ANT 205G *Strangers from a Strange Land: Americans in Vietnam*. Puts students in the shoes of the people of Vietnam in the 50s and early 60s, when many Vietnamese saw Americans for the first time. This was the period before the Vietnam War began in earnest, a period in which Americans were first coming to know and be known by the Vietnamese. By first building an understanding of the Vietnamese world view, we will enable ourselves to see how strange and unpredictable we Americans sometimes seemed to the people of Vietnam. Vietnamese guest speakers will be invited to talk about their memories of their first encounters with Americans. **Credit:** **Meeting Dates:**

ANT 205I *Cinema & Society in Iran*. Unveils some of Iran’s complexities through the works of several of its world-class filmmakers. Students will begin to see Iran for the fascinating and dynamic society it is -- and not simply as a threatening, unruly place characterized by religious fundamentalism and a corrupt, unyielding government. **Credit:** Two (2) semester hours. **Meeting Dates:**

ANT 205I *Islam in the West: Central Florida’s Muslim Communities*. Introduces students to the life and culture of Muslims living in Central Florida. Through activities including guest speakers, films, cooking lessons, music, and a visit to a local mosque, students will not only get the chance to interact with local Muslims, but also learn about the diversity of Muslim culture in Central Florida and some of the issues and misunderstandings Muslims face in their everyday lives. Class culminates in group projects aimed at establishing relations with and enhancing understanding of our local Muslim communities. **Credit:** **Meeting Dates:**

ANT 205I *Walls & Bridges: Tibetans, Muslims, and Chinese in the Twenty-First Century*. Offers a view of the non-mainstream people and places in China. Tibetans and Uighurs of the old Silk Road, have been showing signs of restiveness in the Celestial Kingdom, while the once powerful Manchus have blended into the mainstream with little or no friction. Looks at China’s many nationalities to learn something about what they think the meaning of life is and whether their ideas clash or harmonize with those of the all-powerful Beijing government. **Credit:** **Meeting Dates:**

ANT 205J *Mesoamerica: Past and Present*. Explores life in ancient Mesoamerica and examines how contemporary Mesoamerican peoples use history to legitimize their roles in contemporary society. Examines the history, religion, ritual, writing, and politics of ancient Mesoamerica and how contemporary Mesoamerican communities use historical understanding as the basis of revitalization movements. **Credit:** Two (2) semester hours. **Meeting Dates:**

ANT 205J *Oral Traditions of Eatonville*. An exploratory course, in which students will collect and classify folklore and oral history from the Eatonville community. Through their collections and interactions with the citizens of Eatonville, students will attempt to gain an understanding of the historic and contemporary cultural values and norms specific to the Eatonville community. **Credit:** **Meeting Dates:**

ANT 205J *Maya Hieroglyphic Writing*. An exploration of Maya writing as history, identity, propaganda, and power. Examines the Maya calendar and the accession to power, warfare, and rituals recorded in
Maya hieroglyphic writing. Explores how indigenous communities use writing to legitimize cultural belief practice. **Credit: Meeting Dates:**

**ARH 210A Michelangelo 101.** Michelangelo Buonarroti (1475-1574) dominated the art world in Italy from approximately age 20 until his death at 89. His career spanned most of the sixteenth century, and his prolific work as a painter, sculptor, draftsman, and architect profoundly impacted the ‘High’ Renaissance in every artistic medium. The artist’s production as well as his close relationship with scholars, prelates, noblemen, noblewomen, and all the Popes of his era will serve as touchstones for our exploration of the religious and sociopolitical environment of Renaissance Italy. **Credit: Two (2) semester hours. Meeting Dates:**

**ART 210 Contemporary Approaches to Art.** Exposes students to contemporary art methods through visits to artists' studios and art exhibitions, class lectures, and hands-on art projects. One contemporary art approach is to create a sketchbook that exists as both a document of the artist's daily life as well as an art piece. Students will produce such a sketchbook and will learn the basics of installing an art exhibition by showing their sketchbooks in an on-campus group show. Students will gain a fundamental understanding of the working processes of various types of artists, and will produce their own mixed media art piece in the form of the sketchbook. Compliments the regular curriculum of the studio and art history majors, and familiarizes non-majors with the working processes of contemporary artists. **Credit: Meeting Dates:** Note: This course carries a $45 materials fee that will automatically be billed to your College account.

**ART 215I Community in Art.** Familiarizes students with the work of modern and contemporary African-American artists such as Romare Bearden, James Kerry Marshall, and Lezley Saar. Investigates their work, their lives, and their artistic visions, and also seeks connections between these artists and their local contemporaries, whose work has played a role in forming the identity of the historic community of nearby Eatonville. As students discuss aspects of each artist's work, they will have the opportunity to reflect more deeply through the creation of their own visual journal. This project allows students to integrate written responses with image-making techniques that artists, such as Romare Bearden, actually used in their own work. As a post-class assignment, students will volunteer during the Zora Neale Hurston Festival, a once-a-year artistic celebration in honor of Eatonville’s famous literary figure. In the final pages of their visual diaries, students will record their impressions of the festival, meditating on the importance of Zora’s hometown to Central Florida and its vital role in contemporary African-American artistic traditions. **Credit: Meeting Dates:**

**ART 215I Community Voices in African and African American Art.** Familiarizes students with the work of modern and contemporary African-American artists such as Romare Bearden, Michael Ray Charles, James Kerry Marshall, Kehinde Wiley, Yinka Shonibare, Kara Walker, Julie Mehretu, and Ellen Gallagher. Seeks connections between these artists’ voices and the importance of community in African and African American experiences. Includes lecture and discussion, but focuses on the creation of a visual journal project which will be on display in celebration of the 2010 Martin Luther King, Jr. holiday. **African and African American Studies (AAAS) minor elective. Credit: Two (2) semester hours. Meeting Dates:**

**ART 215I Community and Identity: Reflecting On Contemporary African-American Art through Visual Journals.** Familiarizes students with the work of contemporary African-American artists. Investigates their work and their lives, to uncover common themes of community and identity. Students
will reflect on these themes in the artists' work (and what they mean in their own lives) through written essay and creation of a visual journal. **Credit: Meeting Dates:**

**ART 215I Community Voices in Contemporary African-American Art.** Familiarizes students with the work of contemporary African-American artists and explores its emphasis on community. Includes lecture and discussion, but focuses on the creation of a collaborative artwork in celebration of the 2010 Martin Luther King, Jr. holiday. **Credit: Meeting Dates:**

**ART 245I Kayak101: The Kayak as a Vehicle for Self-Expression, Self-Discovery and Environmental Engagement.** Familiarizes students with basic woodworking and contemporary boatbuilding methods through the creation of a functional craft object, the kayak, thus affording students the opportunity for self-expression and self-discovery. Investigates historical, cultural, and environmental issues related to the kayak as part of the building process. **Credit: Meeting Dates: Materials Fee: $100.**

**ART 247 Pinhole Photography.** Studio art course designed to be a hands-on creative art experience. Emphasis is on visual problem solving based on class projects and critiques. In class, we will build different cameras, expose a variety of different films and papers as negatives, and produce photographic prints in the darkroom. Prior to the beginning of classroom work, the class will research the history and evolution of pinhole photography. This will be a pre-intersession-week assignment and will be completed before class begins to establish a foundation for class projects. The course is suitable for students without an art background as well as art majors. Our study of the nature of pinhole photography will cover both the technical aspects of the medium, and the conceptual issues common to contemporary photography. However, many of the visual and stylistic issues we will consider are specific to pinhole photography, and separate it from other types of photography. **Credit: Meeting Dates:**

**BIO 205I A Walk on the Wild Side: Exploring Central Florida's Natural Habitats.** Interdisciplinary course focuses on threatened natural habitats of Florida. Asks students to weigh the pros and cons of conservation efforts in Florida and answer the question, “Is Florida's natural environment worth preserving?” Students will visit several ecosystems in central Florida that have recently been designated as key sites for preservation by the Florida 2050 plan: the Indian River Lagoon, Kissimmee Prairie, Wekiva/Ocala Greenway, St. Johns-Econlockhatchee Mosaic, Green Swamp, Volusia Conservation Corridor, and Lake Wales Ridge. At each site, students will learn about the different aspects of that particular ecosystem and the challenges it faces. Students will meet with other students and faculty in four linked courses during Intersession week to discuss shared readings and share their perspectives on Florida’s natural history. Students should be prepared for significant outdoor activity and long travel times. **Credit: Meeting Dates:**

**CHN 205A Chinese Cinema of the New Millennium.** China’s directors have attracted the world’s attention ever since the 1980s when the famous Fifth Generation burst on the scene with an array of films that were both critically acclaimed and received enthusiastically by audiences. But now, a new generation is pushing China’s cinema in new and ever more interesting directions. Director Wang Chao, whose film Luxury Car won an award at the Cannes Film Festival last May, is representative of the new generation and he will co-teach this course with Professor Teng Jimeng. The course will showcase some of the best films coming from current Chinese directors, including Luxury Car. **Credit: Meeting dates:**
COM 205I Listening Leadership. Outstanding leaders are outstanding listeners. Yet, it’s estimated that the average person ignores, forgets, or misunderstands at least 75-percent of what he or she hears. The value of listening goes far beyond common courtesy. It is fundamental to effective leadership and team success. During this highly interactive course, you will learn the “Listening Leaders” model that consists of 10 golden rules that will help you to achieve your listening and leadership objectives. Credit: Meeting Dates

ECO 205I The Great Recession: An Economic Analysis. The Great Recession of 2008 has started to abate, but its effects will be felt by generations to come. Course examines the causes of the current economic and financial crisis, explains the global nature of the recession, and comments on various measures deployed by governments around the world to contain it. Credit: Meeting Dates

ECO 205I Economics in Motion: An Approach to Studying an Economic Process as a Time-Evolving System. Exposes students to a non-mainstream approach to the study of economics. An economic process will be described as a time-evolving system put in motion by causal relations among its components. A comparison with the classic approach predicated on the supply-and-demand equilibrium principle will also be considered. Factors essential to the evolution of economic systems such as cause, effect, transition, positive and negative feedback, critical points and emergent properties characteristic of complex systems will be identified in examples and discussed in class. In addition to emphasizing the roles of time and causality in the economic process, this course will introduce students to a set of tools for studying an economic process in motion. These tools are: cobweb diagrams for equilibrium problems, analytic modeling of time evolving processes, and agent-based simulation. Credit: Meeting Dates

ECO 205I Is the Party Over? Peak Oil, Peak Everything: Economics of Fossil Fuels. Considering both the exponentially rising extraction costs and the increasingly threatening “external” costs of the associated high-energy economy, we are almost certainly now at the historical “peak” of global production of fossil fuels. Explores that reality and some of its enormous implications for the future. Credit: Two (2) semester hours. Meeting Dates

EDU 205B Topic: Technology for Teachers. Introduces students to basic technology currently used in elementary classrooms. Instructs students in the use of Windows, E-mail, Excel, Power Point, Netscape Composer, electronic portfolios, and the Internet as a research tool. The role of these tools in enhancing student learning and teacher productivity will be addressed. Credit: Meeting Dates

EDU 350 Strategies for Classroom Management. Practical classroom management based on the theories of Linda Albert (Cooperative Discipline) and Harry Wong (Effective Teaching). Video observations and critiques, reading and sharing ideas, and the development of a classroom management notebook will be incorporated into a seminar-type format. Activities will focus on the planning and learning environment sections of the accomplished practices. Credit: Meeting Dates

ENG 140 Short Story into Film. Examines problems of adapting short stories into films by studying the relationship between films and the original stories on which they were based. Explores the difficulties of translating voice, narration, and character to the screen, and class projects will involve both creative and analytical components. Prior to attending the first class meeting students must see Steven Spielberg’s Minority Report and read Philip K. Dick’s original short story The Minority Report (on reserve in the Olin Library). Credit: Meeting Dates
ENG 205I Buffy the Vampire Slayer and American Culture. Explores the television show Buffy the Vampire Slayer from various angles, debating what "Buffy" says about feminism, what "Xander" says about masculinity, what "Faith" says about Nietzsche, and why high school is hell. Students should emerge from this seminar better able to closely analyze tv shows and discuss what they tell about how, what, and why America and Americans believe what we/they do(es). **Credit:** **Meeting Dates:**

ENG 205J Embodied Creativity: Using Yoga and Writing to Channel Creative Energy. Students take a yoga class each morning at College Park Yoga, followed by afternoon discussions of the memoir Eat, Pray, Love and the ways the yogic path prepares us for deep creative work. Class discussions and writings examine how yogic awareness enhances creative focus and productivity. **Credit:** **Meeting Dates:** **Fee Course:** $60.00 fee for five mornings of yoga instruction at College Park Yoga studio. **Note:** Fieldtrip release forms required for all participants prior to participation.

ENG 205J Buffy the Vampire Slayer and American Culture. Explores why the television show Buffy and the Vampire Slayer (BtVS) has become an academic breakout, spawning an online journal, multiple conferences, and perhaps a dozen critical books. Examines episodes from various angles, debating what Buffy says about feminism, what Xander says about masculinity, what Faith says about Nietzsche, and why high school is hell. Students will emerge from this seminar better able to closely analyze television shows and discuss what they tell about how, what, and why America and Americans believe what we/they do. **Credit:** Two (2) semester hours. **Meeting Dates:**

ENG 205K Mean Girls in American Literature and Film. Uses the topics of “mean girls” in American literature and film to examine the issues of individual and society in American culture, from beginnings to present. Books and films may include, Daisy Miller, The Crucible, Sula, Saved, and, of course, Mean Girls. Seminar class with as much reading as the schedule allows, short papers, and class discussion. **Credit:** Two (2) semester hours. **Meeting Dates:**

ENG 215I Exploring Wild Florida. Following in the footsteps and canoe wakes of William Bartram, we will explore wild central Florida, along the middle St. Johns River and throughout the Wekiva River basin. Daytrips will include 3-5 of the following (arranged according to weather conditions): Genius Preserve, our local eagle's nest, Big Tree Park, and Rock Springs Run; Wekiwa Springs, Rollins's own Shell Island; the Little Wekiva River and Twin Mounds (the most thoroughly studied Timucuan midden in the basin); De Leon Springs, Lake Woodruff Wildlife Reserve, Hontoon Island State Park (Indian mounds); and Seminole State Forest, Blackwater Creek. These field trips in ecology will focus on the extraordinary program for preservation and restoration that balances the sprawl of central Florida with a regional plan of national significance. It represents on a larger scale the harmony and balance that Aldo Leopold and John Nolen envisioned for America's cities and that Rollins students and professors have embodied in the Genius Preserve. **Prerequisites:** hearty spirits, hiking and canoeing stamina, and an outdoor mind. **Fee:** $150. **Credit:** **Meeting Dates:**

ENG 241E Films of Christopher Nolan. Inception, Memento, The Prestige, The Dark Knight—these are just a few of the films created by critically-acclaimed director Christopher Nolan. Focuses on Nolan’s cinematic vision and the ways his films speak to a unique thematic philosophy. **Credit:** Two (2) semester hours. **Meeting Dates:**
ENG 245I *Pulp Fiction.* Pulp fiction lived on the margins of American society; its subject matter and sensational cover art, however, made it a popular literary genre. Course reviews representative examples of this literature. Visits to local art museum to see the inspiration for many of its most dramatic covers included. **Credit: Meeting Dates:**

ENG 250I *Great Speeches and Social Change.* Pivotal moments of social change are often accompanied or instigated by powerful speeches that move whole segments of society. Such speeches help frame issues and position actors in strategic ways. Investigates the rhetorical techniques used in designing and delivering such speeches. Analyses will illuminate the goals, values, emotions, local and general contingencies, and language informing speech construction and interpretation. **Credit:** Two (2) semester hours. **Meeting Dates:**

ENV 205I *Icons of Paradise: Rollins College and Winter Park.* The idyllic beauty of Rollins College and Winter Park is no accident. Both carefully planned, the last vestiges of a design style initiated during the Italian Renaissance. Charles Morse, Winter Park's town founder, laid out a city based on the ideals of harmony, balance, and the veneration of nature. Rollins President Hamilton Holt followed suit with his "ideal building plan" that provided the setting, he wrote in 1932, for "Rollins' great experiment in common sense education." Rollins had recently hosted a national conference dedicated to advancing the liberal arts beyond the college campus. The noted educator, John Dewey, chaired the event and Holt would champion Dewey's belief that a quality education was measured in the ability of faculty and students to enlighten the surrounding community and work for its betterment. This course is dedicated to reviving this earlier generation's educational vision, which Rollins will celebrate this spring. Students will be introduced to the basics of Renaissance design and its application in the planning of Rollins Campus and Winter Park. The class will also focus on the Genius Reserve, a 50-acre *sacro bosco* (sacred grove) Charles Morse set aside a century ago. On this unique "Old Florida" landscape, students will pursue the "enlightened pragmatism" Holt and Dewey championed. They will update a centerpiece of the *sacro bosco* and, in the process, create a place that will educate future generations on the practical art of sustaining paradise. This course, then, will create paradise as well as study it. **Credit: Meeting Dates:**

ENV 215I *Planning Matters: Lessons from Hurricane Katrina.* The disaster and chaos that ensued after Hurricane Katrina rampaged through New Orleans was in large part a human disaster. Scientists knew the damage a category four hurricane would inflict, but unfortunately the plans designed to protect the city were never funded. Will Hurricane Katrina change the way we design our cities or will we continue investing public dollars in pursuing an American Dream that is increasingly at odds with nature? In addition to New Orleans, plans designed to protect natural resources and minimize hurricane damage in Tampa Bay (second to New Orleans for hurricane damage potential) and the Orlando area will be the focus of study. **Credit: Meeting Dates:**

ENV 302F *Traditional Town Planning: The Art of Civic Design.* The suburbanization of America has fostered a host of problems. During the last decade, the New Urbanism, a congress of planners and architects, have re-introduced traditional civic design to solve the conundrum of suburban sprawl. Course focuses on the art of civic design, examining exemplary projects from Europe to Central Florida. A field component is included to enhance understanding of the course material. **Credit: Meeting Dates:** (fieldtrip to Celebration).
FIL 101 Filmmaking 101. Students will learn to make a film, from storyboard to final edit, by working as the “crew” for director Amy Hobby. Ms. Hobby, New York-based producer/director of films such as Secretary, Thirteen Conversations about One Thing, and Ethan Hawke’s Hamlet, will film a script chosen from the screenwriting class being taught this fall by Dr. Bill Boles. Students chosen for this class will work filmmakers’ hours, and thus will commit all their waking hours (and some sleeping ones, too) to the project Monday through Sunday. In addition, following intersession, students will develop their own film project, which Ms. Hobby will critique. Students who wish to enroll in the course must e-mail a one-page essay detailing why they wish to take the course to Dr. Roger Casey, Dean of the Faculty, RCasey@Rollins.edu, no later than Friday, Nov. 14. Class size will be limited to 12. Credit: Meeting Dates:

FIL 125 Introduction to Filmmaking: Shooting the Scene. Introduces students to the world of a film shoot through classic Hitchcock films. Students will gain the hands-on experience of reproducing a scene from a classic movie as they direct, design, act, and shoot video and 16 mm film stock of a short scene. History of film and the elements of production design, as well as the proper terminology used on a film shoot, will be provided through screenings, lecture, and discussion. Required private screening/critique of the final scenes within two weeks of the start of the spring term. Fee: $50 per student for film stock. Credit: Meeting Dates:

FIL 205I American Film Themes: The Biracial Buddy Film - Police Style. Looks at a staple of the cop film genre - the pairing of a black cop with a white cop. Why this continual pairing? What does it say about the relationship between the races? How do these films work in the depiction of African-American characters? Do these films reify stereotypes or do they offer alternatives? Examines the depiction of women and other minorities in these films. Are these merely movies for entertainment or does a larger social and cultural meaning exist behind these pairings? Credit: Meeting Dates:

FIL 206I Images of Paradise: Florida in Film. An interdisciplinary course that will examine a selection of readings and narrative feature films while also delving into documentary works that concern the natural history of Florida and its ecosystems, notions of ecological preservation, restoration, and aesthetics, Florida’s relationship with development, and the larger implications of suburban sprawl. Helps students learn something about Florida's habitats and ecosystems and human interaction with these systems through film and site visits as they determine the value of preserving Florida's natural environment. Develops an understanding of representation and contestation that the medium of film offers, and features visits to areas in Central Florida currently threatened by development. Through film, students can perceive the conflict endemic to the modern American Dream: how to realize our hopes without destroying the beauty and heritage of a landscape that defines the very places we desire. All linked classes will view Sunshine State. Other films may include Cross Creek, Ulee's Gold, and several period documentaries. Credit: Meeting Dates:

GMN 205I Following Traces of German Settlement in Central Florida. The unincorporated community of Gotha, Florida was settled originally by German speakers in the late 19th century. Students of German will enhance websites created by students from the Fall 2008 advanced German composition course concerning the history of Gotha. Students will create materials to share with children from the New School Prep Orlando (NSPO) to ensure a basic understanding about how Gotha was settled; will host a Gotha field trip for NSPO students including visits to Henry Nehrling’s historic home, the old graveyard, and the historic Zion Church; and will make a visual presentation and host a potluck dinner for the children and their families at Camp Ithiel. Credit: Meeting Dates: Note: Fieldtrip release forms required for all participants prior to participation.
HIS 205C Policy and Disaster in the U.S.: A Documentary Exploration of Public Perception and Policy Action. Uses documentaries and selected readings to explore how the two dominate policy producers in the U.S. frame and approach disaster. Scholars have long recognized the difference between experts charged with planning and regulating society and their approach to managing the different contingencies associated with manmade and natural disasters, and the approach taken by elected officials. These distinct perspectives serve as the guidepost for creating public policy. Examines three different incidents: The Triangle Factory Fire (1911), Polio Outbreak and Eradication (1949-1952), and the Hurricane Katrina Disaster (2005), using documentaries and articles to explore how expert recommendation and political views shaped responses to these disasters and perhaps explained outcomes. Credit: Meeting Dates:

HIS 205D China's Modernization. Provides students with an overview of modern Chinese history. Organizing theme is China's modernization in response to the challenge of Western intrusion. Examines the trajectory of China's modernization, debates among Chinese elite on models of modernization, and changes in various aspects of Chinese society and culture. Credit: Meeting Dates:

HIS 205I City in Film. Explores themes in urban studies through film. Positive and negative views of cities and city life are presented in classic and modern films. The films are augmented by readings on urban life that explore the political economy, social, and cultural examination of urban life. Credit: One (2) semester hour. Meeting Dates:

HIS 205I The American West in History and Film. The frontier’s effect on the creation of U.S. identity has been hotly debated since the introduction of Frederick Jackson Turner’s frontier thesis in 1893. Turner argued that the U.S. used the western frontier as a framework for its political, social, and economic development. This process cultivated a self-image that emphasized American’s duty to civilize the countryside and create a viable society. Course examines the evolving American fascination with western history and imagery through a critical examination of a specific historical event. The gunfight at the O.K. Corral remains a defining frontier episode that has been imagined and re-imagined in American culture. By critical deconstructing the history and memory of this event through films produced in the 40s, 50s, 60s, and 90s, students will examine the changing relationship between popular culture and the frontier myth affect on perceptions of leadership, conflict, and community. *Students will be required to write a post-session review essay based on assigned reading. During the intercession students will produce written critiques based on the films. Credit: Meeting Dates:

HIS 205I Iraq to Afghanistan. American troops will begin leaving Iraq in 2009, some tens of thousands of them surely to be re-deployed to Afghanistan. Thus, as the new President takes office, among his several daunting foreign policy tasks will be to figure out how to "stabilize" the country where the Taliban has re-emerged and is allied with Al-Qaeda. Students will view several documentaries on American policy in Iraq, as well as filmed interviews with Westerners now working in Afghanistan. Credit: Meeting Dates:

HIS 205I The Space Race and American Film. Examines the impact of the space race on the United States' global standing and domestic development through literature and film. At the height of the Cold War, the United States and the Soviet Union engaged in a heated competition over space. The Space Race began in 1957, when the Soviet Union launched the first artificial satellite, Sputnik. With that initial
success, the USSR and the United States each committed themselves to conquering outer space for national security and propaganda reasons. Each country strove to win, struggling to overcome the scientific hurdles and gain the corresponding military advantage that would come from controlling space. President Kennedy’s 1961 pronouncement that going to the moon represented the single most impressive act for mankind also acknowledged no event would be more "difficult or expensive to accomplish." The ideological struggle represented by space race was symbolically important; yet this race was a pivotal force shaping regional development, national education, and industrial innovation. Moreover, key figures such as Sally Ride, Ronald E. McNair, and other minorities have struggled to be included in the national vision represented by the space program. We will examine some of the crucial films and literature associated with the shifting social, political, and economic priorities connected with the American space program. **Credit: Meeting Dates:**

**HPA 175F International Medical Service-Learning Trip.** Students learn valuable lessons about what it means to be a global citizen, a responsible leader, and a healthcare advocate through work in a hospital, healthcare clinic, or medical office outside of the U.S. that benefits both the healthcare facility and the students. Students “shadow” or follow a physician or other healthcare professional as s/he goes about doing his/her normal job. Students will also embrace the importance of altruism within the healthcare field by providing services that benefit the clinic. Finally, students will undertake direct patient care experiences involving measuring and recording blood pressure, pulse, temperature, and respiration rates, assisting with wound cleaning and dressing, facilitating patient transport, or assisting with patient registration. Each student in the program must obtain CPR and basic first-aid certification and demonstrate competency with the ideas and practices of how to conduct a medical history and interview, knowledge of appropriate behavior when it comes to patient rights, medical ethics, and professional etiquette. **Credit: Meeting Dates: Fee: $?? per student. Prerequisite: Instructor’s consent.**

**HPA 397 Health Science Observership.** Week-long (40 hour) hospital or medical setting shadowing of residents and third-year medical students as they examine and speak with patients. Enrollment by consent only. Students should contact Dr. Judy Schmalstig, Department of Biology, jschmalstig@rollins.edu, for additional information. **Credit: Meeting Dates**

**INT 215A Social Advocacy through Film: Movies that Change Minds.** Students will evaluate films with messages centered on issues of social justice, diversity, and responsible leadership. There will be discussion and scholarship based around recognizing subtext and identifying themes contained within the individual films. Students will examine existing community efforts to use film as an advocacy tool for underrepresented groups and apply their learning to create similar programming for the Rollins community. **Credit: Meeting Dates**

**INT 215G Going to Graduate School.** Exposes students to reasons why graduate school may be a good option after Rollins, how to research the best graduate programs (including international institutions), how to prepare for standardized entrance exams, and what to expect during the application process, including personal statements, references, and interviews. Course does not cover med school or law school options. **Credit: Meeting Dates: Prerequisite: Sophomore or junior standing.**

**INT 215I Hunger and Homelessness in Central Florida.** Through an "into the streets" immersion project, students experience, reflect, and analyze issues of hunger and homelessness in the U. S. and Central Florida. As reciprocal learners, students are involved in a multitude of active learning experiences
that explore the intersections between privilege, opportunity, ability, race, gender, and socioeconomic status. Participants will engage in an overnight experience on Wednesday and an immersion on Saturday morning. **Credit:** **Meeting Dates:**

**INT 215I Into the Streets: Hunger and Homelessness in the United States.** Through an “into the streets” immersion project, students will experience, reflect on, and analyze issues of hunger and homelessness in the U.S. and in Central Florida. As reciprocal learners, students will be involved with a multitude of active learning experiences that explore the intersections between privilege, opportunity, ability, race, gender, and socioeconomic status. Please be aware that participants will engage in an overnight experience on Wednesday. **Credit:** **Meeting Dates:**

**INT 215K Recovery and Regeneration: Restoring New Orleans.** Join Rollins Relief in New Orleans to work for its recovery from the 2005 hurricanes. In this student-faculty collaborative effort, we learn by doing relief work to experience the scope of this tragedy, reading about the deluge, and by working every day with Habitat for Humanity to rebuild people’s homes. Students work with Habitat for Humanity Monday through Saturday, and stay in their secure facility located at a new site called Camp Hope just south of Violet, LA. Academically, students attempt to understand and take some responsibility for helping people to put their lives back together by reading articles and books about this ongoing tragedy, keeping a journal, and writing an essay about rejuvenating the city upon our return. In addition, teams of students will conduct a forum or discussion for all interested students in the spring term. **Credit:** Two (2) semester hours. **Meeting Dates:** January 6-13, 2008. **Fee:** $330 per student. **Prerequisite:** Priority to sophomores and juniors.

**INT 215K Katrina Recovery Project: Rebuilding St. Bernard Parish.** St. Bernard Parish, LA, was devastated by Hurricanes Katrina and Rita a year ago; virtually every residence and business in the Parish was flooded with 8-15 feet of water for as many as two weeks when the levees broke. Sponsored by Rollins Relief, this week-long, immersive, service learning course will allow five student-led faculty-staff-student teams of 12 to provide direct assistance to elderly and handicapped residents of St. Bernard Parish in rebuilding their homes in a volunteer project managed by the parish government and Habitat for Humanity. Work could include gutting houses and debris removal, mold abatement, house reconstruction, and/or new home construction. Note that this will involve some physically demanding work. We will be housed and fed at Camp Hope. We will work on homes from 7:30 a.m. to 2:30 p.m. daily, and afterwards engage in personal and group reflection, and reading and journal writing; each team will be responsible for the creation of an annotated photo or video presentation suitable for posting on the Web upon return. Evening excursions into New Orleans are planned. This will be a zero-tolerance alcohol/drug free course. Registration priority will be given to first-year students and sophomores. Two (2) REQUIRED pre-trip class meetings. **Fee:** $100, non-refundable, at first meeting; additional fees, if any, will be determined based on ongoing fundraising. A limited number of grants will be available. **Credit:** **Meeting Dates:**

**INT 255(01) Truth and Illusion: A Journey with Edward Albee.** Edward Albee is one of the foremost playwrights and directors of our times with a career that spans more than thirty years. He has earned Pulitzer Prizes for *A Delicate Balance, Seascape,* and *Three Tall Women*; a New York Critic’s Award and two Tony Awards for *Who’s Afraid Of Virginia Woolf?*; a Kennedy Centre lifetime achievement award; and a National Medal of the Arts conferred by President Clinton. Albee burst the bubble of safe American theatre by asking the question *Truth and Illusion: Who Knows the Difference, Toots?*, which forces his audiences to exam their illusions, personal to national. His plays, rich in humor and pathos are bridges
between European influences (e.g., Beckett, Genet) and uniquely American sensibilities. Includes video, film, guest performances, and an Albee production – A Delicate Balance – at the Annie Russell Theatre. **Prerequisite:** read A Singular Journey, Albee’s new biography by Mel Gussow, New York Times drama critic (required before attendance). **Credit:** **Meeting Dates:**

INT 255(02) Utopian Community: Celebration USA. For the last century, Florida has been a laboratory for utopian communities. Disney’s Celebration is the latest, and perhaps most important, new town designed as a model of a better life. Celebration contains an element of “Disney magic” that makes it both an escape from reality and a new model for suburban America. Celebration will be placed in perspective from both a political and design point of view by Rollins authors, Rick Foglesong and Bruce Stephenson. Doug Frantz and Cathy Collins, authors of Celebration USA: Disney's Brave New Town, will also discuss what it was like to live in Celebration for two years and their search for the reality of this new creation. This course delves into social theory, the politics of Disney, New Urbanism, and, most importantly, the struggle to create a democratic community. **Prerequisites:** read Celebration USA and prepare a 4-page book review utilizing existing reviews in the New York Times Review of books and other sources (required before attendance). **Credit:** **Meeting Dates:** (field trip to Celebration USA)

INT 255 American Film Studies: The Coen Brothers. Before the Farelly Brothers and There's Something About Mary and before the Wachowski brothers and The Matrix, the Coen Brothers were making important, genre bending films. Studies the maverick film makers Ethan and Joel Coen and their influential film making talent by examining the body of their film work, ranging from Blood Simple (their first film in the mode of film noir) to Miller's Crossing (a take on the gangster film) to Barton Fink (simply put: a strange, strange film) to their Oscar-nominated Fargo (who knew people from Minnesota could be so funny). The class will also view their latest works: O Brother, Where Art Thou? and The Who Wasn’t There. **Credit:** **Meeting Dates:**

INT 255A American Film Studies: Wes Anderson/Kevin Smith. Two of the more popular independent film writer/directors to emerge in the 1990s were Wes Anderson (co-writing with Owen Wilson) and Kevin Smith. However, on the heels of Smith's Jersey Girl and Anderson's The Life Aquatic with Steve Zissou, it is worth considering the career direction of both of these directors. Are they important filmmakers or just flash in the pans? Examines their films (including Bottle Rocket, Rushmore, The Royal Tenenbaums, Clerks, Chasing Amy, and Dogma) and considers their significance. **Credit:** **Meeting Dates:** **Note:** Open to first year students only.

INT 255A American Film Themes: Retooling Hollywood – Films by Female Directors. It is a well known fact that the Hollywood film industry is dominated and controlled by men: just look at who controls the studios, writes, directs, produces, and stars in the movies. Just look at who brings home the big paychecks. However, what goes unnoticed by many is that a group of successful women filmmakers write and direct their own films, challenging the “boy's club” nature of the Hollywood film. Course looks at films by Jane Campion (In the Cut), Nora Ephron (Sleepless in Seattle), Sofia Coppola (Lost in Translation), Amy Heckerling (Clueless), Kimberly Pierce (Boys Don't Cry), and Lisa Cholodenko (Laurel Canyon), and in doing so we will explore the distinct differences gender plays in the shaping and molding of movies and our reactions to them. Students will be expected to read and view films during the winter break. **Priority to first-year students. Credit:** **Meeting Dates:**

INT 255A Murder, Magic, and a Lovelorn Angel. Students will shape a campus-wide, Gender Matters Read-in of Alice Hoffman's short Florida novel, Turtle Moon. Here we see the intersection of troubled
lives: a rebellious teenage boy, a young mother hiding her baby, a confused divorcée, a teenage girl with doubts about college, an unhappy cop, and the unexpected angel lurking in a gumbo-limbo tree. Enter the murderers. After discussing the novel, students will spend time shaping a campus-wide Rollins Read-in, designing brief advertising materials and planning their own contribution to spring term campus conversations. **Credit: Meeting Dates:**

**INT 255B Introduction to Leadership for First-Year Students.** Focuses on the role of self and group in the leadership process. Operating as an interactive "leadership laboratory," explores leadership in relation to individuality, group dynamics, social justice, and community engagement. Through readings, case studies, reflection exercises and group work, student leaders will examine leadership as an inclusive, relational process through which individuals, organizations, and systems develop visions and create change on campus and beyond. **Credit:** Meeting Dates: **Prerequisites:** First-year students only and instructor's consent.

**INT 255B Introduction to Leadership.** Introduces the study of leadership and social change from theoretical and practical perspectives. Explores leadership in relation to individuality, group dynamics, and community building. Readings, case studies, reflection, and small-group sessions, allow students to examine leadership as an inclusive, relational process through which individuals, organizations, and systems create social change. **Credit: Meeting Dates:**

**INT 255B Courageous Leadership.** Responsible leadership requires us to engage in conversations about values and leadership. Yet, we know that our global society is challenging us to not access emotions and our purpose. Challenges engagement in these important dialogues and discovers the courage required to become a true global citizen and responsible leader on campus and beyond. **Credit: One (1) semester hour. Meeting Dates:**

**INT 255C Mentors in Violence Prevention Training.** The Mentors in Violence Prevention (MVP) Program is a gender violence prevention and education program. The multi-racial, mixed gender MVP team is part of a large-scale attempt to prevent all forms of men's violence against women. Utilizing a unique bystander approach to gender violence prevention, the MVP Program views student leaders not as potential perpetrators or victims, but as empowered bystanders who can confront abusive peers. Program participants will develop leadership skills and learn to mentor and educate others on these issues. **Credit: Meeting Dates:**

**INT 255C Poverty and Homelessness: Causes, Consequences, and a Call to Action.** Poverty and homelessness are social issues that call into question the priorities of our nation. This experiential course explores the demographics and difficulties facing the poor in the U.S. It challenges common sense notions about those who are marginalized by providing diverse theoretical perspectives explaining the existence of the poor in our communities. Students apply methodological approaches associated with the social sciences to understand the intersection of race, class, and gender. The consequences of being poor on one's health status and educational experience are also explored. The promising role of applied social research in linking colleges to their communities, developing socially responsible citizens, and contributing to incremental social change are highlighted throughout the course. Course readings will be e-mailed to all students prior to the winter break with the expectation that students will arrive for intersession with all assignments completed. **Credit: Meeting Dates: Prerequisite:** Required course for all Cornell Scholars.
INT 255C Who are we? How do we know it? Where are we going? 'Human Nature' and the Quest for the 'Unity of Knowledge' in the 21st Century. A seminar reading/discussion/writing course focused on current debates about what 'human nature' is and whether all knowledge (‘science’) will accept as foremost foundation a strongly natural (biological, chemical, and physical) orientation, and that other fields (e.g., social sciences, arts, and humanities) will become sub-disciplines of this emerging, potentially dominant, scientific philosophy. Also addresses a few social and political implications of such an approach. After an introduction to these issues, we will read the related writings by participants in President Duncan's “Colloquy on Liberal Education and Social Responsibility in a Global Community.” These are writings by E.O.Wilson, Steven Pinker, Jared Diamond, and others. Supplemental readings, extensive use of Internet resources, and films will deal with these same issues from additional perspectives. Students will develop a related theme, read about it further, and keep a journal, parts of which will be shared with the rest of the class. **Credit:** **Meeting Dates:**

INT 255D The Psychology of Sport. Explores the psychological processes and mechanisms that influence performance outcomes. Specifically, will develop and understanding of the cognitive, motivational (including belief systems), and physiological factors that lead to optimal or, conversely, poor performances. **Credit:** **Meeting Dates:**

INT 255D Winning in College and in Life. Has your first semester at Rollins been a bit of an academic disappointment? Had you expected an easier transition to college academics? A guide to being successful in college; but also a guide to success in life. Students learn to TAKE CONTROL! (Much of the pressure for first-year students comes from not taking control.) Raises issues very important to your present and future life and provokes reflection on yourself, your values, your goals, and how a liberal arts education can transform you into a thoughtful independent successful adult. **Credit:** **Meeting Dates:** **Prerequisite:** First-year students only.

INT 255E The Habitat Project. A service-learning experience that engages students with the Winter Park community through the Habitat for Humanity initiative. Classroom activities will focus on learning about the Habitat for Humanity program: its history, initiatives, core values and philosophy. Students will work directly with the local Habitat for Humanity foundation, gaining an appreciation for the challenges and opportunities within the community. Students will have the opportunity to interact with prospective homeowners and will spend time working on a Habitat house. In addition to working on the construction of a house, students will engage in experiences that will allow them to experience the “behind the scenes” work involved in coordinating the program. Overall goal of the course is to engage students in meaningful activities that challenge them to consider issues of social justice and ask themselves questions such as: Why does our society need programs like Habitat for Humanity and what can we do to eliminate this need? Class time will consist of hands-on experience at the work site as well as daily reflection/discussion time in the classroom. Out of class activities will include reading assignments and a journal project. **Credit:** **Meeting Dates:**

INT 255I Leadership for Student Organizations. Focuses on the role of self and group in the leadership process. Operating as an interactive 'leadership laboratory,' explores leadership in relation to individuality, group dynamics, social justice, and community engagement. Also explores unique opportunities and challenges facing the fraternity and sorority community at Rollins College, in the context of local and national values and behavior. Through readings, case studies, reflection exercises, and group work,
students examine leadership as an inclusive, relational process through which individuals, organizations, and systems develop visions and create change within the fraternity and sorority community. Engagement component of the course focused on connecting underprivileged youth with Rollins students through the forum of leadership.  **Credit: Meeting Dates: Prerequisite: Instructor's consent; register in department.**

**INT 255J Environmental Activism on the Peace River.** Interdisciplinary course focused on threatened natural habitats of Florida and the leadership necessary to facilitate individual, campus-wide, and political change in these areas. Goal of the course is to have students weigh the pros and cons of conservation efforts in Florida and answer the question "Is Florida's natural environment worth preserving?" and further, "How do I go about making change to ensure its preservation?" In the culminating immersion experience, students and instructors will visit the Peace River in Arcadia, FL, for a day of canoeing and an overnight camping trip. Students should be prepared for significant outdoor activity and travel times. **Credit: Meeting Dates:**

**INT 255J Coming into Your Own.** Intense experience designed to sharpen the participants' interest and competence in seeking and finding themselves. Relies on various texts, including Herman Hesse's *Siddhartha*, for intellectual underpinning. But as important is interaction among class participants as students attempt to create community through a process in which the highest value is each participant's individuality. Students will learn from this how our culture erects barriers to finding ourselves. Credit will be awarded to those who complete all required work and participate at a level of commitment comparable to that of the facilitator. The instructor, Peter White, the Rollins’ Scholar in Residence for, is nationally known as an advisor to families on issues of material abundance and community. **Credit: Meeting Dates:**

**INT 255K Drug Discovery and Molecular Medicine.** Focuses on the exploration of drug development, discovery, evaluation, and application. Topics include how pharmaceutical agents are designed to perform in a medical response to a disease or condition, how they interact with receptors, how the pharmaceutical industry works, and the interaction of the industry with the Food and Drug Administration (F.D.A.). Particular emphasis placed on the neuroscience, neuropharmacology, and central nervous system (C.N.S.) reagents. Ensures understanding and appreciation of the new field of molecular medicine. Taught both from neuroscience and chemical perspectives. **Credit: Meeting Dates:**

**INT 255K Antioxidants and Free Radicals in Biology, Nutrition, and Disease.** Explores how antioxidants such as beta-carotene, vitamins C and E, protect the body from a variety of pathologies and diseases including cancer, AIDS, and neurological disorders. Examines how taking antioxidant supplements can promote a healthier lifestyle, slow down the aging process, and increase the benefits of exercise. **Credit: Meeting Dates:**

**INT 255L Human Immunodeficiency Virus and Sexually Transmitted Infection Peer Health Education.** Recent studies have shown that the rate of HIV-infection for the college-aged population has shown a steady increase over the past decade. The messages of the late-80's and early-90's are wearing off, students are reverting back to invincible sexual practices. This course will train students to serve as peer educators for HIV/AIDS/STI related issues. **Credit: Meeting Dates:**

**INT 255L HIV Peer Health Educators.** Recent studies have shown that the rate of HIV-infection for the current college-aged population has shown steady increase over the past half-decade. This has been partially attributed to a decrease in the amount of education that college-aged men and women are receiving about the disease. As the messages of the late-80's and early-90's wear off, students are
reverting back to invincible sexual habits. Trains students to serve as peer educators for HIV/AIDS related issues -- including means of infection, nature of the virus, current state of the virus, viral load, most recent treatments and therapies, and the social impact HIV has had on our global society, including our Rollins College environment. Students volunteer part of a day with a local HIV volunteer clinic, working with Centaur, Hope and Help, or The Hug Me Centers, gaining first hand knowledge of the impact HIV and AIDS has on our Central Florida community. **Credit: Meeting Dates:**

**INT 255M Finding Global Citizenship at Rollins: Opportunities and Experiences. Are you a global citizen?** Encourages students to define what global citizenship means to them. Through international films, cross-cultural activities, and readings, course encourages students to understand culture in a broader way and map their own path toward becoming a global citizen. Opportunities for study, service, research, and scholarship abroad, both before and after graduation, will be presented. **Credit: Meeting Dates:**

**INT 255M Civic Design and Democracy.** Presents the sometimes conflicting demands of civic design and political democracy. On one hand, introduces students to new trends in the physical design of cities - - namely, the so-called New Urbanism, which emphasizes the importance of creating well-designed civic spaces. On the other, addresses the challenge of maintaining democratic governance of cities, recognizing that New Urbanism often entails privatized planning and control of urban spaces. For examples of New Urbanism, and of its conflict with democratic governance, we will turn to the Orlando community, taking field trips to Celebration, Florida; Baldwin Park in Orlando; and Park Avenue in Winter Park. Includes class lectures and discussions, field trips, films, and outside speakers. Students will read one book in its entirety, portions of two other books, and several articles, and will write one three-page book report (due on the first day of class), two two-page focus papers, and one five-page essay (due Thursday of the following week). **Credit: Meeting Dates:**

**INT 255M Civic Design.** The suburbanization of America has fostered a host of problems. During the last decade, the New Urbanism, a congress of planners and architects, have re-introduced traditional civic design to solve the conundrum of suburban sprawl. Course focuses on the art and politics of civic design, examining exemplary projects from Europe to Central Florida. A field component is included to enhance understanding of the course material. **Credit: Meeting Dates:** (fieldtrip to Celebration).

**INT 255N Conflict Resolution.** Provides a structure in which participants may gain a basic understanding of the mediation process, the skills involved in mediation, and have the opportunity to practice each skill and step. Participants will be evaluated on each of 13 conflict resolution skills and processes. Students will receive a certificate indicating their successful completion of the 20-hour basic mediation training program for the college and university setting. This certification allows students to mediate roommate, relationship, and organization conflicts within the Rollins College community under the leadership of the Alternative Dispute Resolution Services office. **Credit: Meeting Dates:**

**INT 255O Economics in the Movies.** This course focuses on social economics, or what could be called “economic cultural anthropology,” as portrayed in film for students with a genuine interest in cinema and in social issues. Students will view a movie involving economics each day, discuss the film, and write short written reviews of the day's movie(s). Tentative list of films to be viewed includes Charles Chaplain’s *Modern Times*, Elia Kazan’s *On The Waterfront*, John Ford’s *The Grapes of Wrath*, Vittorio de Sica’s *Bicycle Thief*, Oliver Stone’s *Wall Street* and/or Ben Younger’s *Boiler Room*, and Larry and Andy Wachowski’s *The Matrix*. As a post-intersession project, students will write a proposal for a movie
involving economics that must include a synopsis of the story and the social-economic issues it would raise. **Credit: Meeting Dates:** (times will be adjusted for viewing schedule).

**INT 255P Conquering the LSAT.** The two most important criteria for determining a student's admission to law school are the undergraduate grade point average (GPA) and the Law School Admission Test (LSAT) score. This is a comprehensive course designed to help students earn higher LSAT scores and attend better schools. Rollins professors from the four major disciplines addressed on the LSAT will provide intensive instruction in all of the four major areas tested, explain strategies which are designed to enhance test scores, and offer personal counseling as students take practice tests, all of which are actual recent tests administered by the Law School Admission Council (LSAC). **Credit: Meeting Dates:** **Note: This course carries a $100 materials fee that will automatically be billed to your College account.**

**INT 255P Relationships in Film.** Investigates how interpersonal relationships are depicted in popular films. Focuses on the ways popular films explain how interpersonal communication is used to initiate, maintain, and terminate relationships. Films will be treated as texts to be read and critically analyzed as a means of exploring important communication issues in interpersonal relationships. Students will read textual materials prior to intersession week and will view films centered on the rubric of interpersonal communication and relationships in film during intersession week. Written critical reviews of each film and a final reaction paper required. **Credit: Meeting Dates:**

**INT 255Q Cracking the Da Vinci Code.** An examination of the popularity, controversy, and historical accuracy of Dan Brown’s *The Da Vinci Code*. On the New York Times best-seller list for more than 80 weeks, *The Da Vinci Code* has thrived on its promotion of secrecy, scandal, and sexism in Christianity. But are the claims made within the book true? Do people want them to be? Through an examination of Christian texts and history, the course will attempt to separate fact from fiction and hype from historicity. We will also examine what it is about American Christianity that lends itself to the overwhelming popularity of this work. **Credit: Meeting Dates:**

**INT 255R City in Film.** An exploration of various perspectives on urban studies through the medium of film. Examining both positive and negative portrayals of urban space, students will be asked to consider metropolitan life as presented in films from different eras. Featured films will be augmented with selected readings and serve as a starting point for analysis of the political, social, and economic perspectives on American urban society. Post-interim assignment will be to take the perspectives offered and produce a position paper based on the reading and films. This short paper will give students an opportunity to critically compare and analyze the images of the city with the literature on urban development. **Credit: Meeting Dates:**

**INT 255R Globalization and "World Beat:" Hybridity, Presentation, and Appropriation.** "World Beat" (or "World Music") is mass mediated music targeted at "sophisticated" Western metropolitans. Its distinctive non-Western sounds and rhythms provide both an opportunity for hybrid musical expression and a space for cultural appropriation. By highlighting some of the prominent "World Music," this course will help students develop an understanding of how transnational capital and modern digital technologies transform the ways in which we consume music. **Credit: Meeting Dates:**

**INT 255R Globalization and World Music: Hybridity, Presentation/Representation and Appropriation.** “World music” is a mass-mediated genre targeted at Western metropolitans. Its distinctive, non-Western
derived sounds and rhythms provide both an opportunity of hybrid expression and a space for cultural appropriation. By showcasing prominent examples of “world music,” the course examines critical issues concerning production and consumption of music, such as globalization, presentation/representation, and appropriation. **Credit:** Two (2) semester hours. **Meeting Dates:**

**INT 255S Middle Eastern Cinema.** Provides a glimpse at social life in the Middle East through the eyes of some of its pre-eminent filmmakers. Although Middle Eastern films are not widely known in the U.S., the region has a long and illustrious moviemaking tradition dating back to the beginnings of the Egyptian film industry in 1922. Over the years, filmmakers have skirted the restrictions of censors to make films that are subtly and often overtly political, offering a commentary on issues such as government oppression, women's rights, nationalism, the Arab-Israeli conflict, and Islamic fundamentalism. In this course, we will watch and analyze recent films from Tunisia, Iran, Algeria, Palestine, and Egypt, with the idea that films serve as a lens through which to examine important social issues in Middle Eastern societies. **Credit:** **Meeting Dates:**

**INT 255T Lives of Moral Commitment.** An exploration of the lives of a few individuals that have lived in exemplary and courageous ways. Emphasis on reflecting on the reasons and motives for their actions. Ultimately this course wants students to ask themselves: “What kind of life should I live?” **Credit:** **Meeting Dates:**

**INT 255U Galapagos y Florida: The Nature of Paradise.** This course, led by a native naturalist and guide from the Galapagos Islands and a world traveler and lover of Florida, will explore two paradises: the natural world of the Galapagos, the Enchanted Islands of Ecuador, through readings and visual aids; and the natural world of Florida, through visits to pristine sites such as the Merritt Island Natural Wildlife Refuge and our own Winter Park backyard. Students will explore their connections to nature and re-vision the natural world through new lenses. **Credit:** **Meeting Dates:** **Note:** Students will be asked to cover a portion of transportation costs related to off-site travel, estimated to be $30.

**INT 255V Formal Versecraft Workshop: The Sonnet, etc.** Allowing for both late night and early morning visitations by your Muse,* this workshop meets between the daytime hours of 11:00 a.m. and 5:00 p.m., with a two-hour lunch and meditation break. By the end of the week, you will have learned and practiced the rudiments of formal verse-making, and studied intently the immortal sonnet forms, fashioning some of your own. A pre-intersection reading assignment will be John Hollander’s *Rhyme’s Reason: A Guide to English Verse* (New Haven & London: Yale University Press, 1981), 52 pages. Additional text for the course will be *The Formalist* poetry journal. **Credit:** **Meeting Dates:** **Note:** Licensed Verse Practitioner.

**INT 255Y Rollins Journalism Boot Camp.** An intensive “boot camp” focusing on journalism and the student press. The Sandspur workroom is a real-life learning laboratory, and students who complete this course will be fully prepared for success as a student journalist. Through hands-on experience, readings, research, writing, and instruction from outside presenters, students will examine journalism from the perspective of reporter, researcher, editor, photographer, page designer, and business manager. Also explores the role of journalism in democracy, touching on First Amendment rights, censorship and ethics, and the integrity of the press. **Credit:** **Meeting Dates:**

**LAC 295A Cuba and the U.S.: Yesterday, Today, and Tomorrow.** The year 2009 marked the 50th anniversary of the triumph of the Cuban Revolution. Examines the political and cultural changes that
have taken place on both sides of the Florida Straits as a result of this historic event.  

**Credit:** Two (2) semester hours.  

**Meeting Dates:**

**PED 205 Ethical Issues in Modern Sport.** Encourages students to confront the many ethical issues in competitive sports, while advocating moral reasoning as being essential to the attainment of values such as character development, teamwork, cooperation, and self-discipline. Offers perspectives on the ethical issues facing society in youth sports, intercollegiate athletics, and, time permitting, the Olympics and professional sports. Using thought-provoking questions and real-life situations, students will examine case studies and develop the skills needed to construct reasoned responses to ethical dilemmas in modern sport. Students will be challenged to articulate their own positions in light of applicable universal ethical principles. Designed to stimulate philosophical thinking, while fostering and preserving ethical values in sports.  

**Credit:**

**Meeting Dates:**

**PED 205I How You Play The Game.** The central themes of this course are the concepts of Olympism, world peace, and sport. Olympism is based on the philosophical belief that international sport, such as the Olympic games, has the unique educational value of enhancing respect for universal fundamental ethical principles. The modern day Olympics were established to promote peace among the various countries of the world. While world peace has not yet been attained, proponents insist that sport on the international level remains a driving force towards that objective. While confronting a variety of ethical issues in competitive sports, the course will focus primarily on the goals of Olympism. Students will examine documents and selected literary evidence to support or refute the claim that Olympism serves as a major holder and distributor of social peace. Students will research topics of historical significance and debate the original goals for re-establishing the modern Olympic games. In this third millennium, the International Olympic Committee is confident the positive role of sport can, and must play as a catalyst in society. That sport can teach the world about respect and tolerance, two values that are viewed as essential in today’s world, more effectively than many other dynamics seeking peace accord. Therefore as students develop skills needed to construct reasoned responses to ethical dilemmas in modern sport, the Olympic Games will be the focal point.  

**Credit:**

**Meeting Dates:**

**PHI 211I Bali: Paradise in Film and Reality.** The island of Bali (Indonesia) has been portrayed in books and literature as a paradise. Students will watch old films and read materials about Bali, and then compare them to what we can learn today from commercial films, the instructor’s research videos, and from articles. Examines the fascination with and the misrepresentation of ‘The Other.’  

**Credit:**

**Meeting Dates:**

**POL 205A Democracy and Citizenship in the Contemporary Middle East.** Provides a survey of the current state of democracy, freedom, and citizenship in the Middle East, particularly in the Arab world, as well as a review of some of the leading theories that purport to explain why the region has made relatively limited democratic progress when compared to the non-Arab, or non-Muslim-majority, world.  

**Credit:**

**Meeting Dates:**

**POL 205A Genocide in Bosnia: A Problem from Hell.** Challenges students to consider the rationality of ethnoterrorreligious conflict, the world's commitment to stop genocide, and the goal of peacekeeping and humanitarian intervention. Develops an appreciation of the complexity of the issue as well as an understanding of the physical and ethical costs of war. Extremely timely given the recent arrest of Karadzic and the Russian interventions in Georgia and Chechnya. Material and issues are timeless, as
problems of genocide and dilemmas of intervention stretch from Armenia and Nazi Germany, to Rwanda and Sudan.  

**POL 205A Political Conflict and Repression through Fiction.** Makes use of four contemporary works of fiction to better understand political conflict and repression in the Middle East and Central Asia. Engages the question of what role fiction, and artistic expression more broadly, can play in influencing the conduct of international politics. Throughout the course, we will be attuned to both the innate power of the written word, and the broader political significance of writers and the works they produce.  

**Credit:**  

**Meeting Dates:**

**POL 205B Disney and the City.** Assesses the Walt Disney Co.’s contribution to planned urban development. Drawing upon the instructor’s book, * Married to the Mouse, examines the design features of the Magic Kingdom viewed as a controlled urban environment, compared with the planning and design of Epcot, the Disney new-town Celebration, and Orlando’s International Drive, taking fieldtrips to all four places. The key question of the course is pertinent to city-building worldwide: are Disney-style developments founded upon centralized control superior to urban environments built under the fragmenting conditions of capitalism and democracy?  

**Credit:**  

**Meeting Dates:**

**Fee Course: $15 transportation cost. Note:** Students are required to purchase a three-day, Florida-resident, Disney pass at a cost of $140.  

**Note:** Fieldtrip release forms required for all participants prior to participation.

**POL 205B Disney and the City.** Assesses the Walt Disney Co.’s contribution to planned urban development. Drawing upon the instructor’s book, * Married to the Mouse: Walt Disney World and Orlando, examines the design features of the Magic Kingdom viewed as a controlled urban environment, compared with the planning and design of Epcot, the Disney new-town Celebration, and Orlando’s International Drive, taking fieldtrips to all four places. The key question of the course is pertinent to city-building worldwide: namely, whether Disney-style developments founded upon centralized control are superior to urban environments built under the fragmenting conditions of capitalism and democracy.  

**Credit:** Two (2) semester hours.  

**Meeting Dates:**

**POL 205B Money and Politics.** Explores matters of law and political behavior involving campaign finance and lobbying. Investigates legal issues concerning freedom of speech, the activities of lobbyists and fundraisers, the needs of office-seekers and of political parties, and prospects for reform.  

**Credit:**  

**Meeting Dates:**

**POL 205C Post-Cold War Conflict in Film: What the Silver Screen Can Teach Us about World Politics Today.** Analyzes international conflict through alternative lens of feature film. Targeting political developments since 1991, students examine how the 21st century differs from the 20th, and how to adjust accordingly. Case studies highlight the role of United States power, promise, and pitfalls within the United Nations, dependence on fossil fuels, and the continued threat of terrorism.  

**Credit:**  

**Meeting Dates:**

**POL 205C War & Conflict in Film: World Politics on the Silver Screen.** Examines international conflict through the alternative lens of feature film. Objective is to better comprehend how the early 21st century environment fundamentally alters traditional global interactions and how to adjust accordingly. Case studies highlight role of U.S. power, promise and pitfalls within United Nations (U.N.), dependence on fossil fuels, and continued threats of terrorism.  

**Credit:** Two (2) semester hours.  

**Meeting Dates:**
POL 205D  Campaigns and Elections.  Considers the style and structure of American campaigns.  In addition, considers why candidates decide to run and how they design their campaign messages.  Also covers the importance of campaign polling, and the impact of campaigns on voters. **Credit:** Two (2) semester hours.  **Meeting Dates:**

POL 205E  Power and Responsibility.  Examines the concept of social justice and asks what, if any, associated universal rights and responsibilities exist.  Diverse perspectives will be explored, including socialist, conservative and liberal.  Articles and films will prompt reflection, discussion, and debate. **Prerequisite:** Cornell Scholars only. **Credit:** Two (2) semester hours.  **Meeting Dates:**

POL 215I  Human Rights at Home.  Since introduction of the Universal Declaration Human Rights in 1948, human rights have been a critical global issue.  Yet even today, in one of the most developed, wealthy countries in the world, some communities still struggle to live a life of human dignity, a life where their most basic human rights are supported and respected.  Begins with an examination of what we consider to be fundamental human rights, and uses this as a guide to understand the struggles of some of the most marginalized communities in Central Florida -- migrant workers in Apopka, impoverished families in Eatonville, and modern slaves throughout the region.  Finally, we will consider what policies can be developed to advance human rights right here at home in Central Florida. **Credit:**  **Meeting Dates:**

PSY 205A  The Mind in the Machine.  In the 100 years from Fritz Lang’s Metropolis to Pixar’s Wall-E, robots in film reflect our ambivalence towards technology and multifarious conceptualizations of human nature.  Analyzes a variety of artificial characters in film, using “not human” to gain a better understanding of what it means to be “human.” **Credit:** Two (2) semester hours.  **Meeting Dates:**

PSY 205B  This is Your Brain on Music.  Few human experiences are as effortless and visceral as appreciating music.  But music is enormously complex, and the listening experience draws upon cognition, memory, emotion, perception, and movement systems for analysis.  Addresses how nearly our entire brain is involved in the listening experience. **Credit:** Two (2) semester hours.  **Meeting Dates:**

PSY 205C  Art and the Brain.  Will attempt to provide a biological basis for the theory of aesthetics beginning with the basic anatomy of the brain and the areas responsible for functions such as facial recognition, color vision, depth perception, optical illusions and dream images.  Brain function and dysfunction will be associated with specific works of art from the perspective of both the artist and the perceiver. **Credit:** Two (2) semester hours.  **Meeting Dates:**

PSY 205I  Mental Health and the Natural Environment.  Research and theory in environmental psychology indicates that nature can be both a source of stress (e.g., disasters, extreme settings) and a restorative force that can alleviate stress (e.g., relaxing in nature, outdoor recreation).  Research in medicine, psychopathology, and health psychology suggests that high levels of stress can result in a decline in physical and mental health.  Both bodies of literature support the importance of understanding the link between natural settings and psychological processes, and the importance of protecting and sustaining the natural environment.  In a fun and intensive week of reading, writing, experiential activities, and field trips, we will explore these important issues. **Credit:**  **Meeting Dates:**

PSY 221I  Topic: The Winning Edge.  Highlights the psychological considerations in maximizing sport performance.  Research has consistently supported the promise that maximal performance is affected not
only by physical skills an psychological conditioning, but also by the personality, psychological preparation, and conditioning of the athlete. Approach taken will apply principles and techniques that clinical psychologists utilize in mental health clinics or private practice to assist individuals in attaining peak performance. **Credit: Meeting Dates:**

**SPN 200I Nuestros Vecinos Hispanos: Our Hispanic Neighbors.** A thought provoking, interdisciplinary seminar that examines questions of cultural identity, assimilation, discrimination, and the economic and political forces behind Hispanic immigration to Florida and the U.S. Takes an interdisciplinary approach to understanding the Hispanic experience: politics, history, current events, literature, and film, as well as a field experience in Orlando's Hispanic community. **Credit: Meeting Dates:**

**SPN 205 Spanish Grammar Review.** Designed to help students who are about to enter the intermediate sequence of Spanish courses (SPN 210C, 210G, or 210S), but who feel unsure of their grammar skills and would like a refresher. Reviews elementary and advanced grammar, focusing on the most problematic grammar points, develops writing and conversational skills, as well as listening comprehension. Students will have daily writing assignments, grammar activities, and a final exam. Students will be assigned two hours of homework per day. Not open to students who have completed a Rollins SPN course above the 201 level. **Credit: Meeting Dates:**

**SPN 205I One Island, Two Worlds: US-Cuban Relations Since 1959.** In 2009, the 50th anniversary of the triumph of the Cuban Revolution will be marked. Examines the political and cultural changes that have taken place on both sides of the Florida Straits as a result of this historic event. **Credit: Meeting Dates Note:** Fieldtrip release forms required for all participants prior to participation.

**THE 205I Physical Theater in Shakespeare.** Students will explore the physical aspects of aerial theater, mask work and movement in order to present Shakespearean text. Permission of department is required. **Credit: Meeting Dates**

**THE 350B Topics: Something Wicked this Way Comes: Macbeth in Production.** Designed to mirror the professional rehearsal process, student actors cast in the upcoming Annie Russell Theatre production of Macbeth will work alongside their professional counterparts addressing the physical and vocal demands of a classical play. Areas covered will include text analysis, scansion and meter, stage combat, and classical acting styles. **Credit: Meeting Dates:**

**THE 350C Moliére--The Comic Genius.** Moliére is the complete theatrical persona – actor, producer, and playwright. He is the best-loved foreign language playwright on the English-speaking stage. The Bourgeois Gentleman provides a springboard for an exploration of Moliére's comic genius – his combination of wit, romance, social hypocrisy, financial greed, and farcical hi-jinks. The course will include scene study, video presentations, exercises, and research. A special focus will be placed on the relations between the life of the play and society. Required for all cast members of the Theatre Department's spring production of The Bourgeois Gentleman and open to all other students. **Credit: Meeting Dates:**

**THE 350D Theatre for Young Audiences: Interactive Play Creation.** Introduces students to the potentials of interactive (audience participatory) play creation, with a particular concentration on the strategies of building theatre for young audiences. Students will consider issues such as what role
performances of this nature serve, and how interactive theatre forms can reclaim or honor lost or marginalized voices and stories. Utilizing the language and skills of improvisational, interactive, and ensemble-based schools of thought, each student will develop a performance frame/text that will enable future on-site theatrical performances. Participants should be comfortable with the demands of performance and have a commitment to the development of subject material that celebrates diversity, tolerance, and understanding. **Credit: Meeting Dates:**

**THE 350D Fairy Tales, Folk Tales, Tall Tales, and Myths: Trends in Theatre for Youth.** Surveys the history, literature, and contemporary practices in theatre for youth. The practice of child drama includes dramatic play, story enactment, imagination journeys, theatre games, music, and dance. Students will make use of the basic materials, techniques, and theories for facilitating improvisational drama with children and youth, and will gain an overview of a few classics in the theatre for youth canon of dramatic literature. Culminates with a staged reading/performance of a children's classic. Open to all students. **Credit: Meeting Dates:**

**THE 350I Fundamentals of Improvisational Theatre.** Introduces students to the collaborative and play-inspired world of spontaneous theatre, and explores the unique artistic potentials inherent in non-scripted performance. Upon successful completion of the course, students will be able to articulate and demonstrate the fundamental principles that inform and enable improvisational play; constructively employ the above principles in the pursuit of team-oriented, scene-based play in a collaborative and supportive fashion; achieve deliberate stylistic and structural effects in scenic work; generate improvised scenes that embody energy, honesty, and variety; and successfully perform in a competitive-style show format. Charna Halpern's *Truth in Comedy* must be read prior to first class meeting. **Credit: Meeting Dates:**

**THE 350L Twelfth Night: In Production.** Through a close textual examination of Shakespeare’s *Twelfth Night*, this course explores the themes, language and style of Elizabethan theatre from the perspective of production. Students will discover the rich potentials of poetic language, style and form, the importance and manifestation of status, rank and gender, and the emotional depths and comedic peaks of Shakespearean play in action. The course serves as preparation for the upcoming Annie Russell Theatre production and, as such, preference will be given to cast members and key crew positions. **Prerequisite: Casting and/or consent of instructor. Credit: Meeting Dates:**

**THE 350N Leadership and Ensemble Building Through Long-Form Improv.** Examines concepts of leadership and ensemble within the creative site of long-form improvisation and explores the interpersonal tools, techniques, and doctrines that are crucial to the successful pursuit of this unique mode of theatre performance. Participants develop core improvisational competencies that allow for focused group play, and apply these skill sets to both established long-form structures (such as the La Ronde, Harold, and Montage) and long-forms in development (such as E. Pluribus Unum, The Renga, and Plot Points). Throughout, players experience issues of leadership and ensemble, and how to balance the needs or objectives of the individual with the artistic and social goals of the group. Prior improvisational experience or training is not required, but some familiarity with the world of improv theatre will prove helpful. **Credit: Meeting Dates:**

**THE 350N Leadership and Ensemble Building Through Long-Form Improv.** Examines the concepts of leadership and ensemble within the creative site of long-form improvisation, and develops the interpersonal tools, techniques and doctrines that enable focused group play in both existing and new
performance structures. Prior improvisational experience is helpful but not necessary. **Credit:** Two (2) semester hours. **Meeting Dates:**

THE 350R  **Producing an Original Script.** Students will work with a professional director and playwright on a production of an original script (*Letters to Sala*). Character research, acting technique, and staging principles will be addressed. (The Rollins student cast and crew of *Letters to Sala* are strongly encouraged to take this class, but it will also be open to other interested students.) **Credit:** Two (2) semester hours. **Meeting Dates:**

TPJ 125  **Reading Right for Rollins.** Are you not getting you the grades you want at Rollins? Does your reading have something to do with it? Do you want to find techniques to help you: 1) get motivated to read, 2) find and follow the author’s main point, 3) figure out what the professor thinks is important in the readings, and 4) make connections between concepts in readings and in class sessions? In-class sessions, individual conferences, and practice time will enable you to design strategies for doing the “reading right” in your spring term courses. Bring to the first class some materials from a difficult course you’ve recently taken -- your assigned readings, class notes, papers, tests, etc. Also bring the textbooks for one or two of the courses you’ll start in spring term. **Credit:** **Meeting Dates:**