

HENDRIX

Catalog
2013-2014

CATALOG FOR THE ONE HUNDRED THIRTY-SEVENTH YEAR

1876

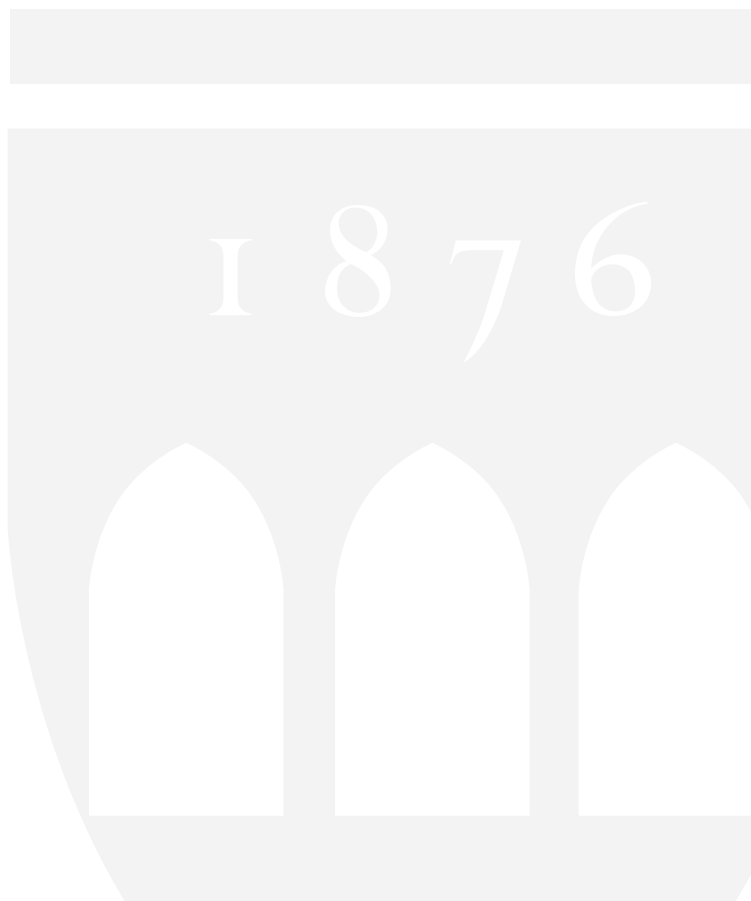


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Hendrix College adheres to the principle of equal educational and employment opportunity without regard to age, race, gender, disability, sexual orientation, or national origin. Further, the College is committed to the maintenance of an atmosphere of civility and respect for all students, faculty, and staff.

While every effort is made to ensure the accuracy of the information provided herein, Hendrix College reserves the right to make changes at any time without prior notice. The College provides the information in the *Catalog* solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

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General Information

Hendrix College is a residential liberal arts institution, situated in Conway, Arkansas. Related to the United Methodist Church, Hendrix is nonsectarian in its admission and educational program and provides a vision that is national and international in scope. The College provides educational opportunities consistent both with its traditions and with the demands of cultural relevance in a time of rapid change. Students are challenged to acquire the knowledge and abilities requisite for entry either into further professional studies or into professions directly.

Hendrix is committed to the idea that the educational program of each student should combine areas of common learning with individual design. The curriculum is arranged to assure students the opportunities to gain acquaintance with cultural traditions of the world; to develop undergraduate expertise in a field of concentration; to cultivate skills of communication, deliberation, and analysis; and to study broadly in a variety of areas of knowledge. Additionally, traditional coursework is deepened and enriched through a broad array of engaged learning opportunities organized under a program called Your Hendrix Odyssey: Engaging in Active Learning. Each student develops a course of study in consultation with a faculty advisor.

The Hendrix academic program is complemented by creative and performing opportunities, by varsity and intramural athletics, and by a comprehensive co-curricular program including residential life, activities both on-campus and off-campus, career development, and opportunities for personal guidance and religious expression. In both its academic and its co-curricular programs, Hendrix strives to provide students the means to pursue meaningful, enriching, and contributive personal and professional lives.

The Liberal Arts College

Organized education emerged in antiquity in the civilizations of the eastern Mediterranean. Drawing on a confluence of prior cultures, itinerant teachers in Greece claimed to teach the skills and capacities necessary for a successful, contributive public life in the city-states. Schools developed around the greatest of these teachers, and the precursors of modern colleges and universities flourished throughout the Greek and Roman worlds. One of these, founded by the Greek philosopher Plato, was called “the Academy,” a name we celebrate in every reference to the academic enterprise.

Though the classical tradition withered, the learning of the ancients was preserved by religious institutions and scholars. The world of Islam sustained and extended classical learning and transmitted it to the West. As European civilization grew in sophistication in the later Middle Ages, students and teachers in law, theology, medicine, and the liberal arts banded together into societies. At Bologna, later at Paris, and then at Oxford and Cambridge, these gained papal, imperial, or royal recognition as institutions of learning. Throughout Europe the foundation of education was the seven liberal arts: the trivium of grammar, logic, and rhetoric; and the quadrivium of arithmetic, geometry, music, and astronomy. But uniquely in the English-speaking world, these institutions developed as colleges, residential societies of relatively small size in which teaching and learning scholars combined the advantages of community life with the pursuit of knowledge.

The collegiate ideal has flourished in America. Independent institutions representing a multitude of denominations and ethnic backgrounds established the characteristic diversity of higher learning in America. As in ancient Greece, higher education in this country has provided for individual human flourishing through encouraging a command of the sciences and the humanities while preparing young adults to take an active role in the public life of a participatory society.

We now live in a global community characterized by the interrelation and confluence of many previously insular peoples and cultures. The cultivation of global citizenship—understanding the relation of one’s own nationality, ethnicity, and heritage to a world of increasing diversity—is an appropriate element of liberal arts education. The college that aims to equip its students to cope and flourish in that context undertakes a natural contemporary extension of its tradition.

Implicit in the academic enterprise from its beginning is the conviction that neither individual well-being nor the just society emerges inevitably from human nature. Nor is our nature opposed to these accomplishments. Rather, the premise of the liberal arts college is the idea that only purposeful cultivation in a community of the right sort will result in the emergence of excellence. Such a community is a matter of discernment and design; it carries forward a tradition by understanding its past, broadly conceived, by incorporating and embodying what is worthy of its embrace, and by transforming itself continually in pursuit of the best.

Historical Sketch of Hendrix College

In 1876 the institution which was to become Hendrix College was established in Altus, Arkansas, by Isham L. Burrow, a minister in the Methodist Episcopal Church, South (now the United Methodist Church). Central Institute had an enrollment of 20 pupils. Originally a primary school, the institution soon added a secondary and then a collegiate department. In 1881 the name was changed to Central Collegiate Institute.

In 1884 Central Collegiate Institute was purchased by the Methodist Church in Arkansas. Five years later the primary department was discontinued, and the institution was renamed Hendrix College in honor

of Bishop Eugene R. Hendrix. It was designed as the “male college” of the Methodist Church, South, in Arkansas, but it continued to accept women students. In 1890 the Board of Trustees moved Hendrix College from Altus to Conway. In 1890 Hendrix had five faculty members and 150 students, including about 25 in the collegiate department. By 1900 Hendrix was cited by the U.S. Office of Education as having higher standards for admission and graduation than any other institution of higher learning in Arkansas. In 1908 the school was accredited as a “Class A” college by the Methodist Church, and two years later it received the first of several substantial financial gifts from the General Education Board of New York (the Rockefeller Foundation).

National academic recognition was achieved with membership in the North Central Association of Colleges in 1924, the first year Arkansas institutions were eligible for membership. International accreditation followed in 1929 with a place on the approved list of the American Association of Universities. The secondary department (Hendrix Academy) was discontinued in 1925; residential facilities for women students were increased, and the student enrollment stabilized at around 325. During the period 1929-33, Hendrix was merged with Henderson-Brown College of Arkadelphia and Galloway Woman’s College of Searcy. When Hendrix celebrated its semi-centennial in 1934, it had firmly established its role as a small, co-educational, undergraduate, residential, liberal arts, church-related institution. Constant institutional advancements led to entry into the Associated Colleges of the South and the Southern Collegiate Athletic Conference, the establishment of a Phi Beta Kappa chapter, new residential and academic buildings, and a 35% increase in the number of faculty between 1988 and 2002. More recently, the student body increased by 40% to around 1400 students. The number of full-time faculty has also grown from 81 to 109 since 2002. Consistently recognized for excellence in undergraduate liberal arts education, Hendrix emerged in the 1990s as a leader in undergraduate research. More recently, the College has achieved national prominence

for the *Odyssey Program*, which organizes and integrates into the academic program a rich array of engaged learning opportunities in several categories.

From the foundation of more than 135 years of excellence in education, Hendrix College moves confidently into the future.

Presidents of Hendrix College

Isham L. Burrow	1884-1887
Alexander C. Millar	1887-1902
	1910-1913
Stonewall Anderson	1902-1910
John Hugh Reynolds	1913-1945
Matt L. Ellis	1945-1958
Marshall T. Steel	1958-1969
Roy B. Shilling, Jr.	1969-1981
Joe B. Hatcher	1981-1991
Ann H. Die	1992-2001
J. Timothy Cloyd	2001-2013

The Statement of Purpose

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.

Toward the accomplishment of this purpose, the College offers curricular and co-curricular programs affording students the opportunity

- to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- to examine critically and understand the intellectual traditions woven into the history of Western thought;
- to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- to explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- to participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students

- enduring intellectual curiosity and love of knowledge; aesthetic sensibilities and delight in beauty;
- powers of ethical deliberation and empathy for others; discernment of the social, spiritual, and ecological needs of our time;
- a sense of responsibility for leadership and service in response to those needs; and
- recreational dispositions complementing a full flourishing of the human potential.

Accreditations and Memberships

Hendrix is accredited by

the University Senate of the United Methodist Church
P.O. Box 871, 1001 19th Ave. South, Nashville, TN 37202
(615) 340-7399

the National Association of Schools of Music
11250 Roger Bacon Dr., Suite 21, Reston, VA 20190
(703) 437-0700

the National Council for Accreditation of Teacher Education
2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036-1023
(202) 466-7496

the American Chemical Society
1155 Sixteenth St., NW, Washington, D.C. 20036
(202) 872-4481

And is a member of

the Associated Colleges of the South
the College Entrance Examination Board
the Association of American Colleges and Universities
the American Council on Education
the Southern Athletic Association
the Southern University Conference
the National Association of Independent Colleges and Universities
the National Collegiate Athletic Association
the Institute of International Education
the Council of Independent Colleges

The Academic Program

The academic program of Hendrix College comprises diverse elements in a coherent whole, combining design with flexibility. The general education requirements at the College, referred to as the **Collegiate Center**, consist of four components - *The First-Year Experience*, *Capacities*, *Learning Domains*, and the *Odyssey Program*. The *First-Year Experience* consists of a one-credit first-year course, *The Engaged Citizen*, and a one-quarter credit first-year weekly seminar, *Explorations*. The *Capacities* requirement recognizes that all students must exhibit basic proficiencies in fundamental skills used across multiple disciplines. The *Learning Domains* afford multiple options for acquiring a basic understanding of the content, disciplinary styles, and modes of inquiries of the humanities, the natural sciences, and the social sciences in ways that may cross traditional disciplinary boundaries. *Your Hendrix Odyssey: Engaging in Active Learning* expands and formalizes currently available options for undergraduate research, study abroad, artistic development, internships, service experiences, and other hands-on activities. Through *Your Hendrix Odyssey*, every Hendrix student will develop a personalized program of at least three active learning experiences, one from each of the following categories:

- Artistic Creativity
- Global Awareness
- Professional and Leadership Development
- Service to the World
- Undergraduate Research
- Special Projects

Majors are offered in thirty five disciplinary fields and include opportunities for interdisciplinary studies. Minors in more than thirty areas complement the majors and allow students opportunities to pursue additional academic interests. The College's curricular structures are intended to guide students in a coherent process of learning while encouraging all students to exercise responsibility in constructing individual programs of study.

The requirements for the baccalaureate degree apply to all candidates for the baccalaureate degree at Hendrix. These requirements include the Collegiate Center (I, II, III, and IV below); requirements beyond the Collegiate Center regarding the number, selection, and level of performance in courses counted toward the degree (V, VI, and VII); the requirements regarding majors, minors; and the Senior Capstone Experience requirements (VIII, IX).

Hendrix also offers a program leading to a Master of Arts in Accounting as described both below and in the departmental entry for Economics and Business.

Most graduate and professional schools discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal education as a preparation for advanced study. Graduate study can lead to careers in scholarship, research, or the professions. In planning undergraduate preparation for graduate study students should confer with the members of the department in their fields. The *Guide to Academic Planning* contains information about pre-professional programs at Hendrix.

The Program for the Bachelor of Arts Degree

The Collegiate Center Requirements

In its Statement of Purpose, the College pledges to offer curricular programs:

- to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- to examine critically and understand the intellectual traditions woven into the history of Western thought;
- to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- to explore and connect the content and methods of the humanities, natural sciences, and social sciences.

The Collegiate Center addresses these commitments through a four-component general education requirement:

I. The First-Year Experience

The Engaged Citizen—one-course.

The Engaged Citizen is a one-semester course required of all first-year students entering Hendrix College. The theme of the “engaged citizen” combines the spirit of Hendrix’s Odyssey program with the College’s stated purpose of preparing “its graduates for lives of service and fulfillment in their communities and the world.” From philosophers and physicists to artists and anthropologists, we all approach questions about what it means to be involved in our communities, whether locally or globally, in different ways.

This course seeks to illuminate the multiplicity of possible interpretations of engaging as a citizen through interdisciplinary team teaching, in which pairs of faculty from across the institution come together to form dyads and explore a sub-topic from different methodological “ways of knowing.” The varying disciplinary and individual approaches to this theme are intended to provoke discussion and reflection on this topic both within the dyads and throughout the Hendrix community.

The students divide their time equally between the two dyad professors over the course of the semester. The dyads can also meet periodically as a combined group if the professors deem it appropriate. The course includes an engaged learning component, involving an introductory, hands-on activity that engages academic material in or outside the classroom and is tied to the content of the course.

Transfer and returning students entering Hendrix with seven or more accepted transfer credits (excluding AP/IB credits) are exempt from *The Engaged Citizen* requirement.

The Engaged Citizen may not be dropped. Students who do not pass *The Engaged Citizen* are required to complete the requirements of the Hendrix Immersion Program (HIP). HIP must be completed within one calendar year.

Students needing to complete HIP due to failure of *The Engaged Citizen* should begin HIP no later than the first semester of their sophomore year. Students should work closely with their academic advisors to determine the best combination of spring courses and HIP start date that will help them resolve the problems that resulted in a failed first-year seminar. HIP may be used as one of the student's three required Odyssey credits.

Explorations: Liberal Arts for Life—one course.

Explorations: Liberal Arts for Life is a one-semester common course required of all students enrolled in *The Engaged Citizen* in their first semester at the College.

Explorations is designed to foster an ongoing engagement with the liberal arts experience, to facilitate the transition of new students to the Hendrix community, and to enhance students' potential for success in their collegiate studies. The course meets once a week and carries one-quarter (.25) course credit. **This course credit cannot be combined with other fractional course credits to make a whole course credit.** This course does not count toward the number of whole course credits required for graduation.

Areas of study in *Explorations* include higher education and the liberal arts, the aims and expectations of the College, engaged learning, academic and career explorations, and self-inquiry and personal development. Engaged learning experiences parallel the areas in the Odyssey Program. Additionally, the seminar focuses on refining student knowledge, perspectives and skills requisite to successful academic work and integration into the Hendrix community.

Each new student will be enrolled in both an *Engaged Citizen* and an *Explorations* section. *Explorations* may not be dropped. In each *Explorations* section, a second-year peer assistant will be available to provide student perspective and assistance. Transfer and returning students who are exempt from *The Engaged Citizen* are also exempt from *Explorations*.

II. Capacities

A. Writing (bi-level program).

Clear and effective writing is inseparable from clear and coherent thinking. Each student must demonstrate the attainment of an acceptable level of skill in written communication by fulfilling the requirements of a bi-level writing program.

Level I (W₁). To meet the Level I writing requirement a student must

- receive a “C” or above in ENGL 110 *Introduction to Academic Writing*, or ENGL 210 *Advanced Academic Writing* at Hendrix; or
- receive a grade of “C” or above in a course at Hendrix from the category Introduction to Literary Studies (These courses are identified by the code “W₁” in the *Schedule of Classes* and in this *Catalog*); or
- receive a grade of “C” or above on an examination in written English administered by the Writing Center at Hendrix and certified by the English Department.

Students must meet this requirement during the first or second year. International students should read the section titled “English Course Placement for International Students” that appears in the next chapter.

Level II (W₂). To meet the Level II writing requirement, a student must receive writing proficiency certification (including making a grade of “C” or higher) in a writing intensive course offered by any department of the College. Writing intensive courses are identified by the code “W₂” in the *Schedule of Classes* and in this *Catalog*.

The following guidelines apply to all Level II courses:

- **Level II certification will not be given until a student has completed Level I, in particular, a student may not complete Level II and Level I in the same semester.**

- Level II courses will be sophomore-level and above;
- Level II courses may be used to meet other requirements, as appropriate; and

Students may not use credits received from the Advanced Placement exam (AP), International Baccalaureate exam (IB), or from transfer courses to satisfy either the Level I or Level II requirement. Moreover, successful completion of the Level I writing examination will **not** satisfy the Literary Studies (LS) Learning Domain.

B. Foreign Language (FL) (two-semester equivalent).

Students should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms. This level of ability requires being able to understand, analyze, and use a foreign language. Such a capacity increases subtlety of mind, sharpens sensitivity to the use of one's own language, and more fully opens another culture for exploration.

Students can fulfill the foreign language requirement by satisfying at least one of the following:

- Passing the second semester of any foreign language at the College;
- Passing an examination demonstrating proficiency at a level equivalent to the second semester of a foreign language taken at the College;
- Receiving transfer credit for the equivalent of two semesters of a foreign language from an accredited institution;
- In the case of international students whose native language is not English, by completing the Writing Level I (W1) requirement.

C. Quantitative Skills (QS) (one-semester equivalent).

As our society becomes more technologically and analytically based, it is important that students develop quantitative skills that are necessary in a large and growing number of careers. Mathematical models form the basis for many fundamental concepts and modes of

analysis in a diverse number of disciplines. Students need to possess sufficient quantitative skills in order to understand, manipulate, and interpret these models. It is, therefore, important that students possess a base level of mathematical/computing skills necessary for the development of those quantitative skills they will need in their chosen disciplines and in their lives.

To complete the quantitative skills capacity requirement, students must successfully receive credit for a Quantitative Skills course by one of the methods listed below:

- Passing a Quantitative Skills course offered by the College;
- Earning an appropriate Advanced Placement (AP) or International Baccalaureate (IB) credit;
- Transferring from any accredited institution a course that is comparable in academic quality and content to a Quantitative Skills course.

D. Physical Activity (PA) (two-semester equivalent).

Students are encouraged to develop and practice a lifestyle that promotes wellness, physical fitness and incorporates recreational activities on a regular basis. All students must meet the Physical Activity requirement unless exempted by the Physical Activity Coordinator.

Students can fulfill the Physical Activity requirement by receiving credit for two different Physical Activity classes offered at the College. Two semesters of participation in TARA A30 *Dance Ensemble* may be used to satisfy the PA requirement.

Successful completion in a varsity sport for one season qualifies as an activity class for this purpose. However, no more than one unit may be earned from participation in varsity sports. Transfer courses may be considered for Physical Activity credit. **Students completing four different PA courses may combine them for one whole course credit but PA course credits cannot be combined with fractional credit from other disciplines.** Contact the Office of the Registrar for more information.

III. Learning Domains

Learning Domains represent an organization of courses around content and teaching methods that may transcend departmental boundaries. Students should be exposed to courses in each of the Learning Domains to insure that they receive an adequate breadth of educational experiences while at the College. The Learning Domains form the foundations of a liberal arts education, much as reading, writing, and arithmetic form the foundation of secondary education.

A student must take seven courses across six Learning Domains as defined below. THESE SEVEN COURSES MUST BE FROM SEVEN DIFFERENT DISCIPLINES AS DISTINGUISHED BY THE FIRST THREE LETTERS OF THE COURSE IDENTIFIER. Learning Domain courses must be taken for a letter grade. Courses taken for credit only at Hendrix can not be used to satisfy Learning Domain requirements.

Courses that may be used to satisfy each of these Learning Domain requirements are designated by the two-letter code that appears by each Domain title below. These codes also appear in the online *Course Schedule* and with course descriptions in the *Catalog*. Transfer courses may be considered for Learning Domain credits. However, for a transfer course to be awarded domain credit, it must be the equivalent of at least three (3) semester hours. Contact the Office of the Registrar for more information.

A. Expressive Arts (EA)—one course.

Throughout history, humans have used the arts to explore and express ideas and feelings in a uniquely symbolic and expressive way, endowing the arts with qualities that are significantly different from those embodied in other ways of knowing. To understand any culture, a person must be able to grasp, interpret, and respond to its artistic creations and symbols. Given the broad spectrum of cultural production, a study of the expressive arts introduces students to ways of interpreting and understanding art content, as well as understanding the forms through which this content is produced

and communicated. Courses in this domain emphasize either the creative process through the making and performing of works of art or the place of such works of art within a particular historical, cultural, or aesthetic context.

B. Historical Perspectives (HP)—one course.

History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Through the examination of contemporary issues from a historical perspective, we gain insight into the richness of human experience and gain insight into our own convictions and actions. Courses in this domain study the development of societies and cultures over time.

C. Literary Studies (LS)—one course.

Literature has been a central form of expression for many societies. Literature provides a medium through which students gain insight into the minds and lives of other human beings and the process whereby human experience is imaginatively transformed into art. Critical reading/interpretation of a literary text provides understanding into what meanings that text holds, how those meanings are produced, what purposes they serve, and what effects they have. Literary studies also facilitate a student's ability to articulate responses both orally and in writing.

D. Natural Science Inquiry (NS, NS-L)—two courses, each from a different department; one course must be a laboratory course.

Science and technology are playing an ever-increasing role in our society. In order to navigate this information students must know and understand how science does and does not work, the application of scientific and mathematical principles, and the distinction between science and dogma. This requires the coupling of basic scientific principles with systematic, critical analysis.

Emphasis is on the methods used to model, gather, interpret, and evaluate data critically and the placement of this information into a larger context. In the face of our rapidly evolving understanding of the natural world, application of the scientific method is an enduring skill for assessing the validity of observations related to the natural world. This mode of inquiry inextricably links course content and the analysis process.

E. Social and Behavioral Analysis (SB)—one course.

Human experience always takes place in the context of larger social forces, organizations, and institutions: families, organizations, communities, governments, and economics. Courses in this domain study the myriad dimensions of human behavior and the human relationships from a variety of disciplinary and interdisciplinary perspectives. Through this study we begin to comprehend individual and social life and to develop policies and other means of intervention.

F. Values, Beliefs and Ethics (VA)—one course.

A perennial feature of humanity is the ability and need to raise fundamental questions about the ultimate meaning of our existence, our common origins and destiny, the nature of reason, and what constitutes a good life. Our efforts to deal with these questions reflect basic values and beliefs that shape our perception of the world, give order and purpose to our existence, and inform our moral judgment. Courses in this domain seek to explore critically and to understand different value and belief systems, to examine commonalities of these systems across historical, philosophical, religious, and/or cultural boundaries, and to introduce ways of making reasoned value judgments.

IV. Your Hendrix Odyssey: Engaging in Active Learning

Hendrix College has long recognized the educational value of engaged learning, that is, of the enhanced learning that results when theory meets practice, and when experience itself, as reflected upon, becomes a source of inspiration and learning. This recognition of the value of learning through doing is manifested in numerous ways, both within the campus community and beyond its borders. The academic program entitled “Your Hendrix Odyssey: Engaging in Active Learning” is designed to encourage all Hendrix students to embark on educational adventures in engaged learning.

All students are required to complete an approved activity in at least three of the following categories:

Artistic Creativity [AC]. Experiences in which students explore their creative potential in art, music, dance, drama, film, or creative writing.

Global Awareness [GA]. Experiences in which students immerse themselves in cultures or environments other than their own in ways that enhance their appreciation of those cultures and environments, deepen their understanding of the major issues affecting the world today, and lend them new perspectives on the places in which they live.

Professional and Leadership Development [PL]. Experiences in which students apply their intellectual interests through internships, other opportunities for working alongside professionals on site, or leadership in community life or professional settings.

Service to the World [SW]. Experiences within and beyond the Hendrix community in which students are engaged in helping meet the social, ecological and spiritual needs of our time.

Undergraduate Research [UR]. Experiences in which students undertake significant research projects using the methods of their chosen disciplines.

Special Projects [SP]. Experiences in which students extend, apply, connect or share different ways of knowing (e.g., oral, verbal, tactile, imaginative, intuitive), often in interdisciplinary settings.

Approved Odyssey activities may be in the form of pre-approved activities as identified in the *Odyssey Program Guide*, specially coded courses, or independent projects. Qualifying courses are identified by two-letter codes alongside course descriptions in this *Catalog*, in the *Schedule of Classes* and in the *Odyssey Program Guide*. If a course is coded for both requirements. No course, however, may be used to fulfill more than one Odyssey category requirement.

Both students and faculty members may design Odyssey projects completely independent of courses. Projects must be approved by the Odyssey Office, and proposals for credit must be submitted and approved prior to the commencement of the project. A student initiating an Odyssey project must work with a faculty or administrative staff sponsor who aids in the development of the project and evaluates its successful completion. Depending on the category, a final project, public presentation, or significant reflection component may be required.

Some funding is available from the College through a competitive process to assist in the implementation of approved Odyssey projects. Under certain conditions, students may receive travel grants to present undergraduate research and artistic creations at conferences. For details on the criteria for each Odyssey category and the process for proposing projects and applying for funding, see the *Odyssey Program Guide*.

Students' transcripts include a record of their completed Odyssey experiences. As part of the process for completing their projects and activities, students write 150-word descriptions of what they did and what they learned through each experience, and these appear on the transcript to give future graduate schools or employers an enhanced understanding of an individual student's application of theory to practice and engagement in learning through doing.

By completing the graduation requirement of at least three Odyssey credits in three different categories Hendrix students achieve the following four outcomes:

1. Enhancement of learning—both what they know and how they come to know—by:
 - the examination of ideas in new contexts,
 - the application of theories to practice,
 - the first-hand discovery of how things are in the world,
 - the exercise of, and reflection upon, their powers of judgment in practical situations.
2. Vocational Self-Discovery and Professional Development through:
 - the discovery of qualities and capacities they possess for acting effectively in the world,
 - the exercise of resourcefulness and problem-solving abilities in new and complex situations,
 - the identification and exploration of vocational and a-vocational passions,
 - the reflective delineation of values, life plans, graduation and career goals in light of hands-on experience.
3. Development of a sense of ownership over one’s educational pursuits and of the habits conducive to life-long learning by:
 - independently structuring educational projects in accordance with self-selected learning goals,
 - applying previous learning to new contexts in creative and novel ways,
 - discovering unforeseen connections among disciplines, schools of thought, or social practices,
 - learning to learn from critical reflection upon both success and failure.
4. Increased awareness of one’s responsibility for linking action and understanding in the effort to respond effectively to the social, spiritual, and ecological needs of our time” (*Hendrix Statement of Purpose*) by:
 - discovering one’s capacity to explore the world and act as an effective agent within it,

- becoming reflective and articulate about how one's values and beliefs influence one's actions and actions shape and reveal one's values and beliefs,
- gaining exposure to, and critically reflecting upon, previously unfamiliar avenues of response to intellectual queries and social problems,
- making conscious decisions in the selection or design of hands on projects responsive to local and/or global communities.

V. Double Counting of Courses

Many courses satisfy more than one general education requirement. That does not necessarily imply that a student may use a course to satisfy all of those requirements. The following guidelines apply:

- *The Engaged Citizen* can not satisfy Learning Domain, Capacities, or major or minor requirements;
- A course used to satisfy a Capacities requirement may also be used to satisfy a Learning Domains requirement;
- A course with two or more Learning Domain codes may be used to satisfy only one Learning Domain requirement;
- Courses taken to satisfy major or minor requirements may also be used to satisfy Collegiate Center requirements, subject to the restrictions stated above;
- In the case of multiple-coded courses, a student may elect to change which code the student wants to apply for satisfaction of the Collegiate Center requirements. This change can occur at any time before graduation;
- The Learning Domain requirements must be satisfied by seven courses from seven different disciplines as distinguished by the first three letters of the course identifier;

- Course credits received by Advanced Placement (AP) exam or International Baccalaureate (IB) exam do not satisfy Collegiate Center requirements.

VI. Number of Courses Required for Graduation

The number of whole course credits for graduation is 32. Fractional credits for activity classes are not counted toward graduation unless a whole course credit is accumulated and approved. Fractional credits with different course identifiers **CANNOT** be combined for a whole course credit. For example, three .25-credit physical activity credits **CANNOT** be combined with one .25-credit music activity credit for a whole course credit.

An average of 2.00 or better must be maintained on all courses (exclusive of courses taken for credit only) counted towards the degree. Course credits earned through AP, IB, or Cambridge exams may be counted toward graduation although they may not be used to satisfy specific requirements for graduation as described in other sections. A maximum of six credits may be awarded for any combination of AP, IB, or Cambridge exams.

Though advisors and advisees work together in all areas related to academic planning, final responsibility for knowing and completing all graduation requirements rests solely with the individual student.

VII. Residency Requirements

A student must successfully complete a minimum of sixteen courses at Hendrix. Six of the final eight courses counted toward graduation must originate from Hendrix or institutions which are in direct, formal institutional exchange agreements with Hendrix. Additionally, at least 50% of all major and minor requirements must be fulfilled from course work taken in residence at the College.

Major, Minor and Capstone Requirements

VIII. Majors and Minors

Students have three options for academic study:

- the pursuit of a single major
- the pursuit of two majors (double major)
- the pursuit of one major and one minor.

The pursuit of any other combination of multiple majors and/or minors is not permitted.

Student transcripts will list the name of the major, any double major or minor, and the grade on the Senior Capstone Experience.

Students should be aware that the pursuit of a double major or a major and a minor may require more than four years to complete.

Requirements for a major are as follows:

- declaring a major and a major advisor by completing appropriate paperwork through the Office of the Registrar no later than the first semester of the junior year;
- fulfilling the requirements as designated by the student's major department;
- maintaining a minimum grade point average of 2.00 in courses required for the major;
- passing a Senior Capstone Experience in the major;
- meeting the major residency requirements.

The College offers the degree of Bachelor of Arts with these majors:

<u>Accounting</u>	<u>Film Studies</u>
<u>American Studies</u>	<u>Creative Writing</u>
<u>Art</u>	<u>Environmental Studies</u>
<u>Biochemistry/Molecular Biology</u>	<u>French</u>
<u>Biology</u>	<u>German</u>
<u>Chemical Physics</u>	<u>Health Sciences</u>
<u>Chemistry</u>	<u>History</u>
<u>Classics</u>	<u>Interdisciplinary Studies</u>
<u>Computer Science</u>	<u>International Relations</u>
<u>Economics</u>	<u>Kinesiology</u>
<u>Economics & Business</u>	<u>Mathematics</u>
<u>English</u>	<u>Music</u>
<u>Literary Studies</u>	<u>Philosophy</u>

Philosophy & Religious Studies

Physics

Politics

Psychology

Religious Studies

Sociology/Anthropology

Anthropology Emphasis

Sociology Emphasis

Spanish

Theatre Arts

Policy for double majors

A student may complete a second major at Hendrix by fulfilling the following criteria:

- completing and filing a letter of intent with the Office of the Registrar to pursue two majors at Hendrix College. This letter of intent must be filed no later than the first semester of the student's senior year;
- completing the Hendrix requirements for both majors;
- maintaining a minimum grade point average of 2.00 in the courses that comprise each major;
- passing the Senior Capstone Experience for both majors;
- completing both majors prior to the awarding of the undergraduate degree.

Policy for minors

A student may complete a minor by fulfilling the following requirements:

- formally declaring intent with the Office of the Registrar. This letter of intent must be filed no later than the first semester of the student's senior year;
- completing the course requirements for the minor as specified in the departmental entry in the Catalog;
- successfully completing at Hendrix at least three of the courses that constitute the minor;
- maintaining a minimum grade point average of 2.00 in the courses that comprise the minor;
- completing both a major and the minor prior to the awarding of the undergraduate degree.

The College offers the following academic minors:

<u>Accounting</u>	<u>Gender Studies</u>
<u>Africana Studies</u>	<u>German</u>
<u>American Studies</u>	<u>History</u>
<u>Anthropology</u>	<u>International Business</u>
Art	<u>International Relations</u>
<u>Art History</u>	<u>Kinesiology</u>
<u>Studio Art</u>	<u>Mathematics</u>
<u>Asian Studies</u>	<u>Medical Humanities</u>
<u>Biology</u>	<u>Music</u>
<u>Business</u>	<u>Neuroscience/Study of the Mind</u>
<u>Chemistry</u>	<u>Philosophy</u>
<u>Chinese</u>	<u>Physics</u>
<u>Classics</u>	<u>Politics</u>
<u>Computer Science</u>	<u>Psychology</u>
<u>Dance</u>	<u>Public Health</u>
<u>Economics</u>	<u>Religious Studies</u>
<u>Education-Secondary</u>	<u>Sociology</u>
<u>English</u>	<u>Spanish</u>
<u>Film Studies</u>	<u>Theatre Arts</u>
<u>French</u>	

The college offers one graduate degree, the Master of Arts in Accounting.

IX. Senior Capstone Experience

The senior capstone experience is an opportunity for the student to integrate and synthesize the various aspects of the subject matter studied within the major. Each department or program has designed the capstone experience for its majors to help them develop a broader understanding of the significance of the major within the framework of their overall liberal arts experience. This experience may take the form of a comprehensive examination, a senior seminar, an undergraduate research project, or a senior exhibition, recital, or performance. Using one or more of these components also allows departments to assess the effectiveness of their major programs and evaluate the learning of each student. A grade is

assigned for the Senior Capstone Experience after its completion. The grade is entered on the student's transcript but is not calculated in the GPA.

The Program for the Master of Arts in Accounting

The purpose of this program is to provide outstanding, liberally educated students with the technical, theoretical, and interpersonal skills required for successful careers in industry, public accounting, not-for-profit organizations, financial institutions, governmental organizations, education, and consulting. Successful completion of this program will assist students in qualifying to sit for the CPA examination in Arkansas or other states and may enable them to waive certain courses in MBA and other graduate programs. This program has a broad perspective, including traditional accounting as well as topics in economics, statistics, finance, and law. These requirements develop and enhance quantitative problem-solving and decision-making skills. Extensive use of modern techniques using computer applications and real-world data enables students to be prepared for the rigorous requirements of the business world. Small class sizes and a low student-to-faculty ratio make possible individualized and specialized instruction. Students are able to complete this degree in one year (two semesters) of coursework.

Prerequisites for admittance into the program include majoring in Accounting, Economics, or Economics and Business and consent of the faculty. Interested students should contact the department chair for details and admission information. Detailed curricular information is provided in the departmental section on Economics and Business in this *Catalog*.

Academic Policies and Regulations

The Academic Calendar

The 9-month academic year consists of a fall and spring semester, with each semester encompassing 14 weeks of classes and one week of final examinations. Most classes meet for 150 minutes per week, though some first-year classes meet for 200 minutes per week. The standard class period is 50 minutes for classes that meet three days per week and 75 minutes for classes meeting two days per week. Detailed descriptions of the [academic calendar](#) and [daily schedule](#) can be found at the back of this Catalog or at www.hendrix.edu/calendars.

The College posts three graduation dates - immediately prior to the fall semester, at the end of the fall semester, and at the end of the spring semester. Commencement occurs once per year on the first Saturday following final examinations in the spring semester.

Courses and Units

The academic unit is the course credit, which matches or exceeds the standards required of a conventional quarter-hour or semester course. The conversion rate for a standard semester course is 4 semester hours.

Course Load

The academic program at Hendrix College is arranged so that the normal student load is four whole-credit courses per semester. A student attempting at least three whole-credit courses in a given semester is classified as a full-time student. Courses not earning whole course credit, such as physical activity classes and music activity classes, do not count toward the student load. Students must receive permission from the Registrar to register as part-time students.

Under normal circumstances students who are making timely progress toward the completion of their degree programs in eight

semesters will be expected to enroll in no more than four whole-credit courses per semester. Students may not pre-register for a course overload. Students who wish to attempt more than four whole-credit courses in a semester must have at least sophomore standing. Exceptions to this policy require written permission of the student's academic advisor.

Classification of Students

For purposes of registration, course selection, and catalog listings, class standing is defined annually at the beginning of the fall semester according to the following guidelines:

Class Standing	Credits
Fresher.....	0-6 credits
Sophomore.....	7-14 credits
Junior	15-23 credits
Senior	at least 24 credits

Grades, Grade Point Average, and Earned Credits

Grading System. The grading system and associated grade points per whole credit are as follows:

A.....	4.....	excellent
B.....	3.....	good
C.....	2.....	satisfactory
D.....	1.....	poor
F.....	0.....	failing
CR.....	0.....	credit, passed at a minimum level of C
NC.....	0.....	no credit for a course taken for credit only
I.....	0.....	incomplete
NR.....	0.....	no report
W.....	0.....	withdrawn
WE.....	0.....	withdrawn by administrative action
AU.....	0.....	audit

At the conclusion of each semester, students receive a grade, a GPA credit, and a degree credit for each course.

A GPA credit indicates the weighting factor assigned to a grade for use in the grade point average computation. A grade of **A, B, C, D, F** or **NC** may be assigned a GPA credit of 0, 1/4, 1/2, or 1, depending on the course. (Most Hendrix courses carry a GPA weight of 1. Study abroad credits, however, typically carry a GPA weight of 0, unless Hendrix is the originating institution for the grades. For example, Hendrix is the originating institution for the Costa Rica and Hendrix-in-London programs. Applied music and physical activity classes typically carry GPA weights of 1/4 or 1/2.) A grade of **CR, I, NR, W, WE, or AU** will always be assigned a GPA credit of 0. To compute the grade point average, multiply each grade by its assigned GPA credit, sum the results, and divide by the sum of the GPA credits. A grade of **WE** will be assigned to indicate withdrawn by administrative action including academic dismissal, disciplinary expulsion, academic suspension, and disciplinary suspension.

A degree credit indicates whether or not the received grade will be assigned an earned credit towards graduation. A grade of **A, B, C, D** or **CR** may be assigned a degree credit of 0 or 1, depending on the course. A grade of **F, NC, I, NR, W, WE, or AU** will be assigned a degree credit of 0. To compute the number of earned graduation credits, sum the total number of degree credits.

Grade I (Incomplete). The grade of **I**, or Incomplete, is assigned when a student, for reasons beyond her or his control, is unable to complete requirements of a course by the end of the semester. When an Incomplete grade is reported by an instructor, a form entitled "Report on Incomplete Grade" must be submitted by that instructor to the Registrar. This report stipulates the conditions and the deadline date that must be met for the removal of the Incomplete. Incomplete grades should be resolved by the conclusion of the following semester and may not extend beyond a calendar year. (The calendar year begins at the end of the semester in which the grade of Incomplete is assigned.) The student and the advisor will receive copies of this report. Removal of the Incomplete and the assigning of the course grade by the instructor occur once the student

has successfully completed the remaining course requirements. The Incomplete grade will revert to the grade specified on the “Report on Incomplete Grade” form if the requirements are not met by the specified deadline date. Forms submitted without a grade specified will convert to F after the deadline.

Grade NR (No Report). The NR grade is a temporary one and indicates that, due to circumstances beyond the control of the student, the Office of the Registrar did not receive the grade. Instructors should replace the NR grade by a letter grade (A, B, C, D, F, I) for graded courses, or a credit/no credit grade (CR, NC) for non-graded courses, as soon as possible, but no later than graduation. For courses not expected to have a delayed grade because of an extended project or research, if the instructor has not replaced an NR grade by the end of the second semester following the initial NR grade, then the NR grade will be replaced by an F grade for graded courses and an NC for non-graded courses. For courses expected to have a delayed grade because of an extended project or research, if the instructor has not replaced an NR grade by the end of the second semester following the second NR grade, then the NR grade will be replaced by an F grade for graded courses and an NC for non-graded courses. In cases where the instructor assigns a grade of I, the I policy supersedes the NR policy at that point.

Grade AU (Audit). With the instructor’s permission, full-time students, employees, and employees’ dependents may audit a course without charge. Audited courses are not included in the calculation of course load, nor are they recorded on the permanent record. Part-time students or other individuals who are not matriculating at the college are required to pay the established fee per course. Courses with enrollments limited by space or equipment availability such as applied music, studio art, laboratory courses, etc., may not be taken as audit.

Repeating a Course. A student may repeat a course for which a grade already exists on the transcript. When a student repeats a course at Hendrix, the highest earned grade factors into the Hendrix grade point

average, and the course receives an R designation. The lower grade, designated with an asterisk (*), remains on the Hendrix transcript, but it does not factor into the grade point calculation. A repeat grade of **CR** is only higher than previously earned grades of **D**, **F**, **NC**, **W**, and **WE**. Repeated courses count only once toward earned degree credits. A course transferred in as a repeat course cannot replace a grade earned in the original Hendrix course.

Academic Status

Dean's List. At the conclusion of each semester, the Office of Academic Affairs publishes a list of students who, completing no fewer than four whole credit courses in the semester for a letter grade, have received no grade other than A. Note that students who choose to apply the "courses taken for credit only" policy in a given semester will not meet the criteria for the Dean's List in that semester. Note also that students who enroll for activity courses or graded activity courses will not meet the criteria for the Dean's List unless they receive credit for the activity courses and an A for any graded activity course.

Good Standing, Academic Probation, Suspension, and Dismissal. A full-time student must meet the following standards for academic performance and progress to qualify as a student in good standing:

- a. The student's cumulative grade point average must meet or exceed the following thresholds: Freshers - 1.75; Sophomores - 1.90; Juniors or above - 2.0.
- b. The student must have earned at least three course credits during the previous semester.
- c. The student must have earned at least six course credits after the first year of academic study, thirteen credits after the second year, twenty credits after the third year, twenty-seven credits after the fourth year, and credits sufficient for graduation after five years of academic study.
- d. The total number of incomplete grades, **I**, and unforgiven failing grades, **F**, on the student's transcript may not exceed four.
- e. The student must exhibit integrity and personal honesty in the classroom and in other campus affairs.

Except in the case of extenuating circumstances, a student who fails to meet one or more of these criteria will be placed on academic probation, effective for the next semester. The Registrar may remove a student from academic probation when he or she meets each of the minimum academic performance standards defined above.

A student remaining on academic probation after two consecutive semesters is subject to academic suspension for one semester. A student who is academically suspended may not enroll for classes at Hendrix during the suspension period. Following the academic suspension period, a student wishing to return to Hendrix must apply for readmission through the Office of Admission. Any coursework completed at another institution while a student is on academic suspension must first be approved by the Registrar's Office.

A student who has been readmitted to the College after academic suspension may be dismissed from the College if he or she continues to fail to make satisfactory progress toward a degree. A student who is academically dismissed is barred from all further enrollment at the College. A student may not be readmitted to Hendrix following academic dismissal. Additionally, a student is subject to academic dismissal or suspension if he or she accumulates four F grades in courses with whole course credit, fails all courses attempted in a single semester, or participates in an act or acts of academic dishonesty.

Academic Warning. A student will receive an academic warning when his or her semester grade point average (GPA) drops below 2.00 even though his or her cumulative grade point average may remain at or above the required minimums cited for academic probation. Academic warning is notice of unsatisfactory academic progress during a given semester. Receipt of an academic warning does not place a student on probationary status.

ADA Accommodations

Students seeking accommodations in accord with the Americans with Disabilities Act should contact Academic Support Services at 505-2954 to make an appointment and begin the review process.

Class Attendance

Students should regularly attend all classes for which they are enrolled. Absences will typically be excused for observance of religious holidays, documented cases of illness or emergency, sanctioned school functions, or other appropriate exigent circumstances. Students must notify instructors of their circumstances in a timely manner.

A course instructor can drop from the roster any student who fails to attend the following number of class meetings before the deadline to add a course:

- Two classes in a course meeting on a twice weekly schedule;
- Three classes in a course meeting three or more times per week.

At their professional discretion, course instructors may, by notifying the Registrar prior to the deadline for withdrawing from a course, remove from their courses any student whose unexcused absences over any three week period reach or exceed 50%. Instructors are not obliged to notify the student prior to taking this action. A student removed from a course under these circumstances will be notified by the Office of the Registrar through the student's Hendrix email account. A student may appeal this action by contacting the Registrar within three business days of the drop notice date. The Registrar will forward the appeal to the Academic Appeals Committee for review and action.

Academic Integrity

Hendrix College is committed to high standards of honesty and fairness in academic pursuits. Such standards are central to the process of intellectual inquiry, the development of character, and the preservation of the integrity of the community.

Hendrix College cultivates an active interest in the liberal arts and intellectual inquiry where students take responsibility for their own actions. In keeping with this mission, the faculty and students of Hendrix

College have adopted a set of standards and procedures designed to

- help create a supportive and fair learning environment,
- guarantee the integrity and value of each student's work,
- demonstrate the student body's commitment to serious academic pursuits,
- foster a capacity for ethical decision-making,
- involve students and faculty mutually in the academic judicial process,
- specify the procedures to be followed for incidents of academic dishonesty,
- help create a supportive and fair learning environment,
- cultivate an on-going dialogue about academic values within the Hendrix Community.

In pursuit of these goals, Hendrix students have agreed to adhere to the following principles:

- All students have an equal right to their opinions and to receive constructive criticism.
- Students should positively engage the course material and encourage their classmates to do the same.
- No students should gain an unfair advantage or violate their peers' commitment to honest work and genuine effort. It follows that any work that a student submits for class will be that student's own work. The amount of cooperation undertaken with other students, the consistency and accuracy of work, and the test-taking procedure should adhere to those guidelines that the instructor provides.
- Members of the Hendrix community value and uphold academic integrity because we recognize that scholarly pursuits are aimed at increasing the shared body of knowledge and that the full disclosure of sources is the most effective way to ensure accountability to both ourselves and our colleagues.

Violations of these standards of academic integrity may take one of the following forms:

- a. plagiarism, which involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper or project (or any portion of such) prepared by another person;
- b. cheating on examinations, laboratory reports, exercises, or projects that are to be done by individual students; giving or receiving answers and/or materials pertinent to any academic work without permission of the instructor;
- c. stealing, manipulating, or interfering with any academic work of another student;
- d. collusion with other students on work that is to be completed by an individual student;
- e. lying to or deceiving faculty; or
- f. violating particular standards as determined and explicitly outlined by individual faculty members on a course by course basis. These particular standards should be clearly indicated on the syllabus for each course.

Instances of academic dishonesty are handled in a two-track system that distinguishes between minor and major violations. The distinction between minor and major violations is made by the instructor of record except in the case of repeat offenders. Repeat offences are treated as major violations. Otherwise, the distinction between minor and major violation is subjective and is intended to differentiate between cases of ignorance, such as poor citation, and cases of deliberate dishonesty. Sanctions for minor violations are determined by the faculty member in agreement with the student being charged and in consideration of established guidelines. Records of minor violations are submitted to the Committee on Academic Integrity for inclusion in a database to track repeat offenders. In addition, these records may be divulged to Hendrix faculty and staff requesting information relevant to awards and honors. Records of single violations shall not be divulged to outside parties such as employers and graduate schools. The Committee shall handle all major violations and repeat violations.

Composition of the Committee: The Committee consists of six members of the Student Association and five faculty members. The Student Senate nominates and selects student members in the same manner as the College Conduct Council. The College's Committee on Committees nominates the faculty members. The Committee on Committees also identifies the faculty committee chair.

A minimum of five members of the Committee on Academic Integrity including at least two faculty and two student members is required to hold a formal hearing. Hearing groups are formed by the chair from the available committee members.

The chair is responsible for the following: convening the Committee whenever a report has been filed; serving as the official, corresponding liaison between the Committee and the concerned parties; being the contact person for all questions concerning the process and procedure of the Committee; and transmitting all committee decisions to the concerned parties through an Official Letter of Decision.

Committee Process: All alleged violations of academic standards must be reported to the Committee on Academic Integrity. Report of a violation can be filed in one of four ways:

- a. If the violation is determined to be minor, a student and a faculty member may agree to sanctions and are only required to report the violation to the chair of the Committee on Academic Integrity. The chair could then accept the report and file it without committee involvement, unless further action was deemed warranted by inconsistencies of sanctions or by previous violations.
- b. If the violation is determined to be major, a faculty or staff member may file a report with the chair resulting in a formal hearing.
- c. A student may either inform the instructor of record, who files a report with the chair, or file a report directly with the chair. In either case the chair shall establish appropriate deliberations and sanctions with respect to the severity of the violation in consultation with the instructor of record and the Committee.

All reports must be made in writing and if a major violation is determined, the Committee shall convene within two weeks of that report, provided this conforms to the academic calendar. If the academic calendar does not allow such convention, the case will be revisited during the first two weeks of the next academic session. Whoever files the alleged violation report to the Committee must attend the hearing. At this meeting, all statements and evidence will be presented. All parties have the right to introduce evidence or witnesses. A student facing academic integrity allegations must continue through the hearing process even if the student has withdrawn from the class in which the alleged violations took place.

A simple majority may postpone a decision if certain evidence deemed crucial to the case has not been presented. A decision may be postponed only twice, and on each occasion the Committee must reconvene within a week, provided this conforms to the academic calendar.

In order to protect the confidentiality of students, all Committee deliberations are held in confidence, as are all decisions and potential sanctions. Furthermore, at the beginning of each academic year, every member of the Committee must sign a confidentiality statement to protect the privacy of deliberations.

The Committee is to use the sentiments expressed within this document to render a decision on each particular case. The Committee has two options in rendering a decision:

- a. In violation
- b. Not in violation

A student is in violation of the standards of academic integrity only when a majority of the hearing committee concur that a violation has occurred. If the Committee finds a student to be in violation of the standards of academic integrity, it also hands down a particular sanction in direct consultation with the instructor of record. The Committee must strongly consider the recommended sanction from the instructor of record. A majority of the hearing committee must agree upon specific

sanctions. If a student is not found to be in violation of the standards of academic integrity, no further action will be taken.

The Committee shall retain all records of major and repeat violations for a period of six years, after which the records are purged. During the six year period that records of major and repeat violations are retained, inquiring parties (e.g., employers or graduate schools) who *directly ask* whether or not a student has violations of academic integrity will be informed that a major or repeat violation exists (although the details of the violation will not be released).

Appropriate sanctions may include one or more of the following:

- a. allowing the student to resubmit the assignment with the understanding that a predetermined number of penalty points will be deducted from the student's total score;
- b. giving the student a "O" on the assignment in question;
- c. giving the student an F for the course;
- d. a major or repeat violation may result in placing the student on academic integrity probation. This means that if a student is later found guilty of another academic integrity violation, the sanction will automatically consist of suspension or expulsion (with such a recommendation, the Provost of the College is the consulting officer).
- e. in severe cases, placing the student on suspension and/or expulsion (with such a recommendation, the Provost is the consulting officer).

Students are still subject to these sanctions if they have withdrawn from a class in which an academic integrity violation took place. When a decision has been reached, it is transmitted to the involved parties through an Official Letter of Decision from the Chair. Included in this Letter is the decision of the Committee and the prescribed sanction, if the student is found to be in violation of the standards of academic integrity. Copies of this letter are also sent to the faculty advisor, the instructor of record, the Registrar's Office, the Provost, the Vice President for Student Affairs, and the Associate Provost for Advising and Retention. Also, if the student is listed with the Registrar's Office as being financially dependent,

the Committee will send a copy of the letter to those whom the student is dependent upon.

Appeals: All academic integrity-related decisions are subject to appeal. Intent to appeal must be filed in writing with the Office of Academic Affairs no later than one week after the Committee's decision. The Provost will decide if there are sufficient grounds for appeal, and, if such grounds are found, the Provost will forward the case to the Committee on Academic Appeals, whose decision is final. The appeals process should be completed within four weeks of filing, exclusive of breaks in the academic year.

Academic Grievances

A student who believes that he or she has an academic grievance should discuss the concern with the faculty member in charge of the course in which the concern has arisen. If a mutually satisfactory resolution is not reached, the student should confer with his or her academic advisor and should take the matter to the relevant department chair. If no resolution is reached at this level or if the department chair is the faculty member in question in the first instance, then the student should take the concern to the relevant Area Chair. Concerns remaining unresolved at this level should be taken to the Provost. Students shall take all concerns regarding graduation requirements and their fulfillment to the Registrar.

Academic Appeals

A student who wishes to appeal a policy or decision by the Office of Academic Affairs concerning interpretations of, or exceptions to, rules, procedures or decisions governing registration in courses and the management of academic records must make that appeal to the Committee on Academic Appeals. Examples of such appeals would include an appeal to drop a course with no mark after the no mark deadline or an appeal to withdraw from a course with a **W** after the **W** deadline.

To pursue such an appeal, the student should submit a formal petition in writing to the Registrar or to the Chair of the Academic Appeals Committee. This appeal should state the specific request being made and include some explanation of the situation relating to the request. The Registrar will forward the student's petition to the Committee on Academic Appeals, which will review and rule on the appeal. The Committee will notify the student of the decision. Committee decisions are final.

The Committee on Academic Appeals does not hear appeals concerning grades (other than I, W or WE). Course grade issues are covered in the previous section under Academic Grievances.

Smoking Policy

Tobacco products are prohibited from use on the Hendrix College campus including parking lots, grounds adjacent to buildings, and athletic fields.

Schedule Changes

It is the student's responsibility to initiate and complete the necessary procedures for making course schedule changes such as adding, dropping, and withdrawing from courses. **All of these changes must be performed by the student's advisor online or in the Registrar's Office with the completed "Drop/Add Form" according to the academic calendar.**

Adding a course. The deadline for adding a course to a student's schedule is the second Friday of classes. Any student adding a course after this deadline must secure the explicit written consent of the instructor. Additions made after the deadline are subject to a \$100 late fee. Departmental placement policies may authorize transitions from certain courses to other courses within the same discipline beyond this deadline without a late fee assessment. Students may add Music Activity classes and Physical Activity classes without signature or penalty fee for one week following this deadline.

Dropping a course. Students may drop a course without having that course appear on their academic transcripts at any point through the fifth Friday of classes.

Withdrawal from a course. From the close of the drop period through the tenth Friday of classes, a student may withdraw from a course with a grade of **W**. A grade of **W** does not count in the calculation of the (semester or cumulative) grade point average. After this withdrawal period a student may not withdraw from a course. Students who register for a course but never attend classes for that course are required to initiate and complete the necessary course drop or course withdrawal procedure outlined above. Simply not attending class does not guarantee a student's automatic withdrawal from that course and may even result in the grade of **F** for that course.

Withdrawal from the College

A student who wishes to withdraw from the College should obtain a withdrawal application form ("Leave of Absence or Withdrawal from the College Application Form") from the Office of the Registrar. The student should then schedule an interview with the Dean of Students, the Associate Provost for Advising and Retention, or the Coordinator of Academic Support Services to discuss the student's particular situation and the withdrawal process. Following this interview, the student should complete the withdrawal form, secure the signatures required by the form, and submit the completed form to the Office of the Registrar.

The student is expected to leave the campus upon the completion of the withdrawal process. A copy of the form will be sent to the student. Failure to complete the withdrawal process may seriously affect the student's academic record as well as financial record. A student seeking to return to Hendrix subsequent to withdrawing must reapply for admission to the College. To reapply notify the Office of Admission no later than July 15 for the fall semester or December 1 for the spring semester. Withdrawals during a semester may have a negative impact on academic grades, credits, financial aid, student charges and access to housing

and other College facilities. It is the responsibility of the student to understand the ramifications of his or her withdrawal and to incorporate that information into his or her decision process.

Hendrix deadlines for withdrawal from courses apply to students who withdraw. Final course grades for the semester just completed are not subject to modification for students who withdraw in the interim period between semesters. No courses may be retained by students who withdraw. Grades of incomplete (I) are not available to students who withdraw.

Students who complete a given semester at the College but do not return for the subsequent semester are considered to have withdrawn voluntarily from the College. Students who voluntarily withdraw forfeit their security deposit and may subsequently apply for readmission through the Office of Admission. The deadlines for contacting the Office of Admission to begin the readmission application process are July 1 for the fall semester and December 1 for the spring semester.

Medical Withdrawal from the College

Students experiencing serious medical or psychological problems may request a medical withdrawal from the College. The general withdrawal process and policies detailed in the section above apply in such cases. In addition, a Request for Medical Withdrawal must be accompanied by a statement from an appropriate professional recommending a medical withdrawal. Hendrix reserves the right to have the student examined by a physician selected by Hendrix. Students should note that preparation of this statement will require their formal consent to the release of relevant information from appropriate professionals to the College and from the College to those professionals.

Applications for medical withdrawal will be considered by a committee convened by the Provost. A student granted a medical withdrawal is expected to leave campus. If the last day to drop a course with no mark has passed, grades of W will be entered for all currently enrolled classes, even if the final deadline for withdrawal from classes has passed. The security deposit will be applied to the student's account

or refunded if medical withdrawal is approved. A student who applies for readmission following a medical withdrawal must furnish a professional's statement that he or she has received appropriate medical attention and is, in the professional's expert opinion, ready to resume studies at the College. These materials must be received by the College by July 1 for the fall semester or December 1 for the spring semester.

Under certain circumstances, the College may require a student to take a medical withdrawal. Such action is warranted if, in the judgment of the Provost and the Dean of Students, the student poses a threat to the lives or safety of self or others, has a medical or psychological condition that cannot be properly addressed by the College, or has a medical condition or behavior that seriously interferes with his or her ability to function and/or interferes with the educational pursuits of others.

Leave of Absence

A student may apply for Leave of Absence status from the College under specific circumstances. Leave of Absence status indicates a continuing relationship with the College that allows the student to resume studies at a specific time without reapplication for admission. Leave of Absence status is limited to students who plan to return to Hendrix within the designated "leave" period. The maximum allotted time for Leave of Absence status is two semesters from the point at which the leave is requested.

A student who wishes to be placed on leave should obtain a "Leave of Absence or Withdrawal from the College Application Form" available from the Office of the Registrar. The student should then schedule an interview with the Dean of Students, the Associate Provost for Advising and Retention, or the Coordinator of Academic Support Services to discuss the student's particular situation and the leave of absence process. Following this interview, the student should complete the leave of absence form, secure the signatures required by the form, and submit the completed form to the Office of the Registrar. A student taking a leave of absence will be dropped from all courses for which the student

is enrolled in subsequent semesters. The student is expected to leave the campus upon completion of the leave of absence process. A copy of the leave of absence form will be sent to the student. Failure to complete the leave of absence process may seriously affect the student's academic record as well as financial record.

Taking a leave of absence during a semester may have a negative impact on academic grades, credits, financial refunds, financial aid, student charges and access to housing and other College facilities. It is the responsibility of the student to understand the ramifications of his or her leave of absence and to incorporate that information into his or her decision process.

Hendrix deadlines for withdrawal from courses apply to students who take a leave of absence. Final course grades for the semester just completed are not subject to modification for students who take a leave of absence in the interim period between semesters. No courses may be retained by students who take a leave of absence. The grade of incomplete (I) is not available to students who take a leave of absence.

Students who do not return to Hendrix within the maximum allotted time for leave of absence status (one calendar year) are considered to have withdrawn voluntarily from the College and forfeits their security deposit. Students who voluntarily withdraw may subsequently apply for readmission through the Office of Admission.

Medical Leave of Absence

Students experiencing serious medical or psychological problems may request a medical leave of absence from the College. The general leave of absence process and policies detailed in the section above apply in such cases. In addition, a request for medical leave of absence must be accompanied by a statement from an appropriate professional recommending a medical leave of absence. Hendrix reserves the right to have the student examined by a physician selected by Hendrix. Students should note that preparation of this statement will require their

formal consent to the release of relevant information from appropriate professionals to the College and from the College to those professionals.

Applications for medical leave of absence will be considered by a committee convened by the Provost. A student granted a medical leave of absence is expected to leave campus. If the last day to drop a course with no mark has passed, grades of W will be entered for all currently enrolled classes, even if the final deadline for withdrawal from courses has passed. A student approved for a medical leave of absence after the last day to drop a class with a W in a given semester is not eligible to return to Hendrix in the fall or spring semester immediately following the semester for which the medical leave of absence is granted. A student returning from a medical leave of absence must furnish a professional's statement that he or she has received appropriate medical attention and is, in the professional's expert opinion, ready to resume studies at the College. This statement must be received by the College by July 1 for the fall semester or December 1 for the spring semester.

Under certain circumstances, the College may require a student to take a medical leave of absence. Such action is warranted if, in the judgment of the Provost and the Dean of Students, the student poses a threat to the lives or safety of self or others, has a medical or psychological condition that cannot be properly addressed by the College, or has a medical condition or behavior that seriously interferes with his or her ability to function and/or interferes with the educational pursuits of others.

Study Abroad Status

A student who is accepted for study through any of the Hendrix College Study Abroad Programs will be placed on Study Abroad Status. The Office of International Programs will transmit notice of this status to the Office of the Registrar once a student's placement in the study abroad program is confirmed. To be eligible for this status, the student's GPA must be 2.0 or greater (however, some Hendrix and other study-abroad programs require a higher minimum GPA). It is important to note that

Study Abroad Status is distinguished from Leave of Absence status in that students enrolled in such programs are considered, academically, to be enrolled at Hendrix.

Courses Taken For Credit Only

To encourage selection of a broader range of courses, Hendrix permits students to take one course per year on a credit-only basis during their sophomore, junior, and senior years. In place of the letter grade of **C** or better, the student will receive the designation of **CR**. In place of the letter grade of **D** or **F**, the student will receive the designation of **NC**. Courses taken for credit-only must be at the 200 level or above. Courses taken for credit-only at Hendrix must be outside the student's major or minor. Moreover, because of the centrality of the Learning Domain requirements to the liberal arts curriculum, these credit-only courses may not be used to complete Learning Domain requirements. These credit-only courses also may not be used to satisfy Collegiate Center requirements. The maximum number of credit-only courses counted toward graduation will be three. Intention to take a course under this option must be declared within the first month of the semester at the Office of the Registrar. A student may request that the **CR** designation be changed to the letter grade reported by the instructor if the course is later used to fulfill a major, minor, or Learning Domain requirement in existence at the beginning of the student's senior year. Courses typically assigned a grade of **CR**, such as Physical Activity classes, senior seminars, and some internships, will not count toward a student's limit of three credit-only courses. This policy also does not apply to graded music activity classes.

Activity Course Credits

Course credit for graduation may be earned with the completion of a specific number of activity courses with a grade of **CR** or **C** or higher in a given type of activity. Physical activity courses are offered only on a **CR** basis with no assigned grade. Some music activity courses are offered only on a **CR** basis while others are offered either on a **CR** or on a graded basis. Details can be found in the *Catalog* section for the [Department of Music](#).

The following combinations of activity course credits are equivalent to one course credit:

- Any four different physical activity courses
- Four semesters of TARA A30 *Dance Ensemble*
- In the Department of Music:
 - Four activity courses at the 200-level (ensembles) or 300-level (thirty-minute per week applied music lessons)
 - Two activity courses at the 400-level (sixty-minute per week applied music lessons)
 - One activity course at the 400-level and two at the 200- or 300-level.

Physical activity course credits, dance ensemble credits, and music activity course credits may NOT be combined for whole course credits.

Grades earned in activity courses will appear on the college transcript and will count in the student's grade point average. However, only whole credits (accrued as described above) will count toward the 32 course graduation requirement.

Any number of individual activity courses may be taken by a student; however, there are limitations on the number of whole course credits that a student may count toward graduation. Only one course credit in the Department of Kinesiology and Health Sciences may count toward graduation, only one course credit in the Department of Theatre Arts and Dance may count toward graduation, and only two course credits in the Department of Music may count toward graduation. The exception to this rule is that Music majors may earn up to two additional course credits toward graduation from music activity courses.

Activity classes are subject to the same registration, add, drop, and withdrawal deadlines as standard semester courses.

Transfer Credits

Students requesting transfer credit for courses already taken must first request an official transcript from the originating institution be sent to the Office of the Registrar. Transfer credit may be accepted, subject to the following conditions and restrictions.

The course(s) offered for transfer must be comparable in academic quality to Hendrix courses, have originated at an accredited institution, and have a recorded grade of C or better. **Credit** or **Pass** grades will not be accepted in transfer. For incoming transfer students, one credit will be awarded for every four semester-hours of accepted transfer work, rounding to the nearest whole credit. Once a student has matriculated at Hendrix, one credit will be awarded for every accepted transfer course, provided the transfer course carries at least three semester-hours of academic weight. Transfer credit must originate from courses taken at an accredited institution and those courses must appear on the student's transcript from the originating institution. No transfer credit is awarded for courses that have been applied toward an earned baccalaureate degree.

Current students are strongly urged to seek transfer approval from their advisor and the Registrar prior to enrollment in any course for which transfer approval might be sought. A form for this purpose may be obtained from the Office of the Registrar. The number of transfer courses that can be used to fulfill graduation requirements is determined by the residency requirement in item VI of the Program for the Bachelor of Arts Degree.

If a course is accepted for transfer credit, the grade from the originating institution will not appear on the Hendrix transcript unless the originating institution has a direct, formal institutional exchange agreement with Hendrix. Transfer grades from institutions that are in direct, formal institutional exchange agreements with Hendrix (such as programs sponsored by the Associated Colleges of the South, Graz, ISEP, and Heilongjiang University) will be recorded but not calculated in the Hendrix grade point average. Transfer grades will be recorded and included in the Hendrix grade point average if Hendrix is the originating institution (such as the Accademia dell' Arte, Hendrix-in-London, and Costa Rica programs). A course transferred in as a repeat course may not be used to replace a grade earned in the original Hendrix course.

English Course Placement for International Students

All entering, degree-seeking international students are given an ENGL placement test by Hendrix College. The purpose of the test is to evaluate international students' English language skills in reading, listening, speaking, and writing. It is designed and administered by the English Evaluation and Placement Committee. An international standardized test such as TOEFL (Test of English as a Foreign Language) does not substitute.

Based on its review of appropriate materials, the English Evaluation and Placement Committee will:

1. Place the student in ENGL 118, or
2. Place the student in ENGL 119, or
3. Recommend the student for ENGL 110, or
4. Recommend the student for a 200-level English Literature course.

The Committee also reviews students' English skills at the end of their semester in ENGL 118 or ENGL 119 to determine proper placement or recommendation, and a student may be required to repeat a course if insufficient progress has been made. ENGL 118 and ENGL 119 are taught for credit/no credit, and students will receive a grade of "NC" (no credit) until placed or recommended for a higher course.

Students will be enrolled in ENGL 118 or ENGL 119 the semester they receive such placement. Students shall not enroll in ENGL 110, ENGL 210, or an ENGL/ENGF 200-level literature course before they have received recommendation from the Committee. A recommendation of ENGL 110 or a recommendation of ENGL/ENGF 200-level literature class, however, is a recommendation only. Each advisee should know that the recommendation is based on review of the student's writing by Hendrix professors and is considered to be in his or her best interests relative to academic success at Hendrix.

While enrolled in ENGL 118 or ENGL 119, students have the option of requesting extra time (time and a half) on tests in their other classes.

Students wishing to receive this help must contact their professor and the Office of Academic Support at least three days before the test on which they would like extra time.

Neither ENGL 118 nor ENGL 119 may be used to meet the College's Level I writing requirement (W1). Upon recommendation for ENGL 110, ENGL 210, or an ENGL/ENGF 200-level literature course, an international student may proceed to complete the W1 requirement by completing (and passing) any one of the following: ENGL 110 (W1), ENGL 210 (W1), Writing Exam (W1), and ENGL or ENGF 200-level course coded LS W1.

Advanced Placement, International Baccalaureate Credits and Cambridge International Exams

The examinations and the courses for which AP, IB, and Cambridge IE credit is granted are listed below. Credit granted for a specific course counts toward the satisfaction of any requirement toward which the listed course counts, with two exceptions: (1) Literature and Writing Courses, if taken to satisfy the Level I Writing Requirement, must be taken at Hendrix; and (2) Learning Domain and Collegiate Center requirements may not be satisfied by AP, IB, or Cambridge IE credits. A maximum of six credits may be awarded for any combination of AP, IB and Cambridge IE examinations.

AP EXAM	MIN. HENDRIX COURSE EQUIVALENT SCORE	
Art-Studio General Portfolio	4	One course elective
Biology	4	*
Chemistry	4	**
Computer Science A	4	CSCI 150 <i>Foundations of Computer Science I</i>
Computer Science AB	3	CSCI 150 <i>Foundations of Computer Science I</i>
Computer Science AB	4	CSCI 150 and CSCI 151 <i>Foundations of Computer Science I and II</i>
Economics-Macroeconomics.....	4	ECON 100 <i>Survey of Economic Issues</i>
Economics-Microeconomics	4	ECON 100 <i>Survey of Economic Issues</i>
English–Language and Composition.....	4	ENGL 110 <i>Writing</i>
English–Literature and Composition.....	4	One course elective in ENGL

Environmental Science	4	.....	BIOL 104 <i>Environmental Biology</i>
Foreign Language–German.....	4	.....	GERM 110 <i>German I</i>
Foreign Language–French.....	4	.....	FREN 110 <i>French I</i>
Foreign Language–French Literature.....	4	.....	One course elective in FREN
Foreign Language–Latin	4	.....	LATI 110 <i>Latin I</i>
Foreign Language–Spanish	4	.....	SPAN 110 <i>Spanish I</i>
Foreign Language–Spanish Literature.....	4	.....	SPAN 200 <i>Conversation and Composition</i>
History-American History	4	.....	One course elective in HIST (not for history major)
History-European History.....	4	.....	One course elective in HIST (not for history major)
History-World History	4	.....	One course elective in HIST (not for history major)
Human Geography.....	4	.....	One geography course in EDUC for licensure
Mathematics-Calculus AB	4	.....	MATH 130 <i>Calculus I</i>
Mathematics-Calculus BC.....	3	.....	MATH 130 <i>Calculus I</i>
Mathematics–Calculus BC.....	4	.....	MATH 130 and MATH 140 <i>Calculus I and II</i>
Mathematics–Statistics.....	4	.....	BUSI 250 <i>Principles of Statistics</i>
Music	4	.....	MUSI 201 <i>Basic Musicianship Skills</i>
Physics–Physics B.....	4	.....	PHYS 210
Physics–Physics C Mechanics	4	.....	PHYS 230
Physics–Physics C Elect & Magn	4	.....	PHYS 240
Politics–U.S. Government.....	4	.....	One course elective in POLI
Politics–Comparative Politics	4	.....	One course elective in POLI
Psychology.....	4	PSYC 110 <i>Introduction to Psychology</i>

IB EXAM	MIN. HENDRIX COURSE EQUIVALENT SCORE
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Art–Visual Arts SL/HL.....	5	One course elective in ARTS
Anthropology–Cultural & Social SL/HL	5	ANTH 100 <i>Introduction to Anthropology</i>
Biology HL.....	5	.....	BIOL 101 <i>Concepts in Biology</i>
Business and Management HL.....	5	.....	BUSI 100
Chemistry HL.....	5	.....	**
Computer Science HL	5	.....	CSCI 150 <i>Foundations of Computer Science I</i>
Economics HL.....	5	.....	ECON 100
English SL/HL	5	.....	One course elective in ENGL
Film SL/HL	5	.....	One course elective in FILM
Foreign Languages– French SL/HL	5	.....	FREN 110 <i>French I</i>
Greek (Ancient) SL/HL	5	.....	GREE 110 <i>Greek I</i>
German SL/HL	5	.....	GERM 110 <i>German I</i>

Latin SL/HL	5	LATI 110 <i>Latin I</i>
Spanish SL/HL	5	SPAN 110 <i>Spanish I</i>
Geography SL/HL.....	5	One geography course in EDUC for licensure
History HL (any regional focus)...	5	One course elective in HIST (not for history major)
Mathematics–Math HL.....	5	MATH 130 <i>Calculus I</i>
Mathematics–Further Math SL...	5	No course credit; QS credit only
Music SL/HL	5	One course elective in MUSI
Philosophy SL/HL.....	5	PHIL 110 <i>Introducing Philosophical Questioning</i>
Physics HL.....	5	PHYS 210 and PHYS 220
Psychology SL/HL.....	5	PSYC 110 <i>Introduction to Psychology</i>
Theatre Arts SL/HL	5	TART 100

CAMBRIDGE EXAMS MIN. HENDRIX COURSE EQUIVALENT SCORE

Accounting (A level).....	B.....	One course elective in BUSI
Biology	B.....	BIOL 101
Business (A level)	B.....	BUSI 100
Business (Subsidiary Exam)	A.....	BUSI 100
Chemistry (A level).....	B.....	**
Classical Studies.....	B.....	CLAS 290 <i>Topics in Classical Literature</i>
Divinity	B.....	RELI 123
Economics (A level).....	B.....	ECON 100
Economics (Subsidiary Exam)	A.....	ECON 100
English	B.....	One course elective in ENGL
Foreign Language–French.....	B.....	FREN 110 French I
Foreign Language–German.....	B.....	GERM 110 German I
Foreign Language–Spanish	B.....	SPAN 110 Spanish I
Geography.....	B.....	One geography course in EDUC for licensure
Hinduism.....	B.....	RELI 223
History.....	B.....	One course elective in HIST (not for history major)
Islamic Studies.....	B.....	RELI 339
Physics (A level).....	B.....	PHYS 210 and PHYS 220
Psychology.....	A.....	PSYC 110 <i>Introduction to Psychology</i>

* *Credit for BIOL 101 Concepts in Biology may be earned or, upon completion of BIOL 210 Botany, or a more advanced core biology course, with a grade of “C” or better, credit for BIOL 150 Cell Biology.*

** *Credit for CHEM 100 Concepts of Chemistry may be earned or, upon completion of CHEM 120 General Chemistry II with a grade of “C” or better, credit for CHEM 110 General Chemistry I may be earned.*

Credit Based on Departmental Placement Policy

The Departments of Foreign Languages, Music, and Mathematics and Computer Science have placement policies that may result in a course credit being awarded after completion of a higher level course. The total number of additional credits in each discipline that can be obtained by a student under these policies is limited to one credit.

Academic Records

Transcript of Record

The Registrar prepares, maintains, and permanently retains a record of each student's academic work. Student files of pertinent documents are maintained up to five years following the last date of attendance. Students may view their documents in the Office of the Registrar.

The permanent record is the transcript, which reflects all undergraduate and graduate work completed at Hendrix College and work taken at other institutions but applied toward the Hendrix degree. It lists chronologically the courses, units, grades, cumulative grade-point average, and total units.

Transcript Requests

Official transcripts bearing the seal of the College and Registrar's signature will be sent by first class postage to other schools, institutions, or agencies, upon written request by a student or alumnus. To request an official transcript one should complete a "Transcript Request" form (available at the Office of the Registrar or on the Registrar's Office website at www.hendrix.edu) or write to the Office of the Registrar, Attn: Transcripts, Hendrix College, 1600 Washington Avenue, Conway, AR 72032. Requests and completed forms may also be emailed from a Hendrix email address to transcripts@hendrix.edu or faxed to (501) 450-1420. Requests must include the student's name while in attendance at Hendrix, Social Security Number and/or student I.D. number, dates of attendance, current phone number, and student signature for release. Official transcripts are not available to students who have any outstanding financial or administrative obligations to the College.

Transcripts and first-class postage are provided free of charge as a service to students and alumni. Transcripts are usually mailed within three to five business days, though a student may request that mailing does not occur until grades are posted. Other special methods of delivery may be available by request for an additional charge. Transcripts of work completed elsewhere must be requested directly from the campus or institution concerned.

Unofficial transcripts for personal or on-campus use are available only for currently enrolled students.

Application for Graduation and Commencement

A student preparing to graduate must complete an “Application for Graduation” form in the Office of the Registrar no later than the mid-semester break in the semester immediately preceding the student’s final semester at Hendrix. (Spring graduates must file applications by the fall mid-semester break.) Failure to do so may preclude the student from participating in Commencement and may result in his or her diploma not being available at Commencement.

All Hendrix graduates are expected to participate in Commencement unless excused by the Registrar. Students who have failed to satisfy two or fewer outstanding degree requirements may request permission from the Registrar to participate in Commencement and should complete their degree requirements prior to the start of the next academic year.

Graduation With Distinction

The Bachelor of Arts with “Distinction in (a department or program name)” is conferred upon those graduating seniors who fulfill criteria determined by the department or program. In determining requirements for distinction, a department or program considers such criteria as the following:

- overall grade point average;
- grade point average in courses required by the department;
- grade on a comprehensive examination;

- independent project(s);
- recommendation from faculty in department or program;
- some evidence of collegiate breadth such as
 - grade point average in courses outside the major,
 - grade point average in the Collegiate Center,
 - course distribution,
 - recommendation from faculty member(s) outside the major,
 - papers done in departments other than the major,
 - extracurricular activities, and
 - other evidence deserving consideration.
- departmental interview open to all faculty;
- other appropriate criteria as the department determines.

The department or program reviews and evaluates the achievements of senior majors. Selection of students for graduation with Distinction is made by the department or program after evaluation of all available information.

The achievement of Distinction does not preclude graduation with collegiate Honors. For example, a student may graduate with a designation such as the following “Bachelor of Arts Cum Laude, with Distinction in Biology.”

Graduation With Honors

In order to recognize graduating seniors who have done outstanding work in the collegiate curriculum, the College awards the Bachelor of Arts *Cum Laude*, *Magna Cum Laude*, or *Summa Cum Laude*. The Committee on Honors submits for faculty approval each year a minimum grade point average for the following year for each level of honors. Currently, the scale is the following:

<i>Cum Laude</i>	3.70-3.84
<i>Magna Cum Laude</i>	3.85-3.94
<i>Summa Cum Laude</i>	3.95-4.00

Phi Beta Kappa

Members in course are elected to Phi Beta Kappa primarily on the basis of broad cultural interests, scholarly achievement, and good character.

The Phi Beta Kappa Society sets the minimum requirements that must be met in order for a student to be considered for election. A grade point average of at least 3.80 is required, though no right to election adheres to any student solely by reason of fulfillment of the minimum GPA. At least three fourths of the degree program must be in liberal work, i.e., not applied or professional work. Grades earned in applied or professional coursework are not counted in the GPA for purposes of Phi Beta Kappa eligibility. Applied and professional work includes all training intended to develop vocational skills or techniques. These courses include, but are not limited to, applied Education and Accounting courses.

Weight is given to the breadth of the program of study as shown by the number, variety, and level of courses taken outside the major(s). Weight also is given to the balance and proportion of the candidate's degree program as a whole. Therefore, exploration of areas outside the major(s) beyond the minimum coursework required for graduation will strengthen a student's qualifications. Fulfillment of the College's graduation requirements under the Foreign Language and Quantitative Skills capacities generally satisfies the minimum criteria in those areas for Phi Beta Kappa eligibility, though completion of one or more courses in mathematics is viewed favorably.

Members are elected during the spring semester each year. In general, the Hendrix chapter considers only students who are in their last semester prior to graduation or who completed their degrees the previous December.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, commonly referred to as FERPA, is a federal law that protects the privacy of student education records. Hendrix College ("College") is to inform enrolled students annually of their rights under the terms of the FERPA. The information below is provided in accordance with FERPA notification requirements. The act does not apply to students admitted to the College

who have not officially enrolled. Enrolled students have the following rights under the Act:

A. Policy Intent

1. The College student record policy is intended to conform with all state and federal statutes dealing with access to information held by an educational institution on present and former students.
2. The College student record policy is formulated to protect the privacy of that student information that is maintained and yet provide access to student records for those having a legitimate purpose to view such records. Regulations and procedures to ensure adequate protection of the student are provided in this policy.
3. Copies of this policy are available upon request from the Registrar, who is responsible for the administration of the student record policy.

B. Student Education Records

1. "Education Records" refers to those files and their contents that are maintained by the College and which directly relate to a student. "Education Records" do not include:
 - a. Records which are in the sole possession of the maker thereof, are used only as a personal memory aid, and which are not accessible or revealed to any person except a temporary substitute of the maker of the record.
 - b. Records of the Admission Office concerning students admitted but not yet enrolled at the College.
 - c. Records of a student regardless of age that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional made in connection with treatment of the student and only disclosed to persons providing treatment. Such records are, however, reviewable by a physician or psychologist of the student's choice upon proper notice and consent.
 - d. Records of a law enforcement unit of the College.
 - e. Records relating to an individual who is employed by the College except students employed by the College as a result of his or her status as a student.

C. Access to Student Records by an Eligible Student or Parents of Non-Eligible Students.

1. Students over the age of 18 and who are enrolled in the College (“Eligible Students”) and parents of students who have not reached the age of 18 (“parents of non-Eligible Students) have the right to inspect the student’s Education Records (as defined in B.1 above). The Eligible Student or parent of a non-Eligible Student must submit a request to the appropriate College official (as defined in Section B.6 below) to review the Education Records specifying the record to be reviewed. The Eligible Student or parent of a non-Eligible Student may request a reasonable explanation or interpretation of the applicable record in writing to the appropriate College official. Students may inspect and review their educational records within 45 days from the day the Colleges receives a written request for access.
2. The College will disclose information in an Eligible Student’s Education Records, including financial and disciplinary records, to his or her parents either a) upon an Eligible Student’s written consent, or b) without the Eligible Student’s consent, to parents of a dependant student as defined in Section 152 of the Internal Revenue Code of 1986. The student’s age and his or her parents’ custodial status are not factors in determining dependency. If either parent claims the student as a dependent on tax returns, then either parent may be afforded access to the student’s Education Records.
3. Generally, Eligible Students have the right to review any Education Records that the College maintains on them. Information to which the Eligible Student does not have access is limited to the following:
 - a. Confidential letters or statements of recommendation placed in the student’s files if the student has signed a waiver of his or her right to review the letters or statements, and those letters or statements are related to
 - i) admission to an educational institution;
 - ii) application for employment; or
 - iii) receipt of an honor or honorary recognition.
 - b. Parents’ confidential financial statements.
4. Documents submitted to the College by or for the student will not be returned to the student. Normally, academic records received from other institutions will not be sent to third parties external to the College. Such records should be requested by the student from the originating institution to be sent to the appropriate third party.

5. Official records and transcripts of the College (signature and/or seal affixed) are mailed directly to other institutions or agencies at the student's request. When circumstances warrant, official records may be given directly to the student at the discretion of the proper College official. In such cases, the record will be clearly marked to indicate issuance to the student.
6. Only the following individuals are permitted to receive requests for records and to allow access to records: Registrar, Director of Career Services, Director of Counseling Services, Director of Financial Aid, Dean of Students, Provost, and the President of the College.

D. Procedure for Requesting Amendment to Record.

1. Should an Eligible Student or parent of a non-Eligible Student believe information contained in the student's Education Records is incorrect, a written request should be submitted to the appropriate College official as set forth in B.6. requesting that the record be amended. The appropriate official will respond within a reasonable period as to whether the amendment will be allowed. If the amendment is not allowed, the Eligible Student or parent of a non-Eligible Student may request a hearing before the Registrar.

E. Access to General Directory Information.

1. Certain information may be released by the College without prior consent of an Eligible Student or parent of a non-Eligible Student if considered appropriate by designated officials. Such information is limited to the following:
 - a. Student's name, address, telephone number (permanent and local);
 - b. Date and place of birth;
 - c. Dates of attendance at the College, major fields of study, current classification, degrees, honors, and awards;
 - d. Previous schools attended and degrees awarded;
 - e. Heights and weights of members of athletic teams;
 - f. Participation in officially recognized activities;
 - g. E-mail address;
 - h. Class schedule/roster;
 - i. Full or part-time status;
 - j. Photograph.

2. General Directory Information will not be released for commercial purposes by administrative offices of the College under any circumstances. Students may request that General Directory Information not be released by written request to the Office of the Registrar.

F. Access to Personally Identifiable Information.

1. An Eligible Student or parent of a non-Eligible Student must authorize the release of Personally Identifiable Information through written consent, except as provided in Section G below, to anyone other than the Eligible Student or parent of a non-Eligible Student. "Personally Identifiable Information" includes the student's name, the name of the student's parent or other family members, the address of the student or student's family, a personal identifier, such as a Social Security number or student identification number, a list of personal characteristics that would make the student's identity easily traceable; or other information that would make the student's identity easily traceable. The written consent must state:
 - a) The records which may be disclosed;
 - b) The purpose of the disclosure;
 - c) The party or class of parties to whom the disclosure may be made.

G. Access to Education Records and Personally Identifiable Information by Others without Consent.

1. Access to Education Records and Personally Identifiable Information, without an Eligible Student's or parents of a non-Eligible Student's permission is permissible in certain circumstances set forth below:
 - a. Information designated as Directory Information;
 - b. To other school officials, including teachers, within the College whom the College has determined have a legitimate educational interest;
 - c. To officials of another institution where the student seeks or intends to enroll;
 - d. To authorized representatives of certain government agencies including appropriate state officials and authorities pursuant to federal and state law;

- e. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as:
 - i) To determine eligibility for the aid;
 - ii) To determine the amount of the aid;
 - iii) To determine the conditions for the aid;
 - iv) To enforce the terms and conditions of the aid.
 - f. To organizations conducting studies for, or on behalf of, the College to:
 - i) develop, validate, or administer predictive tests;
 - ii) administer student aid programs; or
 - iii) improve instruction provided that the study is conducted in a manner that does not permit personal identification of parents or students by third persons and the information is destroyed once the information is no longer needed.
 - g. To accrediting organizations to carry out their accrediting functions;
 - h. Pursuant to a judicial order or lawfully issued subpoena upon notice of the order or subpoena to the Eligible Student or parent of a non-Eligible Student;
 - i. In connection with a health or safety emergency;
 - j. The final results of any disciplinary proceeding conducted by the College with respect to a crime of violence or a non-forcible sex offense and only to the victim of the alleged crime;
 - k. In connection with a disciplinary proceeding at the College provided that the College does not disclose the information unless the student is the alleged perpetrator of a violent or non-forcible sex offense, or the student has committed a violation of the institution's policies or rules;
 - l. To the parent of a student under the age of 21 regarding the student's violation of any law or policy governing the use or possession of alcohol or a controlled substance if the College determines the student has violated its policy;
2. All other student information will be released only upon written request of an Eligible Student. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation.

H. Complaints.

An Eligible Student or parent of a non-Eligible Student may file a written complaint with the Family Post Compliance Office (“Office”) regarding an alleged violation under FERPA. The complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred. The complaint must be filed within 180 days of the date of the alleged violation unless extended by the Office for good cause shown.

Academic Advising

Academic advising is an integral part of the academic program of the College. All academic advisors are full-time faculty members. Faculty advisors serve as a central academic resource and mentor for Hendrix students. Each student has a faculty advisor who provides assistance in academic planning and who is available for counseling on academic and related issues and concerns. Each student is expected to work closely with his or her faculty advisor as he or she develops and pursues a coherent course of study shaped by his or her goals and interests and by College and departmental requirements.

Academic advising at Hendrix is viewed as a cooperative educational partnership between advisor and advisee, grounded in mutual respect and a common commitment to student growth and success. The advisor/advisee relationship respects the autonomy and intellect of each student and acknowledges the broader developmental and educational contexts within which academic advising occurs.

Though advisors and advisees work together in all areas related to academic planning, final responsibility for knowing and completing all graduation requirements, for planning and monitoring academic progress, and for using the faculty academic advising system rests solely with the individual student.

To assist students and advisors in meeting the responsibility for knowing and understanding the academic requirements of the College, and to promote each student’s initiative and autonomy in directing his

or her own academic program and progress, Hendrix publishes a *Hendrix Guide to Academic Planning* each year. The *Guide* contains both general guidelines and specific recommendations written by departmental and program faculty to facilitate effective academic planning. The *Hendrix Catalog* and the *Hendrix Guide to Academic Planning* are the two principal academic planning resource documents of the College. Print copies of both resources are provided to each entering student and are available online.

Within the context of student responsibility outlined above, academic advisors are responsible for providing their advisees with appropriate, accurate information concerning the academic policies, programs, procedures, and resources of the College. Advisors also assist advisees in defining, developing, and pursuing an educational plan consonant with their academic, career, and life goals, including the selection of an academic major consistent with their interests and abilities within the broader liberal arts curriculum.

Each new student at Hendrix is assigned a faculty advisor who is a member of the Council of New Student Advisors (CNSA), a group of faculty selected and trained specifically to work with new students at the College. Though students may change advisors at any time after their initial registration, most new students remain with their original CNSA advisor at least through their first year of study. Typically, at an appropriate point during the second year of study, when a major has been identified and confirmed through work in courses and with faculty in that discipline, each student chooses an advisor in the department or area of his or her major. In some cases this advisor will continue to be the student's original CNSA advisor. Junior and senior students are required to declare a major and an academic advisor in the department or area of that major no later than the first semester of their junior year. Forms and instructions for changing advisors are available online and in the Office of the Registrar.

In addition to the CNSA advisor, each new student is paired with an Academic Peer Mentor (APM) for his or her first year at the College. Academic Peer Mentors are upperclass students who are committed to

helping new students flourish in the Hendrix academic community.

Advisees are encouraged to meet regularly with their advisors in order to realize the full educational potential of the advising program. More specifically, each student works carefully with his or her advisor each spring to structure an appropriate course schedule for the upcoming year, based on the student's short and long-term academic objectives as well as his or her career interests and goals.

In addition to ongoing general discussions concerning academic planning and scheduling, career goals, and academic progress, students and advisors will want to discuss at least the following:

- Taking less or more than a standard load (four courses) in a given semester;
- Dropping a course in progress;
- Receiving an Interim Report in a course;
- Changing the year's schedule in any way;
- Selecting and declaring a major or minor;
- Changing a major or minor;
- Odyssey requirement;
- Study abroad opportunities;
- Transfer credit procedures;
- Internship possibilities;
- Going on leave or withdrawing from the College.

Academic advising at Hendrix is coordinated through the office of the Director of Integrated Advising. Questions and inquiries regarding academic advising may be directed to that office.

Academic Support Services

The Office of Academic Support Services is responsible for providing services to promote academic success. The Coordinator of Academic Support Services and Academic Specialist work with faculty members to identify key content in their coursework that can be reinforced through support services such as peer tutoring, group facilitation, and workshops. It is also the coordinator's responsibility to assess the academic needs of the student body in order to provide services to meet those needs. For more information, call 505-2954, 450-1482 or visit our website by clicking the Academic Support Services link at www.hendrix.edu/academics.

Services offered by the Office of Academic Support Services include:

- *One-on-one Academic Counseling*

The staff meets with students to discuss their academic status. These meetings are by appointment and often occur based on the referral of a faculty member. Students can contact the Coordinator or Academic Specialist to set up an appointment.

- *Academic Resources and Referrals*

Students may obtain information on a variety of topics, including time management, test preparation, and note-taking, through Academic Support Services. This information may be delivered in individual meetings or group settings. The staff also assists students in identifying and connecting with other campus resources, such as Career Services, Health Services, and Student Affairs.

- *Peer Tutoring*

Peer Tutors are essential to Academic Support Services. They assist students with coursework by helping them gain a better understanding of the material. Tutors are trained at the beginning of the academic year and monitored throughout the year. Tutoring is offered for the following subjects: biology, chemistry, foreign languages, physics and psychology. Assistance is also available for accounting, mathematics and writing. The hours during which tutors are available may vary each semester.

- *Services for Students with Disabilities*

Hendrix College is committed to providing “reasonable accommodation,” in keeping with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Students requesting accommodations should contact Academic Support Services at 505-2954 or brownj@hendrix.edu to make an appointment and begin the review process. Additional information appears elsewhere in the Catalog under “Students with Disabilities.”

Olin C. and Marjorie H. Bailey Library

As the center for intellectual endeavor at Hendrix College, the Olin C. and Marjorie H. Bailey Library actively responds to the research and instructional needs of Hendrix students and faculty. The Library works with all members of the Hendrix community to establish a nurturing

environment that promotes scholarship, learning, creativity, and the freedom of inquiry that is the foundation of a democratic society.

Library services include access to print and electronic collections, reference (research consultation) services, instructional sessions, and interlibrary loan. The Bailey Library houses library collections, Reference Services, the Information Commons, the Hendrix College Archives, the Arkansas United Methodist Archives, a 24-hour accessible student computer lab - part of which can be converted into a teaching classroom, a writing lab, 24-hour study rooms, a computer equipped bibliographic instructional lab, and a media classroom.

Collections and Access to the World of Knowledge

The Library boasts an outstanding small academic collection with 231,000 bound volumes, 32,000 ebooks, 27,000 government documents, and access to over 45,000 electronic journal titles. The Library's books, government documents, and media are searchable on the Library's online catalog (<http://baileylib.hendrix.edu>), where students and faculty can also access their library accounts. Most of the Library's electronic resources, including many full text journals, are accessible at www.hendrix.edu/baileylibrary. From its website, Bailey Library provides access to 60 article and book databases, both multidisciplinary, such as WorldCat and JSTOR, and subject specific, such as the American Chemical Society's Web Edition and PsycINFO.

Students may borrow materials from the main book collection for three weeks, and check out materials professors put on reserve for shorter periods of time. A number of bicycles are also available for a three-day check out. Presentation of a valid college identification card is necessary to borrow library materials. The privilege of borrowing the intellectual content of the Library requires a commitment to care responsibly for the items, return them on time, and pay for damages as necessary. Hendrix students can also borrow materials from the University of Central

Arkansas' Torreyson Library. Up to three books may be borrowed for 28 days upon presenting a Hendrix identification card.

Current issues of print journals, along with their backfiles, are on the first floor. The reference collection, a browse-able video collection, microforms, and government documents are also on the first floor. The second floor has main collection books, including juvenile books, the Hendrix College Archives, and group study rooms. The Hendrix College Archives is dedicated to preserving the history and legacy of Hendrix College and to making available its collections to researchers. Researchers can access some materials by searching finding aids and digitized materials on the Archives' website: <http://archives.hendrix.edu>. The Wilbur D. Mills Collection is also housed in the Bailey Library and is available to researchers by appointment. Representative Mills' papers can be searched at www.wilburmills.org.

The First Step to Effective Research: Consult a Librarian

Librarians are happy to help locate quality resources supporting research and classroom work and to assist with the critical evaluation of academic information. Countless hours can be saved by asking a librarian to recommend reference works, research databases, Internet sites, or library collections that are appropriate to research needs. Librarians additionally provide individual reference assistance, tours, and workshops. Many professors incorporate instruction sessions led by a librarian in their classes to orient students on finding relevant information for their research papers. If needed information is not in the Bailey collections, librarians can identify relevant materials within other libraries' print and electronic collections and can provide easy access through Interlibrary Loan.

Library Hours

Monday through Thursday..... 8:00 a.m. - 12 midnight
Friday 8:00 a.m. - 5:00 p.m.
Saturday 12 noon - 5:00 p.m.
Sunday 2:00 p.m. - 12 midnight

Media Collections (Bailey Library)

The Media Collection contains over 2,200 VHS tapes and DVDs of popular and academic titles and over 800 CDs, including classical, jazz, and popular music - all available for a 1-day checkout at the Bailey Library Check-Out Desk. Many of the titles in the Library's collections are placed by faculty on reserve so that they can be viewed in the Library's media carrels. All of the video and music titles are searchable on the Library's online catalog.

Technology Services

The College's computing facilities include multiple Windows-based servers performing web, e-mail, and administrative functions. Three general purpose computer labs contain a total of 75 PC and Macintosh computers and associated laser printers. Scanning equipment is available for use in creating Web pages and other graphics applications. During academic semesters, the computer lab in Bailey Library is open around the clock, seven days a week.

The campus-wide Hendrix Network (H-net) provides a direct Ethernet connection to the Internet from every classroom, office, and residence hall room. All students are assigned a computer account and e-mail address upon registration. Approximately 85% of students living in residence halls have their computers connected to H-net. Students are provided information during the summer concerning connection to H-net from residence hall rooms. Technology Services should be contacted for further information at (501) 450-1340.

Engaged Learning Opportunities

Your Hendrix Odyssey: Engaging in Active Learning

Hendrix is committed to the value of learning from experience and engaging the liberal arts in practices of life. Under its distinctive Odyssey program Hendrix requires all students to complete an approved

experience in at least three of six categories of engaged learning: Artistic Creativity [AC], Global Awareness [GA], Professional and Leadership Development [PL], Service to the World [SW], Undergraduate Research [UR], Special Projects [SP]. More details about these categories and the graduation requirement may be found in the *Collegiate Center*. “Your Hendrix Odyssey,” however, is more than the graduation requirement. It is a way of learning and educating that informs curricular and co-curricular activities across the campus. It is an understanding of the connection of theory and practice, research and world that encourages learning in settings beyond the traditional classroom and campus settings. Opportunities and institutional associations developed by the College to aid students in such endeavors are described below.

Accademia dell’ Arte

Hendrix is the accrediting institution for courses through the Accademia dell’ Arte in Arezzo, Italy. Located in a beautifully restored sixteenth-century villa just south of Florence, the Accademia dell’ Arte offers intensive work in theatre, dance, music, and film production. Courses are offered during Fall, Spring, and Summer semesters. Additional information is available at www.dell-arte.org. *Approved courses appear in the off-campus courses section of this Catalog.*

Army ROTC

Hendrix College students are invited to participate in the Army Reserve Officers Training Corps program conducted under the auspices of the University of Central Arkansas. The program is offered on a voluntary basis to first-year men and women enrolling at Hendrix. The courses available are Military Science I-IV, and incur no additional charge as a fifth course. For more information about the ROTC program, see the ROTC program’s website at <http://www.uca.edu/rotc/what>.

Crossings Program

The purpose of the Crossings Program is to allow faculty and students to explore and identify the hidden linkages that exist between disciplines and to provide a venue for students to deliberately explore those connections during their course of study. This program simultaneously expands curricular linkages and ties the theory of those interdisciplinary themes to experience. Groups of faculty design thematic interdisciplinary threads including three or four course opportunities that may fulfill other graduation requirements. Thus, these interdisciplinary programs (i.e. “Crossings”) are smaller than a “minor.” Examples for 2013-14 include Poverty Studies, Human Evolution, and The Study of Crime.

Each of these threads also includes two Odyssey-worthy engaged learning experiences. First, the faculty working together on the thread designs an undergraduate research-based engaged learning experience, which serves as a capstone experience for each Crossing. For this, students will receive Odyssey credit in the Undergraduate Research category for completion of a research project and paper that explores a topic related to their Crossing. Furthermore, students opting to pursue a Crossing will receive Odyssey credit in the Special Projects category for completion of the Crossing coursework and completion of a reflective component designed by the faculty that discusses connections between courses. Finally, completion of an interdisciplinary Crossing will be noted on the students’ Odyssey transcripts.

Engineering Cooperative Programs

Hendrix participates in cooperative programs in engineering with Columbia University, Vanderbilt University, and Washington University in St. Louis. Under provisions of these programs, students take three years of their work at Hendrix and two years at Columbia, Vanderbilt, or Washington University. These programs enable students to receive a liberal arts degree from Hendrix and a Bachelor of Science engineering

degree from one of the three schools of engineering. Students desiring information about these programs should contact the Department of Physics.

Gulf Coast Research Laboratory

Hendrix College is a formal affiliate of the Gulf Coast Research Laboratory in Ocean Springs, Mississippi. Courses that meet for five or more semester hours of at least junior level and dealing with marine biology may be taken in Ocean Springs during the summer. Credit for these courses is awarded through the University of Southern Mississippi and is accepted as an elective biology course credit at Hendrix College with the prior approval of both the student's academic advisor and the chair of the Biology Department.

Independent Studies

Hendrix College encourages each student to include at least one independent study in the course work presented for the Bachelor of Arts. Independent studies are arranged by the student in consultation with a supervising faculty member, and each independent study proposal must be approved by the chair of the department within which the independent study is registered as a course. Independent studies should be designed to expand, complement, and deepen the college's regular course offerings and may be arranged as tutorials or undergraduate research experiences.

Students wishing further information on independent study opportunities should consult with the chair of the relevant department.

International/Intercultural Studies

Hendrix College, through the International Programs Office, the Committee on International/Intercultural Studies, and individual faculty members and departments, promotes and coordinates overseas study opportunities for Hendrix students. These groups also aid in the

development of international educational programs and activities. The Committee is made up of students, faculty members, and members of the administrative staff.

The Committee on International/Intercultural Studies must approve students for all study abroad programs. The Committee determines holistically if each applicant has the academic and personal maturity to participate in an abroad program. A typical application will consist of GPA, student affairs record, extracurricular activities, personal statement, and letters of recommendation. Although there is no set minimum GPA requirement, many Hendrix and external programs require at least a 2.75. Additionally, students must complete the Level I writing requirement (W1) before studying abroad. Applications for all Hendrix programs are available in the fall from the Office of International Programs website.

The College sponsors student participation in several study abroad programs. The International Student Exchange Program (ISEP) provides many exciting and varied opportunities for study abroad by arranging for direct enrollment of individual Hendrix students in nearly 150 colleges and universities on six continents, and allows Hendrix to bring students from overseas universities to the College. In recent years, ISEP placements have been arranged in such places as the Netherlands, Argentina, Japan, Hungary, Malta, Ghana, South Africa, Korea, Finland, Thailand, and Australia. A special direct exchange with Karl-Franzens University in Graz, Austria, facilitates overseas studies for students interested in German. A similar arrangement with Heilongjiang University in Harbin, China, allows Hendrix students to pursue intensive Chinese language study.

The Hendrix-in-London program sends a faculty director and a group of Hendrix students to live and study in the heart of London each fall semester. Students take courses on contemporary British culture, Shakespeare, British art and architecture, and a topic selected and taught by that year's faculty director. Participants profit immensely from the

countless cultural and travel opportunities available in the British capital and elsewhere in the United Kingdom.

Three summer language study abroad options have recently been created, and are offered on a rotating basis. Students participating on these program earn two Hendrix credits, and may receive financial support from the [Hendrix-Murphy Foundation](#). Students on the Hendrix-in-Madrid program spend a month engaged in intense study at the Universidad Complutense de Madrid, and participate in a wide variety of cultural activities and excursions to sites of interest. Students on the Hendrix-in-Florence program spend a month studying Italian at the University of Florence and art history in the city's wonderful museums. Similarly, students on the Hendrix-in-Lyon Program study French language and culture for a month at Université de Lyon II, and travel throughout France.

The Hendrix-in-Costa Rica program, offered every other summer, involves students in the hands-on study of the culture and ecology of this rich and diverse country by offering courses from such fields as Spanish, psychology, anthropology, politics, sociology, and biology taught by Hendrix professors who accompany the students on their adventure. The Hendrix-in-Shanghai program allows students to immerse in the fast-paced culture and excitement of the economic capital of China while studying Chinese and international business and economics. One of the College's newest programs, Hendrix-in-Brussels, allows students to study "all things European" in the capital of Europe. Not only do students study topics such as European history, law, government, integration, and identity, they also complete an in-depth research paper and an internship within a major governmental, private, or nonprofit organization. Similarly, the Hendrix-in-Rwanda program allows students to study African culture, literature and religion; peace and reconciliation; and development. Students also complete a three-month internship.

Both the Office of International Programs and the Department of Foreign Languages can provide students with information on additional

options for language, cultural and literary studies abroad. The Office of International Programs seeks to expand study abroad opportunities and is exploring new programs in India, New Zealand, and Vietnam, among others. The Director of International Programs also advises individual students on participation in programs not directly affiliated with the College. In addition, other campus organizations arrange special foreign travel, study, and activity programs such as European tours by various musical ensembles, service-learning trips organized by the [Hendrix Miller Center](#), and summer travel opportunities.

Various scholarship funds are available to Hendrix students studying abroad. These funds are competitively awarded based on financial need, cost and type of program, and merit.

Information on all of these overseas activity and study programs may be obtained from the Office of International Programs. Scholarship information is available from the [Office of Financial Aid](#).

The College also encourages students during their junior years to explore postgraduate international study opportunities such as the Rhodes Scholarship Program, the Thomas J. Watson Fellowships, Fulbright Fellowships, and others. Drs. Jay Barth and Dorian Stuber are the initial contacts for information on these awards.

Hendrix College cannot be held responsible for financial liability or other obligations of non-Hendrix study abroad programs.

Internships

To provide students with the opportunity to gain additional experiences in their areas of study and to confirm career interests, Hendrix College offers an Internship Program through the Office of [Career Services](#). This program offers a platform for students to apply classroom theories to the solutions of actual problems in the work place as well as testing whether a specific career path is relevant and exciting for them. Site sponsors assist interns by providing training, projects, and

direct supervision throughout the internship timeline. Internships are available to sophomores, juniors, and seniors in good academic standing. A shorter, more limited format of the internship, shadowing, is available to all students including freshmen.

Internships can satisfy certain credit types within the academic field:
Academic Course Grade (letter grade counts toward GPA),
Academic Course Credit (CR grade, counts toward graduation and as a scheduled class),
Odyssey Credit (Pre-approved for the P/L credit).

Only one academic course grade or academic course credit internship will be allowed to count as a course credit toward graduation. Few internships are paid internships. Potential internship funding may be pursued via the Hendrix Odyssey Program, the Miller Center, or Project Pericles.

Interested students are required to meet with the Career Services Internship Coordinator. For additional information or to schedule an appointment, please contact careerservices@hendrix.edu or call 450-1440.

Pre-Professional Programs

Available pre-professional programs exist for students interested in careers in dentistry, engineering, law, medicine, ministry, pharmacy, public health, social work, secondary teacher education, and veterinary medicine. The Guide to Academic Planning includes information on each of these programs.

Public Health Combined BA/MPH Degree

Hendrix and the UAMS College of Public Health sponsor a 4+1 program for Hendrix students who would like to get a head start on a master's in public health. Students who have completed two years at Hendrix first apply for acceptance into the MPH program. Upon acceptance, students take up to five courses at UAMS which would count towards the Hendrix degree and co-count towards the MPH degree. These courses appear on

the Hendrix transcript but are not included in the Hendrix GPA. The MPH courses can be taken during the academic year or in summer school. For example, a student could take 3 courses at Hendrix and one at UAMS (most MPH courses are taught in the evening or on weekends). Thus, students are still full-time at Hendrix, but can reduce by one or two semesters the time needed to complete the MPH. *Approved courses appear in the off-campus courses section of this Catalog.*

Semester in Environmental Science

The Semester in Environmental Science (SES) is offered each fall by The Ecosystems Center, Marine Biological Laboratory (MBL), located in Woods Hole on Cape Cod in Massachusetts. SES is a 15-week program in environmental science offered to Hendrix students and others enrolled in colleges participating in the MBL Consortium in Environmental Science. The MBL is the oldest private marine laboratory in North America, and has served as a home to researchers and students studying both basic biology and the environment for over 110 years. The SES program, which began in 1997, is dedicated to providing undergraduates with an opportunity to learn about ecosystems and conduct environmental research with some of the top scientists in the field. For more information, contact the chair of the Hendrix Environmental Studies Program.

Undergraduate Research

Students are encouraged to explore the opportunities available in the department of their major for undergraduate research. In a variety of formats—on-campus or off-campus, as a paid internship or for academic credit—Hendrix students may participate in faculty-directed research projects. As a part of the undergraduate experience, student research is an instructional format providing first-hand understanding of methods through which knowledge is gained in a particular field. These projects often lead to the presentation of results at departmental colloquia or

seminars, state or regional meetings, or the annual sessions of the National Conference on Undergraduate Research. Students interested in these opportunities should consult with their faculty advisors or the chairs of the major departments.

The Washington Center

Hendrix students have the opportunity to participate in The Washington Center for Internships and Academic Semesters. TWC is a nonprofit, nonpartisan educational organization in Washington, D.C.; it places students, based on their interests, in substantive internships in the government, nonprofit, corporate, or international organizations. Once a Hendrix student is accepted into the program, a professional program advisor will be responsible for providing counsel, internship placement, supervision, and activity planning during the course of the summer term.

In addition to receiving Hendrix internship credit for a 32-36 hour per week placement and attending a leadership forum, a participating student can also receive one Hendrix academic credit for the required TWC academic course. The student will register for either AMST 380 *Special Topics in American Studies* or POLI 380 *Special Topics in Politics and International Relations* during fall semester after completing TWC program. Additionally, the student must identify a Hendrix AMST or POLI/IR professor to serve as instructor of record for the course and issue the final grade.

More detailed information is available from the Career Services Office.

The Washington Semester

Under an agreement with The American University in Washington, D.C., Hendrix College participates in the Washington Semester Program. Students selected to study under this program spend one of their final five semesters in Washington and are enrolled at The American

University. This program affords students opportunity to continue their college education while observing the operation of government and international agencies in the nation's capital. As students also complete an internship, the experience is pre-approved for Odyssey Professional and Leadership Development credit. Detailed information may be obtained from Peter Gess in the Office of International Programs or by visiting www.american.edu/spexs/washingtonsemester/.

Special Programs

The W.C. Buthman Endowed Visiting Scholar and Lectureship Program

Established and endowed by his family, colleagues, former students, friends, and admirers in November, 2000, the **W. C. Buthman Endowed Visiting Scholar and Lectureship Program** honors the distinguished legacy and service of the late Dr. Buthman, former Academic Dean and Professor of History at Hendrix College. The program focuses on bringing to campus scholars and lecturers whose expertise speaks most directly to contemporary global issues and international affairs. In this way, the Buthman Program solidifies and enhances a most integral part of the College's educational mission as it engages a new millennium. By confronting contemporary issues, students prepare themselves to join a responsible world community striving toward a just, sustainable, and spiritually satisfying future.

The W. C. Buthman Endowed Visiting Scholar and Lectureship Program brings up to two scholars per academic year to the campus. As the endowment grows, additional visiting scholars and related programs may be included.

The Crain-Maling Center of Jewish Culture

The Crain-Maling Center of Jewish Culture serves as a resource for students, faculty, staff, and members of the general public, Jews and non-

Jews alike, who wish to engage in the study, discussion, or teaching of Jewish culture. Through lectures, films, discussions, and other activities, we promote a broad understanding of Jewish culture as encompassing all aspects of sacred and secular Jewish life as well as its relationship to other cultures. The Center aims to foster interdisciplinary conversations that not only enhance knowledge about Jewish culture and raise awareness of Jewish life on campus but also inspire deeper understanding and tolerance across cultures.

In achieving its mission, the Center draws on the rich tradition of the liberal arts at Hendrix; that tradition values precisely the kind of critical inquiry, intellectual discussion, and development of character that are crucial components of Jewish culture and that are, consequently, at the heart of the Center's activities. We also take advantage of Hendrix's location in central Arkansas to highlight the long history of Jewish culture in the state. Through the sponsorship of Odyssey projects and internships, we seek to heighten our students' awareness of and interest in Jewish life in Arkansas. We intend that students' engagement with questions of Jewish identity inspire sensitive self-reflection about their own identities and a desire to work against violence and prejudice.

Robert and Lillian Drake Endowed Lectureship

Established in 2001 by Robert Y. Drake, Jr., in memory of his parents, the Robert and Lillian Drake Endowed Lectureship series at Hendrix College funds an annual lecture. Professor Drake taught Southern Literature and creative writing at the University of Tennessee from 1965 until his retirement in 1999. His short stories about growing up in West Tennessee are familiar to a generation of Southern readers.

While on sabbatical during the fall of 1982, Drake was a visiting professor at Hendrix and taught a popular course in "Recent Southern Fiction" to 43 students. During his stay at the College, which was funded by the Hendrix-Murphy Foundation, he also gave public readings and lectures

for the Bertie Wilson Murphy Symposium in Literature and Language. The affinity he developed for the College as a visiting professor inspired him to establish the lectureship in the [English Department](#). In February 2004, Miller Williams, University Professor of English and Foreign Languages at the University of Arkansas, Fayetteville, gave the inaugural lecture.

Center for Entrepreneurial Studies

The Center for Entrepreneurial Studies provides opportunities for the study of the current and historical role of entrepreneurs in market economies. It provides a forum for public debate about the roles played by entrepreneurs in local, regional, national and international economic spheres. The Center engages in activities complementing the educational enterprise at the College, such as sponsoring nationally prominent and local speakers on an occasional basis and an annual business plan competition. For additional information contact the Department of Economics and Business.

The Miller Center for Vocation, Ethics, and Calling

In the formation of both its curricular and its co-curricular expectations, Hendrix College appeals to two founding traditions: the liberal arts and the United Methodist Church. The educational ideals of both traditions hold that education is not merely about what our students know but who they become, not about mere information gathering but character and spiritual formation as well. An educational mission shaped around these ideals asks those who are learning, and those who are teaching, to make education speak to the questions of vocation: Why am I here and what shall I do with my time and talents? Who am I, and what kind of person should I strive to become? What sort of life's work will I find fulfilling and meaningful? Among the things the world needs done, what is it my enduring passion to do? What does my God ask of me? Providing programming that encourages and assists students in the

exploration of vocational questions and the consequent discernment of call is the purpose of the Miller Center for Vocation, Ethics, and Calling.

The Miller Center provides weekly programs as well as weekend retreats on vocational discernment; it directs domestic and international mission trips, supports internships at non-profit agencies and faith-based institutions, and supervises a scholarship program for students committed to the exploration of call through service to others. The Center hosts visiting scholars, supports courses on vocation, and leads workshops for faculty and staff on the vocation of teaching at a church-related, liberal arts college.

The Miller Center provides programming for individuals across all religious and philosophical perspectives; however, in honor of the Methodist heritage of the College, some elements are designed specifically to assist those exploring a Christian vocation, whether through professional ministry or active lay leadership. Through the Center, students may participate in a ministry exploration group, apply for support to visit seminaries, intern with pastors, attend spirituality retreats, and experiment living in an intentional Christian community through on-campus themed housing.

Several Miller Center programs are pre-approved for credit towards the Odyssey graduation requirement. See the *Odyssey Program Guide* for details.

Hendrix-Murphy Foundation Programs in Literature and Language

Foundation programs enrich the study of literature and language on- and off-campus in traditional and innovative ways, from lecture and reading series to unique on- and off-campus engaged learning opportunities.

Nationally and internationally acclaimed scholars, novelists, poets, playwrights, and theatre directors present lectures, readings, and

performances, and meet and work informally with students and faculty. The Foundation also hosts long-term residencies for award-winning visiting theatre directors and creative writers, who teach for periods from five weeks to a full academic semester.

To extend students' horizons even further, the Foundation supports study abroad scholarships, and summer programs in England, Spain, and France.

On campus, many students also participate in Language House, a year's residential living experience rotating annually among French, German, and Spanish; a Writing Center that provides peer tutoring and English as a Second Language services; creative writing competitions; classical and other literature readings; Classics, German, French, and Spanish cultural activities; reading groups and book clubs.

Special Events

Hendrix Special Events presents special, non-class programs in the fine and performing arts. Outstanding events of the past have included Marcel Marceau, The North Carolina Dance Theatre, Pilobolus, Pere Ubu, Garth Fagan Dance, The Mystic Arts of Tibet, The Preservation Hall Jazz Band, Steven Petronio Dance Company, Lucinda Williams, T Bone Burnett and Sam Phillips, John Cale, Van Dyke Parks, Richard Thompson, Gillian Welch and David Rawlings, The National Theatre of the Deaf, The Arkansas Symphony Orchestra, Taj Mahal, The Miami String Quartet, Zuill Bailey, Alejandro Escoveda, Saul Williams, James 'Blood' Ulmer, The Turtle Island Quartet, Quartetto Gelato, and The Punch Brothers. For seasonal information call (501) 450-4545 or visit <http://www.hendrix.edu/specialevents>.

Steel Center

The Marshall T. Steel Center for the Study of Religion and Philosophy is named for Dr. Marshall T. Steel, distinguished alumnus and President of the College from 1958 to 1969. The Steel Center was made possible by a

bequest from Mrs. Ruth Veasey of Dermott, Arkansas. The purpose of the Steel Center is the enhancement of the College's capacities in the fields of religion and philosophy. It does this by sponsoring lectures throughout the year by notable speakers from throughout the nation; by offering workshops on philosophy of religion, theology, and related topics; and by sponsoring the Friday Afternoon Discussion in the Raney Building each Friday. In addition, the Steel Center offers opportunities for continuing education for clergy and laity in the region by sponsoring the annual Steel-Hendrix lecture and awards ceremony. Dr. Fred Ablondi, Morris and Ann Henry Odyssey Professor of Philosophy, 450-1418, serves as director.

Admission and Financial Information

Admission Information

Hendrix College is a selective institution, admitting students who demonstrate significant academic achievements and are well prepared for the rigorous curriculum of the College. Hendrix seeks students of varied interests and talents, representative of many social, economic, and geographic backgrounds. Admission is not limited by age, race, gender, disability, sexual orientation, or national origin of the applicant. Reflecting the historic understanding of institutions related to the United Methodist Church, Hendrix is nonsectarian in its approach to admission.

Recommended Preparatory Work

Hendrix College expects students to demonstrate their seriousness of purpose by participating in a college preparatory curriculum throughout their high school careers. The College recommends that preparatory work include the following subjects:

- English (4 units) - to cover grammar, composition, and literature.
- Social Studies (3 units) - to include 1 unit in American history, 1 unit in world history, and 1/2 unit in civics or American government.
- Natural Sciences (2 units) - to be selected from offerings in biology, chemistry, and physics.
- Mathematics (3 units) - to include Algebra I, and additional units selected from Algebra II, geometry, trigonometry, pre-calculus, and calculus.
- Foreign Language (2 units) - to be selected from offerings in French, German, Spanish, or other major foreign languages.

Particular attention is given to the level of challenge of an applicant's previous course of study and to trends in performance.

Admission Criteria

Admission is based upon an overall and holistic review of each applicant rather than on any single factor. The following general criteria have been found most useful in selecting admitted students:

- Demonstrated academic competence.
- Scholastic potential.
- Personal motivation (in particular, motivation to take advantage of an education at an institution with the aims and programs of Hendrix College).
- Character and leadership.

Admission Plans

Hendrix College offers three admission application plans—Early Action I, Early Action II, and Regular Decision—to students applying for admission to the Freshman class.

Early Action I. Students who apply by November 15 will be notified of admission decisions by December 15.

Early Action II. Students who apply by February 1 will be notified of admission decisions by March 1.

Regular Decision. Students who apply after February 1 will be notified of admission decisions after March 1.

To Apply For Admission To The Freshman Class

As a candidate for the Freshman class, you should

1. Complete the Common Application online or mail a completed Common Application to Hendrix. **You may access the Common Application and other required application materials at www.hendrix.edu/apply.**
2. Have your high school counselor complete a Secondary School Report as well as submit an official transcript of grades on all work you have attempted since the beginning of the ninth grade.
3. Take the ACT or the SAT and request that your scores be sent to Hendrix. There is no preference as to which test is taken, but Hendrix strongly urges applicants to take either the ACT or the SAT during the junior and/or senior year of high school. Note that scores from the ACT and SAT *writing* tests are not considered when evaluating candidates for admission. **The Hendrix ACT code is 0128, and the SAT code is 6273.**
4. Though not required, Hendrix encourages applicants to provide at

least one recommendation from an individual who can evaluate the applicant not only as a student but as an individual and member of the community.

- Return your application to:
Office of Admission
Hendrix College
1600 Washington Avenue
Conway, AR 72032-3080

For additional information, you can write to the above address, call (800) 277-9017, fax (501) 450-3843, e-mail adm@hendrix.edu, or visit our website: www.hendrix.edu.

International Student Admission

Applications from international students are encouraged. A candidate for admission to the freshman class or as a transfer student should

1. Complete the Common Application online or mail a completed Common Application to Hendrix. **You may access the Common Application and other required application materials at www.hendrix.edu/apply.** Students from Jiangsu Province in China may use the application provided by JESIE/CSSAbroad.
2. Submit an essay or personal statement in English. This will be included with the Common Application, and you will find instructions on the application form.
3. Submit two official copies of transcripts from all secondary and post-secondary academic work—one in the original language and one translated into English.
4. Take the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or an equivalent exam, and have the official score reported directly to Hendrix. This is necessary only if you are a non-native English speaker or if the instruction in your secondary school or university was not provided in English.
5. Submit the International Student Certification of Finances indicating that you have ample funds for one full year's expenses at Hendrix College.
6. If you are a transfer student, download a **Dean of Student Affairs Recommendation Form** and have it completed and returned to Hendrix by the most recent college or university you have attended.

7. Contact the Office of Admission for information on international student scholarships, if applicable.

Home-Schooled Student Admission

1. An applicant must complete the Common Application online or mail a completed Common Application to Hendrix. **Applicants may access the Common Application and other required application materials at www.hendrix.edu/apply.**
2. If the applicant is completing his or her high school work through a diploma-granting institution, the applicant will need to submit evidence of the coursework completed along with an indication of level of performance. In the absence of a transcript, we ask that the student submit a portfolio of the work the student feels is most indicative of his or her academic achievements. This may include grades from an accredited college or university, scores from AP tests, examples of independent research, evidence of completed units in science, English or other concrete academic subjects, or descriptions of books and other curricular materials used and mastered in preparation for college-level courses. GED results may also be submitted if available.
3. Interviews are not a required part of the admission process, but are strongly encouraged. The Office of Admission reserves the right to require an interview as part of the admission process, if deemed necessary.
4. An applicant must take the ACT or the SAT and request that his or her scores be sent to Hendrix. There is no preference as to which test is taken, but Hendrix strongly urges all applicants to take either the ACT or the SAT during their junior and/or senior year of high school. Note that scores from the ACT and SAT *writing* tests are not considered when evaluating candidates for admission. **The Hendrix ACT code is 0128, and the SAT code is 6273.**
5. Letters of recommendation are particularly important for home-schooled applicants, and we encourage applicants to provide us with at least one recommendation from an individual who can evaluate the applicant not only as a student but as an individual and member of the community. While we value recommendations from family members, we ask that applicants also include a third-party reference from a non-family member such as a qualified tutor, mentor or teacher.

To Apply For Admission By Transfer

If you are a candidate for admission as a transfer student, you should

1. Complete the Common Application online or mail a completed Common Application to Hendrix. **You may access the Common Application and other required application materials at www.hendrix.edu/apply.**
2. Submit an official transcript of your high school grades since the beginning of the ninth grade to Hendrix.
3. Request that your ACT or SAT scores be sent to Hendrix.
4. Have each college or university previously or currently attended send an official transcript of your work. Failure to report attendance at another institution, whether or not credit was granted, may result in dismissal from Hendrix.
5. Download a **Dean of Student Affairs Recommendation Form** and have it completed and returned to Hendrix by the most recent college or university you have attended.

Acceptance Procedures

The Committee on Enrollment and Financial Aid must have all the appropriate information as listed before it can act on an application.

After an offer of admission is made, a student can reserve a position in the freshman class by submitting an enrollment and housing agreement form and a \$350 deposit postmarked no later than May 1st. When a student is registered \$150 of the deposit will be credited to the student's account, and the remaining \$200 becomes a security deposit. Positions in the freshman class are reserved on a first-come basis. Residence hall assignments are made based on the date the enrollment deposit is received.

Most admission decisions are based upon a sixth or seventh semester high school transcript. However, receipt of a final transcript indicating final grades in all work attempted is required by June 30 after the senior year. Hendrix reviews all final transcripts to ensure the student has finished his or her high school program in the strong manner characteristic of Hendrix students. A student's failure to complete all work attempted in a satisfactory manner may result in reduction or loss of any scholarships offered by Hendrix and/or withdrawal of the offer of admission.

Campus Visits

Hendrix strongly encourages prospective students to visit the campus. A campus visit typically includes attending a class, touring the campus, lunching with current students, talking with an admission officer, and meeting with a member of the Hendrix faculty. High school seniors may arrange to spend the night in a residence hall with current students. Overnight visits are available only during the academic year and must be arranged by contacting the Office of Admission at least two weeks in advance.

The Office of Admission, located in Ellis Hall, is open from 8:00 a.m. to 5:00 p.m. Monday through Friday during the academic year, and 7:30 a.m. to 4:00 p.m. during the summer. Those interested in scheduling a Campus Visit should call the Office of Admission at (800) 277-9017.

Financial Information

The cost of an education at Hendrix is of concern to students, their families, and to the College. We provide a variety of options to assist students and their families in meeting their financial obligations to the College.

Student Fees

The academic year is divided into two semesters, each lasting approximately fourteen weeks. Each student completes registration in the fall for the entire year or portion of the year that he or she will be enrolled. Tuition and fee charges, together with applicable room and board charges, will be accessible through CampusWeb to all students before each due date. **The College does not provide paper billing statements**, all information will be accessed through CampusWeb. Incoming students will receive information regarding the billing process by mail prior to the first term. All students and parents/guardians have access to the student account balance through CampusWeb. All parent communication regarding the billing as well as access to CampusWeb utilizes the parent

email address on file. In the event that a student has restricted a parent or guardian under Federal Educational Rights and Privacy Act (FERPA) restrictions, the billing information will not be available to the parent/guardian. **Each student has the responsibility to verify the billing information and pay any outstanding balance.** Payment in full, less any financial aid actually awarded is due in accordance with the following schedule:

Fall Semester	By August 9, 2013
Spring Semester	By December 13, 2013

Unless prior arrangements are made with the Office of Business and Finance, a student's account not paid in full at the due date will be regarded as delinquent and subject to a late payment charge. Thirty (30) days after the due date, additional interest will accrue at the rate of five percent (5%) per annum on any unpaid balance. When a student's account is considered delinquent, the College reserves the right to withdraw the student from the College for financial reasons, drop the student from classes, remove the student from on-campus housing, and deactivate ID cards used at campus dining facilities. Diplomas, transcripts, drop/add course approvals, and statements of intent are not issued until accounts are paid in full.

An official transcript or diploma cannot be released by the College until all outstanding balances are paid.

HENDRIX COLLEGE COSTS FOR ACADEMIC YEAR 2013-2014

Fixed Charges

Tuition Structure¹

Students enrolled Fall 2012 and thereafter

Full-time Tuition (*\$18,758 per semester*) \$37,516

Part-time Tuition (*per course, up to two courses*) \$4,690

Students enrolled Fall 2009 and before Fall 2012

Full-time Tuition (*\$18,600 per semester*) \$37,200

Part-time Tuition (*per course, up to two courses*) \$4,650

Board Options

Unlimited Plan² (*\$2,570 per semester*) \$5,140

10-Meal Plan³ (*\$1,630 per semester*) \$3,260

5-Meal Plan³ (*\$832 per semester*) \$1,664

Housing Options⁴

Residence Halls

Standard Rate (*\$2,740 per semester*) \$5,480

Triple as a double⁵ (*\$4,110 per semester*) \$8,220

Double as a single⁵ (*\$4,110 per semester*) \$8,220

Residence Houses

Double occupancy (*\$2,740 per semester*) \$5,480

Single occupancy (*\$2,917 per semester*) \$5,834

Double as a single⁵ (*\$4,110 per semester*) \$8,220

Residence Apartments

Tier One (Clifton, Front Street, and Huntington Apartments)

Double occupancy (*\$2,792 per semester*) \$5,584

Triple occupancy (*\$2,283 per semester*) \$4,566

Tier Two (Corner and Village Apartments)

Standard Rate (*\$3,010 per semester*) \$6,020

Double as a triple⁵ (*\$2,450 per semester*) \$4,900

Theme Houses

Double occupancy (*\$2,740 per semester*) \$5,480

Single occupancy (*\$2,917 per semester*) \$5,834

Student Activity Fee

Full-time student (*\$150 per semester*) \$300

Part-time student (*per course, up to two courses*) \$38

Additional Charges, if Applicable

Each Additional Course (<i>exceeding four (4) courses</i>).....	\$2,000
Course Audit Fee (<i>see Audit Policy in Academic Policy section</i>)	\$1,000
MCAT Prep Course Fee	\$500
Health Insurance Fee (<i>all uninsured students</i>).....	\$1,359
Tuition Insurance Plan (<i>through AWG Dewar</i>).....	\$289
Auto Decal (<i>per auto, per year</i>)	\$80
Replacement ID Charge.....	\$25
Private Music Lesson Fee (<i>no more than 13 lessons per semester</i>):	
1/2 hour individual lesson (<i>\$150 per semester</i>)	\$300
1 hour individual lesson (<i>\$300 per semester</i>).....	\$600
Group lesson (<i>\$100 per semester</i>)	\$200
Technology Services Charges.....	As incurred
Chemistry Lab Fee (<i>per course, excess breakage billed separately</i>) ...	\$40
Art Supply Fee (<i>per course</i>)	\$40
Activity Course Fee.....	\$40
Bowling Fee (<i>facility charge</i>).....	\$70
Golf Fee (<i>facility charge</i>).....	\$70
Diploma Reorder fee.....	\$50

Fines and Penalties

(These charges are avoidable and are charged as incurred.)

Charge for adding a course after deadline (<i>each course</i>).....	\$100
Late Payment Charge (<i>added the day after each due date</i>).....	\$100
Interest Charge (5%) per annum on unpaid balances.....	As incurred
Returned Check Charge (<i>each check</i>)	\$30
Early move-in or late move-out (<i>per day</i>).....	\$75
Auto Fines (<i>assessed by Public Safety</i>).....	As incurred
Library Fines (<i>assessed by the Library</i>)	As incurred
Residence Hall Damage (<i>assessed by the Housing Office</i>)....	As incurred

¹ Students who first enrolled prior to Fall 2009 are subject to the Enrolled Fall 2012 and after student tuition rate.

² Includes \$200 dining dollars credit (\$100 per semester) for exclusive use in The Burrow or the cafeteria.

³ Available only for Hendrix Apartment students, Language House Residents, or off-campus students. No dining dollars are available with this plan.

⁴ All residence hall and residence house charges include basic phone service (on an opt-in basis only), internet access, and cable television. Residence apartments include basic phone service (on an opt-in basis only) and internet access. Students are responsible for utility costs of residence apartments. Contact the Office of Residence Life for additional information.

⁵ These room rates are only available under special circumstances as approved by the Office of Residence Life.

If monthly payments are preferred by parents and/or guardians, Hendrix College allows an interest-free payment program through Tuition Management Systems (TMS). TMS offers a 5 payment option for each semester. Monthly payments are made to TMS based on the contracted amount. There is a \$54.00 enrollment fee for each semester. **CAUTION: Contracting with TMS for the incorrect amount of tuition and fees may result in an outstanding balance.**

Students and parents are strongly advised to seek information from the Office of Financial Aid about available financial aid and loan plans. Some financial aid and loans may require up to six weeks for completion. Delays at registration can be avoided by timely application for aid or loans.

If a student leaves the College, any unpaid balance will accrue interest at a rate of 5% per annum. The leave date for these purposes is defined as either an official graduation or the official leave date as recorded with the Office of the Registrar. The College reserves the right to revise the above rate annually without prior notice.

Any balance not paid within 60 days from the official leave date will be turned over to an outside collection agency. The student will be responsible for any additional expense associated with the collection of the debt. Notifications of unpaid balances will be sent to the student's email account, student's address on file, and student's telephone number on file. It is the responsibility of the student to ensure the College has all the correct contact information on file prior to leaving the College.

Any student residing in on-campus housing will be assigned to the unlimited meal plan. The 10- and 5-meal plans are only available to students living in residence apartments or off-campus. All meal plan changes must be requested through the Office of Residential Life by the following deadlines:

Fall Semester	July 15
Spring Semester	November 15

No meal plan changes can be made after these deadlines.

Auto decals are provided by the Office of Public Safety. Every student is assessed an auto decal fee. The auto decal fee of \$80.00 is assessed for any student who registers a vehicle on campus at any point during the year. No discounts are given on this fee related to when a vehicle is registered. If the student will not have an automobile on campus they must complete an auto decal waiver to receive a credit. This waiver must be signed by the end of the second week of classes. Waivers can be processed electronically through CampusWeb.

Fees assessed for music lessons, individual or group, are non-refundable once a student has attended one lesson.

The summary of basic charges does not include key deposits, the cost of books, or fees for special courses. The costs of books varies with the student's courses. A student can expect to spend approximately \$1,100 per year on books.

The normal student course load is four courses per semester. Students who register for extra courses (with special permission from the Registrar) must pay, prior to the beginning of class, an additional \$2,000 for each additional course taken. **This fee is non-refundable if the student attends the extra course for one session.**

Hendrix students are required to submit proof of health insurance. *The submission process is done online and must be completed each academic year.* The Business Office provides detailed information about the plan prior to each academic year. If proof of insurance has not been submitted online each year by the published deadline, an automatic charge for health insurance will be assessed. Once the deadline to complete this process has passed, no refunds can be given.

Students are responsible for the individual or family insurance coverage of personal belongings and automobiles brought to the campus. Hendrix College will not assume any liability for accidental loss or damage incurred.

Hendrix College reserves the right to adjust the charges for tuition, fees, room, and board without formal notice.

Refund of Student Fees

Any student aid, loans or personal payments received in a semester will be applied in the following order. Title IV funds will be applied first regardless of when they are received during the semester. All other payments will be applied in the order received.

After the fourth week of classes, as financial aid and charges are finalized on the student's account, a refund will be generated. The student will be notified via Hendrix email when his or her refund is processed. If students opt to carry forward a credit balance to a subsequent semester, the student should contact the Office of Business and Finance. Any credit balance resulting from receipt of Title IV funds will be subject to Title IV regulations.

Students withdrawing or requesting a leave of absence (see Leave of Absence policy in the Academic Policies section) at any time during the year must go through the proper process which begins with the Office of Academic Support Services. The Leave of Absence form must be presented to each office for a signature as indicated on the form.

The refund policy takes into account the fact that Hendrix College made a commitment at the time of admission to each student for teaching and operating expenses. Space for enrollment that is vacated after course work begins cannot be filled for the remainder of the semester.

Tuition and institutional aid are refunded as follows:

- 100% if withdrawal occurs by the end of the business day on Friday of the first week of classes;
- 75% if withdrawal occurs during the second week of classes;
- 50% if withdrawal occurs during the third week of classes;
- 25% if withdrawal occurs during the fourth week of classes.

Board is refunded as follows:

Board is pro-rated if withdrawal occurs by the end of the business day on Friday of the first week of classes;

75% if withdrawal occurs during the second week of classes;

50% if withdrawal occurs during the third week of classes;

25% if withdrawal occurs during the fourth week of classes;

No refund is given if withdrawal occurs after the fourth week of classes.

The room or apartment charge, student activity fee, and any health insurance fee are non-refundable after the student has attended any classes.

The official date of withdrawal for refund purposes is the date recorded on the completed Leave of Absence/Withdrawal Form. **Students who leave under disciplinary action forfeit the right to a refund.**

Students receiving Title IV funds will receive a calculation for earned and unearned funds as outlined in the Return of Title IV funds policy. A copy of this policy is available in the Financial Aid Office. A student is not eligible for refund or personal/family payments until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the college are cleared. No refund of Title IV funds are made if more than 60% of the term has been completed. An administrative fee of the lesser of 5% of institutional charges or \$100 is charged to students who withdraw during an enrollment period.

Students who are enlisted in a military reserve and are called to active military service in the middle of a term, and thus forced to take a leave of absence for the term, will receive a tuition refund equal to the amount of tuition paid at the beginning of the term. Room and board fees will be prorated, with the amount of fees not yet used at the time of call to military service refunded to the student.

A tuition reimbursement insurance plan is available through a third party company, A.W.G. Dewar, Inc. This insurance plan provides

tuition protection in case of illness or accident causing the student to withdraw. Information from the company is provided prior to the start of the academic year.

Security Deposit

As described in the “Admission Information” section of the *Catalog*, a new student who has been accepted for admission must make a \$350 reservation deposit after notification of acceptance. When a student is registered, \$150 of the deposit will be credited to the student’s account, and the remaining \$200 becomes a security deposit. Any residence hall damage charges, library fines, parking fines, or other campus charges may be charged against the deposit. Each student is required to restore the deposit to the \$200 level at every registration period. Unless forfeited as described below, the balance of the deposit will be refunded to the student 60 days after he or she graduates from the College.

A student who withdraws from the College for any reason other than medical forfeits the security deposit. A student who is on a leave of absence from the College and does not return at the end of the leave is considered to have voluntarily withdrawn and forfeits the security deposit.

Financial Aid

Student financial aid is available in the form of scholarships, grants, loans, and part-time employment. With the exception of some scholarships, loans, and skill-based jobs, financial aid is awarded primarily on the basis of financial need.

Financial Need Determination

The Office of Financial Aid uses the Free Application for Federal Student Aid (FAFSA) to determine the student’s financial need. All such information is held in the strictest confidence and is accessible for this purpose only. Family size, income, and resources, among other factors, are considered in determining a family’s expected contribution towards

the student's educational costs. Financial need generally represents the difference between the cost of attending Hendrix and the amount that the student and his or her parents are expected to contribute. The amount and type of assistance a student receives are dependent upon the availability of funds, the student's financial need, the student's classification, and the record of academic performance. The application for financial aid is available at www.fafsa.gov. Students who submit their FAFSA to the Office of Financial Aid by March 1, prior to the year of anticipated enrollment, will be given priority status. Students will be notified of their financial aid awards as soon as possible after receipt of the necessary information by the Office of Financial Aid.

Satisfactory Academic Progress

All students who receive financial aid must demonstrate the ability to do satisfactory college work. Students are expected to complete their degree requirements within four years. Those unable to graduate within four years may receive federal aid for which they qualify for up to twelve full-time semesters. Sources of aid funded by Hendrix and the State of Arkansas are available only for eight semesters. To meet the course load requirements, student aid recipients are considered to be making satisfactory progress if they meet the following number of courses:

1. By the end of the first academic year of study, must have completed at least 6 courses;
2. By the end of the second academic year of study, must have completed at least 13 courses;
3. By the end of the third academic year of study, must have completed 20 courses; and
4. By the end of the fourth academic year of study, must have completed 27 courses.

This is consistent with the academic progress standards approved by the faculty for continued enrollment at Hendrix as described in the earlier Academic Policies section. The number of courses completed will be reviewed at the end of each payment period. Students who fail to meet the minimum standards of the College for the first time will be placed

on financial aid warning for one semester. By the end of the warning semester, students must have completed the minimum number of courses or they will be suspended from financial aid.

Summer courses may be counted toward meeting the requirements for the previous academic year. Summer courses and correspondence work will not count toward meeting the grade point requirements.

A course in which a grade of “incomplete” is assigned will not be used to meet course load requirements. If the incomplete is changed to a passing grade, it will be recorded in the semester during which the course was taken and will then apply to the requirements as a part of that semester. No course may be counted more than once toward satisfying the course load requirements.

Courses taken as an option under which no grade is assigned (credit only) will count toward the requirements for eligibility. Courses taken and passed on a credit basis will not affect the grade point average but will count toward graduation requirements.

In addition to the above, students must also maintain minimum cumulative grade point averages to remain eligible for enrollment and financial aid. These requirements are as follows:

Freshmen	0-6 courses	1.75
Sophomores	7-14 courses	1.90
Juniors	15-23 courses	2.00
Seniors	24+ courses	2.00

Grade point averages will be reviewed at the end of each payment period. Students failing to meet the minimum grade point standards of the College for the first time will be placed on financial aid warning for one semester. By the end of the warning semester, students must have the required minimum grade point average or they will be suspended.

Graduate students who have attempted more than 150% of the number of courses required for completion of the Masters of Accounting Program must appeal for reinstatement of aid eligibility. Graduate students must also maintain a minimum 2.0 grade point average.

The requirements listed above are applicable to all Title IV programs (Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal TEACH Grant, Federal Work-Study, Federal Perkins Loans, Federal Direct Stafford Loans, Federal Direct PLUS Loans for parents) and to most Hendrix-funded scholarships, grants, and work programs. Higher academic performance standards are required to retain most merit scholarships.

During their first year of enrollment, transfer students accepted for admission to the College will be eligible to receive financial aid. Once enrolled, however, transfer credits accepted by the Office of Academic Affairs, plus work completed at Hendrix College, will be evaluated to determine future satisfactory academic progress.

Students who feel that mitigating circumstances prevented them from making satisfactory academic progress may appeal the financial aid suspension decision in writing to the Office of Financial Aid.

Most financial aid requires a minimum course load of three courses per semester. The majority of State of Arkansas programs require four per term. Students should verify that they are enrolled in the necessary course load to maintain all aid. Students wishing to reduce course loads after enrollment should contact the Office of Financial Aid to ensure that their aid will not be affected. The financial aid officer may cancel or reduce awards if students fail to maintain satisfactory academic standards or minimum course load requirements.

Academic Probation Policy for Students Receiving Veterans Administration Benefits

Students receiving assistance from the Veterans Administration are subject to certain minimum standards of progress:

- A first-year student whose grade point average is less than 1.75 cumulative will be placed on academic probation. A first-year student on academic probation whose grade point average is less than 1.75 cumulative at the end of the term will be suspended from drawing V.A. educational benefits.

- A sophomore student whose grade point average is less than 1.90 cumulative will be placed on academic probation. A sophomore student on probation whose grade point average is less than 1.90 cumulative will be suspended from drawing V.A. benefits.
- A junior student whose grade point average is less than 2.00 cumulative will be placed on academic probation. A junior student on probation whose grade point average is less than 2.00 cumulative will be suspended from drawing V.A. benefits.
- A senior student whose grade point average is less than 2.00 cumulative will be placed on academic probation. A senior student on probation whose grade point average is less than 2.00 cumulative will be suspended from drawing V.A. benefits.
- A veteran dropping a course or changing to audit prior to the mid-term can be permitted to do so without penalty. If a course is dropped after mid-term, a grade of F is given. An incomplete grade must be cleared during the term following the term in which it was incurred. Failure to remove the incomplete in the required time will result in a grade of F.

Scholarships and Grants

Hendrix College awards a variety of scholarships and grants based on academic merit, leadership experience, performance in the fine arts, and financial need. Students who choose to compete for a scholarship must first complete an application for admission to the College. Scholarships or grants from Hendrix College are awarded in accordance with institutional policy. Contact the Office of Financial Aid with any questions.

Academic requirements for retention of Hendrix scholarships and grants vary according to the specific scholarship or grant. The requirements for retention are specifically enumerated in the student's original scholarship notification letter.

Academic Scholarships

Academic Scholarships, ranging in value from \$7,000 per year to full tuition, fees, room, and board are awarded to students who have accumulated outstanding high school records and who demonstrate the potential for academic success at Hendrix College. Priority consideration

for Academic Scholarships is given to those students who apply for admission by November 15.

Applications for the Hays Memorial Scholarship, which covers tuition, room (standard double occupancy residence hall room), board (unlimited plan without Dining Dollars), and student activity fee, must be received by February 1. To be eligible for consideration students must achieve at least a 3.6 GPA in college preparatory classes and a 32 ACT or 1410 SAT score. The Hays Scholarship is renewable for up to three additional years if the student maintains a cumulative GPA of 3.0 or higher and selects housing and meal plan options covered by the award.

All accepted students are considered for academic scholarships. In awarding scholarships, the Scholarship Committee considers the following criteria:

- Academic performance in college preparatory classes
- Standardized test scores
- Leadership/extracurricular activities
- Interview
- Recommendations

Scholarship renewal policy

Hendrix College merit scholarships are maintained for the first four semesters of enrollment as long as the student is in good academic standing. If a student falls below the required scholarship renewal grade point average after the first four semesters of enrollment, the scholarship will be forfeited. An appeal process does exist, which will be explained in writing as appropriate. If an appeal is unsuccessful, the College may award a “fall-back” scholarship. The dollar amount of the new scholarship will vary from fifty to seventy-five percent of the value of the original award, depending on the individual level of need.

Odyssey Distinction Awards

Odyssey Distinction Awards, ranging in value from \$1,000 to \$6,000 per year, are awarded to accepted Hendrix applicants. The Scholarship Committee determines the amount of the award based on an assessment

of out-of-class accomplishments in high school. In most cases, the Odyssey Awards can be added to other scholarships a student may receive from the College. The application for admission serves as the application for the Odyssey Awards and all accepted students are automatically considered.

Hendrix College Leadership Scholarships

Hendrix College grants Leadership Scholarships to students whom it selects as Leadership Scholars. Scholarship recipients are selected after a review of leadership, activities, community service, and honors. This is a four-year personal development program. The online scholarship application form is made available each fall at www.hendrix.edu/scholarships and must be submitted by February 1.

Miller Center Service Scholarships

The Miller Center Service Scholarships are awarded to students who have worked successfully in the past with volunteer service organizations, who intend to make leadership through volunteer service a part of their future, and who wish to embark upon a highly intentional, guided process of vocational discernment during their college years. Service Scholars commit to a certain number of volunteer service projects and vocational exploration programs per year. The online scholarship application form is made available each fall at www.hendrix.edu/scholarships and must be submitted by February 1.

United Methodist Youth Fellowship Leadership Scholarships

United Methodist Youth Fellowship Leadership Scholarships are awarded to students with leadership experience in local and regional United Methodist Youth ministries. Persons who wish to compete for a UMYF Leadership Award must submit an application by February 1. The online scholarship application is made available each fall at www.hendrix.edu/scholarships.

Performing and Fine Arts Scholarships

Performing and Fine Arts Scholarships are awarded to select students in music, theatre and dance, and visual arts. Students interested in Performing and Fine Arts Scholarships in music or theatre and dance must schedule an audition on campus with a member of the faculty. The last day for auditions is March 17. When completing the online scholarship application, students interested in Art Scholarships must submit by February 1 to the URL a set of images on Flickr that contains 10-20 images of their artwork. Descriptions should include the name, title, medium, dimensions, and date of the piece being presented. Information about setting up a Flickr account is available on the online scholarship application, or visit www.flickr.com. Persons who wish to compete for a Performing and Fine Arts Scholarship must submit an application by February 1. The online scholarship application is made available each fall at www.hendrix.edu/scholarships.

Hendrix Scholarship for Arkansas Governor's Distinguished Scholars

Accepted freshman applicants who receive the \$10,000 Arkansas Governor's Distinguished Scholarship (GDS) are considered for a Hendrix scholarship in recognition of the student's achievement. The scholarship amount is determined each year for new students enrolling the following fall. It is renewable for up to three additional years if the student maintains a cumulative grade point average of 3.25 or better and selects housing and meal plan options covered by the award.

FAFSA Early Filer Grant

The Hendrix FAFSA Early Filer Grant is available to any student who files the form by March 1 of the appropriate academic year. The grant may be renewed for all following eligible consecutive years in which the renewal FAFSA continues to be filed yearly by the March 1 deadline. Missing the deadline in any one year results in lack of access to this grant for that year only.

Hendrix Aid Grants

Hendrix Aid Grants are awarded in cases of financial need. The amount of the grants varies according to the student's need and the availability of funds. To apply, students must complete and submit the Free Application for Federal Student Aid (FAFSA).

Ministerial Student Loans/Grants

Students preparing for ordained ministry in the United Methodist Church may qualify for a loan of one-half tuition. Criteria for qualification include certification as a candidate for ministry in the United Methodist Church and approval of a financial aid committee. The loan may become a grant after the student is ordained in the United Methodist Church and serves a year in full-time ministry. Those students who later decide not to enter the ordained ministry in the United Methodist Church or cease full time ministry before completion of a year will be obligated to repay the loan, generally within five years of graduation or ceasing ministry. Students who received the Ministerial Student Loan/Grant will complete an application and submit a yearly report to the Office of the Chaplain. They will also meet regularly with the Chaplain or participate in the UMYF Leadership program. Qualifications will be determined by the Chaplain prior to the student's entry into the program.

Interested students must work with the Chaplain in order to become certified for this program. Using the United Methodist Book of Discipline and general ministry candidate procedural guidelines, the Chaplain will be able to guide all interested students through this process. Note that the Ministerial Loan/Grant will replace most academic scholarships in the student's financial aid package. This is important since most students who choose to enter this program will have attended Hendrix for one or more years and may have been receiving an academic scholarship. Odyssey Distinction Awards and the full value of music scholarships will be stacked on top of the aid under this program, with up to \$2,000 from

Theatre Arts and Dance, Art, UMYF Leadership, Miller Center Service, or Leadership Awards also being stacked.

For each semester a student accepts assistance from the Ministerial Loan/Grant, the student will be obligated to spend one year in active service for the United Methodist Church for the loan to be converted to a grant. A person is in “active service” when that person is serving under appointment (with benefit of pension) by a Bishop of the United Methodist Church. The benefiting student is responsible for maintaining contact with the Hendrix College Chaplain and providing information on her/her appointment and standing. The loan will be deemed a grant once the required years of service are met. If the student fails to complete the required number of years of service, the obligation to repay the loan with interest will remain. The loan must be repaid in full within a five year period dating from the point at which the Chaplain determined that the student was no longer in compliance.

Should the student fail to meet the program requirements, the student must refer to the terms of the student’s signed agreement and repay the portion that exceeds the worth of the originally awarded academic scholarship. The specific terms of the program and obligations of the student are outlined in a Loan/Grant Agreement the student must sign to participate in the program. A form of the agreement may be obtained from the Chaplain. The terms of that agreement supersede this description and will govern the obligations of the student and Hendrix.

Robert and Ruby Priddy Scholarships

Priddy Scholarships are awarded to students from middle-income families who do not qualify for larger merit-based scholarships or federal grants, but who show exceptional promise for success at Hendrix and for leadership and service. The amount of the scholarship varies according to student need. Students must complete and submit the Free Application for Federal Student Aid (FAFSA).

Ministers' Dependent Grants

Dependents of United Methodist elders and deacons under full-time appointment of a bishop are eligible to apply for a grant of one-half tuition. A letter from the district superintendent confirming the full-time appointment must be received in the Office of Financial Aid. Dependents of retired or deceased ministers are also eligible to apply for the grants. All recipients of these grants must receive approval of a duly appointed financial aid committee and must be in good standing in the College. Ministers' Dependent Grants are limited to five years. This total may include five years of undergraduate studies, or four years of undergraduate study and one year of graduate work at Hendrix. Recipients may receive either an Academic Scholarship or this grant, whichever carries the greater monetary value. Check with the Office of Financial Aid for details.

Outside Scholarship and Loan Policy

Hendrix College awards financial aid to the maximum extent possible, within federal regulations, funding levels and student eligibility, with the assumption that no other financial aid resource is available to each student. Therefore, when an outside scholarship is received, Hendrix reserves the right to adjust the financial aid package in order to comply with federal regulations and insure that the College is able to provide as much assistance as possible to all students.

When an outside award changes eligibility for need-based financial aid, Hendrix will first reduce federal work study eligibility, subsidized student loan dollars, or convert subsidized into unsubsidized loans in order to comply with federal regulations. Need-based grants will only be reduced if no other compliance options are available. In no case may a student receive gift aid (grants and/or scholarships) from all sources (Hendrix, federal, state, private) in excess of the total cost of attendance at Hendrix (tuition, fees, room, board as well as an estimated cost of books, transportation, and personal/living expenses). If the amount of total gift

aid from all sources exceeds Hendrix's total cost of attendance, Hendrix gift aid (grants and/or scholarships) will be reduced accordingly.

Hendrix will certify any loan source such that total aid equals total cost of attendance but never beyond.

Loans

Federal Perkins Loans

Depending upon financial need and the availability of funds, loans of up to \$4,000 annually, with a maximum of \$20,000 for an entire undergraduate college career are available. These loans bear interest at the rate of 5 percent per annum beginning nine months after the student ceases to carry at least one-half the normal academic course load. The first payment on principal and interest is due one month later at the minimum rate of \$40 per month.

Subsidized Federal Stafford Loans

The maximum loan under this program is \$3,500 for the first year of study, \$4,500 for the second year of study and \$5,500 per year for subsequent undergraduate study. Effective July 1, 2013, the interest rate is scheduled to increase to 6.8%. Repayment begins 6 months after graduation or after a student ceases to be enrolled. Interest is paid for borrowers who demonstrate a financial need and for whom repayment has not yet begun.

Unsubsidized Federal Stafford Loans

This program is the same as the Subsidized Federal Stafford Loan program with two exceptions: 1) Financial need is not an eligibility criterion. 2) The student is responsible for 6.8% fixed rate interest payments for the life of the loan beginning with the first disbursement.

Any federally eligible dependent student may borrow up to \$2,000 per academic year from this program on top of the amount listed in the previous section. Independent students may borrow more.

United Methodist Student Loans

Members of the United Methodist Church are eligible for loans of up to \$5,000 per calendar year. The interest rate on these loans is 5 percent, and interest accrues from the inception of the loan. Repayment begins 6 months after graduation or withdrawal from school. Final payment is due no later than 10 years from the date of the first payment.

Federal Direct PLUS for Parent Loan

The PLUS program makes loans available to parents of dependent undergraduate students. PLUS borrowers are not required to demonstrate financial need and may borrow up to the cost of education minus other aid. The interest rate is fixed at 7.9%. The standard repayment term is 10 years and there are no prepayment penalties.

Government Grants

Federal Pell Grants

Depending upon Congressional appropriations, eligible students may receive grants based upon financial need. Students apply by filing the Free Application for Federal Student Aid.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The federal government allocates FSEOG funds to colleges. These funds, which are partially matched by the College, enable undergraduates with exceptional financial need to receive grants of up to \$4,000 per year.

Federal TEACH Grant

Students who are pursuing a career in education should consult with Financial Aid staff about this unique program.

Student Employment Opportunities

Hendrix participates in the Federal Work Study Program for full-time students who demonstrate financial need and the College also funds a companion Hendrix work program. Eligibility is determined by the Office

of Financial Aid and is communicated to students on the individual financial aid award letter. Work study eligibility does not guarantee a position and students are responsible for obtaining a job. Students eligible for the Federal Work Study Program will have priority in job selection. Students are responsible for arranging their work schedules to meet employer needs.

No student will be paid for any work performed for the College without prior authorization from the Office of Financial Aid.

Application Procedure

All students applying for financial aid are required to complete the following steps in order for a financial aid package to be awarded:

1. Obtain admission to the college.
2. Complete the Free Application for Federal Student Aid as found at www.fafsa.gov.
3. Submit other documents if requested by the Office of Financial Aid.

Verification

Students who file the FAFSA may be selected for Verification. Additional information will be requested from students who are selected. Students must submit the required documents to the Office of Financial Aid within 15 days of the request. The Office of Financial Aid cannot certify a Federal Stafford Loan application or authorize federal or state financial aid to be credited to a student's account until Verification is complete. If the information provided is different from the original application, the students need for assistance will be re-evaluated using the verified information.

Disbursement of Aid

All scholarships and grants administered directly by Hendrix are credited to the students account at the beginning of the semester or upon completion of Verification, if required. Scholarship, grant, and loan funds

awarded by private sources are not credited to the student's account until the money is received by Hendrix. Earnings from work opportunities are paid directly to the student every month.

Financial Aid for Study Abroad

Hendrix encourages students to participate in study abroad programs. Students desiring to participate in any study abroad program should contact the Office of Financial Aid at Hendrix to determine which student financial aid programs or funds may be used to study abroad. In all cases the Office of Financial Aid will work with the student to help make study abroad possible using federal, state, private sector, and in many cases Hendrix funds. However, Hendrix-funded scholarships and grants are not available to all study abroad programs. Hendrix funds may be used for the exchange program with Graz University in Austria, exchange or reciprocal programs through the International Student Exchange Program (ISEP), the Heilongjiang China Exchange Program, and the Hendrix-in-London, Hendrix-in-Brussels, and Hendrix-in-Shanghai programs.

Hendrix College scholarships and grants **are not available** to be used for the Oxford Overseas Study Course, Accademia dell'Arte, Hendrix-in-Rwanda, ISEP-Direct opportunities, summer programs, or any individually-arranged consortium agreement type study abroad programs. The Financial Aid office will assist the student in obtaining any federal, state, or private sector funds for which the student is eligible to assist with expenses associated with these programs and also will assist in the arrangement of consortium agreements for other programs.

Washington Semester

Students considering the Washington Semester through American University should consult the Office of Financial Aid about the effects on their aid eligibility. Although Hendrix scholarships and grants will not apply to the Washington Semester, federal and state funding is

applicable. Participating students with state aid must continue to meet state enrollment and continuing eligibility requirements.

Required Disclosures for Enrolled Students

Below is a list and brief description of disclosures available to all students. Any student may receive a disclosure below in its entirety by contacting the Office of Financial Aid, 1600 Washington Avenue, Conway, AR 72032.

Rights Under Family Education Rights and Privacy Act (FERPA)

- Right to and procedures for inspecting and reviewing student's education records
- Right to and procedures for requesting amendment of student's education records student/parent believes to be inaccurate, or in violation of student's privacy rights.

FFEL/Direct Loan Deferments for Performed Services

- Terms and conditions of deferments for service in the Peace Corps
- Service under the Domestic Volunteer Service Act of 1973, **OR**
- Comparable volunteer service for a tax-exempt organization of demonstrated effectiveness in the field of community service.

Institutional Information

- Cost of attending the school
- Any applicable refund policy
- Requirements for officially withdrawing from the school

Athletic Program Participation Rates and Financial Support Data

- Unduplicated number of students, by gender, who participated on at least one varsity team as of the date of the first scheduled contest.
- Varsity teams that compete in intercollegiate athletic competitions and information for each team.

Available Financial Assistance: A description of all available federal, state, and local, private, and institutional financial need-based and non-need-based programs.

Completion/Graduation Rates and Transfer Out Rates: Completion or graduation rate of cohort of certificate or degree-seeking, full-time undergraduates who graduated or completed their program within 150% of the normal time for graduation or completion.

Campus Security Report: Statistics for three most recent calendar years concerning the occurrence on campus, in or on non-campus buildings or property, and public property of offenses reported to campus security authority or local police.

Completion Graduation Rates and Transfer Out Rates for Student Athletes: Completion or graduation rate, by race and gender within each sport, of cohort of certificate- or degree-seeking, full-time undergraduates who received athletically-related student aid and graduated or completed their program within 150% of the normal time for graduation or completion.

Student Life

Programs and services for students at Hendrix are expressions of the intellectual and cultural thrusts of the College. “Student life” is seen as an opportunity for enhancing and enriching the educational environment. Certain affirmations, as contained in the Statement of Purpose of the College, are basic to the planning and carrying out of student services and programs. Crucial commitments of the College in student life include the intention to cultivate among students

- aesthetic sensibilities and delight in beauty;
- powers of ethical deliberation and empathy for others;
- discernment of the social, spiritual, and ecological needs of our time;
- a sense of responsibility for leadership and service in response to those needs; and
- recreational dispositions complementing a full flourishing of the human potential.

To achieve these commitments, the Office of Student Affairs provides supportive opportunities that challenge students to learn about themselves and others in an educational community while preparing them for leadership and service as responsible world citizens.

Standards of Student Conduct

Hendrix operates with standards that serve as guides to the development, modification, and enforcement of specific regulations. Enrollment at Hendrix places on the student the responsibility to be aware of both the principles and regulations. Specific regulations may be found under appropriate headings in the *Hendrix College Student Handbook* that can be found on the Student Affairs web pages: www.hendrix.edu/studentlife. Behavioral principles or standards include the following:

1. Students are expected to maintain standards of conduct befitting maturing and responsible citizens of an academic community

and reflecting the purposes of the College. The obstruction or disruption of the work of the College will not be tolerated.

2. All members of the community are expected to exhibit integrity and personal honesty in the classroom and in other campus affairs. Evidence of dishonesty, such as theft or plagiarism, is cause for disciplinary action.
3. Personal behavior of members of the community must conform to standards of propriety congenial to our heritage and aims and to the laws of the state and nation.
4. Student-sponsored social events must be consistent with the standards of the College.

Office of Student Outreach Services

The Office of Student Outreach Services (SOS) engages all segments of the student population with services, resources, programs, networks, prevention(s) and/intervention(s) to increase successful and positive student experiences throughout their time in the Hendrix community.

Sometimes questions arise for which there are no quick or obvious answers, such as a unique or special need, a fear, a non-disclosed disability, or a personal concern. SOS was created to help students clarify the issue(s) and find the help you need. SOS will guide students to resources which can help them overcome obstacles and get the most from their Hendrix experience.

SOS also works with personal and professional assessment tools to assist in determining or confirming a major, skill sets, or abilities via self-testing. We also provide a series of workshops that are designed to help address, or prevent, problems that many students encounter in their first year or two of college.

View www.hendrix.edu/sos for more information.

Office of Career Services

The mission of the Office of Career Services is to support students and alumni through the exploration of professional and educational opportunities for a lifetime of intellectual, social, and personal

development. The office provides networking, workshops, events, and resources. Students may also request individual appointments to assist them in career and graduate school planning, internships, job shadowing, and other aspects of career exploration.

Career Advising

Professionals are available by appointment and walk-in sessions to assist students in planning both their short and long-term career goals. Questions such as “What do I want to accomplish in life?”, “What are my interests, skills, and values?”, “How do I search for employment?” and “What should I do to get into graduate school?” are but a few of many questions students may have about themselves or their future. These and other concerns can be discussed on an individual and confidential basis. In addition, assessment tools are available to assist students in identifying potential careers consistent with their interests.

Internships

Internships provide students with the opportunity to gain direct, practical work experience paired with intentional, academic learning components. This combination provides a rich environment for academic, personal and career-oriented growth and reflection. Through internships, students are encouraged to apply classroom theories to actual work site problems while also gaining valuable professional experience.

To participate in the internship program, students must be at least sophomore level and in good academic standing with the College. All participating students must fully complete an Internship Proposal Packet (available through Career Services) before starting an internship.

Requirements

In order to be considered an “internship” at Hendrix College, the following rules apply:

- a minimum of 120 hours of work over a minimum of 8 weeks with an internship site outside of Hendrix College,
- a maximum of two academic semesters, or one semester and one summer,

- supervision by a member of the Hendrix Faculty, and
- participation in the Career Services Internship Seminar.

Professionally-related experiences that do not meet these criteria may still qualify as “professional field experiences” appropriate for Odyssey credit in the PL category. See the **Odyssey Program Guide**.

Credit Options

- Academic Course Grade: the internship will count as a class in the student’s schedule and the student will receive a letter grade at completion.
- Academic Course Credit (CR) - No Grade: the internship will count as a class in the student’s schedule and the student will either receive CR (or not) at completion.
- Academic Course Non-Credit: the internship will not count as a class in the student’s schedule, no credit or grade will be given, but the internship will be listed on the academic transcript.
- Odyssey Credit: internships are pre-approved for Odyssey credit in the Professional Leadership Development category. Odyssey Credit can be sought concurrently with the academic course options above.

Students wishing to take an internship for grade or credit as a fifth class must pay the fifth class fee. Internships taken for “academic course credit (CR) -no grade” will not count toward a student’s limit of three “credit only courses.” **Only one “academic course grade” or “academic course credit (CR) - no grade” internship experience will be allowed to count as a course credit toward graduation.**

Career Services Library and Online Resources

A library is offered online and in the Career Services Office to provide resources for students on various topics including careers, graduate schools, financial aid, job seeking, career planning, and Life Links (socio-demographics). Magazines and handouts provide information on hiring trends, diversity in the workforce, resume writing, networking and other career related topics. All of these resources can be reviewed in the library. Information about programs and services provided by the office is accessible 24 hours a day through the Hendrix College home page at www.hendrix.edu/career.

Workshops and Events

Throughout the year, workshops are offered on topics such as self-assessment, resume writing, interviewing techniques, dining etiquette, choosing a graduate or professional school, choosing an internship, and life after Hendrix. A weekly program, Friday Alumni Connection Time (FACT), has been developed to connect students with Hendrix alumni in different fields of interest. In addition, annual events are scheduled to connect students without outside resources including the EXPO, a graduate and professional school fair and CareerFest, a week of career related events ranging from Dress for Success, a demonstration of the different types of professional dress, to mock interviews with Hendrix alumni and from a career related scavenger hunt with an impressive door prize to the Career and Internship Expo.

Counseling Services

Individual counseling is available to all students at Hendrix College free of charge to help them develop lifelong skills for personal growth and successful management of conflicts and crises. A short-term counseling model is followed. Most cases can be handled in ten sessions or less. We will gladly help students locate community resources if they desire or need long-term therapy. All sessions are confidential. Information is released only a) upon a student's written request, b) in circumstances which would result in clear danger to the student or others, or c) as required by law. Typical issues include adjusting to college, stress management, depression, anxiety, relationship difficulties, and grief work.

Group counseling is offered each semester to meet the various needs of Hendrix students. Groups may include grief work, sexual assault and abuse therapy, men's issues, women's issues, and substance abuse therapy, as well as other areas of concern. Groups are led by trained professionals specializing in the identified area and are usually limited to 10 participants.

Workshops are offered throughout the year on test anxiety, stress management, relationship issues, smoking cessation, and other problems. In addition, the Counseling Center sponsors substance abuse prevention and screening days such as National Depression Screening Day, National Eating Disorders Awareness Week, National Alcohol Screening Day, and National Anxiety Screening Day. All programming events are led by Hendrix staff and may include off campus personnel specializing in particular skills.

ADA Accommodations

Students seeking accommodations in accord with the Americans with Disabilities Act shall contact Academic Support Services at 505-2954 to make an appointment and begin the review process.

Dining Services

Dining Services strives to provide a balanced diet of healthful food and a friendly setting for social interaction. All students residing in campus residence facilities are required to participate in the board meal plan. Students living off campus may purchase a meal plan, or pay for individual meals in the dining room or Burrow snack bar.

Student Health Services

Hendrix College provides on-campus medical care to the student body. The campus clinic, located on Washington Avenue, is open Monday through Friday from 8 a.m. until 4:30 p.m. Appointments are strongly encouraged to maintain timely care, but walk-in students will be seen as time allows. An Advanced Practice Nurse (APN) provides services and has a collaborative practice with a local physician. The APN provides for health-care needs through advanced assessment, diagnosis, treatment, and evaluation, including prescriptions. Students who require services beyond the scope of the clinic will be referred to a local physician. Referrals include management of moderate to severe illnesses, radiology, and

advanced laboratory services. A portion of the student fees for all part-time and full-time students supports Health Services.

Free services include allergy injections, strep tests, mono tests, blood sugar tests, educational materials, acute medical diagnosis and disease management, durable medical equipment loan, urinalysis, and over-the-counter medications. Services that require payment include meningitis vaccine, influenza vaccine, and hepatitis vaccine, and HPV vaccine.

Vaccine requirements for incoming students include two doses of measles, mumps & rubella (MMR) and one meningococcal vaccination. These should be completed upon entering Hendrix College, if these requirements are not met, the student will be withdrawn from classes.

Hendrix College students are required to have health insurance. You must waive out of the school plan online by the published deadline every year in order to avoid having the premium charged to your tuition bill. For information about the student health insurance, please contact Hendrix College Student Health Services at (501) 450-1448.

Housing

Hendrix is a residential college and is committed to developing a strong campus community. As such, it is important to create experiences that support in-class learning. Hendrix requires that all students live in campus managed housing. Students may apply for a residency requirement exemption. However, approvals are limited and not guaranteed.

Hendrix offers a variety of housing options for our students. This includes traditional residence halls, apartments and houses. First year students live in the traditional style buildings which foster a shared living experience. This helps students connect to other students and allows for the growth of strong communities on our campus. Here students meet new people, gain new ideas, develop lifelong friendships and learn to live together within a community. There are six traditional residential buildings (two for men, three for women and one coeducational facility).

In addition to the traditional halls, Hendrix also owns six smaller on-campus houses with suite style living arrangements. These are great environments for connecting with a smaller group of students and having increased opportunity for group study. We also sponsor a language house which rotates from German to Spanish to French over a three year period.

Over the past several years, Hendrix has also expanded the apartment options for students. Hendrix offers over 5 different apartment style options for students. These apartment options give students more space and freedom but they also keep the students connected to the campus environment. They are great for students who have established friendships and want a more independent experience.

In each facility, there are student staff (Resident Assistants) who are there to assist students with issues or concerns. These staff are trained to respond to student needs and help the students find their own way at Hendrix. They advise students on social and academic issues, coordinate social events and educational opportunities and educate students about the community expectations. We also have three full-time staff members (Area Coordinators) who live in campus housing, supervise the RA staff, and create connections for our students.

Each hall and house has lounge facilities for relaxation and social purposes. Visitation and quiet hours are established within the residence halls at the beginning of each academic year. Students who live in College housing are expected to familiarize themselves with all current policies and procedures, which are located on the Hendrix College homepage (www.hendrix.edu). Violation of community standards and policies is cause for disciplinary action.

Intercollegiate Athletics

For varsity intercollegiate athletics, Hendrix is a member of the National Collegiate Athletic Association (NCAA) Division III and the Southern Athletic Association (SAA). In addition to Hendrix, members

of the SAA are Berry College, Birmingham-Southern College, Centre College, Millsaps College, Oglethorpe University, Rhodes College and The University of the South (Sewanee). Hendrix sponsors 19 sports, including men's and women's soccer, men's and women's cross-country, men's and women's track and field, men's and women's basketball, men's and women's golf, men's and women's tennis, men's and women's swimming and diving, women's volleyball, men's baseball, women's softball, men's lacrosse and women's field hockey. Football and women's lacrosse will be added to the supported athletic teams beginning in the 2013-2014 academic year. Any student who wishes to explore participating in an intercollegiate varsity sport should contact either the coach of the sport or the director of athletics.

Office of Multicultural and International Student Services

The Office of Multicultural and International Student Services provides students with opportunities to engage in cross-cultural reflection and promotes an appreciation of diversity, community service, and leadership. The services that the office provides range in scope from student programming activities, diversity training and leadership training to support. The office also provides assistance to our international and exchange students through orientation, advising, and outreach to foster a positive educational and personal experience for each student. Hendrix College is committed to the principle that diversity in the student body enhances the intellectual experience and understanding of the entire community.

New Student Orientation

Hendrix College offers a unique New Student Orientation program that combines adventure, discovery, outreach, and education. New Student Orientation provides students with opportunities to interact with faculty, staff, returning students, and one another. Students will participate in

small group trips around the State of Arkansas. These enjoyable trips are a mixture of fun, education, and skill development. Not only do the trips offer students an introduction to new sights and environments, but they also establish a sense of community. During New Student Orientation, new students share information, engage in discussions, and attend programs that are of special interest. Theatrical performances about the “freshman experience” and other interactive programs present information on academic skills, getting involved on campus, and making a successful transition from high school to college.

The Hendrix College New Student Orientation Program is a special blend of fun, education, skill development, friendship formation, and awareness-building. As a stepping stone between high school and college, New Student Orientation offers practical information for college life and an important sense of welcome and community.

Religious Life

Hendrix understands that opportunities for spiritual growth, theological exploration, moral development, and the growing expression of one’s religious faith are central components of a liberal arts education. Hendrix attempts to implement these opportunities throughout its programs. We do not conceive of these commitments as distinct from or tangential to the intellectual-cultural life of the College but as integral to the mission of this College.

Hendrix offers its students and faculty a broad range of opportunities for religious study and practice. Religious life includes a variety of small groups that meet for study, meditation, and prayer; weekly Covenant Discipleship groups; weekly worship celebrations in Greene Chapel; theological discussions exploring various issues of faith and life; and numerous opportunities for volunteer service. Students are encouraged to attend the lectures and other activities sponsored by the Steel Center for the Study of Religion and Philosophy.

Participation in religious life at Hendrix is actively encouraged but is strictly voluntary. Although Hendrix is related to the United Methodist Church, religious life on the Hendrix campus offers students of diverse cultural and spiritual heritages the opportunity to explore and grow in the disciplines of their respective religious traditions.

Hendrix students are encouraged to participate actively in the various churches in Conway. Many students obtain summer work in local churches and other church-related enterprises throughout the state and region.

Hendrix students provide leadership in weekly worship celebrations in Greene Chapel and frequently conduct services in other places on the campus. Hendrix students often go as resource groups into local churches. Students with career interest in religion are encouraged to meet and discuss vocational and professional goals and interests. There is a designated organization called the Pretheological Fellowship that addresses these goals and interests.

Student Activities and Involvement

Hendrix students participate in many co-curricular activities and experiences that complement academic learning and provide opportunities for students to enrich their leadership abilities. Activities include cultural events, such as concerts, lectures, plays, and exhibits; social events, such as dances, movies, and coffeehouses; intramural sports; student government; student media; clubs and organizations; and outdoor recreation. In addition to on-campus events, the nearby city of Little Rock, thirty minutes from the College, offers students numerous social and cultural activities.

Intellectual and Cultural Activities

Hendrix College is dedicated to providing its students with numerous co-curricular opportunities to stimulate and enrich their cultural and intellectual interests. Public lectures on a wide range of topics presenting differing points of view are designed to keep students informed on matters of regional, national, and international importance. Other

programs include musical performances by visiting artists, gallery talks in connection with art exhibits, dramatic productions, a series of foreign films, and scholarly conferences on current topics. These are complemented by Hendrix student recitals, concerts, art exhibits, and plays. Such events are sponsored by College agencies including the Hendrix College Fine Arts Endowment Program, the Hendrix-Murphy Foundation Programs in Literature and Language, and the Marshall T. Steel Center for the Study of Religion and Philosophy.

Hendrix Immersion Program

The Hendrix Immersion Project (HIP) gives the Office of Student Activities opportunity to partner with the Odyssey Program in a significant engaged learning initiative. HIP gives students the opportunity to receive Odyssey credit for taking advantage of the vast opportunities for cultural engagement our campus has to offer. The program is designed to better capture the interests and experiences of our students as they engage in learning outside the classroom. For additional information about this program, students should contact the Office of Student activities.

Student Organizations

There are more than eighty student clubs and organizations at Hendrix College for the varied interests of the student body. Such organizations include honor societies, academic clubs, special interest groups, service organizations, and club sports. Students are encouraged to participate in those activities that foster cultural, intellectual, spiritual, vocational, emotional, and social development. By becoming involved in the organizational life of the campus, students are able to become more active in their community and to gain the valuable skills necessary to achieve their personal, academic, and career goals. Members of student organizations can participate in leadership programs, workshops, and retreats focusing on skill development. Through the Student Activities Office, student organizations have a wealth of educational resources to enhance their organizational and group experiences at Hendrix.

“Leadership Hendrix” Program

“Leadership Hendrix” is a program offered by the Office of Student Activities that is designed to assist students in realizing their full leadership potential. The program is designed under the motto of “Uniting Passion with Purpose” and seeks to empower students to go out and make a difference in the Hendrix community and beyond.

Our leadership philosophy is based on the following principles, which are adapted from *The Social Change Model for Leadership*:

- Leadership is concerned with effecting change on behalf of others and society.
- All students are potential leaders
- Leadership is a process rather than a position
- Leadership is collaborative
- Leadership should be based on values

“Leadership Hendrix” workshops are also approved for credit in the Hendrix Immersion Project (HIP). Students interested in participating in “Leadership Hendrix” should contact the Office of Student Activities.

Social Committee

The Social Committee is a standing committee of the Student Senate and is supported by the Student Activity Fee. Its purpose is to plan and facilitate social activities such as movies, concerts, dances, coffeehouses, and novelty acts for the benefit of the campus. The organization sponsors several annual events, including Faux Rush week, Hendrix Formal, and SoCo 54, a 70’s themed dance party.

The committee meets every week and is comprised of one representative from each residence hall and the off-campus council, and one student representative elected at-large in the fall by the newly enrolled students. Other positions, appointed by the Student Senate, are Chairperson, Director of Films and Special Events, Director of Music and Dance, and Director of Publicity. The Secretary-Treasurer and Fundraising Coordinator are appointed by the chairperson. Anyone interested in the returning student positions may apply to Senate when filing opens during spring term.

Hendrix College Volunteer Action Center

Through the Volunteer Action Center, Hendrix students participate in many volunteer services and activities. Students may participate individually with a particular community organization or may take part in group projects called Service Saturdays. Group projects have included work with the Turpentine Creek Animal Refuge, Arkansas Children's Hospital, Special Olympics, Paint Your Heart Out, and service trips to a medical mission in Peru. Individual projects include work with children and youth, the homeless, and high school students in need of tutoring. The Volunteer Action Center keeps a wide variety of organizational profiles and volunteer job descriptions on file.

All activities and programs of the Volunteer Action Center are run by students, allowing them to gain valuable leadership and organizational skills. Students find that their volunteer service is personally and professionally enriching.

Recreation and Wellness

The mission of Recreation and Wellness is to provide students with programs and facilities that offer vigorous, fun-filled, health-promoting, physical activity conducive to wellness and personal development. Recreational Sports and Wellness seeks to create a climate that motivates and promotes a healthy lifestyle and enhances the quality of student life.

Recreational Facilities

The center of recreational activity is the Wellness and Athletic Center. The center, completed in the summer of 2007, is an approximately 90,000 square foot facility that houses: a recreational gymnasium equipped for basketball, volleyball, and many other court games; a competitive gymnasium for intercollegiate basketball and volleyball games; a fully equipped fitness center with free weight equipment, selectorized weight equipment and aerobic conditioning equipment; an indoor walking track; a climbing wall; a dance and movement studio; locker and changing facilities; and a sports medicine room. In addition, the center offers a

natatorium and a 25 yard by 25 meter pool equipped for both recreational and competitive use. The Mabee Activity Center provides use of four racquetball courts and four indoor tennis courts.

Outdoor recreation space on the campus is abundant. The campus has soccer, baseball and softball fields; a synthetic turf lacrosse and field hockey field; an all weather surface track; and five outdoor tennis courts.

Informal Recreation

The Informal Recreation program offers all students, faculty, staff, and their dependents opportunities in self-directed recreational pursuits, and is an ideal alternative for those interested in a non-structured program. The program offers many activities including, but not limited to, basketball, volleyball, tennis, racquetball, aerobics, weight training, jogging, and swimming. Campus wellness staff members can assist students, faculty and staff in setting up an informal recreation program, if desired.

Intramural Sports

The Intramural Sports program provides students, faculty, and staff of all abilities the opportunity to participate in a variety of activities where sportsmanship and competition are the focus. The program offers events during the academic year such as flag football, indoor soccer, sand volleyball, dodgeball, basketball, ping pong, softball and many other sports.

Outdoor Activities and Recreation (OAR)

Outdoor Activities and Recreation (OAR) is designed to provide introductory outdoor recreation experiences for members of the Hendrix Community. Arkansas has an amazing wealth of recreational destinations. It is the OAR program's objective to provide students the opportunity to experience these places and programs. Enjoyment and learning opportunities are stressed as the participants engage in these

new recreational endeavors. Organized outings such as canoeing, hiking, and rock climbing are scheduled throughout the year for a nominal fee. Students, faculty and staff also have access to an inventory of outdoor equipment that is available for check-out on a first-come first-served basis at no charge. This equipment includes canoes, kayaks, mountain bikes, tents, sleeping bags, and rock climbing gear.

Recreation-Leisure Time

Each student is encouraged to develop an appropriate program of recreation and leisure-time activities. The Department of Kinesiology offers activity courses through which students may, on the department's certification, be awarded a course credit. Students who wish to explore this option should consult with the chair of the Department of Kinesiology.

Student Government

All regularly enrolled current students at Hendrix College, as defined and certified by the Registrar of the College, shall be members of the Hendrix Student Association. All executive and legislative authority of the Student Association shall be vested in a Student Senate. The Association elects the President, Vice-President, and the Student Representative on the Council for Academic Policy, who with the Senator from each class, the Senator from each residence hall, and the Off Campus Senator, compose the Student Senate.

The Student Senate is responsible for the allocation of the Student Activity Fund, the sum total of the Student Activity Fees which each student pays to the College at the beginning of each academic year. Through the allocation of this Fund, the Senate sponsors a campus-wide social program coordinated by the Social Committee. Additionally, the Senate sponsors the various media agencies of the Student Association: the college annual, *Troubador*; the bi-weekly newspaper, the *Profile*; the campus literary magazine, *Aonian*; and the campus radio station, KHDX.

The Student Senate is responsible for appointments to various Student Senate and Association committees whose functions are to address issues of importance to the Association. Students are also encouraged to participate in the decision-making process of the College. Most standing committees of the faculty have student representatives who are appointed by the Student Senate.

Students with Disabilities

Hendrix College endeavors to create an atmosphere in which diversity and individual rights of each member of the college community are respected. Students with disabilities have met the same rigorous admission standards as all other students. Some enter college aware of their problems and needs, while others discover them as they become engaged in the academic and social endeavors of college life. All Hendrix students are expected to uphold the College's Code of Conduct regardless of condition or disability. Consequences for violating academic policy or the Code of Conduct will be applied equally to all students.

Hendrix College is committed to providing "reasonable accommodation," in keeping with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Students requesting accommodations should contact Academic Support Services at (501) 505-2954 or brownj@hendrix.edu to make an appointment and begin the review process.

Students requesting accommodations must provide appropriate documentation of the disability, which should include a diagnostic assessment and a recommendation report prepared by a qualified professional outside Hendrix College. "Reasonable accommodation" will be determined on an individual basis by College staff in consultation with the student, faculty and/or staff member. Accommodations are *not* retroactive.

Procedures

Students requesting accommodation must complete the following steps:

Step 1. Students should meet with the Coordinator for Academic Support Services in an intake session. Information pertinent to their coursework and academic performance will be discussed, and supporting documentation may be reviewed at that time.

Step 2. Students *must* provide appropriate documentation (diagnostic assessment and recommendation report) to proceed further with accommodation requests. Additional documentation may be requested by the College. Eligible students may apply for limited financial assistance for testing. Details and application for assistance are available through the Coordinator for Academic Support Services.

Step 3. Following review of the documentation, accommodations may be recommended and communicated to the students' professors confidentially.

Step 4. It is the students' responsibility to discuss accommodation needs with individual instructors on an ongoing basis, including testing and out-of-class assignments.

Verification of Learning Disorder

A student requesting accommodations for a learning disorder must provide assessment results completed by a licensed professional. The assessment must include an evaluation of the individual's present level of processing information and present achievement level. The assessment should also provide relevant data to aid in determining a need for academic accommodations.

Accommodations and Resources

Accommodations, as determined on an individual case-by-case basis, may include such things as:

- Note takers
- Taped textbooks

- Tutors
- Extended time on tests
- Test environment with fewer distractions
- A reader during exams
- A scribe to write dictated test answers
- A computer for writing test answers

Other accommodations may be established on an individual basis in consultation with the student, counselor, faculty and/or staff, and others as needed.

A number of resources are available to support a student's success at Hendrix, including academic tutoring, career services, counseling services, computer services, instructional media resources/facilities, library facilities and the Writing Center.

Students who believe that they have not received adequate or appropriate accommodation in an academic matter or faculty who are not satisfied with the proposed accommodations are encouraged to consult with Julie Brown (505-2954). Should this consultation not produce the desired results, the concern may be taken to the Provost of the College. In case of a non-academic matter, the Dean of Students should be contacted.

Academic Departments and Programs

Collegiate Center codes are designated by a two letter abbreviation appearing in parentheses following the course title and are as follows:

<u>(EA)</u>	Expressive Arts
<u>(FL)</u>	Foreign Language
<u>(HP)</u>	Historical Perspectives
<u>(LS)</u>	Literary Studies
<u>(NS)</u> or <u>(NS-L)</u>	Natural Science Inquiry or Natural Science Inquiry with Lab
<u>(PA)</u>	Physical Activity
<u>(QS)</u>	Quantitative Studies
<u>(SB)</u>	Social and Behavioral Analysis
<u>(VA)</u>	Values, Beliefs and Ethics
<u>(W1)</u>	Writing Level I
<u>(W2)</u>	Writing Level 2

Odyssey codes are designated by a two letter code appearing in brackets following the course title and are as follows:

<u>[AC]</u>	Artistic Creativity
<u>[GA]</u>	Global Awareness
<u>[PL]</u>	Professional and Leadership Development
<u>[SW]</u>	Service to the World
<u>[UR]</u>	Undergraduate Research
<u>[SP]</u>	Special Projects

AFRICANA STUDIES

Professors Hines, Jennings, Shutt, and West (chair)

MINOR

6 courses distributed as follows, two of which must be at the 300-level or above:

- 2 of the following African history courses:
 - HIST 250 *History of Southern Africa*
 - HIST 251 *History of Central Africa*
 - HIST 252 *History of East Africa*
 - HIST 253 *History of West Africa*

- 1 of the following African diasporan history courses:
 - HIST 290 *African American History to 1865*
 - HIST 295 *African American History since 1865*
 - HIST 325 *Africa and the Americas*
- 2 literature or cultural courses from the following list:
 - ENGF 358 *African Film*
 - ENGL 245 *African Novel*
 - ENGL 250 *Women and African Literature*
 - ENGL 361 *The Black Writer*
 - ENGL 455 *Chinua Achebe and Wole Soyinka*
 - RELI 211 *African American Religions*
- 1 elective from the following list of courses, not already taken to fulfill requirements 1 through 3.
 - ENGF 358 *African Film*
 - ENGL 245 *African Novel*
 - ENGL 250 *Women and African Literature*
 - ENGL 361 *The Black Writer*
 - ENGL 455 *Chinua Achebe and Wole Soyinka*
 - HIST 130 *Colonial African History*
 - HIST 250 *History of Southern Africa*
 - HIST 251 *History of Central Africa*
 - HIST 252 *History of East Africa*
 - HIST 253 *History of West Africa*
 - HIST 280 *Contemporary Africa*
 - HIST 281 *Aid, Humanitarianism, and Development in Africa*
 - HIST 290 *African American History to 1865*
 - HIST 295 *African American History since 1865*
 - HIST 325 *Africa and the Americas*
 - RELI 211 *African American Religions*
 - SOCI 270 *Race and Ethnicity*

Study abroad courses and independent studies, if applicable and approved by the Africana Studies Program Committee, could also be used to substitute for courses listed in the first three bulleted sections above.

English majors and History majors may double-count only one course from their major toward the Africana Studies minor.

Courses

*Other courses for the Africana Studies minor
are described under the respective academic departments.*

AFRI 358 *African Film* (CW, LS)

Cross-listed as ENGF 358.

AMERICAN STUDIES

Professors Barth, Čapek, Harris (chair), Hines, Jennings,
Maslin, Miller, and Vernon
Associate Professors Goldberg and Skok
Assistant Professors Jaudon and Leitz

The American Studies program provides an integrated and interdisciplinary approach to the study of U.S. history and culture. As such, it embodies the liberal arts aim of providing a breadth of knowledge to prepare students to be educated and inquisitive citizens of this dynamic and polysemic entity we call the United States. Course requirements ensure that students will (a) gain a variety of academic perspectives on American culture; (b) place American culture in some global context; (c) examine what 'American Studies' is; and (d) have the opportunity to pursue a specific area of interest, such as African American Studies or Southern Studies, within the larger field.

Students are strongly encouraged to pursue engaged learning opportunities both in the United States and abroad.

MAJOR

13 courses distributed as follows:

- 10 courses from the American Studies list of courses
- 1 course on a non-U.S. culture (requires advisor approval)
- AMST 401 *Seminar in American Studies*

- 1 methodology course from the following list:
 - ANTH 300 *Ethnographic Methods*
 - ENGL 280 *Literary Analysis*
 - HIST 300 *Historiography*
 - POLI 400 *Research Methods*
 - RELI 395 *Theories and Research in Religion*
 - SOCI 335 *Sociological Research Methods*
- No more than three of the courses for the major can be taken in any one department.
- Students must either take AMST 115 *Introduction to American Studies* or take two “linked” courses in fulfillment of the introduction to American Studies Experience requirement (described below).
- At least three courses should be 200-level, and at least four should be 300- or 400-level, including AMST 401 *Seminar in American Studies*.
- At least one of the courses should emphasize pre-1900 content. In the list of American Studies courses, such courses are designated with an asterisk.
- Students are encouraged to direct course selection and semester projects toward their own interests (such as “the South,” “African American culture,” or “Women in America”) so that their work will truly culminate with the capstone seminar project.
- **If a student double-majors in American Studies AND one of the participating American Studies areas, the student must fulfill the American Studies requirement from outside the other major. So a History-American Studies double major cannot count History courses toward the American Studies major.**
- **If a student majors in American Studies and minors in one of the participating American Studies areas, the student must fulfill the American Studies requirements from outside the minor area.**

MINOR

6 courses, distributed as follows:

- 1 course from the American Studies course list of English courses
- 1 course from the American Studies course list of History courses
- 1 course from the American Studies course list of Politics and International Relations courses

- 1 course from the American Studies course list of Anthropology and Sociology, and Religion and Philosophy courses
- 2 additional approved courses from the course list below
- Students must either take AMST 115 *Introduction to American Studies* or take 2 “linked” courses in fulfillment of the Introduction to American Studies Experience requirement (described below).
- At least 3 of the 6 courses should be 300- or 400-level courses.
- At least 2 of the 6 courses should emphasize pre-1900 content. In the list of American Studies courses, such courses are designated with an asterisk.
- **If an American Studies minor is majoring in one of the participating areas, the student must fulfill the American Studies minor course requirements from outside the major department.**

Explanation of the “Linked” Courses Option for Introduction to American Studies

- 2 courses from participating disciplines “linked” together and taken during the same semester. The courses might share some material and texts, though certainly not all. So, as examples, POLI 245 *American Political Thought* might be linked with RELI 145 *American Religions: An Historical Survey*, and ENGL 275 *American Literature and the Environment* might be linked with SOCI 375 *Environmental Sociology*.
- Periodically, as determined by the responsible faculty, the students will attend a joint class period devoted to readings and discussions of the larger issues: *What is American Studies? What is the subject? What is the methodology? How successfully do these linked courses “do” American Studies?*
- The link should be taken during the sophomore year. This “course” will give students the methodological foundations in the field as they pursue their upper level disciplinary courses, and it will introduce them to the theory and practice of American cultural studies.
- Contact the American Studies Program Chair to discuss the current year’s linked courses.

Senior Capstone Experience

The Senior Capstone Experience for the American Studies major consists of a substantial, original independent writing project produced for AMST 401 *Seminar in American Studies* in the spring semester of

the senior year. The grade for AMST 401 will be the grade for the Senior Capstone Experience.

Course list from other departments

English

- ENGL 235 *American Non-Fiction Narrative*
 * ENGL 256 *Consent of the Governed: Nineteenth-Century American Literature*
 ENGL 258 *American War Literature*
 ENGL 262 *Cultural Conflict in Modern American Novels*
 ENGL 275 *American Literature and the Environment*
 ENGL 330 *American Modern Poetry*
 ENGL 332 *Southern Literature*
 ENGL 335 *American Modernism (1900-1945)*
 ENGL 336 *Postmodern and Contemporary American Literature (1945-present)*
 ENGL 342 *Faulkner*
 ENGL 361 *The Black Writer*
 ENGL 465 *Ernest Hemingway*
 ENGL 490 *Special Topics*

History

- * HIST 110 *America to 1865*
 HIST 111 *America since 1865*
 HIST 140 *Leisure, Work, and Consumption in U.S. History*
 HIST 150 *Great Wars, the Great Depression, and the Great Gatsby, 1914-1945*
 HIST 151 *Era of the American Revolution*
 * HIST 190 *History and Film*
 * HIST 212 *American Environmental History*
 * HIST 213 *Travel in America*
 HIST 214 *Poverty and Welfare in America*
 HIST 217 *The American West*
 HIST 218 *Gilded Age and Progressive Era*
 * HIST 230 *Native North America to 1815*
 HIST 231 *Native North America after 1815*
 HIST 256 *The American Century, 1945-present*
 HIST 270 *Arkansas History*
 HIST 285 *Twentieth Century East Asian-American Relations*
 * HIST 290 *African American History to 1865*
 HIST 295 *African American History since 1865*
 HIST 310 *The Iraq War*

- * HIST 353 *American Civil War and Reconstruction*
- * HIST 357 *America in the Age of Jefferson and Jackson*
- HIST 358 *Race, Rivers and Cotton: Southern Environmental History*
- HIST 360 *Vietnam and the 60's*
- HIST 420 *Topics in American History*

Anthropology and Sociology

- ANTH 230 *Cultures of the United States-Mexico Borderlands*
- * ANTH 260 *Indian Past*
- ANTH 310 *Anthropology and Education*
- SOCI 250 *Sociology of the Family*
- SOCI 255 *Gender in Film and Television*
- SOCI 270 *Race and Ethnicity*
- SOCI 300 *The Urban Community*
- SOCI 310 *Gender and Sexuality*
- SOCI 340 *Food, Culture and Nature*
- SOCI 362 *Images of the City*
- SOCI 375 *Environmental Sociology*
- SOCI 380 *Medicine and Culture*
- SOCI 390 *Social Inequality and Identity*

Philosophy and Religion

- * RELI 210 *Native American Religions*
- RELI 211 *African American Religions*
- RELI 243 *Contemporary Currents in American Religions*
- RELI 245 *American Religions: An Historical Survey*
- RELI 317 *Religion and Politics*
- RELI 336 *John Wesley and Methodism*

Politics and International Relations

- POLI 100 *Issues in Politics: Terrorism*
- POLI 130 *American State and Local Government*
- POLI 205 *Southern Politics*
- POLI 220 *American Political Parties and Elections*
- POLI 230 *Public Administration*
- POLI 235 *Public Policy*
- POLI 245 *American Political Thought*
- POLI 281 *U.S. Foreign Policy*
- POLI 300 *Feminist Political Thought*
- POLI 305 *Arkansas Politics-Seminar*
- POLI 306 *Arkansas Politics-Practicum*
- POLI 310 *American Presidency*

POLI 321 *American Constitutional Law: The Federal System*
 POLI 322 *American Constitutional Law: Individual Rights and Liberties*
 POLI 340 *U.S. Congress*
 POLI 380 *Gender, Sexuality, and American Politics*
 POLI 390 *Race and American Politics*
 POLI 420 *Topics in American Politics*

Other Disciplines

ARTH 340 *American Art History*
 EDUC 110 *History of Education and Effective Teaching Methods*
 LBST 230 *European Views of America in Literature and Media*
 MUSI 230 *History of Jazz*

Courses not listed here might meet American Studies requirements, particularly new courses and courses taught by visiting instructors. Students should consult with their advisor and the course instructor to see if an unlisted course qualifies.

American Studies Courses

Other courses for the American Studies minor are described under the respective academic departments.

AMST 115 *Introduction to American Studies*

This course provides students with an overview of American Studies and an inquiry into the nature of American identity. It examines the early twentieth-century origins of American Studies and later attempts to study all aspects of the American experience. The course explores the many disciplinary approaches and methodologies, social movements, cultural ideas, and theoretical paradigms that have shaped the field. *Cross-listed as HIST 115.*

AMST 320 *American Roots Music and Southern Culture (EA)*

The interplay between regional American folk music and social communities where these forms emerged are examined from several academic perspectives. The course focuses on Southern cultures and music.

AMST 401 Seminar in American Studies (W2) [UR]

Students research a self-selected project, but meet with one another and a faculty member to discuss progress and methodological issues, to present their work and receive feedback, and to foster their identity as members of a particular academic community. The goal is to ensure students understand, appreciate, and can apply American Studies methodologies.

ANTHROPOLOGY

(See Sociology/Anthropology)

ART

Professor Miller (chair)

Associate Professors Lopas, Maakestad, and Payne

Assistant Professor Gill

STUDIO ART MAJOR

12 courses distributed as follows:

Required Courses (9)*

- ARTS 100 *Beginning Drawing*
- 2-course sequence in studio courses
- 3-course sequence in studio courses
- ARTH 170 *Western Art History Survey I: Prehistory through Medieval*
or
ARTH 171 *Western Art History II: Renaissance through 20th Century*
- ARTH 430 *Practicum: Professional Development*
- ARTS 497 *Practicum: Studio Art*

Electives (3)

- 1 art history course beyond the survey level
- 2 electives in studio or art history

*All majors are required to take at least one 2-D and one 3-D course. ARTS 100 *Beginning Drawing* will not count as a 2-D course for this requirement.

Note: The department will accept courses listed as FILM 200 (or above) or ENGF 200 (or above) for art history credit.

Senior Capstone Experience

The Senior Capstone Experience for the studio art major consists of: a written thesis, successful participation in the Juried Senior Art Show, a final critique, a professional portfolio and service to the department gallery program.

STUDIO ART MINOR

6 courses distributed as follows:

- ARTS 100 *Beginning Drawing*
- ARTH 170 *Western Art History Survey I: Prehistory through Medieval*

or

ARTH 171 *Western Art History Survey II: Renaissance through 20th Century*

- 2-course sequence in studio courses
- 2 additional studio courses

ART HISTORY MINOR

6 courses distributed as follows:

- ARTS 100 *Beginning Drawing*
- ARTH 170 *Western Art History Survey I: Prehistory through Medieval*
- ARTH 171 *Western Art History Survey II: Renaissance through 20th Century*
- 1 art history course at the 300- or 400-level.
- 2 additional art history courses.

Studio Courses

Students should note that many studio courses are offered alternate years.

Drawing

ARTS 100 *Beginning Drawing* (EA)

An introductory course in basic drawing that explores a range of drawing methods and media. Students learn to translate visual perception into two dimensions. Critiques develop an understanding of visual imagery. (This course does not count towards either a two or three course sequence required for art majors.)

ARTS 360 *Intermediate Drawing* [AC]

Students examine the issues in translating three-dimensional reality onto a two dimensional surface. The emphasis is on perceptual acuity and composition. *Prerequisite: ARTS 100.*

ARTS 460 *Advanced Drawing*

Students construct space on a two-dimensional surface. Artifice takes precedence over perception. *Prerequisite: ARTS 360.*

Painting

This series of three courses covers perception, imagination, form, color and space. As students advance they are expected to develop their own voice as painters.

ARTS 200 *Beginning Painting* (EA) [AC]

Prerequisite: ARTS 100.

ARTS 300 *Intermediate Painting*

Prerequisite: ARTS 200.

ARTS 400 *Advanced Painting*

Prerequisite: ARTS 300.

Sculpture

This series of courses begins with an introduction to basic conceptual development and modest technical instruction in areas such as clay modeling. Subsequent courses introduce more complex technical processes such as mold-making, welding, casting, and woodworking. Advanced classes emphasize independent thought and personal conceptual development.

ARTS 210 *Beginning Sculpture* (EA) [AC]

ARTS 310 *Intermediate Sculpture*

Prerequisite: ARTS 210.

ARTS 410 *Advanced Sculpture*

Prerequisite: ARTS 310.

Printmaking

ARTS 220 *Printmaking: Woodcut* (EA) [AC]

This course is an introduction to fine art relief printmaking using wood blocks. Students learn methods for creating multiple prints based on original drawings. Techniques include multiple block printing and the color reduction method. Emphasis is on composition, conceptual development, craftsmanship, historical and contemporary printmaking and the aesthetics of printmaking. *Prerequisite: ARTS 100.*

ARTS 320 *Printmaking: Etching* (EA)

This course is an introduction to fine art intaglio printmaking using copper plates. Students learn a variety of techniques including drypoint, line etch, aquatint, soft ground, and *chine colle* while developing creative problem solving skills. Emphasis is on composition, conceptual development, craftsmanship, historical and contemporary printmaking and the aesthetics of printmaking. *Prerequisite: ARTS 100.*

Photography

These courses cover basic 35mm camera operation, black and white film processing, and photo printing.

ARTS 250 *Beginning Photography* (EA) [AC]

This course is designed for students with little or not experience in photography. The student is exposed to the basic skills of black and white, film-based photography, focusing on photographic practice as an art medium. This includes an introduction to the critical history of

photography as it relates to contemporary issues. Assignments provide the student with a fundamental understanding of various formal and social issues, which relate to photography as a visual form.

ARTS 350 Intermediate Photography

This course is designed for students who have completed beginning Photography and have a good mastery of 35mm shooting, developing and printing. The student learns medium format and is exposed to advanced skills of black and white photography, focusing on photographic practice as an art medium. Group and individual critiques facilitate an understanding of photographic analysis and criticism. *Prerequisite: ARTS 250.*

ARTS 450 Advanced Photography

This course is designed for students who have completed Beginning and Intermediate Photography and have a refined mastery of 35mm and medium format shooting, developing and printing. Students learn advanced photographic techniques and some alternative photographic procedures. Having been given assignments for earlier courses, students work toward a unique body of work, with emphasis placed on the development of ideas relevant to the students' interests. *Prerequisite: ARTS 350.*

ARTS 491 Alternative Photography

This course is designed for students who have completed Beginning Photography and understand the silver process. Students learn several alternative photographic techniques, including the use of digital tools, and how to use these processes in their personal work. Emphasis is placed upon the development of solid contextual ideas with image and object making. *Prerequisite: ARTS 250.*

Ceramics

ARTS 280 Ceramics: Handbuilding (EA) [AC]

Introduction to the techniques and concepts of ceramic sculpture and functional ceramics.

ARTS 380 Ceramics: Wheel-Thrown

Functional ceramics and ceramic sculpture produced using the potter's wheel. This course introduces the operation of electric and gas kilns and includes instruction in clay and glaze technology. *Prerequisite: ARTS 280.*

ARTS 480 *Advanced Ceramics*

Advanced techniques in ceramic sculpture, wheel throwing, and mold-making. The class includes independent development in materials preparation and kiln firing. *Prerequisite: ARTS 380.*

Departmental Courses**ARTS 130 *Digital Art* (EA) [AC]**

This course introduces students to the visual, conceptual, and technical fundamentals of using a computer to make art. Adobe Creative Suite software is used as a tool for creative explorations and self-explosion within the tradition of fine arts.

ARTS 290 *Special Topics: Studio Art* [AC]

Prerequisite: Consent of instructor.

ARTS 490 *Special Topics: Studio Art*

Prerequisite: Consent of instructor.

ARTS 497 *Practicum: Studio Art*

Students work on an individual basis to develop their own vision as artists. Group critiques are scheduled regularly. The function of Practicum is to produce works to be exhibited in the Senior Show. Students create a professional quality slide portfolio complete with artist statement and resume. *Prerequisite: Senior standing or consent of instructor.*

ARTS 499 *Independent Study*

This course offers students an opportunity to pursue interests in areas of study not typically offered by the department. Students should submit a written proposal for independent study at least one month before work commences. *Prerequisite: Consent of instructor.*

Art History Courses

ARTH 170 *Western Art History Survey I: Prehistory through Medieval* (HP)

Introduces concepts and visual imagery of Ancient, Classical, and Medieval cultures.

ARTH 171 Western Art History Survey II: Renaissance through 20th Century (HP)

Introduces concepts and visual imagery from the Italian Renaissance through Postmodernism.

ARTH 290: Special Topics: Art History

Prerequisite: Consent of instructor.

The following courses are offered alternate years.

ARTH 331 Renaissance and Baroque Art History

Prerequisite(s): ARTH 170 and/or ARTH 171 are recommended.

ARTH 332 19th Century Art History (W2)

This course centers around the developments in European art during the 19th century. *Prerequisite(s): ARTH 170 and/or ARTH 171 are recommended.*

ARTH 340 American Art History (HP)

This course examines the changes in art, that is, the changes in how cultural values were reflected in the built environment (architecture) and the fine arts, over the course of America history from the founding to today. Students consider the merits of those changes in values and what effect they have for contemporary American art and culture.

Prerequisite(s): ARTH 170 and/or ARTH 171 are recommended.

ARTH 389 Aesthetics and Contemporary Art (LS, VA)

An introduction to aesthetics as a theoretical discipline in its own right, a discipline concerned with the nature of representation and thus with beauty and art. The course focuses in particular on issues of aesthetics and visual representation; the relationship between visual arts, literature, and other art forms; the efficacy of aesthetic theory as a mode of reading and interpretation. The class explores these issues in relation to specific works of visual art, film, and literature. *Cross-listed as PHIL 389.*

ARTH 391 History of Architecture

Students study the history of buildings from Ancient Egypt to European Modernism of the 20th century. *Prerequisite(s): ARTH 170 and/or ARTH 171 are recommended.*

ARTH 392 Great Directors

Cross-listed as FILM 392.

ARTH 430 Practicum: Professional Development

Students in this course examine current theory, criticism, and practice relevant to understanding and creating art in the contemporary world. *Prerequisite: ARTH 170 and/or ARTH 171, one upper-level art history class, senior standing or consent of instructor.*

ARTH 490 Special Topics: Art History

Prerequisite: Consent of instructor.

ARTH 499 Independent Study

This course offers students an opportunity to pursue interests in areas of study not typically offered by the department. Students should submit a written proposal for independent study at least one month before work commences. *Prerequisite: Consent of instructor.*

ASIAN STUDIES

Professors Harris, McDaniel, Schmidt, and Vernon
Associate Professor Gorvine
Assistant Professors Gess and Sprunger (chair),
Senior Fellow Eastham
Visiting Assistant Professor Liu

The Asian Studies program adopts an integrated approach to the in-depth study of one of the world's most significant regions. Students pursuing the minor engage in Asia-focused coursework in both the humanities and the social sciences, and are strongly encouraged to undertake study abroad and engaged learning opportunities in Asia. Students may pursue the minor along two concentrations, one of which allows for the integration of relevant language training. Those interested in developing an interdisciplinary major in Asian Studies are encouraged to discuss curricular possibilities with affiliated faculty members.

MINOR

Language Concentration: Six (6) courses as follows:

- 2 courses in an Asian language
 - CHIN 110 *Beginning Chinese I*
 - CHIN 120 *Beginning Chinese II*
 - CHIN 210 *Intermediate Chinese I*
 - CHIN 220 *Intermediate Chinese II*
 - CHIN 300 *Advanced Chinese*
 - or
 - the equivalent of two semesters of Asian language study approved by the program chair
- 2 courses in the humanities
 - ASIA 320 *Indian Culture Through Fiction*
 - CHIN 351 *Survey of Chinese Literature, Part I (to 1911)*
 - CHIN 352 *Survey of Chinese Literature, Part II (1911-present)*
 - CHIN 395 *Topics in Chinese Literature*
 - ENGL 397 *Vietnam in the Literary Imagination*
 - PHIL 250 *Philosophies of India*
 - PHIL 260 *Philosophies of China and Japan*
 - RELI 111 *Asian Religions: An Introduction*
 - RELI 222 *Chinese Religions*
 - RELI 223 *An Introduction to Hinduism*
 - RELI 225 *An Introduction to Buddhism*
 - RELI 238 *Tibetan Buddhism*
 - RELI 280 *Issues in Religious Studies**
 - RELI 334 *Buddhist Saints*
 - RELI 337 *Contemporary Buddhist Thought*
 - RELI 410 *Topics in Asian Religion*
- 2 courses in the social sciences
 - ANTH 490 *Special Topics**
 - ASIA 100 *Survey of Asian Cultures and Ethnicities*
 - ASIA 300 *Asian Medical Traditions*
 - HIST 160 *East Asia to 1600*
 - HIST 244 *Modern China*
 - HIST 246 *Modern Japan*
 - HIST 285 *20th Century East Asian-American Relations*
 - HIST 292 *The Two Koreas*
 - HIST 293 *Korea: The Forgotten War*
 - HIST 291 *Japan's Pacific War, 1931-1945*
 - HIST 304 *Mao and the Chinese Revolution*
 - HIST 306 *Crime and Punishment in East Asia*

HIST 307 *Gender and Society in East Asia*

HIST 360 *Vietnam and the 60s*

POLI 440 *Advanced Topics in Comparative Politics and International Relations**

*Must be approved by the Asian Studies program chair.

• 2 courses must be taken at the 300-level or above.

Non-language Concentration: 6 courses as follows:

- 3 courses in the humanities listed in the language concentration
- 3 courses in the social sciences listed in the language concentration

• 3 courses must be taken at the 300-level or above.

In both concentrations, religious studies majors and history majors may double-count only one course from their major toward the Asian Studies minor.

In both concentrations, students pursuing additional coursework while studying abroad or at other institutions, if applicable and approved by the program chair, may substitute up to 2 non-language courses to fulfill requirements.

Courses

*Other courses for the Asian Studies minor
are described under their respective departments.*

ASIA 100 Survey of Asian Cultures and Ethnicities

This survey course describes the cultural and ethnic diversity of Asia, with specific emphasis on conflict of subcultures with the ruling culture. In addition, students learn about geography, ecology and resource limitations within the Asian continent context. *No prerequisites.*

ASIA 300 Asian Medical Traditions

This course provides an overview of traditional medicine, specific to the Asian context. The course covers ethnomedicine and ethnopharmacology, epidemiology, Ayurvedic and Traditional Chinese Medicine, Culture Bound Syndromes, mental health, shamanism, and the influence and role of biomedicine in Asia. We discuss the cultural and historical context specific to the medical traditions and changes in health seeking behavior due to globalization and culture change.

ASIA 320 Indian Culture Through Fiction

To understand the unique voice and literary tradition of Indian literature, novels and short stories are selected to provide an in-depth examination of social structure, cultural traditions, gender and sexuality, religion, and environment and ecology of India. Students also read academic journal articles to provide context and critique of the works of fiction. The role of fiction in documenting cultural traditions and instigating cultural change is considered. Includes exploration of colonial and post-colonial literature.

ASIA 350 Topics in Asian Studies

A seminar course whose topics utilize approaches from a range of disciplines, reflecting the interdisciplinary teaching and research interests of faculty.

BIOCHEMISTRY/ MOLECULAR BIOLOGY

Professors Goodwin, Hales, Kopper, and M. Sutherland
Associate Professors Caro, Duina, Harper, and Murray (chair)

Biochemistry/Molecular Biology (BCMB) is an interdisciplinary major aiming at an in-depth understanding of living systems at the molecular level. Students in the BCMB major learn about cell structure, its characteristics from a biological and biochemical perspective, and its intricate and complex functions through which basic life processes are governed. To this end, the curricular structure for this major includes courses from various disciplines in the Natural Sciences, including biology, chemistry, mathematics and physics. In addition to the standard coursework, the BCMB curriculum emphasizes the importance of a research experience through which the students are exposed to the state of the art techniques used by researchers in this field. The major also prepares undergraduate students interested in pursuing interdisciplinary graduate programs, such as genetic engineering, genomics, proteomics and bioinformatics.

BCMB majors may not earn a second major or minor in either chemistry or biology.

MAJOR

13 or 14 courses distributed as follows:

- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- PHYS 210 *General Physics I* or PHYS 230 *General Physics I (Calculus-based)*
- CHEM 110 and 120 *General Chemistry I and II*
or
CHEM 150 *Accelerated General Chemistry*
- CHEM 240 *Organic Chemistry I*
- CHEM 250 *Organic Chemistry II*
- BIOL 150 *Cell Biology*
- BIOL 250 *Genetics*
- CHEM 320 *Physical Chemistry: Thermodynamics and Chemical Kinetics*
- CHEM 330 *Biological Chemistry*
- CHEM 335 *Advanced Biological Chemistry*
- BIOL 355 *Advanced Cell Biology*
- 1 additional upper level elective course from the following list
 - BIOL 310 *Developmental Biology*
 - BIOL 320 *Animal Physiology*
 - BIOL 325 *Cellular and Molecular Neuroscience*
 - BIOL 340 *Microbiology*
 - BIOL 370 *Plant Physiology*
 - BIOL 430 *Immunology*
 - BIOL 460 *Evolution*
 - BIOL 465 *Molecular Evolution and Bioinformatics*
 - BIOL 470 *Advanced Genetics*

Research (BCMB 498 *Independent Research*, or BCMB X99 *Independent Research*):

Subject to prior approval by the BCMB faculty.

Research credit for work done either:

- a) during one summer (at least 8 weeks full-time work) at Hendrix or an off-campus summer research experience such as work under an REU program. All research projects must be pre-approved by the BCMB chair.
- b) two semesters work at Hendrix.

All majors must take BCMB 497 *BCMB Senior Seminar*, which does not carry course credit.

Senior Capstone Experience

The Senior Capstone Experience consists of a comprehensive examination (the Biochemistry, Cell and Molecular Biology Graduate Record Examination), the submission of a research paper based on the student's research, and participation in BCMB 497 *Senior Seminar* which includes an oral presentation of the student's research. The research paper and oral presentation will be assessed by members of the BCMB faculty.

Biochemistry/Molecular Biology Courses

Other courses for the Biochemistry/Molecular Biology major are described under the respective academic departments.

BCMB 497 *BCMB Senior Seminar*

Oral presentations by students of their original research. Non-credit.

Prerequisite: Senior standing.

BCMB 498 *Independent Research* [UR]

Non-credit course. Contact the BCMB chair for more information.

BCMB X99 *Independent Research* [UR]

Credit course. Contact the BCMB chair for more information.

BIOLOGY

Professors J. Hardin, Lombardi, Moran (chair), and M. Sutherland
Associate Professors Dearolf, Duina, Harper, and Murray
Assistant Professors Schurko and Willyard
Visiting Assistant Professor McClung

MAJOR

10 or 11 courses* plus 3 seminars (which together count as one course credit) distributed as follows:

- BIOL 150 *Cell Biology*
- BIOL 190 *Botany*
- BIOL 220 *Zoology*

- BIOL 250 *Genetics*
- BIOL 365 *Ecology and Evolution*
- CHEM 110 and CHEM 120 *General Chemistry I and II*
or
CHEM 150 *Accelerated General Chemistry*
- 4 BIOL electives at the 300 or 400 level, one of which may be CHEM 330 *Biological Chemistry*
- BIOL 221 *Seminar: Biological Communication* and BIOL 222 *Seminar: Biometry* (to be taken in the sophomore year)
- BIOL 497 *Biology Seminar*, which requires completing BIOL 221 and BIOL 222

* *The Biology Department strongly encourages students to design and carry out independent research for course credit. However, this credit will not count toward the four required electives.*

Senior Capstone Experience

The Senior Capstone Experience for the biology major consists of a comprehensive examination and participation in the senior seminar course BIOL 497 *Biology Seminar*. The comprehensive examination is the standardized Major Field Test (MFT), or the Graduate Record Examination (GRE) in biology. During the course each senior presents a formal seminar. The grade for the Senior Capstone Experience is based on both the standardized test score and the BIOL 497 *Biology Seminar* grade.

MINOR

Any five biology courses (with laboratories) numbered 150 or above, at least two taken at the 300 or 400 level, one of which may be CHEM 330 *Biological Chemistry*. The Biology Department highly recommends that all students pursuing a biology minor take at least CHEM 110 *General Chemistry I: Chemical Structure & Properties* and CHEM 120 *General Chemistry II: Chemical Analysis & Reactivity*.

Students planning to certify to teach biology should contact their major advisors and the Education Department for a list of courses required within the major and by the professional societies for licensure.

The following are general guidelines for courses required by many graduate and professional schools. Students should refer to the *Guide for Academic Planning* and work closely with their academic advisors to ensure adequate course preparation for specific post-graduate programs.

Medical School, Dental School, and Veterinary Medicine programs expect:

- Preparation for qualifying examinations (MCAT, DAT, VCAT) is minimally achieved by completing at least BIOL 150 *Cell Biology*, BIOL 320 *Animal Physiology*, and BIOL 250 *Genetics*.
- Two courses in general chemistry and two courses in organic chemistry
- At least one course in mathematics
- Two courses in physics
- Two to three courses in English

Graduate Schools in general expect:

- Biology major
- Two years of chemistry through organic chemistry
- One year of physics
- At least one calculus course
- At least one statistics course
- Competency in a foreign language

Experience with experimental design (such as through independent research), and in some cases, computer programming is highly desirable. Most graduate schools require a reading knowledge in at least one foreign language and/or basic programming skills.

Courses for non-science majors

The following courses are designed for non-science majors and may not be used to fulfill requirements for the biology major or minor. They will fulfill the collegiate Natural Science Inquiry Learning Domain requirement and will fulfill the laboratory requirement, if coded NS-L.

BIOL 100 *Concepts in Biology* (NS)

BIOL 101 *Concepts in Biology* (NS-L)

The structure, function, heredity, evolution, and ecological interactions of living systems with emphasis on those concepts having major

implications for humans and society. *Specific content may vary by course section subtitle but all sections repeat core concepts. Only one section may be counted for course credit.*

BIOL 102 *Natural History* (NS-L)

The variety of organisms and ecosystems, with special emphasis on the geological and biological history of Arkansas. Field laboratories expose students to the major taxonomic groups of organisms.

BIOL 107 *Biology of the Human Body* (NS)

BIOL 103 *Biology of the Human Body* (NS-L)

The structure and function of human organ systems, with emphasis on the maintenance and perpetuation of the living state.

BIOL 104 *Environmental Biology* (CW, NS-L)

An introduction to principles of ecology as they relate to the human concerns of overpopulation, resource management, pollution, and environmental ethics.

BIOL 105 *Plants in Human Affairs* (NS)

A consideration of useful and harmful plants in human cultures. Emphasis is on plant origins, historical significance, economic importance, aesthetic uses, active ingredients, and their botanical relationships.

BIOL 106 *Neotropical Biology* (NS-L)

An introduction to the diversity, structure, function, and history of tropical ecosystems. Course is taught during the summer semester in Costa Rica. Students who take this course cannot also receive credit for BIOL 102 *Natural History*.

BIOL 108 *Tropical Field Botany* (NS-L) [GA]

An introduction to the native, agricultural, and medicinal plants of the Old World tropics. Classroom and field work includes identification of tropical plant families, plantation agriculture, and sustainable harvest of medicinal plants. Students are immersed in a primarily agrarian society, explore issues regarding the rights of people once assigned to lower castes, and religious harmony among Kerala's Hindus, Muslims, and Christians. Course is taught during the summer in Kerala, India.

BIOL 110 *Evolution for Everyone* (NS-L)

A study of the concepts, implications, and evidence of evolution with special emphasis on how the theory of evolution is used in medicine, agriculture, and conservation. Laboratories expose students to experimental methods used in evolutionary studies. Laboratory course.

BIOL 112 *Natural History of the New World* (NS-L)[GA]

The variety of organisms and ecosystems of a particular region and how they originated and have changed throughout time. Special emphasis on the geological and biological history of the selected region, as well as the human history and contemporary environmental issues of that region. Field laboratories expose students to the regional geology, ecosystems, and the major taxonomic groups of organisms. Course is taught away from the college campus. Students cannot also receive credit for BIOL 102 *Natural History* or BIOL 106 *Neotropical Biology*.

Biology core

The following courses are required for all biology majors and with the exception of BIOL 221 and BIOL 222, taken during the sophomore year, and BIOL 497, taken in the senior year, it is highly recommended that they be completed by the end of the junior year.

BIOL 150 *Cell Biology* (NS-L)

The structure and function of cells with emphasis on evolutionary principles, basic biochemistry, and scientific epistemology. Laboratory course. This is a prerequisite for all other biology courses.

BIOL 190 *Botany*

Survey of algae, nonvascular, and vascular plants, with emphasis on the origin, structure, development and physiology of flowering vascular plants. Laboratory course. *Prerequisite: BIOL 150.*

BIOL 220 *Zoology*

A survey of the major phyla, classes, and orders of animals, with emphasis on basic body plans and organization, development, phylogenetic relationships, and the structure and function of representative organ systems. Laboratory course. *Prerequisite: BIOL 150.*

BIOL 221 *Seminar: Biological Communication*

Introduction to reading and writing skills in biological literature. This is a non-credit seminar required for BIOL 497. *Prerequisite: BIOL 150.*

BIOL 222 *Seminar: Biometry*

Introduction to basic statistical and experimental design techniques utilized in the biological sciences. This is a non-credit seminar required for BIOL 497. *Prerequisites: BIOL 150 and BIOL 221.*

BIOL 250 *Genetics*

Fundamental principles of heredity, including both Mendelian and molecular genetics. Emphasis is on those principles with the greatest implications to understanding biological systems in general, and humans in particular. Laboratory course. *Prerequisite: BIOL 190 or 220, or consent of instructor.*

BIOL 365 *Ecology and Evolution*

Study of biotic and abiotic interactions among organisms and the evolutionary processes that have shaped life. Major topics include population and community interactions, biomes, forces of genetic change, adaptation, conservation biology, and the geological and biological history of the Earth. Laboratory course. *Prerequisite: BIOL 190 and 250.*

BIOL 497 *Biology Seminar*

Reviews of current literature and oral presentations by students based on library or original research. *Prerequisite: Senior standing and completion of BIOL 221 and BIOL 222.*

Biology electives

BIOL 205 *Anatomy and Physiology I*

Prerequisite: BIOL 150 and CHEM 100 and/or equivalent or consent of instructor. Cross-listed as KINE 205.

BIOL 215 *Anatomy and Physiology II*

Prerequisite: BIOL 150, CHEM 100, and KINE 205 or equivalent or consent of instructor. Cross-listed as KINE 215.

BIOL 235 *Microbes and Human Health*

An introduction to the study of bacteria and viruses with a focus on microbes affecting human health. Laboratory course. *Prerequisites: BIOL 150 and CHEM 110. Corequisite: BIOL 340-L Microbiology Lab*

BIOL 300 *Comparative Animal Behavior (W2)*

Study of the genetic, developmental, physiological, ecological, and evolutionary bases of adaptive behavior of animals, including humans. Laboratory course. *Prerequisite: BIOL 160 or PSYC 295. Cross-listed as PSYC 300.*

BIOL 310 *Developmental Biology (W2)*

A survey of the development of a variety of animals with emphasis on the molecular processes involved. The embryology of vertebrates is stressed. Laboratory course. *Prerequisite: BIOL 250.*

BIOL 320 *Animal Physiology (W2)*

Study of the mechanisms of homeostatic regulation in animals with an emphasis on mammalian and other vertebrate organ systems. Laboratory course. *Prerequisite: BIOL 150, CHEM 110, and at least sophomore standing.*

BIOL 325 *Cellular and Molecular Neuroscience*

A cellular and molecular biology approach to the study of the nervous system with an emphasis on mammalian systems. Topics include neural signaling, sensation, movement, development and plasticity, and complex brain functions. Laboratory course. *Prerequisite: BIOL 150.*

BIOL 330 *Plant Systematics*

Classification of vascular plants and current methods of phylogenetic inference. Field collections emphasize the flora of Arkansas; laboratory analyses focus on morphological features of plant families; and lectures address major themes in the evolution of vascular plants. *Prerequisite: BIOL 190.*

BIOL 335 *Marine Biology (W2)*

Studies of marine organisms and their environment, with a focus on barrier islands, estuaries, mangroves, seagrass beds, or coral reefs, depending on the destination of the research trip. To observe marine organisms and their environment, students travel to a destination that is determined each year the course is taught. Possible destinations include: the Gulf Coast Research Lab (GCRL) in Ocean Springs, MS, the Florida Keys National Marine Sanctuary, and Calabash Caye Field Station in Belize. This trip entails an additional cost to the student. Laboratory course. *Prerequisite: BIOL 220.*

BIOL 340 *Microbiology*

Biology of bacteria and viruses. Laboratory includes culturing, identification, isolation from environment, and experimentation. Laboratory course. *Prerequisite: BIOL 250.*

BIOL 355 *Advanced Cell Biology*

An examination of current models of intracellular processes such as membrane and cytoskeleton structure, compartmentalization, transport,

signaling, and the control of cell division. Emphasis on current research and theory. Laboratory course. *Prerequisite: BIOL 250.*

BIOL 360 *Biology of Algae and Fungi (W2)*

Comparative ecology, physiology, and morphology of algae and fungi. Laboratory course. *Prerequisite: BIOL 190.*

BIOL 370 *Plant Physiology (W2)*

Study of the essential plant processes with emphasis on mineral nutrition, water relations, photosynthesis, hormones, and the influence of external factors. Laboratory course. *Prerequisite: BIOL 190.*

BIOL 430 *Immunology (W2)*

Principles of immunology with an emphasis on the role of experimentation in the development of current immunological concepts. The laboratory includes experiments to demonstrate principles and the use of immunological techniques for scientific investigation. Laboratory course. *Prerequisites: junior or senior standing and completion of BIOL 250 and one course in chemistry.*

BIOL 440 *Comparative Vertebrate Anatomy*

Phylogenetic relationships and anatomical systems of vertebrates with emphasis on cartilaginous fishes and mammals. Laboratory course. *Prerequisite: BIOL 220.*

BIOL 460 *Evolution (W2)*

The mechanisms of evolution, principles of population genetics, selection and adaptation, and the history of life on Earth. Biological diversity and evolutionary issues for conservation and medicine are also covered. Laboratory course. *Prerequisite: BIOL 250.*

BIOL 465 *Molecular Evolution and Bioinformatics [UR]*

Evolutionary processes acting at the molecular level, and the utilization of molecular patterns to reconstruct the evolutionary history of genes, genomes, populations and species. The laboratory focuses on using sequence data to complete an intensive semester-long research project in phylogenetics, protein structure and function modeling or other bioinformatics topics. Laboratory course. *Prerequisite: BIOL 250.*

BIOL 470 *Advanced Genetics*

Current research and paradigms in molecular genetics with emphasis on adaptive and developmental gene regulation, molecular evolution, manipulation for gene engineering, genomics, proteomics, and their implications. Laboratory course. *Prerequisite: BIOL 250.*

BIOL 480 *Field Ecology* (W2)[GA]

Studies of ecological patterns and processes in Arkansas ecosystems followed by comparative studies in non-Arkansas field sites. Comparative field study sites alternate each year between Costa Rica and a US ecosystem such as the American Southwest or the Everglades. These comparative field studies entail an additional cost to the student. Laboratory course. *Prerequisite: BIOL 365.*

BIOL 490 *Advanced Topics*

Texts, review papers, and or original literature are used to provide extended or integrated coverage of selected areas of biology. *Prerequisite: junior or senior standing; check course announcements for specific prerequisites.*

BIOL X99 *Independent Research* [UR]

Original research using scientific methodology of hypothesis testing, data collection, and analysis. Requirements include a formal research proposal, a final written report in conventional scientific format, and an oral presentation. Students must select a biology faculty member to oversee and evaluate the study. Specific requirements and options (such as off-campus projects or summer research) can be obtained from the Biology Department. This credit does not count toward the four electives required for a major. *Prerequisite: junior or senior standing and consent of department.*

CHEMICAL PHYSICS

Professors Gron, Hales, Kopper and Wright
Associate Professors Spayde and Tinsley
Assistant Professor Hatch

The Chemical Physics Major is designed to provide students with a strong background in theoretical physical science and mathematics. It involves interpretation of spectra and provides an understanding of modern models of structure, both necessary for understanding matter at the atomic and molecular level. Majors also study a variety of

experimental techniques and become proficient in the communication of scientific information.

The Chemical Physics Major is particularly effective in preparing students for graduate study and careers in engineering, research, and teaching.

Students receiving the Chemical Physics Major cannot receive a minor or a second major in physics or chemistry.

MAJOR

13 or 14 courses distributed as follows:

Mathematics (3 courses)

- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- MATH 260 *Differential Equations*

Physics (4 courses)

- PHYS 230 *General Physics I (Calculus-based)*
- PHYS 240 *General Physics II (Calculus-based)*
- PHYS 305 *Vibrations and Waves*
- PHYS 330 *Quantum Mechanics*

Chemistry (3 or 4 courses)

- CHEM 110 and CHEM 120 *General Chemistry I and II*
or
CHEM 150 *Advanced General Chemistry II*
- CHEM 240 *Organic Chemistry I*
- CHEM 310 *Physical Chemistry: Quantum Mechanics and Spectroscopy*

Electives (3 courses)

- CHEM 320 *Physical Chemistry: Thermodynamics and Chemical Kinetics*

or

PHYS 370 *Thermal Physics*

• 2 courses from:

- CHEM 340 *Advanced Inorganic Chemistry*
- CHEM 350 *Advanced Analytical Chemistry*
- PHYS 320 *Electrodynamics*
- PHYS 340 *Electronics*

Senior Capstone Experience

The Senior Capstone Experience in chemical physics consists of completing the Senior Capstone Experience for either the chemistry or physics major.

CHEMISTRY

Professors Goodwin, Gron (chair), Hales, and Kopper
Associate Professor Caro
Assistant Professors Hatch and C. Marvin
Visiting Assistant Professor K. Marvin

MAJOR

12 or 13 courses distributed as follows:

- CHEM 110 and 120 *General Chemistry I and II*
or
CHEM 150 *Advanced General Chemistry*
- CHEM 240 *Organic Chemistry I*
- CHEM 250 *Organic Chemistry II*
- CHEM 280 *Environmental Analysis*
or
BIOL 150 *Cell Biology*
- CHEM 310 *Physical Chemistry: Quantum Mechanics and Spectroscopy*
- CHEM 320 *Physical Chemistry: Thermodynamics and Chemical Kinetics*
- CHEM 340 *Advanced Inorganic Chemistry*
- One course from
CHEM 330 *Biological Chemistry*
CHEM 350 *Advanced Analytical Chemistry*
CHEM 410 *Advanced Physical Chemistry*
- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- PHYS 230 and 240 *General Physics I and II (Calculus-based)*
(recommended)
or
PHYS 210 and 220 *General Physics I and II*

All majors must also take two semesters of CHEM ATC *ATEC Laboratory*, and two semesters of CHEM 497 *Chemistry Seminar*. These do not carry course credit.

Senior Capstone Experience

The Senior Capstone Experience for the chemistry major consists of two parts. The first part is a comprehensive standardized chemistry examination. The second part is a literature-based research paper written under the direct supervision of a faculty member and presented as a seminar. The grade for the Senior Capstone Experience is the average of grades based on the two parts of the experience.

American Chemical Society Certified Degree in Chemistry:

Requirements for the chemistry major plus

- CHEM 280 *Environmental Analysis*
- CHEM 330 *Biological Chemistry*
- CHEM 450 *Directed Research*
- 1 additional course from
CHEM 335 *Advanced Biological Chemistry*
CHEM 350 *Advanced Analytical Chemistry*
CHEM 410 *Advanced Physical Chemistry*

MINOR

5 or 6 courses distributed as follows:

- CHEM 110 and CHEM 120 *General Chemistry I and II*
or
CHEM 150 *Advanced General Chemistry*
- CHEM 240 *Organic Chemistry I*
- 3 additional courses in chemistry numbered above 240.

Courses

CHEM 100 *Concepts of Chemistry* (NS)

The theories, models, structures, and reactions of modern chemistry are introduced to the nonscience major. Historical antecedents in the

development of current concepts of matter are explored. Mathematical problem-solving in a chemistry context is included.

CHEM 101 *Chemistry of the Environment* (NS-L)

Environmental issues are used as a basis to introduce the theories, models, structures, and reactions of modern chemistry to the non-science major. The states of matter are studied in the contexts of air pollution, ozone depletion, global warming, acid rain, and energy sources and consumption. Mathematical problem solving in a chemical context is included.

CHEM 110 *General Chemistry I: Chemical Structure & Properties* (NS-L)

Theories of matter with emphasis on environmental applications. Laboratory includes separations and spectroscopy.

CHEM 120 *General Chemistry II: Chemical Analysis & Reactivity*

Reactions and equilibria of environmental significance. Laboratory involves analysis of environmental samples. *Prerequisite: CHEM 110.*

CHEM 150 *Accelerated General Chemistry* (NS-L)

Molecular structure and properties, chemical reactions, equilibria, kinetics, and thermodynamics. Appropriate for students with a strong background in chemistry. Students receiving credit for this course may not also receive credit in CHEM 110 and CHEM 120. *Prerequisite: Qualification by a standardized chemistry exam (AP 4 or hither in mathematics, or equivalent, or consent of instructor.*

CHEM 240 *Organic Chemistry I*

The compounds of carbon with an emphasis on structure, nomenclature, and stereochemistry. Laboratory course. *Prerequisite: CHEM 120.*

CHEM 250 *Organic Chemistry II*

The compounds of carbon with an emphasis on reaction mechanisms and spectroscopy. Laboratory course. *Prerequisite: CHEM 240.*

CHEM 280 *Environmental Analysis* (NS-L, CW)

Study of environmental chemistry is united with the practical analytical methods necessary to understand and analyze environmental systems. Chemical cycles of the atmosphere, soil, and water are studied in class while effective sampling, preparation, and modern analysis methods are learned in the laboratory. *Prerequisite: CHEM 120 or CHEM 150. Cross-listed as EVST 280.*

CHEM 310 Physical Chemistry: Quantum Mechanics and Spectroscopy (W2)

Application of physical principles and mathematical descriptions to chemical systems: quantum theory, atomic structure, molecular structure and bonding, interactions of matter with electromagnetic radiation. *Prerequisites: MATH 140, PHYS 220 or 240, and CHEM 250 or consent of instructor. Corequisite: CHEM ATC.*

CHEM 320 Physical Chemistry: Thermodynamics and Chemical Kinetics

Application of physical principles and mathematical descriptions to chemical systems: chemical and statistical thermodynamics, chemical kinetics and dynamics. *Prerequisites: MATH 140, PHYS 210 or 230, and CHEM 250 or consent of instructor. Corequisite: Students taking CHEM 320 after CHEM 310 must take CHEM ATC lab. Students taking CHEM 320 but not CHEM 310 must take CHEM 320L.*

CHEM 330 Biological Chemistry

Fundamental biochemistry with emphasis on cellular constituents and molecular structure and function. Laboratory course. *Prerequisite: CHEM 250.*

CHEM 335 Advanced Biological Chemistry

Advanced Biological Chemistry will demonstrate how biomolecules interact with one another through various metabolic pathways. The course covers metabolism of carbohydrates, fatty acids, amino acids and nucleotides, metabolic integration of major biochemical pathways, and hormones and signal transduction. *Prerequisite: CHEM 330.*

CHEM 340 Advanced Inorganic Chemistry

The elements and the periodic table with emphasis on modern structural theory. *Prerequisite: CHEM 310.*

CHEM 350 Advanced Analytical Chemistry

Theory and practice of modern instrumental techniques, including chromatographic, spectroscopic and electroanalytical methods, sample handling, and organic structural analysis. *Prerequisite: CHEM 240 and PHYS 220 or 240, or consent of instructor.*

CHEM 410 Advanced Physical Chemistry (NS-L, QS, W2)

Laboratory course. *Cross-listed as PHYS 315 Modern Physics. Prerequisite: CHEM 320.*

CHEM 430 *Integrated Biochemical Topics*

Current topics in biochemistry, biochemical reactions and mechanisms, and macromolecular structure and function will be discussed.
Prerequisite: CHEM 330.

CHEM 450 *Directed Research* [UR]

Independent laboratory research conducted in conjunction with a specific faculty member. Research topics are selected on an individual basis. The results of the research are typically presented at a national scientific meeting in the spring and a final research report is written.

CHEM 497 *Seminar*

No credit. Seminars by invited speakers, students, and faculty.
Prerequisite: senior standing.

CHEM ATC *Advanced Techniques in Experimental Chemistry* (ATEC Lab)

No Credit. Unified laboratory experience combining physical, inorganic, and analytical chemistry techniques, including data analysis and computational modeling. *Corequisite: CHEM 310 or 320.*

CLASSICS

Associate Professors Campolo and Resinski (co-chairs)
Assistant Professor Rauh
Visiting Assistant Professor Behymer

The program in Classics encourages students to develop a multi-faceted view of Greek and Roman antiquity through an interdisciplinary study of language, literature, history, and philosophy. Courses offered under the CLAS designation require no knowledge of Latin and Greek. Courses in Latin and Greek are listed and described in the Foreign Languages section of the catalog.

MAJOR

- 13 courses distributed as follows:
- LATI 110 *Fundamentals of Latin I*
and

- LATI 120 *Fundamentals of Latin II*
- GREE 110 *Fundamentals of Ancient Greek I*
and
- GREE 120 *Fundamentals of Ancient Greek II*
- LATI 210 *Readings in Latin*
or
- GREE 210 *Readings in Greek*
- 2 courses in Latin and/or Greek at the 300 level (may be both in Latin, both in Greek, or a combination)
- LATI 410 *Advanced Readings and Research in Latin Literature*
or
- GREE 410 *Advanced Readings and Research in Greek Literature*
- CLAS 200 *Classical Mythology*
- CLAS/HIST 301 *Greek Civilization*
- CLAS/HIST 302 *Roman Civilization*
- 2 other courses chosen from offerings in Latin, Greek, and/or Classics (including courses cross-listed with Classics)

Students interested in graduate coursework in Classics should plan to take as many 300-level language courses as possible.

Senior Capstone Experience

The Senior Capstone Experience for the Classics major is composed of two parts: the completion of LATI 410 *Advanced Readings and Research in Latin Literature* or GREE 410 *Advanced Readings and Research in Greek Literature* and the passing of a written exam (with a grade of “C” or higher) based on key concepts in the field.

CLASSICS MINOR

6 courses distributed as follows:

- LATI 110 *Fundamentals of Latin I*
and
- LATI 120 *Fundamentals of Latin II*
or
- GREE 110 *Fundamentals of Ancient Greek I*
and
- GREE 120 *Fundamentals of Ancient Greek II*

- 1 course in Latin or Greek at the 200 level or above.
- 3 remaining courses chosen from offerings in Latin, Greek, and/or Classics (including courses cross-listed with Classics).

Courses

CLAS 200 *Classical Mythology* (LS, VA)

A study of Greek and/or Roman mythology, particularly the structure and dynamics of the mythological cosmos and the roles assigned to mortals and immortals within it. *No prerequisite.*

CLAS 250 *Etymology and Philology*

A study of word origins and particularly of the Latin and Greek elements of English words. This course aims to cultivate a curiosity about words and the development of the English language. (Either CLAS 250 or CLAS 255 may count toward the Classics major or Classics minor, but not both.) *No prerequisite.*

CLAS 255 *Medical Etymology*

A study of the Latin and Greek elements used in current medical terminology. This course aims to put medical vocabulary in a linguistic context. The course is taught primarily during Maymester. (Either CLAS 250 or CLAS 255 may count toward the Classics major or Classics minor, but not both.) *No prerequisite.*

CLAS 285 *Ancient Philosophy* (VA)

Cross-listed as PHIL 285.

CLAS 290 *Topics in Classical Literature* (LS)

Focused study of aspects of Greek and Roman literature, sometimes including a consideration of the reception of Classical literature in later time periods. Topics vary by semester. *No prerequisite.*

CLAS 294 *Topics in Classical History* (HP)

Focused study of aspects of Greek and Roman history. Topics vary by semester. *No prerequisite. Cross-listed as HIST 294.*

CLAS 301 *Greek Civilization* (HP)

An integrated survey of the history, society, art, and literature of ancient Greece, from the Bronze Age to Alexander the Great. *No prerequisite. Cross-listed as HIST 301.*

CLAS 302 *Roman Civilization* (HP)

An integrated survey of the history, society, art, and literature of ancient Rome, from the early Republic to the height of the Roman Empire. *No prerequisite. Cross-listed as HIST 302.*

CLAS 490 *Special Topics in Classical Literature* (LS, W2)

A seminar-based course involving the focused study of particular aspects of Greek and Roman literature, sometimes including a consideration of the reception of Classical literature in later time periods. Topics vary by semester. *No prerequisite.*

CLAS 495 *Special Topics in Classical History* (HP, W2)

A seminar-based course involving the focused study of particular aspects of Greek and Roman history. Topics vary by semester. *No prerequisite.*

COMPUTER SCIENCE

(See Mathematics and Computer Science)

ECONOMICS AND BUSINESS

Professors Berry, Kerr, Rupert, Scott, and Stanley
Associate Professor Oxner (chair)
Assistant Professor Leonard

The Department of Economics and Business offers three majors: a major in Economics and Business, a major in Economics, and a major in Accounting; four minors: a minor in Business, a minor in Economics, a minor in Accounting and a minor in International Business; in addition to a Master of Arts in Accounting.

Students are not allowed to earn a double-major solely in the Department. Likewise, students who major in Economics and Business, Economics, or Accounting may not minor in Business, Economics, or Accounting, but may minor in International Business. If a student majoring in the Department also chooses to minor in International

Business, that student may not double count courses in the last two categories of the International Business minor for satisfaction of the major requirements.

MAJORS

Economics and Business

12 courses distributed as follows:

- BUSI 200 *Principles of Accounting I*
- BUSI 210 *Principles of Accounting II*
- ECON 200 *Principles of Microeconomics*
- ECON 210 *Principles of Macroeconomics*
- BUSI 250 *Principles of Statistics*
- BUSI 350 *Business Law*
- MATH 120 *Functions and Models* or its equivalent
- 2 upper-level accounting courses from the following:
 - BUSI 300 *Intermediate Accounting I*
 - BUSI 310 *Intermediate Accounting II*
 - BUSI 320 *Federal Tax Accounting*
 - BUSI 330 *Cost Accounting*
 - BUSI 370 *Auditing*
 - BUSI 390 *Accounting Information Systems and Database Management*
 - BUSI 410 *Advanced Cost Accounting*
- 3 upper-level economics courses from the following:
 - ECON 300 *Intermediate Microeconomics*
 - ECON 310 *Intermediate Macroeconomics*
 - ECON 320 *Money, Banking, and Credit*
 - ECON 340 *Environmental Economics*
 - ECON 350 *History of Economic Thought*
 - ECON 360 *International Economics*
 - ECON 370 *Industrial Organization*
 - ECON 380 *Public Finance*
 - ECON 385 *Labor Economics*
 - ECON 400 *Econometrics and Forecasting*
 - ECON 410 *Corporate Finance*
 - ECON 430 *Management Science*
 - ECON 497 *Economic Research*

Economics

13 courses distributed as follows:

- BUSI 200 *Principles of Accounting I*
- BUSI 210 *Principles of Accounting II*
- ECON 200 *Principles of Microeconomics*
- ECON 210 *Principles of Macroeconomics*
- BUSI 250 *Principles of Statistics*
- MATH 120 *Functions and Models* or its equivalent
- 2 upper-level business courses from the following:
 - BUSI 300 *Intermediate Accounting I*
 - BUSI 310 *Intermediate Accounting II*
 - BUSI 320 *Federal Tax Accounting*
 - BUSI 330 *Cost Accounting*
 - BUSI 370 *Auditing*
 - BUSI 390 *Accounting Information Systems and Database Management*
 - BUSI 410 *Advanced Cost Accounting*
- 5 upper-level economics courses from the following:
 - ECON 300 *Intermediate Microeconomics*
 - ECON 310 *Intermediate Macroeconomics*
 - ECON 320 *Money, Banking, and Credit*
 - ECON 340 *Environmental Economics*
 - ECON 350 *History of Economic Thought*
 - ECON 360 *International Economics*
 - ECON 370 *Industrial Organization*
 - ECON 380 *Public Finance*
 - ECON 385 *Labor Economics*
 - ECON 400 *Econometrics and Forecasting*
 - ECON 410 *Corporate Finance*
 - ECON 430 *Management Science*
 - ECON 497 *Economic Research*

Accounting

13 courses distributed as follows:

- BUSI 200 *Principles of Accounting I*
- BUSI 210 *Principles of Accounting II*
- ECON 200 *Principles of Microeconomics*
- ECON 210 *Principles of Macroeconomics*
- BUSI 250 *Principles of Statistics*
- MATH 120 *Functions and Models* or its equivalent
- ECON 410 *Corporate Finance*

- 4 upper-level accounting courses from the following:
 - BUSI 300 *Intermediate Accounting I*
 - BUSI 310 *Intermediate Accounting II*
 - BUSI 320 *Federal Tax Accounting*
 - BUSI 330 *Cost Accounting*
 - BUSI 370 *Auditing*
 - BUSI 390 *Accounting Information Systems and Database Management*
 - BUSI 410 *Advanced Cost Accounting*
- 2 upper-level economics courses from the following:
 - ECON 300 *Intermediate Microeconomics*
 - ECON 310 *Intermediate Macroeconomics*
 - ECON 320 *Money, Banking, and Credit*
 - ECON 340 *Environmental Economics*
 - ECON 350 *History of Economic Thought*
 - ECON 360 *International Economics*
 - ECON 370 *Industrial Organization*
 - ECON 380 *Public Finance*
 - ECON 385 *Labor Economics*
 - ECON 400 *Econometrics and Forecasting*
 - ECON 430 *Management Science*
 - ECON 497 *Economic Research*

Senior Capstone Experience

The Senior Capstone Experience for the accounting major, the economics major, and the economics and business major may be accomplished in one of four ways:

- Completion of the course ECON 497 *Economic Research* with a grade of “C” or above;
- Completion of the course BUSI 497 *Corporate Strategy* with a grade of “C” or above; or
- Passing a comprehensive written examination with three parts: (1) BUSI 200, 210 *Principles of Accounting I and II*; (2) ECON 200 *Principles of Microeconomics* and ECON 210 *Principles of Macroeconomics*; and (3) a concentration based on two upper-level courses, both of which are either accounting or economics courses.
- Successful completion of an economic research project in conjunction with the Baker Prize in Economics.

The grade for the Senior Capstone Experience is based on either the Economic Research course, the Corporate Strategy course, the written comprehensive examination, or determined by the faculty member sponsoring the Baker Prize research project.

The Baker Prize in Economics is awarded in the spring to a rising senior majoring in the Economics and Business Department. Students compete for this award by submitting a proposal for an economic research project over the following summer under the supervision of a Hendrix College Economics Professor. The Baker Prize winner receives a stipend, and the completed research project can be used to satisfy the senior capstone requirement as well as an Odyssey undergraduate research (UR) credit.

MINORS

Business

6 courses from the following:

- BUSI 200 *Principles of Accounting I*
- BUSI 210 *Principles of Accounting II*
- BUSI 350 *Business Law*
- ECON 200 *Principles of Microeconomics*
- MATH 120 *Functions and Models* (or higher Math course)
- 1 course from the following:
 - BUSI 290 *International Marketing*
 - BUSI 300 *Intermediate Accounting I*
 - BUSI 310 *Intermediate Accounting II*
 - BUSI 320 *Federal Taxation*
 - BUSI 330 *Cost Accounting*
 - BUSI 390 *Accounting Information Systems and Database Management*
 - ECON 320 *Money, Banking, and Credit*
 - ECON 340 *Environmental Economics*
 - ECON 370 *Industrial Organization*
 - ECON 385 *Labor Economics*
 - ECON 410 *Corporate Finance*
 - ECON 430 *Management Science*

Economics

6 economics courses from the following:

- ECON 100 *Survey of Economics*
- ECON 200 *Principles of Microeconomics*
- ECON 210 *Principles of Macroeconomics*
- ECON 300 *Intermediate Microeconomics*
- ECON 310 *Intermediate Macroeconomics*
- ECON 320 *Money, Banking, and Credit*
- ECON 340 *Environmental Economics*
- ECON 350 *History of Economic Thought*
- ECON 360 *International Economics*
- ECON 370 *Industrial Organization*
- ECON 380 *Public Finance*
- ECON 385 *Labor Economics*
- ECON 390 *Investments*
- ECON 400 *Econometrics and Forecasting*
- ECON 410 *Corporate Finance*
- ECON 430 *Management Science*
- ECON 497 *Economic Research*

Accounting

6 courses distributed as follows:

- 5 accounting courses from the following:
 - BUSI 100 *Contemporary Issues in Business and Entrepreneurship*
 - BUSI 200 *Principles of Accounting I*
 - BUSI 210 *Principles of Accounting II*
 - BUSI 300 *Intermediate Accounting I*
 - BUSI 310 *Intermediate Accounting II*
 - BUSI 320 *Federal Tax Accounting*
 - BUSI 330 *Cost Accounting*
 - BUSI 370 *Auditing*
 - BUSI 390 *Accounting Information Systems and Database Management*
 - BUSI 410 *Advanced Cost Accounting*
- ECON 200 *Principles of Microeconomics*

International Business

6 courses distributed as follows:

- ECON 200 *Principles of Microeconomics*
- ECON 210 *Principles of Macroeconomics*

- BUSI 200 *Principles of Accounting I*
- 2 of the following:
 - BUSI 280 *Global Business*
 - BUSI 290 *International Marketing*
 - ECON 335 *International Finance*
 - ECON 360 *International Economics*
- 1 upper-level study abroad economics or business course (excluding those taken in the third bulleted section under International Business above) or one study abroad internship. (An internship may be conducted in an international department of a domestic company.)

Note: Students majoring in the Economics and Business Department may not double count courses in the last two bulleted sections under International Business above for satisfaction of major requirements.

MASTER OF ARTS IN ACCOUNTING

8 courses distributed as follows:

- ECON 530 *Management Science*
- ECON 550 *Managerial Economics*
- 6 courses from the following list including at least 4 business courses:
 - BUSI 500 *Taxation for Business Entities*
 - BUSI 510 *Advanced Cost Accounting*
 - BUSI 520 *Seminar in Advanced Accounting*
 - BUSI 530 *Governmental and Non-Profit Accounting*
 - BUSI 540 *Advanced Auditing*
 - BUSI 550 *Business Law*
 - BUSI 590 *Accounting Information Systems and Database Management*
 - BUSI 598 *Independent Study*
 - or
 - BUSI 599 *Internship in Accounting*
 - ECON 500 *Econometrics and Forecasting*
 - ECON 570 *Industrial Organization*
 - ECON 590 *Economic Research*
 - ECON 599 *Independent Study in Economics*

No more than 2 of the 8 graduate course requirements may be satisfied by BUSI 598, BUSI 599, and ECON 599.

Prerequisites for admittance into the Masters program include majoring in Accounting, Economics, or Economics and Business and consent of the faculty. Because CPA Exam requirements vary by state, students should be informed of the prerequisites required by the state in which they plan to take the CPA Exam. The State of Arkansas requires 30 semester hours beyond the Hendrix B.A. in order to sit for the Exam. This fifth-year Master of Arts in Accounting program may be used to fulfill this requirement. Interested students should contact the department chair by the end of their sophomore year for details or for information regarding programs offered to qualify to sit for professional certification examinations.

Economics

ECON 100 Survey of Economic Issues (CW, SB)

An introduction to economic theory and practice with emphasis on applications to the contemporary social world.

ECON 200 Principles of Microeconomics (SB)

Introduction to concepts and methods of microeconomics. Emphasis is placed on resource allocation, effects of market structures, and the manner in which these market structures affect the economics decisions of a business entity. *Prerequisite or corequisite: MATH 120 or above.*

ECON 210 Principles of Macroeconomics (SB)

Introduction to concepts and methods of macroeconomics. Topics such as inflation, unemployment, and economic growth are examined. The role of monetary and fiscal policy in achieving macroeconomic objectives is emphasized. *Prerequisite or corequisite: MATH 120 or above.*

ECON 300 Intermediate Microeconomics (SB)

Intermediate-level course dealing with the microeconomic theory of consumer and producer behavior. Particular attention is given to the theory of production and cost and to the effects of various market structures on resource allocation. *Prerequisites: ECON 200 and 210 or consent.*

ECON 310 *Intermediate Macroeconomics*

A study of the functioning of the aggregate economy and the influences of monetary and fiscal policy on it. Special emphasis is placed on the economics of inflation. *Prerequisites: ECON 200 and 210 or consent.*

ECON 320 *Money, Banking, and Credit*

A study of the U.S. commercial banking system and its role in the economy. Investigates the role of the Federal Reserve and the impact of monetary policy on the aggregate economy. *Prerequisites: ECON 200 and 210 or consent.*

ECON 335 *International Finance*

This course covers topics such as international financial markets, foreign exchange risk management, export/import finance, global financing strategies, international trade flow payments, and financial dimensions of political risk management. *Prerequisites: One course from ECON 100, ECON 200, or ECON 210, and one course from BUSI 100 or BUSI 200.*

ECON 340 *Environmental Economics* (CW, SB)

Introduces students to the ways in which the tools of economic analysis can enable them to better evaluate environmental issues and policies. Topics covered include alternative governmental responses to externalities, the Coase Theorem, criteria for evaluating economic efficiency, measurement and discounting of environmental costs and benefits, exhaustible resources, energy resources, and sustainability.

ECON 350 *History of Economic Thought* (HP, SB, W2)

An investigation of the evolution of economic ideas from the mercantilist period of the seventeenth century to the twentieth century. The economics of Adam Smith, Karl Marx, and David Ricardo, among others, are discussed. Emphasis is placed on how historical ideas inform current economic views. *Prerequisites: ECON 100 or 200 or 210 or consent.*

ECON 360 *International Economics* (CW)

Survey of the pure theory of trade and international monetary systems. International and domestic effects of each international monetary system are examined. *Prerequisites: ECON 200 and 210 or consent. Recommended: ECON 300.*

ECON 370 *Industrial Organization*

The application of microeconomics to the problems of monopoly, oligopoly, restraints of trade, and other market imperfections. The course also focuses on the economic rationale for antitrust policy and regulation of

public utilities. *Prerequisites: ECON 200 and 210 or consent. This course may be taken for credit at the undergraduate or graduate level but not both.*

ECON 380 *Public Finance*

This course discusses the function of government in the economy. The course covers the government's role in education, health care, and income redistribution and examines taxation, public goods, externalities, and methods for measuring public welfare. *Prerequisite: ECON 200 or consent.*

ECON 385 *Labor Economics*

This course applies microeconomic analysis to the labor market. It considers factors that influence the economy's demand for labor and the supply of labor, discusses labor market problems such as unemployment and poverty, and employs statistical methods to analyze labor market data. *Prerequisite: ECON 200 or consent.*

ECON 390 *Investments (SB)*

This course offers the non-major an introduction to the range of investment opportunities available in current financial markets.

ECON 400 *Econometrics and Forecasting*

A study of multiple regression analysis and its use in the estimation, testing, and forecasting of economic phenomena and business relationships. Emphasis is placed on the application of statistical methods to actual economic and business data. *Prerequisite: BUSI 250. This course may be taken for credit at the undergraduate or graduate level but not both.*

ECON 410 *Corporate Finance*

Survey of modern fiscal management theory and concepts. Topics covered include valuation models of securities, capital expenditure decisions, analysis of financial statements, capital structure and financing decisions, and dividend policy. *Prerequisites: ECON 200 and 210; BUSI 200 or consent.*

ECON 430 *Management Science*

A study of mathematical modeling and problem solving applied to business issues. Topics include linear programming, integer programming, decision making under uncertainty, game theory, and inventory modeling. *Recommended: BUSI 250. This course may be taken for credit at the undergraduate or graduate level but not both.*

ECON 497 *Economic Research (W2)*[UR]

The purpose to this course is to acquaint students with the philosophy and methods of economic research and to provide them with ample

opportunity to apply these methods to actual economic problems. The class is conducted primarily as a seminar with major emphasis placed upon individual research projects.

ECON 500 Econometrics and Forecasting

A study of multiple regression analysis and its use in the estimation, testing, and forecasting of economic phenomena and business relationships. Emphasis is placed on the application of statistical methods to actual economic and business data. *Prerequisite: Graduate standing or consent. This course may be taken for credit at the undergraduate or graduate level but not both.*

ECON 530 Management Science

A study of mathematical modeling and problem solving applied to business issues. Topics include linear programming, integer programming, decision making under uncertainty, game theory, and inventory modeling. *Prerequisite: Graduate standing or consent. This course may be taken for credit at the undergraduate or graduate level but not both.*

ECON 550 Managerial Economics

Application of the tools of economic theory and statistics to managerial decision making. Topics include demand analysis, production theory, quantitative cost analysis, market analysis, and the theory of investment. *Prerequisite: Graduate standing or consent.*

ECON 570 Industrial Organization

The application of microeconomics to the problems of monopoly, oligopoly, restraints of trade, and other market imperfections. The course also focuses on the economic rationale for antitrust policy and regulation of public utilities. *Prerequisite: Graduate standing or consent. This course may be taken for credit at the undergraduate or graduate level but not both.*

ECON 590 Economic Research

This course acquaints students with the philosophy and methods of economic research and provides them with ample opportunity to apply these methods to actual economic problems. The class is conducted primarily as a seminar with major emphasis placed upon individual research projects. *Prerequisite: Graduate standing or consent.*

Business

BUSI 100 Contemporary Issues in Business and Entrepreneurship (CW, SB)

This introductory course covers issues, problems, and opportunities that local and international businesses and entrepreneurs face in the contemporary world. Topics include organization and management of businesses and not-for-profits, reading and interpreting financial statements, quantitative decision-making tools, biographies of companies and their founders, ethical issues, and interactions between businesses and other segments of society.

BUSI 110 Personal Finance

This course covers critical thinking and quantitative skills in making decisions regarding personal financial issues. Specifically, the issues include money management, budgeting, payroll, taxes, student/auto/house loans and how interest rates work, consumer credit, insurance, retirement and estate planning, and general financial security. The course includes extensive spreadsheet modeling and data analysis.

BUSI 200, 210 Principles of Accounting I and II

A study of the generally accepted accounting principles and procedures of accumulating, measuring, and interpreting financial data of a business enterprise for use in financial reporting and in managerial decision-making.

BUSI 250 Principles of Statistics (QS)

A study of representations and interpretations of our contemporary world of data. Topics include descriptive statistics, graphical presentations, statistical estimation, hypothesis testing, and regression analysis. Emphasis is placed on applications to business data.

BUSI 280 Global Business

An introductory study of political, cultural, and economic international business environments with an emphasis on applications of multinational financial management, investments, accounting, and business planning.
Prerequisites: One course from ECON 100, ECON 200, or ECON 210, and one course from BUSI 100 or BUSI 200.

BUSI 290 *International Marketing*

This course examines the marketing function and the execution of successful marketing practices for both domestic and international markets. Using recent research and real world examples, the course provides the student with an understanding of basic marketing concepts, fundamental practices, marketing terminology, and related technologies in the field.

BUSI 300, 310 *Intermediate Accounting I and II*

A study of the conceptual framework of financial accounting and its implications in the measurement, analysis, recording, and reporting of information in financial statements. An emphasis is placed on revenue and expense recognition issues as well as asset and liability valuation concepts. *Prerequisites: BUSI 200 and 210.*

BUSI 320 *Federal Tax Accounting (W2)*

Federal Income Tax Law applicable to individuals and business enterprises with emphasis on tax determination and planning. *Prerequisites: BUSI 200 and 210.*

BUSI 330 *Cost Accounting*

A study of accounting systems and tools for product costing, organizational planning, control, and management decision making. *Prerequisites: BUSI 200 and 210.*

BUSI 340 *The Law and Entrepreneurs*

This course explores legal and practical issues related to entrepreneurs starting and owning a business, including topics such as: leaving a current job; organizing as a corporation, partnership or LLC; financing the business; relating with co-owners, other management and employees; buying or leasing business property; insurance issues; business contracts and collection issues; and e-commerce and current business topics. Enrollment is open to all majors.

BUSI 350 *Business Law (W2)*

Introduction to law, its relation to and effect on society, business, and the individual. It includes the study of contracts, agencies, personal property, law of sales, and commercial paper. *This course may be taken for credit at the undergraduate or graduate level but not both.*

BUSI 370 *Auditing (W2)*

Theory and procedures underlying auditors' responsibilities in examining and reporting on financial statements of a business enterprise. Includes

professional ethics, auditing standards, reports, internal control, and the selection, scope, and application of auditing procedures. *Prerequisite: BUSI 300 or consent.*

BUSI 390 Accounting Information Systems and Database Management

A study of accounting information systems with practical experience of using computerized database management techniques to manipulate financial information efficiently and to communicate it effectively. An emphasis is placed on using computerized controls to ensure data integrity in relational database management systems. *Prerequisites: BUSI 200 and 210 or consent. This course may be taken for credit at the undergraduate or graduate level but not both.*

BUSI 410 Advanced Cost Accounting

A study of cost-benefit analyses and other management science techniques used in economic decision-making. Specific topics include management control systems, cost-volume-profit analysis, budgeting, cost estimation and allocation, capital budgeting, and linear programming. *Prerequisite: BUSI 330. This course may be taken for credit at the undergraduate or graduate level but not both.*

BUSI 497 Corporate Strategy (W2)[SP]

Capstone course integrating the student's previous study of economics and business. The course includes a study of the theory and application of corporate strategies. Company strategy and performance are evaluated through comprehensive case studies. *Prerequisites: Senior standing and a declared major in the Department of Economics and Business.*

BUSI 500 Taxation for Business Entities

Tax compliance and planning for corporations, partnerships, estates, and trusts. *Prerequisite: Graduate standing or consent.*

BUSI 510 Advanced Cost Accounting

A study of cost-benefit analyses and other management science techniques used in economic decision-making. Specific topics include management control systems, cost-volume-profit analysis, budgeting, cost estimation and allocation, capital budgeting, and linear programming. *Prerequisite: Graduate standing or consent. This course may be taken for credit at the undergraduate or graduate level but not both.*

BUSI 520 Seminar in Advanced Accounting

A study of contemporary financial accounting theory and practice. *Prerequisite: Graduate standing or consent.*

BUSI 530 Governmental and Non-Profit Accounting

Accounting and reporting for governmental units and organizations established as not-for-profit organizations. *Prerequisite: Graduate standing or consent.*

BUSI 540 Advanced Auditing

A study of advanced auditing topics such as statistical sampling, special-purpose reports, internal auditing, and forensic accounting. Current issues related to financial accounting and auditing are explored. *Prerequisite: Graduate standing or consent.*

BUSI 550 Business Law

Introduction to law, its relation to and effect on society, business, and the individual. It includes the study of contracts, agencies, personal property, law of sales, and commercial paper. *Prerequisite: Graduate standing or consent. This course may be taken for credit at the undergraduate or graduate level but not both.*

BUSI 590 Accounting Information Systems and Database Management

A study of accounting information systems with practical experience of using computerized database management techniques to manipulate financial information efficiently and to communicate it effectively. An emphasis is placed on using computerized controls to ensure data integrity in relational database management systems. *Prerequisite: Graduate standing. This course may be taken for credit at the undergraduate or graduate level but not both.*

EDUCATION

Professor Jennings (chair)
Assistant Professor Jackson
Adjunct Instructor R. Clark

Hendrix College is accredited by the Council for Accreditation of Educator Preparation (CAEP) for the preparation of secondary teachers. In order to be recommended for teacher licensure to teach in the public schools, a student must complete all Hendrix College graduation requirements, all departmental requirements, all subject matter

preparation requirements, and all state requirements. A listing of these requirements may be obtained from the Education Department.

General requirements for all students seeking licensure in the State of Arkansas

- A. The Program for the Bachelor of Arts Degree as listed earlier in the *Catalog*
- B. The course requirements for **one** of the licensure areas listed below:

Licensure in Secondary Art (Grades 7-12)

EDUC 110 *History of Education and Effective Teaching Methods*

EDUC 220 *Educational Psychology*

EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*

EDUC 437 *Methods in Art Education*

EDUC 460 *Introduction to Student Teaching, 7-12*

EDUC 461 *Student Teaching, 7-12* (three credits)

The course requirements for a major in art.

(NOTE: In 2014-15, licensure in art will change from Grades 7-12 to Grades K-12.)

Licensure in Secondary English/Language Arts (Grades 7-12)

EDUC 110 *History of Education and Effective Teaching Models*

EDUC 220 *Educational Psychology*

EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*

EDUC 431 *Methods in the Secondary School: English/Language Arts*

EDUC 460 *Introduction to Student Teaching, Secondary, 7-12*

EDUC 461 *Student Teaching, Secondary, 7-12* (three credits)

ENGL 117 *Grammar and Composition* or its equivalent (approved by the chair)

The course requirements for a major in English.

Licensure in Secondary French, Spanish, or German (Grades 7-12)

EDUC 110 *History of Education and Effective Teaching Methods*

EDUC 220 *Educational Psychology*

EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*

EDUC 432 *Methods in the Secondary School: Foreign Language*

EDUC 460 *Introduction to Student Teaching, Secondary, 7-12*

EDUC 461 *Student Teaching, Secondary, 7-12* (three credits)

The course requirements for a major in French, Spanish or German.

(NOTE: In 2014-15, licensure in French, Spanish, or German will change from Grades 7-12 to Grades K-12.)

Licensure in Secondary Life/Earth Science (Grades 7-12)

EDUC 110 *History of Education and Effective Teaching Methods*
 EDUC 220 *Educational Psychology*
 EDUC 290 *Science in Society*
 EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*
 EDUC 434 *Methods in the Secondary School: Life/Earth Science*
 EDUC 460 *Introduction to Student Teaching, Secondary, 7-12*
 EDUC 461 *Student Teaching, Secondary, 7-12* (three credits)
 PHYS 210, PHYS 211, or PHYS 230 *General Physics I*
 PHYS 170 or PHYS 171 *Introductory Earth Science*
 The course requirements for a major in biology, biochemistry/
 molecular biology, or environmental studies.

Licensure in Secondary Mathematics (Grades 7-12)

EDUC 110 *History of Education and Effective Teaching Methods*
 EDUC 220 *Educational Psychology*
 EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*
 EDUC 433 *Methods in the Secondary School: Mathematics*
 EDUC 460 *Introduction to Student Teaching, Secondary, 7-12*
 EDUC 461 *Student Teaching, Secondary, 7-12* (three credits)
 The course requirements for a major in mathematics.

Licensure in Secondary Physical/Earth Science (Grades 7-12)

EDUC 110 *History of Education and Effective Teaching Methods*
 EDUC 220 *Educational Psychology*
 EDUC 290 *Science in Society*
 EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*
 EDUC 439 *Methods in the Secondary School: Physical/Earth
 Science*
 EDUC 460 *Introduction to Student Teaching, Secondary, 7-12*
 EDUC 461 *Student Teaching, Secondary, 7-12* (three credits)
 BIOL 150 *Cell Biology*
 PHYS 170 or PHYS 171 *Introductory Earth Science*
 The course requirements for a major in chemistry, physics, or
 chemical physics.

**Licensure in Secondary Physical Education/Wellness/Leisure
 (Grades 7-12)**

EDUC 110 *History of Education and Effective Teaching Methods*
 EDUC 220 *Educational Psychology*

EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*
 EDUC 460 *Introduction to Student Teaching, Secondary, 7-12*
 EDUC 461 *Student Teaching, Secondary, 7-12* (three credits)

(NOTE: See “Kinesiology and Health Sciences” for additional teacher licensure requirements related to physical education, health, and leisure.)

(NOTE: In 2014-15, licensure in physical education/wellness/leisure will change from Grades 7-12 to Grades K-12. Also, it will change from physical education/wellness/leisure to physical education/health.)

Licensure in Secondary Social Studies (Grades 7-12)

EDUC 110 *History of Education and Effective Teaching Methods*
 EDUC 220 *Educational Psychology*
 EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*
 EDUC 390 *Cultural Geography*
 EDUC 435 *Methods in the Secondary School: Social Studies*
 EDUC 460 *Introduction to Student Teaching, Secondary, 7-12*
 EDUC 461 *Student Teaching, Secondary, 7-12* (three credits)
 HIST 270 *Arkansas History*

The course requirements for a major in history, politics, psychology, religion, sociology/anthropology, or philosophy.

Minor in Education—Secondary Emphasis

A total of six (6) courses distributed as follows:

EDUC 110 *History of Education and Effective Teaching Methods*
 EDUC 220 *Educational Psychology*

One methods course from the following:

EDUC 431 *Methods in the Secondary School: English Language Arts*
 EDUC 432 *Methods in the Secondary School: Foreign Language*
 EDUC 433 *Methods in the Secondary School: Mathematics*
 EDUC 434 *Methods in the Secondary School: Life/Earth Science*
 EDUC 435 *Methods in the Secondary School: Social Studies*
 EDUC 437 *Methods in Art Education*
 EDUC 439 *Methods in the Secondary School: Physical/Earth Science*
 KINE 300 *Secondary Physical Education*

Three courses from the following:

EDUC 290 *Science in Society*
 EDUC 315 *Critical Issues in Education*

EDUC 360 *Inclusive Adolescent Education, 7-12*
EDUC 375 *Research and Measurement in Education*
EDUC 390 *Cultural Geography*
EDUC 400 *Topics in Education*

Admission to the Teacher Education Program

All students interested in the Hendrix Teacher Education Licensure Program are urged to attend an annual meeting held at the beginning of each academic year to discuss completing a minor or licensure in education at the secondary level. Students interested in teacher licensure should complete an informal admission process to the Teacher Education Program by the spring semester of their freshman year. This process includes having an individual interview with a member of the Hendrix Education Department. At this interview, all academic and personal requirements necessary for licensure are explained to the student. Upon the completion of formal admission to the program (through the junior e-folio process), the chair of the student's major department and the student's advisor are officially notified of the student's interest in teacher education. Licensure requirements and student files will be kept in the Education Department.

All students interested in obtaining a license to teach must enroll in EDUC 110 *History of Education and Effective Teaching Methods* and EDUC 220 *Educational Psychology* by the end of the sophomore year. In addition, EDUC 360 *Inclusive Adolescent Education, 7-12* should be completed during the junior year. Finally, teacher licensure candidates should take one of the EDUC 431, 432, 433, 434, 435, 437, or 439 *Methods in the Secondary School* courses during the fall semester of their senior year. All students will student teach during the spring semester of the senior year after taking all of the required courses for their area of licensure. Any exceptions to the student teaching in the spring semester must be approved in advance by the Education Department.

During the spring semester of the junior year, the teacher licensure candidate should make formal application to the Teacher Education Committee for admission to the Hendrix Teacher Education Program. At this time, the student must be able to meet the following criteria:

- All candidates must achieve a passing score on Praxis I Pre-professional Skills Test (PPST) by the end of fall semester of the junior year. Students should see a member of the Education Department about registering to take the Praxis I examination.
- All candidates for licensure must have a “C” or better in all education courses.
- Teacher education candidates will have their first experience of teaching during Inclusive Education. They will be required to co-teach at least three lessons. Inclusive Education, therefore, will serve as a “marker” (or early detection) course. This will help with the early identification of any students with instructional issues, and it will give the Education Department ample time to provide assistance for any deficiencies.
- All candidates must complete a background check, and a child maltreatment check by the end of fall semester of the junior year. These requirements must be completed, with favorable outcomes, before a candidate will be allowed to submit a junior e-folio for admission to the teacher education program.
- A candidate must have and maintain at least a 2.5 cumulative GPA before applying for admission to the teacher education program. Likewise, a candidate must have and maintain a 2.5 GPA in his/her major before applying for admission to the teacher education program. If not, the candidate cannot reapply until the next spring semester.
- All candidates must have a favorable recommendation from the student’s major department.
- All candidates must have a plan to complete all methods courses prior to the student teaching experience and complete the teacher education program for licensure and college graduation requirements by the end of his/her senior year.
- Each candidate must demonstrate those character traits (such as integrity, dependability, and personal acceptance of other persons regardless of race, sex, age, religion, culture, or handicap) which are deemed essential in a secondary teacher.
- Each candidate is required to prepare a e-folio based on the Teacher Education Committee guidelines and submit the e-folio to the Teacher Education Committee for review and approval. This process includes the successful completion of an interview with the Teacher Education Committee.

Requirements for Initial Teaching License

During the senior year, students enrolled in the Teacher Education Program must complete the specified secondary education courses, including student teaching. At the completion of the student teaching experience, the Teacher Education Committee will review the record and e-folio of each candidate before recommending to the State of Arkansas that an initial teaching license be issued. This record will include, but is not limited to, the following:

- The recommendations of the student's cooperating teacher and the Hendrix supervisor of the student teaching experience.
- The applicant's academic record, which must show at least a 2.50 grade average.
- The completion of all Hendrix College requirements for a bachelor of arts degree.
- The completion of all course requirements of the State of Arkansas for the appropriate secondary initial teaching license.
- The student's completed portfolio.
- The successful completion of an interview with the members of the Teacher Education Committee at the end of student teaching.
- The successful completion of all of the required Praxis II tests (NOTE: See the Education Department for a list of minimum scores for the Praxis tests.)

After the completion of all requirements, the student may make application to the Hendrix Teacher Licensure Officer for approval for the initial license. The Teacher Licensure Officer will sign the Arkansas teacher licensure application only when the candidate has been approved by the Teacher Education Committee and when all requirements are met for licensure and for graduation.

COURSES

EDUC 110 *History of Education and Effective Teaching Methods* (HP) History of American education from colonial times to the present, with emphasis on current issues and trends in education (i.e., exceptional children, multicultural education, schools of choice). Emphasis will be placed on curriculum alignment: writing lesson objectives, effective teaching methods, and student/program assessment. Includes a field experience.

EDUC 220 *Educational Psychology* (SB)

Emphasis is placed on selected aspects of the learner, the learning process, and the learning situation, related to middle school and secondary education. Includes a field experience. *Prerequisite: EDUC 110 recommended.*

EDUC 290 *Science in Society* (SB, CW)

This science education course aims to develop citizens prepared to make informed decisions and take action on contemporary science and technology related issues. The course emphasizes the determination of the factual basis of recent science and technology issues and provides an examination of methods for addressing the issues, along with potential outcomes. This course includes site visits and culminates with the students developing problem-based learning curriculum projects related to contemporary science and technology issues.

EDUC 315 *Critical Issues in Education* (SB, CW)

This course explores the influence of cultural and social factors on education. Major themes of the course include socioeconomic status, race, religion, and gender as variables affecting education. Emphasis is placed on recent issues in education.

EDUC 360 *Inclusive Adolescent Education, 7-12*

A study of the philosophical, legal, and social foundations of an inclusive approach to adolescent education based on the belief that all children can learn. Emphasis is placed on national standards and state frameworks for developmentally appropriate practices, curriculum, assessment, and environment. Field experience focuses on specialized teaching in the middle and high school setting. *Prerequisite: EDUC 110 and EDUC 220.*

EDUC 375 *Research and Measurement in Education* (W2) [UR]

This course will examine basic research methodology and assessment in the field of education. Students will examine research methodologies such as qualitative, quantitative, and action research. Students will be expected to implement a research project using these approaches. Also, they examine issues related to assessment including scoring, interpreting, validity, and reliability. *Prerequisite: EDUC 110.*

EDUC 390 *Cultural Geography* (CW)

The geography of the world is studied with emphasis on developing countries. Resource use, technologies, and social institutions are examined, and trends in cultural and environmental relationships are

analyzed. Emphasis is placed on cultural geography themes, national geography standards, the role of education in developing countries, and the effect of globalization.

EDUC 400 *Topics in Education* [CW]

An in-depth examination of major topics within the field of education. The content and format of this course varies according to the interests of students and faculty. Each course focuses on a single topic. Examples are the future of urban education, English as a Second Language Learners, high-poverty schools, closing the achievement gap in reading and mathematics, and education in developing countries.

EDUC 431 *Methods in the Secondary School: English Language Arts*

Study of special methods of teaching secondary school English Language Arts to students of diverse backgrounds and abilities. This course emphasizes higher order thinking skills, instructional technology, current research, classroom climate, and micro-teaching. Includes a field experience. *Prerequisites: EDUC 360.*

EDUC 432 *Methods in the Secondary School: Foreign Language*

Study of special methods of teaching secondary school foreign language to students of diverse backgrounds and abilities. This course emphasizes higher order thinking skills, instructional technology, current research, classroom climate, and micro-teaching. Includes a field experience. *Prerequisites: EDUC 360.*

EDUC 433 *Methods in the Secondary School: Mathematics*

This course combines a practicum in a local school with discussions and experiences to promote the development of the philosophy, knowledge, and skills necessary to effectively teach in the secondary mathematics classroom. The practicum allows students to teach lessons in a secondary mathematics class under the supervision of a licensed mathematics teacher and the college methods instructor. *Prerequisites: EDUC 360.*

EDUC 434 *Methods in the Secondary School: Life/Earth Science*

This course combines a practicum in a local school with discussions and experiences to promote the development of the philosophy, knowledge, and skills necessary to effectively teach in the secondary life/earth science classroom. The practicum allows students to teach lessons in a secondary life/earth science class under the supervision of a licensed physical/earth science teacher and the college methods instructor. *Prerequisites: EDUC 360.*

EDUC 435 Methods in the Secondary School: Social Studies

Study of special methods of teaching secondary school social studies to students of diverse backgrounds and abilities. This course emphasizes higher order thinking skills, instructional technology, current research, classroom climate, and micro-teaching. Students study innovative and creative strategies for teaching social studies in the secondary school including content and concept development and their application in the social studies classroom. Includes a field experience. *Prerequisites: EDUC 360.*

EDUC 437 Methods in Art Education

A study of the curriculum and methods of instruction for teaching art, 7-12. Includes a field experience. *Prerequisites: EDUC 360.*

EDUC 439 *Methods in the Secondary School: Physical/Earth Science*

This course combines a practicum in a local school with discussions and experiences to promote the development of the philosophy, knowledge, and skills necessary to effectively teach in the secondary physical/earth science classroom. The practicum allows students to teach lessons in a secondary physical/earth science class under the supervision of a licensed physical/earth science teacher and the college methods instructor. *Prerequisites: EDUC 360.*

EDUC 460 Introduction to Student Teaching, Secondary, 7-12

A two-week, full-day course during the student teaching semester. As an introduction to secondary school student teaching, students examine the implications of classroom practices such as classroom management, differentiated instruction and assessment, Program for Effective Teaching, the student teaching evaluation process, as well as lesson and unit planning. Legal and ethical issues in teaching are also a part of the course. *Prerequisite: Completion of all methods courses.*

EDUC 461 *Student Teaching, Secondary, 7-12 [PL]*

Student teaching in an Arkansas 7-12 classroom, twelve weeks. The student teaching site is selected by the Hendrix Education Department and must be within a 50-mile radius of the campus. *Prerequisite: Completion of all methods courses.*

EDUC 470 *Introduction to Student Teaching, Secondary, K-12*

A two-week, full-day course during the student teaching semester. As an introduction to K-12 grade student teaching, students examine the implications of classroom practices such as classroom management,

differentiated instruction and assessment, Program for Effective Teaching, the student teaching evaluation process, as well as lesson and unit planning. Legal and ethical issues in teaching are also a part of the course. *Prerequisite: Completion of all methods courses.*

EDUC 471 *Student Teaching, Secondary, K-12* [PL]

Student teaching in an Arkansas 7-12 classroom, twelve weeks. The student teaching site is selected by the Hendrix Education Department and must be within a 50-mile radius of the campus. *Prerequisite: Completion of all methods courses.*

ENGLISH

Professors Entzminger, Hines, Vernon, and West (chair-spring)
 Visiting Professor Hoy
 Associate Professors McKim and Stuber (chair-fall)
 Assistant Professors Jaeger, Jaudon, and Maupin
 Adjunct Instructor Coulter

MAJOR

Students majoring in English choose one of three emphases: Literary Studies (ENGL), Film Studies (ENGF), or Creative Writing (ENGC). Students interested in a Film Studies minor should refer to the Film Studies section of the catalogue.

Students may not double major using two of these emphases.

Major in English with emphasis in Literary Studies

11 courses distributed as follows:

- ENGL 280 *Literary Analysis*
- ENGL 497 *Senior Thesis Seminar*
- 3 ENGL courses focused on pre-1900 literature, at least one of which must be pre-1700
- 3 ENGL courses focused on post-1900 literature
- 1 course in literary theory
- 2 other ENGL, ENGF, or ENGC courses

Of these courses:

- The Literary Studies emphasis must have one 200-level ENGL course in addition to ENGL 280 *Literary Analysis*, and nine 300-

- 400 level courses, including ENGL 497 *Senior Thesis Seminar* and at least one other 400-level ENGL seminar
- Only one ENGC and one ENGF count toward the Literary Studies emphasis.
- **The Literary Studies emphasis does not prevent a student from a Film Studies minor.**

Major in English with emphasis in Film Studies

11 courses distributed as follows:

- Any 200-level ENGF course or ENGL 223 *Literary and Cinematic Adaptations*
- ENGL 280 *Literary Analysis*
- ENGL 497 *Senior Thesis Seminar*
- 2 ENGL courses focused on pre-1900 literature, at least one of which must be pre-1700
- 2 ENGL courses focused on post-1900 literature
- 1 course in literary theory
- 3 300-400 level ENGF courses, only one of which can be a film course from another department

Of these courses:

- In addition to the two specified 200-level courses, the Film Studies emphasis must have nine 300-400 level courses, including ENGL 497 *Senior Thesis Seminar* and at least one other 400-level ENGL/ENGF-level seminar
- **A student with a Film Studies emphasis cannot minor in film studies**

Major in English with emphasis in Creative Writing

11 courses distributed as follows:

- ENGL 280 *Literary Analysis*
- ENGC 497 *Creative Writing Senior Thesis Seminar*
- 2 ENGL courses focused on pre-1900 literature, at least one of which must be pre-1700
- 2 ENGL courses focused on post-1900 literature
- 1 other ENGL or ENGF course
- 4 300-400 level ENGC courses (in addition to ENGC 497), only one of which can be a creative writing course from another department or institution

Of these courses:

- The Creative Writing emphasis must have one 200-level course in addition to ENGL 280 *Literary Analysis*, and nine 300-400

level courses, including ENGC 497 *Senior Thesis Seminar* and at least one other 400-level ENGC seminar

Senior Capstone Experience

The Senior Capstone Experience for the English major consists of a substantial, original independent writing project produced for ENGL 497 *Senior Thesis Seminar* (literary studies or film studies) or ENGC 497 *Senior Thesis Seminar* (creative writing) in the spring semester of the senior year, and presented and defended orally. The grade for the seminar project will be the grade for the Senior Capstone Experience.

Minor in English (Literary Studies)

6 courses distributed as follows

- 2 200-level courses including ENGL 280 *Literary Analysis*
- 4 300-400 level courses

Of these courses:

- 1 of the courses must emphasize literature before 1700
- 1 Film Studies (ENGF) course or one Creative Writing (ENGC) course can count toward a minor in English

Courses by requirements

Pre-1700:	ENGL 238 <i>Chaucer's Canterbury Tales</i> ENGL 239 <i>Arthurian Literature</i> ENGL 305 <i>Chaucer's Troilus and Criseyde</i> ENGL 313 <i>Shakespeare: Poetry and Drama</i> ENGL 316 <i>Renaissance Poetry: The Metaphysical & Cavalier Poets</i> ENGL 317 <i>Major Tudor and Stuart Drama</i> ENGL 318 <i>Restoration Literature</i> ENGL 414 <i>Milton</i>
Pre-1900:	ENGL 240 <i>Gothic Literature</i> ENGL 256 <i>Consent of the Governed: Nineteenth-Century American Literature</i> ENGL 263 <i>Rebels, Realists, and the Rise of the Novel in the US</i> ENGL 319 <i>Rise of the Novel</i> ENGL 320 <i>Eighteenth-Century British Literature</i>

- ENGL 322 *Money, Class, & Marriage in the British Novel*
- ENGL 325 *British Romanticism*
- ENGL 328 *Victorian Literature and Culture*
- ENGL 343 *Sexuality before Sex in Early American Literatures*
- ENGL 416 *The Satire of Pope, Swift, & Gay*
- ENGL 418 *Blake*
- ENGL 420 *Topics in Romantic Literature*
- ENGL 432 *Jane Austen*
- ENGL 435 *The Brontës*
- ENGL 441 *Topics in Victorian Literature*
- ENGL 463 *US Nineteenth Century: Great Books Then and Now*
- ENGL 467 *Nathaniel Hawthorne*
- Post-1900: ENGL 223 *Literary and Cinematic Adaptations*
- ENGL 235 *American Non-Fiction Narrative*
- ENGL 245 *African Novel*
- ENGL 248 *The Holocaust in Literature, Theory, and Film*
- ENGL 249 *Literature and/as Illness*
- ENGL 250 *Women and African Literature*
- ENGL 251 *Contemporary Commonwealth Fiction, 1980-Present*
- ENGL 258 *American War Literature*
- ENGL 265 *Masterpieces of World Literature*
- ENGL 271 *Crime Literature and Film*
- ENGL 275 *American Literature and the Environment*
- ENGL 321 *Post-Colonial Literature*
- ENGL 330 *Modern American Poetry*
- ENGL 332 *Southern Literature*
- ENGL 335 *American Modernism*
- ENGL 336 *Postmodern and Contemporary American Literature (1945-present)*
- ENGL 342 *Faulkner*
- ENGL 348 *Literature after Auschwitz*
- ENGL 350 *British Modernism*
- ENGL 353 *Experimental British Fiction*
- ENGL 363 *English as a Global Language*
- ENGL 397 *Vietnam in the Literary Imagination*

ENGL 450 *Topics in Modern and Contemporary British Literature*
 ENGL 454 *Lawrence and Woolf*
 ENGL 455 *Chinua Achebe and Wole Soyinka*
 ENGL 464 *Faulkner and Wideman*
 ENGL 465 *Ernest Hemingway*
 Literary Theory: ENGF 381 *Film Theory*
 ENGL 362 *Literary Theory*
 ENGL 390 *Topics in Literary Theory*
 PHIL/ARTH 389 *Aesthetics and Contemporary Art*

Writing Courses

Writing courses do not count toward an English major or minor.

ENGL 110 *Introduction to Academic Writing (W1)*

Instruction and practice in the forms, styles, grammar, and analytical skills necessary for success in academic writing at the undergraduate level. *Open to first-year students recommended by the English Department. Open to other first-year students and sophomores only by permission of the instructor.*

ENGL 117 *Grammar and Composition (W1)*

An intensive review of traditional English word systems, punctuation, and correct usage, followed by directed practice in creating principal forms of expository and argumentative prose.

ENGL 118 *English for Academic Purposes I*

An intensive language course that teaches the basic skills of listening, speaking, reading, and writing in English. The course includes relevant cultural material. *Intended for students whose first language is not English. This course is a credit-only course and enrollment is based on a placement exam.*

ENGL 119 *English for Academic Purposes II*

An intensive language course that teaches the basic skills of listening, speaking, reading, and writing in English. The course includes relevant cultural material. *Intended for students whose first language is not English. This course is a credit-only course and enrollment is based on a placement exam.*

ENGL 210 *Advanced Academic Writing* (W1)

Advanced instruction and practice in the forms, styles, grammar, and analytical skills necessary for successful writing at the undergraduate level. *Intended for students not recommended for 110, and students who took English 110 but who want additional focused writing instruction.*

Creative Writing

Not for students in their first year of study

ENGC 301 *Creative Writing: Non-Fiction* (EA) [AC]

Focuses on writing the creative essay and might include other creative nonfiction forms as well (such as feature writing), all with an eye toward publication. Emphasis is placed upon studying professional nonfiction works and conceiving, composing, editing, critiquing, and re-writing student work. *Prerequisite: W1 and LS.*

ENGC 303 *Creative Writing: Poetry* (EA) [AC]

Directed writing of poems. Workshop format, with theory of poetry and reading assignments. *Prerequisite: W1 and LS.*

ENGC 304 *Creative Writing: Fiction* (EA) [AC]

Directed writing of prose fiction. Workshop format, with theory of fiction and outside reading assignments. *Prerequisite: W1 and LS.*

ENGC 306 *Exploring Nature Writing* (EA) [AC]

Students are invited to explore what nature means as an idea and an experience, and to arrive at an enriched understanding of their own relationship to nature through creative writing. Readings include selected examples from literature (particularly creative nonfiction essays, with some fiction and poetry) and sociology. The primary emphasis of the course is on creative writing and attentiveness to form and purpose in an interdisciplinary context. *Cross-listed as SOCI 306. Prerequisite: W1 and LS.*

ENGC 390 *Creative Writing: Special Topics* (EA) [AC]

Changing topics allow students to study and practice various writing genres. *Prerequisite: W1 and LS.*

ENGC 403 *Advanced Creative Writing: Poetry* (EA) [AC]

Directed writing of poetry, with close attention to technique, form, and

voice. Students offer constructive criticism of one another's work. Some outside reading required. *Prerequisite: ENGC 303.*

ENGC 404 *Advanced Creative Writing: Fiction* (EA) [AC]

Directed writing of short stories or novels, with close attention to technique, structure, and voice. Students offer constructive criticism of one another's work. Some outside reading required. *Prerequisite: ENGC 304.*

ENGC 490 *Advanced Creative Writing: Special Topics* (EA) [AC]

Seminar topics are determined yearly. *Open to seniors; open to other students by permission of the instructor.*

ENGC 497 *Creative Writing Senior Thesis Seminar* (EA, W2) [AC]

Limited to senior English majors with a Creative Writing Emphasis, this seminar course focuses on independent writing projects. Departmental faculty and seminar members provide input and critiques as each student works toward a creative manuscript and a critical essay addressing narrative strategies or poetics. The project is defended orally. Students must have a second reader (not necessarily an English Department member); students must receive project idea approval by Fall Break of the senior year. The instructor and the second reader consult to determine the student's grade.

Film Studies

See FILM courses under the Film Studies program.

ENGF 269 *Introduction to Film Studies* (LS, W1)

A basic introduction to the concepts and techniques of film analysis and criticism.

ENGF 275 *Film and the Environment* (LS, W1)

While "Film and the Environment" might bring to mind conventional nature documentaries featuring an authoritative voiceover describing intricate phenomenon, this course instead considers how every film relates to the environment, insofar as every film reflects and creates a world through the mechanical reproduction and mass production of space and time. Moreover, cinema—itsself an art of ephemera—can slow, reveal, or accelerate changes in the environment. This course explores film's revelatory capacity and creative production of the environment through a range of film examples.

ENGF 310 *French New Wave* (LS)

The French New Wave refers to a period of world film history (generally 1959-1964) in which artists feverishly directed their cinephilia toward the creation and criticism of a generically-hybrid, formally experimental, and highly allusive cinema. Impatient with films that merely adapted literary narratives or painterly aesthetics, French New Wave artists and critics self-reflexively called attention to cinematic techniques of making meaning and telling stories. This course explores the important films and writings by/about French New Wave artists such as Varda, Truffaut, Godard, Resnais, Chabrol, and Rohmer. *Recommended Prerequisite: ENGF 269 or ENGL 223.*

ENGF 358 *African Film* (CW, LS)

A study of feature films and documentaries made by African filmmakers, focusing on issues of globalization, education, gender, popular culture and environmental change in contemporary Africa. *Cross-listed as AFRI 358. Recommended: At least one previous course in African literature or African history.*

ENGF 370 *Film History* (LS)

This course features canonical films of world cinema, including national cinemas such as Soviet Montage, German Expressionism, Italian Neo-realism, Hollywood/American Independent, and additional world films of historical significance. In addition to studying significant films, people and movements of film history, this course also considers how and why certain films merit this canonical status. In this class, studying the history of cinema involves studying the history of questions about aesthetics, culture, and politics that inform and are created by film. *Recommended Prerequisite: ENGF 269 or ENGL 223.*

ENGF 381 *Film Theory* (LS)

A study of 20th and 21st century theories of how and why film make meaning, how and why spectators create and absorb these meanings, and the changing conception of film within historical, cultural, aesthetic, and social contexts. *Recommended Prerequisite: ENGF 269 or ENGL 223.*

ENGF 382 *Non-Fiction Film* (LS)

A study of non-fiction film in the context of ethical, ideological, socio-political, cultural, environmental, and aesthetic concerns. *Recommended Prerequisite: ENGF 269 or ENGL 223.*

ENGF 390 *Topics in Film Studies* (LS)

Intensive focus on a particular cinematic subject. Possible subjects include Film Comedy, Silent Cinema, Women and Film, Coming of Age in Cinema, Melodrama, Art Cinema, Film Noir, Cinephilia, Films of the 1950s (or other decades/years), Cinema and Landscape, Cinematic Time, Star Studies, and additional genres or national cinemas. *Recommended Prerequisite: ENGF 269 or ENGL 223.*

ENGF 490 *Topics in Film Studies* (LS, W2)

Intensive study of a particular subject in film studies. This course focuses on a particular film genre, figure (e.g. director, star, theorist), national cinema, or school of theory or criticism. *Prerequisites: any 300-level course in English. Open to seniors; open to other students by permission of the instructor. Recommended Prerequisites: ENGF 269, ENGL 223, or any 300-level ENGF course.*

Introduction to Literary Studies

For students in their first or second years of study, upon recommendation of the English Department.

ENGL 220 *Short Fiction* (LS, W1)

A study of various examples of short narrative fiction from several cultural and linguistic traditions, the aim of which is to perform literary analyses through a process of close reading. To that end, students develop a vocabulary of technical and formal terms for the study of narrative.

ENGL 221 *Poetry* (LS, W1)

Close readings of poems from the Renaissance to the present day.

ENGL 222 *Drama* (LS, W1)

An introduction to the various periods and genres of world drama.

ENGL 223 *Literary and Cinematic Adaptations* (LS, W1)

Study of short novels and the films made from them that introduces students, via the practice of close reading, to the specifically literary and cinematic properties of each form. The course interrogates the idea that cinematic adaptations of literary works must necessarily be thought of in terms of success and failure, that is, in terms of fidelity.

ENGL 225 *Satire* (LS, W1)

A broad survey of the major developments in American and British satire.

ENGL 235 *American Non-Fiction Narrative* (LS, W1)

This course studies book-length non-fiction literary narratives from Indian captivity narratives and slave narratives to nature writing, social documentary, “new journalism” and “nonfiction novels,” and other manifestations up to the present. Writers may include Thoreau, Agee, Didion, Herr, Mailer, Orleans, and Eggers.

ENGL 238 *Chaucer’s Canterbury Tales* (LS, W1)

A study of the diverse genres within Chaucer’s *Canterbury Tales*, read in Middle English.

ENGL 239 *Arthurian Literature* (LS, W1)

The evolution of the Arthurian canon in English, from the 14th century to the present.

ENGL 243 *Gothic Literature* (LS, W1)

This course explores the Gothic from its first appearance in the middle of the 1700’s to its current deployment in film and popular culture. Reading works by Walpole, Lewis, Shelley, Stoker, Stevenson, and others, students study the conditions that made the Gothic possible, the coherence of the conventions that organize it, and the rich variety of the authors ranged under its standard. In this course students examine the different ways that it manages (or fails to manage) historically specific problems of sexual, political, and racial difference.

ENGL 245 *African Novel* (LS, W1)

Novels from the 1950s to the present that reflect Africa’s diverse cultures and history.

ENGL 248 *The Holocaust in Literature, Theory, and Film* (LS, W1)

This course explores representations of and reflections on the Holocaust. Students consider what it means to represent an extreme or limit experience—an experience felt by perpetrators and victims alike to be unrepresentable. Course texts include novels, memoirs, graphic novels, films, and excerpts from an array of theoretical works.

ENGL 249 *Literature and/as Illness* (LS, W1)

The course examines responses to illness in literary, cinematic, and theoretical texts from the late 19th century to the present. Is illness an aberration that should be ameliorated in any way possible? Or is it an

alternative to a painful, unhealthy normativity? Our ultimate questions will be about the relation of diagnosis to interpretation. Do we read the body as we read a text? Are doctors like critics? How do we do justice to the illnesses/aberrations that characterize bodies and texts alike and still diagnose or interpret them?

ENGL 250 *Women and African Literature* (CW, LS, W1)

Works by women writers from a variety of African regions and cultures.

ENGL 251 *Contemporary Commonwealth Fiction, 1980-Present* (LS, W1)

A study of various prose works published in the past 30 years in Britain and other member states of the Commonwealth (especially, but not only, Australia, Canada, Pakistan, and South Africa).

ENGL 256 *Consent of the Governed: Nineteenth-Century American Literature* (LS, W1)

An examination of the many literary cultures that flourished in the nineteenth-century United States, with special attention to how authors imagined issues of consent and governance. Course texts include novels, short fiction, essays, poetry, and possibly drama, along with short selections from critical and theoretical texts.

ENGL 258 *American War Literature* (LS, W1)

An examination of narrative, poetic, and cinematic responses to war from the Civil War to the present. The focus of the course varies, with three chief versions: a chronological survey of the entire span; an examination of a more limited period (even to one armed conflict); and an inquiry on the human body as an instrument and artifact of war. Not all authors are combatants/veterans/men/U.S. citizens.

ENGL 263 *Rebels, Realists, and the Rise of the Novel in the U.S.* (LS, W1)

An introduction to the novel form as it developed in the eighteenth- and early nineteenth-century United States. Discussions connect the novel's evolution to the shifting social and political circumstances it addressed.

ENGL 265 *Masterpieces of World Literature* (LS, W1)

An examination of various aspects of world literature; areas covered include Mesopotamia, Egypt, Greece, India, Japan, China, and Africa.

ENGL 271 *Crime Literature and Film* (LS, W1)

An examination of crime fiction and non-fiction from the 1840's to

the present, including focuses on Poe's early detective stories, Doyle's Sherlock Holmes canon, the Golden Age of British detective fiction, the American "hard-boiled" detective genre, and police procedurals. Crime film offerings include film noir, Hitchcock's canonical works, and neo-noir.

ENGL 273 *Studies in Literature* (LS, W1)

An introduction to studying literature with a topic that varies year-by-year.

ENGL 275 *American Literature and the Environment* (LS, W1)

An examination of how American writers have depicted their culture's relationship to the environment, mostly through fictional representations (novels and short stories), but with some attention paid to nonfiction, poetry, and theoretical writing. The course examines how writers have imagined their environment and their place in it, though other aspects of the texts will also be studied (character, point of view, gender, race, or economics). *Cross-listed as EVST 275.*

Advanced Studies in Literature

Prerequisite: completion of one 200-level literary studies course or permission of the instructor.

ENGL 280 *Literary Analysis*

An intensive introduction to literary study, the course is designed to help prospective English majors understand the distinctive features of various genres of literature. Through an examination of selected poetry, prose, and drama, students read critically, understand critical terminology, and develop a basic vocabulary for discussing and writing about literature.

ENGL 305 *Chaucer's Troilus and Criseyde* (LS)

A reading of Chaucer's masterpiece as a work of comedy, tragedy, and romance.

ENGL 313 *Shakespeare: Poetry and Drama* (LS)

An examination of selected sonnets and six plays representing all genres.

ENGL 316 *Renaissance Poetry: The Metaphysical & Cavalier Poets* (LS)

An historical and critical study of the major developments in seventeenth-century lyric poetry.

ENGL 317 *Major Tudor and Stuart Drama* (LS)

A study of English drama of the sixteenth and seventeenth centuries excluding the plays of Shakespeare. Plays are selected from the major works of Kyd, Marlowe, Jonson, Middleton, Webster, Ford, Tourneur, and Marston.

ENGL 318 *Restoration Literature* (LS)

A survey of English literature from 1660 to 1707, with an emphasis on the poetry, drama, and criticism of the era. Special attention is paid to works by Dryden, Pepys, Wycherly, and Congreve.

ENGL 319 *Rise of the Novel* (LS)

This course explores the emergence and early development of the British novel. Working with several representative novels, students discuss and write about the narrative conventions eighteenth-century writers absorbed, resisted, or created; competing ideas about readers and readership in the period; and the place of the upstart novel among more well-established literary objects.

ENGL 320 *Eighteenth-Century British Literature* (LS)

A study of eighteenth-century prose and poetry (excluding the novel) and drama. Special attention is focused on the works of Pope, Swift, Gray, Johnson, Sheridan, and Blake.

ENGL 321 *Post-Colonial Literature* (CW, LS) [GA]

Fiction, drama, and poetry from the former British Empire, addressing the diversity of colonial legacies in the Caribbean, India, Africa, and Asia.

ENGL 322 *Money, Class, & Marriage in the British Novel* (LS)

The impact of social institutions on domestic happiness in novels from Defoe to Hardy.

ENGL 325 *British Romanticism* (LS)

A study of Romantic poetry, fiction, and criticism. The course is centered on careful reading of the literature, but also considers the connection of Romanticism to contemporary politics and culture.

ENGL 328 *Victorian Literature and Culture* (LS)

An examination of Victorian poetry and prose. The course explores formal developments in the period, as well as contemporary theories of art and the connection of the literature to developments in industry, commerce, science, and religion.

ENGL 330 *Modern American Poetry* (LS)

Close analyses of works by Frost, Stevens, Williams, Pound, Eliot, Moore, Brooks, Hughes, Bishop, Cummings, and other representative poets.

ENGL 332 *Southern Literature* (LS)

Analysis of significant novels, short stories, poems, and dramas that were written during and after the Southern Renaissance.

ENGL 335 *American Modernism (1900-1945)* (LS)

This course asks, What is modernism? We address that question by exploring texts from the era as artistic objects as well as framing that exploration in terms of the cultural moment they both responded to and helped create. We primarily study fiction and poetry, though other genres (film, drama, nonfiction) may receive consideration.

ENGL 336 *Postmodern and Contemporary American Literature (1945-present)* (LS)

In what ways does postmodern literature react against or further the modernist project, and how does the post-war period contribute to this process? Where has contemporary American literature taken us? We begin to answer these questions through the study of fiction and poetry, though other genres, including drama and literary theory, may receive consideration.

ENGL 342 *Faulkner* (LS)

An examination of representative fiction of the Yoknapatawpha saga.

ENGL 343 *Sexuality before Sex in Early American Literatures* (LS)

An intensive survey of the literatures of the early Americas, with particular attention to the questions of gender, sexuality, and embodiment. Primary sources are drawn from the seventeenth, eighteenth, and early nineteenth centuries; secondary sources include theoretical and historical writing on gender, sexuality, and the body.

ENGL 348 *Literature after Auschwitz* (LS)

How has the Holocaust influenced postwar literature? Our focus will be on texts outside of the canon of Holocaust literature, often written by the writer who did not experience its events directly. Our particular goal will be to consider the effect of the Holocaust (especially the felt need to understand it) on literary form. Course texts will include works of prose—both fiction and non-fiction—from a number of linguistic traditions.

ENGL 350 *British Modernism* (LS)

Emphasizes close study of the stylistic and formal strategies used by writers in Britain and its colonies in the first half of the 20th century. Also considers representations of colonialism, cosmopolitanism, industrialization, suffragism, and the institution of mass media in the period.

ENGL 353 *Experimental British Fiction* (LS)

This course investigates the category of “the experimental” to consider British narratives—literary, cinematic, and theoretical—from across the full span of the 20th century. One aim of the course is to challenge the habitual distinction between modernism and postmodernism. Another is to consider the experimental in relation to its ostensible opposite, the familiar or conventional. The course asks students to consider the puzzling fact that, particularly in Britain, the most experimental—that is, the strangest—narratives often seem to take the most conventional form.

ENGL 361 *The Black Writer* (LS)

A study of the Black literary tradition in American literature with attention to complementary works by international Black authors.

ENGL 362 *Literary Theory* (LS)

Considers “theory” as an interdisciplinary enterprise that explores the meaning of signifying systems, in part by rejecting so-called common sense. Examines structuralism, post-structuralism, deconstruction, postcolonial theory, feminism, and queer theory, among others. Intended for students of all disciplines.

ENGL 363 *English as a Global Language* (CW, LS)

The spread of the English language and Anglophone literature beyond England, from medieval Scotland to 20th-century Singapore. Also examines the impact of global English on indigenous languages and cultures.

ENGL 385 *Topics in Literary Theory* (LS)

An introduction to a school of theoretical inquiry. Topics vary depending on instructor. *Prerequisites: Junior standing and one 300-level English course. We recommend that students complete ENGL 280 prior to taking this course.*

ENGL 395 *Topics in Literature* (LS)

Directed, intensive study of a special literary subject.

ENGL 397 *Vietnam in the Literary Imagination* (LS)

This course aims to develop an appreciation and understanding of how Vietnam has been imagined in literature and film by Vietnamese, American, and European artists, within the context of Vietnamese history from the early 19th century to the present. Course material covers the spectrum of narrative expression by including prose fiction, nonfiction, poetry, and film.

Seminars in Literary Studies

Prerequisite: completion of any 300-level course in English.

ENGL 414 *Milton* (LS, W2)

A study of Milton's English poetry and some of his prose. Attention is given to *Paradise Lost*, the sonnets, and selections from *Areopagitica*. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 416 *The Satire of Pope, Swift, & Gay* (LS, W2)

An in-depth study of the major satires of Pope, Swift, and Gay. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 418 *Blake* (LS, W2)

A survey of Blake's view of society and religion as these are reflected in his lyrics, his prophetic books, and his paintings. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 420 *Topics in Romantic Literature* (LS, W2)

An intensive study of a topic in Romantic literature or a writer from the Romantic period.

ENGL 432 *Jane Austen* (LS, W2)

A study of Austen's *Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and *Persuasion*. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 435 *The Brontës* (LS, W2)

An examination of Emily Brontë's *Wuthering Heights*, Anne Brontë's *The Tenant of Wildfell Hall* and *Agnes Grey*, and Charlotte Brontë's *Jane Eyre*, *Shirley*, and *Villette*. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 441 *Topics in Victorian Literature* (LS, W2)

An intensive study of a topic in Victorian literature or a writer from the Victorian period.

ENGL 450 *Topics in Modern and Contemporary British Literature* (LS, W2)

An intensive study of a topic or writer from this period.

ENGL 454 *Lawrence & Woolf* (LS, W2)

A study of fictional and non-fictional prose by the modernist British writers D. H. Lawrence and Virginia Woolf. We suggest that, despite differences in style, the two writers are similarly preoccupied by the concept of the irrational, especially as it is figured as antagonism, aggression, and war. In so doing, we ultimately focus on each writer's conception of literary form.

ENGL 455 *Chinua Achebe and Wole Soyinka* (LS, W2)

A study of Achebe's classic novels and short stories and of Soyinka's masterworks of drama, autobiography, and fiction. Works include *No Longer At Ease*, *A Man of the People*, *Death and the King's Horseman*, and *Ake*. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 460 *Topics in American Literature* (LS, W2)

The special subject of the seminar is determined on a year-by-year basis. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 463 *US Nineteenth Century: Great Books Then and Now* (LS, W2)

In this course, we critically examine the shifting standards by which literary scholars have deemed some texts "great." Our conversations focus on the assumptions those scholars bring to the act of literary interpretation and the methods of reading and analysis those assumptions dictate. Readings include novels, narratives, and perhaps poetry written and read in the nineteenth-century United States, as well as extensive selections from critical commentaries past and present.

ENGL 464 *Faulkner and Wideman* (LS, W2)

William Faulkner and John Edgar Wideman provide a study in contrast and a study of deep similarities: a white rural Mississippian writing in the early part of the century and a black urban Pennsylvanian writing in

the current era, both of whose works not only show stylistic similarities but also share persistent concerns of the past's presence in the present; of place; of race and gender; and of the use of fiction to investigate the authors' personal sense of history, home, and self. We explore three of Faulkner's Yoknapatawpha novels and then Wideman's *Homewood* trilogy.

ENGL 465 *Ernest Hemingway* (LS, W2)

An in-depth study of Hemingway's career, from *In Our Time* to his posthumously published *The Garden of Eden*. Literary criticism of Hemingway is also be a major subject of study. In addition to paper(s), students are expected to research the criticism and to lead class discussions based upon their research. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 467 *Nathaniel Hawthorne* (LS, W2)

This seminar will provide an in-depth study of representative works of Nathaniel Hawthorne. Class time is spent in review of the historical and cultural contexts surrounding Hawthorne's major works and in discussion of his stylistic development. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 490 *Special Topics* (LS, W2)

The special subject of the seminar is determined on a year-by-year basis. *Open to seniors; open to other students only by permission of the instructor.*

ENGL 497 *Senior Thesis Seminar* (W2) [UR]

This course taken during spring of the senior year focuses on independent research projects. Departmental faculty and other seminar members provide input and critiques as the student works toward a significant piece of original literary criticism. The project is presented/defended orally. Each student must have a second reader (advisor); the student must solicit the second reader and receive approval of the project idea by Fall Break. The second reader does not necessarily need to be an English Department faculty member. The ENGL 497 instructor and the second reader consult to determine the student's grade. *This course is limited to senior English majors.*

ENVIRONMENTAL STUDIES

Professors Čapek, Gron, J. Hardin (chair),
Hines, Lombardi, and Moran
Assistant Professors Gess, Hatch, and Hill

The Environmental Studies program is designed to provide an integrated and interdisciplinary approach to studying the environment. As such, it both complements and embodies the liberal arts aim of combining strengths of the natural sciences, social sciences, and humanities to prepare students to be well-equipped citizens in an increasingly globalized world. Core requirements for Environmental Studies majors are designed to fit requirements for graduate programs in Environmental Studies or related fields while the electives allow students to specialize in their particular interests.

MAJOR

13 courses distributed as follows:

- EVST 110 *Introduction to Environmental Studies*
- BIOL 104 *Environmental Biology*
- CHEM 101 *Chemistry of the Environment*
- ENGL 275 *American Literature and the Environment*
- or
- ENGC 306 *Exploring Nature Writing*
- or
- HIST 212 *American Environmental History*
- POLI 235 *Public Policy*
- or
- POLI 365 *Environmental Policy and Management*
- PSYC 290 *Statistics*
- or
- BUSI 250 *Principles of Statistics*
- or
- ANTH 335 *Geographic Information Science*
- ECON 340 *Environmental Economics*
- SOCI 375 *Environmental Sociology*
- or
- ANTH 330 *Human Impact on the Ancient Environments*

- RELI 270 *Ecotheology*
or
PHIL 270 *Environmental Philosophy*
or
PHIL 315 *Ethics and Relations to Friend, Kin, and Community*
- EVST 497 *Senior Seminar*

All majors must complete an internship with an environmental studies focus. The internship must be approved in advance by the Environmental Studies chair.

All students choose from two possible concentrations for their remaining courses. Students desiring a Natural Science concentration may take either a biology or chemistry sequence. Students with a Socio-cultural concentration take three courses of their choice from the list below.

Natural Science Concentration

Biology

- BIOL 150 *Cell Biology*
- BIOL 190 *Botany*
or
BIOL 220 *Zoology*
- BIOL 250 *Genetics*
- BIOL 365 *Ecology and Evolution*

Students who complete the biology sequence will not take the core course BIOL 104 *Environmental Biology*.

Chemistry

- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
- CHEM 240 *Organic Chemistry I*
- EVST 280 *Environmental Analysis*

Students who complete the chemistry sequence will not take the core course CHEM 101 *Chemistry of the Environment*.

Socio-cultural Concentration

3 of the following courses from three different disciplines:

- ANTH 360 *Globalization and Transnationalism*
- ENGC/SOCI 306 *Exploring Nature Writing**
- ENGF 275 *Film and the Environment*

ENGL 275 *American Literature and the Environment**
 HIST 212 *American Environmental History**
 HIST 358 *Race, Rivers, and Cotton: Southern Environmental History*
 PHIL 270 *Environmental Philosophy**
 PHIL 330 *Ethical Theory*
 PHIL 490 *Special Topics***
 RELI 270 *Ecotheology**
 SOCI 300 *The Urban Community*
 SOCI 340 *Food, Culture and Nature*
 SOCI 362 *Images of the City*

* *If not taken in core requirements*

** *Must be approved by EVST faculty. Some topics may not cover environmental concepts.*

Senior Capstone Experience

The Senior Capstone Experience for the environmental studies major consists of participation in the Senior Seminar course. EVST 497 *Senior Seminar* is a one semester course that involves common readings, research methods, and both written and oral presentation of independent research. The grade for the Senior Capstone Experience is based on the oral presentation and defense of research components of the senior seminar.

Courses

Other courses for the Environmental Studies major are described under the respective academic departments.

EVST 110 *Introduction to Environmental Studies*

An introduction to the study of environmental problems using an interdisciplinary approach with emphasis on the importance of sustainable solutions. The course combines scientific, economic, political, socio-cultural and ethical knowledge to examine selected topics such as human population, food, water, and energy. Laboratory course.

EVST 275 *American Literature and the Environment (LS, W1)*

Cross-listed as ENGL 275.

EVST 280 *Environmental Analysis* (NS-L, CW)

Cross-listed as CHEM 280. Prerequisite: CHEM 240 or consent of instructor.

EVST 497 *Senior Seminar* (W2) [UR]

A capstone experience involving common readings, research methods and both written and oral presentation of independent research. Oral presentation and defense of research functions as the senior comprehensive exam. *Prerequisite: senior standing.*

EVST 498 *Environmental Internship*

Provides opportunity for students to engage in an applied field experience. Focus of internship to be determined by the student's Environmental Studies emphasis. Internship must be approved in advance by Environmental Studies faculty. *Prerequisite: junior or senior standing.*

FILM STUDIES

Professors Boehm and Miller
Associate Professors Goldberg, McKim (chair), and Stuber
Assistant Professor Leitz

The film studies program provides students the opportunity to study the formal components of cinema (e.g. narrative, cinematography, editing, mise-en-scene, and sound) within aesthetic, ethical, cultural, socio-political, and historical contexts. Within these frameworks, study of film enhances not only students' perceptual sensitivity to the cinematic medium but also their analytical sophistication regarding cinema's changing role in the world. Students can pursue Film Studies at Hendrix either through the Film Studies minor (as listed below) or the English-Film Studies major (as described under the English departmental section of the catalog).

MINOR

6 courses distributed as follows:

- ENGF 269 *Introduction to Film Studies*

- 5 additional courses chosen from the following:
 - ANTH 250 *Visual Anthropology*
 - ARTH 389 *Aesthetics and Contemporary Art*
 - ENGF 275 *Film and the Environment*
 - ENGF 310 *French New Wave*
 - ENGF 358 *African Film*
 - ENGF 370 *Film History*
 - ENGF 381 *Film Theory*
 - ENGF 382 *Non-fiction Film*
 - ENGF 390 *Topics in Film Studies*
 - ENGF 490 *Topics in Film Studies*
 - ENGL 223 *Literary and Cinematic Adaptations*
 - ENGL 248 *The Holocaust in Literature, Theory, and Film*
 - ENGL 271 *Crime Literature and Film*
 - FILM 210 *Screenwriting*
 - FILM 392 *Great Directors*
 - FILM 399 *Independent Study*
 - HIST 190 *History and Film*
 - MUSI 180 *Film Music*
 - SOCI 255 *Gender in Film and Television*

On occasion, departments throughout the college offer special topics courses that focus primarily on film. With the approval of the film studies chair, students may count such courses towards a film studies minor.

Students may count up to two independent studies toward the minor.

Courses

Other courses for the Film Studies minor are described under the respective academic departments. ENGF and ENGL refer to two emphases of the English major.

FILM 210 *Screenwriting*

This course examines the practice of screenwriting. Students are taught the components of screenwriting, view a variety of films that are thought to contain good examples of writing, and read texts devoted to the construction of story. Throughout the course, students craft a script of

their own. *Prerequisite: one of the following courses: any ENGF or ENGL 200-level course, AFRI 358, ARTH 392, HIST 190, RELI 315, or TART 290.*

FILM 392 *Great Directors*

A study of several important film directors that considers the artistic, conceptual, and ideological merits of their work. *Cross-listed as ARTH 392.*

FILM 399 *Independent Study*

Prerequisite: ENGL 269 or permission.

FOREIGN LANGUAGES

Professor Oudekerk (German coordinator)
Associate Professors Contreras-Silva (Spanish coordinator), Resinski, and
Vilahomat (chair)
Assistant Professors Jellenik (French coordinator), Rauh, and Vidal-Torreira
Visiting Assistant Professors Behymer and Liu (Chinese coordinator)
Instructors Fabricio and French

The Department of Foreign Languages offers majors and minors in Classics, French, German, and Spanish. The department also offers a Chinese minor; courses in Chinese language and literature may be used for the Asian Studies minor. Our programs in modern languages are designed to develop written and oral communication skills in the target languages, to promote global awareness through the study of different cultures and peoples, and to encourage aesthetic appreciation through the study of literature. Our program in Classics encourages students to develop a multi-faceted view of Greek and Roman antiquity through an interdisciplinary study of language, literature, history, and philosophy.

Students may also choose to certify to teach a foreign language and should in that instance consult with the Education Department to follow the approved state program for teacher certification.

CHINESE

Courses not listed here might meet Chinese requirements, particularly courses in the Asian Studies section of this *Catalog*. Students should consult with their advisor and the course instructor to see if an unlisted course qualifies.

Minor

5 courses above the first-year sequence, distributed as follows:

- CHIN 210 *Intermediate Chinese I*
- CHIN 220 *Intermediate Chinese II*
- CHIN 300 *Advanced Chinese*
- 1 Chinese language course numbered 300 or higher
- 2 Chinese literature courses, among which either CHIN 351 *Survey of Chinese Literature (to 1911)* or CHIN 352 *Survey of Chinese Literature (since 1911)* must be taken

The department encourages all students to have a study-abroad experience. Subject to approval by the Chinese coordinator, courses taken while studying abroad may be used to fulfill up to two of the course requirements for the minor.

Chinese Courses

Other courses for the Chinese minor are described under the respective academic departments.

CHIN 110 *Elementary Chinese I*

An introduction to spoken and written Mandarin Chinese, this course addresses the four skills of speaking, listening, reading, and writing and includes an introduction to Chinese culture.

CHIN 120 *Elementary Chinese II (FL)*

An introduction to spoken and written Mandarin Chinese, this course continues development of the four skills of speaking, listening, reading, and writing and includes an introduction to Chinese culture. *Prerequisite: CHIN 110 or the equivalent.*

CHIN 210 *Intermediate Chinese I*

A continuation of CHIN 120 *Elementary Chinese II*. The course follows the functional approach to language learning in stressing the students'

ability to communicate effectively in a broad range of everyday situations. Our goals are to develop students' listening, speaking, reading and writing proficiency in intermediate Chinese. *Prerequisite: CHIN 120 or the equivalent.*

CHIN 220 *Intermediate Chinese II*

A continuation of CHIN 210 *Intermediate Chinese I*. The course follows the functional approach to language learning in stressing the students' ability to communicate effectively in a broad range of everyday situations. Our goals are to develop student's' listening, speaking, reading and writing proficiency in intermediate Chinese. *Prerequisite: CHIN 210 or the equivalent.*

CHIN 300 *Advanced Chinese*

A continuation of CHIN 220 *Intermediate Chinese II*. The course aims to improve the abilities of oral and written expression and listening and reading comprehension. The goal is to function as a bridge to authentic Chinese texts. *Prerequisite: CHIN 220 or equivalent.*

CHIN 351 *Survey of Chinese Literature (to 1911)* (LS, W2)

An overview of the most important literary figures and works in Chinese literary history from its origins to 1911 as reflections of the various cultural periods that produced them. The broader cultural context of each dynasty, such as its social history, philosophy, and art, is stressed. The course is taught in English and the readings are also translated into English. *Cross-listed as LITR 251.*

CHIN 352 *Survey of Chinese Literature (since 1911)* (LS, W2)

An overview of Chinese literature from the May Fourth Movement in 1911 to the present. The course is taught in English and the readings are also translated into English. CHIN 351 is not a prerequisite. *Cross-listed as LITR 252.*

CHIN 395 *Topics in Chinese Literature* (LS, W2)

This course explores various genres, movements, literary periods or topics in Chinese literature. Topics may include martial arts novels and film, gender and sexuality, film studies, late imperial fiction and literature during the republican period. This course is taught in English and the readings are also translated into English. This course may be repeated for credit. *Cross-listed as LITR 295.*

Hebrew Courses

HEBR 110 *Introduction to Biblical Hebrew I*

Cross-listed as RELI 121.

HEBR 120 *Introduction to Biblical Hebrew II*

Cross-listed as RELI 122.

LATIN, GREEK, AND CLASSICS

Courses in Latin, Greek, and Classics provide students with the opportunity to learn about the language, history, and culture of ancient Greece and Rome. See the Classics section of the *Catalog* for information about courses in Classics as well as the Classics major and minor.

Latin Courses

LATI 110 *Fundamentals of Latin I*

An introduction to the basic grammar, syntax, and vocabulary of Latin. *No prerequisite.*

LATI 120 *Fundamentals of Latin II (FL)*

A continuation of LATI 110. By the end of the course, students read passages of Latin literature in the original. *Prerequisite: LATI 110 or the equivalent.*

LATI 210 *Readings in Latin*

Focus on the translation of Latin texts, with an emphasis on the strengthening of grammar, syntax, and vocabulary. Topics and authors vary by semester. *Prerequisite: LATI 120 or the equivalent.*

LATI 390 *Topics in Latin Literature (LS)*

A course focused on the translation and interpretation of Latin texts. Because the texts and authors vary by semester, this course can be taken multiple times. *Prerequisite: LATI 210 or permission of the instructor.*

LATI 395 *The Vulgate (LS) [SP]*

A study of the Latin Bible involving the translation and interpretation of passages from Vulgate. This course also incorporates engaged learning

activities related to book history, paleography, and manuscript culture.
Prerequisite: LATI 210 or permission of the instructor.

LATI 410 *Advanced Readings and Research in Latin Literature* (LS, W2)[UR]

A course in which the translation and interpretation of Latin texts is combined with the reading and analysis of current scholarship; the course culminates in a research project and portfolio. Specific topics and authors vary by semester. *Prerequisite: a 300-level Latin course or permission of the instructor; open to seniors majoring or minoring in Classics.*

Greek Courses

GREE 110 *Fundamentals of Ancient Greek I*

An introduction to the basic grammar, syntax, and vocabulary of Ancient Greek, the language of Classical and New Testament authors.
No prerequisite.

GREE 120 *Fundamentals of Ancient Greek II* (FL)

A continuation of GREE 110. By the end of the course, students will read passages of Greek literature, both Classical and Biblical, in the original.
Prerequisite: GREE 110 or the equivalent.

GREE 210 *Readings in Greek*

Focus on the translation of Ancient Greek texts, with an emphasis on the strengthening of grammar, syntax, and vocabulary. Topics and authors vary by semester. *Prerequisite: GREE 120 or the equivalent.*

GREE 390 *Topics in Greek Literature* (LS)

A course focused on the translation and interpretation of Ancient Greek texts. Because the texts and authors covered vary by semester, this course can be taken multiple times. *Prerequisite: GREE 210 or permission of the instructor.*

GREE 410 *Advanced Readings and Research in Greek Literature* (LS, W2) [UR]

A course in which the translation and interpretation of Greek texts is combined with the reading and analysis of current scholarship; the course culminates in a research project and portfolio. Specific topics and authors vary by semester. *Prerequisite: a 300-level Greek course or permission of the instructor; open to seniors majoring or minoring in Classics.*

FRENCH

MAJOR

9 courses above the first-year sequence, distributed as follows:

- FREN 210 *Intermediate French Composition and Conversation I*
- FREN 215 *Intermediate French Composition and Conversation II*
- FREN 340 *Survey of French Literature and Civilization I (to 1789)*
or
FREN 350 *Survey of French Literature and Civilization II (since 1789)*
- 6 other French courses above FREN 215 *Intermediate French Composition and Conversation II*.

For students certifying to teach, it is strongly recommended that one of these be FREN 320 *Practical Phonetics*.

Students majoring in French are also strongly encouraged to take at least the first-year sequence in Spanish, German, Latin, or Greek.

Senior Capstone Experience

The Senior Capstone Experience for the French major is comprised of two parts: a written and oral examination based on coursework in the major and courses taken abroad, if applicable. The grade for the Senior Capstone Experience is based on this examination.

MINOR

The minor in French consists of at least 5 courses at or above the 200 level including FREN 210 *Intermediate French Composition and Conversation I* and FREN 215 *Intermediate French Composition and Conversation II*.

Elementary French courses

The basic sequence courses are prerequisite for all other courses in French. However, if a student has taken two or more years of French in high school, he or she may be eligible to skip some or all of the first-year sequence. Placement into higher level courses is based on an evaluation of the incoming student's high school record, entrance exam scores, and results of the Hendrix placement test.

FREN 110 *First-Year French, Part I*

This course is designed for students with no prior experience in the French language. It is a course in the four basic skills of listening, speaking, reading, and writing in French, with emphasis on oral expression and an introduction to French culture.

FREN 120 *First-Year French, Part II (FL)*

This course continues the development of basic skills, cultural awareness, and oral proficiency at the first-year level.

Intermediate French courses

FREN 210 *Intermediate French Composition and Conversation I*

This course continues the work of the first-year sequence in French, with a focus on grammar, reading, and writing skills. *Prerequisite: FREN 120 or consent of the instructor.*

FREN 215 *Intermediate French Composition and Conversation II (FL)*

This class completes the in-depth study of French grammar, reading, and writing begun in FREN 210 *Intermediate French Composition and Conversation I* and covers all verb tenses. *Prerequisite: FREN 210 or consent of the instructor; can be taken at the same time as 300- or 400-level courses.*

FREN 230 *Introduction to French Literature (LS)*

This course is designed to introduce students to representative authors, periods, and genres in French literature and to acquaint them with methods of reading and criticism in preparation for more advanced literary study. *Prerequisite: FREN 210 or consent of the instructor.*

Advanced French courses

The prerequisite to all advanced French courses is French 210.

FREN 310 *Advanced Composition and Conversation (W2)*

This course is a study of advanced grammar and syntax to help students arrive at more effective written and oral expression. Regular compositions on assigned topics and scheduled oral presentations are included.

FREN 320 *Practical Phonetics*

This course is a systematic review of French pronunciation involving the study of phonetics through oral exercises, texts in poetry and prose, and the study of phonetic theory. It is recommended for majors in French, especially for those preparing to teach.

FREN 340 *Survey of French Literature and Civilization I (to 1789)* (LS)

An overview of the most important literary figures, political movements, and artistic genres in France from Roman times until the French Revolution in 1789. The broader cultural context of each period—its social history, philosophy, art, and architecture—is stressed. *Prerequisite: FREN 215 or consent of instructor.*

FREN 350 *Survey of French Literature and Civilization II (Since 1789)* (LS)

An overview of the most important literary figures, political movements, and artistic genres in France from Roman times until the French Revolution in 1789. The broader cultural context of each period—its social history, philosophy, art, and architecture—is stressed. *Prerequisite: FREN 215 or consent of instructor.*

FREN 360 *Francophone Fiction* (LS)

This course focuses on major works written in French by writers from North Africa, sub-Saharan Africa, Canada, and the Caribbean. *Co- or Prerequisite: FREN 215 or consent of instructor.*

FREN 401 *Small Worlds: French Literary Minimalism* (LS)

This class examines the minimalist trend in French writing, from early 1980s to the present. *Co- or prerequisite: FREN 215 or consent of instructor.*

FREN 410 *Medieval and Renaissance Literature* (LS)

This course deals primarily with the epic, medieval romance, and

humanist writings. Readings include the Chanson de Roland, Tristan et Iseut, and the poetry of Ronsard.

FREN 420 *Golden Age of French Drama* (LS)

This course is a comprehensive study of the Classical period of French literature, concentrating on the works of Corneille, Racine, and Moliere.

FREN 440 *Romanticism to Symbolism* (LS)

This course is an overview of the major works of the nineteenth century, including both poetry and prose. Hugo, Flaubert, and Baudelaire are among the authors studied.

FREN 460 *Topics in French Literature* (LS)

This course explores an author, movement, or genre in depth. Possible topics include the following: French Literature and Film, Women Writers of French, or The French Short Story. *May be cross-listed as LITR 260.*

GERMAN

MAJOR

9 courses above the basic sequence distributed as follows:

- GERM 210 *Intermediate Composition and Conversation*
or
GERM 310 *Advanced Composition and Conversation*
- GERM 320 or 330 *Survey of German Literature and Civilization*
- GERM 420 *Senior Seminar in German Literary History*
- 6 other German courses of the student's choosing, of which only one may be a 200-level course

Senior Capstone Experience

The Senior Capstone Experience for the German major consists of three examinations taken in conjunction with GERM 420 *Senior Seminar in German Literary History*. The examinations cover German history, literary analysis, and literary history, respectively. Senior majors are also offered the opportunity to demonstrate their mastery of the language

by taking an internationally recognized Goethe Institute language achievement test offered by the University of Arkansas at Fayetteville in April of each year.

MINOR

The minor in German consists of at least five courses at or above the 200-level. A maximum of two 200-level courses may be counted toward the minor.

Study Abroad

While not specifically required for graduation in German, a significant study abroad experience clearly adds greatly to the linguistic skills and cultural awareness of our majors and is very strongly recommended. The most popular vehicles for study in German-speaking countries are the Hendrix-in-Graz and the ISEP programs, both of which permit the use of the student's Hendrix financial aid.

German courses

Please note that students must either complete the second-year German sequence (GERM 210, then 220 or 230) or gain the instructor's permission in order to enroll in 300- and 400-level German courses.

GERM 110 *Elementary German I*

Introductory language course stressing the skills of listening, reading, and writing, with special emphasis on the rapid acquisition of speaking ability. Introduction to the cultures of German-speaking countries.

GERM 120 *Elementary German II (FL)*

Continuation of GERM 110 with emphasis on further development of skills and cultural awareness. Introduction to literary and non-literary texts.

GERM 210 *Intermediate Composition and Conversation*

Open to any student who has completed the basic sequence. Further develops communication skills while offering a focused review of essential grammar concepts. Content varies annually, but focuses on contemporary life and literature in German-speaking Europe.

GERM 220 *German Literature and its Context* (LS)

An introduction to the study of German literature in its sociohistorical context. Provides the student with essential research and analytical skills through the examination of short, representative works by authors such as Goethe, Heine, Kafka, Hesse, Grass, and Seghers. Continues the development of the student's command of oral and written German.

GERM 230 *Masterpieces of German Cultural History*

An introduction to some of the great works of German art, architecture, literature, music, and philosophy through a focus on significant periods in German cultural history such as the High Middle Ages, the Reformation, the Baroque era, the Classic and Romantic Periods, and Expressionism. The course continues the development of the student's command of oral and written German.

GERM 310 *Advanced Composition and Conversation*

Allows advanced students of German, including those returning from study abroad in the language, to refine their written and oral skills, address lingering uncertainties about German grammar, and expand their vocabulary in a field of their own choosing.

GERM 320 *Survey of German Literature and Civilization I (to 1848)* (LS)

An overview of the most important literary figures and works in German history as reflections of the various cultural periods that produced them. The broader cultural context of each epoch—its social history, philosophy, art, architecture, and music—is stressed.

GERM 330 *Survey of German Literature and Civilization II (since 1848)* (LS)

Applies the same approach as in GERM 320 to the period from the Revolution of 1848 to the present. GERM 320 is not a prerequisite.

GERM 365 *German Poetry and Short Prose*

This course explores the rich history of the lyric and short prose forms in German-speaking Europe. Works from the Baroque down to the present are examined, with a particular emphasis on 20th century writers. Authors such as Goethe, Heine, Rilke, Kafka, Böll, and Aichinger will be discussed.

GERM 395 *Contemporary German Civilization*

This course focuses on the political, economic, social, and cultural institutions of Germany since World War II, with special emphasis on developments from 1989 to the present.

GERM 420 *Senior Seminar in German Literary History* (LS)

A course for senior German majors designed to help them synthesize their understanding of German literature and civilization to this point. Considerable individualization of content allows each participant to concentrate on key periods and authors not previously studied.

GERM 490 *Special Topics in German Literature* (LS)

Provides the opportunity to explore various authors or literary movements in depth. The course is offered on occasion in both English and German so that a wider spectrum of students might participate. When offered in English it is cross-listed as a LITR 330 course. Potential special topics include Gender in 19th-Century German Literature, German-Jewish Literature, German Film, The Novella, German Drama, Fairy Tales.

SPANISH**MAJOR**

9 courses above the basic sequence distributed as follows

- SPAN 310 *Survey of Spanish Literature to 1800*
- SPAN 320 *Survey of Spanish Literature since 1800*
- SPAN 330 *Survey of Latin-American Literature*
- 6 electives. Either SPAN 200 *Conversation and Composition* or SPAN 300 *Advanced Grammar and Composition* can be counted among the 6 courses, but not both.

The department encourages all students to have a study-abroad experience. Some things to remember include that, for a major and a minor, at least half of the courses taken to fulfill those requirements must be taken in residence. Courses taken abroad that will transfer as SPAN courses have to be based on literary texts. If a student hasn't taken SPAN 200 at Hendrix, a course in conversation could transfer as an equivalent. Courses taken in Spanish but in other disciplines transfer as courses in those disciplines and do not count towards a Spanish major or minor.

Senior Capstone Experience

The Senior Capstone Experience for the Spanish major is a comprehensive examination based on coursework in the major and on

courses taken abroad, if applicable. The format of the written examination may vary from question to question, but the test will consist of five parts, and should not exceed three hours in length. The grade for the Senior Capstone Experience is based on the examination.

MINOR

At least five courses at or above the 200-level. Either SPAN 200 Conversation and Composition or SPAN 300 Advanced Grammar and Composition can be counted among the five courses, but not both.

Spanish courses

SPAN 110 *Basic Sequence I*

An intensive language course that teaches the basic skills of listening, speaking, reading, and writing the language. This course also includes relevant cultural material.

SPAN 120 *Basic Sequence II (FL)*

Continues the development of the four basic skills of listening, speaking, reading, and writing. This course also serves as a brief introduction to the study of culture and literature. *Prerequisite: SPAN 110, its equivalent, or credit by examination.*

SPAN 200 *Conversation and Composition (W2)*

This course further develops language skills and introduces students to textual analysis and literary composition. *Prerequisite: SPAN 120, its equivalent, or credit by examination. Students who have already taken a 300-level course or higher in Spanish, are not to enroll in this course except by consent of instructor.*

SPAN 300 *Advanced Grammar and Composition (W2)*

A study of advanced grammar and syntax. Open to students who have completed the basic sequence, this course further develops knowledge of grammar and writing skills.

SPAN 310 *Survey of Spanish Literature to 1800 (LS, W2)*

An overview of Spanish literature from the Cid through the poets and dramatists of the Golden Age. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 320 *Survey of Spanish Literature since 1800* (LS, W2)

An overview of Spanish literature from the Romantic movement of the early 19th century to contemporary works. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 330 *Survey of Latin-American Literature* (LS, W2)

An overview of Spanish-language Latin-American literature from pre-Columbian times to the present. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 335 *Latin American Poetry* (LS, W2)

A study of the most recognized figures in Latin American poetry. Special attention is given to works produced by women and working-class poets. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 340 *Modernism and Vanguardism* (LS, W2)

A study of Iberoamerican literature of the late 19th and first half of the 20th century. The course includes the study of figures such as Rubén Darío, José Martí, Antonio Machado, Federico García Lorca, Gabriel García Márquez, Pablo Neruda, etc. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 350 *Latin American Essay* (LS, W2)

An overview of the history and evolution of Latin American thought through fundamental essays that focus on the political positions, ideologies, identity, economic programs, and philosophical perspectives of great essayists of Spanish letters. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 390 *Studies in Popular Hispanic Culture*

A course designed to offer students an opportunity to study a current topic of interest in Spanish and Spanish American literature and culture through the reading of a wide variety of literary and cultural texts. Topics vary by semester. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 410 *The Latin American Short Story* (LS, W2)

A study of the genre with particular emphasis on works of the 20th century. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 430 *Poetry of the Golden Age* (LS, W2)

An in-depth study of the Renaissance and Baroque poetry of the 16th and

17th centuries in Spain. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 450 *The Generation of '98* (LS, W2)

A study of the authors of the Generation of '98 and of Ortega y Gasset. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 460 *Spanish Poetry & Drama of the Generations of '98 and '27* (LS, W2)

A study of the poetry of the Generations of '98 and '27; concentration is on the poetry and drama of García Lorca. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 470 *Borges and Lezama* (LS, W2)

An in-depth study of fiction, poetry, aesthetics, and thought of Jorge Luis Borges and José Lezama Lima. Attention is given to the process of modern myth creation operating in the texts by these authors and to postmodernist concepts such as deconstructionism, carnivalization, logocentrism, the neobarroque, and identity. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 473 *The Conquest of America* (HP)

A study of the conquest and colonization of Latin America as portrayed by historical and literary texts. Indigenous accounts and the chronicles of conquistadors such as Columbus and Cortés are studied. Theoretical interpretive texts by Tzvetan Todorov and Beatriz Pastor Bodmer are also studied. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 474 *Indigenous Representations in Latin America* (CW, LS, W2)

An examination of the influence that the indigenous populations, past and present, have had on contemporary works from Latin America. Works studied may include texts by Arguedas or Asturias, who both show indigenous influence in their narrative style, or works by Castellanos or Vargas Llosa, who both deal with the treatment of the indigenous and their beliefs. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 475 *Politics, Human Rights, and Vocation in Latin American Literature* (CW)

An introduction to major works and literary figures who have shaped the political and cultural landscape of Latin America. This course examines the way that a person's vision of social change has entered into political

discourse and the role that vocation plays in that interaction. Topics include liberation theology and authors such as Menchú Tum and Freire. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 480 *New Trends* (LS, W2)

A survey of new literary trends in Iberoamerican literature, with emphasis on popular genres, science fiction, and the historical novel. Attention is given to postmodernist concepts and literary production. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 485 *Gender and Power in the Latin American Novel* (LS)

A course geared toward the reading of novels that have captured international attention and deal with questions of gender, socioeconomic classes, and power. Authors studied may include Gabriel García Márquez and Isabel Allende. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

SPAN 490 *Special Topics*

An intensive study of primary and secondary sources dealing with a specific topic or author. *Prerequisite: SPAN 200, SPAN 300, or consent of instructor.*

LITERATURE IN TRANSLATION

Taught in English translation, interdisciplinary or comparative literature courses approach the literature of a particular language discipline in a larger cultural context. These courses are open to students of all majors, regardless of previous foreign language background.

Courses

LITR 251 *Survey of Chinese Literature (to 1911)* (LS, W2)

Cross-listed as CHIN 251.

LITR 252 *Survey of Chinese Literature (since 1911)* (LS, W2)

Cross-listed as CHIN 252.

LITR 260 *Topics in French Literature* (LS)

This course explores an author, movement, or genre in depth. Topics are

selected from among the following: French Literature and Film, Women Writers of French, or The French Short Story. Readings may be done in translation.

LITR 295 *Topics in Chinese Literature* (LS, W2)

Cross-listed as CHIN 295.

LITR 330 *Special Topics in German Literature* (LS, W2)

Provides the opportunity for in-depth exploration of various authors, movements, literary periods, or topics. Some special topics may include Film Adaptation, Gender and Sexuality, Expressionism, Fairy Tales, Genre Fiction and Film, the Novel, the Novella, or German Drama.

GENDER STUDIES

Professors Barth, Harris, Maslin (chair), Templeton, Vernon, and West
 Associate Professors Campolo, Contreras-Silva, Penner,
 Skok, Stuber, and Whelan
 Assistant Professors Jaudon, Leitz, Pfau,
 Sprunger, and Williamson

MINOR

5 courses distributed as follows:

- 1 of which must be a humanities course
 - ENGL 250 *Women and African Literature*
 - ENGL 258 *American War Literature*
 - ENGL 275 *American Literature and the Environment*
 - ENGL 305 *Chaucer's Troilus and Criseyde*
 - ENGL 343 *Sexuality before Sex in Early American Literature*
 - ENGL 362 *Literary Theory*
 - ENGL 432 *Jane Austen*
 - ENGL 435 *The Brontës*
 - ENGL 454 *Lawrence and Woolf*
 - ENGL 465 *Hemingway*
 - GEND 268 *Introduction to Gender Studies-Humanities*
 - PHIL 310 *Feminist Thought*
 - RELI 327 *Race, Gender, Empire, and the Bible*

RELI 330 *Religion, Gender, and Sexuality*

SPAN 485 *Gender and Power in the Latin American Novel*

- 1 of which must be a social science course

ANTH 280 *Anthropology of Gender*

ANTH 390 *Social Inequality and Identity*

GEND 267 *Topics: Introduction to Gender Studies-
Social Science*

HIST 140 *Leisure in America*

HIST 150 *Great Wars, the Great Depression, and the
Great Gatsby, 1914-1945*

HIST 226 *Renaissance and Reformation Europe*

HIST 227 *Medicine and Disease in Pre-Modern Europe*

HIST 307 *Gender and Society in East Asia*

HIST 318 *Magic and Witchcraft in Early Modern
Europe*

POLI 100 *Issues in Politics: Gender*

POLI 100 *Issues in Politics: HIV/AIDS*

POLI 300 *Feminist Political Thought*

POLI 380 *Gender, Sexuality, and American Politics*

PSYC 260 *Human Sexuality*

PSYC 400 *Psychology of Gender*

SOCI 250 *Gender and Family*

SOCI 255 *Gender in Film and Television*

SOCI 310 *Gender and Sexuality*

SOCI 390 *Social Inequality and Identity*

Note: If a course offered at the college has a clear focus on gender but is not listed above, students may petition the Gender Studies chair to have the course count toward the Gender Studies minor.

Students may count one course in their major discipline towards the Gender Studies minor, but this course will not count toward their major.

Courses

The course Introduction to Gender Studies is not currently required for a Gender Studies minor. It is, however, strongly encouraged. Other courses for the Gender Studies minor are described under the respective academic departments.

GEND 267 Introduction to Gender Studies–Social Science (CW)

GEND 268 Introduction to Gender Studies–Humanities (CW)

An introduction to academic studies of gender, this course aims to help students develop skill at understanding, analyzing, and engaging gender-related issues. *Course content may vary. Currently GEND 268 is cross-listed as PHIL 267.*

HEALTH SCIENCES

(See Kinesiology and Health Sciences)

HISTORY

Professors Jennings and Shutt
Associate Professors Berryman (chair) and Skok
Assistant Professors Hancock, Pfau, and Sprunger

MAJOR

11 courses distributed as follows:

- 2 courses in American history
- 2 courses in European history
- 3 courses in global history
- 2 elective courses in history
- HIST 300 *Historiography*
- HIST 480 *Senior Capstone Seminar*

or

HIST 497 *Advanced Research and Writing*

These 11 courses must include:

At least five 300- or 400-level courses. These will include HIST 300 *Historiography* and either HIST 480 *Senior Capstone Seminar* or HIST 497 *Advanced Research and Writing*. Students will choose three other 300- or 400-level courses.

History students are urged to acquire a strong background in foreign languages, especially if they intend to pursue graduate study. Specifically, the department recommends that such students take at least one course beyond what is stated in the college foreign language requirement. Many graduate programs require competency in two foreign languages in addition to English.

The department strongly recommends that students take HIST 300 *Historiography* during the junior year, before they take HIST 480 *Senior Capstone Seminar* or HIST 497 *Advanced Research and Writing* as their senior capstone.

Senior Capstone Experience

For their Senior Capstone Experience, the history major will choose between HIST 480 *Senior Capstone Seminar* and HIST 497 *Advanced Research and Writing*. HIST 480 focuses primarily on developing editing and public presentation skills, while HIST 497 requires students to write an original research paper of at least 25 pages in length.

MINOR

6 courses distributed as follows:

- 1 course in American history
- 1 course in European history
- 2 courses selected from global history
- 2 elective courses in history

General Topics Courses

HIST 190 *History & Film* (HP)

This course subjects films on historical topics to discussion and analysis. It probes how filmmakers treat historical subjects and introduces students to the methods historians might use in evaluating the accuracy and impact of such films.

HIST 300 *Historiography* (HP, W2)

This course focuses on two major topics: ways of historical thinking and methods of historical research. Among the varied topics of consideration are historical method, the philosophy of history, the history of historical writing, the life and works of several historians, and conflicting interpretations of historical events.

HIST 480 *Senior Capstone Seminar*

Senior history majors choose an existing paper written for a previous course and engage in an intensive editing process to create a presentation-quality work. Students read and discuss works by professional historians at varying stages of the editorial process as well as evaluate each others' works in order to develop essential editing skills. They also receive training in public presentation.

HIST 497 *Advanced Research and Writing* [UR]

This year-long course begins in the fall of the senior year. It is directed toward the production of a substantial piece of historical writing based on primary sources. Working closely with an advisor, students devise a topic and conduct research. They also meet with other students in the course and their mentors in a seminar format. Students also make a public presentation of their work during spring semester. *Prerequisite: consent of the department.*

American History Courses

HIST 110-A *America to 1865* (HP)

The course focuses on the theme of "defining American community" and will span from pre-Columbian Native America to the American Civil War. We come to an understanding of early America by considering how different Americans sought to shape society, economy, culture, and the

natural environment to reflect their experiences, needs, and aspirations. We also consider the nature of historical interpretation and learn to evaluate historical arguments.

HIST 111-A *America since 1865* (HP)

This course examines the major political, social, cultural, and economic themes in American History since the end of the Civil War. Special attention is given to the increasingly significant role played by the United States in international affairs in this era. The course also introduces students to how historians work to construct interpretations of the past.

HIST 115 *Introduction to American Studies*

Cross-listed as AMST 115.

HIST 140-A *Leisure, Work, and Consumption in U.S. History* (HP)

This course examines the ways in which Americans' ideas of work and leisure have evolved together from the Colonial Era to the present. Students study the theoretical literature on leisure, and examine the ways in which historians have used the study of leisure to write history "from the bottom up," providing new frameworks for analyzing the everyday lives of ordinary people and the distribution of power and resources in American society.

HIST 150-A *Great Wars, the Great Depression, and the Great Gatsby, 1914-1945* (HP)

This period between 1914 and 1945 was a time of hardships that tested the American people, producing spectacular changes in the nation's role in the world, in leisure and consumerism, and in the place of government in people's everyday lives. We focus on topics such as civil liberties during World War I and World War II, radicalism during the Great Depression, race and the military, and social change during the "flapper" era of the 1920s.

HIST 151-A *Era of the American Revolution*

This course examines the social, cultural, economic, and political dimensions of the struggle for American independence. Attention is given to the military and diplomatic course of the war. Finally the Articles of Confederation and the making of the Constitution are examined as initial attempts to resolve issues of nationhood exposed by independence.

HIST 212-A *American Environmental History* (HP, VA, CW)

This course examines the use and transformation of the American environment from the pre-Columbian era to the present. The course also

considers the interpretations and perceptions of nature, wilderness, and the environment that various Americans held and developed over this period. By focusing on conceptions of nature as well as the physical interaction between people and their environment, this course challenges students to see the ways in which a cultural perspective is critical to understanding environmental issues.

HIST 213-A *Travel in America* (HP)

This course examines the place of travel in America, seeing the movement of people, goods, and ideas as a constitutive part of both the development and identity of the nation. Looking at the experiences of both real and fictional American travelers such as Hernando de Soto, Huck Finn and Jim, and Thelma and Louise, the course explores the impact and meaning of westward exploration and expansion, the American System and the transportation revolution of the antebellum era, the coasting trade of the 18th and 19th centuries, the Great Migration, and the interstate highway system.

HIST 214-A *Poverty and Welfare in America* (HP)

This class uses primary and secondary sources to examine the many ways in which Americans have understood the existence of poverty and the poor. With emphasis on the nineteenth and twentieth centuries, we investigate the roots of poverty in the American economic system, in order to examine why so many people remain poor in the richest nation on earth. We also look at the evolution and larger macroeconomic purposes of the American welfare state and use first hand accounts by poor people and antipoverty activists themselves.

HIST 217-A *The American West* (HP)

This course provides a history of the American West from European colonization and settlement to the present. Issues explored include migration and settlement, the exploitation of peoples and resources, federal power and intervention, western community and urban form, and tourism. The course also focuses on the ways myths of the West have made the region into a simulacrum for American identity and ideals, obscured the realities of western history, justified the degradation of the environment, and countenanced the appropriation of land and abuse of peoples in the region.

HIST 218-A *Gilded Age and Progressive Era* (HP)

Spanning the late nineteenth through the early twentieth centuries, this course examines the transformation of the United States into a modern nation. We analyze what a “modern nation” might be, paying attention to

factors such as domestic upheaval, ethnic and racial conflict, economic instability, and conflicted ideas of gender. We link cultural and social history with the new political history, through the emergence of a global role for the United States abroad, and the expansion of the reach of the state at home.

HIST 230-A Native North America until 1815 (HP)

This course studies the diverse experiences of American Indians from their initial peopling of the continent until 1815. Topics include the development of prehistoric cultural traditions, Indian responses to colonialism, and Indian influences on the emergence of Euroamerican communities in North America. The course also introduces students to the various scholarly methods associated with ethnohistory.

HIST 231-A Native North America from 1815 (HP)

This course studies the diverse experiences of American Indians since the era of Removal. Topics include the development of the reservation system, Western expansion and the Indian of the Trans-Mississippi West, and persistence and adaptation in the Twentieth Century.

HIST 256-A The American Century, 1945-Present (HP)

The post-1945 period was an era of dramatic change in American history, one whose repercussions still shape the world in which we live today. This course focuses on major developments of the period, including the Cold War, the Civil Rights Movement, and the dramatic shift in gender roles that has changed the lives of both women and men. We also cover related subjects, such as the domestic war on poverty and the foreign war in Vietnam.

HIST 270-A Arkansas History (HP)

A history of Arkansas from earliest times to the present.

HIST 290-A African American History to 1865 (HP)

This course examines the major topics in African American history from the emergence of the ancient African Kingdoms to the Civil War. Emphasis is placed on the use of a multidimensional approach to analyze African American culture, lifestyles, and related issues. Major themes related to the African American experience in America, as well as experiences throughout antebellum society, are examined.

HIST 295-A African American History since 1865 (HP)

This course examines the major topics in African American history from the Civil War to the end of the Civil Rights era. Emphasis is placed on the

use of a multidimensional approach to analyze African American culture, lifestyles, and related issues. Major themes such as racism, assimilation, separatism, Pan-Africanism, desegregation, and civil rights are examined.

HIST 330-A *Culture and Colonialism* (HP)

This seminar focuses on selected readings in cultural and African history. Topics may include gender and representation, Christianity and conversion, health and medicine, etiquette and authority, art and identity, and theory and method.

HIST 345-A *Issues in Archives and Public History* (HP) [SP]

This course encourages students to examine the role that archives and archivists play in the public discourse around history. Students examine how presentations of history and record-keeping practices have evolved over time as public demands have changed.

HIST 353-A *Race, Memory, and the American Civil War* (HP) [UR]

This course offers an analysis of the sectional conflict leading to the secession crisis, the impact of the war on American society, the reunification of the nation during Reconstruction, and the memory of the Civil War in American culture. This course includes the shifting meanings of freedom and race in American life and how these concepts are defined and negotiated through memory of the Civil War. Students also complete a primary research project on some aspect of the Vicksburg campaign and, over a weekend in the middle of the semester, travel with the class to Vicksburg.

HIST 357-A *America in the Age of Jefferson and Jackson* (HP)

This course surveys the evolution of American society, politics, and culture from the nation's first years under the Constitution to the sectional crisis of the 1850s. Themes include the meaning and limits of liberty and citizenship, the development and impact of industrialization, the emergence of liberal Protestantism, discourse surrounding race and slavery, the rise of sectionalism, and westward migration and Manifest Destiny. The course focuses on how these intertwined events and ideas affected and influenced both national affairs and the lives of individuals.

HIST 358 *Race, Rivers and Cotton: Southern Environmental History* (HP, CW)

From the Mississippi to the Appalachians, from the semitropical climate to the catfish, alligator, and–imported–kudzu, the environment of the South played a fundamental role in shaping the history and culture

of the region. Throughout southern history, humans transformed the environment while being, in turn, molded by that environment. This course examines the diversity of ways southerners have perceived, manipulated, and been affected by their environment while surveying the historiography of the field of southern environmental history.

HIST 359 *War, Memory, and Nation* (HP)

The United States has defined itself through war and the continual reimagining of these conflicts in public memory. In this course, we explore the construction and contestation of personal and collective memories of various wars from King Philip's War in colonial New England to the current War on Terror. Looking at memory allows us to uncover struggles over ideas of liberty, race, religion, citizenship, and civilization. We also survey the theoretical literature on memory, commemoration, and nationalism.

HIST 360-A *Vietnam and the 60's* (CW, HP)

This course uses the Vietnam War as a bridge to a larger inquiry into the social upheavals of the 1960s. Starting with the supposedly quiescent 1950s, we look at the war's role in social change within the United States. We analyze major movements of the Women's Movement, and the New Left and New Right. We place the war in the context of global developments such as the Cold War and decolonization. Students read Vietnamese perspectives on the war, and study Vietnamese culture and history.

HIST 378-A *Transcendentalism and Nineteenth-Century American Culture* (HP, LS)

Despite emerging as a major force in American culture after the publication of Ralph Waldo Emerson's essay, "Nature," in 1836, the movement always remained amorphous. It drew from many realms of culture, including religion, politics, literature and the arts, and various social reform activities. This course examines the transcendental movement—its origins and development, seminal works and thinkers, critics and reactionaries—and its influences on American culture—including abolitionism, educational reform, utopianism, literature, women's rights, nature appreciation, and other aspects of nineteenth-century American life.

HIST 420-A *Topics in American History* (HP)

A seminar or research course devoted to a particular topic in American history. Student suggestions for the selection of a topic are especially encouraged. Topics might focus on particular historical epochs, individuals, movements or themes.

European History Courses

HIST 169-E *Modern Europe, 1789-1945* (HP)

This course surveys European developments between 1789 and 1945. Particular attention is given to the major powers of Europe. Topics include Europe's revolutions, the rise of the nation-state, and warfare.

HIST 170-E *Contemporary Europe* (CW, HP)

This course provides students with historical perspective on a variety of current problems and issues. Concentrating on the period since 1945, topics covered include the decline and fall of the Soviet Union, the Cold War and its aftermath, welfare state democracy and its prospects, European responses to environmental problems, and the ongoing development of the European Union.

HIST 221-E *England to 1688* (HP)

Beginning with Roman Britain, this course traces the social, cultural, political and religious evolution of England up to the Glorious Revolution. Particular attention is given to the growth of the Common Law, the rise of parliament, and other developments of significance to our own country.

HIST 222-E *England since 1688* (HP)

This course traces the process of England's transformation to modernity, concentrating on social and cultural, as well as political and economic changes. Students also consider the rise and fall of England as an imperial power and as a great power in Europe's state system.

HIST 224-E *German History and the Jewish Question* (HP, VA)

This seminar considers the long and often troubling history of German-Jewish interactions. Readings pertain to the treatment of Jews during the medieval Crusades, Protestant reformers' ideas about Judaism, Enlightenment debates over Jewish identity, Jewish 'emancipation' during the Napoleonic Era, Jewish assimilation and integration during the 19th and 20th centuries, the Nazi Era, and Holocaust commemoration.

HIST 225-E *Medieval Europe* (HP)

Beginning with the decline of the Roman Empire and the rise of Christianity and ending with the crises of the fourteenth century, including widespread famines and the Black Death, this course covers Western Europe from about 400 to 1400. We focus on the political, social, cultural, and material changes that marked this period.

HIST 226-E *Renaissance and Reformation Europe* (HP)

This course examines the changes in areas including art, philosophy, medicine, science, printing, exploration, and religion that have traditionally been labeled the Renaissance and the Reformation in Western Europe during the fourteenth to seventeenth centuries. The course explores the consequences resulting from these changes.

HIST 227-E *Medicine and Disease in Pre-Modern Europe* (HP)

Ancient Greek humoral theories about the human body and holistic styles of medical care remained authoritative in Europe until the development of germ theory in the nineteenth century. This course examines the development and dissemination of these and other medical beliefs through medieval and early modern Europe, and also considers the impact of disease on social structures.

HIST 294 Topics in Classical History (HP)

Cross-listed as CLAS 295

HIST 301-E *Greek Civilization* (HP)

Cross-listed as CLAS 301.

HIST 302-E *Roman Civilization* (HP)

Cross-listed as CLAS 302.

HIST 317-E *Crusades and Contact* (HP, SB)

This course explores the multiple ways in which Europeans viewed other cultures before 1492, and how those other cultures viewed Europeans. Through travel literature, accounts of wars, romance and even merchant account books, we discover how Europeans interacted with those whom they imagined as outside their own culture, whether because of where they lived, what religion they practiced, or how they dressed.

HIST 318-E *Magic and Witchcraft in Medieval and Early Modern Europe* (HP, SB)

This course examines the relationship between magic and religion from the early Middle Ages, through the Great Witch Hunts of the early modern period, and into the Enlightenment and Romantic fictionalizations of the witch figure. We approach both popular and elite understandings of magic and witchcraft, and the interactions between the two.

HIST 336-A *From Reason to Revolution* (HP)

This course examines Europe's turbulent 18th-century Enlightenment with an eye toward determining the causes of the upheavals that followed. The

French Revolution of 1789 and Napoleon Bonaparte's later conquest of Europe are then considered. Particular attention is given to intellectual, political, and military history.

HIST 337-A *Theories of Nationalism* (CW, HP)

This course treats the topic of nationalism within the European context from the 18th century to the present. Students read scholarly theories about the origin, character, and spread of Europe's nationalisms and apply those theories to an analysis of nationalist texts from the past and present.

HIST 338-A *Crime and Punishment in Medieval Europe* (HP, SB)

The Middle Ages saw an increase in governmental control over human behavior through law codes and judicial systems. This course examines those legal mechanisms, looking particularly at changing beliefs about what constitutes a crime, how the justice system should operate, and what kinds of punishments were appropriate.

HIST 339-E *Epidemics and Society* (HP)

This course uses case studies of particular epidemics in order to consider how different cultures have responded to disease. While the course discusses the epidemiology of these diseases, the main focus is on medical, political, social, and cultural responses to disease and how these changed over time.

HIST 425-E *Topics in European History*

This course focuses on topics in European history that reflect faculty and student interest.

Global History Courses

HIST 130-G *Colonial African History* (HP)

This general survey course explores African history from the era of the partition of the continent in the late 19th century to independence. The course examines such topics as the colonial state, resistance movements, problems of independence, and development.

HIST 160-G *East Asia to 1600* (HP)

This course surveys the political, social, and cultural history of East Asia from antiquity through the end of the sixteenth century. This course examines the emergence of distinctive East Asian political, social, and cultural traditions, focusing largely on early developments in China and

on its interactions with its various neighbors. The course also looks at how these traditions continued to evolve in China and how they were absorbed and modified in Korea and Japan and reflected back to China.

HIST 228-G *The Medieval Islamic World* (HP)

This course covers the Islamic world from the foundations of the religion to the early Ottoman Turkish Empire. It focuses on the growth of the early Islamic Empire, its fragmentation, and the development of distinct cultures in Spain, Egypt, and Persia.

HIST 243-G *The Modern Middle East* (CW, HP)

This course surveys Middle Eastern political and cultural developments. Particular emphasis is placed on the last 200 years of the region's history. Topics include the rise of Arab nationalism, the Arab-Israeli conflict, the challenges of Islamist movements, and terrorism.

HIST 244-G *Modern China* (HP)

This course surveys the recent Chinese past from the late imperial dynasty to the late 1980s. It explores the revolution in China through a study of the people, events, and personalities that have given Chinese history its dramatic and often tragic tone. Particular attention is also paid to the social, cultural, and intellectual currents that lay behind the more visible manifestations of change.

HIST 246-G *Modern Japan* (HP)

This course surveys the political, social, cultural, and environmental history of Japan from 1800. The course examines early modern Japanese politics, society, economy, and culture, taking note of the dynamic developments well underway by the mid-nineteenth century. Next, we look at the upheaval of Japanese society from the mid-nineteenth century through the beginning of World War II. The course also examines the origins, experiences, and legacies of the Pacific War (1931-1945), then look at developments in Japan during the postwar period, the years of the Japanese economic "miracle" and the late decades of the twentieth century.

HIST 250-G *History of Southern Africa* (HP)

This course explores the History of South Africa as a regional powerhouse in the sub-continent. The course begins with the history of the Khoisan, the earliest inhabitants of the sub-continent, and traces developments in the economy, culture and politics to the end of the Apartheid era in 1994.

HIST 251-G *History of Central Africa* (HP)

This regional survey explores equatorial Africa, focusing on the social structures that shaped societies of region, the impact of the Trans-Atlantic slave trade, and finally, the problematic politics of independence. (PM)

HIST 252-G *History of East Africa* (HP)

This regional survey explores the rich history of East Africa, from the earliest times of cultural and economic exchange to the rise of states and a bustling coastal trade with the Indian Ocean world. The course also examines how the diversity of colonial powers and experiences impacted the region into the independence period.

HIST 253-G *History of West Africa* (HP)

This is a regional survey that examines the history of West African peoples from the agricultural revolution to independence. A central aim of the class is to highlight the diversity of experience in West Africa, culturally, economically, and politically. Major themes include the earliest agricultural synthesis, long-distance trade and its significance, the practice of Islam, the slave trade, and the colonial imprint in the region.

HIST 280-G *Contemporary Africa* (CW, HP)

This course focuses on the challenges of political independence in Africa. Using case studies of selected African countries, this course examines the prospects for democracy, the problems of economic development, the challenges of political corruption, and the legacy of colonialism in Africa today.

HIST 281 *Aid, Humanitarianism and Development in Africa* (HP, VA)

This course encourages participants to think more critically about the definition and practice of development in Africa. This course provides an historical survey of what people and institutions have meant by the term 'development' and asks why, despite enormous amounts of investment and earnest effort, Africa has remained a place that is still 'developing.' How have theorists, practitioners and people in Africa explained Africa's place in the world? Students engage in case studies that highlight historical definitions of development and the projects that emerge from such ideas.
Prerequisite: HIST 280 is recommended but not required.

HIST 285-G *Twentieth Century East Asian-American Relations* (HP)

This course provides a survey of the changing relations between East Asian countries and the United States in the 20th century, with an emphasis on East Asian countries. Beginning with early encounters between East Asia and the U.S., the course explores the major political, economic, military,

and cultural developments, as well as the dynamics underlying them, that have shaped confrontation and cooperation between various East Asian countries and the U.S. *Offered every other year.*

HIST 291-G *Japan's Pacific War, 1931-1945* (HP)

This course examines the origins, experiences, and legacies of Japan's fifteen year war, known in Japan as the Pacific War (1931-1945). We seek to understand the causes, immediate consequences, and lasting effects of this devastating conflict, which saw the death and dislocation of millions of people across two continents, and which continues to stir emotions in East Asia and around the world. Topics include imperialism, racism, war atrocities and war crimes trials, the Cold War, and war memory. In the course, we view the war both as a global conflict and as a personal experience.

HIST 292-G *The Two Koreas* (HP)

This course surveys the history of Korea from prehistoric times through the twentieth century, concentrating on the divisive events of the twentieth century. The course traces the process of state formation and the development of a politically and culturally distinct society on the Korean peninsula, culminating in the Choson Dynasty (1392-1910). The course also examines how this society was affected by Western and Japanese imperialism, the introduction of new totalizing ideologies, the devastation of modern warfare, and political division in the twentieth century.

HIST 293-G *Korea: The Forgotten War* (HP)

This course examines the origins, experience, and memory of the Korean War, at once a civil and global conflict that took the lives of more than two million people, laid waste to the entire Korean peninsula, and ceased after three years without significant territorial gains by either side. After exploring the roots of this conflict, this course examines the execution of the war. We also look at lasting political, social, and cultural legacies of the conflict, which left Korea divided, highly militarized, and deeply traumatized.

HIST 304-G *Mao and the Chinese Revolution* (HP)

This seminar provides an opportunity for an in-depth investigation of the Chinese Communist revolution, as well as a sophisticated understanding of the role of the person commonly known to have shaped and led the revolution—Mao Zedong. The course traces Mao's footsteps from his early years as a country boy, a radical student, to his 27-year position as China's paramount leader. Topics include the signification of Marxism-Leninism,

the emergence of Maoism, the “Continuous Revolution,” China’s position in the world, the Cultural Revolution, and Mao’s legacies for today’s China.
HIST 244-G strongly recommended but not required.

HIST 306-G Crime and Punishment in East Asia (HP)

This course examines the conceptualization of crime and corresponding theories, practices, and institutions of punishment in East Asian history. The course traces the development of ideas and institutions of criminal punishment in China, Korea, and Japan from early times through the nineteenth century. We then turn our focus to the adoption and adaptation of Western penal forms and principles in East Asia from the late nineteenth century through the twentieth. We address assumptions and stereotypes about “oriental barbarism.”

HIST 307-G Gender and Society in East Asia (HP)

This course examines the formation, contestation, and negotiation of meanings attributed to sexual difference at various points in time in China, Korea, and Japan. After surveying theoretical approaches to using gender as a category of historical analysis, we consider case studies, looking at how philosophical, religious, and political traditions, along with significant historical events and changes in technology and production, combined in various constellations to shape the way people in these societies conceptualize femininity, masculinity, and sexuality, utilizing primary documents, literature, art, and secondary studies.

HIST 310-G The Iraq War

This course examines the Iraq War that began in 2003. While a variety of background topics are covered, including the United States’ historical relationship with Iraq, Operation “Desert Storm,” and the impact of 9/11 on U.S. policy toward the Middle East, emphasis is placed on the more immediate build-up to the 2003 war, the execution of that war, and the challenges that face the Iraqi state.

HIST 325-G Africa and the Americas (HP)

This is an introduction to the interconnected history of the Americas (Brazil, Caribbean, United States) and Africa. We examine the impact of the Atlantic slave trade on African peoples and follow the transportation and settlement of enslaved Africans to the Americas. Our focus is the contribution of African peoples to the history, culture, and politics of the Americas.

HIST 334-G *Comparative Genocides* (CW, HP, VA)

This course examines the major genocides that have occurred during the 20th and 21st centuries. The course's case-studies include Armenia, the Holocaust, Cambodia, Rwanda, the Balkans, and Darfur. These are investigated with an eye toward determining the causes of genocide in the modern era.

HIST 341-G *The Arab-Israeli Conflict* (CW, HP)

This course treats the on-going Arab-Israeli conflict. Emphasis is placed on the political, military, and social history of the period starting with the rise of Zionism in the late 19th century and continuing through to the conflict's most recent developments.

HIST 430-G *Topics in Global History* (HP)

This reading course focuses on topics in global history that interest students and the instructor.

INTERDISCIPLINARY STUDIES

Capable and self-motivated students wishing to explore major courses of study not offered by the College may petition for an Interdisciplinary Studies major. The major allows such students the freedom to design and develop a course of study which combines classes taken from several departments or areas. Each Interdisciplinary Studies major must have a coherent thematic principle governing the selection and sequencing of courses in the major and it must be consistent with the goals of a liberal arts education. Students who would like to explore an Interdisciplinary Studies major are urged to consult with their faculty advisor or the office of the Associate Provost for Academic Affairs. Sample major proposals can be found on the Interdisciplinary Studies webpages at www.hendrix.edu.

INTERDISCIPLINARY STUDIES MAJOR

A student wishing to pursue an interdisciplinary major should, before spring registration of the sophomore year, find a faculty advisor who is interested in being a mentor through this major. This should not be done later than the fall semester of the student's junior year.

- The student and advisor, working together, draft a program of study satisfying the requirements for an interdisciplinary major (see below).

- The student writes a justification for this major, articulating its overarching theme and stating his or her aims and the way the major satisfies them.
- The student and advisor recruit another faculty member to constitute the supervisory committee for the major. The advisor chairs this committee. The committee reviews and approves, with possible modifications, the proposed major and its justification.
- The proposed major, signed by the student and the members of the committee, is sent to the Associate Provost for approval, along with the student's narrative justification.
- Once the major has been accepted, the student completes an Advisor Designation and Major/Minor Declaration Form.
- If the Associate Provost approves the proposed major, he or she notifies the student and the committee in writing that the major has been accepted. The Associate Provost informs the Registrar of the student's major requirements.
- Once the major has been accepted, any changes must be approved by the committee and by the Associate Provost, who reports the changes to the Registrar.

In addition to its thematic coherence, an interdisciplinary studies major must include the following components.

- A clear title for the major;
- At least 10 courses (with suitable alternate courses, if appropriate). As with any major, at least 50% of major courses must be taken in residence at the College and a minimum grade point average of 2.0 in the major must be achieved;
- No fewer than 4 of the major courses at the 300- or 400-level;
- A description of a senior capstone experience with elements methodically appropriate for the major. The proposal should also describe whether or not the experience is for course credit and how (and who) determines the capstone grade.

PRE-DESIGNED TEMPLATES

Pre-designed templates for the following areas of interdisciplinary studies are available on the Hendrix website or from the faculty members listed.

- **Religion, Globalization, and Culture** is a field of inquiry and expertise now recognized by scholars in religious studies, anthropology, and sociology. This interdisciplinary studies major template combines classroom learning with outside-the-classroom learning. Its aim is to acquaint students with methods and theories pertinent to the three areas of focus; and to prepare student for working with institutions that are working at the intersection of religion and globalization. Contact Dr. Jay McDaniel, Professor of Religious Studies, for more information.
- **Music Business/Arts Management** is a way for students interested in music-related professions that are not performance-based to develop business and accounting skills useful for careers in music or arts management. Contact Dr. Karen Fannin, Professor of Music, for more information.

INTERNATIONAL RELATIONS

(See Politics and International Relations)

KINESIOLOGY AND HEALTH SCIENCES

Professor Shutt (chair)
Assistant Professors Evans and Henderson

The department offers majors in Kinesiology and Health Sciences as well as minors in Kinesiology and Public Health. Concentrations are available in both majors as is a coaching endorsement for non-majors. The concentration areas in Kinesiology are Exercise Science, Secondary Physical Education, Elementary Physical Education, Sports Management, and Recreation Leadership. These concentrations prepare students for graduate school or immediate placement in the workforce. Concentrations offered in Health Sciences prepare students for graduate or professional schools in Physical/Occupational Therapy, Physicians Assistant, Nursing, and Public Health.

KINESIOLOGY MAJOR

13 courses and 6 physical activities distributed as follows:

- KINE 200 *Care and Prevention of Exercise and Sports Injuries*
- KINE 230 *Foundations of Kinesiology and Physical Education*
- KINE 290 *Motor Development*
- KINE 330 *Structural Kinesiology*
- KINE 370 *Fitness Assessment and Exercise Prescription*
- KINE 410 *Directed Research*
- 6 physical activity classes, at least one chosen from each of the following categories: fitness, team sport, individual sport, aquatics, and dance
- 7 courses from one of the following concentration areas:

Exercise Science

- BIOL 150 *Cell Biology*
- CHEM 110 *Chemistry I: Chemical Structures and Properties*
- CHEM 120 *Chemistry II: Chemical Analysis and Reactivity*
- KINE 205 *Anatomy and Physiology I*
- KINE 215 *Anatomy and Physiology II*
- KINE 360 *Physiology of Exercise*
- 1 course chosen from
 - KINE 110 *Responding to Emergencies*
 - KINE 260 *Nutrition*
 - PHYS 210 *General Physics I*
 - PSYC 210 *Developmental Psychology*
 - PSYC 360 *Behavioral Neuroscience*
 - PSYC 290 or BUSI 250 or MATH 215 *Statistics*

Note: Because of upcoming changes in the physical education teaching licensure, see departmental faculty members for additional information.

Secondary Physical Education, Wellness and Leisure with a Coaching Endorsement

- BIOL 103 *Biology of the Human Body*
- KINE 280 *Skills for Majors*
- KINE 295 *Adapted Physical Education*
- KINE 300 *Secondary Physical Education*

- KINE 430 *Coaching Spring Sports*
or
KINE 425 *Coaching Fall Sports*
- 2 courses chosen from
 - KINE 110 *Responding to Emergencies*
 - KINE 220 *Health and Wellness*
 - KINE 260 *Nutrition*
 - KINE 400 *Administration of Health, Physical Education, and Recreation*
 - PSYC 290 or BUSI 250 or MATH 215 *Statistics*
 - TART 110 *The Art of Public Speaking*

Elementary Physical Education

- BIOL 103 *Biology of the Human Body*
- KINE 250 *Games and Basic Rhythms for Elementary Grades*
- KINE 280 *Skills for Majors*
- KINE 295 *Adapted Physical Education*
- KINE 350 *Physical Education for Elementary Education*
- 2 courses chosen from
 - KINE 110 *Responding to Emergencies*
 - KINE 220 *Health and Wellness*
 - KINE 260 *Nutrition*
 - KINE 400 *Administration of Health, Physical Education, and Recreation*
 - PSYC 290 or BUSI 250 or MATH 215 *Statistics*
 - TART 110 *The Art of Public Speaking*

Sports Management

- BIOL 103 *Biology of the Human Body*
- BUSI 100 *Contemporary Issues in Business and Entrepreneurship*
or
BUSI 200 *Fundamentals of Accounting and Business*
or
ECON 100 *Survey of Economic Issues*
- BUSI 290 *International Marketing*
- KINE 400 *Administration of Health, Physical Education, and Recreation*
- KINE 498 *Independent Internship*

- 2 courses chosen from
 - KINE 110 *Responding to Emergencies*
 - KINE 220 *Health and Wellness*
 - KINE 260 *Nutrition*
 - KINE 295 *Adapted Physical Education*
 - PSYC 290 or BUSI 250 or MATH 215 *Statistics*
 - TART 110 *The Art of Public Speaking*

Recreation Leadership

- BIOL 103 *Biology of the Human Body*
- KINE 240 *Recreation Leadership*
- KINE 270 *Outdoor Education*
- KINE 400 *Administration of Health, Physical Education, and Recreation*
- KINE 498 *Independent Internship*
- 2 courses chosen from
 - KINE 110 *Responding to Emergencies*
 - KINE 220 *Health and Wellness*
 - KINE 260 *Nutrition*
 - KINE 295 *Adapted Physical Education*
 - PSYC 290 or BUSI 250 or MATH 215 *Statistics*
 - TART 110 *The Art of Public Speaking*

HEALTH SCIENCES MAJOR

13 courses as follows:

- BIOL 150 *Cell Biology*
- CHEM 110 *General Chemistry I*
- or
- CHEM 150 *Accelerated General Chemistry*
- KINE 410 *Directed Research*
- PSYC 290 or BUSI 250 or MATH 215 *Statistics*
- 9 courses from one of the following concentration areas:

Preparatory to Physical/Occupational Therapy

- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
- or
- CHEM 150 *Accelerated General Chemistry*
- PHYS 210 *General Physics I*
- PHYS 220 *General Physics II*
- KINE 205 *Anatomy and Physiology I*

- KINE 215 *Anatomy and Physiology II*
- KINE 330 *Structural Kinesiology*
- KINE 360 *Physiology of Exercise*
- PSYC 240 *Childhood and Adolescence*
or
PSYC 245 *Adult Development and Aging*
- 1 course chosen from
 - KINE 200 *Care and Prevention of Sports Injuries*
 - KINE 290 *Motor Development*
 - PSYC 360 *Behavioral Neuroscience*
 - KINE 370 *Fitness Assessment and Exercise Prescription*

Preparatory to Physician Assistant

- BIOL 250 *Genetics*
- BIOL 235 *Microbes and Human Health w/BIOL 340-L*
or
BIOL 340 *Microbiology*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
or
CHEM 150 *Accelerated General Chemistry*
- CHEM 240 *Organic Chemistry I*
- KINE 205 *Anatomy and Physiology I*
- KINE 215 *Anatomy and Physiology II*
- KINE 360 *Physiology of Exercise*
- 2 courses chosen from
 - BIOL 430 *Immunology*
 - CHEM 250 *Organic Chemistry II*
 - KINE 110 *Responding to Emergencies*
 - KINE 330 *Structural Kinesiology*
 - KINE 370 *Fitness Assessment and Exercise Prescription*

Preparatory to Nursing

- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
or
CHEM 150 *Accelerated General Chemistry*
- BIOL 250 *Genetics*
- BIOL 235 *Microbes and Human Health w/BIOL 340-L*
or
BIOL 340 *Microbiology*
- CHEM 240 *Organic Chemistry I*
- KINE 205 *Anatomy and Physiology I*

- KINE 215 *Anatomy and Physiology II*
- PSYC 240 *Childhood and Adolescence*
or
PSYC 245 *Adult Development and Aging*
- 2 courses chosen from
 - CHEM 250 *Organic Chemistry II*
 - KINE 110 *Responding to Emergencies*
 - KINE 260 *Nutrition*
 - TART 110 *The Art of Public Speaking*

Preparatory to Public Health

- BIOL 235 *Microbes and Human Health w/BIOL 340-L*
or
BIOL 340 *Microbiology*
- KINE 235 *Introduction to Public Health*
- KINE 340 *Epidemiology*
- KINE 265 *Theory of Health Behavior*
or
POLI 235 *Public Policy*
- 5 courses chosen from
 - EVST 110 *Introduction to Environmental Studies*
 - HIST 227 *Medicine and Disease in Pre-Modern Europe*
 - HIST 339 *Epidemics and Society*
 - KINE 205 *Anatomy and Physiology I*
 - KINE 210 *Public Health in Film and Fiction*
 - KINE 215 *Anatomy and Physiology II*
 - KINE 260 *Nutrition*
 - KINE 265 *Theory of Health Behavior*
 - PHIL 225 *Ethics and Medicine*
 - POLI 235 *Public Policy*
 - POLI 305/306 *Arkansas Politics: Seminar/Practicum*
 - PSYC 295 or SOCI 335 *Research Methods*
 - PSYC 351 *Health Psychology*
 - SOCI 340 *Food, Culture and Nature*
 - SOCI 380 *Medicine and Culture*
 - TART 110 *The Art of Public Speaking*

Senior Capstone Experience

Kinesiology and Health Science majors will choose from one of the following categories, and then culminate the experience with a project, a paper on the project, and a formal presentation. KINE 410 *Directed Research* is designed to teach the skills necessary for successful

completion of the capstone experience. The capstone grade will be an average of the paper and presentation grades. All projects must be approved by the department faculty prior to the start of the project.

Senior capstone experience options:

- **Internship:** This option includes a paper and presentation based on a practical internship experience.
- **Pedagogical (*Kinesiology Majors only*):** This option is based on student teaching or other instructional experience and includes a paper relating to current teaching issues or trends in physical education. May also include journals of experiences and other relevant learning experiences.
- **Research Project:** This option includes completion of an applied research project in the student's major and concentration.

KINESIOLOGY MINOR

6 courses as follows:

- BIOL 103 *Biology of the Human Body*
- KINE 200 *Care and Prevention of Exercise and Sports Injuries*
- KINE 230 *Foundations of Kinesiology and Physical Education*
- KINE 280 *Skills for Majors*
- KINE 300 *Secondary Physical Education*
- or
- KINE 350 *Physical Education for Elementary Education*
- KINE 330 *Structural Kinesiology*

MINOR IN PUBLIC HEALTH

The diverse issues encountered in Public Health make the minor appropriate for students majoring in Biology, Politics, Psychology, Sociology and other disciplines. **This minor is not available to students who major in Health Sciences.**

6 courses distributed as follows:

- BIOL 235 *Microbes and Human Health w/BIOL 340-L*
- or
- BIOL 340 *Microbiology*
- KINE 235 *Introduction to Public Health*
- KINE 340 *Epidemiology*

- KINE 265 *Theory of Health Behavior*
or
POLI 235 *Public Policy*
- PSYC 290 *Statistics*
or
BUSI 250 *Principles of Statistics*
or
MATH 215 *Statistical Analysis*
- 1 course chosen from
 - KINE 260 *Nutrition*
 - KINE 265 *Theory of Health Behavior*
 - PHIL 225 *Ethics and Medicine*
 - POLI 235 *Public Policy*
 - PSYC 351 *Health Psychology*
 - SOCI 380 *Medicine and Culture*

For students committed to a career that includes public health, Hendrix College has a joint BA/MPH program with the Fay W. Boozman College of Public Health at the University of Arkansas for Medical Sciences. The program is described elsewhere in this *Catalog*.

Teaching Licensure

Students seeking licensure in Secondary Education will need to take the following courses from the Education Department:

- EDUC 110 *History of Education and Effective Teaching Methods*
- EDUC 220 *Educational Psychology*
- EDUC 360 *Inclusive Adolescent Education, 7-12, with lab*
- EDUC 460 *Introduction to Student Teaching, 7-12*
- EDUC 461 *Student Teaching, 7-12* (three credits)

Students interested in medical or other health-related professional schools should consult the Guide for Academic Planning for additional course requirements.

Coaching endorsement for Non-majors

7 courses as follows:

- BIOL 103 *Biology of the Human Body*
- KINE 110 *Responding to Emergencies*
- KINE 200 *Care and Prevention of Exercise and Sport Injuries*
- KINE 290 *Motor Development*

- KINE 330 *Structural Kinesiology*
- KINE 400 *Administration of Health, Physical Education, and Recreation*
- 1 course chosen from
 - KINE 220 *Health and Wellness*
 - KINE 230 *Foundations of Kinesiology and Physical Education*
 - KINE 280 *Skills for Majors*
 - KINE 300 *Secondary Physical Education*
 - KINE 370 *Fitness Assessment and Exercise Prescription*
 - KINE 425 *Coaching Fall Sports*
 - KINE 430 *Coaching Spring Sports*

Courses

KINE 110 Responding to Emergencies

This course prepares people to meet the needs of most situations when emergency first aid care is needed and medical assistance is not excessively delayed. American Red Cross Certification in Responding to Emergencies and Adult CPR is attainable through this course.

KINE 150 Concepts of Fitness

This course provides information on the why, how, and what of exercise and physical activity for fitness. The course involves discussions of the need for fitness and a comparison of health-related and skill-related fitness. It combines classroom and lab experiences that promote a healthy lifestyle.

KINE 200 Care and Prevention of Exercise and Sport Injuries

The course provides the knowledge of prevention, care, and rehabilitation of common athletic injuries. The student receives athletic training information and the skills necessary to care for the common movement injury. Designed to develop competence in rendering immediate and temporary aid to a victim of accident, sudden illness, or injury. The student also receives certification for basic first aid and adult CPR.

KINE 205 Anatomy and Physiology I

Focuses on the fundamental concepts and mechanisms that regulate important structural and functional properties of the human organ systems. This course is concerned with the normal function of the intact organism with an emphasis placed on musculoskeletal and neuroendocrine function. Laboratory course. *Prerequisites: BIOL 150, CHEM 100 or equivalent or consent of instructor. Cross-listed as BIOL 205.*

KINE 210 *Public Health in Film and Fiction* (SB)

Students examine the influence and impact of social, economic, and political circumstances on the health status of various population groups through film screenings and readings of fictional and scholarly works.

KINE 215 *Anatomy and Physiology II*

Focuses on the fundamental concepts and mechanisms that regulate important structural and functional properties of the human organ systems. This course is concerned with the normal function of the intact organism with an emphasis placed on cardiorespiratory, digestive, renal, and reproductive function. Laboratory course. *Prerequisites: BIOL 150, CHEM 100, and KINE 205 or equivalent or consent of instructor. Cross-listed as BIOL 215.*

KINE 220 *Health and Wellness*

Examines the holistic approach to health. Emphasis is placed on the physical, psychological, social, intellectual, spiritual, and environmental domains of this approach. Designing individual preventative health care practices in each of these domains is strongly encouraged.

KINE 230 *Foundations of Kinesiology and Physical Education*

An overview of the history of past and present concepts, principles, and philosophies that relate to and influence health leisure, physical education, and recreation.

KINE 235 *Introduction to Public Health*

This course provides students an overview of public health. Topics include the role of government in protecting the public's health; analytical methods and conceptual models used in public health practice and research; major causes of morbidity and mortality; social, behavioral, and environmental factors that affect health; the U.S. health care system; and emerging issues and challenges in the field.

KINE 240 *Recreational Leadership*

An examination of the field of recreation as a profession, the services that it renders, and the settings where it is conducted. Introduces students to the skills and techniques needed to conduct a variety of school and community recreation activities.

KINE 250 *Games and Basic Rhythms for Elementary Grades*

Introduces students to the sequential development of individual and

group game skills in low organized games. Also introduces students to the development of sequential fundamental movement patterns, creative rhythms, and various forms of dance using folk, round, line, and square dance.

KINE 260 Nutrition

Examines basic principles of nutrition with emphasis on role of nutrition in health and disease. Also application of basic nutrition principles to optimize daily or athletic performance.

KINE 265 Theory of Health Behavior (SB)

This course exposes students to various social and behavioral theories used in health promotion and disease prevention. This course provides a context in which to critically analyze factors that influence behavior, the relationship between behavior and select health outcomes, as well as provide an opportunity to assess whether various theories are appropriate for the health issue, community, and population being addressed.
Prerequisite: KINE 235 or permission of instructor.

KINE 270 Outdoor Education

Outdoor education experience in classroom and wilderness setting to allow student to gain knowledge/skills in camping, wilderness survival, canoeing, orienteering, and environmental studies.

KINE 280 Skills for Majors

Preparation of Kinesiology majors for the teaching and coaching of various sports and skills. Students should show competence in individual and team sports.

KINE 290 Motor Development

Application of psychological and physiological principles to motor development and improvement of physical performance; role of growth, development, and emotional and psychosocial phenomena in motor learning and performance.

KINE 295 Adapted Physical Education

Students gain an in-depth understanding of designing physical education/activity programs to meet the needs of individuals with disabilities. Students see a wide range of teaching methods and strategies for teaching students with special needs.

KINE 300 Secondary Physical Education (W2)

Designed to develop student knowledge and understanding of the planning, organization, and teaching included in physical education in the middle school and secondary school levels. Includes lesson plan, unit, and curriculum design, with peer teaching and a field experience.

KINE 330 Structural Kinesiology

Study of the muscular and skeletal systems as they are involved in the science of movement. Includes the mechanical principles underlying human performance. Laboratory course. *Prerequisite: KINE 205 or BIOL 103.*

KINE 340 Epidemiology

This course provides students an overview of epidemiological methods in studying the distribution and determinants of disease in populations. Includes epidemiologic methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries. Other topics include data sources, measures of morbidity and mortality, an evaluation of association and causality, and study designs. *Prerequisite: KINE 235 or permission of instructor.*

KINE 350 Physical Education for Elementary Education (W2)

Principles and objectives of a developmentally appropriate physical education program for the elementary school student. Emphasis on pedagogical physical education; knowledge of fundamental motor skills from a motor development perspective; adaptive techniques; knowledge of social, cognitive, and affective, development of children; curriculum design; and discipline and management of physical education classes. Students design lessons and teach in public schools for practical application.

KINE 360 Physiology of Exercise (NS-L)

Focuses on how various physiological mechanisms are altered with acute and chronic exercise. This course builds upon and applies the fundamental principles of physiology under various exercise conditions and environmental extremes. The application of exercise as medicine for improving health is addressed. Laboratory course with emphasis given to the demonstration of physiological responses to exercise. *Prerequisite: KINE 215 or equivalent.*

KINE 370 Fitness Assessment and Exercise Prescription

This course provides the necessary cognitive and laboratory experiences

to conduct fitness tests and design exercise programs for healthy and special populations. *Prerequisite: KINE 360 or consent of instructor.*

KINE 400 *Administration of Health, Physical Education, and Recreation (W2)*

A study of various administrative philosophies and techniques used in educational and recreational settings. A study of the principles underlying the organization and administration of programs and health, physical education, and athletics in modern schools. *Prerequisite: KINE 100.*

KINE 410 *Directed Research [UR, W2]*

This course is designed to teach the skills necessary for successful completion of the capstone experience and should be taken prior to starting the capstone project. Students learn to navigate and synthesize the scientific literature while also gaining an appreciation for the research process. *Prerequisite: Junior or senior standing.*

KINE 425 *Coaching Fall Sports*

A study of the roles, coaching and training techniques, and event management for football, volleyball, swimming and basketball.

KINE 430 *Coaching Spring Sports*

A study of the rules, coaching and training techniques, and event management for baseball, track and field, tennis, and golf.

KINE 498 *Independent Internship*

LIBERAL STUDIES

Courses whose subject matter is multi-disciplinary and do not fit conveniently into existing academic disciplines or interdisciplinary programs may be listed as LBST.

Courses

LBST 101 *Explorations: Liberal Arts for Life*

Explorations: Liberal Arts for Life is a one-semester common course required of all entering students in their first semester at the College.

A complete description appears in the **Collegiate Center** section of this *Catalog*.

LBST 150 *The Engaged Citizen*

The Engaged Citizen is a one-semester course required of all first year students. The theme of the “Engaged Citizen” combines the spirit of Hendrix’s Odyssey program with the college’s stated purpose of preparing “its graduates for lives of service and fulfillment in their communities and the world.” From philosophers and physicists to artists and anthropologists, we all approach questions about what it means to be involved in our communities, whether locally or globally, in different ways. This course illuminates the multiplicity of possible interpretations of engaging as a citizen through interdisciplinary team teaching, in which pairs of faculty from across the institution come together to form dyads and explore a sub-topic from different methodological “ways of knowing.” The varying approaches to this theme are intended to provoke discussion and reflection within the dyads and throughout the Hendrix community. The course includes an introductory, hands-on activity that engages academic material in or outside the classroom and is tied to the content of the course.

LBST 200 *Vocation and Integrity: A Call to Wholeness* (CW, VA)

What does a life expressing wholeness look like? What are the joys and struggles of leading a life of commitment and integrity? What ultimately gives meaning to life? How is suffering overcome? What place do faith, love, justice, and friendship have in a meaningful vocation? How can one’s life-work bespeak one’s fundamental values? These and other questions related to the search for a life well lived are investigated in this interdisciplinary course sponsored by the Hendrix-Lilly Vocations Initiative. Literary, philosophical, and artistic forms are selected for study by the course faculty.

LBST 220 *Technologies of Text* (LS)

When you hear the word “technology,” you may think of your computer or iPhone. You probably do not think of the alphabet, the book, or the printing press: but each of these inventions was a technological innovation that changed dramatically how we communicate and perhaps even how we think. In this course we develop ideas about the ways that modern innovations, including computers and the internet, continue to shape our understanding of texts (both classic and contemporary) and the human beings that write, read, and interpret them.

LBST 230 *European Views of America in Literature and the Media*

A look at Western Europe's intense love-hate relationship with America, with a focus on what these views say about Europeans and about us. Widely diverse readings from 200 years of European literature and from the current media scene provide material for discussion of fundamental differences between European and American value systems.

LBST 280 *Galileo's Italy* (HP)[SP]

This interdisciplinary course explores the culture of Florence in particular and Italy in general around the time of the great scientist and philosopher Galileo Galilei (1564-1642). The instructors cover the historical, religious, artistic, political, scientific, and philosophical contexts in which Galileo's discoveries took place in an effort to gain a deeper understanding of this monumental figure in the history of Western thought.

LBST 300 *Crossings*

This interdisciplinary course serves as a component of a Crossing, the unique interdisciplinary thread that combines coursework in different fields with engaged learning experiences. This course represents a course that itself is interdisciplinary in nature and is often team-taught. Each offering of the course has a subtitle indicating its theme. *Students must be admitted to a related Crossing program.*

MATHEMATICS AND COMPUTER SCIENCE

Professors Barel, D. Campbell, Collins, and D. Sutherland
Associate Professors Burch, and Ferrer (chair)
Assistant Professor Camfield
Instructor Seme

The Department of Mathematics and Computer Science offers a major in Mathematics, a major in Computer Science, and minors in Mathematics and in Computer Science. A student may double major in Mathematics and Computer Science or major in one discipline and minor in the other. Three years of high school mathematics, including two years of algebra and one year of geometry, or equivalent preparation, are necessary for all courses offered in the Department. Trigonometry/Precalculus is

strongly recommended. A student who studied calculus before enrolling in Hendrix College may receive course credit for MATH 130 *Calculus I* if he or she takes MATH 140 *Calculus II* with consent of the instructor and passes it with a grade of “C” or better. Alternatively, a student may receive course credit for MATH 140 *Calculus II* if he or she takes MATH 230 *Multivariable Calculus* or MATH 260 *Differential Equations* with consent of the instructor and passes it with a grade of “C” or better.

AP Credit

MATHEMATICS: A student who scores a 4 or higher on the Calculus AB exam or a 3 or higher on the Calculus BC exam will receive course credit for MATH 130 *Calculus I*. In addition, a student scoring 4 or higher on the Calculus BC exam will receive course credit for MATH 140 *Calculus II*.

COMPUTER SCIENCE: A student who scores a 4 or higher on the Computer Science A exam or a 3 or higher on the Computer Science AB exam will receive course credit for CSCI 150 *Foundations of Computer Science*. In addition, a student scoring 4 or higher on the Computer Science AB exam will receive course credit for CSCI 151 *Data Structures and Object-Oriented Development*.

MAJOR IN MATHEMATICS

11 courses distributed as follows:

- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- MATH 270 *Linear Algebra*
- MATH 290 *Introduction to Advanced Mathematics*
- 1 of the following two-course sequences:
 - MATH 320 *Algebra* and MATH 420 *Seminar in Algebra*
 - MATH 350 *Real Analysis* and MATH 450 *Seminar in Analysis*
- 2 courses chosen from the following:
 - any mathematics courses numbered 230 or above
 - CSCI 151 *Data Structures and Object-Oriented Development*
 - CSCI 380 *Theory of Computation*
 - CSCI 385 *Scientific Computing*
 - ECON 300 *Intermediate Microeconomics*
 - ECON 430/530 *Management Science*

PHYS 380 *Classical Mechanics*

- 3 additional courses chosen from the following:
Any mathematics courses numbered 300 or above
CSCI 380 *Theory of Computation*

Each senior mathematics major must also enroll in the year-long MATH 497 *Senior Seminar*. A working knowledge of a high-level computer language such as Python or Java is strongly recommended. Those preparing for graduate studies in mathematics should take MATH 230 *Multivariable Calculus*, MATH 260 *Differential Equations*, MATH 320 *Algebra*, and MATH 350 *Real Analysis*.

MAJOR IN COMPUTER SCIENCE

12 courses distributed as follows:

- CSCI 150 *Foundations of Computer Science*
- CSCI 151 *Data Structures and Object-Oriented Development*
- MATH 130 *Calculus I*
- MATH 240 *Discrete Mathematics*
- CSCI 230 *Computing Systems Organization*
- CSCI 250 *Scalable Software Design and Development*
- CSCI 280 *Algorithms and Problem-Solving Paradigms*
- CSCI 330 *Computer Architecture*
- or
- CSCI 420 *Operating Systems and Concurrent Computing*
- CSCI 380 *Theory of Computation*
- or
- CSCI 385 *Scientific Computing*
- or
- MATH 340 *Combinatorics*
- CSCI 410 *Technical Communication and Analysis*
- 2 additional CSCI courses numbered 300 or above

Each senior computer science major must also enroll in the year-long CSCI 497 *Senior Seminar*.

Seniors majoring both in mathematics and in computer science should enroll in CSCI 497 in one semester and MATH 497 in the other.

Senior Capstone Experience

The Senior Capstone Experience for the mathematics major and the computer science major consists of an undergraduate research portfolio

and participation in two semesters of the Senior Seminar course. MATH 497 *Senior Seminar* and CSCI 497 *Senior Seminar* are non-credit courses that meet biweekly to guide students through the process of developing a senior undergraduate research project. The undergraduate research portfolio consists of the senior project and any other research projects completed by the student outside of regular course work. The grade for the Senior Capstone Experience is based on the portfolio and an oral presentation of the senior project.

MINOR IN MATHEMATICS

6 courses distributed as follows:

- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- MATH 240 *Discrete Mathematics*
- or
- MATH 270 *Linear Algebra*
- MATH 290 *Introduction to Advanced Mathematics*
- 1 mathematics course numbered 230 or above
- 1 mathematics course numbered 300 or above

MINOR IN COMPUTER SCIENCE

6 courses distributed as follows:

- CSCI 150 *Foundations of Computer Science*
- CSCI 151 *Data Structures and Object-Oriented Development*
- MATH 130 *Calculus I*
- Any CSCI course numbered 200 or above
- or
- MATH 240 *Discrete Mathematics*
- 1 additional CSCI course numbered 200 or above
- 1 additional CSCI course numbered 300 or above

Mathematics Courses

MATH 110 *Mathematics in a Global Context* (HP, QS)

An historical survey of mathematical ideas (arithmetic, geometry, algebra) in various cultural contexts. The emphasis is on the mathematical content.

Note: This course is not available for credit to students who have had

MATH 130 or its equivalent. These students are referred, instead, to MATH 280. *Prerequisite: LBST 100.*

MATH 115 *Mathematics in Contemporary Issues* (CW, QS, SB)

A survey of mathematics used to solve current problems, including analysis of political and social structures, problem solving, and abstraction. Topics may include voting methods, power distributions, apportionment, fair division, graph theory, coding theory, scheduling, personal finance, geometry/fractals and statistics.

MATH 117 *Game Theory* (QS, SB)

A mathematical look at two-person competitive situations where each player has differing strategies available. This study is applied to subjects such as economics, psychology, biology, military science, politics, international relations, philosophy, etc. Topics include pure strategies, mixed strategies, zero-sum and non-zero-sum games, Nash equilibria, negotiation and compromise, prisoner's dilemma, as well as some combinatorial game theory. The course requires a solid foundation in high school algebra, but no further mathematical sophistication. *The course will rarely be taught outside Maymester.*

MATH 120 *Functions and Models* (QS)

Study of algebraic, trigonometric, exponential and logarithmic functions within the context of mathematical modeling.

MATH 130 *Calculus I* (QS, NS)

Study of limits, differentiation, and integration of functions of one variable. *Prerequisite: MATH 120 or its equivalent.*

MATH 140 *Calculus II* (QS, NS)

Further aspects of integration of functions of one variable. Infinite series. *Prerequisite: MATH 130 or advanced placement.*

MATH 195 *Mathematical Problem Solving* [SP]

Practical sessions in solving challenging problems in mathematics (possible sources: periodicals, problem collection books, or Putnam exams). The class meets biweekly to discuss solutions and receive new assignments. Most problems are solved between sessions, individually or in groups. A student receives one course credit after four semesters of successful problem solving. *Prerequisite: MATH 130 or MATH 140 or consent of instructor.*

MATH 215 *Statistical Analysis* (QS)

An introduction to some of the mathematical and statistical methods

used in the analysis of social and natural scientific phenomena with an emphasis on the interpretation of experimental and survey data. Topics include elementary and combinatorial designs, basic statistical methods, correlation and inference, and regression analysis. Applications to the students' major disciplines are included throughout the course as well as in a culminating project. *(This course will not satisfy any requirements for a major or minor in mathematics. Students may not receive credit for both this course and another introductory statistics course such as PSYC 290 or BUSI 250.) Prerequisite: Sophomore standing or higher.*

MATH 230 *Multivariable Calculus*

Vectors and coordinate systems in two and three dimensions, vector-valued functions, functions of several variables, extrema, multiple integrals, vector fields, including fundamental theorems of vector calculus. This course has an emphasis on developing geometric intuition. Offered in alternate years. *Prerequisite: MATH 140 or consent of instructor.*

MATH 240 *Discrete Mathematics* (NS)

An introduction to the discrete paradigm in mathematics and computer science. Topics include induction, recursion, logic, algorithmic problem-solving, asymptotic analysis of algorithms, graph theory, number theory, and counting techniques. *Prerequisite: MATH 130 or consent of instructor.*

MATH 260 *Differential Equations* (NS)

Study of ordinary differential equations and systems of equations, through the use of analytic, qualitative/geometric, and numerical techniques. Applications from physics, biology, chemistry, engineering, economics, and psychology are presented. *Prerequisite: MATH 140.*

MATH 270 *Linear Algebra* (NS)

Solving linear systems, matrix algebra, vector spaces and linear transformations, eigenvectors, orthogonality. *Prerequisite: MATH 130.*

MATH 280 *History of Mathematics* (HP)

A survey of mathematical ideas and discoveries in their historical context. The course combines mathematics (proofs and problems) with readings on its development. Offered in alternate years. *Prerequisite: MATH 130 or consent of instructor.*

MATH 290 *Introduction to Advanced Mathematics* (W2)

Fundamentals of set theory, logic, and functions. Emphasis is on

developing the students' theorem-proving skills, independent work, written and oral communication skills, and ability to critique others' work. *Prerequisite: MATH 140 and completion of, or concurrent enrollment in, MATH 240 or MATH 270.*

MATH 310 Mathematical Probability and Statistics

Theory of probability and mathematical statistics including an introduction to basic concepts of probability theory, discrete and continuous random variables, distribution theory, moment-generating functions, and the Central Limit Theorem. Other topics may include the theory of statistical inference, point estimation, confidence intervals, regression, hypothesis testing, and analysis of variance. Offered in alternate years. *Prerequisite: MATH 140.*

MATH 320 Algebra

Introduction to classical algebraic systems and their morphisms. Topics include groups, rings, fields, substructures, ideals, homomorphisms, and quotients. Offered in alternate years. *Prerequisite: MATH 290.*

MATH 340 Combinatorics

Continues the ideas of counting, graph theory, and algorithms from Mathematics 240. Topics may include Ramsey Theory, designs, coding theory, generating functions, and optimization. Offered in alternate years. *Prerequisite: MATH 240 or MATH 290.*

MATH 350 Real Analysis

A rigorous study of the structure of the real line and the properties of real-valued functions. Topics include sequences, limits, continuity, differentiability, and integrability. Offered in alternate years. *Prerequisite: MATH 290.*

MATH 420 Seminar in Algebra

Algebraic topics that extend the fundamental ideas in MATH 320 will be presented. Offered in alternate years. *Prerequisite: MATH 320.*

MATH 450 Seminar in Analysis

Analytic topics that extend the fundamental ideas in Mathematics 350 will be presented. Offered in alternate years. *Prerequisite: MATH 350.*

MATH 490 Advanced Topics in Mathematics

Content varies according to the interests of the participants and instructor. Past offerings include Great Theorems in Mathematics and Their Proofs, Dynamical Systems, Number Theory, Topology, Wavelets and

Wavelet Transforms, Complex Variables, and Introduction to Category Theory. *Prerequisite: consent of instructor.*

MATH 497 *Senior Seminar* [UR]

A required seminar for all senior mathematics majors which meets throughout the academic year. Each student develops an individual research project under the direction of a faculty advisor and presents the results both orally and in written form. *Students also majoring in computer science should enroll in CSCI 497 in one semester and MATH 497 in the other.*

Computer Science Courses

CSCI 135 *Robotics Explorations Studio* (NS-L)

Introduction to mechanical design and computer programming in the context of building and programming mobile robots. Mechanical design topics include vectors and forces, Newton's Laws, gears, motors, rotational motion, friction, and the design process. Computer science topics include an introduction to programming, the programming of sensors and motors, and an introduction to artificial intelligence. Other topics include application of scientific method, teamwork skills, technical writing, and the relationship between the science fiction portrayal of robots and current technological reality. *Cross-listed as PHYS 135.*

CSCI 150 *Foundations of Computer Science* (NS, QS)

Introduction to solving computational problems, and the fundamentals of computer programming. Topics include imperative programming constructs (variables, loops, conditionals, functions, recursion), basic object-oriented constructs (classes, objects), and some fundamental algorithms and data structures (dictionaries, arrays, linked lists, basic sorting). Students learn through studying the Python programming language.

CSCI 151 *Data Structures and Object-Oriented Development* (NS)

Builds on the skills acquired in CSCI 150 *Foundations of Computer Science*, placing special emphasis on object oriented software design and data abstraction. Students are introduced to data structures (lists, stacks, queues, trees, graphs) and programming techniques such as recursion. Other topics covered include analysis of algorithm complexity, program verification, multithreading, and inheritance. Programming assignments focus on the design and implementation of algorithms and data structures

using the Java language. *Prerequisite: CSCI 150 and either completion of or enrollment in MATH 130.*

CSCI 230 Computing Systems Organization

A study of the layers of abstraction composing the design of modern computing systems. Topics include numeric representation, digital logic, the memory hierarchy, machine language and assembly language, the program stack, the system call concept and the compilation process. Students are introduced to the C programming language. *Prerequisite: CSCI 150.*

CSCI 250 Scalable Software Design and Development (NS)

Introduction to the computer science concepts necessary for the development of large software systems. Topics include user interface design, multithreading, network programming, parsing, grammars, testing, and an introduction to databases and software engineering. Assignments emphasize the integration of multiple concepts in the context of developing realistic software applications. Students complete projects in teams of four or more. *Prerequisite: CSCI 151.*

CSCI 280 Algorithms and Problem-Solving Paradigms

Introduction to algorithm design strategies that build upon data structures and programming techniques introduced in earlier courses. Strategies discussed include brute-force, divide-and-conquer, dynamic programming, problem reduction, and greedy algorithms. Topics covered include graph traversal and shortest paths, string matching, searching, sorting, and advanced data structures such as balanced search trees, heaps, hash tables, state machines, and union-find structures. The course includes an introduction to complexity theory and the complexity classes P and NP. *Prerequisites: CSCI 151 and MATH 240.*

CSCI 330 Computer Architecture

A study of the design concepts of major importance in modern computers. Topics include microprogramming, language-directed computers, parallel processors, and pipeline computers. Emphasis is placed on the relationship of architecture to programming issues. *Prerequisite: CSCI 230.*

CSCI 335 Artificial Intelligence

An introduction to the design, analysis, implementation, and application of classical and contemporary algorithms in artificial intelligence. Topics include intelligent robot behavior, theorem-proving systems, heuristic

search, alpha-beta search, metaheuristic optimization, neural networks, and machine learning. *Prerequisite: CSCI 151.*

CSCI 340 Database and Web Systems

A study of designing and using a database management system (DBMS) and of developing Web applications. Topics include HTML, CSS, the JavaScript language, relational database theory, techniques for supporting ACID properties, and frontiers in database research. As part of a large team, students design and develop a system with a Web front end that interacts with a DBMS using SQL. *Prerequisite: CSCI 151.*

CSCI 350 Software Engineering (W2)

Students learn and gain practical experience with software engineering principles and techniques. The practical experience centers on a semester-long team project which is carried through all of the stages of the software lifecycle. Topics include requirements analysis, specification, design, and verification. Emphasis is placed on writing precise requirements, employing formal and semiformal methods to assist in design and verification of software, and using incremental software development. *Prerequisite: CSCI 250.*

CSCI 360 Survey of Programming Languages

Concepts and structures governing the design and implementation of modern programming languages. Introduction to concepts of compilers and run-time representations of programming languages. Features of programming languages supporting abstraction. Languages studied include examples of the procedural, functional, and object-oriented paradigms. *Prerequisite: CSCI 230.*

CSCI 380 Theory of Computation

Covers basic topics in automata, computability, and complexity theory, including: models of computation (finite automata, Turing machines and RAMs); regular sets and expressions; recursive, r.e., and non-r.e. sets and their basic closure properties; complexity classes; determinism vs. non-determinism, with and without resource bounds; reductions and completeness; practice with NP- and P-completeness proofs; and the complexity of optimization and approximation problems. *Prerequisite: MATH 240.*

CSCI 385 Scientific Computing

Students study problems arising from the physical, biological, and/or social sciences and the algorithms and theory used to solve them computationally. Included among the problems are numerical methods for

maximizing a function and solving a differential equation. *Prerequisites: MATH 130 and CSCI 150.*

CSCI 397 Cross-Disciplinary Project [SP]

In this course intended for computer science minors, the student completes a semester-long project investigating the relationship of the student's major with computing. Typically, this involves developing software to solve a computational problem in the major discipline. This course must be taken as an independent study, supervised by a computer science faculty member in consultation with a faculty member in the student's major discipline. *Prerequisite: CSCI 151.*

CSCI 410 Technical Communication and Analysis (W2)

Focuses on written and oral communication concerning computing, with a secondary emphasis on quantitative performance analysis and reading and research skills. Among the written assignments are design documents and user documentation; a research paper and presentation are the culminating assignments. Fundamental communication skills receive special attention. *Prerequisite: Senior standing.*

CSCI 420 Operating Systems and Concurrent Computing

Basic principles of modern operating systems design: emphasis on concurrency including problems (nondeterminism), goals (synchronization, exclusion) and methods (semaphores, monitors); resource management including memory management and processor scheduling; file systems; interrupt processing; and multithreaded programming. *Prerequisite: CSCI 230.*

CSCI 490 Advanced Topics in Computer Science

Content varies according to the interests of the participants and instructor. *Prerequisite: consent of instructor.*

CSCI 497 Senior Seminar [UR]

A required seminar for all senior computer science majors which meets throughout the academic year. Each student develops an individual research project under the direction of a faculty advisor and presents the results both orally and in written form. *Students also majoring in mathematics should enroll in CSCI 497 for one semester and MATH 497 in the other.*

MEDICAL HUMANITIES

Professors Capek and Schmidt
Associate Professors Campolo, Resinski, Stuber, and Whelan
Assistant Professors Kennedy and Pfau (chair)

The Medical Humanities is an interdisciplinary program that approaches questions of medicine, health, and disease from a variety of fields in the Humanities and the Social Sciences. It focuses on the ways that medicine and the biological sciences function within specific social and cultural contexts, and the ways that culture impacts the individual experience of illness and the practice of medicine, in the modern United States and in other times and places.

MINOR

6 courses distributed as follows:

- 2 courses from the Humanities:
 - CLAS 255 *Medical Etymology*
 - ENGL 249 *Literature and/as Illness*
 - PHIL 225 *Ethics and Medicine*
 - PHIL 350 *Philosophy of Science*
 - RELI 262 *Science and Religion*
- 2 courses from the Social Sciences:
 - HIST 227 *Medicine and Disease in Pre-Modern Europe*
 - HIST 339 *Epidemics and Society*
 - POLI 100 *Topics in Politics: Global HIV/AIDS*
 - PSYC 351 *Health Psychology*
 - SOCI 380 *Medicine and Culture*
- 2 additional courses from the above lists.

MUSIC

Professors Boehm (chair-fall), N. Fleming, Griebeling, and Krebs
Associate Professor Fannin (chair-spring)

The curriculum for the music major and minor is divided into three areas: Theory and composition, History and literature, and Applied lessons and ensembles.

The theory and composition sequence includes MUSI 100, MUSI 201, MUSI 202, MUSI 301, and electives MUSI 302, MUSI 370, MUSI 380, MUSI 430, and MUSI 440.

The history and literature sequence includes MUSI 101, MUSI 401, MUSI 402, MUSI 497 and electives MUSI 180, MUSI 230, MUSI 250, MUSI 260, MUSI 270, and MUSI 280.

The applied lessons and ensembles area includes MUSA 200, MUSA 300, and MUSA 400, and may be repeated to earn full course credits.

MAJOR

12 courses and other additional requirements distributed as follows;

- MUSI 101 *Introduction to Music Studies*
- MUSI 201 *Musicianship Skills*
- MUSI 202 *Introduction to Diatonic Harmony*
- MUSI 301 *Introduction to Chromatic Harmony and Twentieth-Century Practices*
- MUSI 302 *Form and Analysis in Western Music*
- MUSI 401 *Medieval, Renaissance, and Baroque Music*
- MUSI 402 *Classic, Romantic, and Modern Music*
- MUSI 497 *Senior Seminar*
- MUSA SRP *Senior Project*
- 4 course credits worth of music electives, which may include credits earned in MUSA 200, 300, and 400 (may be used to satisfy a music elective).
- 6 semesters of applied music in the major instrument or voice (either MUSA 300 or MUSA 400) (may be used to satisfy a music elective) and
- 6 semesters of the appropriate ensemble (MUSA 200)

- 6 semesters of recital attendance (MUSA 1RA *Recital Attendance*)
- 3 Music Proficiency examinations
 - MUSA 1AS *Aural Skills Proficiency*
 - MUSA 1PP *Piano Proficiency*
 - MUSA 1SS *Sight-Singing Proficiency*

Senior Capstone Experience

The Senior Capstone Experience for the music major consists of a comprehensive examination and a senior project. The comprehensive exam is the standardized Major Field Achievement Test (MFT). The MUSA SRP *Senior Project* may take the form of a research paper, a lecture recital, a portfolio of original compositions, or a recital accompanied by written program notes. Preparation for this project is a part of MUSI 497 *Senior Seminar*. In the space reserved for the Senior Capstone Experience, transcripts for music majors will contain two grades, a grade received for the MFT and a grade received for the senior project.

MINOR

6 courses distributed as follows:

- MUSI 101 *Introduction to Music Studies*
- or
- MUSI 150 *Introduction to Western Classical Music*
- MUSI 201 *Musicianship Skills*
- MUSI 202 *Introduction to Diatonic Harmony*
- 1 music history/literature class from the following:
 - MUSI 180 *Film Music*
 - MUSI 230 *History of Jazz*
 - MUSI 250 *Introduction to Opera*
 - MUSI 260 *Classical and Popular Music since 1900*
 - MUSI 270 *Introduction to World Music*
 - MUSI 280 *Topics in Music*
 - MUSI 401 *Medieval, Renaissance, and Baroque Music*
 - MUSI 402 *Classic, Romantic, and Modern Music*
- 1 course credit of private applied study (either MUSA 300 or MUSA 400)
- 1 elective (MUSA 300/MUSA 400 classes may satisfy the elective requirement)

More specific information for Music Majors and Minors is available in the Music Department Handbook.

Courses

MUSI 100 *Music Fundamentals* (EA)

Introduces and develops basic skills in reading and writing musical notation, keyboard, sight-singing and aural skills.

MUSI 101 *Introduction to Music Studies* (EA)

A course for music majors, music minors, and students contemplating the music major. An introduction to skills required for advanced music study and success in professional music careers. Emphasis on research, oral and written communication, and the acquisition of appropriate listening skills through the study of history and literature. Course includes an introduction to concepts associated with the study of music outside the Western tradition. For any student interested in the music major or minor.

MUSI 150 *Introduction to Western Classical Music* (EA)

A course designed to develop skills in listening to music and to introduce selected areas in the literature of Western art music. For all students regardless of background.

MUSI 180 *Film Music*

An overview of film music from the silent era to the present, covering important composers and discussing the various techniques and aesthetic approaches involved in combining music and film. Designed for all students.

MUSI 201 *Musicianship Skills* (EA)

Develops sight-singing, keyboard and aural skills begun in MUSI 100, and introduces rhythmic, melodic and harmonic principles of tonal music. Development of ear training and music writing skills. Sightsinging and keyboard lab. Students may elect to test out of MUSI 201 and receive credit upon successful completion of MUSI 202. For students with an interest in music as a major or minor; students must successfully complete or test out of MUSI 100 in order to enroll in MUSI 201. *Prerequisite: MUSI 100 or successful completion of a placement exam. Corequisite: Concurrent enrollment in MUSA 300 voice and/or piano lessons as needed.*

MUSI 202 *Introduction to Diatonic Harmony* (EA)

Continues the development of solfege, aural, composition, and keyboard skills begun in MUSI 201 and introduces the principles of diatonic harmony, counterpoint, and structural analysis. Students must successfully complete or test out of MUSI 201 in order to enroll in MUSI 202. Lab. *Prerequisite: MUSI 201. Corequisite: MUSA 300 piano (or equivalent).*

MUSI 230 *History of Jazz* (EA)

A study of America's true art form, jazz music, in its various forms and styles, with a goal of understanding and appreciating how jazz music reflects the culture and society of its time. For all students regardless of background.

MUSI 240 *Pedagogy* (EA)

A study of the principles and techniques of teaching applied music. Offered as needed.

MUSI 250 *Introduction to Opera* (EA, W2)

An introduction to some of the major works in the active operatic repertoire. Designed for all students regardless of background.

MUSI 260 *Classical and Popular Music since 1900* (EA)

An introduction to classical and popular music since 1900. Works covered range from the late 19th century up to today. Designed for all students.

MUSI 270 *Introduction to World Music and Dance* (EA, W2)

Introduces and develops listening and communication skills through the study of selected folk and classic musics and cultures around the world including those of Africa, Asia, Europe, and Native and Ethnic America. Field study, research, written projects, and oral presentations emphasized. Designed For all students regardless of background. No prerequisite, although an introductory music, anthropology, or sociology course may be helpful. Offered in alternate years.

MUSI 280 *Topics in Music* (EA)

An introduction to individual composers, specific musical genres, or the art music of a particular country. For all students regardless of background.

MUSI 301 Introduction to Chromatic Harmony and Twentieth-Century Practices (EA)

Continues the development of solfege, aural, composition, and keyboard skills and introduces the principles of chromatic and twentieth-century harmony, counterpoint, and structural analysis. Lab. Offered in alternate years. *Prerequisite: MUSI 202. Corequisite: MUSA 300 Piano*

MUSI 302 Form and Analysis in Western Music (EA)

Form and analysis of music. Offered in alternate years. *Prerequisite: MUSI 301.*

MUSI 310 Conducting (EA)

The study of scores, interpretation, and movement. Emphasis is on the development of a non-verbal vocabulary to artistically communicate with members of an ensemble to solicit a predetermined musical result. *Prerequisite: MUSI 202 or permission of instructor.*

MUSI 340 Choral Literature and Techniques (EA)

A study of choral literature, performance practice, rehearsal techniques, and various aspects of administration related to choral ensembles. Offered as needed. *Prerequisite: MUSI 310 and permission of instructor.*

MUSI 350 Instrumental Literature and Techniques (EA)

A study of instrumental music literature, performance practice, conducting, and pedagogy. Offered as needed. *Prerequisite: MUSI 310 and permission of instructor.*

MUSI 360 Instrumental Methods (EA)

A study of instrumental performance techniques for winds, strings, and percussion. Offered as needed.

MUSI 370 Composition I (EA) [AC]

Introduces principles of compositional craft, listening skills, and musical philosophies and develops musical creativity through written projects, score study, readings, and listening assignments. Required before the senior year for students pursuing a senior project in composition. Offered as needed. *Prerequisite: MUSI 201 and permission of instructor.*

MUSI 380 Composition II (EA)

Continuation of MUSI 370. Offered as needed. *Prerequisite: MUSI 370 and permission of instructor.*

MUSI 401 *Medieval, Renaissance, and Baroque Music* (EA, HP, W2)

A study of the history and literature of Western art music from Antiquity through the Baroque period. Offered in alternate years. *Prerequisite: MUSI 101 or MUSI 150, and MUSI 202, or permission of instructor.*

MUSI 402 *Classic, Romantic, and Modern Music* (EA, HP, W2)

A study of the history and literature of Western art music of the late eighteenth through early twenty-first-centuries. Offered in alternate years. *Prerequisite: MUSI 101 or MUSI 150, and MUSI 202, or permission of instructor.*

MUSI 430 *Orchestration* (EA)

Introduces the standard orchestral instruments, and techniques and characteristics of effective writing for various instrumental combinations. Offered as needed. Recommended elective for students pursuing a senior project in composition. *Prerequisite: MUSI 202.*

MUSI 440 *Counterpoint* (EA)

Development of principles introduced in MUSI 202 using a standard species approach to contrapuntal techniques. Offered as needed. Recommended elective for students pursuing a senior project in composition or music theory. *Prerequisite: MUSI 202.*

MUSI 497 *Senior Seminar*

A culminating seminar course for music majors intended to synthesize analytical techniques, stylistic sensitivity, and interpretive or creative skills. Emphasis on oral and written communication. A primary focus is the preparation of the senior project. *Prerequisite: senior standing.*

Lessons and Ensembles

Students interested in taking private music lessons and/or participating in any music ensemble should not pre-register. Instead, they should contact the appropriate member of the music faculty during the week of orientation and registration in the fall or during the first week of classes in the spring. Ensembles and lessons are open to all Hendrix students regardless of major.

The grade earned in each semester of a Music Activity class is included in the computation of the student's grade point average. However, to receive one complete course credit towards graduation, students must complete either

- a. four activity courses at the 200- or 300-level, or
- b. two activity courses at the 400-level, or
- c. one activity course at the 400-level and two at the 200- or 300-level.

A complete course credit earned in this manner may be used to satisfy the Expressive Arts Learning Domain, except in the case where the student has opted to take a MUSA 300 private lesson on a credit-only basis with no grade.

Any number of individual activity courses may be taken by a student. However, non-music majors may count only two course credits from music activity courses toward graduation. Music majors may earn up to two additional course credits toward graduation (for a total of four) from music activity classes. *Music activity fractional credits may NOT be combined with any non-music fractional credit for whole course credits.*

MUSA 000 Non-Credit Music Ensembles

The following music ensembles are open to all students by permission of the instructor. No credit is offered for participation in these ensembles.

Chamber Chorale. Chosen from the membership of the Choir, the Hendrix College Chamber Chorale is a small select group that specializes in vocal chamber works from the Renaissance to the present. The Chamber Chorale rehearses two hours weekly. *Prerequisite: concurrent participation in Choir.*

Women's Ensemble. Open to all women without audition, the Women's Ensemble performs music of all styles for treble voices. The ensemble rehearses two hours weekly.

Jazz Ensemble. The Hendrix College Jazz Ensemble is open to musicians interested in performing jazz literature that ranges from big band arrangements to progressive jazz. The ensemble rehearses ninety minutes weekly. *Prerequisite: concurrent participation in Wind Ensemble except for guitar.*

Pep Band. Performs at home basketball games.

Chamber Players. Chamber music ensembles at Hendrix such as string quartet, brass quintet, woodwind quintet, percussion ensemble, flute choir and others. *Corequisite: concurrent participation in wind ensemble or orchestra.*

MUSA 1RA Recital Attendance

In order to broaden their understanding of the protocol and challenges of concert work and to gain a deeper acquaintance with the literature, music majors are required to attend a majority of department-sponsored concerts and recitals during each of six semesters. Although no course credit is awarded for this requirement, attendance is monitored, and each successfully completed semester is recorded on the student transcript. For specifics, majors should consult the Music Department Handbook.

MUSA 200 Choir (EA) [AC]

Open to all students by audition, the Choir performs standard choral repertoire from all stylistic periods. The ensemble performs both on campus and on tours within Arkansas and to neighboring states. The Choir rehearses 80 minutes three times weekly. Must be taken for a grade.

MUSA 200 Chamber Orchestra (EA) [AC]

Open to all instrumental students by audition. The group performs classical repertoire from all orchestral style periods on at least two concerts each semester. The Chamber Orchestra rehearses 80 minutes three times weekly. Must be taken for a grade.

MUSA 200 Wind Ensemble (Band) (EA) [AC]

Open to all woodwind, brass, and percussion players on campus with appropriate music background. Drawing from symphonic band, wind ensemble and chamber winds repertoire, the ensemble performs a variety of traditional and contemporary works. The Wind Ensemble performs four concerts annually and rehearses 80 minutes three times weekly. Must be taken for a grade.

MUSA 200 Accompanying (EA)

Piano students may receive music activity credit if they rehearse and accompany lessons for at least four hours each week during the course of a semester. Must be taken for a grade.

MUSA 300 Applied Music (EA) [AC]

One half-hour instruction weekly. Fee: Private instruction—\$150 per semester; class instruction \$100 per semester. Fee is waived for students who must study piano or voice in order to complete MUSI 201 or MUSI 202 successfully. Private and class instruction in piano, organ, voice, and

string, wind, and percussion instruments. Adequate piano proficiency is a prerequisite for organ study. Three hours practice (30 minutes daily for six days) required each week. Nonmajors and music majors taking MUSA 300 in a secondary area may elect to take MUSA 300 on a credit-only basis. In this case the student must declare intention to take this course for credit only within the first two weeks of the semester at the Office of the Registrar. All other policies regarding Credit Only courses also apply.

MUSA 400 *Applied Music* (EA) [AC]

One hour instruction weekly. Fee: \$300 per semester. Private instruction in piano, organ, voice, and string, wind, and percussion instruments. Adequate piano proficiency is a prerequisite for organ study. Six hours practice (60 minutes daily for six days) required each week.

Students may enroll in MUSA 400 *only after successful completion of an audition* before the music faculty. MUSA 400 is intended primarily for music majors and minors. After successful completion of the audition, nonmajors may enroll in MUSA 400 if there is space available. MUSA 400 must be taken for a grade.

Proficiency

All music majors are required to pass proficiency examinations in piano, solfege (sight singing), and aural skills. Music majors may attempt these exams at any time during their course of study, but no later than the semester in which MUSI 302 is completed. In addition, students are required to study piano each semester during the theory sequence until this part of the requirement is met. If a given Proficiency Exam is passed early, the student is not required to enroll in further study in this area of examination. Students who are unable to pass proficiencies in any of these areas are required to take the exams each successive semester until they are successfully completed. No grade will be awarded for MUSI 302 until all three examinations are passed.

MUSA 1AS *Aural Skills Proficiency*

MUSA 1PP *Piano Proficiency*

MUSA 1SS *Sight Singing Proficiency*

NEUROSCIENCE / STUDY OF THE MIND

Professors Ablondi, Kopper and Schmidt
Associate Professors Ferrer, Murray (chair) and Peszka
Assistant Professor Dow

MINOR

6 courses distributed as follows:

- PHIL 480 *Philosophy of the Mind*
- PSYC 360 *Behavioral Neuroscience*
or
PSYC 363 *Cognitive Neuroscience*

Students choose from two possible concentrations for the remaining courses.

Neuroscience Concentration

- BIOL 150 *Cell Biology*
- BIOL 325 *Cellular and Molecular Neuroscience*
- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- 1 course chosen from the following:
 - CSCI 335 *Artificial Intelligence*
 - PHIL 350 *Philosophy of Science*
 - PSYC 320 *Cognitive Psychology*
 - PSYC 335 *Sensation and Perception*
 - PSYC 360 or PSYC 363 (the one not taken for the core requirement)

Study of the Mind Concentration

- BIOL 101 *Concepts: The Brain*
or
BIOL 150 *Cell Biology*
- 3 courses chosen from the following:
 - BIOL 325 *Cellular and Molecular Neuroscience*
 - CSCI 335 *Artificial Intelligence*
 - PHIL 350 *Philosophy of Science*
 - PSYC 320 *Cognitive Psychology*
 - PSYC 335 *Sensation and Perception*
 - PSYC 360 or PSYC 363 (the one not taken for the core requirement)

Students may not double-count more than two courses from their major toward the Neuroscience/Study of the Mind minor.

PHILOSOPHY

Professors Ablondi, Falls-Corbitt, and Schmidt
Associate Professor Campolo (chair)
Assistant Professor Dow

MAJOR IN PHILOSOPHY

10 courses distributed as follows:

- PHIL 285 *Ancient Philosophy*
 - PHIL 302 *Seventeenth and Eighteenth Century Philosophy*
 - PHIL 306 *Nineteenth Century Philosophy*
 - PHIL 487 *Senior Major Seminar*
- or
- PHIL 497 *Senior Thesis*
- 6 other philosophy courses, at least three of which must be 300-level or above. Topics not covered in courses described below are available to majors through individually arranged independent studies.

MINOR IN PHILOSOPHY

6 courses distributed as follows:

- PHIL 285 *Ancient Philosophy*
- PHIL 302 *Seventeenth and Eighteenth Century Philosophy*
- PHIL 306 *Nineteenth Century Philosophy*
- 3 other philosophy courses, at least one of which must be 300-level or above.

PHILOSOPHY AND RELIGIOUS STUDIES MAJOR

10 courses distributed as follows:

- no fewer than four courses in philosophy
 - 2 must be chosen from
 - PHIL 285 *Ancient Philosophy*
 - PHIL 302 *Seventeenth and Eighteenth Century Philosophy*
 - PHIL 306 *Nineteenth Century Philosophy*
 - No fewer than four courses in religious studies
 - PHIL 370/RELI 370 *Philosophy of Religion* (may be counted towards the four courses in either philosophy or religious studies.)
 - PHIL 487 *Senior Major Seminar*
- or

PHIL 497 *Senior Thesis*

or

RELI 497 *Senior Colloquium*

- only 2 of the ten courses may be at the 100-level

Philosophy and Religious Studies majors cannot major or minor in either philosophy or religious studies.

Senior Capstone Experience

In the fall semester of the senior year, majors choose between PHIL 487 *Senior Major Seminar* and PHIL 497 *Senior Thesis*.

Courses

PHIL 200 *Special Focus (VA)*

Selected studies of major philosophers or philosophical concerns. At least one topic offered each academic year. Offerings might include courses focusing on Nietzsche, Freud, Philosophy of Art, Philosophy of Language, etc.

PHIL 201 *Ethics in the Face of Poverty (CW, VA)[SW]*

Students study, analyze and evaluate competing ethical theories as they apply to questions about our social obligations to those who are poor and lack ready access to vital social goods. Students' understanding is enhanced by their experience working with local non-profit organizations seeking to provide for the economically and socially disadvantaged. Each student completes 30 hours of service experience with such agencies.

PHIL 205 *Critical Reasoning*

An investigation into the varieties of reasoning, with concentration on the comprehension, evaluation, and construction of arguments. By analyzing examples of reasoning drawn from everyday life, the media, and different academic disciplines, students develop the skills and vocabulary required to articulate how reasoning works and to make reasoning an effective tool for gaining knowledge and participating in public discourse.

PHIL 215 *Ethics and Society (CW, VA)*

The philosophical analysis and evaluation of selected controversies related to the use of law and political systems to create and sustain just social conditions. The typical sort of issues studied would be poverty and

world hunger, racism, the death penalty, civil disobedience, and conflicts over the protection of fundamental rights such as freedom of speech, freedom of religion, and privacy.

PHIL 225 *Ethics and Medicine* (CW, VA)

The philosophical analysis and evaluation of selected controversies related to the practice of medicine. The typical sort of issues to be studied are abortion, termination of treatment, physician-assisted suicide, the use of reproductive and genetic technologies, and the just allocation of limited medical resources.

PHIL 240 *Existentialism* (VA)

An introductory study of existentialism through readings in literature and philosophy. Typically with selections from Kierkegaard and Nietzsche to Heidegger, Sartre, and Jaspers. The modern predicament of the human being is examined and possible solutions sought.

PHIL 245 *Introduction to Logic*

Emphasis upon the development of a symbolic system for sentential logic. Critical analysis and reasoning skills are practiced. Some aspects of traditional and informal logic receive brief treatment.

PHIL 250 *Philosophies of India* (VA)

Presentation of the major philosophies of the Indian sub-continent in their historic and cultural contexts. In addition to readings from the Vedic and Epic periods, the systems of Jainism, Buddhism, Nyaya, Vaisesika, Samkhya, Yoga, and Vedanta are discussed, sometimes with emphasis placed on one school or text.

PHIL 260 *Philosophies of China and Japan* (VA)

Presentation of the major philosophies of China in their historical and cultural contexts, including Confucianism, Taoism, and Buddhism, as well as an examination of neo-Confucianism and the tradition of Zen Buddhism in Japan.

PHIL 267 *Introduction to Gender Studies* [CW]

Cross-listed as GEND 268.

PHIL 270 *Environmental Philosophy* (CW, VA)

Study of particular themes related to an understanding of the relation of humans to the environment. Some years focus on a particular area, such as environmental ethics, philosophies of technology, or philosophies of nature.

PHIL 285 *Ancient Philosophy* (VA)

Study of ancient Western philosophers and philosophical systems. Subjects may include the Presocratics, Plato, Aristotle, the Stoics, and Neo-Platonism. *Crosslisted as CLAS 285.*

PHIL 302 *Seventeenth and Eighteenth Century Philosophy* (VA)

Study of philosophers and philosophical systems of the Enlightenment: Rationalism, Empiricism, and Kant.

PHIL 306 *Nineteenth Century Philosophy* (VA, W2)

Study of Hegel and the reactions to his system in Marx, Mill, the American Pragmatists, and Nietzsche. *Prerequisite: PHIL 285 or PHIL 302, or consent.*

PHIL 310 *Feminist Thought* (CW, VA)

Study of women's experience under patriarchy and of the philosophical, theological, and social criticisms arising there from. *Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 315 *Ethics and Relations to Friend, Kin, and Community* (CW, VA)

The philosophical analysis and evaluation of ethical issues pertinent to establishing and maintaining the goods of friendship, family, and community. This course examines such questions as these: What virtues make flourishing relationships possible? What vices make them impossible? When, if ever, is respecting one another's rights not enough? Is "love" always enough? What are the ethical boundaries of different kinds of love? What moral obligations are entailed by our powers as sexual, procreative beings?

PHIL 330 *Ethical Theory* (VA)

Study and evaluation of the major ethical theories that are structuring the context of our contemporary moral debates, regardless of the concrete issue at stake. The course focuses upon understanding and comparing theories about what principles should guide human action, what kind of living constitutes the truly good life, and in what sense judgments regarding moral value have "objective" answers. *Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 332 *Concepts of God* (VA)

Cross-listed as RELI 332.

PHIL 350 *Philosophy of Science* (VA)

Philosophical issues related to science and the scientific method with readings from Hempel, Popper, Kuhn, and others. *Recommended: major in philosophy or a science.*

PHIL 360 *Social and Political Philosophy* (VA, W2)

Study and evaluation of the major philosophical theories and controversies shaping our contemporary political debates over such issues as the nature of social and economic justice, the meaning of equality, the limits of individual freedom, the sources of political obligation, and the characteristics of a well ordered society. *Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 370 *Philosophy of Religion* (VA)

Study and evaluation of classical and contemporary arguments regarding such issues as the nature and existence of God, the nature of religious faith and its relationship to reason, the meaning and epistemic value of religious experience, the “problem of evil,” and the relationship between religion and morality. *Cross-listed as RELI 370. Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 380 *Metaphysics* (VA, W2)

Study of some of the perennial metaphysical topics in philosophy, including identity through time (what makes a table or a person the same table or person from one moment to the next?), universals and properties (is there ‘redness itself’, or are there just red things and if the latter, just what is the status of ‘red’?), realism and anti-realism (does the world exist independent of us and our beliefs about it, and, if so, can we ever know the truth about it?), and existence itself (what exists in our world and what is mere fiction?). *Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 385 *Epistemology* (VA, W2)

Study and evaluation of various theories of knowledge and justification. Typically, the debates between internalism and externalism (does knowing something depend on what’s going on in your head or on your environment?) and between foundationalism and coherentism (do we build up our knowledge structure from certain, basic beliefs, or do our beliefs form a self-supporting web?), as well as topics such as a priori knowledge (do we have knowledge of things independent of experience?) and naturalized epistemology (the view that the study of how we come

to believe and know things belong to psychology and neuroscience, not philosophy) are discussed. *Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 389 *Aesthetics and Contemporary Art* (LS, VA)

Cross-listed as ARTH 389.

PHIL 480 *Philosophy of Mind* (VA)

Study and evaluation of contemporary theories concerning the status of the mind and its contents. Typically, aspects of property dualism, reductive materialism, functionalism, and eliminative materialism are discussed. *Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 487 *Senior Major Seminar* (VA, W2)

An advanced seminar in philosophy for senior majors in philosophy and in philosophy and religious studies. Topics are chosen by the faculty member teaching the seminar. This course may be taken by senior philosophy majors in lieu of the senior thesis.

PHIL 490 *Special Topics* (W2)

Selected studies of major philosophers or philosophical concerns. At least one topic is offered each academic year. *Prerequisite: a previous course in philosophy or consent of instructor.*

PHIL 497 *Senior Thesis* (W2) [UR]

Students in consultation with a professor research, write, and defend a substantial paper on a topic of their choosing. Open only to philosophy and to philosophy and religious studies majors in the senior year.

PHYSICS

Professors Dunn and Wright
Associate Professors Spayde (chair) and Tinsley
Visiting Assistant Professor Anderson

MAJOR

14 courses distributed as follows:

Physics (9)

- PHYS 210 *General Physics I*

or

- PHYS 230 *General Physics I (Calculus-based)*
- PHYS 220 *General Physics II*
- or
- PHYS 240 *General Physics II (Calculus-based)*
- PHYS 305 *Vibrations and Waves*
 - PHYS 315 *Modern Physics*
 - PHYS 320 *Electrodynamics*
 - PHYS 330 *Quantum Mechanics*
 - PHYS 340 *Electronics*
 - PHYS 370 *Thermal Physics*
 - PHYS 380 *Classical Mechanics*

Mathematics (3)

- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- MATH 260 *Differential Equations*

Chemistry (1)

- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- or
- CHEM 150 *Accelerated General Chemistry*

Electives (1)

- CHEM 120 *General Chemistry II*
- CSCI 150 *Foundations of Computer Science*
- CSCI 385 *Scientific Computing*
- EDUC 290 *Science in Personal and Social Perspectives*
- MATH 230 *Multivariable Calculus*
- MATH 270 *Linear Algebra*
- PHYS 450 *Directed Research*
- PHYS 490 *Topics in Physics*

PHYS 490 *Topics in Physics*, MATH 270 *Linear Algebra*, and CSCI 150 *Foundations of Computer Science* are useful preparation for graduate study in physics or engineering. All physics majors should do a research project while at Hendrix. Consult with any physics faculty member about research opportunities.

Senior Capstone Experience

The Senior Capstone Experience for the physics major is a comprehensive examination. Students have two options for the examination. The first option is to take the GRE Physics test administered by the Educational Testing Service (ETS). The second option is to take an exam given by the department faculty. The grade for the Senior Capstone Experience is based on student performance on one of these examinations.

MINOR

7 courses distributed as follows:

- PHYS 210 *General Physics I*
or
PHYS 230 *General Physics I (Calculus-based)*
- PHYS 220 *General Physics II*
or
PHYS 240 *General Physics II (Calculus-based)*
- PHYS 305 *Vibrations and Waves*
- PHYS 315 *Modern Physics*
- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- MATH 260 *Differential Equations*

Courses

PHYS 100 *Introductory Topics in Physics* (NS)

This course is designed to introduce students to the tools of physics. The instructor selects a topic which allows students to analyze phenomena, model their behavior, and solve problems. Specific content varies by topic, but all sections repeat core concepts. Only one section may be counted for course credit. Example topics: Alternative Energy, Physics in Movies and Television, and the Physics of Superheroes.

PHYS 135 *Robotics Exploration Studio* (NS-L)

Cross-listed as CSCI 135.

PHYS 160 *Astronomy* (NS)

A study of the structure and evolution of the universe. Topics include how astronomers observe and interpret phenomena, models of the solar system, life cycle of stars, and current models of the universe.

PHYS 161 *Astronomy with Lab* (NS-L)

A study of the structure and evolution of the universe. Topics include how astronomers observe and interpret phenomena, models of the solar system, life cycle of stars, and current models of the universe. The lab component covers optics, spectroscopy, telescope design, and basic observing techniques.

PHYS 170 *Introductory Earth Science* (NS)

A study of earth science including topics such as tectonics, interior structure of the Earth, rocks and rock cycles, oceanography, meteorology, and Earth-Sun interactions. The physical principles associated with earthquakes, tsunamis, volcanoes, hurricanes, and tornadoes are explored.

PHYS 171 *Introductory Earth Science with Lab* (NS-L)

A study of earth science including topics such as tectonics, interior structure of the Earth, rocks and rock cycles, oceanography, meteorology, and Earth-Sun Interactions. The physical principles associated with earthquakes, tsunamis, volcanoes, hurricanes, and tornadoes are explored. The laboratory component covers the detection techniques and analysis of earthquakes, tsunamis, volcanoes, hurricanes, and tornadoes.

PHYS GP1 *General Physics I Lab*

Lab exercises focus on laboratory techniques and topics from the General Physics I classes, including kinematics, forces, conservation of energy and momentum, and waves. Required laboratory experience for students taking PHYS 210 or PHYS 230. No credit.

PHYS GP2 *General Physics II Lab*

Lab exercises focus on laboratory techniques and topics from the General Physics II classes, including electric charge, Coulomb force, circuits, magnetic fields, and optics. Required laboratory experience for students taking PHYS 220 or PHYS 240. No credit.

PHYS 210 *General Physics I* (NS-L, QS)

Mechanics, heat, and sound. Laboratory course. Calculus not required. *Prerequisite: MATH 120 or above. Corequisite: PHYS GP1.*

PHYS 211 *General Physics I* (no lab) (NS, QS)

Mechanics, heat, and sound. Calculus not required. Basic algebra and trigonometry skills are required. *Prerequisite: MATH 120 or above and consent of instructor or department chair.*

PHYS 220 General Physics II (NS-L , QS)

Electricity, magnetism, and optics. Laboratory course. *Prerequisite: PHYS 210. Corequisite: PHYS GP2.*

PHYS 230 General Physics I (Calculus-based) (NS-L , QS)

Mechanics, heat, and waves. Laboratory course. *Corequisite: MATH 130 and PHYS GP1.*

PHYS 240 General Physics II (Calculus-based) (NS-L , QS)

Electricity, magnetism, and optics. Laboratory course. *Prerequisites: PHYS 210 or 230, and MATH 130. Corequisite: MATH 140 or consent and PHYS GP2.*

PHYS 305 Vibrations and Waves (NS, QS)

Mechanical and electromagnetic waves. Fourier analysis and vector calculus. *Prerequisite: PHYS 240. Corequisite: MATH 260.*

PHYS 315 Modern Physics (NS-L, QS, W2)

Phenomenological basis of atomic and subatomic physics. Laboratory course. Cross-listed as CHEM 410 *Advanced Physical Chemistry*. *Prerequisite: PHYS 240 or PHYS 220. Corequisite: MATH 260.*

PHYS 320 Electrodynamics

Electrostatics, electromagnetic fields, currents, and Maxwell's equations. *Prerequisite: PHYS 305.*

PHYS 330 Quantum Mechanics

Mathematical formalism of quantum theory. The Schrodinger equation and operator algebra. Bound state solutions and angular momentum. *Prerequisite: PHYS 305 and either PHYS 315 or CHEM 310.*

PHYS 340 Electronics

Analog circuits, digital circuits, and semiconductor devices. *Prerequisite: PHYS 240 or PHYS 220 plus consent of instructor.*

PHYS 370 Thermal Physics

The laws of thermodynamics, classical and quantum distribution functions, and an introduction to statistical mechanics. *Prerequisite: MATH 140 and PHYS 240 or PHYS 220.*

PHYS 380 Classical Mechanics

Central force problem, Lagrangian and Hamiltonian formalisms. *Prerequisite: PHYS 305.*

PHYS 450 *Directed Research* [UR]

Independent research in physics conducted in conjunction with a specific faculty member. Research topics selected on an individual basis. Results of the research are typically presented at a national scientific meeting in the spring, and a final research report is written.

PHYS 490 *Topics in Physics*

Topics determined by student and faculty interest. Possible topics include nuclear/particle physics, condensed matter, lasers and optics, statistical physics, mathematical methods. *Prerequisite: PHYS 305 and consent.*

POLITICS AND INTERNATIONAL RELATIONS

Professors Barth, Cloyd, and Maslin
Associate Professor Whelan (chair)
Assistant Professors Gess, C. Hardin, and Kolev
Senior Fellow Eastham

POLITICS MAJOR

11 courses distributed as follows:

- POLI 100 *Issues in Politics*
- MATH 215 *Statistical Analysis*
- POLI 400 *Research Methods*
- POLI 497 *Senior Research Seminar*
- 2 Political Theory courses from:
 - POLI 240 *Western Political Thought*
 - POLI 245 *American Political Thought*
 - POLI 285 *Topics in Political Theory*
 - POLI 300 *Feminist Political Thought*
 - POLI 410 *Advanced Topics in Political Theory*
 - PHIL 285 *Ancient Philosophy*
 - PHIL 360 *Social and Political Philosophy*
- 2 American Politics courses from:
 - POLI 130 *American State and Local Government*
 - POLI 205 *Southern Politics*
 - POLI 220 *American Political Parties and Elections*
 - POLI 224 *Family Law*

- POLI 226 *Social Deviance, Crime and Punishment*
- POLI 230 *Public Administration*
- POLI 235 *Public Policy*
- POLI 281 *U.S. Foreign Policy*
- POLI 290 *Topics in American Politics*
- POLI 305 *Arkansas Politics: Seminar*
- POLI 306 *Arkansas Politics: Practicum*
- POLI 310 *American Presidency*
- POLI 320 *Criminal Law*
- POLI 321 *American Constitutional Law: The Federal System*
- POLI 322 *American Constitutional Law: Individual Rights and Liberties*
- POLI 340 *U.S. Congress*
- POLI 365 *Topics in Public Policy*
- POLI 380 *Gender, Sexuality, and American Politics*
- POLI 390 *Race and American Politics*
- POLI 420 *Advanced Topics in American Politics*
- 2 Comparative Politics/International Relations courses from:
 - POLI 244 *Topics in Global Politics*
 - POLI 250 *History of the International System*
 - POLI 260 *Political Economy*
 - POLI 272 *Politics of Central and Eastern Europe*
 - POLI 273 *Contemporary Global Issues*
 - POLI 281 *U.S. Foreign Policy*
 - POLI 282 *Foreign Policy Analysis*
 - POLI 283 *Model United Nations*
 - POLI 325 *International Law and Organizations*
 - POLI 326 *International Human Rights*
 - POLI 341 *The World of Elections*
 - POLI 355 *Advanced International Relations*
 - POLI 376 *Democracy, Development, and Violence*
 - POLI 440 *Advanced Topics in Comparative Politics and International Relations*
- 1 additional course numbered 200 and above.

INTERNATIONAL RELATIONS MAJOR

12 courses distributed as follows:

- 3 courses from:
 - POLI 100 *Issues in Politics*
 - POLI 250 *History of the International System*

- POLI 355 *Advanced International Relations*
- POLI 376 *Democracy, Development and Violence*
- 1 Economics course from:
 - ECON 360 *International Economics*
 - POLI 260 *Political Economy*
- 1 Comparative/Regional Studies course from:
 - HIST 170 *Contemporary Europe*
 - HIST 222 *England Since 1688*
 - HIST 243 *Modern Middle East*
 - HIST 244 *Modern China*
 - HIST 246 *Modern Japan*
 - HIST 250 *History of Southern Africa*
 - HIST 251 *History of Central Africa*
 - HIST 252 *History of East Africa*
 - HIST 253 *History of West Africa*
 - HIST 280 *Contemporary Africa*
 - HIST 285 *Twentieth Century East Asian-American Relations*
 - HIST 291 *Japan's Pacific War*
 - HIST 292 *The Two Koreas*
 - HIST 293 *Korea: The Forgotten War*
 - HIST 304 *Mao and the Chinese Revolution*
 - HIST 306 *Crime and Punishment in East Asia*
 - HIST 310 *The Iraq War*
 - HIST 341 *The Arab-Israeli Conflict*
 - POLI 272 *Politics of Central and Eastern Europe*
 - POLI 273 *Contemporary Global Issues*
- 1 Institutions and Governance course from:
 - HIST 334 *Comparative Genocides*
 - POLI 283 *Model United Nations*
 - POLI 325 *International Law and Organizations*
 - POLI 326 *International Human Rights*
 - POLI 341 *The World of Elections*
- 1 Foreign Policy course from:
 - POLI 281 *U.S. Foreign Policy*
 - POLI 282 *Foreign Policy Analysis*
- 3 Research Methods/Capstone courses from:
 - MATH 215 *Statistical Analysis*
 - POLI 400 *Research Methods*
 - POLI 497 *Senior Research Seminar*
- 2 additional courses from the above lists and including POLI 240 and others approved by the department.

Study Abroad Requirement

All international majors must complete at least one study abroad experience. This requirement can be met through a traditional study abroad experience that earns at least one Hendrix course credit. International students are encouraged, but not required, to go abroad to meet the study abroad requirement. They can earn a GA Odyssey credit instead. Other international experiences may fulfill this requirement at the discretion of the department.

Majors in International Relations are strongly recommended to acquire as much proficiency as possible in a modern foreign language.

Senior Capstone Experience

The Senior Capstone Experience for both the politics and international relations majors consists of the successful completion of POLI 497 *Senior Research Seminar*. The grade for the Senior Capstone Experience is based on the grade in POLI 497 *Senior Research Seminar*.

POLITICS MINOR

6 courses distributed as follows:

- POLI 100 *Issues in Politics*
- 1 course each from the Political Theory, American Politics, and Comparative/International Relations subfields as described in the major
- 2 additional courses in Politics numbered 200 and above.

INTERNATIONAL RELATIONS MINOR

7 courses distributed as follows:

- 2 International Relations courses from:
POLI 250 *History of the International System*
POLI 355 *Advanced International Relations*
or
POLI 376 *Democracy, Development and Violence*
- 1 Economics course from:
ECON 360 *International Economics*
POLI 260 *Political Economy*

- 1 Comparative/Regional Studies course from:
 - HIST 170 *Contemporary Europe*
 - HIST 222 *England Since 1688*
 - HIST 243 *Modern Middle East*
 - HIST 244 *Modern China*
 - HIST 246 *Modern Japan*
 - HIST 250 *History of Southern Africa*
 - HIST 251 *History of Central Africa*
 - HIST 252 *History of East Africa*
 - HIST 253 *History of West Africa*
 - HIST 280 *Contemporary Africa*
 - HIST 285 *Twentieth Century East Asian-American Relations*
 - HIST 291 *Japan's Pacific War*
 - HIST 292 *The Two Koreas*
 - HIST 293 *Korea: The Forgotten War*
 - HIST 304 *Mao and the Chinese Revolution*
 - HIST 306 *Crime and Punishment in East Asia*
 - HIST 310 *The Iraq War*
 - HIST 341 *The Arab-Israeli Conflict*
 - POLI 272 *Politics of Central and Eastern Europe*
 - POLI 273 *Contemporary Global Issues*
- 1 Institutions and Governance course from:
 - HIST 334 *Comparative Genocides*
 - POLI 283 *Model United Nations*
 - POLI 325 *International Law and Organizations*
 - POLI 326 *International Human Rights*
 - POLI 341 *The World of Elections*
- 1 Foreign Policy course from:
 - POLI 281 *U.S. Foreign Policy*
 - POLI 282 *Foreign Policy Analysis*
- 1 additional course from the above lists or as approved by the department.

The department strongly recommends students tailor their academic program, as well as supporting coursework, to their interests and career goals in consultation with an advisor. Moreover, we encourage students to pursue additional foreign language training beyond the College's basic foreign language requirement and to complement the major by taking relevant courses in Sociology, Anthropology and/or Religion.

General Topics Courses

POLI 100 *Issues in Politics* (SB)

Introduces students to the variety of ways that political phenomena can be studied systematically. A topic is selected as the focus of the course that is examined through the lens of the primary subfields: political theory, American politics, comparative politics, and international relations. Students gain an introduction to the process of social science research as they participate in a research project related to the topic of the course. Students receive early exposure to the full scope of the politics discipline as well as begin the process of preparing for research in politics. *Specific content may vary by course section subtitles but all sections repeat core concepts. Only once section may be counted for course credit.*

POLI 400 *Research Methods* (SB)

This course examines the methods by which political scientists attempt to better understand political phenomena, with a focus on quantitative methodologies.

POLI 460 *Applied Statistical Methods*

This course introduces students to applied statistical methods for testing theories in political science. It focuses on using software such as SPSS for building and analyzing large datasets through multivariate statistical models. This course is appropriate for any upper-level student in the social sciences working on a seminar paper or senior thesis that utilizes a large number of observations. *MATH 215 and POLI 400 (or equivalent social science research methods course) required.*

POLI 497 *Senior Research Seminar* (SB, W2) [UR]

This senior year seminar course is centered around independent research projects in the discipline. Departmental faculty and other seniors give input and critiques as a student completes a significant piece of original research, with a view to formally presenting it at a research conference. *Prerequisite: POLI 400.*

Political Theory Courses

POLI 240-T *Western Political Thought* (VA)

A selective survey from ancient times to the 21st century of the political thought of seminal political thinkers in the Western tradition. Selected

thinkers may include Plato, Aristotle, Aquinas, Rousseau, Locke, Mill, Marx, Arendt, Foucault, Nietzsche, Rawls, and Habermas.

POLI 245-T *American Political Thought* (VA, W2)

An examination of a variety of works to learn how influential American thinkers have conceptualized political ideas and how their views on the proper organization of American society have changed over time. Particular attention is paid to the development of the concepts of democracy and equality and to political protest movements in the U. S.

POLI 285-T *Topics in Political Theory* (VA)

This course explores new topics in political theory of interest to faculty and students.

POLI 300-T *Feminist Political Thought* (CW, VA)

This course examines works of political thought that focus on the role of gender in the social and political arenas.

POLI 410-T *Advanced Topics in Political Theory* (VA, W2)

This seminar course explores in depth issues already treated in other political theory courses, or addresses new topics of interest to faculty and students. *Prerequisite: None.*

American Politics Courses

POLI 130-A *American State and Local Government* (SB)

An introductory examination of American state and local government and politics, with an emphasis on the study of particular public policy areas in the state and local arena.

POLI 205-A *Southern Politics* (SB)

A study of the political history and contemporary political characteristics of this distinctive region of the U. S. Topics include the demographic changes that have altered the region's political culture, the persistent impact of race on the South's politics, and the changing role of the region in national politics.

POLI 220-A *American Political Parties and Elections* (SB)

An examination of the role and activities of voters, political parties, and the media on the electoral process in the United States.

POLI 224-A *Family Law* (SB)

This course provides students with an overview of the laws, policies, and programs affecting family life using a cross-national perspective. This course uses the case method to engage students in the exploration of the historical development of the laws and legal definitions that currently affect the status of the family. This course then takes a critical look at the consequences of policies and programs on different types of families in the United States.

POLI 226-A *Social Deviance, Crime and Punishment*

This course engages students in a critical appraisal of sociological reasoning as applied to deviance, crime, and punishment. Emphasis is placed on examining sociological theories and investigating the policy implications of these perspectives. Students also explore definitions, causes of criminal behavior, the commission of criminal deeds, and consequences of criminal activity. Students apply sociological theories to selected case studies and critically evaluate institutional responses to deviance and control.

POLI 230-A *Public Administration* (SB)

This course examines some of the key issues confronted by a society that has become dependent upon bureaucracy to a substantial degree. As such, we examine personnel, organization, budgeting, leadership, and privatization.

POLI 235-A *Public Policy* (CW, SB)

An introduction to the process of formulating, implementing, and evaluating public policy in the United States with particular attention to policy devoted to education, health care, and environmental policies.

POLI 281-A *U.S. Foreign Policy* (CW, HP, SB, W2)

This course examines the formulation and execution of U.S. national behavior in world affairs from the country's early days through the Global War on Terror, during periods of isolation, expansion, engagement, and leadership. Key themes – e.g., trade, human rights, multilateralism, and exceptionalism – are examined closely. The course covers the roles of the Executive, Congress, and other key actors, such as the media, in foreign policy.

POLI 290-A *Topics in American Politics* (SB)

This course explores in more depth issues already treated in other American Politics or public law courses, or addresses new topics of interest to faculty and students in those areas.

POLI 305-A Arkansas Politics: Seminar (SB)

A seminar course focusing on political history, contemporary political patterns, governmental structures, and key public policy debates in the state of Arkansas. Actors in the state's politics and government provide their perspective to the students both on these issues, during the intensity of a session of the Arkansas General Assembly, and on their vocational choices. *Corequisite: Must be taken in conjunction with POLI 306 Arkansas Politics: Practicum.*

POLI 306-A Arkansas Politics: Practicum (SB) [PL]

An off-campus learning experience in which students have ongoing duties with an entity directly involved in the legislative process in Arkansas (an individual legislator, a political party caucus, an interest group, a media outlet, etc.) during a regular session of the Arkansas General Assembly. *Corequisite: Must be taken in conjunction with POLI 305 Arkansas Politics: Seminar.*

POLI 310-A American Presidency (SB)

An upper level course examining the origins and development of the American presidency, as well as the challenges faced by more recent officeholders.

POLI 320-A Criminal Law

This course is a general study of criminal law and theory in the United States. Topics covered include the distinction between civil and criminal law, excuses, strict liability, attempts, and theory of punishment. Using a case approach, this course gives insights into classic and contemporary works with an emphasis on carefully working through the arguments presented in the readings.

POLI 321-A American Constitutional Law: The Federal System

This course considers the contemporary state of constitutional doctrine after 200 years of judicial decisions. Emphasis is placed on theories of constitutional interpretation and on the development of case law in the realms of federalism, the regulatory power of Congress, and the separation of powers among the three federal branches of government.

POLI 322-A American Constitutional Law: Individual Rights and Liberties

A continuation of POLI 321, with emphasis on those decisions concerned with the rights of individuals in such areas as speech, press, religion, privacy, and equal protection of the law. *Prerequisites: None, but POLI 321 highly recommended.*

POLI 340-A *U.S. Congress* (SB, W2)

An upper level course analyzing the Congress as an institution and its attempt to perform two fundamentally contradictory functions: legislating and representing.

POLI 365-A *Topics in Public Policy* (SB, CW)

The evolution, form, and substance of international, federal, state and local policies and programs that address challenges within a public policy arena. Students gain an understanding of the evolution of public policy and management; the policy process; organizational structure and function within the U.S. federal system of government; the role of various interests within the public arena; and alternatives for addressing current and future problems.

POLI 380-A *Gender, Sexuality, and American Politics* (CW, W2)

This seminar course focuses on the impacts of gender and sexuality on politics in the American context. Another focus is the histories of the women's rights and gay rights movements.

POLI 390-A *Race and American Politics* (CW, HP)

This seminar course focuses on the persistent, yet changing, impact of race on American politics since the Reconstruction era. The course focuses on the interaction between race and electoral politics and the contemporary role of race in shaping American public policy in a variety of realms.

POLI 420-A *Advanced Topics in American Politics* (SB)

This course explores in more depth issues already treated in other American politics or public law courses, or addresses new topics of interest to faculty and students in those areas.

Comparative Politics/International Relations Courses

POLI 244-G *Topics in Comparative Politics and International Relations*

This course explores topics in Comparative Politics and International relations of interest to faculty and students. Possible topics include the European Union; the Arab World; Sovereignty; State and Civil Society; Technology and Politics; Conflict Resolution.

POLI 250-G *History of the International System* (HP, SB, W2)

A survey of the emergence and development of international society from the mid-17th century to the present. The focus is on the development of

the concepts and practices of sovereignty, customary international law, diplomacy, the Great Powers, and modern international institutions of the present day.

POLI 260-G *Political Economy* (CW, SB, W2)

Combining the history of the development of political economy globally with an in-depth analysis of contemporary developments and future prognostications, this course arms students of politics with an understanding of how economics intersects with the political world, broadly defined. While the course focuses on politics and economics, it necessarily branches out to touch many other disciplines, from history and religion to sociology and business. The course is relevant for students of both American and global politics. *Prerequisites: None.*

POLI 272-G *The Politics of Central and Eastern Europe* (SB)

More than two decades after the fall of the Berlin Wall, Eastern Europe still displays a substantial variation in terms of how democratic its countries are. While some have joined the European Union and NATO, others have become increasingly authoritarian. Economically, Slovenia is more developed and stable than Portugal, while Belarus and the Ukraine are struggling. This class provides an overview of the causes and consequences of this variation. Topics include democratization and political participation, the economy, ethnic conflict and nationalism, and the institutional and political arrangements that underpin those developments.

POLI 273-G *Contemporary Global Issues* (SB)

This course covers important contemporary global political issues, such as democratization and dictatorship, accountability and representation, religion and politics, social policy, foreign aid and national security. In the process, it focuses on specific current events, such as the Arab Spring, the European financial crisis and the rise of China. It is designed for students with general interest in contemporary global politics, regardless of whether they intend to major in Politics or International Relations.

POLI 282-G *Foreign Policy Analysis* (CW, SB, W2)

A survey of methods of foreign policy analysis and their application to the foreign policy decision-making system, internal political constraints, and world system influences on a select number of nation-states representing the diversity extant in the contemporary world. Comparative analysis is used to understand, predict, and develop strategies to influence foreign policy decisions and actions.

POLI 283 *Model United Nations* (SB) [PL]

This course prepares students to participate in a Model United Nations simulation toward the end of the semester in which it is offered. Students learn about the United Nations system, the politics of international diplomacy, rules of procedure, how to draft and revise resolutions, caucus, and research, prepare and present internal and public Position Papers. *The course is required for students wishing to attend the Model UN simulation for Hendrix College.*

POLI 325-G *International Law and Organizations* (CW, HP, SB, W2)

Even in the absence of global government, there is governance. This course explores how nation-states interact within a system of law and institutions developed to promote cooperation, avoid armed conflict and regulate conflict. The course shows how the practices of national sovereignty and international cooperation mutually constitute one another. Through case studies, the course explores schools of thought in international law; the history of the development of international legal norms and institutions; customary vs. conventional law; the role of the United Nations, and institutional issue regimes. *Prerequisite: POLI 250 or 251, or consent of instructor.*

POLI 326-G *International Human Rights* (CW, SB, VA, W2)

This course looks at the development of the human rights idea in theory, history and practice. The course looks at competing theories of human rights, the development of international and regional human rights institutions especially in the 20th century, the influence of non-governmental organizations in the promotion and protection of human rights, the expansion of human rights protections to diverse populations, and emerging human rights approaches for solving pressing global problems. *Prerequisite: POLI 250 or 251, or consent of instructor.*

POLI 341-G *The World of Elections* (SB)

Elections are the basis for establishing a robust democratic regime. This course provides an overview of the different waves of democratization and the causes and consequences of free and fair polls. From a more empirical perspective, the course introduces the elements that make an election of acceptable quality and introduces students to the organizations that monitor and evaluate elections, as well as their impact across the world. As a final project students write an analytical paper on causes and/or consequences of election quality in a particular country or region. *Math 215 or POLI 400 recommended.*

POLI 355-G Advanced International Relations

This course focuses on the diverse theoretical approaches to the study of International Relations, beginning with a variety of epistemological, methodological, and ontological commitments found in the field. The course explores the most influential positivist, reflectivist, and post-positivist schools of thought: classical realism and neorealism; liberalism and neoliberalism; Marxism and critical theory; and constructivism and post-structuralism. *Prerequisite: POLI 250 or consent of instructor.*

POLI 376-G Democracy, Development and Violence (SB)

This course introduces students to the foundational theories of comparative politics and the contending perspectives within the discipline. It focuses on the creation and breakdown of political order, the establishment of democracy and dictatorship, as well as the effect of political regimes and their institutions on economic growth, development, poverty, inequality, civil unrest and revolutions.

POLI 440-G Advanced Topics in Comparative Politics and International Relations

Building on the comparative politics and international relations sequences, this advanced course explores in more depth issues already treated in these courses, or addresses new ones that relate to them. Possible topics include European Union; the Arab World; Sovereignty; State and Civil Society; Technology and Politics; Conflict Resolution. *Prerequisite: Either POLI 250 or consent of instructor.*

PSYCHOLOGY

Professor Maxwell (chair) and Templeton
Associate Professors Penner, Peszka, and Zorwick
Assistant Professors Kennedy and Thomas
Visiting Assistant Professor Leighton

MAJOR

10 courses distributed as follows:

- PSYC 290 *Statistics**
- PSYC 295 *Research Methods**
- 2 courses from Cluster A, at least one of which must have a laboratory:

PSYC 150 *Comparative Animal Behavior in the Tropics*

PSYC 260 *Human Sexuality*

PSYC 300 *Comparative Animal Behavior*

PSYC 320 *Cognitive Psychology with lab*

PSYC 323 *Human Memory*

PSYC 330 *Learning*

PSYC 335 *Sensation and Perception*

PSYC 355 *Evolutionary Psychology*

PSYC 360 *Behavioral Neuroscience with lab*

- 2 courses from Cluster B:

PSYC 230 *Social Psychology*

PSYC 240 *Childhood and Adolescence*

PSYC 245 *Adult Development and Aging*

PSYC 255 *Stereotyping and Prejudice*

PSYC 352 *Social Cognition*

PSYC 370 *Personality*

- 1 course from Cluster C:

PSYC 380 *Psychology Practicum*

PSYC 390 *History and Systems*

PSYC 400 *Psychology of Gender*

PSYC 480 *Advanced Research*

- 3 electives from psychology listings at any level.
- A minimum of 4 of the 10 courses must be at the 300-level or above.

** PSYC 290 Statistics is a prerequisite for PSYC 295 Research Methods, and PSYC 295 Research Methods is a prerequisite for most other laboratory courses in the department.*

Senior Capstone Experience

The Senior Capstone Experience for the psychology major consists of successful completion of a Cluster C course and the Major Field Test (MFT) in Psychology, which is intended as an assessment device for senior psychology majors. It consists of 140 multiple-choice items covering the major areas of psychology. The examination is normally taken during the spring semester of the senior year. The grade for the Senior Capstone Experience is based on the student's score on the Psychology MFT.

MINOR

Six courses in psychology, of which three must be at the 300-level or above.

Note: PSYC 380 *Psychology Practicum* will not count toward the minor.

General Topics Courses

PSYC 110 *Introduction to Psychology* (SB)

An introduction to the scientific study of behavior and its underlying cognitive and biological processes. Students who have already taken two or more psychology courses at the 200-level or above are not allowed to take this course.

PSYC 185 *Sleep and Dreaming* (SB)

This course covers basic psychological principles by applying them to the study of sleep and dreaming. Students combine hands-on experiences (e.g., keeping a wake-sleep diary, observing a night in a sleep lab) with theoretical readings and discussion on topics such as, what is sleep, measurement of sleep, circadian rhythms, sleep hygiene, sleep disorders, sleep deprivation, and dream theories.

PSYC 190 *Social Psychology in Film* (SB)

This course covers current theory and empirical research in Social Psychology and uses popular films to provoke thought and analysis over this theory and research. Students learn about basic topic areas in Social Psychology (stereotypes, obedience, person perception, aggression, persuasion, etc.) by reading articles and discuss these readings in the context of films associated with each major topic area.

PSYC 210 *Developmental Psychology* (SB)

Overview of the physical, cognitive, emotional, and social development of humans throughout the lifespan.

PSYC 290 *Statistics* (QS)

Descriptive and inferential techniques for analyzing research data. Factorial analysis of variance, Chi square, nonparametrics, and experimental design.

PSYC 295 *Research Methods (W2)*

Introduction to the procedures psychologists use to study behavior, cognition, and emotion. Students evaluate, design, conduct, and present research. With laboratory. *Prerequisite: PSYC 290.*

PSYC 333 *Industrial-Organizational Psychology*

Students learn how industrial-organizational psychologists help improve workplace fairness, enhance job satisfaction, and increase worker productivity. Topics include employee selection, performance appraisal, organizational structure, workplace stress, and employee motivation. *Prerequisite: PSYC 295 or consent of instructor.*

PSYC 340 *Psychological Assessment*

An introduction to the major psychological assessment techniques and the psychometric principles on which they are based. Topics include test construction, intelligence testing, and personality assessment; broader social issues related to psychological testing are also considered. *Prerequisite: PSYC 295.*

PSYC 351 *Health Psychology*

The course focuses on psychological approaches to health and disease. Using the biopsychosocial approach, topics include changing health habits, coping with stress, dealing with pain, and treating health problems. *Prerequisite: one psychology course, Junior standing.*

PSYC 365 *Emotions (SB)*

Examination of the history of emotion research, as well as related topics such as psychological well-being, physical health, culture, and decision-making. Introduction to research methods in the field.

PSYC 367 *Psychology and Law*

This course surveys research and theory in social justice and legal psychology. It addresses various controversies in the law, including jury selection, jury decision-making, police interrogations and confessions, use of lie-detector tests, eyewitness testimony, repressed and recovered memories, and the role of psychologists as expert witnesses. *Prerequisite: PSYC 295 or consent of instructor.*

PSYC 385 *Abnormal Psychology*

An overview of the main psychological disorders, focusing on the major scientific theories of their etiology and treatment. *Prerequisite: one of the following courses: PSYC 320, PSYC 330, PSYC 360, or PSYC 370.*

PSYC 490 *Topics in Psychology*

An in-depth examination of major topics within the discipline. The content and format of this course vary according to the interests of students and faculty. *Prerequisite: consent of instructor is recommended.*

PSYC 497-C *Senior Seminar*

Discussions of current and classic controversies in psychology. Contemporary theoretical and research trends, critical assessment of readings, student-guided discussions, and independent analyses of major topics. Content changes annually as a function of faculty interests within the discipline. *Prerequisite PSYC 295.*

Cluster A Courses

PSYC 150-A *Comparative Animal Behavior in the Tropics* (SB)

An introduction to the diversity of animal species and the adaptive value of animal behavior in tropical environments, with a focus on how humans and other animals, particularly primates, are equipped for sociality. Observation, hands-on research, and classroom discussion address how animals in the tropics face various adaptive problems, like finding food, finding mates, caring for offspring, avoiding predators, living with friends, family, and enemies, and interacting with humans. Course is taught during the summer semester in Costa Rica.

PSYC 260-A *Human Sexuality* (SB)

A contemporary, cross-disciplinary examination of human sexuality and sexual behavior in an evolutionary, physiological, reproductive, social, and cultural context. Topics include but are not limited to mate choice, attraction and love, emotion, and parental care. *Prerequisite: Sophomore standing or higher.*

PSYC 300-A *Comparative Animal Behavior* (W2)

With laboratory. *Prerequisite: BIOL 160 or PSYC 295. Cross-listed as BIOL 300.*

PSYC 320-A *Cognitive Psychology* (W2)

Introduction to the concepts, theories, and methods of cognitive psychology, which is the study of the mind and mental processes. Topics include attention and consciousness, memory, language, cognitive development, and neurocognition. With laboratory. *Prerequisite: PSYC 295.*

PSYC 323-A *Human Memory (SB)*

In depth examination of current theories and research on human memory: processes involved in encoding, storage, and retrieval of information from the past. Topics include working memory, recall and recognition, forgetting and memory distortions, memory without awareness, prospective memory, metamemory, memory disorders, and applied issues in memory (e.g., eyewitness testimony, education).

PSYC 330-A *Learning*

The course uses a behavioral and experimental approach to examine basic forms of learning. Content covers both theory and experimental methodology, maintaining a critical eye toward empirical evidence to support theoretical interpretations. The basic principles of learning are described first, followed by examples of ways in which these principles have been applied. *Prerequisite: one psychology course.*

PSYC 335-A *Sensation and Perception*

Examination of sensory systems and perceptual processing of external stimuli and their relation to psychological and behavioral processes. Particular emphasis is placed on the nature of the visual system, and comparisons are made to other special senses.

PSYC 355-A *Evolutionary Psychology*

Examination of the evolutionary basis of human behavior, focusing on how natural selection has shaped the social, cognitive, developmental, and emotional processes of humans. Topics include mating strategies, altruism and cooperation, parental care and family relations, theory of mind, neuropsychology, and language. *Prerequisites: PSYC 295 or consent of instructor.*

PSYC 360-A *Behavioral Neuroscience*

The anatomical, physiological, and chemical bases of normal and abnormal behavior are considered, followed by the close examination of specific areas in neuroscience such as motivation, feeding, consciousness, and learning. With laboratory. *Prerequisite: PSYC 295 or Biology laboratory course.*

Cluster B Courses

PSYC 230-B *Social Psychology* (SB)

The influence of interpersonal processes on individual behavior. Methods of research, conformity, attribution, prosocial behavior, attitudes, impression management, environmental factors, and ethics in research. Small group research activities.

PSYC 240-B *Childhood and Adolescence* (SB)

Overview of the physical, cognitive, emotional, and social development of humans through adolescence.

PSYC 245-B *Adult Development and Aging* (SB)

Overview of the physical, cognitive, emotional, and social development of humans throughout adulthood.

PSYC 255-B *Stereotyping and Prejudice* (CW, SB)

This course examines the psychological basis of stereotyping, prejudice, and discrimination. It discusses the psychological processes at play for both those who hold stereotypes and prejudice and those who are the targets of prejudice and discrimination. It also discusses issues of stereotyping and prejudice in real world contexts, specifically focusing on race-based and gender-based stereotyping.

PSYC 352-B *Social Cognition* (W2)

This course provides an introduction to research in social cognition. Social cognition is the study of the cognitive underpinnings of social behavior and the ways in which we think about ourselves, other people, social groups, and our social worlds. *Prerequisite: PSYC 230.*

PSYC 370-B *Personality* (SB)

An overview of the major theories of personality with special focus on contemporary personality theory and research.

Cluster C Courses

PSYC 380-C *Psychology Practicum* [PL]

A service-learning course that enables students to obtain practical experience in educational or service-oriented community organizations and institutions. Class meetings include discussion of students' work

experiences and selected readings. *Prerequisite: junior standing and consent of instructor.*

PSYC 390-C *History and Systems*

Historical roots of contemporary psychology, including the systematic positions of early psychologists. *Prerequisite: junior or senior standing.*

PSYC 400-C *Psychology of Gender* (CW, W2) [UR]

Examination of the biological, social, and psychological differences and similarities of females and males, with a focus on the nature/nurture debate within the field. *Prerequisites: PSYC 290 and PSYC 295 or consent of instructor; junior or senior standing.*

PSYC 480-C *Advanced Research* [UR]

A course designed to provide students with hands-on experience with an actual, ongoing research program. Students participate in the ongoing research program of an instructor and thus learn by doing. Instructor, and thus content, rotates. Course may be repeated for multiple credits. *Prerequisites: PSYC 295 and consent of instructor.*

RELIGIOUS STUDIES

Professors Harris, McDaniel, and Sanders (chair)
Associate Professor Gorvine
Assistant Professor Williamson

RELIGIOUS STUDIES MAJOR

10 courses, 5 of which must be 300-level or above, distributed as follows:

- RELI 110 *The World's Religions: An Introduction*
- A concentration of three courses, selected in consultation with the student's departmental advisor, that achieves a deep coverage of a particular religious tradition or set of related issues in the study of religion. The concentration should cohere in such a way as to define and inform the student's particular interest in a tradition, a topic or a method of studying religion. The concentration must include at least two courses in Religious Studies (one of which must be at

the 300 level or above) and may include one course in other related disciplines or interdisciplinary programs (e.g., anthropology, art history, classics, English, gender studies, history, philosophy, politics, sociology). The concentration must be finalized in writing by the end of the year prior to graduation and must be approved at that time by both the student's departmental advisor and the chair of the department. Once the requirements for the concentration have been agreed upon in this manner, no changes may be made to the concentration unless, in extraordinary circumstances, such changes are approved by both the student's advisor and the department chair, in consultation with the department as a whole.

- Four elective courses in Religious Studies demonstrating learning beyond the area of concentration.
- RELI 395 *Approaching the Study of Religion*
- An **Odyssey project** in any category demonstrating engaged learning applicable to the student's concentration in the field of religion, selected in consultation with the student's departmental advisor.

Senior Capstone Experience

The Senior Capstone Experience for the religious studies major centers upon the successful completion of RELI 497 *Senior Colloquium*.

PHILOSOPHY AND RELIGIOUS STUDIES MAJOR

10 courses in philosophy and religion distributed as follows:

- No fewer than 4 courses in philosophy
- 2 must be chosen from
 - PHIL 285 *Ancient Philosophy*
 - PHIL 295 *Seventeenth and Eighteenth Century Philosophy*
 - PHIL 300 *Nineteenth Century Philosophy*
- No fewer than 4 courses in religious studies
- PHIL 370/RELI 370 *Philosophy of Religion*
- PHIL 497 *Senior Thesis* or RELI 497 *Senior Colloquium*
- only 2 of the 10 courses may be at the 100-level

Philosophy and Religious Studies majors cannot major or minor in either philosophy or religious studies.

* Note that RELI 497 *Senior Colloquium* requires RELI 395 *Theory and Research in Religion*

MINOR

6 religious studies courses, including 2 at the 300-400-level

Courses

RELI 110 *The World's Religions: An Introduction* (VA)

This course introduces students to the teachings, practices, spiritualities, and histories of many world religions. The religions include Hinduism, Buddhism, Taoism, Sikhism, Jainism, Judaism, Christianity, Islam, and indigenous traditions. Since this course introduces Asian religions in an abbreviated way, students who take this course may also take RELI 111 *Introduction to Asian Religions*.

RELI 111 *Asian Religions: An Introduction* (VA)

This course introduces students to religious traditions rooted in Asia. It examines sources to help students recognize and understand the many ways in which Asian religious communities have attempted to understand the nature of the world, human society, and the individual's place therein. It includes narrative and philosophical texts, ritual practices, religious experiences, social relationships and historical developments. Since this course does not include Abrahamic religions, students who take this course may also take RELI 110 *The World's Religions: An Introduction*.

RELI 112 *Exodus* (LS)

This course examines the content and significance of this influential book in the Bible. It offers a focused way of beginning to learn about biblical literature by examining one book that has shaped countless generations of Jewish and Christian thinkers and that has deeply influenced Western literature. Attention is given to the various genres contained in the book and how its message can be relevant to today. The course provides some basic hermeneutical skills as well as promote a positive attitude towards Torah.

RELI 115 *Christianity: An Introduction* (VA)

Why do Roman Catholics have more books in their Bible than Methodists? Why do some churches refuse to baptize infants? This course surveys the key beliefs and practices of Christianity such as God, creation, sin, redemption, baptism, heaven and hell. Both the unity and diversity within Christendom are examined. This course does not presuppose prior acquaintance with Christianity.

RELI 121 *Introduction to Biblical Hebrew I*

An introduction to the basic grammar, syntax, and vocabulary of Biblical Hebrew, intended for students who wish to gain reading proficiency in the language of the Hebrew Bible (Old Testament). *Crosslisted as HEBR 110.*

RELI 122 *Introduction to Biblical Hebrew II* (FL)

A continuation of RELI 121. By the end of the course students read extended narrative texts of the Hebrew Bible (Old Testament) as well as some poetic texts. *Crosslisted as HEBR 120.*

RELI 123 *Introduction to the Hebrew Bible (Old Testament)* (HP, LS)

An introduction to the Hebrew Bible (Old Testament), employing the methodologies of academic biblical scholarship. Attention is given to the major texts, characters, and themes of the Hebrew Bible, with consideration of both the literary character of the text and its relationship to the historical context of ancient Israel.

RELI 124 *Introduction to the New Testament* (HP, LS)

This course is an introduction to the New Testament, employing the methodologies of academic biblical scholarship. Attention is given to the major texts, characters, and themes of the New Testament, with consideration of both the literary character of the text and its relationship to the historical context of early Christianity. Some attention is also given to the noncanonical texts of early Christianity, including the Gnostic Gospels.

RELI 210 *Native American Religions* (CW, VA)

A journey into the religious worlds of the first Americans to find out how religion and life coalesced and how the distinctive ways of life of the various tribes produced diverse religious traditions, which were connected by common perceptions of the humans' relationships to the world and to each other. In depth study of selected tribes from a variety of geographic regions promotes an understanding of how the relationship of a people to a place shapes their worldview and way of life.

RELI 211 *African American Religions* (CW, VA)

An analysis of the role of religion in the African American community, along with a survey of key themes in the religious thought of African Americans from the antebellum period to the present, with special attention to figures such as Martin Luther King, Jr. and Malcolm X and theologians such as James Cone and Delores Williams.

RELI 216 *Judaism* (VA)

An exploration of contemporary forms of Jewish beliefs, practices, thought, and culture, set within an historical overview. Emphasis is on the spectrum of Jewish self-identities and the lived texture of the worldwide Jewish experience in its various expressions, constructed in both the “great” and “little” traditions. This course is a deepening and expansion of ideas introduced in RELI 110 *The World's Religions: An Introduction*, which is recommended as a prerequisite, but not required.

RELI 222 *Chinese Religions* (VA)

A survey of the major religious traditions that have shaped Chinese culture: Confucianism, Taoism/Daoism, and Buddhism with some consideration of the minority traditions that constitute elements of contemporary religious life in China, including Islam, Christianity, and selected ethnic beliefs and practices. Themes such as ancestor worship, sacrifice and divination, ethics, meditation, and longevity techniques enrich an understanding of some characteristics of Chinese ways of experiencing the self, society, and the world.

RELI 223 *An Introduction to Hinduism* (VA)

This course is designed as an introduction to the myriad forms of South Asian religious expression designated as “Hinduism.” The course surveys Hinduism’s historical roots and developments, philosophical and ritual innovations, social and ethical ideals, and influential works of literature, relying on both primary and secondary sources. The latter part of the course centers on issues of ongoing relevance to modern-day tradition, analyzing, for example, Hindu understandings of religious art and worship, influential works of modern Indian fiction, and current scholarship on contemporary issues and communities.

RELI 225 *An Introduction to Buddhism* (VA)

This course is an introduction to Buddhism, spanning its origins in India, its spread throughout Asia, and its arrival in the West. The course explores the core doctrines, practices and key historical developments that have shaped the Buddhist tradition in India; considers the ways this tradition has been assimilated in an Asian context; and finally reflects upon the perspectives of leading Buddhist writers and practitioners on the relevance of Buddhism for modern society.

RELI 226 *Genesis and Its Interpreters* (LS, VA)

From creation to flood to the covenants with Abraham, Isaac, and Jacob, the book of Genesis contains some of the foundational texts of both the Jewish and Christian traditions. Students in this course engage in an

in-depth exploration of Genesis, focusing on its literary character, its relationship to the texts of surrounding cultures, and the theological claims it makes about the relationship of God and humankind. Attention is also paid to how the stories of Genesis have shaped and been shaped by both the Jewish and Christian traditions from biblical times until today.

RELI 227 *Skeptics in Scripture: Ecclesiastes and Job* (LS, VA)

Even within the Bible itself, we find people struggling with the apparent meaninglessness of life, the injustice of the world, and the triumph of evil over good. This course examines two of the most profoundly skeptical voices in the Hebrew Bible—the books of Ecclesiastes and Job. Students consider the relationship of each text to the issues of its own day, as well as examining how they have been received, reflected, and reinterpreted in contemporary art, film, literature, and music.

RELI 228 *The Gospels and Literary Theory* (LS)

Students engage in close readings of one or more of the New Testament Gospels. While some attention is given to historical context, the focus is on the Gospels as literature and on the role of the reader in the production of meaning. Students engage the text from the perspectives of contemporary literary theory, including such theoretical frameworks as gender theory, queer theory, and postcolonial theory.

RELI 230 *Early and Medieval Christianity* (HP, VA)

The development of Christian thought and institutions from 100-1500 CE. Discussion of questions surrounding the formation of orthodoxy, the interplay between religion and politics and the variety of ways in which Christians practiced their faith.

RELI 231 *Modern Christianity since the Reformation* (HP, VA)

A survey of Christian thought and institutions from 1500 to the present. Special attention is given to the Protestant Reformation and the ongoing impact of cultural trends on Christian beliefs and practices.

RELI 233 *Jesus Through the Centuries* (HP)

Who is Jesus and what did he accomplish? This course surveys the widely divergent answers in history including the gospels, the early church councils, the modern search for the historical Jesus, and contemporary portraits.

RELI 238 *Tibetan Buddhism* (VA)

This course begins with how Tibet and Tibetan religion have been conceived and depicted in scholarship and in contemporary culture, and

proceeds by exploring key elements of Tibetan Buddhist philosophy, cultural history, and socio-religious diversity. The course addresses the assimilation of Indian Buddhist thought and the development of Tibetan traditions. The course considers the interface of religion and politics in Tibet, the development of sects, and the historical rise of monasticism. The course assesses vital ongoing traditions of 'popular' or 'folk' religion and it concludes by considering contemporary issues of religious revival and identity among modern Tibetans.

RELI 243 Contemporary Currents in American Religions (VA, W2)

An attempt to understand and to analyze what contemporary social institutions, the arts, politics, and ideas reveal about Americans' religious perceptions regarding such questions as the means of human fulfillment, the state of the world, and the nature of religious or spiritual experience.

RELI 245 American Religions: An Historical Survey (HP, VA)

Historical approach to America's diverse religious traditions that contribute to America's religious pluralism from selected Native American religions to the American experiences of contemporary Muslims and Buddhists. The course also traces the historical developments of the varieties of Judaism and Christianity in the United States. A key question is "How has religion shaped the history, culture, and sense of place of the American people?"

RELI 260 Varieties of Evangelical Theologies (VA)

This course examines the diverse perspectives of leading evangelical thinkers. The historical roots of evangelical theology as well as some of the recent trends and controversies within contemporary North American evangelicalism are covered.

RELI 262 Science and Religion (VA)

This course introduces students to various ways in which religion and science are understood in the modern world. With regard to science, it addresses issues that are central to evolutionary biology, neurobiology, astrophysics, and computer science. With regard to religion, it addresses issues that are central to Christianity and selected Asian religions, especially Buddhism, such as the nature of God, the nature of the self, and the nature of "the good life." Its texts include works written by scientists and theologians who are interested in reconciling religion and science, and also works written by scientifically-informed atheists and spiritually-sensitive critics of science.

RELI 270 Ecotheology: Religion, Animals, and the Earth (VA)

In the twentieth and twenty-first centuries an important form of religious thinking is emerging called ecotheology. It involves exploring how spirituality is connected with an appreciation of the earth and its many forms of life and how the earth needs to be protected from excessive exploitation. There are Christian versions of ecotheology, Jewish versions, Buddhist versions, and many others, including feminist versions called ecofeminism. This course looks at a wide variety of forms of ecotheology. A component of the course focuses on human relations to animals, with attention to the animal rights movement and constructive religious responses to it.

RELI 280 Issues in Religious Studies (VA)

This course engages students in understanding the complexity of religion through acquaintance with a topic chosen from among the areas of world religions, biblical studies, Christianity, religion and culture, and philosophy of religion and theology.

RELI 314 Globalization and Religion (VA, CW)

This course focuses on the dynamics of globalization as they affect people's religious and spiritual self-understandings. Particular focus is on modernization in Latin America and China. For China, emphasis is placed on an intellectual movement in China called "Constructive Postmodernism" which seeks to integrate Western and Chinese ways of thinking into a single whole. Emphasis is also placed on the rise of Christianity and Buddhism, and on the orientations of people who think of themselves as "spiritually interested but not religiously affiliated." For Latin American, discussion centers on the concept of syncretism, both in an historical context and in contemporary society, and on the ways in which religious affiliation connects to other aspects of an individual's social identity. *Cross-listed as ANTH 314.*

RELI 317 Religion and Politics (CW, VA)

An exploration of historical perspectives on the nature of the relationship between religion and politics as evident in such concepts as "the separation of church and state," disestablishment, and "the free exercise" of religion, combined with an examination of factors that have altered the religious and political landscapes, in particular some important Supreme Court decisions. Also involves an analysis from a variety of perspectives some pressing issues facing American people.

RELI 327 Race, Gender, Empire, and the Bible: Contemporary Approaches to Interpretation (LS, W2)

The course explores contemporary methods in biblical interpretation such as feminist criticism, postcolonial criticism, critical race theory, and queer theory. While some attention is given to scholarly works employing these theories and methods, the focus of the course is on students developing their own interpretive abilities. The specific biblical texts considered varies by semester. *Prerequisite: RELI 123 or RELI 124 recommended.*

RELI 328 The Bible and/as History (HP)

This course considers the sources and methods used by scholars to reconstruct the history of ancient Israel, including biblical texts, archaeology, and ancient Near Eastern epigraphy, among others. Attention is given to contemporary scholarly debates over the history of Israel, particularly concerning the extent to which the Bible may be considered a reliable historical witness. *Prerequisite: RELI 123 or RELI 124 recommended.*

RELI 330 Religion, Gender, and Sexuality (CW, VA)

Issues related to women's roles in religious institutions and questions about the nature of women's spiritual lives and experiences are considered along with questions related to the ways that religious traditions have understood the nature of human sexuality.

RELI 331 Revelation and Resistance (LS, VA)

This course examines the New Testament book of Revelation as a call to for resistance to Empire in both its historical context and today. Attention is given to both the literary and historical contexts of Revelation within the early Christianity of the Roman Empire. More contemporary interpretations of Revelation are considered, including popular "End Times" prophecies, among others. The course requires engaged learning outside of the classroom, exploring what "resistance to Empire" may mean in Conway, Little Rock, and beyond.

RELI 332 Concepts of God (VA)

What is God like? Should God be understood as a person or a force? How is God related to the world? This course surveys primarily Western thinkers from the times of the biblical writers, through Plato, Aristotle and early Jewish and Christian sources to the development of modern atheism and beyond it to contemporary understandings of God. Issues such as evil, human responsibility and prayer are discussed in relation to divine power and knowledge. *Cross-listed as PHIL 332.*

RELI 334 *Buddhist Saints (VA, W2)*

What makes a saintly life from a Buddhist perspective? How do literary works portray the lives of highly accomplished Buddhists? Beginning with the Buddha, this course explores the life-narratives of ideal monks, masters and meditators, examining the religious values, literary practices and cultural dynamics evident in religious biographies over the centuries and across Asian traditions. We also consider the veneration of living Buddhist “saints” both historically and in the contemporary world.

RELI 335 *Shamans, Scholars, and Indigenous Religion (VA)*

What is a shaman, and what does the idea of ‘shamanism’ tell us about indigenous peoples and their religions? This course examines various ways in which anthropologists, historians of religion and others have attempted to understand and interpret the narratives, rituals, religious experiences and the social features of indigenous communities described as ‘shamanic’. In the process, we consider contemporary attitudes, debates and perspectives on the value and problems associated with comparative studies and ethnographic representation, explore the voices of particular native people, and conclude with an analysis of the shaman as an aspect of popular culture.

RELI 336 *John Wesley and Methodism (VA)*

A study of the life and thought of John Wesley followed by a survey of the leading people, organizations, ideas and practices of the Wesleyan tradition in America.

RELI 337 *Contemporary Buddhist Thought (CW, VA)*

In the twenty-first century Buddhists are developing ways of thinking and approaches to life that are intended to be relevant throughout the world. Some contemporary Buddhist thought engages in dialogue with the natural sciences; others stress the relevance of Buddhism to environmental concerns; still others emphasize the role that Buddhism can play in enabling people to live spiritually in an age of consumerism. Focus is on contemporary Zen and Tibetan writing. The course includes an engaged component that involves undertaking a regular practice of breathing meditation or doing a creative art project.

RELI 339 *Contemporary Islamic Thought (CW, VA)*

In the twenty-first century Muslims are developing ways of thinking and approaches to life that are intended to be relevant to contemporary Muslims and the wider world. Some build upon the mystical traditions of the Muslim past, especially Sufism; some build upon what they call “liberal” or “progressive” currents of more recent Muslim history,

seeking to show how Islam can promote freedom of thought, democracy, respect for the rights of women, appreciation of science. Other strands of contemporary thinking emphasize that Islam provides a constructive alternative to Western ways of thinking.

RELI 346 Contemporary Christian Thought (VA)

A survey of the key thinkers, issues and movements that shaped Christian thought in the twentieth century. The course studies the rise of Protestant liberalism, the Neo-Orthodox reaction (e.g. Karl Barth) and the contemporary proliferation of different types of theology such as liberationist, feminist, process, evangelical, and Asian.

RELI 370 Philosophy of Religion (VA)

Cross-listed as PHIL 370.

RELI 392 Process Philosophy/Theology (VA)

In the twentieth century a form of philosophy emerged called “process philosophy.” Influenced by the philosophy of Alfred North Whitehead, it sees the whole world as a dynamic process of becoming, emphasizing that all living beings are dependent on all others, and that even God is “in process” along with the world. This course introduces students to the philosophy of Whitehead and its religious expressions, with special focus on Christian process theology. The course also includes ways process philosophy is being applied to contemporary social issues.

RELI 393 Inter-Religious Dialogue (VA)

There can be no peace in the world unless there is peace among religions. This course explores ways in which people of different religions approach one another at theoretical and practical levels. The course introduces various Christian approaches to inter-religious dialogue, both liberal and conservative. The course then introduces Hindu, Buddhist, Muslim, and Jewish approaches to dialogue. The course includes hands-on component in which students develop and facilitate inter-religious dialogues in central Arkansas.

RELI 394 Mysticism, Meditation, and Prayer (VA)

This course focuses on religious experience rather than on doctrine or belief. Mysticism lies in experiencing the presence of natural world, invisible spirits, the divine reality, or the fathomless source of life in the immediacy of the present moment. Prayer lies in listening to a divine reality and communicating with that reality through various emotions.

Meditation ranges from quiet, to shamanic experiences in which one pays attentions to disclosures of the unconscious, to dancing and gardening. The course introduces students to mysticism, meditation, and prayer as they are found in world religions, and to the spiritual disciplines involved. It includes an engaged component in which students spend one day fasting and one day in silence.

RELI 395 Approaching the Study of Religion (W2)

This course, a prerequisite to RELI 497 *Senior Thesis*, prepares students to conduct advanced research and undertake critical thinking in the academic study of religion. Students examine several major theorists who have historically defined “religion” as a field of academic inquiry, and who represent a variety of methodologies for understanding it—including psychological, sociological, phenomenological and anthropological approaches. The course also considers issues of theoretical importance in the present-day study of religion, considers the relationships of religious studies to philosophy and theology, and introduces students to several major areas of current scholarly research.

RELI 396 Religion, Film and Visual Culture (VA)

This course analyzes religious themes in film and visual culture, as well as how film and visual culture construct religion in popular social discourse. It introduces the basics of film studies as well as certain theories of religion, with the goal of using methodologies from both fields to teach visual literacy through investigations of religion and culture. The course may include analysis of global cinema, Hollywood films, and/or artifacts of popular culture.

RELI 410 Topics in Asian Religions (VA)

An intensive analysis of a critical issue in the study of Asian religion. Potential topics range from a thematic treatment of religious phenomenon across more than one tradition (e.g., Pilgrimage, Saints and Sages, Death and Afterlife, Gender and Status) to an in-depth study of particular texts and traditions (Hindu Epic and Devotional Literature, Tibetan Meditation). *Prerequisite: Junior standing and two courses in religion or instructor’s consent. Recommended: one of either RELI 110, 121, 221 or 223.*

RELI 440 Topics in Biblical Studies (HP, LS)

RELI 450 Topics in Religion and Culture (VA)

RELI 460 *Topics in Philosophy of Religion and Theology* (VA)

RELI 497 *Senior Colloquium* (W2)

The colloquium is a writing intensive course that functions as the capstone for the Religious Studies major. At the judgment of the department, the course consists of either (1) a thesis project involving substantial individual research or (2) a seminar in which students write one or more significant papers. Philosophy and Religious Studies majors and interdisciplinary studies majors who have taken RELI 395 may elect this course for their senior capstone.

SOCIOLOGY/ANTHROPOLOGY

Professor Čapek
Associate Professor Goldberg (chair)
Assistant Professors Hill, Leitz, and Schwartzkopf

The Sociology/Anthropology department reflects the shared intellectual foundations and common areas of inquiry in sociology and anthropology, as well as their distinct disciplinary differences. While the main focus of sociology has been on the range of social relationships in complex societies, anthropology has concentrated on the transformation of traditional societies and cross-cultural comparisons. Today the fields of sociology and anthropology use similar ethnographic and quantitative methods in the investigation of the human condition through space and time in the global context. A joint major aims to recognize those shared disciplinary goals, and the specific emphases honor the uniqueness of each discipline.

MAJOR

Students may take a major in Sociology/Anthropology with an emphasis in either Sociology or Anthropology. Eleven courses are required for Sociology, five core courses and six electives to be selected from departmental offerings. Twelve courses are required for Anthropology, six core courses and six electives. At least two of the six electives must be

from the discipline that is not the major emphasis. Majors in Sociology/Anthropology may not take a minor in Sociology or Anthropology and may *not* double major in Sociology and Anthropology.

Major in Sociology/Anthropology with emphasis in Sociology

11 courses distributed as follows:

- SOCI 110 *Introduction to Sociology*
- SOCI 335 *Sociological Research Methods*
- SOCI 365 *Picturing Society: Readings in Social Thought*
- SOCI 480 *Advanced Research Practicum*
- or
- SOCI 497 *Advanced Research and Writing*
- BUSI 250 *Principles of Statistics*
- or
- MATH 215 *Statistical Analysis*
- or
- PSYC 290 *Statistics*
- 4 additional sociology courses
- 2 anthropology courses

Major in Sociology/Anthropology with emphasis in Anthropology:

12 courses distributed as follows:

- ANTH 100 *Introduction to Cultural Anthropology*
- ANTH 102 *Introduction to Archaeology and Physical Anthropology*
- ANTH 300 *Ethnographic Methods*
- or
- ANTH 302 *Archaeological Methods*
- ANTH 365 *Anthropological Theory*
- ANTH 480 *Advanced Research Practicum*
- or
- ANTH 497 *Advanced Research and Writing*
- BUSI 250 *Principles of Statistics*
- or
- MATH 215 *Statistical Analysis*
- or
- PSYC 290 *Statistics*

- 4 additional anthropology courses
- 2 sociology courses.

Senior Capstone Experience

The Senior Capstone Experience for the sociology/anthropology major includes the completion of a senior thesis either in SOCI/ANTH 480 *Advanced Research Practicum* or SOCI/ANTH 497 *Advanced Research and Writing*. The thesis will be presented and defended orally. Students may also present their research at a professional conference or other forum. The grade for the Senior Capstone Experience is an average of the grade for the written senior thesis and the grade for the senior thesis oral presentation.

MINOR IN SOCIOLOGY

6 courses in sociology including:

- SOCI 365 *Picturing Society: Readings in Social Thought*
- and at least one additional sociology course numbered 300 or above

MINOR IN ANTHROPOLOGY

6 courses in anthropology including:

- ANTH 365 *Anthropological Theory*
- and at least one additional anthropology course numbered 300 or above

Sociology Courses

SOCI 110 *Introduction to Sociology* (SB)

The methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change.

SOCI 227 *Terrorism and War in the Media* (SB) [UR]

The course examines how terrorism and war are portrayed in film, television, news sources, and other media. We explore how media is used by elites on various sides of a conflict and by social movement actors to construct cultural conceptions of terrorist/freedom fighters, the enemy, just wars, and even success in a conflict. We also observe the impact of these media constructions. Students are introduced to the methodology of content analysis and use it to produce research about contemporary media trends.

SOCI 250 Sociology of the Family (CW, SB)

An examination of the institution of the family with a focus on modern American families. The course focuses on variation and inequality between families and the role of gender in shaping family roles, family policy, and cultural expectations. We use recent sociological research and data to understand the characteristics of American families, the social forces affecting families, and current debates regarding marriage, divorce, child-rearing, and work/family policies. Although the primary emphasis is on the U.S., a comparative context is cultivated.

SOCI 255 Gender in Film and Television (CW, SB) [UR]

Gender is portrayed in and produced through film and television. The course examines key concepts of gender by examining how masculinities and femininities are portrayed in film and television and shaped by categories of race/ethnicity, class, and sexuality. Students are introduced to content analysis and use it to produce research about contemporary media trends.

SOCI 270 Race and Ethnicity (CW, SB)

A consideration of the evolving patterns of conflict and cooperation among racial and ethnic groups. Major attention is given to the socially constructed nature of group identities based on ethnicity and race; racist ideologies, prejudices, stereotypes and various forms of discrimination; as well as the ongoing struggles for social justice.

SOCI 285 Topics in Social Justice/Movements (SB)

This course focuses on a specific area of activism for social justice. Students are introduced to theories, research, and ways of studying social movements. The course topic rotates depending on the faculty member teaching the course, current events, and student interest. Possible foci include: transnational activism, environmental justice, U.S. civil rights movements, global women's movements sexuality and family movements, peace activism in a global context, and sustainability movements.

SOCI 300 The Urban Community (CW, SB)

Emphasis on a sociological understanding of urban and community processes. Topics of special interest include the political economy of cities, growth, housing, urban revitalization, architecture and use of space, design for sustainability, and cross cultural comparisons.

SOCI 306 Exploring Nature Writing (EA) [AC]

Cross-listed as ENGC 306.

SOCI 310 *Gender and Sexuality* (CW, SB)

An examination of gender and sexuality as socially constructed categories of identity and social position. The course explores the ways in which gender and sexuality are structurally rooted in the institutions of society and groups. Issues of gender and sexuality are examined as they intersect with race, social class, and other markers of self and societal status. Micro and macro level relations of power are emphasized around themes of liberation and oppression.

SOCI 320 *Peace and War* (CW, SB)

This course critically analyzes the social forces that lead to war, the military industrial complex, war's social consequences, and nonviolent alternatives to conflict. Contemporary global conflicts will be discussed in their socio-historical context, and both institutional and grassroots attempts at peace will be examined.

SOCI 335 *Sociological Research Methods* (SB) [UR]

An overview of the major research methods used in sociology, including ethnographic fieldwork, social experiments, content analysis, and survey research. The focus is on applied projects as well as on a theoretical understanding of debates over the role of science in social investigation. A prior statistics course is recommended. *Prerequisites: one of the following courses: SOCI 110, ANTH 100, or permission of the instructor. Recommended: one of the following courses: BUSI 250, MATH 215, or PSYC 290.*

SOCI 340 *Food, Culture, and Nature* (CW, SB)

A sociological look at food in the context of cultural beliefs and social practices, from small-scale face-to-face interactions to the role of food in global systems. Some topics of interest include the relationship of food to community, understandings about nature, social justice and inequality, definitions of health, concepts of the body, celebration, and new technologies.

SOCI 360 *Social Change/Social Movements* (CW, SB)

While social change is an enormous topic, this course opens up some major questions relating to the study of social change. It begins with a look at processes of social change in general, and then focuses on the sociological study of collective behavior and organized movements to produce (and resist) social change. Selected past and present movements—from the local to the transnational—are included.

SOCI 362 Images of the City (HP)

This course takes an interdisciplinary approach to the study of the city. Using images of the city recorded in literature and the visual arts, it examines the city as a symbol reflecting changing ideas about self and society, social order and change, and the relationship between nature and culture.

SOCI 365 Picturing Society: Readings in Social Thought (SB, W2)

[UR]

Sociological theorists look for ways to “picture” society by mapping the invisible patterns of social relationships that make up human societies. This course explores how that picture changes as we move from key modern to postmodern sociological thinkers. The theories relate to a variety of contemporary issues including community, power, identity, gender, globalization, knowledge production, and the social construction of space, time, and meaning. *Prerequisite: SOCI 110 or consent of instructor.*

SOCI 375 Environmental Sociology (CW, SB)

A sociological approach to human-nature relationships, with a focus on social constructions of nature, major social groups that have a stake in defining environmental issues, environmental policy (local and global), the role of technology and of the scientific community in shaping environmental outcomes, the environmental movement and counter-movement, the evolving concept of “environmental justice,” and designs for sustainability.

SOCI 380 Medicine and Culture (CW, SB)

An examination of how social and cultural contexts shape the practice of medicine and the experience of health and illness. Some key topics include: social beliefs about the healthy and sick body; cross-cultural comparisons of health care systems; the social organization of medical training, practice, and research; shifting technological, ethical, and legal environments of medicine; health and social inequality; and social change movements relating to health.

SOCI 390 Social Inequality and Identity (CW, SB)

How and why power, wealth and prestige are unequally distributed in terms of gender, race, and social class. Ideological justifications, the consequences for individuals and societies, and the personal and public strategies employed to address the problems associated with structural inequality are considered. *Crosslisted course that alternates between SOCI 390 and ANTH 390.*

SOCI 480 *Advanced Research Practicum* (SB, W2) [UR]

An experiential learning course designed to involve students in an ongoing research program. Students participate in the research program of an instructor and thus learn by doing. Instructor and content rotate. Each student completes a thesis at the end of the semester. *Prerequisites: one of the following courses: SOCI 335, ANTH 300, ANTH 302; and one of the following courses: SOCI 365, ANTH 365; and consent of instructor.*

SOCI 490 *Selected Topics*

Concentrated study of important social issues. Content and approach vary according to needs and interests of students and staff. Each course focuses on a single topic. Examples are ethnic identity, population problems, deviant behavior, family violence, work and leisure, Native Americans, technology, sociology of art, mass media, and religious movements.

SOCI 497 *Advanced Research and Writing* (SB) [UR/SW]

In addition to reading about and discussing current issues in sociological and anthropological research and practice, each student completes a thesis based on a prior research topic in order to apply and demonstrate his or her level of knowledge in the major. *Prerequisites: one of the following courses: SOCI 335, ANTH 300, ANTH 302; and one of the following courses: SOCI 365, ANTH 365; and consent of instructor if not a senior sociology/anthropology major.*

Anthropology Courses

ANTH 100 *Introduction to Cultural Anthropology* (SB)

An examination of the total range of human cultural diversity. The goal is to understand the enormous diversity of human culture, and to understand why and how different ways of life have arisen. This course introduces the basic principles of social-cultural anthropology, designed to provide insight into the cultural aspects of human ways of life. Examples from cultures around the world are used to illustrate concepts introduced in class.

ANTH 102 *Introduction to Archaeology and Physical Anthropology* (SB)

Companion course to ANTH 100 *Introduction to Cultural Anthropology*, covering two sub-disciplines of anthropology. An examination of the evolution of humans from earliest known ancestors in Africa to the rise of complex societies. The focus is on biological and cultural change and its consequences as deduced from methods analyzing fossil and material culture evidence.

ANTH 200 *Buried Cities and Lost Tribes* (HP, SB)

A global survey of the great archaeological discoveries and their implications for contemporary anthropological studies of human cultural evolution and variation. The course covers five continents and time periods, ranging from human origins to the rise and collapse of recent empires.

ANTH 225 *Peoples and Cultures of the Middle East* (SB, HP, CW)

The goal of this course is to bring together evidence from the ancient and modern societies of the Middle East to develop an improved understanding of how the diverse cultural makeup of this region came to be. The Middle East has been the historical home of many of humankind's greatest accomplishments and first steps towards the complex world we inhabit today. In addition, it is the location of many of the modern world's greatest social, economic, ecological and ideological challenges. Despite its profound importance to us all today, this region remains poorly understood by most westerners.

ANTH 230 *Cultures of the United States-Mexico Borderlands* (CW, SB)

An exploration of ethnographic representations of the U.S.-Mexico border and the theoretical orientations of border scholars. Both practical and theoretical problems of the region are examined using materials concerning the U.S.-Mexico border and the various cultural groups that inhabit this contested space. Through the study of the historical and contemporary sociocultural patterns of borderlands, implications for social science in general are discussed.

ANTH 235 *Peoples and Cultures of Latin America* (CW, SB)

An overview of culture and social life in Latin America with some historical context. Topics examined include the legacy of European colonialism, indigenous cultures, and the influence of the contemporary global economy and transnational migration. Both ethnographic representations and hands-on research are used to learn about this diverse and fascinating region.

ANTH 240 *Applying Anthropology* (SB)

An examination of the ways anthropology is used outside of a pure academic context. Students study how anthropological theory and methods are used in a variety of contexts and how they benefit society. This course also emphasizes the impact of applied anthropology on the development of American anthropology as a whole, and how it has advanced our theoretical knowledge of culture and human behavior.

ANTH 250 *Visual Anthropology* (CW, SB)

In an increasingly visually-oriented world, this course focuses on the use of photographs and film to represent people from various cultures, as well as the use of film by indigenous groups to represent themselves. We learn about cultures through visual and narrative means, and critically analyze the filmmaking process, as well as other forms of visual media.

ANTH 260 *Indian Pasts* (SB)

How have anthropologists, archaeologists, and museums represented Indian pasts to both academic and popular audiences, and in what ways have Indian groups responded to these efforts? This course introduces students to the archaeology, ethnohistory, and museum studies of native peoples of the Americas, and encourages them to question conventional assumptions that inform these areas of study.

ANTH 280 *Anthropology of Gender* (SB)

This course traces the development of the study of gender in Anthropology. Key issues covered include the impact of the Feminist Movement on the discipline, women and work, and gender roles and sexualities across cultures.

ANTH 300 *Ethnographic Methods* (SB) [UR]

Examines historical development of ethnographic writing through reading of classic and contemporary ethnographies, as well as critical texts on changing ethnographic methods. Field projects using a variety of ethnographic methods.

ANTH 302 *Archaeological Methods* (SB) [UR]

A basic introduction to field and laboratory methods employed by archaeologists, including survey, excavation, artifact curation and analyses, and database development and analysis. The practical methods of archaeological research are developed to provide students with experience necessary for employment in the field. *Prerequisite: ANTH 102.*

ANTH 310 *Anthropology and Education* (SB)

An examination of the history of anthropology and education as a discipline, with coverage of educational ethnographies and discussions of the theory used and produced in educational research around the globe. Special attention is paid to the relevance of social categories or identities in the differential educational success of students.

ANTH 314 *Globalization and Religion* (CW, VA)

Cross-listed as RELI 314.

ANTH 330 *Human Impact on Ancient Environments* (CW, SB, W2)

An examination of the ways in which humans have interacted with their natural environment through time, with a primary focus on recurring patterns of human impact on the environment and consequent human responses to degraded environments that have shaped human history and cultural evolution. Discussion is centered on important implications for contemporary societies around the world.

ANTH 335 *Geographic Information Science* (SB)

This course is designed to broaden the student's awareness of spatial problems and strategies to address them using cartographic concepts. Students are introduced to geographic information system (GIS) software. They learn the basics of data input and analysis as well as techniques for importing GIS data from outside sources. Finally, they learn process modeling techniques in the analysis of social and ecological problems using GIS.

ANTH 360 *Globalization and Transnationalism* (CW, SB) [UR]

An exploration of the theoretical and ethnographic representations of globalization and transnationalism. Key topics covered include processes of migration, trade, the flow of information, and the concept of place.

ANTH 365 *Anthropological Theory* (SB, W2)

A survey of historical and contemporary theories in cultural anthropology. Inclusion of theoretical contributions from other disciplines such as sociology, literary theory, and feminist theory. Reading of primary texts as well as those influenced by particular thinkers or schools of thought.
Prerequisite: ANTH 100 or consent of instructor.

ANTH 390 *Social Inequality and Identity* (CW, SB)

Cross-listed as SOCI 390 and alternates between SOCI 390 and ANTH 390.

ANTH 480 *Advanced Research Practicum* (SB, W2) [UR]

An experiential learning course designed to involve students in an ongoing research program. Students participate in the research program of an instructor and thus learn by doing. Instructor and content will rotate. Each student completes a research paper at the end of the semester.
Prerequisites: one of the following courses: SOCI 335, ANTH 300, ANTH 302; and one of the following courses: SOCI 365, ANTH 365; and consent of instructor.

ANTH 490 *Special Topics*

Course topics may include in-depth exploration of a particular culture area (such as Southeast Asia or Latin America) or subculture (such as American agricultural workers or urban youth), or other special topics such as The Anthropology of Food, Comparative Mountain Communities, Cultures of the American West, or topics generated by student interest.

ANTH 497 *Advanced Research and Writing* (SB, W2) [UR]

In addition to reading about and discussing current issues in sociological and anthropological research and practice, each student completes a thesis based on a prior research topic in order to apply and demonstrate his or her level of knowledge in the major. *Prerequisites: one of the following courses: SOCI 335, ANTH 300, ANTH 302; and SOCI 365 or ANTH 365; and consent of instructor if not a senior sociology/anthropology major.*

THEATRE ARTS AND DANCE

Professor Grace
Associate Professors Muse (chair) and Rogers
Assistant Professor DeVol
Visiting Assistant Professor C. Campbell
Instructor Richardson

The Department of Theatre Arts and Dance offers a major in Theatre Arts, a minor in Theatre Arts and a minor in Dance. Students choosing to major in Theatre Arts and minor in Dance may double count courses required for the major toward the completion of the minor. Students who declare a major in Theatre Arts must engage a member of the department as their academic advisor no later than the fall semester of their junior year.

MAJOR IN THEATRE ARTS

13 courses distributed as follows:

- TART 120 *Voice for the Theatre*
- TART 140 *Beginning Acting*

- TART 150 *Movement for the Theatre*
- TART 210 *Script Into Performance: Text Analysis*
- TART 260 *Theatre Production: Scenery and Lighting*
- TART 280 *Theatre Production: Costume and Make-up*
- TART 310 *History of the Theatre and Drama I*
- TART 311 *History of the Theatre and Drama II*
- TART 430 *Stage Directing*
- TART 450 *Production Design*
- TART 497 *Senior Seminar*
- One additional course, 200-level or above, in theatre arts or dance.
- Theatre Production Practicum (.25 credit each, all four are required, 1 course credit total) Department faculty register students with the Registrar
 - TARA P21 *House & Publicity, Assistant Stage-Manager, or Properties*
 - TARA P22 *Acting, Stage-Manager, Dance Captain, Sound, or Choreography*
 - TARA P23 *Scenery & Lighting*
 - TARA P24 *Costume & Make-up*

Senior Capstone Experience

The Senior Capstone Experience for the theatre arts major consists of three parts. Parts one and two are completed during the fall semester and part three is completed during the spring semester of the senior year.

Part One consists of a written document of the student's manifesto for the Theatre, and Part Two consists of a public oral presentation of that manifesto. Part Three is completion of TART 497 *Senior Seminar*. The grade average of these three components is entered on the student's transcript but is not calculated in the GPA.

MINOR IN THEATER ARTS

7 courses distributed as follows:

- TART 210 *Script Into Performance: Text Analysis*
- 1 course from the following:
 - DANC 160 *Reading and Writing Dance: An Introduction*

- TART 120 *Voice for the Theatre*
- TART 140 *Beginning Acting*
- TART 150 *Movement for the Theatre*
- 1 course from the following:
 - TART 260 *Theatre Production: Scenery and Lighting*
 - TART 280 *Theatre Production: Costume and Make-up*
- 1 course from the following:
 - TART 310 *History of the Theatre and Drama I*
 - TART 311 *History of the Theatre and Drama II*
- 1 course from the following:
 - TART 290 *Beginning Playwriting*
 - TART 430 *Stage Directing*
 - TART 450 *Production Design*
- 1 additional course, 200 level or above, in theatre arts or dance
- Theatre Production Practicum (.25 credit each, all four are required, 1 course credit total) Department faculty register students with the Registrar
 - TARA P21 *House & Publicity, Assistant Stage-Manager, or Properties*
 - TARA P22 *Acting, Stage-Manager, Dance Captain, Sound, or Choreography*
 - TARA P23 *Scenery & Lighting*
 - TARA P24 *Costume & Make-up*

MINOR IN DANCE

- 7 courses distributed as follows:
- DANC 160 *Reading and Writing Dance: An Introduction*
 - DANC 325 *Choreography*
 - 2 courses from the following:
 - DANC 215 *Modern Dance Technique*
 - DANC 216 *Ballet Technique*
 - DANC 217 *Jazz Dance Technique*
 - TART 150 *Stage Movement and Alexander Techniques*
 - 1 courses from the following:
 - TART 260 *Theatre Production: Scenery and Lighting*
 - TART 280 *Theatre Production: Costume and Makeup*
 - DANA A30 *Dance Ensemble*—four semesters (.25 credit each semester)
 - Theatre Production Practicum (.25 credit each, all four are required, 1 course credit total) Department faculty register

students with the Registrar

- TARA P21 *House & Publicity, Assistant Stage-Manager, or Properties*
- TARA P22 *Acting, Stage-Manager, Dance Captain, Sound, or Choreography*
- TARA P23 *Scenery & Lighting*
- TARA P24 *Costume & Make-up*

Hendrix Players

Participation in dramatic productions is open to all Hendrix students. Students who participate in the activities of the Hendrix Players perform in plays that cover a wide range of dramatic literature, build sets and costumes, and participate in other technical aspects of dramatic performance. The activities of the Hendrix Players take place in the Cabe Theatre and Staples Auditorium.

Hendrix Dance Ensemble

Auditions for the Hendrix Dance Ensemble are held during the first week of the fall semester. The ensemble meets to rehearse on Tuesday, Thursday from 4:30 to 6:00 p.m. in the Dance Studio. The work of the ensemble culminates in a faculty choreographed performance in the fall semester, a faculty and student choreographed Dance Ensemble Concert in the spring semester, and participation in the American College Dance Festival Association.

Students who successfully complete two semesters of TARA A30 fulfil two Physical Activities capacities requirements toward graduation. Students may count only one whole credit of TARA A30 toward graduation.

Accademia dell' Arte

Hendrix is the accrediting institution for courses through the Accademia dell' Arte in Arezzo, Italy. Located in a beautifully restored sixteenth-century villa just south of Florence, the Accademia dell' Arte offers intensive work in theatre, dance, music, and film production. Courses are offered during fall, spring, and two summer semesters. Additional information and application forms are available at

www.dell-arte.org, or by emailing info@dell-arte.org. Contact the Department of Theatre Arts and Dance chair for information about how to use Accademia dell'Arte courses for the Theatre Arts major, minor or Dance minor.

Theatre Arts Courses

TART 100 *Introduction to Theatre* (EA) [AC]

Engaged understanding of the nature of theatre, and of those whose creative and collaborative processes bring texts to the stage through informed choices.

TART 110 *The Art of Public Speaking* (EA)

Emphasis on intrapersonal, interpersonal, problem solving discussion, and public address.

TART 120 *Voice for the Theatre* (EA) [AC]

Focus on freeing the natural voice, the International Phonetic Alphabet, and text reading.

TART 140 *Beginning Acting* (EA) [AC]

Students study Stanislavski as a basis for scene work. The approach frees the actor from mechanical, self-conscious behavior on stage and enhances the awareness of the given circumstances and finding truth in the moment.

TART 150 *Movement for the Theatre* (EA) [AC]

A study of the performer in movement through theatrical space.

TART 210 *Script Into Performance: Text Analysis* (EA, LS) [AC]

Study and analysis of dramatic texts for the purpose of transforming scripts into theatrical productions.

TART 240 *Intermediate Acting: Modern Scene Study* (EA) [AC]

Focus on the study of modern scenes and techniques. *Prerequisite: TART 140.*

TART 260 *Theatre Production: Scenery and Lighting* (EA) [AC]

Techniques of lighting, sound, scenery and property construction for the theatre.

TART 275 *The Art of Stage and Properties Management* [AC]

This course offers students an opportunity to explore the philosophies, tools, and techniques used in theatrical productions by stage managers,

properties managers, and properties artisans. The course explores the development of research, organizational and time management skills, as well as the construction and craft skills crucial to the production of effective stage props.

TART 280 *Theatre Production: Costume and Make-up* (EA) [AC]

Techniques of make-up and costume design and construction for the theatre.

TART 290 *Beginning Playwriting* (EA) [AC]

Construction of the dramatic text through in-depth research and disciplined creativity.

TART 295 *CAD: Computer Aided Design* [AC]

This course allows students of all disciplines to explore the basic mechanics of 2-D drawing and 3-D modeling. Basic concepts presented can be applied to most drafting and visualization programs and are particularly useful to students interested in art, architecture, film, animation, interior design, engineering, and theatrical design.

TART 310 *History of the Theatre and Drama I* (HP, LS, W2)

Study of Theatre history and dramatic texts from the Classical Era through the Eighteenth Century. Offered in alternate years.

TART 311 *History of the Theatre and Drama II* (HP, LS, W2)

Study of Theatre history and dramatic texts from Romanticism through Modernism. Offered in alternate years.

TART 390 *Advanced Playwriting* (EA) [AC]

An extension of TART 290. Construction of the dramatic text through in-depth research and disciplined creativity.

TART 391 *Special Topics in Acting* (EA)

Advanced analysis of specific topics in theatrical, textual, and kinesthetic studies, determined by student interest and faculty availability. Can be repeated with emphasis on various topics within acting.

TART 392 *Special Topics in Design* (EA)

Advanced analysis of specific topics in theatrical, textual and kinesthetic studies, determined by student interest and faculty availability. Can be repeated with emphasis on various topics within design. *Prerequisite: sophomore standing or above.*

TART 393 *Special Topics in Performance* (EA)

Advanced analysis of specific topics in theatrical, textual and kinesthetic studies, determined by student interest and faculty availability. Can

be repeated with emphasis on various topics within performance.

Prerequisite: sophomore standing or above.

TART 430 *Stage Directing* (EA) [AC]

Study of play analysis and of the techniques of staging plays. *Prerequisite:*

Consent of instructor.

TART 450 *Production Design* (EA) [AC]

Process of unified design for the technical elements of a play. *Prerequisites:*

DANA 260 and DANA 280 or consent of instructor.

TART 497 *Senior Seminar* (EA, W2) [AC]

A collaborative synthesis: Theory transformed into theatrical practice.

Prerequisite: Senior Theatre Arts Majors or consent of instructor.

Theatre Production Practicum

Practicum offers the student extensive experience in play production.

Students interested in taking this course should not pre-register.

Students should contact department faculty members during the week

of orientation and registration in fall or during the first week of classes

in the spring. The grade earned in each Practicum is included in the

computation of the student's grade point average. Students must complete

all four areas of practicum in order to receive a full course credit, EA credit

and Odyssey [AC] credit. Theatre Practicum fractional credits may NOT

be combined with any other fractional credit for whole course credits.

TARA P 21 *House & Publicity, Assistant Stage-Manager, or Properties* (EA)[AC]

TARA P22 *Acting, Stage-Manager, Dance Captain, Sound or Choreography*

TARA P23 *Scenery & Lighting*

TARA P24 *Costume & Make-up*

Dance Courses

DANC 160 *Reading and Writing Dance: An Introduction* (EA) [AC]

An introduction to dance design and focusing on the interpretive

processes of viewing through the Liz Lerman critical response process or

“reading” dance and the creating/revising processes of choreographing

“writing” dance using historical and contemporary dance artists and

styles as the foundational “grammar.”

DANC 215 *Modern Dance Technique* (EA) [AC]

A modern dance technique class focusing on developing the basic

fundamentals, theories, vocabulary and theatricality of modern dance along with a holistic approach to a life-long learning of physical health and fitness.

DANC 216 *Ballet Dance Technique* (EA) [AC]

A ballet technique class, focusing on developing the basic fundamentals of classical ballet movement and alignment, vocabulary, theories and style along with a holistic approach to a life-long learning of physical health and fitness.

DANC 217 *Jazz Dance Technique* (EA) [AC]

A jazz dance technique class focusing on the introduction to and the development of various styles, vocabulary and theories of jazz along with a holistic approach to a life-long learning of physical health and fitness.

DANC 325 *Choreography* (EA) [AC]

A study of the fundamentals of the craft of choreography through a variety of improvisational components, a study of contemporary choreographers, theory and process.

DANC 394 *Special Topics in Dance* (EA)

Advanced analysis of specific topics in theatrical, textual and kinesthetic studies, determined by student interest and faculty availability. Can be repeated with emphasis on various topics within dance.

DANA A30 *Dance Ensemble* (EA, PA) [AC]

A performance ensemble of choreographed dance that may accrue 1/4 course credit per semester. Acceptance is by audition. Two semesters of DANA A30 fulfill the two Physical Activities capacities requirement toward graduation. Students may only count one whole credit of DANA A30 toward graduation.

OFF-CAMPUS COURSES

The following courses are approved by the Hendrix faculty for particular off-campus programs sponsored either by Hendrix or another institution with which we have a consortial agreement.

Accademia dell' Arte

ARTS 120 *Painting*

DANC 125 *Dance Technique and Performance*

DANC 130 *Cultural Dance Studies*
 DANC 135 *Extended Performance Topics: Dance*
 FILM 120 *Digi-realism: Filmmaking in Arezzo*
 FILM 122 *Cinema and the "Messogiorno"*
 FILM 130 *Digi-realism II*
 ITAL 110, 111 *Italian Language I, II*
 LBST 120 *Renaissance Mosaic*
 MUSA 130 *Applied Skills: Voice*
 MUSA 140 *Applied Skills: Voice*
 MUSA 142 *Applied Skills: Horn*
 MUSA 144 *Applied Skills: Guitar*
 MUSI 131 *Basic Conducting*
 MUSI 135 *Sonic Landscape I*
 MUSI 136 *Sonic Landscape II*
 MUSI 141 *Music History before 1750*
 PHIL 120 *Philosophy of Art and Performance*
 TART 115, 116 *Commedia dell' Arte: Acting I, II*
 TART 120 *Voice and Performance Topics*
 TART 124 *Mask-Making*
 TART 125 126 *Masked Theatre Topics I, II*
 TART 130 *Applied Skills: Theatre*
 TART 135 *Extended Performance Topics: Theatre*

Combined BA/MPH Degree in Public Health with the UAMS College of Public Health

PBHL 5013 *Biostatistics I*
 PBHL 5113 *Environmental and Occupational Health*
 PBHL 5123 *The Health Care System*
 PBHL 5133 *Introduction to Health Behavior and Health Education*
 PBHL 5173 *Epidemiology I*

Hendrix-in-London Program

ARTH 130 *British Art and Architecture*
 ENGL 130 *Shakespeare and His Contemporaries*
 HIST 130 *British Life and Culture*

The Washington Center Program

AMST 385 *Special Topics in American Studies*
 POLI 385 *Special Topics in Politics and International Relations*

Course Descriptions

AMST 385 Special Topics in American Studies

This course is reserved for participation in the Washington Center Program. The student receives one academic credit for satisfactorily completing the academic course offered by the Program. For more information, see Engaged Learning Opportunities, The Washington Center.

ANTH 235 Peoples and Cultures of Latin America (SB)

An overview of culture and social life in Latin America with some historical context. Topics examined include the legacy of European colonialism, indigenous cultures, and the influence of the contemporary global economy and transnational migration. Both ethnographic representations and hands-on research are used to learn about this diverse and fascinating region.

BIOL 106 Neotropical Biology (NS-L)

An introduction to the diversity, structure, function, and history of tropical ecosystems. Students cannot also receive credit for BIOL 102 *Natural History*.

POLI 365-A Topics in Public Policy (SB)

In both the developed and developing world, the establishment of conservation and protected areas has been justified as a win-win: protected status leads to sustainable use of resources and economic development opportunities for indigenous and local peoples. A comparative approach focuses on balancing biodiversity and economic development; indigenous rights vs. national elites; and the demands of the international community and self-determination.

POLI 385 Special Topics in Politics and International Relations

This course is reserved for participation in the Washington Center Program. The student receives one academic credit for satisfactorily completing the academic course offered by the Program. For more information, see Engaged Learning Opportunities, The Washington Center.

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Dawn Hearne, Director of Dining Services
Mary Henderson, Business Affairs Manager
Cindy Moseley, Dietician/Assistant Director for Dining Services

Facilities

Loyd Ryan, Associate Vice President of Business and Director of Facilities

Sherry Cockrell, Receptionist/Radio Operator

Nate Cowden, Director of Operations: Housing and Athletics

Bridgette Gray, Administrative Assistant

Sharron Russell, Director of Operations: Academic and Administrative Buildings

J.D. Thompson, Director of Facility Systems Management

Rick Sublett, Chief of Public Safety

David Bugh, Public Safety Officer

Russell Clarke, Public Safety Officer

James Fulmer, Public Safety Officer

Jan Lee, Public Safety Officer

Phillip Lucas, Public Safety Officer

Pete Moses, Public Safety Officer

Ursula Westmoreland, Public Safety Officer

Office of Institutional Advancement, Planning and General Counsel

W. Ellis Arnold III, Executive Vice President & General Counsel,
Dean of Institutional Advancement

Jenny Nail, Assistant to the Executive Vice President

Advancement Services

Dan Turner, Director of Advancement Services

Yvonne Morgan, Director of Research and Prospect Management

Rhonda Sipes, Gift and Records Manager

Alumni and Constituent Engagement

Pamela Owen, Associate Vice President of Alumni and Constituent Engagement

Jamie Brainard, Director of Alumni Engagement

Barbara Horton, Director of Stewardship and Donor Engagement

Christa Davis, Director of Parent Engagement

Teresa Osam, Coordinator of Special Projects

Stricklin Edwards, Assistant to Alumni and Constituent Engagement

Development

Kevin H. Braswell, Vice President of Development

Jack Frost, Senior Development Officer

Julie Janos, Development Project Coordinator

Melissa Jenkins, Director of Annual Giving
Lori Jones, Director of Planned Giving
Ginny McMurray, Director of Foundation Relations
Heather Zimmerman, Director of Leadership Gifts

Office of the Chaplain and Church Relations

J. Wayne Clark, Chaplain and Director of Church Relations
J.J. Whitney, Associate Chaplain
Lindsay Singer, Assistant to the Chaplain

Intercollegiate Athletics and Recreational Sports

Amy Weaver, Director of Athletics, Head Coach of Softball
Rebecca Begley, Senior Woman Administrator, Head Coach of Field Hockey
Justin “Buck” Buchanan, Head Coach of Football
Emily Cummins, Head Coach of Women’s Basketball
Jim Evans, Head Coach of Women’s Soccer
Curt Foxx, Head Coach of Men’s Lacrosse
Neil Groat, Head Coach of Baseball
Harold Henderson, Head Coach of Men’s and Women’s Tennis
Emily Lacy, Associate Athletic Trainer
Karl Lenser, Director of Wellness Programs and Facilities
Dan Lloyd, Head Coach of Men’s and Women’s Swimming and Diving
Patrick MacDonald, Head Coach of Men’s and Women’s Cross-Country and Track & Field
Jennifer McCracken, Director of Recreational Sports and Special Events
Thad McCracken, Assistant Athletic Director, Head Coach of Men’s Basketball, Head Coach of Men’s and Women’s Golf
Ryan Meek, Head Coach of Volleyball
Doug Mello, Head Coach of Men’s Soccer
Laura Ross, Head Athletic Trainer
Cody Usher, Sports Information Director
Peri West, Head Coach of Women’s Lacrosse

Office of Technology Services

David J. Hinson, Executive Vice President and Chief Information Officer
Cindy Smith, Administrative Assistant

Information Technology

Sam Nichols, Associate Vice President and Director of Information Technology

Melissa Beltran, Software Developer
Jay Burling, Director of Web Applications
Rick Currie, Computer Technician
Terry Davis, Technical Services Manager
Carla Garrett, Help Desk Coordinator
Zach Green, Technical Services Support Representative
Ben Hau, Software Developer/Web Applications
Lei Pinter, Director of Administrative Systems
Matt Schoultz, Software Developer/Web Applications

Educational and Instructional Resources

Karen Fraser, Director of Faculty Instructional Technology
Timothy A. Lepczyk, Fellow in Digital Humanities and Pedagogy

Classroom and Media Technology

Bobby Engeler-Young, Director of the Media Center
Sunny Haynes, Events Production Manager
Travis D. Peebles, Multimedia Technical Director

Library Systems and Technology

Britt Anne Murphy, Director, Bailey Library

Office of Marketing Communications

Frank Cox, Executive Vice President and Chief Communications Officer
Helen Plotkin, Associate Vice President and Executive Director of Marketing Communications
Ephraim McNair, Communications and Design Specialist
Joshua Daugherty, Lead Designer
Jared King, Video and Multimedia Specialist
Robert O'Connor, Director of College Communications
Vicky Piccola, Assistant to the Executive Vice President
Cody Usher, Sports Information Director

Office of Student Affairs

James N. Wiltgen, Vice President for Student Affairs and Dean of Students
Danny Powell, Associate Vice President for Student Affairs and Director of Career Services
De Ann Huett, Assistant to the Vice President of Student Affairs and Dean of Students

Career Services

Jamie Fotioo, Assistant Director of Career Services and Employer
Outreach Coordinator

Leigh Lassiter-Counts, Associate Director of Career Services and
Internship Coordinator

Crain-Maling Center of Jewish Culture

Ellen Kirsch, Crain-Maling Center of Jewish Culture Executive
Director

Health and Counseling Services

Coleene Hightower, Student Health and Counseling Office
Coordinator

Necie Reed, APN, and Director of Health Services

Mary Anne Seibert, Director of Counseling Services

Ann Wrotny, Counselor

Information Desk

Liz Larson, Information Desk Coordinator

Master Calendar/Off-campus Events

Lynette Long, Director of Conferences and Event Scheduling

Office of Student Rights and Responsibilities

Kesha Baoua, Associate Dean of Students and Director of the
Office of Student Rights and Responsibilities

Desh Deepak, Coordinator of Multicultural and International
Student Services

Post Office

Zena Davis, Director of the Post Office

Religious Life and Church

Rev. Wayne Clark, Director

Residence Life

John Omolo, Director of Residence Life

Jill Hankins, Coordinator of Residence Life

Dominique Kelleybrew, Apartments Area Coordinator

Daniel B. Mark, South Area Coordinator

Holly Nelson, North Area Coordinator

Student Activities

Tonya Hale, Director of Student Activities

Brent Owens, Assistant Director of Student Activities

Student Outreach Services

Christy Coker, Director

TEACHING FACULTY

The dates after the name indicate the beginning and ending of active service with the college.

Robert L. Entzminger, 2002-

Executive Vice President, Provost, and Professor of English

B.A., Washington and Lee, '70;
Ph.D., Rice University, '75.

David C. Sutherland, 1992-

Associate Provost and Professor of Mathematics

B.A., Hendrix College, '81;
M.A., North Texas State University, '83;
Ph.D., North Texas State University, '86.

Margaret Falls-Corbitt, 1987-

Associate Provost for Engaged Learning and Professor of Philosophy

B.A., Rhodes College, '75;
M.A., Vanderbilt University, '78;
Ph.D., Vanderbilt University, '82.

Fred Ablondi, 1998-

Morris and Ann Henry Odyssey Professor of Philosophy

B.A., College of William and Mary, '87;
M.A., Catholic University of America, '89;
Ph.D., Marquette University, '95.

Amalia Anderson, 2011-

Visiting Assistant Professor of Physics

B.A., Luther College, '05;
Ph.D., Michigan Technological University, '11.

Jon W. Arms, 1971-

Professor of Spanish

A.B., Earlham College, '65;
M.A., Vanderbilt University, '71;
Ph.D., Vanderbilt University, '75.

Ze'ev Barel, 1981-

Professor of Mathematics

Diploma, Moscow University, '69;
M.S., Israel Institute of Technology, '75;
Ph.D., Wesleyan University, '81.

Walker Jay Barth, 1994-

M.E. and Ima Graves Peace Professor of Politics

B.A., Hendrix College, '87;
M.A., University of North Carolina, '89;
Ph.D., University of North Carolina, '94.

Laura Behymer, 2013-

Visiting Assistant Professor of Classics

B.A., University of Missouri, '06;
M.A., University of California-Santa Barbara, '08;
Ph.D., University of California-Santa Barbara, '13.

Stanley Keith Berry, 1977-79, 1989-

Professor of Economics and Business

B.A., Hendrix College, '73;
Ph.D., Vanderbilt University, '79.

Todd Berryman, 2006-

Associate Professor of History

B.A., Millsaps College, '97;
M.A., University of North Carolina at Chapel Hill, '99;
Ph.D., University of North Carolina at Chapel Hill, '04.

Norman C. Boehm, 1985-

Professor of Music

B.M., University of Michigan, '79;
M.M., University of Michigan, '81;
D.M.A., Eastman School of Music, '87.

Carl Burch, 2004-

Associate Professor of Computer Science and Natural Sciences Area Chair

B.S., University of Oklahoma, '95;
M.S., Carnegie Mellon University, '98;
Ph.D., Carnegie Mellon University, '00.

Christopher Camfield, 2010-

Assistant Professor of Mathematics

B.S., University of Cincinnati, '02;
Ph.D., University of Cincinnati, '08.

Constance Campbell, 2007-

Visiting Assistant Professor of Theatre Arts

B.A., University of Colorado '76;
M.A., University of North Carolina at Chapel Hill '82;
Ph.D., University of Georgia '00.

Duff G. Campbell, 2000-

Professor of Mathematics

B.A., Harvard University, '89;
Ph.D., Boston University, '97.

- Christian K. Campolo, 2002-**
Associate Professor of Philosophy
B.A., Bucknell University, '90;
M.A., University of Kansas, '94;
Ph.D., University of California-Riverside, '03.
- Stella M. Čapek, 1986-**
Professor of Sociology
B.A., Boston University, '75;
M.A., University of Texas, '81;
Ph.D., University of Texas, '86.
- Andres A. Caro, 2007-**
Associate Professor of Chemistry
B.S., University of Buenos Aires, '93;
M.S., University of Buenos Aires, '93;
Ph.D., University of Buenos Aires, '99.
- John Churchill, 1977-**
Professor of Philosophy, on leave
B.A., Rhodes College, '71;
B.A., Oxford University, '73;
M.A., M. Phil., Ph.D., Yale University, '78;
M.A., Oxford University, '80.
- J. Timothy Cloyd, 1997-**
President on Sabbatical and Professor of Politics
B.A., Emory and Henry College, '85;
M.A., University of Massachusetts, '90;
Ph.D., University of Massachusetts, '91.
- W. Dwayne Collins, 1982-**
Professor of Mathematics
B.S., University of Houston, '76;
M.S., University of Houston, '78;
Ph.D., University of Houston, '81;
M.S., University of Central Arkansas, '05.
- Lilian Albertina Contreras-Silva, 2000-**
Associate Professor of Spanish
B.A., Louisiana State University, '94;
M.A., Louisiana State University, '97;
Ph.D., Louisiana State University, '00.
- Jennifer L. Dearolf, 2002-**
Associate Professor of Biology
B.A., St. Mary's College of Maryland, '96;
M.S., University of North Carolina, '98;
Ph.D., Cornell University, '02.
- Cheri Prough DeVol, 2010-**
Assistant Professor of Theatre Arts
B.A., Hendrix College, '90;
M.F.A., University of Texas at Austin, '93.
- James M. Dow, 2011-**
Assistant Professor of Philosophy
B.A., University of Massachusetts-Boston, '02;
Ph.D., City University of New York, '10.
- Andrea A. Duina, 2004-**
Associate Professor of Biology
B.S., University of Illinois-Champaign, '92;
Ph.D., Northwestern University, '98.
- Robert W. Dunn, 1988-**
Professor and Senior Research Fellow in Physics
B.S., University of Texas, '65;
M.S., Air Force Institute of Technology, '76;
Ph.D., University of New Mexico, '83.
- Alan Eastham, 2010-**
Senior Fellow in International Relations
B.A., Hendrix College, '73;
J.D., Georgetown University, '82.
- Victoria Evans, 2010-**
Assistant Professor of Kinesiology and Health Sciences
B.S., University of Central Arkansas, '02;
M.P.H., University of Arkansas for Medical Sciences, '05;
Dr.P.H., University of Arkansas for Medical Sciences, '12.
- Irmina Fabricio, 2005-**
Instructor of Spanish
B.A., University of Havana, '83;
M.A., University of Central Arkansas, '05.
- Karen M. Fannin, 2005-**
Associate Professor of Music
B.M.E. University of Northern Iowa, '96;
M.M., Northwestern University, '01;
D.M.A., University of Colorado, '05.
- Gabriel J. Ferrer, 2002-**
Associate Professor of Computer Science
B.A., Rice University, '94;
M.S., University of Virginia, '96;
Ph.D., University of Virginia, '02.
- Nancy P. Fleming, 1986-**
Professor of Music
B.A., Mount Holyoke College, '72;
M.M., Westminster Choir College, '74;
D.M.A., University of Illinois, '86.

Cori French, 2011-

Instructor of Spanish

B.A., University of Central Arkansas, '08;

M.A., University of Central Arkansas, '10.

Peter Gess, 2007-

Assistant Professor of Politics

B.C.E., Georgia Institute of Technology, '91;

M.S., Georgia Institute of Technology, '94;

Ph.D., University of Georgia, '06.

Melissa Gill, 2008-

Assistant Professor of Art

B.F.A., University of Arizona, '94;

M.A., Purdue University, '97;

M.F.A., Indiana University, '00.

Anne J. Goldberg, 2005-

Cynthia Cook Sandefur Odysssey Associate

Professor of Anthropology

B.A., College of William and Mary, '91;

M.A., Arizona State University, '99;

Ph.D., Arizona State University, '05.

Thomas E. Goodwin, 1978-

Elbert L. Fausett Distinguished Professor of Chemistry

B.S., Ouachita Baptist University, '69;

Ph.D., University of Arkansas, '74.

William Gorvine, 2006-

Associate Professor of Religious Studies

B.A., Connecticut College, '91;

M.A., University of Virginia, '97;

Ph.D., University of Virginia, '06.

Daniel Grace, 1985-

Professor of Theatre Arts

B.A., Hendrix College, '77;

M.F.A., Case Western Reserve University, '80.

Karen Griebing, 1987-

Professor of Music

B.M., Eastman School of Music, '80;

M.M., University of Houston, '82;

D.M.A. University of Texas, '86.

Liz U. Gron, 1994-

Professor of Chemistry

B.A., Colgate University, '82;

Ph.D., University of Wisconsin, '87.

David A. Hales, 1992-

Professor of Chemistry

B.A., Pomona College, '84;

Ph.D., University of California-Berkeley, '90.

Jonathan Hancock, 2013-

Assistant Professor of History

B.A., Dartmouth College, '06;

Ph.D., University of North Carolina-Chapel Hill, '13.

Carmen L. Hardin, 2010-

Assistant Professor of Politics

B.A., Hendrix College, '96;

J.D., University of Arkansas at Little Rock, '99;

Ph.D., University of Arkansas, ant.'13.

Joyce M. Hardin, 1989-

Professor of Biology

B.S., College of Charleston, '75;

M.S., University of Arkansas, '79;

Ph.D., University of Arkansas, '81.

George Harper, 2007-

Nancy and Craig Wood Odysssey Associate

Professor of Biology

B.S., State University of New York-Fredonia, '99;

Ph.D., University of North Carolina-Chapel Hill, '06.

Marjorie Jane Harris, 1990-

Professor of Religious Studies

B.A., Meredith College, '74;

M.Div., Southeastern Baptist Theological

Seminary, '81;

M.A., University of North Carolina, '88;

Ph.D., University of North Carolina, '94.

Courtney Hatch, 2008-

Assistant Professor of Chemistry

B.A., Hendrix College '00;

Ph.D., University of Colorado '06.

Daniel R. Henderson, 2011-

Assistant Professor of Kinesiology and Health Sciences

B.A., Wheaton College, '80;

M.S., Indiana University, '88;

Ph.D., Indiana University, '95.

J. Brett Hill, 2005-

Assistant Professor of Anthropology

B.A. University of Colorado, '84;

M.A., Arizona State University, '95;

Ph.D., Arizona State University, '02.

Alice M. Hines, 1981-

C. Louis and Charlotte Cabe Distinguished Professor of English

B.A., Spelman College, '67;
M.A., University of Arkansas, '77;
Ph.D., Texas Woman's University, '90.

Pat Hoy, 2013-

Visiting Professor of English

B.S., United States Military Academy, '61;
M.A., University of Pennsylvania, '68;
Ph.D., University of Pennsylvania, '79.

Dionne Bennett Jackson, 2010-

Assistant Professor of Education

B.A., Hendrix College, '96;
M.S.E., University of Central Arkansas, '99;
Ed.D., Baylor University, '10.

Tyrone Jaeger, 2008-

Assistant Professor of English/Creative Writing

B.A., Rollins College, '90;
M.A., University of Nebraska-Lincoln, '04;
Ph.D., University of Nebraska-Lincoln, '08.

Toni W. Jaudon, 2011-

Assistant Professor of English

B.A., Amherst College, '01;
M.A., Cornell University, '05;
Ph.D., Cornell University, '09.

Cathy Jellenik, 2012-

Assistant Professor of French

B.A., University of Delaware, '91;
M.A., University of Delaware, '97;
Ph.D., University of Colorado-Boulder, '05.

James M. Jennings, 1992-

Professor of Education and History

B.S.E., Northwestern University, '77;
M.E., University of Arkansas, '83;
Ed.D., Vanderbilt University, '92.

Lindsay A. Kennedy, 2011-

Assistant Professor of Psychology

B.A., University of North Carolina, '06;
M.A., University of North Carolina, '08;
Ph.D., University of North Carolina, '11.

Stephen W. Kerr, 1979-

Virginia A. McCormick Pittman Distinguished Professor of Economics and Business

B.A., Hendrix College, '76;
M.B.A., Southern Methodist University, '77;
C.P.A., Arkansas, '78.

Kiril Kolev, 2011-

Assistant Professor of Politics and International Relations

B.A., Whittier College, '04;
M.S., Duke University, '08;
Ph.D., Duke University, '11.

Randall A. Kopper, 1983-

Nancy and Craig Wood Odysey Professor of Chemistry

B.A., Monmouth College, '74;
Ph.D., University of Kansas, '80.

John Krebs, 1992-

Professor of Music

B.M., Northwestern University, '78;
M.M., University of Illinois-Urbana, '80;
D.M.A., University of Maryland, '91.

Dana C. Leighton, 2013-

Visiting Assistant Professor of Psychology

B.A., Whitman College, '01;
M.A., University of British Columbia, '04;
Ph.D., University of Arkansas, '12.

Lisa A. Leitz, 2009-

Assistant Professor of Sociology

B.A., Albion College, '99;
M.A., Ohio State University, '01;
Ph.D., University of California, '09.

Megan Leonard, 2008-

Assistant Professor of Economics and Business

B.A., Hendrix College '02;
Ph.D., Texas A&M University '07.

Wenjia Liu, 2012-

Visiting Assistant Professor of Chinese

B.A., Fudan University, '03;
M.A., University of Oregon, '06;
Ph.D., University of Oregon, '10.

Joseph R. Lombardi, 1980-*Professor of Biology*

B.S., Bowling Green State University, '70;
 M.S., Bowling Green State University, '72;
 Ph.D., North Carolina State University, '76.

Matthew Lopas, 2000-*Associate Professor of Art*

B.A., University of Michigan, '83;
 B.F.A., School of the Art Institute of Chicago, '91;
 M.F.A., Yale School of Art, '95.

Erik Maakestad, 1998-*Associate Professor of Art*

B.A., Central Washington University, '78;
 M.A., Central Washington University, '81;
 M.F.A., University of Illinois-Urbana, '83.

Christopher C. Marvin, 2010-*Assistant Professor of Chemistry*

B.S., Ball State University, '02;
 Ph.D., University of Wisconsin-Madison, '08.

Katherine Marvin, 2013-*Visiting Assistant Professor of Chemistry*

B.S., Ball State University, '01;
 Ph.D., University of Wisconsin-Madison, '07.

Kimberly Maslin, 1997-*Professor of Politics*

B.A., Wells College, '89;
 Ph.D., Binghamton University, '97.

Giffen Maupin, 2013-*Assistant Professor of English*

B.A., Wellesley College, '04;
 M.A., Cornell University, '09;
 Ph.D., Cornell University, '13.

Timothy D. Maxwell, 1989-*Professor of Psychology*

B.A., Hendrix College, '78;
 M.T.S., Perkins School of Theology, Southern
 Methodist University, '83;
 Ph.D., University of Texas Southwestern Medical
 Center at Dallas, '90.

Maureen McClung, 2011-*Visiting Assistant Professor of Biology*

B.A., Hendrix College, '01;
 M.S., University of North Carolina-Chapel Hill, '06;
 Ph.D., University of Arkansas, '13.

John B. (Jay) McDaniel, 1979-*Willis T. Holmes Distinguished Professor of
Religious Studies*

B.A., Vanderbilt University, '72;
 Ph.D., Claremont, '78.

Kristi McKim, 2008-*Charles S. and Lucile Esmon Shively Odysey
Associate Professor of English/ Film Studies*

B.A., Pennsylvania State University '99;
 Ph.D., Emory University '05.

Rod Miller, 1998-*Bill and Connie Bowen Odysey Professor of Art*

B.F.A., Stephen F. Austin State University, '85;
 M.A., Stephen F. Austin State University, '87;
 M.A., University of Iowa, '94;
 Ph.D., University of Louisville, '98.

Matthew D. Moran, 1996-*Professor of Biology*

B.A., University of Delaware, '91;
 Ph.D., University of Delaware, '96.

Richard C. Murray, 2003-*Judy and Randy Wilbourn Odysey Associate
Professor of Biology*

B.Sc., University of Western Ontario, '90;
 Ph.D., University of Western Ontario, '97.

Ann Muse, 2002-*Associate Professor of Theatre Arts*

B.A., Hendrix College, '83;
 M.F.A., University of Memphis, '97.

Wayne D. Oudekerk, 1989-*Professor of German*

B.A., Princeton University, '73;
 M.A., University of Washington, '78;
 M.A., Middlebury College, '79;
 D.A., Syracuse University, '84.

Karen Oxner, 1997-*Associate Professor of Economics and Business*

B.S., University of Arkansas at Little Rock, '83;
 M.B.A., University of Arkansas at Little Rock, '85;
 D.B.A., Southern Illinois University, '94.

Maxine Payne, 2002-*Associate Professor of Art*

B.S.E., University of Central Arkansas, '93;
M.A., University of Iowa, '96;
M.F.A., University of Iowa, '97.

Jennifer Penner, 2005-*Julia Mobley Odysey Associate Professor of Psychology*

A.A., Hesston College, '94;
B.A., University of Oklahoma, '99;
M.S., University of Oklahoma, '01;
Ph.D., University of Oklahoma, '05.

Jennifer J. Peszka, 1999-*Julia Mobley Odysey Associate Professor of Psychology*

B.S., Washington and Lee, '94;
M.A., University of Southern Mississippi, '98;
Ph.D., University of Southern Mississippi, '99.

Aleksandra Pfau, 2008-*Assistant Professor of History*

B.A., Wellesley College, '99;
M.A., University of York, '00;
Ph.D., University of Michigan, '08.

Stanly H. Rauh, 2012-*Assistant Professor of Classics*

B.A., University of Washington, '01;
B.A., University of Washington (post-Bac), '05;
M.A., University of California-Santa Barbara, '07;
Ph.D., University of California-Santa Barbara, '12.

Rebecca Resinski, 2000-*Associate Professor of Classics*

B.A., Bucknell University, '90;
M.A., University of California at Los Angeles, '93;
Ph.D., University of California at Los Angeles, '98.

Mary Richardson, 1979-*Instructor of Speech*

B.A., University of Arkansas, '76;
M.A., University of Arkansas, '77.

Brigitte Rogers, 2006-*Associate Professor of Dance*

B.A., Henderson State University, '95;
M.F.A., University of Southern Mississippi, '98.

Lyle M. Rupert, 1987-*Professor of Economics and Business*

B.A., Hendrix College, '82;
M.B.A., University of Chicago, '85;
C.P.A., Illinois, '85.

John Sanders, 2006-*Professor of Religious Studies*

B.A., Trinity College, '79;
M.A., Wartburg Theological Seminary, '87;
Th.D., University of South Africa, '96.

Lawrence K. Schmidt, 1984-*Harold and Lucy Cabe Distinguished Professor of Philosophy*

B.A., Reed College, '72;
M.A., University of New Mexico, '78;
Ph.D., University of Duisburg, '83.

Andrew M. Schurko, 2011-*Assistant Professor of Biology*

B.Sc., University of Manitoba, '97;
Ph.D., University of Manitoba, '03.

Stacey A. Schwartzkopf, 2011-*Assistant Professor of Anthropology*

B.A., Arizona State University, '94;
M.A., Tulane University, '01;
Ph.D., Tulane University, '08.

Ralph D. Scott, 1979-*Professor of Economics and Business*

B.A., Hendrix College, '73;
Ph.D., Tulane University, '83.

Lars Seme, 1997-01, 2008-*Instructor of Mathematics*

B.A., Hendrix College, '95;
M.S., University of Missouri-Rolla, '97.

Allison K. Shutt, 1997-*Professor of History*

B.A., William Smith College, '83;
M.A., University of California at Los Angeles, '86;
Ph.D., University of California at Los Angeles, '95.

Deborah Skok, 2001-*Associate Professor of History*

B.A., Bryn Mawr College, '89;
M.A., University of Chicago, '92;
Ph.D., University of Chicago, '01.

Damon Spayde, 2007-*Dr. Brad P. Baltz & Rev. William B. Smith Odyssey**Associate Professor of Physics*

B.A., Grinnell College, '95;

M.S., University of Maryland, '00;

Ph.D., University of Maryland, '01.

Michael Sprunger, 2011-*Assistant Professor of History*

B.A., Brigham Young University, '00;

M.A., University of Hawaii, '02;

Ph.D., University of Hawaii, '11.

Tom D. Stanley, 1986-*Professor of Economics and Business*

B.S.I.M., University of Akron, '72;

M.A., Kent State University, '73;

M.S., Purdue University, '80;

Ph.D., Purdue University, '82.

Dorian Stuber, 2007-*Associate Professor of English*

B.A., University of King's College, '97;

M.A., University of Western Ontario, '99;

M.A., Cornell University, '02;

Ph.D., Cornell University, '06.

Mark Sutherland, 1990-*Judy and Randy Wilbourn Odyssey Professor of Biology*

B.S., Kansas State University, '75;

M.S., Old Dominion University, '84;

Ph.D., University of Kansas, '90.

Leslie Templeton, 1998-*Professor of Psychology and Social Sciences Area Chair*

B.A., Hendrix College, '91;

M.A., University of Arkansas-Fayetteville, '95;

Ph.D., University of Arkansas-Fayetteville, '98.

Ruthann C. Thomas, 2012-*Assistant Professor of Psychology*

B.A., Furman University, '03;

M.A., University of Toronto, '04;

Ph.D., University of Toronto, '09.

Todd M. Tinsley, 2007-*Associate Professor of Physics*

B.A., Hendrix College, '98;

Ph.D., University of Texas at Austin, '05.

Alex Vernon, 2001-*James and Emily Bost Odyssey Professor of English and Humanities Area Chair*

B.S., United States Military Academy, '89;

M.A., University of North Carolina, '94;

Ph.D., University of North Carolina, '01.

Garbine Vidal-Torreira, 2013-*Assistant Professor of Spanish*

B.A., University of Deusto-Bilbao, '07;

M.A., University of Nebraska-Lincoln, '09;

Ph.D., University of Nebraska-Lincoln, '13.

Jose Ramon Vilahomat, 2002-*Associate Professor of Spanish*

B.A., Universidad de la Habana, '92;

M.A., Florida International University, '97;

Ph.D., Florida International University, '03.

Carol L. West, 1977-*Isabelle Peregrin Odyssey Professor of English*

B.A., Franconia College, '72;

M.A., Yale University, '74;

M.Phil., Yale University, '76;

Ph.D., Yale University, '80.

Daniel J. Whelan, 2006-*Charles Prentiss Hough Odyssey Associate Professor of Politics and International Relations*

B.A., University of Wisconsin-Madison, '88;

M.A., American University, '93;

Ph.D., University of Denver, '06.

Robert Williamson*Margaret Berry Hutton Odyssey Assistant Professor of Religious Studies*

B.S., Clemson University, '95;

M.Div., Columbia Theological Seminary, '01;

M.St., Oxford University, '02;

Ph.D., Emory University, '11.

Ann Willyard, 2009-*Assistant Professor of Biology*

B.A., University of California, '74;

M.S., California State University, '01;

Ph.D., Oregon State University, '07.

Ann Wright, 1998-*Professor of Physics*

B.S., Massachusetts Institute of Technology, '91;

Ph.D., Rensselaer Polytechnic Institute, '96.

Leslie Zorwick, 2007-
Associate Professor of Psychology
 B.A., Emory University, '00;
 M.A., The Ohio State University, '03;
 Ph.D., The Ohio State University, '07.

Library Faculty

Margaret Lucille Morrison, 2002-
Associate Librarian
 B.A., Grinnell College, '70;
 M.A., University of Kansas-Lawrence, '71;
 A.M.L.S., University of Michigan, '79.

Britt Anne Murphy, 1998-
Director of the Library
 B.A., Kenyon College, '94;
 M.L.I.S., University of Texas-Austin, '98.

Christina Thompson, 2010-
Assistant Librarian
 B.A., Central Methodist University, '08;
 M.S.L.I.S., Simmons College, '10;
 M.A., Simmons College, '11.

Matthew Windsor, 2012-
Assistant Librarian
 B.A., University of Central Arkansas, '04;
 M.S.I.L.S., Drexel University, '12.

Adjunct Faculty

Robert Anderson, 2000-
Music
 M.B.A., Webster, '90.

Linda Austin, 2000-
Music
 B.A., Ouachita Baptist University, '70.

Evan Barr, 2010-
Music
 M.M., University of Cincinnati, '03.

Michael C. Bell, 2002-
Biology
 M.S., Memphis State University, '84.

Eric Binnie, 1989-
English
 Ph.D., University of Toronto, '78.

Ruthann Brown, 2010-
Theatre Arts
 M.A., University of Denver, '81.

Mike Chance, 2013-
Music
 D.M.A., University of Memphis, '07.

Rynnett Clark, 1999-
Education
 M.Ed., Southern Arkansas University, '91.

Susan Clark, 2003-
Art
 M.F.A., Yale University, '95.

Wayne Clark, 2013-
Religious Studies
 M.Div., Perkins School of Theology, Southern
 Methodist University, '89

Daniel Cline, 2003-
Music
 M.M., Cleveland Institute of Music, '01.

Severine Cottrant-Estell
French
 M.A., University of Arkansas, '02.

Hope Norman Coulter, 1993-
English/Creative Writing
 M.F.A., Queens University, '11.

Melissa Cowper-Smith, 2011-
Art
 M.F.A., Hunter College, '05.

Linda Desrochers, 2011-
Chemistry
 B.S., Texas Tech University, '87.

Lorraine Duso, 2004-
Music
 D.M.A., University of Michigan, '98.

Jean Elliott, 1989-
Theatre Arts
 Ph.D., Royal Holloway College, University of
 London, '84.

Karen Ferrer, 2003-
Physics
 Ph.D., University of Virginia, '02.

- Ansley Fleming, 1999-**
Music
M.M., Oklahoma City University, '77.
- Caroline Ford, 2002-**
Business
M.S., Georgia State University, '96.
- Robert Glidewell, 2002-**
Economics and Business
J.D., University of Arkansas, '76.
- Ray Hankins, 2013-**
Music
M.S., University of Central Arkansas, '98.
- Tom Hardin, 2001-**
Economics and Business
J.D., University of Arkansas, '80.
- Alison Hargis, 2013-**
English
M.A., University of Arkansas at Little Rock, '97.
- Kristin Harwell, 2013-**
Music
M.M., University of Houston, '06.
- Carole Herrick, 1980-**
Music
Ph.D., University of North Texas-Denton, '81.
- Brian James, 2013-**
English
M.A., University of Central Arkansas, '11.
- Glenn Jellenick, 2012-**
English/Film Studies
Ph.D., University of North Carolina, '11.
- Chelsea Korfel, 2013-**
Biology
Ph.D., The Ohio State University, '12.
- Beth Lambert, 2011-**
Art
B.A., Hendrix College, '87.
- Sarah Lee, 2008-**
Anthropology
Ph.D., University of Georgia, '07.
- Karl Lenser, 2007-**
Kinesiology and Health Sciences
M.S., University of Wisconsin-LaCrosse, '85.
- Hutian Liang, 2013-**
Mathematics
Ph.D., University of Oregon, '10.
- Timothy Lepczyk, 2013-**
Liberal Studies
M.S., University of Tennessee-Knoxville, '06.
- Hillary Looney, 2006-**
Economics and Business
M.A., Hendrix College, '03.
C.P.A., Arkansas
- Laura MacDonald, 2013-**
Biology
Ph.D., University of Arkansas for Medical Sciences, ant. '14.
- George Mackey, 2010-**
Economics and Business
B.A., Hendrix College, '88.
C.P.A., Arkansas
- Allison Mattive, 2003-**
Music
B.M., Arkansas State University, '74.
- Jennifer McCracken, 2006-**
Kinesiology and Health Sciences
M.S., Eastern Kentucky University, '04.
- Thad McCracken, 2011-**
Kinesiology and Health Sciences
M.S., Eastern Kentucky University, '05.
- Barry McVinney, 2008-**
Music
D.M.A., University of Texas-Austin, '94.
- Stephanie Moore, 2013-**
Biology
M.A., University of Kansas, '06.
- Reine Protacio, 2013-**
Biology
Ph.D., Northwestern University, '88.
- Katherine Reynolds, 2013-**
Music
- Jon Rogers, 2013-**
Art
M.F.A., New York Studio School, '11.

- Laura Ross, 2009-**
Kinesiology and Health Sciences
B.S., Arkansas State University, '05.
- Sheila Rupert, 2012-**
Kinesiology and Health Sciences
M.S., California University of Pennsylvania, '11.
- JoAnn Stevens, 2007-**
English
M.A. City University of New York, '87.
- John Steward, 2010-**
Physics
M.S., Vanderbilt University, '98.
- Trent Stewart, 2013-**
Creative Writing
M.F.A. University of Iowa, '95.
- Elizabeth Stout, 2011-**
Psychology
M.S., University of Central Arkansas, '10.
- Keith Terrance Surridge, 2005-**
English
Ph.D., King's College, University of London, '94.
- Susan Ann Thomas, 1997-**
English
Ph.D., Royal Holloway and Bedford New College, University of London, '88.
- Werner Trieschmann, 2002-**
Theatre Arts
M.F.A., Boston University, '89.
- Deborah Turner, 2013-**
Business
B.A., Hendrix College.
- Liana Tyson, 2005-**
Music
D.M.A., Eastman School of Music, '99.
- Barron Weir, 2012-**
Music
B.M., The Julliard School.
- Adam Zimmerman, 2010-**
Computer Science
B.A., Hendrix College, '10.

Faculty Emeriti

- Eric Alexander Grindlay Binnie, 1989-2011**
Professor Emeritus of Theatre Arts
Ph.D., University of Toronto, '78.
- James R. Bruce, 1974-2004**
Professor Emeritus of Sociology
Ph.D., Tulane University, '73.
- Charles M. Chappell, 1969-2010**
Professor Emeritus of English
Ph.D., Emory University, '73.
- Ashby Bland Crowder, Jr., 1974-**
M.E. and Ima Graves Peace Professor Emeritus of English, American Literature, and the Humanities
Ph.D., University of London, '72.
- Ann Hayes Die, 1992-2001**
President Emerita and Professor Emerita of Psychology
Ph.D., Texas A&M University, '77.
- Robert C. Eslinger, 1976-2004**
Elbert L. Fausett Distinguished Professor Emeritus of Mathematics
Ph.D., Emory University, '71.
- John L. Farthing, 1978-2009**
Professor Emeritus of Religion and Classical Languages
Ph.D., Duke University, '78.
- Cliff Garrison, 1972-2009**
Professor Emeritus of Kinesiology
M.S.E., University of Central Arkansas, '65.
- Bruce Haggard, 1972-**
Virginia A. McCormick Pittman Distinguished Professor Emeritus of Biology
Ph.D., Indiana University, '73.
- Earlene Hannah, 1974-2009**
Professor Emerita of Kinesiology
M.S.E., University of Central Arkansas, '77.
- William H. Hawes, 1967-87**
Professor Emeritus of Art
M.F.A., University of Arkansas, '60.
- Carole L. Herrick, 1980-**
Professor Emerita of Music

Ph.D., University of North Texas, '81.

Rosemary E. Henenberg, 1963-67; 1973-2002
Willis H. Holmes Distinguished Professor Emerita of Theatre Arts
Ph.D., Ohio University, '73.

Arthur A. Johnson, 1955-90
Harold and Lucy Cabe Distinguished Professor Emeritus of Biology
Ph.D., University of Illinois, '55.

James. F. Kelly, 1982-
Professor Emeritus of Kinesiology
M.S., Springfield College (Massachusetts), '72.

Ian T. King, 1985-2011
Harold and Lucy Cabe Distinguished Professor Emeritus of Politics and International Relations
Ph.D., University of Minnesota, '84.

David G. Larson, 1975-2007
Professor Emeritus of History
Ph.D., Indiana University, '72.

James E. Major, 1961-81
Senior Vice President Emeritus
D.D., Hendrix College, '81.

Marylou Martin, 1979-
Professor Emerita of French
Ph.D., University of Texas, '79.

Garrett L. McAinsh, 1970-2011
Harold and Lucy Cabe Distinguished Professor Emeritus of History
Ph.D., Emory University, '74.

Ralph J. McKenna, 1976-2011
Professor of Psychology
Ph.D., University of Connecticut, '70.

JoAnn Privett McMillen, 1967-95
Associate Librarian Emerita
M.L.S., University of Oklahoma, '72.

Betty K. Morgans, 1971-2001
Professor Emeritus of Education
Ed.D., Oklahoma State University, '71.

George Mulacek, 1950-85
Professor Emeritus of Music

D.M.A., University of Colorado, '65.

Eloise Weir Raymond, 1954-58, 1962-88
Professor Emerita of Economics and Business
C.P.A., Arkansas, '80.

Harold F. Robertson, Jr., 1979-87
Professor Emeritus of Education
Ed.D., Temple University, '72.

Richard L. Rolleigh, 1974-2008
Professor Emeritus of Physics
Ph.D., University of Texas, '72.

Kenneth Christopher Spatz, 1973-2003
Professor Emeritus of Psychology
Ph.D., Tulane University, '66.

John E. Stuckey, 1958-92
Professor Emeritus of Chemistry
Ph.D., University of Oklahoma, '57.

M. Warfield Teague, 1970-2008
Willis H. Holmes Distinguished Professor Emeritus of Chemistry
Ph.D., Purdue University, '71.

Dolores H. Thompson, 1970-98
Associate Librarian Emerita
M.L.S., Vanderbilt University, '81.

George H. Thompson, 1952-91
Elbert L. Faussett Professor Emeritus of History
Ph.D., Columbia University, '68.

John A. Ziegler, 1974-98
Harold and Lucy Cabe Distinguished Professor Emeritus of History and Politics
Ph.D., Syracuse University, '70.

In Memoriam

Jon Guthrie, 1969-1996

Former Hendrix Chaplain

M.Div., Drew University School of Theology, '56.

Don Marr, 1959-2000

C. Louis and Charlotte Cabe Distinguished

Professor Emeritus of Art

M.F.A., University of Arkansas, '58.

Ida Carolyn Raney, 1961-98

Associate Librarian Emerita

M.S.L.S., Louisiana State University, '61.

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Daily Schedule

M•W•F	Laboratories	4-day Periods
A-1 8:10-9:00 am	L-1 M 8:10-10:00 am	C-1 MWThF 8:10-9:00 am
A-2 9:10-10:00 am	L-2 T 8:10-11:00 am	C-2 MWF 9:10-10:00 am and T 8:10-9:00 am
A-3 10:10-11:00 am	L-3 W 8:10-10:00 am	C-3 MWF 10:10-11:00 am and Th 12:10-1:00 pm
A-4 11:10-noon	L-4 Th 8:10-11:00 am	C-4 MTWF 11:10-Noon
A-5 12:10-1:00 pm	L-5 F 8:10-10:00 am	C-5 MTWF 12:10-1 pm
A-6 1:10-2:00 pm	L-6 M 1:10-4:00 pm	C-6 MWF 1:10-2 pm and T 12:10-1 pm
A-7 2:10-3:00 pm	L-7 T 1:10-4:00 pm	C-7 MWF 2:10-3 pm and T 2:40-3:30 pm
A-8 3:10-4:00 pm	L-8 W 1:10-4:00 pm	C-8 MWThF 3:10-4 pm
	L-9 Th 1:10-4:00 pm	
	L-10 F 1:10-4:00 pm	
T•Th	Senior Seminars	Studios
B-1 8:15-9:30 am	S-1 M 2:10-4:00 pm	D-1 MW or WF 8:10-10:00 am
B-2 9:45-11:00 am	S-2 W 2:10-4:00 pm	D-2 MW or WF 10:10-Noon
B-3 1:15-2:30 pm	S-3 F 2:10-4:00 pm	D-3 MW or WF 12:10-2:00 pm
B-4 2:45-4:00 pm		D-4 MW or WF 2:10-4:00 pm
B-5 8:10-11:00 am T and 9:45-11:00 am Th		D-5 TTh 9:10-11:00 am
<i>11:10 to noon on Thursday is an open period for convocations.</i>		D-6 TTh 12:40-2:30 pm

Final Examination Schedule

Day	Morning 8:30-11:30 a.m.	Afternoon 2:00-5:00 p.m.
Wednesday	B2, B5	B1, D5
Thursday	B4	B3, D6
Friday	A3, C3	A6, C6
Monday	A4, C4, D2	A1, C1, D1
Tuesday	A2, C2	A5, C5, D3
Wednesday	A7, C7, D4, S2, S3	A8, C8, S1

2013-2014 Academic Calendar

August	20	New students arrive
	20-26	New Student Orientation
	26	All other students return
	26	Confirmation and schedule change day
	27	First day of classes
September	2	<i>Labor Day (no classes)</i>
	6	Deadline to add a class
	27	Deadline to change to or from "Credit Only"
	27	Deadline to drop a class with no grade
October	15	Interim reports due at noon
	17-18	Fall Break
November	8	Deadline to drop a class with a "W" grade
	27-29	Thanksgiving Break
December	9	Last day of classes
	10	Reading Day
	11-13, 16-18	Final Exams
	19-Jan 19	Winter Break
January	20	<i>Martin Luther King birthday</i>
	21	Confirmation and schedule change day
	22	First day of classes
	31	Deadline to add a class
February	21	Deadline to change to or from "Credit Only"
	21	Deadline to drop a class with no grade
March	13	Interim Reports due
	24-28	Spring Break
April	4	Deadline to drop a class with a "W" grade
May	1	Honors Day
	5	Last day of classes
	6	Reading Day
	7-9, 12-14	Final exams
	17	Commencement

Campus Map

use NEW map from Guide to Academic Planning



HENDRIX

1600 Washington Avenue
Conway, Arkansas 72032-3080