, historical, literary, political, sociological, and other perspectives it draws faculty from many departments. Students study the distinctions and correlations of biological sexual differences and learn about culturally assigned and conditioned gender roles, theories about the development of female consciousness and behavior, and restraints imposed by social conventions and legal inequities. Students also learn about women's historic struggle against sexist oppression and the accomplishments of movement leaders. Topics covered will include classic literature of the modern women's liberation movement, consciousness raising, images of women, as well as women's literary and artistic creations in a variety of genres and media. Through a senior seminar or independent study, Women's Studies students may choose a project to increase self-perception or to develop skills in scholarly research or a project combining both goals. Ultimately, Women's Studies enables students to understand and evaluate forces in our culture which have formed our contemporary perceptions and expectations of women and to expand their consciousness of personal privilege and inhibition, talent and genius.

Requirements for the Minor in Women's Studies (8)

AN 275 Sex and Gender Roles

WS 276 The Women's Movement or

WS 200X Introduction to Women's Studies

Two Women's Studies courses from two different fields: history, politics, or sociology

One course in women's literature or art

Two Women's Studies electives

One senior level creative or research project or senior seminar

WOMEN'S STUDIES ELECTIVES AND RELATED COURSES LISTED UNDER OTHER DISCIPLINES:

Female Anatomy and Physiology

Women and Politics

Women in Religion

American Novels by Women
The Family
Third World Women Writers
American Feminist Poets
Psychology of Women
Feminist Science Fiction
Women and the Law
Women in Art and Music
Seminar: Virginia Woolf
Of Woman Born: Birth Control and the Politics of Motherhood
Women in American History
Feminist Drama
Women in Science
Women in Developing Countries
Feminist Poets
Human Sexuality
Images of Women in Literature
Women's Biology/Women's Health
The Ethics of Abortion
Writing Like a Woman
Seminar: Eudora Welty
Seminar: Sociology of Women

Course of Study

WS 200 Introduction to Women's Studies [1 C.U.]: Introductory showcase of women's studies topics in social sciences, natural sciences, arts, and humanities. Different faculty members from diverse fields will lecture and lead discussion each week in their special areas. The course will feature group work, analysis of women's public vs. private lives, self-expression and sharing personal experiences. Credit will be given for regular participation and weekly journal writing. Course can substitute for **WS 276**, The Women's Movement. Offered on a credit/no-credit basis.

WS 276 The Women's Movement [1 C.U.]: Introduction to feminist theory and interdisciplinary survey of traditional academic disciplines from a women's studies perspective. Study of classic texts of past two decades. Consciousness raising on topics such as gender stereotypes, attitudes toward women's bodies, violence against women, mother daughter relationships, lesbianism, and spiritual and political power. Required for women's studies minor. R. Curb

WS 378 Feminist Spirituality [1 C.U.]: Survey of roles of women and attitudes toward women in traditional patriarchal religions. Consciousness raising on

religious conditioning in female confinement, subordination, and unworthiness. Study of literature based on ancient goddess-worshipping matriarchies and the political implications of religion and spirituality. Practice of woman-centered approaches to creating one's own spirituality drawn from Native American Indian medicine wheel, Diannic witchcraft, Tarot, psychic healing, and ritual based on solar/lunar cycles. R. Curb

Presidents

Edward Payson Hooker, 1885–1892
Charles Grandison Fairchild, 1893–1895
George Morgan Ward, 1896–1902
William Fremont Blackman, 1902–1915
Calvin Henry French, 1917–1919
Robert James Sprague, 1923–1924
William Clarence Weir, 1924–1925
Hamilton Holt, 1925–1949
Paul Alexander Wagner, 1949–1951
Hugh Ferguson McKean, 1951–1969
Jack Barron Critchfield, 1969–1978
Thaddeus Seymour, 1978–

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

Officers and Trustees

Officers of the College

Andrew H. Hines Jr., Trustee
Chairman of the Board

Betty Duda, Trustee
Vice Chairman of the Board

Thaddeus Seymour, Trustee
President of the College

Robert Bowie
Vice President For
Business and Finance
and Treasurer

Daniel R. DeNicola
Vice President for
Academic Affairs
and Provost

Richard F. Trismen
Secretary to the Board of Trustees

Constance Riggs
Assistant Secretary of the Board

William E. Gailey
Assistant Treasurer

Karen L. Roy
Comptroller

Warren A. Johnson
Vice President for Development
and College Relations

Board of Trustees

- | | |
|--|--|
| F. Whitner Chase (H) - 1990
Sanford, Florida | R. Randolph Lyon, Jr. - 1990
Sarasota, Florida |
| George D. Cornell - 1989
Delray Beach, Florida | Daniel Paul Matthews - 1991
New York, New York |
| Betty Duda - 1990
Oviedo, Florida | John R. McPherson - 1990
Orlando, Florida |
| Barbara Dyson - 1989
Winnetka, Illinois | Thomas William Miller, Jr. -
1988
Winter Park, Florida |
| John M. Fox - 1991
Orlando, Florida | Charles E. Rice (H) - 1990
Jacksonville, Florida |
| Jon W. Fuller (H) - 1991
Ann Arbor, Michigan | Thaddeus Seymour
Winter Park, Florida |
| Daniel Galbreath (H) - 1991
Columbus, Ohio | Robert H. Showalter - 1989
Orlando, Florida |
| Mary-Jean Green - 1990
Hamilton, Bermuda | Sharon Siegener - 1989
Sedan, Kansas |
| Joseph S. Guernsey - 1990
Orlando, Florida | R. Michael Strickland - 1990
West Palm Beach, Florida |
| Andrew H. Hines, Jr. - 1989
St. Petersburg, Florida | Patricia W. Swindle - 1991
Palm Beach, Florida |
| Warren C. Hume - 1991
Chappaqua, New York | John M. Tiedtke - 1990
Winter Park, Florida |
| Thomas P. Johnson - 1990
Pittsburgh, Pennsylvania | J. Walter Tucker, Jr. - 1989
Winter Park, Florida |
| Ira M. Koger - 1989
Jacksonville, Florida | Harold A. Ward, III - 1990
Winter Park, Florida |
| E. Peter Krulewitch - 1989
New York, New York | |

Administrative Staff

Arthur R. Blumenthal
Director of The George D. and
Harriet W. Cornell Fine Arts
Museum

Richard K. Bommelje
Director of the Division of
Non-Credit Programs

M. Elizabeth Brothers
Associate Vice President for
Development

Robert C. Bowie
Vice President for Business
and Treasurer

Daniel R. DeNicola
Vice President for Academic
Affairs and Provost

Linda Downing
Director of Student
Financial Planning

David G. Erdmann
Dean of Admissions and
Financial Aid

William E. Gailey
Associate Vice President
for Finance

Stephen L. Gauthier
Assistant Dean of the Roy E.
Crummer Graduate School of Business

Kathleen C. Gibney, S.U.S.C.
Administrative Coordinator
of Academic Advising

William R. Gordon
Associate Vice President
for Development

George C. Grant
Director of Libraries

Elizabeth Hobbs
Registrar

Gordon E. Howell
Director of Athletics

Warren Johnson
Vice President for Development
and College Relations

Administrative Staff

Anne B. Kerr
Assistant Dean for Corporate
Relations of the Roy E. Crummer
Graduate School of Business

John Langfitt
Assistant Dean of the Chapel

Michael Lawrence
Director of Residential Life

Maria Martinez
Director of Personnel

Suzanne McGovern
Director of Media Relations

Richard G. Miller
Dean of The Rollins College
Patrick Campus

Robert A. Miller
Dean of The Hamilton Holt
School

Steve S. Neilson
Acting Dean of the College

Judith Provost
Director of Personal Counseling

Phyllis H. Ramey
Director of Community Relations

Karen Roy
Comptroller

Wanda J. Russell
Director of Career Planning
and Placement

Martin Schatz
Dean of the Roy E. Crummer
Graduate School of Business

Thaddeus Seymour
President

Annelle Shupe
Cashier

Joan Straumanis
Dean of the Faculty

Susan P. Thompson
Director of the Rollins
Alumni Association

James A. Warden
Director of Computer Services

G. Thomas Wells
Director of Physical Plant

A. Arnold Wettstein
Dean of Knowles Memorial
Chapel

Scott Witherell
Director of Business Services

Faculty

Faculty Emeriti

Marilyn Anderson, B.A., M.A., M.A.L.S.
Associate Professor and Science Librarian Emeritus

Thomas Brockman, B.S.
Professor Emeritus of Music

M. Carol Burnett, B.S., M. Ed., Ed.D.
Professor Emeritus of Psychology

Alphonse Carlo, B.S., M.S.
Professor Emeritus of Violin and Viola

John Carter, B.M., D. Mus.
Professor Emeritus of Music

Esther Chase, B.S. in L.S., M.S.M.
Assistant Professor and Acquisition Librarian Emeritus

Edward F. Danowitz, B.S., M.S., M.A., Ph.D.
Professor Emeritus of Russian

Theodore Darrah, B.S., S.T.B., L.H.D.
Professor Emeritus of Religion

Patricia J. Delks, B.A., M.L.S.
Director of Libraries Emeritus

Paul F. Douglass, A.B., A.M., Ph.D., LL.D.
Professor Emeritus of Political Science

Evelyn Draper, B.S.
Archivist Emeritus

Geneva Drinkwater, B.A., B.S., M.A., Ph.D.
Professor Emeritus of History

Margaret Duer, A.B., B.S. in L.S.
Assistant Professor Emeritus

William Thomas Edwards, B.A.E., M.A.E., Ph.D.
Professor Emeritus of Education

A. Ross Evans, B.A.E., M.S.B.A., C.P.A.
Professor Emeritus of Business Administration

Nelson Glass, B.S., M.A.
Professor Emeritus of Education

Catharine Crozier Gleason, B.M., M.M., Mus. D.
Associate Professor Emeritus of Organ

Edwin Phillips Granberry, A.B., Litt.D.
Irving Bacheller Professor Emeritus of
Creative Writing

John Hamilton, A.B., M.A., Ph.D.
Professor Emeritus of English

Alice McBride Hansen, A.B., B.L.S., Ed.M.
Librarian Emeritus

Paul H. Harris, B.A., M.A.T.
Assistant Professor of Physical Education Emeritus

Ada P. Haylor, A.B., M.A.
Associate Professor Emeritus of English

Herbert E. Hellwege, Ph.D.
Professor of Chemistry Emeritus and Archibald Granville
Bush Professor of Science Emeritus

Sara Harbottle Howden, A.B.
Dean Emeritus of Women

Charles Joseph Jorgensen, B.S., Ph.D.
Professor Emeritus of Economics

Edwin L. Jucker, B.A., M.A.

Raymond W. Greene Professor Emeritus
of Health and Physical Education

Joseph Justice, A.B.

Associate Professor Emeritus of Physical
Education

George Edward Larsen, A.B., M.S.

Director Emeritus of Libraries

Thomas Lineham, Jr., A.B., M.A. in L.S.

Associate Professor Emeritus

Mary Virginia Mack, B.S., M.P.H.

Associate Professor of Physical Education Emeritus and
Women's Tennis Coach Emeritus

Flora Lindsay Magoun, B.A., A.M.

Associate Professor Emeritus of Business
Education

Hugh Ferguson McKean, A.B., M.A., L.H.D., D. Space Ed.,
LL.D., D.F.A.

Professor Emeritus of Art, and President Emeritus

Joseph F. Mulson, B.S., M.S., Ph.D.

Professor Emeritus of Physics

Max D. Richards, M.B.A., Ph.D.

Distinguished Professor Emeritus of Management of the
Roy E. Crummer Graduate School of Business Emeritus

Daniel F. Riva, B.S., M.A., Ph.D.

Dean Emeritus of Continuing Education

John Ross Rosazza, B.M., M.A.T.

Professor Emeritus of Voice

Raymond E. Roth, B.S., M.S., Ph.D.

Archibald Granville Bush
Professor Emeritus of Mathematics

George Saute, A.M., Ph.D.

Professor Emeritus of Mathematics

Bernice Catharine Shor, B.S., M.S.

Associate Professor Emeritus of Biology

Rhea Marsh Smith, A.B., A.M., Ph.D.
Professor Emeritus of History

Bessie Winifred Stadt, B.A., M.A., Ph.D.
Professor Emeritus of Spanish

Alexander Waite, A.B., M.Ed., Ph.D.
Professor Emeritus of Psychology

Helen Linnemeier Watson, A.B., M.A.
Dean Emeritus of Women

Frank Wilson Wolf, B.S., M.Ed., Ed.D.
Associate Professor Emeritus of Education

Ward Woodbury, B.A., M.A., Ph.D.
Professor of Music Emeritus

Endowed Chairs

Irving Bacheller Chair of Creative Writing

Jean West, Professor of English

Archibald Granville Bush Chair of Natural Science

Donald C. Griffin, Professor of Physics

Archibald Granville Bush Chair of Mathematics

J. Douglas Child, Professor of Mathematics and Computer Science

George D. and Harriet W. Cornell Chair of Classics

John Heath, Associate Professor of Classics

Raymond W. Greene Chair of Physical Education

Gordon E. Howell, Associate Professor of Physical Education

Alfred J. Hanna Chair of Latin American Studies and Floridiana

Federico Gil, Visiting Professor

William R. Kenan, Jr., Chair

Edward H. Cohen, Professor of English

Alexander W. Weddell Chair of History of the Americas

Jack C. Lane, Professor of History

Faculty (1987-88)

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

Thaddeus Seymour

President, Professor of English, (1978; 1978); B.A., University of California at Berkeley; M.A., Ph.D., University of North Carolina at Chapel Hill; L.H.D., Wilkes College; LL.D., Butler University; LL.D., Indiana State University; LL.D., Wabash College. His special interest is 18th-century English literature.

Timothy E. Ackley

Associate Professor of Philosophy and Education, (1977; 1985); B.G.S., M.A.T., Rollins College; Ph.D., University of Florida. Professor Ackley teaches courses in applied philosophy and education.

Barry S. Allen

Associate Professor of Environmental Studies, (1982; 1982); B.A., University of Miami; Ph.D., University of Pennsylvania. Professor Allen is an economist with research interests in the area of water resources & national park policy.

Dale F. Amlund

Professor of Theater Arts, (1966; 1978); Designer, Annie Russell Theatre productions; B.F.A., Minneapolis College of Art and Design; M.F.A., Yale Drama School. Professor Amlund is a theater consultant and free-lance designer. He conducts classes in scene design, costume design, and stage make-up.

Alexander C. Anderson

Professor of Music, (1969; 1982); Organist and Director of Chapel Music, Knowles Memorial Chapel; B.Mus., University of Glasgow; graduate study, Conservatory of St. Cecilia, Rome; Academia Chigiana, Siena, Italy; Fellow of the Royal College of Organists.

Mark S. Anderson

Assistant Professor of Mathematics, (1988; 1988); B.A., Houghton College; M.S., Ph.D. University of Virginia. Professor Anderson's research interests are in the area of algebraic and differential topology.

Sara L. Banks

Assistant Professor of Psychology, Patrick Campus, (1984; 1984); B.A., University of Maryland; M.A., Ball State University; Psy. D., Florida Institute of Technology. Professor Banks specializes in counseling psychology.

Pedro J. Bernal

Assistant Professor of Chemistry, (1986; 1986); B.S., Ph.D., University of Tennessee. Professor Bernal's teaching interests include physical and general chemistry and the philosophy of science. His research is focused on solution thermodynamics of hydrophilic and hydrophobic solutes.

Velda Jean Bloodworth

Associate Professor and Reference Librarian, Olin Library, (1974; 1982); B.A., Southern Missionary College; M.A.T., Rollins College; M.S., Florida State University.

Erich C. Blossey

Professor of Chemistry, (1965; 1981); B.S., Ohio State University; M.S., Iowa State University; Ph.D., Carnegie Institute of Technology. Professor Blossey teaches courses in organic chemistry, biochemistry, instrumental analysis and photography. His research interests are in the area of polymer bound reagents and reactions with special emphasis on applications in bioorganic chemistry and nuclear magnetic resonance.

Arthur R. Blumenthal

Director of the George D. and Harriet W. Cornell Fine Arts Museum, Associate Professor of Art History, (1988; 1988); B.S., Kent State University; M.A., Ph.D., New York University. Dr. Blumenthal's area of interest is Italian Renaissance Art with a specialty in the patronage of the Medici family.

Alexander P. Boguslawski

Associate Professor of Russian, (1983; 1987); M.A., University of Warsaw; Ph.D., University of Kansas. Professor Boguslawski's research interests include Old Russian Literature and painting, Russian culture, folklore (especially the fairy tale), nineteenth and twentieth-century Russian literature (especially the prose of Alexei Remizov and Sasha Sokolov), and the problems of translation. Professor Boguslawski has translated into Polish numerous critical studies, and a scholarly book on poetics of Russian medieval literature. He is also a translator of Sokolov's novel *A School for Fools*, and has published several articles devoted to Sokolov's works.

Richard K. Bommeljé

Director of the Division of Non-Credit Programs, Assistant Professor of Business Studies, (1974; 1982); B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Dr. Bommeljé teaches courses in management and business research.

Edward E. Borsoi

Professor of Spanish, (1969; 1978); B.A., University of Bridgeport; M.A., Ph.D., University of Illinois. Professor Borsoi teaches Spanish, Italian and Linguistics.

John J. Bowers

Professor of Mathematics, (1962; 1971); B.A., Wesleyan University; M.S., Ph.D., Carnegie Institute of Technology. Professor Bowers teaches calculus, differential equations, numerical analysis and operations research. His research interests include inequalities, fractional derivatives and differential equations.

Faculty

Charles H. Brandon

Professor of Accounting, (1982; 1985); B.S., M.S., Florida State University; Ph.D., University of Georgia; C.P.A. He has co-authored several articles on the subject of forecasting. Professor Brandon teaches accounting in the Roy E. Crummer Graduate School of Business.

O. Lyvonne Burleson

Assistant Professor of Business Administration, Patrick Campus, (1981; 1984); B.S., M.S.M., M.B.A., Rollins College. Professor Burleson teaches courses in business and economics.

Barbara H. Carson

Professor of English, (1979; 1988); B.A., Florida State University; M.A., Ph.D., Johns Hopkins University. Professor Carson's field is American literature, with a special interest in American fiction and women in American literature.

Robert G. Carson

Professor of Physics, (1972; 1983); B.S., Florida State University; Ph.D., Johns Hopkins University. Professor Carson specializes in high energy particle physics and educational applications of microcomputers. His teaching duties include courses in theoretical mechanics and digital electronics as well as in introductory physics for both science and non-science majors.

Samuel C. Certo

Professor of Management, (1986; 1986); B.B.A., University of Cincinnati; M.B.A., Ph.D., Ohio University. Professor Certo teaches in the Roy E. Crummer Graduate School of Business.

Steve B. Chandler

Assistant Professor of Physical Education, (1986; 1987); B.S., M.Ed., Southwest Texas State University; Ph.D., Florida State University. Professor Chandler teaches lifetime wellness, physiology of fitness, psychology of competition, and physical education courses.

Kathleen G. Cherry

Coordinator of the Computer Lab and Instructor of Mathematics, (1986; 1986); B.A., University of Connecticut; M.Ed., University of Central Florida. Professor Cherry is supervisor of the Computing Laboratory.

Gloria Child

Assistant Professor of Mathematics, (1980; 1986); B.S., Miami University; M.Ed., Rollins College and Miami University. Professor Child teaches pre-calculus, calculus, and computer science courses

J. Douglas Child

Archibald Granville Bush Chair of Mathematics, Professor of Mathematics and Computer Science; (1973; 1981); A.B., M.S., San Diego State College; Ph.D., University of Cincinnati. Professor Child is a specialist in complex analysis, computer use in the teaching of calculus, and artificial intelligence. His other teaching fields include theory of programming languages. He also serves as Coordinator of the Program in Computer Science.

Kerry Christensen

Instructor of Classics; (1988, 1988); B.A., Swarthmore College; M.A., A.B.D, Princeton University. Professor Christensen teaches courses in Greek and Latin language and literature, and classical literature in translation.

H. Boyd Coffie, Jr.

Associate Professor of Physical Education and Varsity Baseball Coach, (1962; 1981); B.A., M.A.T., Rollins College. Mr. Coffie coaches the Rollins baseball team and teaches physical education.

Donna K. Cohen

Assistant Librarian and Acquisitions Librarian, Olin Library, (1986; 1986); B.A., University of Maryland; M.Ed., Rollins College; M.S., University of North Carolina, Chapel Hill.

Edward H. Cohen

William R. Kenan, Jr. Professor and Professor of English, (1967; 1979); B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Professor Cohen's primary teaching field is Victorian studies.

Persis C. Coleman

Associate Professor of Biology, (1978; 1982); A.B., University of California at Berkeley; Ph.D., University of California at Davis. Professor Coleman's specialty is genetics; her teaching includes general biology, genetics, population biology and evolution.

J. Thomas Cook

Associate Professor of Philosophy, (1982; 1986); B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Professor Cook specializes in the philosophy of science, metaphysical issues such as human freedom, and normative and applied ethics.

Norman N. Copeland

Associate Professor of Physical Education, Men's Tennis Coach, and Coordinator of Tennis Courts, (1955; 1985); A.B., Rollins College. Mr. Copeland is the men's tennis coach and teaches physical education classes.

Deloit E. Cotanche

Professor of Education, (1969; 1979); B.S., Troy State University; M.A., Ed.D., University of Alabama. Professor Cotanche's fields include educational psychology, guidance and counseling, and aging.

Paul J. Croce

Visiting Assistant Professor of History, (1987; 1987); B.A., Georgetown University; M.A., Ph.D., Brown University. Professor Croce's specialty is American cultural and intellectual history and his interests include the life of William James and modern religious developments.

Deidre Helen Crumbley

Instructor of Anthropology, (1988, 1988); B.A., Temple University; MTS, Harvard University; M.A., A.B.D., Northwestern University. Professor Crumbley's interests include institutional and symbolic dynamics in contemporary Afro-Christian movements.

Rosemary K. Curb

Associate Professor of English and Coordinator of The Women's Studies Program, (1979; 1981); B.A., Rosary College; M.A., Ph.D., University of Arkansas. Professor Curb's specialization is 20th century Afro-American drama; her teaching interests include American, English and European drama; 20th century Afro-American literature and women's studies. She also serves as Coordinator of the Women's Studies Program.

David M. Currie

Associate Professor of Finance, (1978; 1980); B.S., University of Florida; M.B.A., Ph.D., University of Southern California. Dr. Currie's area of specialization is finance, and his

teaching areas include corporate finance and public finance. He teaches in the Roy E. Crummer Graduate School of Business.

Frank A. Dasse

Associate Professor of Economics and Finance, (1976; 1980); B.S.E.E., University of Michigan; M.B.A., Stetson University; Ph.D., University of Florida. Professor Dasse teaches managerial economics, management simulation, futures markets and investments in the Roy E. Crummer Graduate School of Business.

Joan Davison

Visiting Assistant Professor of Politics, (1988; 1988); B.A., Wheeling College; M.A., Ph.D., University of Notre Dame. Professor Davison teaches courses in comparative politics and international studies. She is certified in the specialization of Soviet and East European studies.

Nancy M. Decker

Assistant Professor of German (1986; 1986); B.A., College of William and Mary; M.A., Ph.D., Cornell University. Professor Decker teaches German language, literature and cultural history courses.

Daniel R. DeNicola

Vice President for Academic Affairs and Provost, Professor of Philosophy, (1969; 1984); A.B., Ohio University; M.Ed., Ed.D., Harvard University. Provost DeNicola teaches ancient philosophy, philosophy of education, ethics, and philosophical theories of the emotions.

Linda R. DeTure

Associate Professor of Education and Director of Student Teaching, (1981; 1986); B.A., Florida State University; M.Ed., Ph.D., University of Florida. Professor DeTure's teaching areas include elementary education, curriculum and instruction, and science education.

Ralph E. Drtina

Associate Professor of Accounting, (1984; 1984); B.A., Florida State University; M.B.A., Florida State University; Ph.D., Ohio State University. Professor Drtina teaches accounting and management control in the Roy E. Crummer Graduate School of Business.

Paul Dyer

Visiting Instructor of Psychology, Hamilton Holt School, (1988, 1988); B.A., Central State University; M.A., University of Tulsa. Professor Dyer teaches psychology courses and has a special interest in industrial organizational psychology.

Hoyt L. Edge

Professor of Philosophy and Coordinator of the Honors Degree Program, (1970; 1981); B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Professor Edge's areas of specialization are philosophy of psychology and parapsychology. He also teaches American philosophy and philosophy of social science.

Charles M. Edmondson

Professor of History, (1970; 1983); B.A., M.A., University of Mississippi; Ph.D., Florida State University. Professor Edmondson's field is the history of Russia and the Soviet Union. In addition, he teaches courses in modern European history and Chinese history.

David L. Eng-Wilmot

Associate Professor of Chemistry, (1980; 1984); B.A., Eckerd College; Ph.D., University of South Florida. Professor Eng-Wilmot's teaching interests include general chemistry,

analytical chemistry and inorganic chemistry. His research focuses on the bioinorganic and coordination chemistry, structure determination and stereochemistry of microbial iron transport compounds and model coordination compounds.

Martin E. Farkash

Professor of Psychology, (1979; 1983); B.A., Brooklyn College; Ph.D., Yeshiva University. Professor Farkash's teaching areas include clinical psychology, psychotherapy, psychological testing, and stress management. He has published in the areas of psychopathology, biofeedback, and parapsychology.

Richard E. Foglesong

Associate Professor of Political Science, (1984; 1987); B.A., Drury College; M.A., Ph.D., University of Chicago. Professor Foglesong teaches courses in the areas of American politics, urban politics, public policy and political economy. He has authored a book on the history of American urban planning and is currently studying the politics of industrial policy.

William K. Gallo

Professor of Music, (1967; 1980); B.S., University of Illinois; M.A., Ph.D., Catholic University of America. Professor Gallo teaches courses in music history, folksongs, musicology, and 20th-century American popular music.

Greg A. Gardner

Associate Professor of Speech and Director of Organizational Communication Program in the Hamilton Holt School. (1985; 1985) B.A., M.A., Ph.D., Bowling Green University. Dr. Gardner's research interests include legal rhetoric, campaign rhetoric, and interpersonal communication.

Lynda M. Glennon

Professor of Sociology, (1980; 1986); B.A., Albertus Magnus College; M.A., Fordham University; Ph.D., Rutgers University. Professor Glennon's research interests include theoretical paradigms, phenomenology and critical theory, women's studies, media, popular culture, and consciousness studies; her teaching includes courses in social theory, the self, the family, human sexuality, sociology of women, media, and paranormal reality.

Isabelle M. Gorrell

Visiting Instructor in French and German, (1987; 1987); Licence in English, University of Lyon; Maitrise and Capes in German, University of Paris.

George C. Grant

Director of Libraries; Professor of Library Science, (1986; 1986); A.S., Owen Junior College; B.S., Morehouse College; M.S.L.S., Atlanta University; Ph.D., University of Pittsburgh. Professor Grant edits the Newsletter of the Black Caucus of the American Library Association.

Yudit K. Greenberg

Assistant Professor of Religion, (1986; 1986); B.A., California State University at Hayward; M.A., San Francisco State University; Ph.D., Graduate Theological Union. Professor Greenberg's teaching fields include Judaic and Islamic studies as well as Hebrew.

Eileen Gregory

Associate Professor of Biology, (1979; 1983); B.S., Michigan State University; M.S., Ph.D., University of Washington. Professor Gregory teaches general biology, immunology, microbiology, biochemistry, and nutrition. Her research interests include molecular biology and microbial ecology.

Laura Greyson

Associate Professor of Political Science, (1981; 1985); B.A., University of California at Santa Cruz; Ph.D., Rutgers University. Professor Greyson's teaching fields include political theory, American politics, American political culture and women's studies. Her research interests include liberal and republican political theory and the development of American political thought.

Donald C. Griffin

Archibald Granville Bush Professor of Natural Science and Professor of Physics, (1970; 1987); Coordinator, Engineering Program; B.S., Rollins College; M.S., Ph.D., Purdue University. Professor Griffin teaches courses in optics, atomic physics, quantum mechanics, principles of physics and physical science. His research interests are in theoretical atomic structure and atomic scattering theory. He is a consultant at The Oak Ridge National Laboratory.

Wayne D. Hales

Associate Professor of Economics, (1971; 1976); B.A., Oklahoma City University; M.S., Ph.D., Oklahoma State University. Professor Hales' teaching fields include public economics, monetary economics, and microeconomics.

Hallie Lu Hallam

Associate Professor of Art History, (1966; 1975); B.A., West Virginia Wesleyan College; M.A., Florida State University. Professor Hallam teaches a variety of courses in art history ranging from the arts of ancient civilizations to 20th-century art.

Edward J. Harrell

Associate Professor of History and Political Science, Patrick Campus, (1972; 1975); B.A., M.A., Ph.D., Florida State University. Professor Harrell teaches courses in modern European history and American history.

John Heath

George D. and Harriet W. Cornell Chair of Classics and Associate Professor of Classics, (1984; 1984); B.A., Pomona College; A.M., Ph.D., Stanford University. Professor Heath teaches classes in Latin and Greek language and literature, and classical literature in translation.

William J. Hepburn

Associate Professor of Business Administration, (1978; 1983); B.S., Rutgers University; M.B.A., Rollins College. Professor Hepburn's research and teaching interests are in the areas of management, statistics, and social responsibility of business.

Theodore T. Herbert

Professor of Management, (1985; 1985); Academic Director of Crummer Executive MBA Program; B.B.A., M.B.A., D.B.A., Georgia State University. Professor Herbert teaches organizational behavior, management policy, and strategic planning in the Roy E. Crummer Graduate School of Business.

James M. Higgins

Professor of Management, (1980; 1983); B.B.A., Emory University; M.P.A., Ph.D., Georgia State University. Professor Higgins teaches organizational behavior, strategic management, and creativity in the Roy E. Crummer Graduate School of Business.

Gordon E. Howell

Raymond W. Greene Professor of Physical Education and Director of Athletics, (1967; 1976); B.S., Western Carolina College; M.A.T., Rollins College; Ed.D., Highland University. Professor Howell teaches psychology of competition at the undergraduate level.

Pearson Hunt

Visiting Professor of Finance, (1986; 1987); D.C.S., M.B.A., Harvard University; Ph.B., Yale University. Professor Hunt teaches in the Roy E. Crummer Graduate School of Business.

Peggy A. Jarnigan

Associate Professor of Physical Education (1967; 1983); B.S., Carson-Newman College; M.S., University of Tennessee. Professor Jarnigan teaches courses in physical education.

Arthur R. Jones, Jr.

Professor of Sociology, (1969; 1975); B.A., Baylor University; M.A., Ph.D., Louisiana State University. Professor Jones teaches sociology courses in the areas of deviant and criminal behavior and in legal and educational institutions.

Robert O. Juergens

Professor of Theater Arts, (1963; 1972); B.A., Heidelberg College; M.A., Ohio State University; M.F.A., Yale School of Drama; D.F.A., Yale University. Professor Juergens has directed approximately 80 productions and appears regularly in local professional theater productions and films. His courses include acting, theatre history, directing, and dramatic criticism. He serves as dramaturg of The Annie Russell Theatre.

Diane Junker

Visiting Instructor of Chemistry, (1988, 1988); B.S., Milligan College; A.B.D., University of Pittsburgh. Professor Junker's interests include UV-VIS Spectroscopy, Infrared Spectroscopy, Proton NMR Spectroscopy, Ion Exchange and Column Chromatography.

Roy A. Kerr

Associate Professor of Spanish, (1980; 1984); B.A., The Pennsylvania State University; M.Ed., Temple University; Ph.D., The Pennsylvania State University. Professor Kerr's teaching and research areas are Spanish language, Spanish American prose, drama, and poetry, Portuguese language, and Brazilian literature.

Sara Ann Ketchum

Associate Professor of Philosophy, (1981; 1984); B.A., Vassar College; M.A., Ph.D., University of Michigan. Professor Ketchum's teaching fields include social and political philosophy, philosophy of law, and normative and applied ethics.

Ellen R. Klein

Visiting Instructor of Philosophy, (1988, 1988); B.A., M.A., University of South Florida; M.A., A.B.D., University of Miami. Professor Klein's area of specialty is epistemology. She also does work in logic, philosophy of science, and moral epistemology.

Stephen W. Klemann

Associate Professor of Biology, (1982; 1986); B.A., Hanover College; M.S., Ph.D., Miami University (Oxford, Ohio). Professor Klemann is a zoologist with research interests in the areas of molecular evolution, genome organization and early embryonic development. He teaches courses in cellular and developmental biology.

William B. Kline

Visiting Associate Professor of Counseling, (1987; 1987); B.A., M.A., University of Mississippi; Ph.D., University of Michigan. Professor Kline's teaching and research interests are in the areas of group dynamics, group counseling and therapy, personal growth and development, therapeutic and counseling process, and counselor supervision.

Kimberly Ann Koza

Instructor of English, (1987; 1987); B.A., Colby College; M.A., ABD, Indiana University.

Professor Koza's teaching and research interests include twentieth-century world literature, comparative literature, literature by women/women's studies, and American Literature.

David C. Kurtz

Associate Professor of Mathematical Science, (1987; 1987); B.S., Purdue University; M.S., Massachusetts Institute of Technology; M.A., Wake Forest University; Ph.D., Duke University. Professor Kurtz's interests include combinatorics, inequalities, and the pedagogic aspects of abstractions.

Harry N. Kypraios

Assistant Professor of Economics, (1983; 1987); B.A., M.A., University of Delaware; Ph.D., University of Virginia. Professor Kypraios's areas of specialization include international economics and money and finance. In addition to teaching, he has also worked as an economic consultant.

Susan C. Lackman

Associate Professor of Music Theory and Composition, (1981; 1986); B.Mus.Ed., Temple University; M.A., American University; Ph.D., Rutgers University. Professor Lackman has written several musical compositions and has published scholarly research in the field of music.

Thomas D. Lairson

Associate Professor of Political Science, (1976; 1984); B.S., M.A., Ph.D., University of Kentucky. Professor Lairson teaches courses in international relations, international political economy and national security policy. His research interests are in the area of nuclear weapons policy and theories of international politics.

Patricia A. Lancaster

Professor of French and Director of International Programs, (1970; 1983); B.A., Coker College; M.A., Ph.D., Emory University. Professor Lancaster teaches French language, literature and culture. Her specialty is 20th-century French Avant-Garde Theater.

Jack C. Lane

Alexander W. Weddell Professor of The History of the Americas and College Historian, (1963; 1972); B.A., Oglethorpe University; M.A., Emory University; Ph.D., University of Georgia. Professor Lane is an historian of modern American history who specializes in the history of American higher education. In addition he teaches American diplomatic and constitutional history.

Ronald B. Larned

Associate Professor of Art, (1969; 1981); B.A., Texas Technical College; M.A., New Mexico State University. Professor Larned specializes in design, sculpture, and jewelry design. He also teaches courses in photography and drawing.

Carol Lauer

Associate Professor of Anthropology, (1977; 1981); B.A., Brandeis University; M.A., Ph.D., University of Michigan. Professor Lauer is a physical anthropologist whose research interests include primate behavior. She teaches courses on human evolution, primate behavior, human sociobiology and osteology.

Robert S. Lemon, Jr.

Professor of Art, (1973; 1987); B.A., University of Missouri at Kansas City; M.A., Ph.D., Ohio University. Professor Lemon's teaching fields include art history and comparative arts.

Edmund LeRoy

Associate Professor of Music (1983; 1983); B.A., Furman University; M.S.M., Union Theological Seminary; M.M., D.M.A., The Juilliard School. Professor LeRoy is an accomplished singer with an impressive performance record, beginning with his debut recital presented in Alice Tully Hall, Lincoln Center. His teaching specialties include studio voice, opera, and diction.

R. Barry Levis

Professor of History and Director of the Master of Liberal Studies Program in the Hamilton Holt School, (1968; 1978); B.S., M.A., Ph.D., Pennsylvania State University. Professor Levis's field is 17th and 18th-century English history. He also teaches courses in ancient, medieval and early modern European history.

Richard A. Lima

Associate Professor of French, (1981; 1985); B.S.Ed., Bridgewater State College; M.A., Ph.D., University of California at Berkeley. Professor Lima's teaching includes French language, French literature, and Francophone Studies.

Fidel Lopez-Criado

Associate Professor of Spanish, (1981; 1985); B.A., B.S., Columbia University; M.A., Ph.D., University of Virginia. Professor Lopez-Criado teaches Spanish language and literature courses.

Hilda Lopez-Laval

Visiting Instructor of Spanish, (1988; 1988); B.A., Hunter College; M.A., City College, New York; A.B.D., University of Florida. Professor Lopez-Laval teaches Spanish language. Her area of specialty is Latin American Literature.

Judith D. Luckett

Visiting Instructor of Foreign Languages (1984; 1987); B.A., Northern University; M.Ed., Rollins College.

Arthur L. MacDonald

Associate Professor and Head of Media Services, Olin Library, (1988; 1988); B.S., Western Kentucky University; M.Ed., Boston University; Ed.S., Indiana University. Professor MacDonald's special interests include video and visual communications.

Donald H. Mansfield

Associate Professor of Biology and Environmental Studies, (1984; 1984); B.A., Colorado College; M.S., University of British Columbia; D.A., Idaho State University; Post doctoral fellow, University of California at Davis.

Serge M. Matulich

Professor of Accounting (1984; 1984); B.S., California State University at Sacramento; Ph.D., University of California at Berkeley; Certified Public Accountant. Professor Matulich teaches accounting in the Roy E. Crummer Graduate School of Business.

Nancy M. McAleer

Professor of Education and Director of Teacher Education, (1972; 1986); B.S., Northern Illinois University; M.Ed., Louisiana State University in New Orleans; Ed.D., University of Florida. Professor McAleer's teaching areas include elementary education, children's literature, language arts and reading.

John W. McCall

Assistant Professor of Business Administration, (1976; 1979); B.S., B.A., University of Florida; M.B.A., Nova University; Certified Public Accountant. Professor McCall's

teaching areas include financial, managerial, advanced, cost, and governmental accounting.

Edna S. McClellan

Associate Professor and Head Catalog Librarian, Olin Library, (1984; 1984); B.S., Lyndon State College; M.L.S., Florida State University; M.A.T., University of Vermont; A.M.L.S., Florida State University.

Carolyn B. McFarland

Associate Professor and Head of Public Services, Olin Library, (1970; 1978); B.A., University of South Florida; M.S., Florida State University.

Harry J. Meisel

Associate Professor of Physical Education and Director of Aquatics, (1963; 1987); B.S., Stetson University; M.A., Columbia University. Professor Meisel teaches physical education courses.

Anthony J. Mendez

Associate Professor of Theater Arts and Technical Director of the Annie Russell Theatre, (1982; 1985); B.A., Lynchburg College; M.A., University of Virginia, M.F.A., Florida State University. Professor Mendez teaches courses in staging, lighting and other technical aspects of theater production.

Ruth M. Mesavage

Associate Professor of French and Dance, (1981; 1984); B.S., Julliard School of Dance; M.A., Hunter College; M. Phil., Ph.D., Yale University. Professor Mesavage teaches courses in ballet, French and Quebec literature and civilization.

Richard G. Miller

Dean of The Rollins College Patrick Campus, (1988, 1988); B.A., St. Joseph's College, M.A., Ph.D., University of Nebraska. Professor Miller's areas of interest include Urban History, History of Planning, Data Base Modeling, and Public Policy.

Robert A. Miller

Dean of the Hamilton Holt School, Associate Professor of Political Science, (1984; 1984); B.A., Alfred University; M.A., State University of New York at Albany; Ph.D., Syracuse University. Professor Miller's fields of specialization are rural development administration and African political and social change.

Robert L. Moore

Visiting Assistant Professor of Anthropology, (1988, 1988); B.A., Tulane University; Ph.D., University of California. Professor Moore's fields of specialization are physical and cultural anthropology, American culture, China, and the family.

Imitiaz Moosa

Visiting Assistant Professor of Philosophy, (1988, 1988); B.A., M.A., Ph.D., University of Toronto. Professor Moosa's areas of special interest include the philosophy of Kant and Contemporary Continental philosophy.

Harry H. Morall

Visiting Associate Professor of Education and Coordinator of the Graduate Program in Education, (1976; 1984); B.S., M.Ed., Florida A & M University; Ed.D., University of Miami. Professor Morall specializes in educational administration, supervision, and curriculum.

Ralph H. Naleway

Associate Professor of Mathematics, (1968; 1973); B.S.Ed., University of Florida;

M.A.L.S., Wesleyan University. Professor Naleway's fields include applied mathematics, geometry and linear programming.

S. Joseph Nassif

Professor of Theater Arts and Director of the Annie Russell Theatre, (1982; 1982); B.A., Grinnell College; M.F.A., Yale University School of Drama; Ph.D., University of Denver. Professor Nassif is a professionally recognized actor and director. In addition to his work as Director of the A.R.T., Professor Nassif teaches courses in acting and theatre history.

Steven S. Neilson

Acting Dean of the College and Professor of Theater Arts, (1973; 1987); B.A., University of Delaware; M.A., University of Miami. Professor Neilson's primary teaching areas are Theater Management, Introduction to Theater and Studies in Dramatic Literature.

Marvin E. Newman

Professor of Legal Studies, (1976; 1982); B.S.L., L.L.B., J.D., Northwestern University. Professor Newman's primary teaching and research areas deal with Comparative Western Legal Cultures, The American Legal Environment and the legal and ethical issues in Thanatology.

E. Alan Nordstrom, Jr.

Professor of English, (1970; 1986); A.B., Yale University; M.A., Ph.D., University of Michigan. Professor Nordstrom's area of specialty is the English Renaissance. His teaching includes Shakespearean literature, major English writings, literary criticism, and creative writing.

Maurice J. O'Sullivan, Jr.

Professor of English, (1975; 1980); B.A., Fairfield University; M.A., Ph.D., Case Western Reserve University. Professor O'Sullivan specializes in 18th-century English literature, minority literature, and popular culture.

James Alan Packard

Visiting Instructor of Theater, (1988, 1988); B.A., Westmar College; M.F.A., University of Iowa. Professor Packard teaches courses in Stagecraft.

Twila Yates Papay

Associate Professor of English and Director of Writing Programs, (1985; 1985); B.A., Clarion University of Pennsylvania; M.A., Ph.D., Purdue University. Professor Papay's interests are composition and rhetoric.

Philip E. Pastore

Associate Professor of English, (1969; 1973); B.A., M.A., University of Connecticut; Ph.D., University of Florida. Professor Pastore's courses include: 19th-and 20th-century American literature, Southern Writers, Contemporary American Novels, and the American Short Story.

Pedro A. Pequeno-Rossie

Associate Professor of Anthropology and Coordinator of the Latin American and Caribbean Affairs Program, (1972; 1976); B.A., M.A., Wichita State University; Ph.D., Southern Illinois University. Professor Pequeno specializes in cultural and applied anthropology and ethnohistory with particular reference to Latin America and the Caribbean.

Karl E. Peters

Professor of Religion, (1973; 1984); B.A., Carroll College; M.Div., McCormick Seminary; Ph.D., Columbia University. Professor Peters's primary teaching areas are Chris-

tian thought, contemporary religious thought, environmental ethics, and issues in religion and science. His research interests explore the relations between evolutionary theories and religious thought, and the development of a consistent theory of knowledge between scientific and religious thought. He is editor of *Zygon: Journal of Religion and Science*.

Thomas F. Peterson

Professor of Art, (1958; 1975); B.F.A., University of Georgia; M.F.A., Columbia University. Professor Peterson's courses include Studio Foundations, Painting, and Printmaking. His major creative involvement is in the areas of painting and photography.

Walter S. Phelan

Professor of English, (1971; 1981); B.A., Pontifical College Josephinum; M.A., Ph.D., Ohio State University. Professor Phelan specializes in Middle English literature; his other teaching areas include mythology, autobiography, linguistics, and environmental studies.

Lynne M. Phillips

Associate Professor and Reference Librarian, Olin Library, (1970; 1978); B.A., University of Arizona; M.L.S., Texas Women's University.

Donald R. Plane

Professor of Management Science, (1984; 1984); M.E., University of Cincinnati; M.B.A., D.B.A., Indiana University. Professor Plane's research interests include computer modeling for business analysis, statistics, and end-user computer modeling. He teaches in the Roy E. Crummer Graduate School of Business.

Louis G. Pol

Associate Professor of Marketing, Crummer Graduate School of Business, (1988; 1988); B.A., M.A., North Texas State University; Ph.D., The Florida State University.

J. Patrick Polley

Assistant Professor of Physics, (1985; 1985); B.A., St. Joseph's College; Ph.D., University of Florida. Professor Polley has done research in ultralow temperature physics and molecular physics, and teaches courses in ancient science and classical humanities.

Antoni Przygocki

Associate Professor of Mathematics and Computer Science, (1985; 1985); B.S., Christopher Newport College; Ph.D., Tulane University. Professor Przygocki teaches courses in mathematics and computer science.

Wilfred R. Ramlall

Assistant Professor of Computer Information Systems, Patrick Campus, (1984; 1984); B.B.A., Baruch College; M.B.A., Fairleigh Dickinson University. Professor Ramlall's teaching field is in Computer Science and Computer Information Systems with special emphasis in Business Applications.

Brian G. Ramsey

Professor of Chemistry, (1980; 1981); B.S., University of South Carolina; M.S., University of Wisconsin; Ph.D., Florida State University. Professor Ramsey's research interests include photochemistry of organometalloids and photoelectron spectroscopy.

Roger D. Ray

Professor of Psychology, (1969; 1978); B.A., Rollins College; Ph.D., University of Tennessee. Professor Ray's field is experimental psychology. His teaching areas include courses in learning, motivation, experimental-statistical analysis, and psychosomatic pathology.

Kathleen J. Reich

Associate Professor, Head of Archives and Special Collections Librarian, Olin Library, (1971; 1977); Diploma, Deutsche Buchhändler Lehranstalt; Diploma, Antiquarian; Zwischenprüfung, Leibniz Universität, Leipzig; a.b.d., Universität Mainz; M.A.T., Ed.S., Rollins College. Ms. Reich's research interests include Walt Whitman, West African literature, and research methodology.

David I. Richard

Professor of Biology, (1968; 1977); B.A., Capital University; M.S., Ph.D., Ohio State University. Professor Richard's teaching areas include zoology, ecology, freshwater biology, marine biology, tropical biology and parasitology.

Charles P. Rock

Associate Professor of Economics, (1984; 1984); B.A., Williams College; M.A., Ohio University; Ph.D., Cornell University. Professor Rock teaches a variety of courses including historical labor and comparative economics as well as the history of economic thought.

Charles A. Rodgers

Professor of Theatre Arts and Communication, (1969; 1978); B.A., M.A., Ph.D., Ohio State University. Professor Rodgers teaches courses in theatre, public address, television and radio history.

Donald P. Rogers

Professor of Business Administration, (1987; 1988); B.S.B.A., University of Arizona; M.A., M.B.A., Ph.D., The Ohio University. Professor Rogers teaches courses in marketing and management. His areas of special interest include organizational communication and administrative science.

John S. Ross

Professor of Physics, (1953; 1963); A.B., DePauw University; M.S., Ph.D., University of Wisconsin. Professor Ross specializes in atomic spectroscopy. His teaching interests include courses in astronomy and experimental atomic physics.

Maria D. Ruiz

Assistant Professor of Psychology, (1982; 1982); B.A., M.S., Ph.D., University of Florida. Professor Ruiz is a clinical psychologist with special interest in applied experimental techniques. Her teaching duties include courses in behavior management, childhood disorders, drugs and addictions, and history and systems in modern Psychology.

Brent Runnels

Assistant Professor of Music, (1988, 1988); Bachelor of Music, Ithaca College; M.M., Doctor of Musical Arts, Manhattan School of Music. Professor Runnels is an accomplished pianist and teaches courses in Music.

Wanda Russell

Director of Career Services and Instructor in Education, (1972; 1975); B.A., Bowling Green State University, M.A., Rollins College. Professor Russell's interests include career development, career decision making, and career counseling.

Paula C. Satcher

Assistant Professor of Business Administration, (1983; 1983); B.B.A., Mercer University; M.P.A., Georgia State University. Professor Satcher is a Certified Public Accountant with experience as both a teacher and professional accountant. She teaches courses in accounting and related areas at all levels.

Martin Schatz

Dean of the Roy E. Crummer Graduate School of Business of Rollins College; Professor of Management; (1979; 1979); B.S., University of Alabama; M.B.A., University of Florida; Ph.D., New York University. In addition to his administrative duties, Dean Schatz's research interests are in management and organizational behavior.

Edward W. Scheer

Associate Professor of Biology, (1957; 1972); B.S., Rollins College; M.A., Harvard University. Professor Scheer's teaching areas include biology, geology and environmental studies.

Eric A. Schutz

Assistant Professor of Economics, (1987; 1987); B.A., University of South Florida; Ph.D., University of North Carolina. Professor Schutz's areas of interest include industrial organization, Marxian economics, comparative economic systems and American political economy.

Terence F. Sebright

Associate Professor and Head of Technical Services, Olin Library, (1982; 1982); A.B., A.M., University of Illinois; M.S.L.S., University of Illinois. Mr. Sebright's interests include library administration, computers in libraries, French language, and French literature.

Marie C. Shafe

Professor of Counseling, (1978; 1988); B.A., M.Ed., West Georgia College; Ed.D., Indiana University. Professor Shafe's areas of specialization are mental health and human relations counseling, eating disorders, crisis intervention and lifespan development. She teaches courses in counseling, counseling psychology, and human relations.

Robert Sherry

Associate Professor of Dance, (1984; 1988); B.S., Indiana University; M.F.A., Southern Methodist University. Professor Sherry is an accomplished performer of concert dance and musical theater. In addition to his work as a choreographer for the A.R.T, Professor Sherry teaches dance technique, notation, history, and musical theater coursework.

John V. Sinclair

Associate Professor of Music and Director of Choral Activities, (1985; 1988); B.S., William Jewell College; M.M.E., D.M.A., University of Missouri Kansas City Conservatory of Music. Professor Sinclair conducts the Rollins Chorale, Rollins Singers, Women's Ensemble, Rollins Camerata, and Chamber Ensembles. He is active as a conductor, clinician, and adjudicator.

Joseph V. Siry

Associate Professor of Environmental Studies, (1984; 1984); B.A., Emory University; M.A., Ph.D., University of California at Santa Barbara. In addition to having written a book on coastal wetlands' protection, Dr. Siry teaches courses in conservation history, the history of science and technology, disease, energy conservation and resource use, international environmental politics, human ecology, and wilderness field studies. He is a member of the Masters of Liberal Studies Program.

A. Christine Skelley

Assistant Professor of Economics, (1987; 1987); B.A., M.A., Miami University (Ohio); Ph.D., Brown University. Professor Skelley's areas of interest include applied microeconomics, urban economics, public finance and uncertainty and information.

Alexandra S. Skidmore

Professor of Mathematics, (1965; 1976); A.B., Ph.D., Western Reserve University. Professor Skidmore teaches courses in analysis, algebraic structures, and computer science.

James W. Small, Jr.

Professor of Biology, (1972; 1983); B.S., University of North Carolina; M.S., Ph.D., University of Kentucky. Professor Small specializes in physiological ecology and ichthyology. The courses he teaches include physiology, histology and comparative anatomy.

Robert D. Smither

Associate Professor of Psychology and Director of the Organizational Behavior Program in the Hamilton Holt School (1986; 1986); B.A., Indiana University; M.A., California State University at San Francisco; Ph.D., The Johns Hopkins University.

Roy S. Starling

Associate Professor of English, (1981; 1986); B.A., M.A., Ph.D., Florida State University. Professor Starling teaches English composition and 19th-century British literature.

Robert C. Steen

Assistant Professor of Economics, (1987; 1987); A.B., Kenyon College; M.A., Miami University; Ph.D., Princeton University. Professor Steen's areas of interest include urban economics, public finance, applied microeconomics, and economic history.

R. Bruce Stephenson

Visiting Instructor of Environmental Studies, (1988; 1988); B.A., Florida Southern College; Master of City and Regional Planning, Ohio State University; M.A., Morehead State University; A.B.D., Emory University. Professor Stephenson teaches courses in environmental planning and impact statements. His areas of interest include urban planning.

Marilyn C. Stewart

Associate Professor of Anthropology, (1975; 1980); B.A., Harpur College; M.A., Ph.D., State University of New York at Binghamton. Professor Stewart specializes in the archaeology of North America and also teaches courses in cultural anthropology. She has conducted archaeological surveys and excavations in New York and Florida, and is compiling a settlement system study of archaeological sites in Central Florida.

Joan Straumanis

Dean of the Faculty, Professor of Philosophy, (1986; 1986); B.A., Antioch College; M.A., University of Colorado; Ph.D., University of Maryland. Dean Straumanis's academic specializations include philosophy of science, logic and foundations of mathematics, philosophy of language, philosophy of psychology, women's studies and science policy.

Kenna C. Taylor

Associate Professor of Economics, (1974; 1984); Head, Department of Economics; B.A., M.A., Ohio State University; Ph.D., University of Florida. Professor Taylor's areas of interest are economic development, public economics, environmental economics and personal economics.

Robert B. Thompson

Assistant Professor of Psychology, (1984; 1984); B.A., Hampden-Sydney College; M.A., College of William & Mary; Ph.D., University of Florida. Professor Thompson teaches courses in developmental psychology, advanced developmental psychology, social psychology and moral development.

Kathryn D. Underdown

Visiting Instructor of Mathematics, (1984; 1985); B.S., Georgia College; M.S., Clemson University. Mrs. Underdown teaches finite mathematics, precalculus, and applied calculus courses.

James D. Upson

Professor of Psychology, (1969; 1975); B.A., University of Florida; M.A., University of Iowa; Ph.D., Duquesne University. Professor Upson's research interest is the phenomenological and biopsychological dimensions of stress. His teaching areas are personality, psychopathology, neuropsychology, and forensic psychology.

Luis Valdes

Professor of Political Science, (1970; 1986); B.A., M.A., Ph.D., University of Wisconsin. Professor Valdes specializes in comparative politics, especially the politics of Latin America. His other teaching areas include Third World politics, international law, and authoritarian and revolutionary politics.

Larry Van Sickle

Associate Professor of Sociology, (1983; 1985); B.A., Emporia State University; M.A., University of Missouri; Ph.D., Washington University. Professor Van Sickle's research has explored how American society and its social institutions affect individual consciousness.

E. Theodore Veit

Professor of Finance, Crummer School of Business, (1988; 1988); B.S., Marietta College; M.S., Ph.D., University of Arkansas. Professor Veit is a chartered financial analyst and teaches courses on financial management and investments.

Julian W. Vincze

Associate Professor of Marketing, (1977; 1977); B.S., University of Montana; M.B.A., University of Western Ontario; Ph.D., University of Bradford. Professor Vincze's area of specialization is marketing and strategic management. He teaches in the Roy E. Crummer Graduate School of Business.

James Wahab

Visiting Professor of Mathematics, (1984; 1984); B.S., College of William and Mary; M.A., Ph.D., University of North Carolina. Professor Wahab has vast administrative and teaching experience. He teaches courses in calculus, probability, and statistics.

James A. Warden

Associate Professor of Physics and Director of Computer Services, (1979; 1979); B.S., Southwestern at Memphis (Rhodes College); M.S., Ph.D., University of South Carolina. Professor Warden's research interests are in computer science, microprocessors, and graphics. He teaches courses in computer science.

John Philip Weiss

Professor of Sociology, (1970; 1979); B.A., Bowdoin College; M.A., Ph.D., Yale University. Professor Weiss specializes in stratification, medical sociology, nuclear war, and the sociology of education. He is interested in the political and economic factors that are part of the stratification process in American society.

Bill H. West

Associate Professor of Business Administration, Patrick Campus, (1978; 1982); B.S., M.C.S., Rollins College; M.P.A., Georgia State University; Certified Public Accountant; Certified Financial Planner. Professor West's areas of interest include investments, taxation and personal finance. He teaches accounting and finance courses.

Jean West

Irving Bacheller Professor of Creative Writing and Professor of English, (1972; 1981); M.F.A., Cornell University. Professor West's teaching fields include creative writing, modern poetry, women's studies and children's literature.

A. Arnold Wettstein

Dean of Knowles Memorial Chapel, Professor of Religion, (1968; 1973); A.B., Princeton University; B.D., Union Theological Seminary; Ph.D., McGill University. Dean Wettstein's fields are contemporary religious thought and world religions. He is particularly interested in theological analysis of contemporary problems emerging from the technological domination of American culture. Dean Wettstein teaches courses in contemporary religious thought, world religions, and the religious cults in America.

Gary L. Williams

Associate Professor of History, (1972; 1976); A.B., Centre College; M.A., Ph.D., Duke University. Professor Williams specializes in 19th-century United States history, especially racial attitudes, the growth of sectionalism, and the American South. He is also interested in the development of American political culture and in the meaning of republicanism in the Revolutionary and early national periods.

Gary L. Winarski

Assistant Professor of Accounting, Patrick Campus, (1986; 1986); B.A., Ohio University; M.S., The University of Toledo. Professor Winarski teaches a full range of accounting courses.

Faculty in Australia and Ireland

Desmond Bell

B.A., (Hons), Ph.D., University of Warwick. Dr. Bell, a native of Derry, is an historian who specializes in the problems of Northern Ireland.

Rosemary Broomham

B.A., M.A., University of Sydney. As historical consultant to the Australian Gas Light Company, Ms. Broomham has written *First Light: 150 Years of Gas*. He has organized the archives of the AGL Company and has written and directed a video about the last coal carbonising plant in Australia.

John Henry Collins

B.Ec., (Hons), M.Ec., University of Sydney. Mr. Collins is a lecturer in Economics at Kuring-Gai College of Advanced Education. He is a specialist on immigration as an economic and social issue in Australia, and has served as a consultant to the New South Wales Treasury and the Office of Multicultural Affairs.

Luke C. Gibbons

B.A., M.A. (Hons), University College, Galway. Mr. Gibbons, a Lecturer in Communications at NIHE, is a doctoral candidate at Trinity College, Dublin. His dissertation focuses on the aesthetics of Romanticism in Irish culture. Other research interests include contemporary cultural theory and media studies with particular reference to representations of Ireland.

David Jacobson

B.A., Hebrew University, Jerusalem; M.A., Sussex University; Ph.D., Trinity College, Dublin. Dr. Jacobson is a Lecturer in Economics at the National Institute of Higher Education in Dublin. Professor Jacobson's particular field of interest is the international aspects of the Ford Motor Company.

Anthony K. Lee

B.S., Western Australia; M.A., Ph.D., U.C.L.A.; Ph.D., Western Australia. Dr. Lee

teaches zoology at Monash University. His special interest is life history strategies and social systems of marsupials. He is also the winner of the 1988 Ellis Troughton Award for contributions to Australian Mammalogy.

Carmelle Le Vin

B.A., Dip. Ed., M. Ed., Monash University. Ms Le Vin teaches the Research Methods course in the Rollins Fall Term in Melbourne. Her research interests include multicultural and cross-cultural education.

Tomas MacAnna

Professor MacAnna is one of the artistic directors of the Abbey Theatre and has taught at Earlham University, the University of Minnesota, and Boston College.

Gaynor Macdonald

B.A. (Hons), La Trobe University, Victoria; Ph.D., University of New South Wales. Dr. Macdonald teaches at Macarthur College and her special interest is the transformation of Aboriginal social life as a consequence of colonization and of Aboriginal/European modes of articulation.

Ciaran MacGonigal

Lecturer at the National Gallery of Ireland. Chairman of Trustees of the Hugh Lane Municipal Gallery of Modern Art, Dublin.

Mark William Macleod

B.A. (Hons), M.A. (Hons), Macquarie University, N.S.W. Mr. Macleod is a Lecturer in English and Linguistics at Macquarie University and also a literature and drama critic.

Marion Manton

B.Sc., Sydney; M.S., Hawaii; Ph.D., Columbia University, New York. Dr. Manton is a Lecturer in science education at the Sydney Institute of Education. A specialist in vertebrate zoology, she has published in the areas of neurobiology and sensory physiology.

Terence P. O'Brien

B. Agr.Sc., M.S., Melbourne University; Ph.D., Harvard University; D.Sc. Monash University. Dr. O'Brien co-teaches the Environmental Studies course in Melbourne with zoologist A.K. Lee. His area of specialization is in plant-insect interactions and the impact of frosts and fires in the semi-arid regions of Australia.

E. O'Halpin

B.A., M.A., Ph.D., Cambridge University. Dr. O'Halpin, a professor of Public Administration at NIHE, teaches courses on Modern Irish Politics, Political Parties, and the Electoral System.

Karel Reus

B.A., Monash University; M.A., LaTrobe, Victoria, Australia. Mr. Reus is the Resident Director of the Rollins Melbourne Program and teaches a core course in Australian Society. His area of special interest is the effect of social and political movements on education.

Judith Rodriguez

B.A., Queensland; M.A., (Cantab); Certification of Education, (London). Poet, Anthologist, lecturer in Australian Literature in the Rollins Fall term in Sydney.

Colin John Sale

B.A., Sydney; M.Sc., University of London. Mr. Sale is Head of Geography in the Social Science Department at the Sydney Institute of Education. Among his many publications are several comprehensive texts on Australian and world geography. His research

interests include the natural environment of Australia and the influence of increasing population on the Southeastern environment.

Sandra Shotlander

B.A., Melbourne University; Teachers Certificate, Secondary Teachers College, Melbourne; Post-baccalaureate training, Melbourne Conservatorium, National Theatre Drama School of Melbourne, and Royal Academy of Dramatic Arts, London. Ms Shotlander teaches Australian Cultural Studies in Melbourne. She is also a playwright and author.

Eamonn Slater

B.A., Ph.D., Trinity College, Dublin. Mr. Slater's research interest is the impact that current economic development has on the Irish family structure.

Maurice Symonds

B.A., Sydney. Mr. Symonds is a well-known art educator and author. He has been Resident Director of the Fall Term in Sydney since 1981 and teaches Australian Art.

Katherine E. Zappone

B.A., Seattle University; M.A., Catholic University, Washington, D.C., Ph.D., Boston College. Lecturer at the School of Hebrew, Biblical and Theological Studies of Trinity College, Dublin.

Other Instructional Staff

Debbie Austin

Women's Golf Coach, (1987; 1987); LPGA Golf Professional.

Wendy Brandon

Teaching Fellow in English, and Assistant Director of the Writing Center, (1987; 1987); B.S., University of Georgia; M.S., Central Missouri State University; Ed.D., Teacher's College of Columbia University.

Beverly Buckley

Women's Tennis Coach, (1986; 1986); B.A., Rollins College; M.A., Azusa Pacific University.

Donald Cook

Head, Men's Cross Country Coach, (1980; 1980); B.S., M.A.T., University of South Carolina.

Jean Edge

Teaching Fellow in English, (1985; 1985); B.A., Stetson University; M.A.T., Vanderbilt University.

David Fall

Head Coach of Men's Varsity Soccer, Men's Intramural Director, P.E. Instructor; (1987; 1987); B.A., University of Central Florida.

Paula K. Gale

Dance Instructor, (1982; 1982).

Thomas Klusman

Men's Basketball Coach, (1976; 1978); B.A., M.B.A., Rollins College.

Timothy D. Morris

Teaching Fellow in English, (1988; 1988); B.A., Cardinal Glennon College; M.A., North-east Missouri State University.

Clark D. Morrow

Coed Sailing Coach, (1981; 1984); B.S., University of California Los Angeles.

Other Instructional Staff

John E. Ross

Head Women's Crew Coach, (1985; 1988) B.A., Rollins College.

Kenneth J. Scott

Head Men's Crew Coach, (1985; 1988); B.A. Rollins College.

Tom Seitz

Associate Athletic Director, (1985; 1985); A.A., Daytona Beach Community College; B.A., Oglethorpe University; M.B.A., The Citadel.

Albert L. Simonds

Men's Golf Coach, (1981; 1981); University of Maryland; Rollins College.

Charles Urban

Athletic Trainer, (1981;1981); B.S., University of New York at Brockport; M.A., Indiana State University.

Tom Ward

Assistant Women's Cross Country Coach, (1986; 1986).

Glenn Wilkes, Jr.

Women's Basketball Coach, (1986; 1986); B.A., Stetson University.

Warren Witherell

Waterfront Director, Varsity Ski Coach, (1985;1985); B.A., Wesleyan University (Connecticut); University of Hawaii.

Judy Ziffer

Teaching Fellow in Education and Human Development, (1988; 1988); B.A., Rollins College; M.A., Stetson University; Ph.D., Iowa State University.

Index

- | | | | |
|--|---------|----------------------------------|--------|
| Accreditation..... | 7 | Change in Registration..... | 41 |
| ACT/SAT..... | 18, 19 | Chemistry..... | 90 |
| Administrative Staff..... | 247 | Class Attendance..... | 42 |
| Admission..... | 18 | Classical Languages..... | 97 |
| Advanced Placement..... | 21 | Classical Studies..... | 97 |
| Advanced Standing..... | 21 | Classification of Students..... | 40 |
| Academic Advising..... | 17 | CLEP..... | 21 |
| Academic Honesty..... | 44 | Commencement..... | 36 |
| Academic Policies..... | 39-48 | Communication..... | 235 |
| African Afro-American Minor..... | 65 | Community of Learners..... | 57 |
| Aid Programs..... | 26-30 | Computer Science..... | 101 |
| Anthropology..... | 66 | Computer Services..... | 16 |
| Area Studies..... | 63 | Continuing Education..... | 48 |
| Art..... | 74 | Cornell Fine Arts Center..... | 12 |
| Associated Programs..... | 8 | Counseling..... | 16 |
| Athletics..... | 13, 198 | Course Load..... | 40 |
| Attendance..... | 42 | Courses of Instruction..... | 65-243 |
| Auditing..... | 42 | Credit/No Credit..... | 42 |
| Australian Studies Minor..... | 80 | Credit Requirement..... | 33 |
| Awards (see also: SCHOLAR-
SHIPS)..... | 50-56 | Cultural Life..... | 12 |
| | | Curriculum..... | 33 |
| B.A. Requirements..... | 33-36 | | |
| Biology..... | 83 | Dance (see THEATER)..... | 237 |
| Board of Trustees..... | 245 | Declaring a Major..... | 41 |
| Business Studies (see also
MANAGEMENT)..... | 171 | Dishonesty..... | 44 |
| | | Dismissal..... | 45 |
| Calendar..... | 39 | Dropping or Adding a Course..... | 41 |
| Campus Safety..... | 17 | | |
| Campus Visits..... | 22 | Early Admission..... | 20 |
| Career Center..... | 17 | Early Decision..... | 19 |
| | | Economics..... | 105 |
| | | Education..... | 110 |

Index

- English 118
 Employment 30
 Environmental Studies 126
 Expenses 23

 Faculty 254
 Faculty Emeriti 249
 Fees 24
 Foreign Languages 137
 French 141
 Freshman Admission 18

 General Education
 Requirements 34-36
 German 143
 Grades 43
 Grade Requirements 30, 33
 Graduate Record Examination 48
 Graduate Management Admission
 Test 48
 Graduation Requirements 33-36

 Hamilton Holt School 48
 Health Advising Program 38, 147
 Health Services 16
 History 150
 Honors in Major Field 49
 Honors Degree Program 64, 156

 Incomplete Work 43
 Independent Studies 62
 Internships (see INDEPENDENT
 STUDIES) 62
 International Programs 59
 International Relations 63
 International Student Admission .. 21
 Irish Studies Minor 163
 Italian 140

 Latin 97
 Latin American Studies 165
 Leave of Absence 46
 Library 15
 Loans 26, 30

 Major Requirements 36
 Majors 36
 Management 171
 Mathematics 175
 Mid-term Reports 42
 Minors 37

 Music 180

 Non-Credit Courses 63

 Off-Campus Study Programs 59
 Officers and Trustees 245

 Philosophy 188
 Physical Education 33
 Physics 202
 Politics 206
 Portuguese 140
 Pre-Engineering 215
 Pre-Environmental Management .. 216
 Pre-Forestry 216
 Pre-Law 39
 Premedical Program (see HEALTH
 ADVISING PROGRAM) 38
 Pre-Professional Programs 38
 Presidents 244
 President's and Dean's Lists 50
 Probation 45
 Professors (see FACULTY) 254
 Psychology 218

 Readmission 47
 Recreation 13
 Registration 41
 Refund Policy 24
 Religious Studies 188
 Religious Life 14
 Research Projects (see INDEPEN-
 DENT STUDY) 62
 Residence Requirements 33
 Residential Life (Housing) 12
 Rights and Responsibilities of Aid
 Recipients 32
 Russian 144

 Scholarships 27-30
 Sociology 223
 Spanish 145
 Special Curricular Opportunities ... 57
 Special Student Admission 22
 Student Financial Planning 26
 Student Life 11
 Student Organizations 11

 Theater, Communication and
 Dance 230
 Transcripts 47

<i>Transfer Admission</i>	20
<i>Transfer Credit</i>	40
<i>Tuition</i>	23, 24
<i>Tutorial (see INDEPENDENT STUDY)</i>	62
<i>Undergraduate Curriculum</i>	33
<i>Withdrawal</i>	25, 46
<i>Winter Term</i>	58
<i>Women's Studies</i>	241

Academic Calendar 1988-1989

FALL TERM

New Students Report to Campus	August 31
Classes Begin	September 6
Thanksgiving Recess Begins	November 24
Classes Resume	November 28
Examinations Begin	December 8
Term Ends	December 14

WINTER TERM

Classes Begin	January 4
Classes End	January 31

SPRING TERM

Classes Begin	February 6
Spring Recess Begins	March 25
Classes Resume	April 2
Examinations Begin	May 17
Term Ends	May 23

COMMENCEMENT	May 28
--------------	--------

The information contained in this catalogue is current to May 1, 1988, however; the statements published herein should not be regarded as a contract between Rollins College and the student. The College reserves the right to revise information, regulations, course offerings, academic requirements, financial aid, or fees when deemed necessary or desirable by the administration. Every effort will be made to notify students affected by such changes if they occur. It is the responsibility of the student to keep apprised of all changes.



Rollins
College

Winter Park, Florida 32789

Non Profit
Organization
Postage Paid
Permit #66
Winter Park
FL