INT 100 *Learning Strategies Seminar.* Helps students improve their academic performance by developing better reading and study habits, learning effective note-taking techniques, planning and managing time efficiently, improving testing skills, managing stress, and defining academic goals. *Prerequisite: Instructor’s consent; register TPJ Center, Mills Building, second floor.* One (1) semester hour; graded credit/no-credit (CR/NC).

INT 105 *Foundations of Personal Leadership.* Introduces the study of leadership from both theoretical and practical perspectives. Explores leadership in relation to individuality rooted in self-awareness, commitment, congruence, values, identity, and the discovery of voice. Through readings, case studies, reflection, and small-group sessions, students examine leadership as an inclusive, relational process. *One (1) semester hour; graded credit/no-credit (CR/NC).*

INT 150 *Academic and Career Planning.* Designed for students in the second term of the first year or sophomore year, to guide them through the career and academic exploration and planning processes. Provides strategies and skills necessary for a lifetime of career-related decision making through self-discovery initiatives and exploration of personal interests, values, and abilities. Students will learn how to research career and academic options utilizing campus and community based resources. *One (1) semester hour; graded credit/no-credit (CR/NC).*

INT 201 *Crossing Cultures.* Provides students with a variety of experiences that will develop awareness of the degree to which individual behavior is culturally determined and encourage effective cross-cultural relations. *Prerequisite: acceptance into a Rollins study abroad program.*

INT 205 *Leadership in Groups and Organizations.* Builds upon a theoretical understanding of leadership, social change, and service by integrating students with one another and other group settings at Rollins through skills training, exploration of common purpose, the practice of controversy with civility, and clarification of group norms. Focuses on moving from reflection to reflexivity in relation to leadership. *Prerequisite: INT 100 preferred, but no required.* One (1) semester hour; graded credit/no-credit (CR/NC).

INT 205A *The Lively Arts.* What makes a work of art a masterpiece? What importance do the arts have for us? Through attendance at various on-campus concerts, plays, and museum exhibits, students will begin to develop more insight into and a personal philosophy of the lively arts. Students will also develop skills in critical reading and effective writing.

INT 210 *Women of Vision: Building Partnerships, Creating Change.* Applying social justice education and leadership theory, students will be intentionally engaged in learning opportunities that will challenge and evaluate assumptions about the roles of women in contemporary society. Through service learning, students will have the opportunity to bridge the knowledge gained in the classroom with real world experience. *Team-taught.*

INT 215A *Topic: Arts Criticism: Problems and Methods.* Students will study the problems of professional journalistic criticism with the drama critic of *The Wall Street Journal,* then write and
collectively edit newspaper-style performance reviews. Emphasis is on technique and style, not content. Class participants will attend two performances, Orlando Shakespeare's production of *Hamlet* and Palm Beach Dramawork's production of Michael Frayn's *Copenhagen* as a part of the course requirements. **Note:** This is a two-credit-hour (2 credit) short course that will meet on Tuesdays and Wednesdays from Jan. 12- Feb. 9. The course is graded on a credit/no-credit basis (CR/NC).

**INT 215A Topic: Sophomore Solutions - Finding Your Way.** Students will engage in personal assessment and reflection; considering strengths, weaknesses, personality, learning styles, relationships, morals, decision-making and values. Discusses life at Rollins (including majors and curriculum requirements) and life after Rollins (including careers, community involvement, and family). Provokes reflection on self, values, and how a liberal arts education can be transformative.

**INT 223 Power and Diplomacy: The United Nations.** Introduces students to the United Nations and international relations. Familiarizes students with the operations of the UN, provides an introduction to international relations focusing on selected countries and issues, and teaches how to develop and present oral and written proposals in the UN vernacular.

**INT 230 Foundations of Peer Health Education.** Introduces the concepts of peer education, from theoretical and practical perspectives, with a focus on health issues. Explores models of peer education with regard to social learning, social identity, trans-theoretical, harm reduction and health belief models, as well as experiential learning, group facilitation skills and attending skills. Through readings, reflection, experiential activities and small-group presentations, students critically evaluate peer education models, increase their awareness of pertinent college health issues, and learn to effectively educate their peers. One (1) semester hour; graded credit/no-credit (CR/NC).

**INT 231 Alcohol and Drug Peer Education.** Provides students with a theoretical framework for peer education, as well as the practical knowledge and skills necessary to effectively educate their peers on issues of safe and responsible substance use.

**INT 255P Conquering the LSAT.** A two-credit, non-graded (CR/NC) course designed to help students maximize their scores on the Law School Aptitude Test (LSAT). Four Rollins professors, each an expert in the section of the LSAT they teach, offer intensive instruction in logical reasoning, analytical reasoning, reading comprehension and writing, and test taking strategies. Course meets once each week (Wednesdays from 3:00-5:15 p.m.). Materials used in the course are actual LSAT tests and official Law School Admission Council publications. **Course Fee: $450.**

**INT 260 Foundations of Leadership.** Introduces the field of leadership studies and surveys leadership in historical and contemporary contexts, probing the social and moral responsibilities involved in the process. Exposes students to leadership as an inclusive, dynamic, and change-oriented process via case studies in the Winter Park community, small group sessions, and reflection exercises. A service-learning component provides students with the opportunity to apply class material to concepts of community development and citizenship.

**INT 261 Leadership and Citizenship in Action.** Builds upon a theoretical understanding of leadership, social change, and service by integrating students with one another, and the Rollins and broader communities through community service, skills training, and facilitation opportunities. Serves as a
gateway to obtaining the skills to function in leadership and peer educator capacities on campus and beyond. **Prerequisite:** INT 260 recommended prior to or concurrent with registration.

**INT 305 Community-Based Leadership.** Surveys leadership and social change through studies of theory through an interdisciplinary lens. Exposes students to leadership as an inclusive, dynamic, change-oriented process through case studies in the community, small group sessions, and reflection exercises. Through service-learning, provides students with the opportunity to apply class materials to concepts of community development and citizenship. **Prerequisites:** INT 100 and INT 200 preferred, but not required. One (1) semester hour; graded credit/no-credit (CR/NC).

**INT 315A Topic: Pathways to College -- Guiding and Empowering Underserved Youth.** Students enrolled in this course will mentor, teach, and assist underserved youth (grades kindergarten-five) through a series of lessons on leadership, service, goal setting, and college awareness at Fern Creek Elementary School in Orlando. In the spirit of global citizenship and responsible leadership, Pathways to College will provide Rollins College students the opportunity to serve as change agents in the lives of underserved youth in our community.

**INT 315B Topic: Documentary Film.** The documentary film is potentially a powerful and expressive means by which to educate and enlighten, providing the viewer with revealing insights and perspectives into the many-faceted realms of human activity. Yet this film form has also been described as "almost always an instrument of propaganda," possessing elements both visually stunning and disturbing. This course examines the particular social, political, cultural and historical issues and themes through selective documentary films.

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

**INT 350 Fiat Lux: World Issues in Perspective.** This course focuses on current world events and other relevant social issues, and also on writing and interview skills required for prestigious national/international student scholarships. **Students who express interest in applying for any prestigious scholarship will be invited to attend the course.**

**INT 360A Topic: Culture Wars: Ethics, Aesthetics, and Politics (A-D-V).** Analyzes historical and contemporary ethical debates, and competing theories of how value is assigned to images, and how images produce effects in society and are used to enflame political responses. Highlights current cultural cases, where competing values underlie divergent interpretations of some visual object or representation. Students will compare, contrast, and integrate methodologies of art history, philosophy, and history, and will participate in scholarly debates with faculty, who seek intellectual engagement and connections across disciplines. By analyzing many varieties of "culture wars" and the competing values at stake over the term, we will create a "lab" environment in which students identify, choose, and analyze such thorny topics and multiple perspectives. **Note:** Course requires co-requisite of IFT 112. **Students who have already completed IFT 112 or who can demonstrate web design competency, with the instructors’ permission, may enroll in Advanced Web Design (IFT 113), Design with Photoshop (IFT 120), or Digital Video (IFT 300) instead.**

INT 480 A Senior Colloquy: Current Issues in Liberal Arts. Allows students to debate controversial contemporary issues using skills and knowledge from their respective disciplines. Students will participate in dialogues with peers, scholars, and other members of the community, and examine strategies of effective argument and debate. Focuses on learning skills for reading complex dilemmas and other materials, isolating the issue(s) involved, and reasoning to appropriate and persuasive conclusions. *Prerequisite: senior standing or instructor's consent.*