

# HENDRIX

Catalog  
2011-2012

CATALOG FOR THE ONE HUNDRED THIRTY-FIFTH YEAR

1876

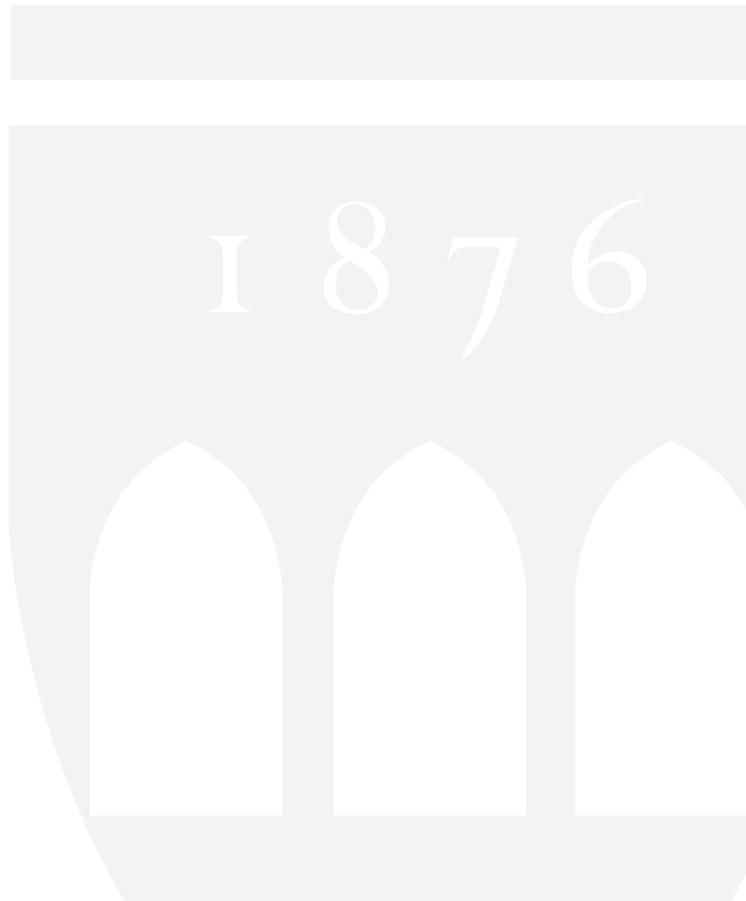


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Hendrix College  
1600 Washington Avenue  
Conway, Arkansas 72032-3080  
501-329-6811  
501-450-1200 (fax)

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.



## 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. 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 130 years of excellence in education, Hendrix College moves confidently into the 21st century.

## 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-     |

## 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

It 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 Collegiate Athletic Conference

the Southern University Conference

the National Association of Independent Colleges and Universities

the National Collegiate Athletic Association

the American Association of Colleges for Teacher Education

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 consist of three components - The Collegiate Center, Learning Domains, and Capacities. The Collegiate Center assures students the opportunity to engage in thought about cultures and contemporary issues. 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. The Capacities requirement recognizes that all students must exhibit basic proficiencies in fundamental skills used across multiple disciplines. Majors are offered in thirty 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.

While at Hendrix all students participate in a distinctive program titled *Your Hendrix Odyssey: Engaging in Active Learning*. This program 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

The requirements for the baccalaureate degree apply to all candidates for the baccalaureate degree at Hendrix. These requirements include the general education program (I, II, and III below); the requirements for *Your Hendrix Odyssey* (IV); collegiate requirements regarding the number, selection, and level of performance in courses counted toward the degree (V, VI, and VII); the requirements regarding majors, double majors, and minors (VIII); and the senior capstone experience requirements (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

### I. The Collegiate Center

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” and “to examine critically and understand the intellectual traditions woven into the history of Western thought.” The College also commits its intention to the cultivation of “discernment of social, spiritual, and ecological needs of our time” and “a sense of responsibility for leadership and service in response to those needs.”

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

### Journeys—one-course.

*Journeys* is a one-semester, common course required of all first-year students entering Hendrix College. It is grounded in the College’s motto, which (from Ephesians 4:13) may be translated as “toward a fulfilled person.” The motto thus implies trajectory, a sense of movement or development, from one state of being or one way of living to another. It implies, in short, the notion of journey. This course takes the concept of journey as its touchstone and explores how different cultures and different peoples have made sense of their own life journeys.

The *Journeys* course is global in its perspective and interdisciplinary in its approach. We begin in China, examining “the ways” for human flourishing pioneered by Confucius. We turn then to some dialogues of Plato to probe the teachings of Socrates. In Islam we can trace adherents’ spiritual journeys toward a relationship with the divine. We explore journeys of a more contemporary nature by looking at Charles Darwin’s *Origin of Species* and by reading texts pivotal to the rise of modern democracy, including selections from John Locke’s *Second Treatise of Government*. We also probe journeys of self-discovery, such as the ones revealed in W.E.B. Du Bois’ *Souls of Black Folk* and Tsitsi Dangarembga’s *Nervous Conditions*. The exact works and kinds of journeys we examine will no doubt evolve as the course changes over the coming years. Our goal, however, will remain constant. We aim to challenge our students to examine a variety of human journeys, with the hope that they will come to understand different conceptions of human fulfillment and that they will reflect deliberately on the paths their own lives might take.

Transfer and returning students entering Hendrix with seven or more accepted transfer credits (excluding AP/IB credits) are required to take a second Challenges of the Contemporary World (CW) course instead of *Journeys*. ***Journeys* may not be dropped.** Students who do not pass *Journeys* are required to take a second Challenges of the Contemporary World course to meet the *Journeys* requirement. The grade earned in this course will not replace the *Journeys* grade. *Journeys* may not be repeated.

### Explorations: Liberal Arts for Life—one course.

*Explorations: Liberal Arts for Life* is a one-semester common course required of all students enrolled in *Journeys* 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 a *Journeys* 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 *Journeys* are also exempt from *Explorations*.

### Challenges of the Contemporary World (CW)—one course.

This component complements the *Journeys* component by exploring challenges of the contemporary era. A course that satisfies the Challenges of the Contemporary World Collegiate Center requirement shall have as a primary focus at least one of the following:

- *environmental studies*, which focus on students' understanding of the earth's environment and the consequences of human intervention in natural systems;

- *racial and ethnic studies*, which explore the roots of racial and ethnic differences and the consequential influences on individuals and groups in American society and around the world;
- *gender studies*, which focus on the construction of gender and implications of issues of gender and sexuality on men, women, and society as a whole; and
- *other issues of world citizenship*, which focus on ways in which individuals can effectively promote ecological integrity, social and economic justice, and a culture of peace in an increasingly global society.

By confronting contemporary social issues, students prepare themselves to join a responsible world community striving toward a just, sustainable, and spiritually satisfying future. This component of the curriculum is a flexible one-course requirement to be fulfilled after taking *Journeys*. This course must be taken for a letter grade and cannot be taken for credit only.

Courses meeting the Challenges of the Contemporary World requirement are noted with a "CW" next to their titles in the departmental course listings section of this *Catalog*. In addition, courses are noted in the online *Course Schedule* with a "CW." Transfer courses may be considered for CW credit. Contact the Office of the Registrar for more information.

## II. 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.

### III. 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 (W<sub>1</sub>).** 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 “W<sub>1</sub>” 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 should meet this requirement during the first or second year since enrollment after the second year is restricted or precluded in many W<sub>1</sub> courses. International students should read the section titled “English Course Placement for International Students” that appears in the next chapter.**

**Level II (W<sub>2</sub>).** 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 “W<sub>2</sub>” 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 (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.

## IV. Your Hendrix Odyssey: Engaging in Active Learning

As expressed in the Statement of Purpose, the College is dedicated to the cultivation of attributes that shape the whole person. Accordingly, in the context of a liberal arts education of the highest quality, Hendrix intends to cultivate among students a sense of beauty, a capacity for creative self-expression, a spirit of intellectual curiosity, empathy for others, and respect for differences. Hendrix thereby encourages students to employ their education in careful discernment of the social, spiritual, and environmental needs of the world and thus to prepare themselves for

lives of responsible leadership and service. In short, Hendrix encourages reverence for the community of life, combined with capacities for creative, joyful, critically astute, and intellectually engaged living.

Toward these ends, the College has long recognized the educational value of engaged learning, that is, 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. Many benefits accrue to students who undertake these endeavors. These include opportunities for the following:

- learning more about the world outside the traditional classroom and campus boundaries;
- discovering fresh ways of applying knowledge to new contexts;
- developing heightened capacities for seeing connections among different fields of inquiry;
- discovering that learning can occur in many different contexts and different ways;
- acquiring new skills and abilities that add to the joy of living;
- becoming active and life-long learners, filled with a recognition that learning itself is an ongoing journey;
- recognizing the various problems, both local and global, which they can help solve;
- developing a desire to help others, thus building communities that are compassionate, participatory, and just.

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. To support and enable this program, the College is committed to increasing the scope of participation in, and opportunities for, the various modes of active learning. Students are given recognition on an engaged learning transcript for completion of approved Odyssey projects. Graduation requirements for all students

include the completion of 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, or creative writing.

**Global Awareness (GA).** Experiences in which students immerse themselves in cultures or environments other than their own and engage in appropriate opportunities for reflection.

**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 inter-disciplinary settings.

Odyssey projects may be courses or components thereof, or may be entirely independent of courses. Qualifying courses are identified by two-letter codes (analogous to those used in Learning Domains) that appear in this catalog section, alongside course descriptions in this *Catalog*, in the *Schedule of Classes*, and in the *Odyssey Program Guide*. If a course is coded both as a Learning Domain and an Odyssey category course, a student who passes that course will get credit for both requirements. No course, however, may be counted to fulfill more than one Odyssey category requirement.

Students engaged in any activity for Odyssey credit must abide by the Statement on Academic Integrity that is found elsewhere in this *Catalog*.

Students must work with appropriate Hendrix faculty or staff members in the development of Odyssey projects. Sponsors also evaluate the successful completion of projects. In addition, the Odyssey Office must approve all projects. Except in rare circumstances, such approval must be granted before a project has commenced. A number of the Odyssey categories include a reflection component. The *Odyssey Program Guide* explains the reasons for, and appropriate manifestations of, such reflection. In cases where it is appropriate and practical, the outcomes of Odyssey projects should be shared with others through manuscripts, public presentations or performances, or other comparable means of dissemination.

## 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 *Journeys* course can not satisfy Learning Domain requirements, Capacities requirements, or major or minor requirements;
- A course used to satisfy a Capacities requirement may also be used to satisfy either a Challenges of the Contemporary World or Learning Domains requirement;
- A course with two or more Learning Domain codes may be used to satisfy only one Learning Domain requirement;
- A course with a Challenges of the Contemporary World code and a Learning Domain code may be used to satisfy either the Challenges requirement or the Learning Domain requirement, but not both;
- Courses taken to satisfy major or minor requirements may also be used to satisfy general education 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 general education 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, College Level Examination Program (CLEP), or International Baccalaureate (IB) exam do not satisfy Learning Domain or 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.

## 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. (See Senior Capstone Experience)
- meeting the major residency requirements.

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

|                  |                        |
|------------------|------------------------|
| Accounting       | Art                    |
| Allied Health    | Biochemistry/Molecular |
| American Studies | Biology                |

|                       |                                |
|-----------------------|--------------------------------|
| Biology               | Interdisciplinary Studies      |
| Chemical Physics      | International Relations        |
| Chemistry             | Mathematics                    |
| Classics              | Music                          |
| Computer Science      | Philosophy                     |
| Economics             | Philosophy & Religious Studies |
| Economics & Business  | Physics                        |
| English               | Politics                       |
| Literary Studies      | Psychology                     |
| Film Studies          | Religious Studies              |
| Creative Writing      | Sociology/Anthropology         |
| Environmental Studies | Anthropology Emphasis          |
| French                | Sociology Emphasis             |
| German                | Spanish                        |
| History               | 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:

|                     |                         |
|---------------------|-------------------------|
| Accounting          | French                  |
| Africana Studies    | Gender Studies          |
| American Studies    | German                  |
| Anthropology        | History                 |
| Art                 | International Business  |
| Art History         | International Relations |
| Studio Art          | Mathematics             |
| Asian Studies       | Music                   |
| Biology             | Neuroscience            |
| Business            | Philosophy              |
| Chemistry           | Physics                 |
| Classics            | Politics                |
| Computer Science    | Psychology              |
| Dance               | Religious Studies       |
| Economics           | Sociology               |
| Education-Secondary | Spanish                 |
| English             | Theatre Arts            |
| Film Studies        |                         |

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/academics/academics.aspx?id=122](http://www.hendrix.edu/academics/academics.aspx?id=122).

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. The NR grade should be replaced by a letter grade as soon as possible and/or no later than graduation.

**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 (I) grades and unforgiven failing (F) grades 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, 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 is an environment intended not only to cultivate an active interest in the liberal arts but also to serve as a place for students to begin taking 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

- 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, the students have committed 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.

The Committee on Academic Integrity handles all instances of alleged academic dishonesty.

**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 Judicial Council. The College's Committee on Committees will nominate the faculty members. The Committee on Committees also identifies one of the faculty members to serve as 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. A student and a faculty member may agree to write, co-sign and send a report including agreed upon sanctions to the Chair of the Committee. 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. A student may file a report directly with the Chair of the Committee

- c. A faculty or staff member may file a report with the Chair of the Committee
- d. A student may inform the instructor of record, who subsequently files a report directly with the Chair of the Committee.

All reports must be made in writing, with the Committee convening within two weeks of that report, provided this conforms to the academic calendar. 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.

All records pertaining to the case remain confidential within the Committee structure and are available only for the purpose of determining appropriate sanctions. The Committee will retain all records for a period of six years, after which the records are purged.

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. 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 of the College 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 of the Committee. 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 of the College, 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

The purpose of this policy is to limit smoking use on campus at Hendrix College to designated areas. The College actively seeks to create a healthy campus environment that limits the effects of secondhand smoke; however, we recognize that as a residential college, members of the community may choose to smoke.

Smoking on campus is restricted to designated areas listed below. Smokers may not smoke inside any building, while walking to/from these designated destinations, or at any undesignated areas (ie athletic fields, parking lots, etc). Designated areas include the following:

- Raney building gazebo area
- North quad gazebo area
- South Library porch end
- Mills/Cabe alcove
- Huntington apartment - one gazebo
- Front Street back patio area
- North Couch patio
- President's home back porch
- East end of Facilities Management bldg
- Hulen Hall - back patio
- Buhler Hall - back porch

The College prohibits campus-controlled advertising, as well as the sale or free sampling of, tobacco or smoking-related products on campus. Littering campus with remains of tobacco or smoking-related products is prohibited. No ashtrays or smoking shelters will be permitted outside the designated areas. Smoking is prohibited at all public, outdoor events (including athletic events), except in designated areas described above. Organizers shall communicate this policy to all attendees and shall enforce the policy.

The Director of Human Resources, Director of Facilities Management and the Dean of Students will review this policy periodically and make recommendations to the President regarding any policy adjustments. Any exceptions to this policy must be approved by the President.

#### Communication of Policy:

This policy will be communicated to the campus community via the College website. In addition, reference to this policy will be added to the College's faculty handbook, employee handbook, and student handbook. Information regarding this policy shall be communicated to guests upon request. Each building will display a decal that states "Smoke-free Area."

#### Compliance:

All Hendrix College students, faculty, staff, contractors and visitors are expected to comply with this policy. Members of the campus community are empowered to respectfully inform others about the policy and designated areas and may also report violations to Hendrix College Public Safety. Violators approached by Hendrix Public Safety may receive a warning, a citation for \$50 or referral to the appropriate authority outlined below. Surrounding public streets and sidewalks are not under the purview of College policy.

Repeat violators will be subject to the following:

1. Students will be referred to the College disciplinary process.
2. Employees will be referred to their respective units for progressive discipline.
3. Contractors will be referred to their respective employers for appropriate action.
4. Visitors will be required to leave the campus.

#### 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 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.

### 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 in good standing 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. 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 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 Propylaea, 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 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 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 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 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.

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. SCORE | HENDRIX COURSE EQUIVALENT   |
|----------------------------------|------------|---|
| 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. SCORE | HENDRIX COURSE EQUIVALENT                         |
|--------------------------------------|------------|---|
| 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  |

\* *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.*

### 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                                       |
| 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 <i>French I</i>                       |
| Foreign Language–German.....     | B..... | GERM 110 <i>German I</i>                       |
| Foreign Language–Spanish .....   | B..... | SPAN 110 <i>Spanish I</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 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](http://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.
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 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 Associate Provost for Advising and Retention. 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](http://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](mailto: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 Bailey Library actively responds to the research and instructional needs of our 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 and Interlibrary Loan. The Bailey Library building houses library collections, Reference Services, the Information Commons, the Hendrix College Archives, the United Methodist Archives, a student computer lab, a writing lab, 24-hour

study rooms, an electronic bibliographic instructional lab, and a media classroom.

#### *Collections and Access to the World of Knowledge*

The Library boasts an outstanding small academic collection with 220,000 bound volumes, 30,000 government documents, and over 35,000 electronic journal titles. Most of the Library's electronic resources, including many full text journals, are accessible at [www.hendrix.edu/baileylibrary](http://www.hendrix.edu/baileylibrary). Access to books and journal articles not available in the Bailey Library can be requested through Bailey's Interlibrary Loan Service. On average, it takes requested materials six days to arrive. However, some digitized articles arrive within the hour while some materials take as long as six weeks to arrive.

Students may borrow books and materials from the main book collection for three weeks and reserve books for shorter periods of time. Reference books and periodicals are expressly for use in the Library. Presentation of a valid college identification card or an appropriate book card is necessary to borrow library materials. The privilege of borrowing the intellectual content of the Library requires a commitment to care responsibly for books/items, return items 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 journals, along with the backfiles, are on the first floor. The reference 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 First Step to Effective Research: Ask a Librarian at the Reference Services Desk*

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 simply by asking a librarian to recommend reference works, research databases, Internet sites, or library collections that are appropriate to your research needs. Librarians additionally provide individual reference assistance, tours, and workshops. If needed information is not in the Bailey collections, then 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. - midnight  
 Friday ..... 8:00 a.m. - 5:00 p.m.  
 Saturday ..... noon - 5:00 p.m.  
 Sunday ..... 2:00 p.m. - midnight

#### *Media Collections (Bailey Library)*

The Media Collection contains over 2000 VHS and DVD of popular and academic titles and over 800 CD's including classical, jazz and popular--all available for 1-day checkout. These are available at the Bailey Library Check-Out Desk. Many of the titles in our collection are placed by faculty on reserve so that they can be viewed in-building in Bailey Library in media carrels by students for a particular course. All of the Media Center's video and music titles are searchable on the Library's online catalogue.

#### **Information Technology and Academic Computing**

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. Information Technology should be contacted for further information at (501) 450-1340.

## Engaged Learning Opportunities

### Your Hendrix Odyssey: Engaging in Active Learning

This academic program is designed to encourage all Hendrix students to embark on educational adventures in engaged learning. Students are given recognition on an engaged transcript for completion of approved Odyssey projects. Graduation requirements include the completion of an approved experience in at least three of the following categories.

**Artistic Creativity (AC).** Experiences in which students explore their creative potential in art, music, dance, drama, or creative writing.

**Global Awareness (GA).** Experiences in which students immerse themselves in cultures or environments other than their own and engage in appropriate opportunities for reflection.

**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 inter-disciplinary settings.

For more information about the Odyssey Program, contact the Odyssey Office or visit the program's website at <http://www.hendrix.edu/odyssey>.

## 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](http://www.dell-arte.org), or by emailing [info@dell-arte.org](mailto:info@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/division/academic/rotc/>.

## Combined BA/MPH Degree in Public Health

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.

### Combined Engineering 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.

### 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."

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.

### 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. 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.

With the approval of the Committee, students may spend one or two semesters in Oxford, England. Under the auspices of the Oxford Overseas Study Course, they study with individual tutors in a wide variety of academic disciplines. Students develop individual study programs and participate in extracurricular activities, which have included internships at the British House of Commons, participation on an Oxford women's

rowing team, and membership in the John Wesley and Fabian Societies. The program allows for extensive European travel during the long winter and spring recesses.

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.

Two summer language study abroad options have recently been created. With the financial support of the Hendrix-Murphy Foundation, students on the Hendrix-in-Madrid program spend a month engaged in intense study at the Universidad Complutense de Madrid, participate in a wide variety of cultural activities and excursions to sites of interest, and receive two Hendrix course credits. Similarly, 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, and receive two Hendrix credits.

The Hendrix-in-Costa Rica program involves students in the hands-on study of the language, cultures and ecology of this rich and diverse country by offering courses in Spanish, psychology, anthropology and ecology taught by Hendrix professors who accompany the students on their summer 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 Mexico, India, and New Zealand, 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 Director 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 the 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 site as well as

allows participants to test 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 of all majors. 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 Grade (letter grade counts toward GPA)
- Academic Course Credit (no letter grade, but does count toward graduation and as a scheduled class)
- Academic Course Non-Credit (only listed on the transcript)
- Odyssey Credit (Pre-approved for the P/L credit)

Only one internship can be counted toward graduation. Few internships are paid internships. Potential internship funding may be pursued via the Hendrix Odyssey Program, the Miller Center, the Hendrix Murphy Program, or Project Pericles.

Interested students are required to meet with the Career Services Internship Counselor. For additional information or to schedule an appointment, please contact [careerservices@hendrix.edu](mailto:careerservices@hendrix.edu) or call 450-1416.

### 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.

### 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. The experience is pre-approved for Odyssey Professional and Leadership Development credit. Detailed information may be obtained from Peter Gess in the Odyssey office or by visiting [www.washingtonsemester.com](http://www.washingtonsemester.com).

### 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. In keeping with Dr. Buthman's interest in and commitment to international affairs and global issues, the program focuses on scholars and lecturers whose expertise speaks most directly to the concerns of the Collegiate Center section of the new Hendrix curriculum known as "Challenges of the Contemporary World." 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 replete with global issues and fundamentally articulated by global dynamics.

The W. C. Buthman Endowed Visiting Scholar and Lectureship Program brings up to two scholars per academic year to the campus, beginning in the Fall, 2001. As the endowment grows, additional visiting scholars and related programs may be included.

Selection of scholars will be undertaken by the Challenges of the Contemporary World Committee, which will solicit nominations from the Hendrix community at large. Nominations for Buthman Fellows should be made to the Chair of this Committee.

### 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, symposia, films, discussions, and associated courses, 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 provides focus for public debate concerning the effects of economic policy in such areas as taxes, property rights, government spending, and the regulation of entrepreneurship. The Center engages in activities complementing the educational enterprise at the College, such as sponsoring nationally prominent speakers on an occasional basis. The Center will sponsor internships for Hendrix students with entrepreneurs and will undertake other educational activities for the public consistent with the above purposes, such as seminars, workshops,

and retreats focused on business and business leadership in relation to the liberal arts. 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. 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? What is it my enduring passion to do and what does the world need what I have to give? 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 multiple pathways for individuals to explore the content and nature of their life's true calling. Following theologian Frederick Buechner's wisdom that one's calling may be found where the individual's "deep gladness and the world's deep hunger meet," many of the Center's programs involve students in individual and group service projects in the local area, across the United States, and in other countries. Students, faculty, and staff who wish to be involved in service to the world and to use that experience for the exploration of their passions and calling will find numerous forms of support from the Miller Center.

The Miller Center is committed to the idea that the life of wholeness and vocational fulfillment is marked by the successful integration of information and value, faith and knowledge, secular duties and faith commitments, material concerns and spiritual strivings. The Center

therefore provides a variety of curricular and co-curricular activities designed to help participants explore the intersection of their academic study, their ethical ideals, and their religious understanding. The Center provides retreats, domestic and international mission trips, internships at non-profit agencies and faith-based institutions, conferences on faith and the academy, and undergraduate research opportunities on vocation. The Center supports the development of courses on vocation and workshops for faculty and staff on the vocation of teaching at a church-related, liberal arts college.

The Miller Center seeks to create a space within where listening to the call of one's religious faith is respected, nurtured, and woven in the intellectual life of the collegiate community. 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.

### 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 experiential 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. These visitors explore such annual program themes as Southern literature, Africa, human-earth relations, biography, urban and rural

culture, and Asia. The Foundation also hosts long-term residencies for award-winning visiting theatre directors and creative writers, as well as Chinese language instructors from Heilongjiang University in China, who teach for periods of from five weeks to a full academic year.

To extend students' horizons even further, the Foundation supports independent and group research projects throughout the world, "real world" internships, study abroad scholarships, and summer programs in England and Spain.

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; foreign and other film series; classical and other literature readings; classical, German, French, and Spanish cultural activities; reading groups and book clubs; and an innovative student- and faculty-taught senior/junior seminar course in contemporary literary and other works.

### 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 and The Turtle Island Quartet. 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. Jay McDaniel, Professor of Religion, 450-1284, 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 for free, or mail a completed Common Application along with \$40 nonrefundable application fee to Hendrix. This fee is waived if you mail a completed application by November 15 or bring it with you to a campus visit. **You may access the Common Application and other required application materials at [www.hendrix.edu/apply](http://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](mailto:adm@hendrix.edu), or visit our website: [www.hendrix.edu](http://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 for free, or mail a completed Common Application along with \$40 nonrefundable application fee to Hendrix. This fee is waived if you mail a completed application by November 15. **You may access the Common Application and other required application materials at [www.hendrix.edu/apply](http://www.hendrix.edu/apply).** Students from Jiangsu Province in China may use the application provided by JESIE/CSSAbroad. Students from CNA-USA may use the application provided by CNA-USA.
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 a **Declaration of Financial Resources** 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 for free, or mail a completed Common Application along with \$40 nonrefundable application fee to Hendrix. This fee is waived if the applicant mails a completed application by November 15 or brings it to a campus visit. **Applicants may access the Common Application and other required application materials at [www.hendrix.edu/apply](http://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. In order to more completely evaluate an applicant, an admission interview is required to provide insight for overall preparedness.
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 for free, or mail a completed Common Application along with a \$40 nonrefundable application fee to Hendrix. This fee is waived if you mail a completed application by November 15 or bring it with you to a campus visit. **You may access the Common Application and other required application materials at [www.hendrix.edu/apply](http://www.hendrix.edu/apply).**
2. If you have attended college for less than a year, have your high school send 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 Campus Web to all students before each due date. The College will no longer provide paper bills, all information will

be accessed through Campus Web. All students and parents/guardians have access to the student account balance through Campus Web. In the event that a student has restricted a parent or guardian under the 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 1, 2011    |
| Spring Semester | By December 12, 2011 |

Unless prior arrangements acceptable to the Office of Business and Finance are made, a student's account not paid in full at the due date will be regarded as delinquent and subject to late payment charges. Additional interest will accrue at the rate of five percent (5%) per annum on the 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 students from classes, remove them 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.

All outstanding balances must be paid prior to an official transcript or diploma being released by the College to each individual.

## HENDRIX COLLEGE COSTS FOR ACADEMIC YEAR 2011-2012

### Fixed Charges

#### Tuition Structure<sup>1</sup>

Students enrolled Fall 2009 and after

|  |          |
|--|----------|
| Full-time Tuition (\$16,965 per semester) .....        | \$33,930 |
| Part-time Tuition (per course, up to two courses)..... | \$4,242  |

Students enrolled prior to Fall 2009<sup>1</sup>

|  |          |
|--|----------|
| Full-time Tuition (\$15,544 per semester) .....        | \$31,088 |
| Part-time Tuition (per course, up to two courses)..... | \$3,886  |

#### Board Options

|  |         |
|--|---------|
| Unlimited Plan <sup>2</sup> (\$2,373 per semester) ..... | \$4,746 |
| 15-Meal Plan <sup>3</sup> (\$2,170 per semester) .....   | \$4,340 |
| 10-Meal Plan <sup>4</sup> (\$1,420 per semester) .....   | \$2,840 |
| 5-Meal Plan <sup>4</sup> (\$725 per semester).....       | \$1,450 |

#### Housing Options<sup>5</sup>

Residence Halls

|  |         |
|--|---------|
| Standard Rate (\$2,484 per semester).....                      | \$4,968 |
| Triple as a double <sup>6</sup><br>(\$3,726 per semester)..... | \$7,452 |
| Double as a single <sup>6</sup> (\$3,726 per semester).....    | \$7,452 |

Residence Houses

|   |         |
|---|---------|
| Double occupancy (\$2,484 per semester).....                | \$4,968 |
| Single occupancy (\$2,595 per semester) .....               | \$5,190 |
| Double as a single <sup>6</sup> (\$3,726 per semester)..... | \$7,452 |

Residence Apartments

Tier One (Clifton and Front Street Apartments)

|   |         |
|---|---------|
| Double occupancy (\$2,484 per semester) ..... | \$4,968 |
| Triple occupancy (\$2,031 per semester) ..... | \$4,062 |

Tier Two (Corner and Village Apartments)

|   |         |
|---|---------|
| Standard Rate (\$2,678 per semester)..... | \$5,356 |
|---|---------|

Theme Houses

|   |         |
|---|---------|
| Double occupancy (\$2,484 per semester) ..... | \$4,968 |
| Single occupancy (\$2,595 per semester) ..... | \$5,190 |

#### Student Activity Fee

|   |         |
|---|---------|
| Full-time student (\$150 per semester).....             | \$300   |
| Part-time student (per course, up to two courses) ..... | \$37.50 |

### Additional Charges, if Applicable

|  |             |
|--|-------------|
| Fifth Course .....   | \$2,000     |
| Course Audit Fee ( <i>see Audit Policy in Academic Policy section</i> )        | \$1,000     |
| Health Insurance Fee ( <i>all uninsured students</i> ).....                    | \$500       |
| Auto Decal ( <i>each 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 (\$150 per semester) .....                          | \$300       |
| 1 hour individual lesson (\$300 per semester).....                             | \$600       |
| Group lesson (\$100 per semester) .....  | \$200       |
| Specialized Printing Charges ( <i>assessed by IT</i> ).....                    | As incurred |
| Chemistry Lab Fee ( <i>per course, excess breakage billed separately</i> ) ... | \$30        |
| Art Supply Fee ( <i>per course</i> ) .....                                     | \$30        |
| Activity Course Fee.....   | \$30        |
| Bowling Fee ( <i>facility charge</i> ).....                                    | \$60        |
| Golf Fee ( <i>facility charge</i> ).....                                       | \$60        |
| 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       |
| 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 |

<sup>1</sup> Students who have previously attended Hendrix but have not been enrolled since July 31, 2007 are subject to the Enrolled Fall 2009 and after student tuition rate.

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

<sup>3</sup> Includes \$100 dining dollars credit (\$50 per semester) for exclusive use in The Burrow or the cafeteria.

<sup>4</sup> Available only to Hendrix Apartment students or off-campus students. No dining dollars are available within this plan.

<sup>5</sup> All residence hall and residence house charges include basic phone service (on an opt-in basis only), internet access, and cable television. Apartments include basic phone service (on an opt-in basis only) and internet access. Students are responsible for utility costs of apartments. Contact the Office of Residence Life for additional information.

<sup>6</sup> 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 such payments through one vendor, Tuition Management Systems (TMS). TMS offers a 10 or 12 payment option. The program is interest-free with the first payment due on June 1 or July 1, depending on which plan option is selected. Monthly payments are made to TMS based on the amount contracted. There is a \$72.00 annual enrollment fee. CAUTION: Contracting with TMS for the incorrect amount of tuition and fees may result in additional amounts being owed.

Students and parents are strongly advised to seek further information about financial aid and loan plans from the Office of Financial Aid and make such arrangements in a timely manner for credit from aid or loans to be posted to the student bill. Such arrangements 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 school with an outstanding balance, such balance will accrue interest at a rate of 5% per annum. Interest will begin to be charged to the individual's account one month after the leave is initiated. The leave date for these purposes is defined as either graduation date (if all academic requirements for graduation have been met) or the date of leave on the leave form maintained on file in 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. Any fee charged by the collection agency will automatically be added to the outstanding balance of the individual's account.

Any student on a board plan will be assigned to the unlimited meal plan. However, students can elect the 15-meal plan instead. All meal plan changes must be requested through the Office of Residential Life prior to the end of the first week of classes. The 10- and 5-meal plans are only

available to students living in residence apartments or off-campus.

Auto decals are provided by the Office of Public Safety. Every student is assessed an auto decal fee. If the student will not have an automobile on campus they must sign an auto decal waiver to receive a refund. This waiver must be signed by the end of the second week of classes. Waivers submitted after that deadline will be granted a 50% refund. Waivers can be obtained at the Office of Public Safety.

The summary of basic charges does not include key deposits, the cost of books, or fees for special courses. The costs of books vary with the courses taken but run approximately \$900 per year.

The normal student 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 extra courses are dropped after classes begin for the term.

Hendrix students are required to submit proof of health insurance. *The submission process is done online and must be completed each academic year.* An elective health insurance plan is available through an independent company. Student Health Services 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.

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 posted to student accounts, refunds will be generated. Students will be notified via Hendrix email when their refund is available. If students opt to carry forward a credit balance to a subsequent semester, the student should contact the Office of Business and Finance. Departing students with a credit balance after housing damages or library fines have been assessed, will be mailed a refund check after departure. 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 the Registrar. The Leave of Absence form must be presented to each office for signature as indicated on the form.

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

Hendrix College has adopted the following policy regarding the refund of tuition, room, board, and institutional financial aid when a student withdraws or takes a leave of absence during a 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 date of withdrawal from which all claims to reductions and refunds will be referred is the date on which the student officially notifies the Registrar's Office of his/her intent to withdraw by completing the Leave of Absence or Withdrawal from the College Application 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.

An elective tuition refund plan is available through 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. This plan

is independently offered and administered, please read their materials carefully before electing enrollment to be certain you understand the coverage and terms.

### 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 and 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 besides medical prior to graduation forfeits the security deposit. A student who is on a leave of absence from the College and decides not to return at the end of the leave or fails to return after semester break 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](http://www.fafsa.gov). Students who submit their FAFSA to the Office of Financial Aid by February 15, 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 VA benefits) 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 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. In some cases, students will receive the full value of one scholarship and a reduced value of a second scholarship.

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 \$4,000 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 (15-meal plan), 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/extra curricular 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. 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](http://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](http://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](http://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 12. 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](http://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](http://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 awarded the difference between full comprehensive fee (tuition, double occupancy residence hall room, 15-meal plan, and mandatory fees) and the GDS award. 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 February 15 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 February 15 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 portion of the award that must be repaid is the portion that exceeds the worth of any originally awarded academic scholarship. For example, if a given student received an \$8,000 academic scholarship per year for the first two years of enrollment and then replaced this with a half-tuition Loan/Grant award of \$16,000 for two more years, the \$8,000 per year difference would be subject to repayment.

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. Stacking policies apply. 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, 2011, the interest rate is fixed at 3.4%. 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 interested student may borrow up to \$2,000 per academic year from this program on top of the amount listed in the previous section.

#### 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. A job fair is hosted at the beginning of the fall semester and provides an opportunity to connect with hiring offices. 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](http://www.fafsa.gov).
3. Submit other documents if requested by the Office of Financial Aid. The most frequently requested documents include:
  - A signed copy of your U.S. income tax return (and your spouse's return if you are married).
  - A signed copy of your parents U.S. income tax return if you are required to provide parents' tax information on the FAFSA.
  - A completed, signed verification worksheet.

### 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](http://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 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](http://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](http://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 Collegiate Athletic Conference (SCAC). In addition to Hendrix, members of the SCAC are Austin College, Birmingham-Southern College, Centre College, Colorado College, University of Dallas, Millsaps College, Oglethorpe University, Rhodes College, The University of the South (Sewanee), Southwestern University, and Trinity University. 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. 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 discussion 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.

### Propylaea 400

To cultivate intellectual and aesthetic curiosity, a student may attend and evaluate 60 intellectual and cultural events, including Murphy Foundation programs, Special Events, Convocations, Theatre Productions, and others. Students may begin registering their Propylaea approved events at any time via the forms available at <http://www.hendrix.edu/studentactivities>. Students who complete Propylaea 400 receive one course credit.

## Student Organizations

There are more than sixty-five 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

“The Leadership Hendrix” Program provides experiential learning opportunities that assist Hendrix students in exploring personal values, understanding the self, respecting others, and developing community.

Workshops, programs, and retreats are offered for students encouraging development of leadership abilities and awareness. “Leadership Hendrix” provides leadership experiences for various constituencies on the campus, including Leadership Scholars, student organizations, and other students interested in developing as leaders.

Leadership Scholars receive a scholarship awarded for their leadership ability and involvement in high school and their interest in developing their full potential as exemplary leaders in the Hendrix community. These students participate in various activities over four years, including campus involvement, leadership speaker programs, group retreats, personal assessment programs, and volunteer 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.

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

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

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

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

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

## AFRICANA STUDIES

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

### MINOR

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

- two 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*

- one 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*
- two 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*
- one 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 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 *Racial and Ethnic Minorities*

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.

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## COURSES

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*All other courses required for the Africana Studies minor are described under the respective academic departments.*

AFRI 358 *African Film* (CW)  
*Cross-listed as ENGF 358.*

## AMERICAN STUDIES

Professors Barth, Čapek, Harris, Hines, and Jennings  
 Associate Professors Goldberg, Maslin-Wicks, Miller, Skok, and Vernon  
 Assistant Professors Kosiorek (chair) 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 (3) 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 two “linked” courses in fulfillment of the Introduction to American Studies Experience requirement (described below).
- At least three of the six courses should be 300- or 400-level courses.
- At least two of the six 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

- Two 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.
- This year’s linked courses. Fall semester: HIST 212 *American Environmental History* and ENGL 276 *Literature and the Environment*; Spring semester: HIST 295 *African American History since 1865* and RELI 211 *African American Religions*, OR SOCI 375 *Environmental Sociology* and HIST 358 *Southern Environmental History*.

## 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

##### American Studies

AMST 320 *American Roots Music and Southern Culture*

##### English

ENGL 230 *Autobiography and Biography*

ENGL 235 *American Non-Fiction Narrative*

\* ENGL 256 *Major Nineteenth-Century American Authors*

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 in America*

HIST 150 *Great Wars, the Great Depression, and the Great Gatsby, 1914-1945*

\* HIST 190 *History and Film*

\* HIST 212 *American Environmental History*

\* HIST 213 *Travel in American History*

HIST 214 *Poverty and Welfare in America*

HIST 217 *The American West*

HIST 218 *Progressive Era Reform, 1890-1920*

\* HIST 230 *Native North America to 1815*

HIST 231 *Native North America from 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 351 *American Revolutionary Era*

\* HIST 353 *American Civil War and Reconstruction*

\* HIST 357 *America in the Age of Jefferson and Jackson*

HIST 358 *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 *Gender and Family*

SOCI 255 *Gender in Film and Television*

SOCI 270 *Racial and Ethnic Minorities*

SOCI 300 *The Urban Community*

SOCI 310 *Gender and Sexuality*

SOCI 340 *Food, Culture and Nature*

SOCI 360 *Social Change/Social Movements*

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.

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### AMERICAN STUDIES COURSES

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*All other courses required for the American Studies minor are described under the respective academic departments.*

#### AMST 115 *Introduction to American Studies* (HP)

This course provides students with an overview of the field of American Studies and an inquiry into the nature of American identity. It will examine the early twentieth-century origins of American Studies and the Field's later attempts to study all aspects of the American experience. The course also explores the many disciplinary approaches and methodologies, social movements, cultural ideas, and theoretical paradigms that have shaped the field. In the end, students will appreciate the way an inter-disciplinary approach and an openness regarding methodology have allowed American Studies to engage critical and timely questions of society, culture, and politics in an interesting and enlightening fashion. *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 will be examined from several academic perspectives. The course will focus on Southern cultures and include the examination of Appalachian and Ozark mountain music; bluegrass; Mississippi Delta blues; New Orleans, Memphis, and Kansas City jazz; Louisiana Cajun and zydeco music; and early rock and roll. Student exploration and presentation of hypothesized music/culture relationships in these and other class-defining groups will be emphasized.

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

Students will research a project of their own choosing, but will meet regularly with one another and a faculty member to discuss their progress and methodological issues, to present their work and receive feedback, and to foster their identity as members of a particular academic community as well as their appreciation of the nature of that community. The primary goal for the course is to ensure the students understand, appreciate, and can apply American Studies methodologies. It will also provide an excellent opportunity for students to revisit the question, What is American Studies?

## ANTHROPOLOGY

*(See Sociology/Anthropology)*

## ART

Associate Professors Lopas, Maakestad, Miller, and Payne (chair)  
Assistant Professor Gill

### STUDIO ART MAJOR

12 courses distributed as follows:

#### Core Courses (4)

- ARTS 100 *Freehand Drawing*
- 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*

#### Studio Electives (6)

- Three-course sequence in studio courses
- Two-course sequence in studio courses
- One additional studio course
- At least one studio course must be taken from the following

##### 3-D courses:

ARTS 210 *Beginning Sculpture*  
 ARTS 310 *Intermediate Sculpture*  
 ARTS 410 *Advanced Sculpture*  
 ARTS 280 *Ceramics: Handbuilding*  
 ARTS 380 *Ceramics: Wheel-thrown*  
 ARTS 480 *Advanced Ceramics*

and at least one studio course must be taken from the following 2-D courses:

ARTS 360 *Intermediate Drawing*  
 ARTS 460 *Advanced Drawing*  
 ARTS 200 *Beginning Painting*  
 ARTS 300 *Intermediate Painting*  
 ARTS 400 *Advanced Painting*  
 ARTS 220 *Printmaking: Woodcut*  
 ARTS 320 *Printmaking: Etching*  
 ARTS 250 *Beginning Photography*  
 ARTS 350 *Intermediate Photography*  
 ARTS 450 *Advanced Photography*

#### Art History Electives (1)

- One art history course beyond the survey level

#### Electives (1)

- One elective in studio or art history

Note: The department will accept courses listed as FILM or ENGF 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 *Freehand Drawing*
- ARTH 170 *Western Art History Survey I: Prehistory through Medieval*  
or  
ARTH 171 *Western Art History Survey II: Renaissance through 20th Century*
- Two-course sequence in studio courses
- Two additional studio courses

### ART HISTORY MINOR

6 courses distributed as follows:

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

Note: the department will accept any FILM or ENGF course in addition to the following courses as art history electives:

HIST 190 *History and Film*  
 SOCI 362 *Images of the City*

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### STUDIO COURSES

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

### DRAWING

#### ARTS 100 *Freehand Drawing* (EA)

An introductory course in basic drawing that explores a range of drawing methods and media. Students will learn to translate visual perception into two dimensions. Critiques will 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 will examine the issues in translating three-dimensional reality onto a two dimensional surface. The emphasis will be on perceptual acuity and composition. *Prerequisite: ARTS 100.*

#### **ARTS 460 Advanced Drawing**

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

### **PAINTING**

*This series of three courses will cover 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 process 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 as a unique art form. *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 as a unique art form. *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 will be exposed to the basic skills of black and white, film-based photography, focusing on photographic practice as an art medium. This will include an introduction to the critical history of photography as it relates to contemporary issues. Assignments will 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 will learn medium format and be exposed to advanced skills of black and white photography, focusing on photographic practice as an art medium. Group and individual critiques will 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. The course consists of lectures, demonstrations and outside assignments. Students will learn advanced photographic techniques and some alternative photographic procedures. Having been given assignments for the beginning and intermediate courses, students will work toward a unique body of work, the emphasis being placed upon the development of ideas relevant to the individual student's interests. *Prerequisite: ARTS 350.*

**ARTS 491 Alternative Photography**

This course is designed for students who have completed Beginning photography and have a good sense of the silver process. Students will learn several alternative photographic techniques, including the use of digital tools, and how to use these processes in their personal work. Emphasis will be placed upon the development of solid contextual ideas with image and object making and a solid working knowledge of alternative processes. *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 will introduce the operation of electric and gas kilns and will include 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 290 Special Topics: Studio Art**

*Prerequisite: Consent of instructor.*

**ARTS 490 Special Topics: Studio Art**

*Prerequisite: Consent of instructor.*

**ARTS 497 Practicum: Studio Art**

Students will work on an individual basis to develop their own vision as artists. Group critiques will be regularly scheduled. The function of Practicum is to produce works that will be exhibited in the Senior Show. Students will 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 will be urged to 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 will focus 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. We will explore these issues in relation to specific works of visual art, film, and literature. Texts by, among others, Kant, Hegel, Schlegel, Freud, Kafka, Adorno, Benjamin, Derrida, and Sontag. *Cross-listed as PHIL 389.*

**ARTH 391 *History of Architecture***

Students will 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 will 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, and Schmidt  
Associate Professor Vernon  
Assistant Professors Gess, Gorvine (chair) and Sprunger  
Senior Fellow Eastham

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 combine language training with Asia-focused coursework in the humanities and social sciences to gain insight into the complexities and nuances of Asia in a variety of contexts. Students are strongly encouraged to pursue engaged learning opportunities in Asia as part of their program of study. Students can pursue the minor along two concentrations, one with a language component and the other without.

**MINOR****Language Concentration**

6 courses distributed as follows:

- 2 courses in an Asian language
  - CHIN 110 *Beginning Chinese I*
  - CHIN 120 *Beginning Chinese II*
  - CHIN 130 *Advanced Beginning Chinese I*
  - CHIN 140 *Advanced Beginning Chinese II*
 or the equivalent of two semesters of Asian language study approved by the program chair
- 2 courses in the humanities
  - 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 334 *Buddhist Saints*
  - RELI 337 *Contemporary Buddhist Thought*
  - RELI 338 *Tibetan Buddhist Culture*
  - RELI 410 *Topics in Asian Religion*
- 2 courses in the social sciences
  - HIST 244 *Modern China*
  - HIST 285 *20th Century East Asian-American Relations*
  - POLI 372 *China and East Asia*

Students intending to complete the minor in Asian Studies are encouraged to enroll in new and temporary course offerings in the social science area in addition to those listed above. Petitions for appropriate courses to be retroactively counted to fulfill the minor requirements may be made to the program chair.

At least two courses must be taken at the 300-level or above.

#### Non-language Concentration

6 courses distributed as follows:

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

At least three 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 addition to language courses, student pursuing additional coursework while studying abroad or at other institutions, if applicable and approved by the chair, may substitute up to two non-language courses to fulfill the requirements for either of the minor concentrations.

Students interested in the prospect of pursuing graduate studies in an Asia-related field are strongly encouraged to acquire language training through various channels. For Chinese language, opportunities in addition to on-campus course offerings include the Associate Colleges of the South (ACS) summer language institute and the Hendrix-in-China semester abroad program at Heilongjiang. For less commonly taught languages, students are encouraged to investigate summer language intensives typically offered at universities serving as USDE-sponsored South, Southeast, or East Asia National Resource Centers, as well as summer, semester, and academic year study abroad programs offered through ISEP and others.

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### COURSES

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*All courses that may be counted toward the Asian Studies minor are described under their respective departments.*

## BIOCHEMISTRY/ MOLECULAR BIOLOGY

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

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

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 *General Chemistry I: Chemical Structure and Properties*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
- 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 450 *Advanced Cell Biology* or BIOL 470 *Advanced Genetics*
  - One 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 450 *Advanced Cell Biology*
    - BIOL 460 *Evolution*
    - BIOL 470 *Advanced Genetics*
    - CHEM 430 *Integrated Biochemical Topics*
- Research (BCMB 498 *Independent Research*, or BCMB X99 *Independent Research*):
- Subject to prior approval by the BCMB core 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 *BCMB 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

*Courses required 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 Haggard, J. Hardin, Lombardi (chair), and M. Sutherland  
 Associate Professors Dearolf, Duina, Moran, and Murray  
 Assistant Professors Harper, Schurko, and Willyard  
 Visiting Assistant Professors Dugas, Kaushal, and McClung

## MAJOR

12 courses\* distributed as follows:

- BIOL 150 *Cell Biology*
- BIOL 190 *Botany*
- BIOL 220 *Zoology*
- BIOL 250 *Genetics*
- BIOL 365 *Ecology and Evolution*
- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
- four BIOL electives (with laboratories), one of which may be CHEM 330 *Biological Chemistry*
- BIOL 497 *Biology Seminar*, which requires completing the non-credit seminars BIOL 221 *Seminar: Biological Communication* and BIOL 222 *Seminar: Biometry*.

\* *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. The comprehensive examination is the standardized Major Field Test (MFT), or the Graduate Record Examination (GRE) in biology. BIOL 497 *Senior Seminar* is a one semester, non-credit course that meets weekly. 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 Senior Seminar grade.

### MINOR

Any five biology courses (with laboratories) numbered 150 or above. 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 may (check class schedule) fulfill the laboratory requirement.*

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 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 in the region specified by the course section subtitle. Students cannot also receive credit for BIOL 102 *Natural History* or BIOL 106 *Neotropical Biology*.

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### BIOL 100 *Biology* (NS-L)

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*The following courses are required for all biology majors and 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.*

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### BIOL 200 *Biology* (NS-L)

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**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 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 220 or both PSYC 295 and BIOL 101. 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 will include neural signaling, sensation, movement, development and plasticity, and complex brain functions. Laboratory course. *Prerequisite: BIOL 320.*

#### BIOL 330 *Plant Systematics*

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

#### 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 will travel to a destination that will be 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 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 will include 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 450 *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 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 will focus 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 will 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 will be used to provide extended or integrated coverage of selected areas of biology. *Prerequisite: junior or senior standing; check course announcements for specific prerequisites.*

**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.*

**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 an advisor within the Biology Department 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 will not count toward the four electives required for a major. *Prerequisite: junior or senior standing and consent of department.*

**CHEMICAL PHYSICS**

Professors Gron, Hales, and Kopper  
Associate Professor Wright

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**

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 (4 courses)

- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
- 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*
- Two 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, Hales (chair), and Kopper  
Assistant Professors Caro, Hatch, and Marvin  
Visiting Assistant Professors Crawford and Dequeant

### MAJOR

13 courses distributed as follows:

#### Chemistry (8)

- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
- 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*
- one additional course from
  - CHEM 335 *Advanced Biological Chemistry*
  - CHEM 350 *Advanced Analytical Chemistry*
  - CHEM 410 *Advanced Physical Chemistry*

**MINOR**

6 courses distributed as follows:

- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*
- CHEM 240 *Organic Chemistry I*
- three 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 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 will be united with the practical analytical methods necessary to understand and analyze environmental systems. Chemical cycles of the atmosphere, soil, and water will be studied in class while effective sampling, preparation, and modern analysis methods are learned in the laboratory. *Prerequisite: CHEM 240 or consent of instructor. 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 will cover 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

*(See Foreign Languages)*

## COMPUTER SCIENCE

*(See Mathematics and Computer Science)*

## ECONOMICS AND BUSINESS

Professors Berry, Kerr, Rupert, R. 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 *Fundamentals of Accounting and Business I*
- BUSI 210 *Fundamentals of Accounting and Business 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
- Any two (2) upper-level accounting courses from the following list:

BUSI 300 *Financial Reporting and Analysis I*

BUSI 310 *Financial Reporting and Analysis II*

BUSI 320 *Federal Tax Accounting*

BUSI 330 *Cost Accounting*

BUSI 370 *Auditing*

BUSI 390 *Accounting Information Systems and Database Management*

BUSI 410 *Accounting for Management Planning and Control*

- Any three (3) upper-level economics courses from the following list:
  - 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 *Fundamentals of Accounting and Business I*
- BUSI 210 *Fundamentals of Accounting and Business II*
- ECON 200 *Principles of Microeconomics*
- ECON 210 *Principles of Macroeconomics*
- BUSI 250 *Principles of Statistics*
- MATH 120 *Functions and Models* or its equivalent
- Any two (2) upper-level business courses from the following list:
  - BUSI 300 *Financial Reporting and Analysis I*
  - BUSI 310 *Financial Reporting and Analysis II*
  - BUSI 320 *Federal Tax Accounting*
  - BUSI 330 *Cost Accounting*
  - BUSI 370 *Auditing*
  - BUSI 390 *Accounting Information Systems and Database Management*
  - BUSI 410 *Accounting for Management Planning and Control*
- Any five (5) upper-level economics courses from the following list:
  - 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 *Fundamentals of Accounting and Business I*
- BUSI 210 *Fundamentals of Accounting and Business 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*
- Any four (4) upper-level accounting courses from the following list:
  - BUSI 300 *Financial Reporting and Analysis I*
  - BUSI 310 *Financial Reporting and Analysis II*
  - BUSI 320 *Federal Tax Accounting*
  - BUSI 330 *Cost Accounting*
  - BUSI 370 *Auditing*
  - BUSI 390 *Accounting Information Systems and Database Management*
  - BUSI 410 *Accounting for Management Planning and Control*
- Any two (2) upper-level economics courses from the following list:
  - 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 *Fundamentals of Accounting and Business 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 list:

- BUSI 200 *Fundamentals of Accounting and Business I*
- BUSI 210 *Fundamentals of Accounting and Business II*
- BUSI 350 *Business Law*
- ECON 200 *Principles of Microeconomics*
- MATH 120 *Functions and Models* (or higher Math course)

- One course from the following:
  - BUSI 290 *International Marketing*
  - BUSI 300 *Financial Reporting and Analysis I*
  - BUSI 310 *Financial Reporting and Analysis 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 list:

- 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 list:
  - BUSI 100 *Contemporary Issues in Business and Entrepreneurship*
  - BUSI 200 *Fundamentals of Accounting and Business I*
  - BUSI 210 *Fundamentals of Accounting and Business II*

BUSI 300 *Financial Reporting and Analysis I*  
 BUSI 310 *Financial Reporting and Analysis II*  
 BUSI 320 *Federal Tax Accounting*  
 BUSI 330 *Cost Accounting*  
 BUSI 370 *Auditing*  
 BUSI 390 *Accounting Information Systems and Database Management*  
 BUSI 410 *Accounting for Management Planning and Control*

- ECON 200 *Principles of Microeconomics*

### INTERNATIONAL BUSINESS

6 courses distributed as follows:

- ECON 200 *Principles of Microeconomics*
- ECON 210 *Principles of Macroeconomics*
- BUSI 200 *Fundamentals of Accounting and Business I*
- Any two of the following:
  - BUSI 280 *Global Business*
  - BUSI 290 *International Marketing*
  - ECON 335 *International Finance*
  - ECON 360 *International Economics*
- One 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*
- six (6) courses from the following list including at least four (4) business courses:
  - BUSI 500 *Taxation for Business Entities*
  - BUSI 510 *Accounting for Management Planning and Control*
  - BUSI 520 *Seminar in Accounting*

BUSI 530 *Governmental and Non-Profit Accounting*  
 BUSI 540 *Contemporary Issues in 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 two of the eight 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 will cover 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 will be 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**

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 will be conducted primarily as a seminar with major emphasis placed upon individual research projects. *Prerequisite: Graduate standing or consent.*

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**BUSINESS**


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**BUSI 100 Contemporary Issues in Business and Entrepreneurship (CW, SB)**

This introductory course will cover 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 such as the government, legal, labor, financial, and not-for-profit segments.

**BUSI 110 Personal Finance**

This course will cover 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 will include extensive spreadsheet modeling and data analysis.

**BUSI 200, 210 Fundamentals of Accounting and Business 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 will provide the student with an understanding of basic marketing concepts, fundamental practices, marketing terminology, and related technologies in the field.

**BUSI 300, 310 Financial Reporting and Analysis 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 your 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 Accounting for Management Planning and Control (W2)**

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 will include a study of the theory and application of corporate strategies. Company strategy and performance will be 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 *Accounting for Management Planning and Control***

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 Accounting Theory and Practice***

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 *Contemporary Issues in 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 National Council for Accreditation of Teacher Education (NCATE) for the preparation of early childhood and secondary teachers. 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 (including those of the Arkansas State Department of Education) may be obtained from the Education Department. The early childhood education program and secondary physical education/health licensure are being phased out, and no new majors are being accepted. Continuing students should consult the *Catalog* under which they are graduating for requirements for the early childhood education major and licensure in secondary physical education/health.

**General requirements for all students seeking licensure in the State of Arkansas**

- A. The Program for the Bachelor of Arts Degree as listed in the Hendrix College *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.

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.

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* (for Social Studies licensure)  
 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.

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 Personal and Social Perspectives*  
 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)  
 Physics I (PHYS 210, PHYS 211, or PHYS 230)  
 Astronomy (PHYS 160 or PHYS 161)  
 A statistical analysis course (BUSI 250, MATH 215 or PSYC 290)  
 Physics II (PHYS 240) is recommended but not required  
 The course requirements for a major in biology.

### 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 434 *Methods in the Secondary School: Life/Earth Science*
  - EDUC 435 *Methods in the Secondary School: Social Studies*
  - EDUC 437 *Methods in Art Education*
  - KINE 300 *Secondary Physical Education*
- Three courses from the following:
  - EDUC 290 *Science in Personal and Social Perspectives*
  - EDUC 315 *Critical Issues in Education*
  - EDUC 345 *Teaching P-2 Language Arts and Writing*
  - 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 portfolio 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 sophomore or junior year. Finally, teacher licensure candidates should take one of the EDUC 431, 432, 434, 435, or 437 *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.

Teacher licensure candidates should take the Praxis I Preprofessional Skills Test (PPST) no later than the end of the sophomore year. Students should see a member of the Education Department about registering to take the Praxis I. 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:

- Have at least a 2.50 grade point average.
- Have a favorable recommendation from the student's major department.
- Meet at least the Arkansas cut-off scores on the Praxis I.
- Have at least a grade of "C" in specified courses in English composition and quantitative skills.
- Have a plan to complete all methods courses prior to the student teaching experience and to complete the Teacher Education Program for Licensure and college graduation requirements by the end of his/her senior year.

- 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.
- Prepare a portfolio based on the Teacher Education Committee guidelines and submit the portfolio to the Teacher Education Committee for review and approval.
- Successfully complete 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 portfolio 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.
- Completion of the Praxis II tests (In order to receive an Arkansas initial license, the applicant must also make at least the minimum score set by the State of Arkansas on the Principles of Learning and Teaching test and the appropriate Subject Area Assessment Praxis II test(s). NOTE: See the Education Department for a list of minimum scores for the Praxis tests.)
- The presentation of a lesson to the Teacher Education Committee.

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.

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### COURSES

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**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. Will include 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. Will include a field experience. *Prerequisite: EDUC 110 recommended.*

**EDUC 290 *Science in Personal and Social Perspectives* (SB, CW)**  
This 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 will include site visits, such as environmental court.

**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 will be placed on national standards and state frameworks for developmentally appropriate practices, curriculum,

assessment, and environment. Field experience will focus 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 will examine issues related to assessment such as types, characteristics, scoring, interpreting, validity, and reliability, as they are related to children in the field of education. *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 will be placed on cultural geography themes, national geography standards, and the role of education in developing countries, and the affect 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 may vary according to the interests of students and faculty. Each course will focus on a single topic. Some possible examples are the future of urban education, English as a Second Language Learners, high-poverty schools, closing the achievement gap in reading and mathematics, education in developing countries, etc. Field observations and guest speakers will be used as needed.

**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 is designed to include emphasis on higher order thinking skills, instructional technology, current research, classroom climate, and micro-teaching. Will include 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 is designed to include emphasis on higher order thinking skills, instructional technology, current research, classroom climate, and micro-teaching. Will include a field experience. *Prerequisites: EDUC 360.*

**EDUC 434 *Methods in the Secondary School: Life/Earth Science***

The students will study innovative and creative strategies for teaching life/earth science in the secondary school including content and concept development and their application in the life/earth science classroom. The students will teach at least two lessons in a secondary school life/earth science class under the supervision of a licensed life/earth science teacher and the college methods instructor, both of which have received Pathwise training. *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 is designed to include emphasis on higher order thinking skills, instructional technology, current research, classroom climate, and micro-teaching. 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. Will include 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. Will include a field experience. *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, the student will examine the implications of classroom practices such as classroom management, multicultural education, exceptional children, educational assessment, Program for Effective Teaching, Pathwise, educational technology, and unit planning. These practices will prepare the student for the actual student teaching experience. *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 481 *Introduction to Student Teaching, P-4***

A two-week, full-day course during the student teaching semester. As an introduction to early childhood student teaching, the student will examine the implications of classroom practices such as classroom

management, multicultural education, exceptional children, educational assessment, Program for Effective Teaching, Pathwise, educational technology, and unit planning. These practices will prepare the student for the actual student teaching experience. *Prerequisite: Completion of all methods courses.*

**EDUC 482 *Student Teaching, P-4* [PL]**

Student teaching in an Arkansas P-4 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, and West (chair)  
Associate Professor Vernon  
Assistant Professors Hacker, Jaudon, McKim, and Stuber  
Post-Doctoral Fellow Hagood  
Instructor DeBoard  
Hendrix-Murphy Writer-in-Residence Jaeger  
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*
- Three ENGL courses focused on pre-1900 literature, at least one of which must be pre-1700
- Three ENGL courses focused on post-1900 literature
- One course in literary theory
- Two 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*
- Two ENGL courses focused on pre-1900 literature, at least one of which must be pre-1700
- Two ENGL courses focused on post-1900 literature
- One course in literary theory
- Three 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*
- Two ENGL courses focused on pre-1900 literature, at least one of which must be pre-1700
- Two ENGL courses focused on post-1900 literature
- Any other ENGL or ENGF course
- Four 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

- Two 200-level courses including ENGL 280 *Literary Analysis*
- Four 300-400 level courses

Of these courses:

- One of the courses must emphasize literature before 1700
- One 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><br>ENGL 239 <i>Arthurian Literature</i><br>ENGL 305 <i>Chaucer's Troilus and Criseyde</i><br>ENGL 313 <i>Shakespeare: Poetry and Drama</i><br>ENGL 316 <i>Renaissance Poetry: The Metaphysical &amp; Cavalier Poets</i><br>ENGL 317 <i>Major Tudor and Stuart Drama</i><br>ENGL 318 <i>Restoration Literature</i><br>ENGL 414 <i>Milton</i> |
| Pre-1900: | ENGL 240 <i>Gothic Literature</i><br>ENGL 256 <i>Major Nineteenth-Century American Authors</i><br>ENGL 319 <i>Rise of the Novel</i><br>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 416 *The Satire of Pope, Swift, & Gay*
- ENGL 418 *Blake*
- ENGL 420 *Topics in Romantic Literature*
- ENGL 432 *Jane Austin*
- ENGL 435 *The Brontës*
- ENGL 441 *Topics in Victorian Literature*
- 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 250 *Women and African Literature*
- ENGL 251 *Contemporary Commonwealth Fiction, 1980-Present*
- ENGL 258 *American War Literature*
- ENGL 263 *English as a Global Language*
- ENGL 265 *Masterpieces of World Literature*
- 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 350 *British Modernism*
- ENGL 353 *Experimental British Literature*
- 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 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*

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## WRITING COURSES

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*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.*

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## CREATIVE WRITING

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*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 will be 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. To represent the range and variety of what has come to be known as “nature 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 403 *Advanced Creative Writing: Poetry* (EA) [AC]

Directed writing of poetry, with close attention to technique, form, and voice. Students will offer constructive criticism of one another’s work. Some outside reading required. *Prerequisite: ENGL 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 will offer constructive criticism of one another’s work. Some outside reading required. *Prerequisite: ENGL 304.*

### ENGC 490 *Creative Writing: Special Topics* (EA) [AC]

This special subject of the creative writing seminar will be determined on a year-by-year basis. *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 spring semester seminar course focuses on students’ independent writing projects. Departmental faculty and seminar members will provide input and critiques as each student works toward a creative manuscript and a critical essay addressing narrative strategies or poetics. The project will be defended orally. Student must have a second reader (not necessarily an English Department member) in addition to the ENGC 497 instructor; students must receive project idea approval by Fall Break of the senior year. The instructor and the second reader will consult to determine the student’s grade.

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## FILM STUDIES

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*See also 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)

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 (be it natural, urban, rural, dystopian, etc.) 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. Students will gain not only an expanded knowledge of film history but also an increased understanding of cinematic narratives and styles. *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 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.*

#### ENGF490 *Topics in Film Studies* (LS, W2)

Intensive study of a particular subject in Film Studies. This course will focus 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.*

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## INTRODUCTION TO LITERARY STUDIES

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*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 will 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 230 *Lifewriting: Memoirs* (LS, W1)

The evolution of autobiographical and biographical narratives in English from the 18th century to the present.

#### ENGL 235 *American Non-Fiction Narrative* (LS, W1)

This course will study 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 who might receive attention 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 will 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. Since students will be studying Gothic works written at a variety of times in a variety of places, the course will be particularly interested in the Protean character of the Gothic; students will examine the different ways that it manages (or fails to manage) historically specific problems of sexual, political, and racial difference. As it moves forward in time, the course will consider the migration of the Gothic from literature into film and other media.

**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 will consider what it means to represent an extreme or limit experience—an experience felt by perpetrators and victims alike to be unrepresentable. Course texts will include novels, memoirs, graphic novels, films, and excerpts from an array of theoretical works.

**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 *Major Nineteenth-Century American Authors* (LS, W1)**

Examinations of representative works by Irving, Poe, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Twain, and James.

**ENGL 258 *American War Literature* (LS, W1)**

A survey of American writers' responses to war from the Civil War to the present. Fiction, nonfiction poetry, and film may all be explored. Not all authors will be combatants/veterans/men/U.S. citizens.

**ENGL 265 *Masterpieces of World Literature* (LS, W1)**

An examination of various aspects of world literature; areas covered will include Mesopotamia, Egypt, Greece, India, Japan, China, and Africa.

**ENGL 270 *The Theme of Woman's Vocation in Literature & Film* (LS, W1)**

An examination of woman's vocation as portrayed, prescribed, or challenged by literature and film. Readings and film viewings will address both classic masterworks and popular culture. Featured authors may include novelists and memoirists from the 18th through the late 20th centuries (such as Defoe, Ballard, Burney, Brontë, Eliot, Gissing, Woolf, Drabble, Lodge). Selected films will reflect women's changing roles and aspirations from the 1940s through the present.

**ENGL 273 *Studies in Literature* (LS, W1)**

An introduction to studying literature with a topic that will vary 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 will examine 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), and the term "environment" will not be used as a synonym for "nature." *Cross-listed as EVST 275.*

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### ADVANCED STUDIES IN LITERATURE

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*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 will read critically, understand critical terminology, and develop a basic vocabulary for discussing and writing about literature. The course is required of English majors.

**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 will be 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 will be 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 will 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. The course will also study various theories of the rise of the novel and will consider its connection to developments in social and intellectual history.

**ENGL 320 *Eighteenth-Century British Literature* (LS)**

A study of eighteenth-century prose and poetry (excluding the novel) and drama. Special attention will be 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 will be centered on careful reading of the literature, but will also consider 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 will explore 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 will 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 will 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 will 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 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 390 *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 will cover the spectrum of narrative expression by including prose fiction, nonfiction, poetry, and film.

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### SEMINARS IN LITERARY STUDIES

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*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 will be 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 will 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 will 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 will 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 will be determined on a year-by-year basis. *Open to seniors; open to other students only by permission of the instructor.*

**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 will also be a major subject of study. In addition to paper(s), students will be 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 will be 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 will be 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 seminar course taken during the spring of the senior year focuses on students' independent research projects in the discipline. Departmental faculty and other seminar members will provide input and critiques as the student works toward a significant piece of original literary criticism. At the end of the semester, the project will be presented/defended orally. Each student must have a second reader (advisor) in addition to the ENGL 497 instructor; the student must solicit the second reader and receive approval of the project idea by Fall Break of the senior year. The second reader does not necessarily need to be an English Department faculty member. The ENGL 497 instructor and the second reader will consult to determine the student's grade. *This course is limited to senior English majors.*

## ENVIRONMENTAL STUDIES

Professors Čapek, Gron, J. Hardin (chair), Hines, and Lombardi  
Associate Professor Moran  
Assistant Professors Gess, Hatch, Hill, and Kosiorek

The Environmental Studies program is designed to provide an integrated and interdisciplinary focus. 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:

### Core Requirements

- 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*
- PSYC 290 *Statistics* or BUSI 250 *Principles of Statistics*
- 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.

All students will 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 have to 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 have to 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*
- HIST 212 *American Environmental History\**
- PHIL 270 *Environmental Philosophy\**
- PHIL 330 *Ethical Theory*
- PHIL 490 *Special Topics\*\**
- POLI 250 *History of the International System*
- POLI 251 *Theories of International Relations*
- POLI 260 *Political Economy*
- RELI 270 *Ecotheology\**
- SOCI 340 *Food, Culture and Nature*
- SOCI 362 *Images of the City*

\* If not taken in core requirements

\*\* Must be approved by Environmental Studies 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.

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## COURSES

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*All other courses required 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.*

*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. No credit. *Prerequisite: junior or senior standing.*

## FILM STUDIES

Professor Boehm  
Associate Professors Goldberg and Miller  
Assistant Professors Kosiorek, Leitz,  
McKim (chair), Stuber, and Tettlebaum

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.

### MINOR

6 courses distributed as follows:

- ENGF 269 *Introduction to Film Studies*
- Five additional courses chosen from the following:
  - ANTH 250 *Visual Anthropology*
  - ARTH/PHIL 289 *Aesthetics and Contemporary Art*
  - ENGF 310 *French New Wave*
  - ENGF 358 *African Film*
  - 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 270 *The Theme of Woman's Vocation in Literature and Film*
  - FILM 210 *Screenwriting*
  - FILM 392 *Great Directors*
  - FILM 399 *Independent Study*
  - HIST 180 *Theatre and Film in Modern China*
  - 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.

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## COURSES

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*All other courses required for the Film Studies minor are described under the respective academic departments. ENGF and ENGL refer to two emphases of the English major, respectively English/Film and English/Literary Studies; descriptions of these courses appear in the English section.*

### FILM 210 Screenwriting

This course examines the practice of screenwriting. Students will be 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 will 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

Professors Arms, Martin, and Oudekerk  
Associate Professors Contreras-Silva, Resinski, and Vilahomat (chair)  
Assistant Professor A. Scott  
Instructors DeBoard, Fabricio, and French  
Exchange Faculty Han  
Adjunct Instructor Cao

The Department of Foreign Languages offers majors and minors in Classics, French, German, and Spanish, as well as lower-division courses in Chinese. 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.

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## CHINESE COURSES

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### CHIN 110 *Beginning 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 *Beginning 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 130 *Advanced Beginning Chinese I*

A continuation of the language skills (speaking, listening, reading, and writing) developed in CHIN 110 and 120 *Beginning Chinese I and II*, this

course includes more study of Chinese society and culture and mastery of written characters. *Prerequisite: CHIN 120 or the equivalent.*

#### CHIN 140 *Advanced Beginning Chinese II*

A continuation of the language skills (speaking, listening, reading, and writing) developed in CHIN 130 *Advanced Chinese I*, this course further reinforces the study of Chinese society and culture and mastery of written characters. *Prerequisite: CHIN 130 or the equivalent.*

### 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.

#### CLASSICS 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*
- Two 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*
- Two 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*
- One course in Latin or Greek at the 200-level or above,
- Three remaining courses chosen from offerings in Latin, Greek, and/or Classics (including courses cross-listed with Classics).

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### LATIN COURSES

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#### 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 will be reading 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 will 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 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 will culminate in a research project and portfolio. Specific topics and authors will vary by semester. *Prerequisite: a 300-level Latin course or permission of the instructor; open to seniors majoring or minoring in Classics.*

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### GREEK COURSES

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**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 be reading 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 will 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 will culminate in a research project and portfolio. Specific topics and authors will vary by semester. *Prerequisite: a 300-level Greek course or permission of the instructor; open to seniors majoring or minoring in Classics.*

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### CLASSICS COURSES

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*These courses are taught entirely in English and require no knowledge of Latin or Greek.*

**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. *No prerequisite.*

**CLAS 285 *Ancient Philosophy* (VA)**

A study of ancient Western philosophers and philosophical systems. Subjects may include the Presocratics, Plato, Aristotle, and the Stoics, Neo-Platonism. *No prerequisite. 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 295 *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 culture 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.*

**FRENCH****MAJOR**

9 courses above the first-year sequence, distributed as follows:

- FREN 210 *Intermediate Composition and Conversation*
- FREN 220 *Aspects of French Culture*
- FREN 230 *Introduction to French Literature*
- or
- FREN 330 *Survey of French Literature I*
- or
- FREN 331 *Survey of French Literature II*
- FREN 310 *Advanced Composition and Conversation*
- five other upper-level French courses of the student's choosing.

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 five courses at or above the 200 level.

**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 Composition and Conversation***

This course continues the development of skills acquired in the first-year sequence. Assignments include oral exposes and weekly compositions with emphasis on idioms, grammar, and syntax in both written and spoken French. *Prerequisite: FREN 120 or consent of the instructor.*

**FREN 220 *Aspects of French Culture* (CW)**

This course is an analysis of diverse phenomena contributing to the development of contemporary French culture. It includes an historical survey as well as a study of regions of France and francophone countries. *Prerequisite: FREN 210 or consent of the instructor.*

**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.*

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### ADVANCED FRENCH COURSES

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*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 330 *Survey of French Literature I (LS)*

This course is an overview of French literature from its origins through the eighteenth century. *Prerequisite: FREN 210.*

#### FREN 331 *Survey of French Literature II (LS)*

This course is an overview of French literature from the nineteenth century to the present. *Prerequisite: FREN 210.*

#### 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 450 *Contemporary French Literature (LS)*

This course presents significant works and movements of the twentieth century, with emphasis on the novel. Authors studied include Alain-Fournier, Proust, Camus, Sartre, and Duras.

#### FREN 460 *Topics in French Literature (LS)*

This course explores an author, movement, or genre in depth. Topics may be selected from among 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*
- Six 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 is a comprehensive examination that follows completion of GERM 420 *Senior Seminar in German Literary History*. The comprehensive examination consists of two parts: a written examination over several hours covering all aspects of German cultural history, but with a special emphasis on literature, and, the next day, a similarly broad-ranging one-hour oral examination, conducted in German.

### 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.

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## GERMAN COURSES

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*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. As with 220, 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, Part 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—will be stressed.

### GERM 330 *Survey of German Literature and Civilization, Part II (1848-Present) (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.

(Note: GERM 320 and 330 are viewed as core courses in the German program. While at least one of them is required for the major, both courses should be of significant interest to non-majors and minors as well.)

### 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 will be 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 will allow 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. May on occasion be offered in both English and German so that a wider spectrum of students might participate. When offered in English it will be 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 or 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 or 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 or SPAN 300 or consent of instructor.*

**SPAN 335 *Survey of Latin American Poetry* (LS, W2)**

An introduction to Latin-American poetry ranging from pre-Columbian times to the present. Special attention will be given to poetry produced by women and working-class poets. *Prerequisite: SPAN 200 or 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 may include the study of figures such as Rubén Darío, José Martí, Antonio Machado, Federico García Lorca, Gabriel García Márquez, Pablo Neruda, etc. *Prerequisite: SPAN 200 or 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 or 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 or 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 or 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 or 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 or 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 will be 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 or 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 will be studied. Theoretical interpretive texts by Tzvetan Todorov and Beatriz Pastor Bodmer will also be studied. *Prerequisite: SPAN 200 or 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 or 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 will examine the way that a person's vision of social change has entered into political discourse and the role that vocation plays in that interaction. Special attention will be given to the ways that "others" have been helped. Topics such as liberation theology and authors such as Menchú Tum and Freire will be studied. *Prerequisite: SPAN 200 or 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 will be given to postmodernist concepts and literary production. *Prerequisite: SPAN 200 or 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 or 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 or SPAN 300 or consent of instructor.*

### LITERATURE IN TRANSLATION

Taught in English translation, interdisciplinary or comparative literature (LITR) courses approach the literature of a particular language discipline in a larger cultural context. These courses are open to interested students of all majors, regardless of previous foreign language background.

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### COURSES

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#### LITR 260 *Topics in French Literature* (LS)

This course explores an author, movement, or genre in depth. Topics may be 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 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, and West  
Associate Professors Campolo (co-chair), Contreras-Silva, Maslin-Wicks,  
Penner, Resinski (co-chair), Templeton, and Vernon  
Assistant Professors Hacker, Leitz, Pfau, Stuber,  
Whelan, and Williamson

### MINOR

5 courses distributed as follows:

- one of which must be a humanities course
  - ENGL 250 *Women and African Literature*
  - ENGL 258 *American War Literature*
  - ENGL 270 *The Theme of Women's Vocation in Literature and Film*
  - ENGL 275 *American Literature and the Environment*
  - ENGL 305 *Chaucer's Troilus and Criseyde*
  - 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 focus*
  - PHIL 267 *Introduction to Gender Studies-Humanities focus*
  - 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*
- one 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 focus*
  - HIST 226 *Renaissance and Reformation Europe*
  - HIST 227 *Medicine and Disease in Pre-Modern Europe*
  - 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.

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## COURSES

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*The course Introduction to Gender Studies is not currently required for a Gender Studies minor. It is, however, strongly encouraged. All other courses that can be taken to fulfill the minor requirements 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.*

## HISTORY

Professor Jennings  
 Associate Professors Shutt and Skok (chair)  
 Assistant Professors Berryman, Kosiorek, 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

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### GENERAL TOPICS COURSES

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#### 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*

In this course, 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 will read and discuss works by professional historians at varying stages of the editorial process as well as evaluating each others' works in order to develop essential editing skills. They will also receive training in public presentation of their work. The course culminates in the presentation of these papers at a conference open to the Hendrix community.

#### HIST 497 *Advanced Research and Writing* [UR]

This year-long course begins in the fall semester of the senior year. It is directed toward the production of a substantial piece of historical writing based, in large part, on primary sources. Working closely with an advisor,

students devise a topic and conduct research. They also meet together with other students in the course and their mentors in a seminar format in which they will read each other's work and offer their evaluation of that work. They will also make a formal public presentation of their work during spring semester. Students interested in enrolling in this course should consult their advisors during the spring semester of the junior year. This course carries Odyssey Credit for students who pass the course with a grade of "C" or better. *Prerequisite: consent of the department.*

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### AMERICAN HISTORY COURSES

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#### HIST 110-A *America to 1865* (HP)

This course is an introduction to United States history and to history as a scholarly discipline. The course focuses on the theme of "defining American community" and will span from pre-Columbian Native America to the American Civil War. We will 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 will 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 will be given to the increasingly significant role played by the United States in international affairs in this era. The course will also introduce students to how historians work to construct interpretations of the past.

#### HIST 115 *Introduction to American Studies* (HP)

*Cross-listed as AMST 115.*

#### HIST 140-A *Leisure in America* (HP)

What is the place of leisure in a country that has traditionally defined itself through the Protestant work ethic? From minstrel shows to film, from ballroom dance to sports, from vaudeville to NASCAR, we will be examining what leisure can tell us about American life in the past and present. Special emphasis will be placed upon variations in recreational habits across lines of age, region, gender, class, race, and ethnicity.

**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 will 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 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 pays careful attention to the interpretations and perceptions of nature, wilderness, and the environment that various Americans held and developed over this period. This approach allows students to appreciate the crucial role that the environment and ideas about nature played in the American past, deepening understanding of the nation's history, identity, and relationship with the environment. Further, 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, the interstate highway system, and other aspects of travel and its influence in American History.

**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 will 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 will also look at the evolution and larger macroeconomic purposes

of the American welfare state. Whenever possible, we will also use first hand accounts by poor people and antipoverty activists themselves, in order to let them tell their own stories in their own voices.

**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 over the course of the semester include migration and settlement, the exploitation of peoples and resources, federal power and intervention, western community and urban form, and tourism. At the same time, the course 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. The course finishes by examining the current conflicts and problems facing the West in the twenty-first century and challenges students to see them as a part of the long history of the region.

**HIST 218-A *Progressive Era Reform, 1890-1920* (HP)**

Over the past thirty or forty years, historians have gone from idolizing Progressive-Era reformers and demonizing political bosses, to practically the reverse. In this course, we will use primary and secondary sources to examine the creation of the boss-reformer paradigm during the Progressive Era, and its rediscovery by historians in the 1960s and 70s. Then we will look at more recent attempts to unpack the ethnic, racial, class, and gender dynamics behind the paradigm. We will investigate who had what kind of power in Progressive-Era cities, and what we can learn from the past about the society in which we live today.

**HIST 230-A *Native North America until 1815* (HP)**

This course will study the diverse experiences of American Indians from their initial peopling of the continent until 1815. Topics that will be addressed include the development of prehistoric cultural traditions, Indian responses to colonialism, and Indian influences on the emergence of Euroamerican communities in North America. In addition, the course will introduce students to the various scholarly methods associated with ethnohistory.

**HIST 231-A *Native North America from 1815* (HP)**

This course will study the diverse experiences of American Indians since the era of Removal. Topics that will be addressed 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. In this course, we will focus on some of the 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 will 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 will be 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, will be 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 351-A *American Revolutionary Era* (HP)**

This course examines the social, cultural, economic, and political dimensions of the struggle for American independence. Attention will also be given to the military and diplomatic course of the war. Finally the Articles of Confederation and the making of the Constitution will be examined as initial attempts to resolve issues of nationhood exposed by independence.

**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 will be fundamentally concerned with the shifting meanings of freedom and race in American life. As part of the course, students will complete a primary research project on some aspect of the Vicksburg Campaign. In the middle of the semester the students and professor will travel to Vicksburg on a research trip and tour.

**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. Throughout, the course will focus on how these intertwined events and ideas affected and influenced both national affairs and the lives of individuals. In addition to exploring the period through readings, lectures, and class discussions, students will also complete a historiographical or primary research paper that will provide another opportunity to delve into the history of the early republic and antebellum eras.

**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 experience left a legacy of human and environmental devastation, created a rich and distinctive culture, and contributed to the development of the region and the nation. Through readings and discussion, this course examines the diversity of ways southerners have perceived, manipulated, and been affected by their environment while surveying the historiography of the relatively neglected field of southern environmental history.

**HIST 360-A *Vietnam and the 60's* (CW, HP)**

This course will examine the Vietnam War in the context of the social upheavals of the 1960s. Starting with the supposedly quiescent periods of the late 1940s and 1950s, we will look at the war in the context of Cold War politics, the Civil Rights Movement, and other domestic conflicts. We will think about the class, racial, and gender dynamics of the war. Last but not least, we will read Vietnamese perspectives on the war, in order to illuminate why our involvement there had such tragic results.

**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.

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**EUROPEAN HISTORY COURSES**

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**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 aims to provide students with historical perspective on a variety of current problems and issues. Concentrating on the period since 1945, major 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. Political, diplomatic, and economic developments are stressed.

**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 will trace the process of England's transformation to modernity, concentrating on social and cultural, as well as political and economic changes. Students will 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 will focus on the political, social, cultural, and material changes that marked this period.

**HIST 226-E *Renaissance and Reformation Europe* (HP)**

This course will examine 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. We will also explore the consequences, both positive and negative, 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 will explore 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 will 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 will 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 will be 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 will 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.

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**GLOBAL HISTORY COURSES**

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**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 180-G *History in Two Keys: Theatre and Film in Modern China* (HP, EA)**

Many of the critical issues facing the Chinese people in the twentieth century are represented in theater and cinema. This seminar begins with a survey of Chinese theatrical traditions within a broad historical framework. Then the course will turn to exploring forms of popular performance and the development of Chinese cinema through script analysis, discussion of historical context, and viewings of performances and films. Particular attention is paid to how drama and film offers representations of history, contributes to identity formation, and foments political change in 20th century China. Writing will be a major component of the class.

**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 will focus 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 last imperial dynasty to the late 1980s. It explores the many facets of revolution in China through a study of the people, events, and personalities that have given Chinese history in the past 150 years 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 245-G *Imperial China, 1000-1900* (HP)**

This course covers the history of China from the tenth century to the final decade of the imperial order, and deals in the basic elements of social, cultural, and political history. Emphasis will be placed upon two major issues: that of discovering internal, linear change in the Chinese state and society, and that of making sense of China's decline in the presence of foreign aggression in the nineteenth century.

**HIST 245-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 will also examine 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 254 *Aid, Humanitarianism and Development in Africa* (HP, VA)**

The goal of this course is to encourage class 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 will grapple with this broad question by engaging in a series of 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 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 285-G *Twentieth Century East Asian-American Relations* (HP)**

This course provides a general 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 will explore 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. in the past 100 years. Offered every other year.

**HIST 303-G *Shanghai: The City in Late Imperial and Modern China* (HP)**

This seminar treats the tumultuous history of one of China's most important cities—Shanghai—in the late 19th and early 20th centuries. We will read and discuss several major works of recent scholarship on various aspects of the city, focusing on issues of class formation, organized crime, urban identity, industrial labor, foreign influence, and search for modernity. Students will also be required to write a substantial research paper. Offered every other year. *HIST 245-G and HIST 244-G strongly recommended but not required.*

**HIST 304-G *Mao and the Chinese Revolution* (HP)**

This reading and research 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 will proceed in a chronological order, tracing Mao's footsteps from his early years as a country boy, a radical student, to his 27-year position as China's paramount leader. Important 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. Students will also be required to write a comprehensive review essay on a topic of their own choosing. *HIST 245-G and HIST 244-G strongly recommended but not required.*

**HIST 305-G *Law and Society in Late Imperial China* (HP)**

The subject of this seminar is law and judicial practice in Late Imperial China, particularly during the Qing Dynasty (1644-1911). Among the questions we will seek to answer are: What was the purpose of codified law? Upon what basis was such law formulated? What areas of life did law seek to govern? To what degree did codified law either reflect or determine social values? What difference, if any, existed between statutory law and actual judicial practice? And, finally, what can the study of the late imperial legal tradition tell us about Chinese society and culture during this period? We will approach these questions by considering statutory law from two angles; as an instrument of state authority designed to enforce a particular social and political order, and as a field of social interaction within which ordinary people utilized judicial institutions to seek justice and redress for personal grievances. *Prerequisites: HIST 245-G is strongly recommended.*

**HIST 310-G *The Iraq War***

This course examines the Iraq War that began in 2003. While a variety of background topics will be 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 will be 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 will 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 will be 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 will be 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 373-G *The Ghost of Karl Marx* (HP, SB)**

Marxism is all but dead, but the spirit of Marx lingers on. In this course, students will closely investigate Marx's major works and carefully analyze his theoretical treatment of issues such as religion, politics, and capitalism, with special attention to the deep philosophical underpinnings. Additionally, we shall consider how Marx sought to explain human behavior through a critique of the above-mentioned issues. We shall focus particularly on why Marx ultimately rejected politics and the market, what his analytical method entailed, and where he went "wrong." Finally, by exploring how it was possible that Marx's theories, articulated in the interests of freedom, came to serve as a justification for oppression. The course presupposes no prior knowledge of the subject, although it does require the ability to read and think carefully.

**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](http://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 mentoring him or her through this major. Under no circumstances should this be done later than the fall semester of the student's junior year.

- The student and advisor, working together, will draft a program of study satisfying the requirements for an interdisciplinary major (see below).
- The student will write a justification for this major, articulating its overarching theme and stating his or her aims and the way the major will satisfy them.
- The student and advisor will recruit one or two more faculty members to constitute the supervisory committee for the major. The advisor will chair this committee. The committee will review and approve, with possible modifications, the proposed major and its justification.
- The proposed major, signed by the student and the members of the committee, will be sent to the Associate Provost for approval, along with the student's narrative justification for it.
- Once the major has been accepted the student should complete an Advisor Designation and Major/Minor Declaration Form.
- If the Associate Provost approves the proposed major, he or she will notify the student and the committee in writing that the major has been accepted. The Associate Provost will inform 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 will report 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

Professors Kelly and M. Sutherland (interim chair)  
Assistant Professor Evans and Henderson  
Visiting Instructor Henson

### KINESIOLOGY MAJOR

The Kinesiology major is currently being redesigned, and no new majors are being accepted. Continuing students should consult the *Catalog* under which they are graduating for requirements for the Kinesiology major. New majors will continue to be accepted into the Allied Health program.

## ALLIED HEALTH MAJOR

13 courses distributed as follows:

- Core Requirements (11)
  - BIOL 150 *Cell Biology*
  - CHEM 110 *General Chemistry I: Chemical Structures & Properties*
  - CHEM 120 *General Chemistry II: Chemical Analysis & Reactivity*
  - KINE 205 *Anatomy and Physiology I*
  - KINE 210 *Anatomy and Physiology II*
  - KINE 330 *Structural Kinesiology*
  - KINE 360 *Physiology of Exercise*
  - KINE 370 *Fitness Assessment and Exercise Prescription*
  - KINE 410 *Directed Research*
  - PSYC 210 *Developmental Psychology*
  - PSYC 290 *Statistics*
- Concentration: Select two courses from one of the following areas
  - Preparatory to Physical/Occupational Therapy
    - PHYS 210 *General Physics I*
    - PHYS 220 *General Physics II*
    - PSYC 360 *Behavioral Neuroscience*
  - Preparatory to Physician Assistant
    - BIOL 250 *Genetics*
    - BIOL 340 *Microbiology*
    - BIOL 430 *Immunology*
    - CHEM 240 *Organic Chemistry I*
  - Preparatory to Nursing
    - BIOL 250 *Genetics*
    - BIOL 340 *Microbiology*
    - CHEM 240 *Organic Chemistry I*
    - KINE 260 *Nutrition*
    - TART 110 *The Art of Public Speaking*

Suggested electives for the major include the following:

- PHIL 225 *Ethics in Medicine*
- PSYC 295 *Research Methods*
- PSYC 360 *Behavioral Neuroscience*
- PSYC 385 *Abnormal Psychology*
- TART 110 *The Art of Public Speaking*

TART 150 *Stage Movement and the Alexander Technique*

## SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for Allied Health majors includes the completion of a paper based on an internship or independent research project. This work will be presented and defended orally in KINE 410 *Directed Research*. The grade for the Senior Capstone Experience is an average of the grade in KINE 410 and the grade on the student's senior project.

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## COURSES

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### KINE 110 *Responding to Emergencies*

Designed to prepare 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*

An introductory course to provide 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 is designed to provide the student with the knowledge of prevention, care, and rehabilitation of common athletic injuries. The student will receive 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 will also receive 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. Specifically, 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 215 *Anatomy and Physiology II***

Focuses on the fundamental concepts and mechanisms that regulate important structural and functional properties of the human organ systems. Specifically, 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***

Includes an examination of 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 throughout the course.

#### **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 (SB)***

An introductory course to provide students an overview of the field 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)***

The purpose of this course is to expose students to various social and behavioral theories used in health promotion and disease prevention. This course will provide 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 (or not) for the health issue, community, and population being addressed.

#### **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 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. Also, the mechanical principles underlying human performance will be addressed. Laboratory course with emphasis is given

to demonstration of resistance exercise needed to develop, maintain, or rehabilitate the muscular system. Additionally, biomechanical analyses of sports skills will be addressed.

#### *KINE 340 Epidemiology*

An introductory course to provide students an overview of epidemiological methods in studying the distribution and determinants of disease in populations. Epidemiologic methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries are discussed. Other topics include data sources, measures of morbidity and mortality, an evaluation of association and causality, and study designs.

#### *KINE 350 Physical Education for Elementary Education (W2)*

Principles and objectives of a developmentally appropriate physical education program for the elementary school student - what it is, how to design it, appropriate activities to use, how to teach it, and how to assess it. 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 will design lessons and teach in public schools for practical application.

#### *KINE 360 Physiology of Exercise (NS-L, W2)*

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. Also, the application of exercise as medicine for improving health will be addressed. Laboratory course with emphasis given to the demonstration of physiological responses to exercise, as well as other laboratory procedures unique to sports science. *Prerequisite: KINE 210 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]*

Applied laboratory research directed by an individual faculty member. Topics are selected on an individual basis. Results of the project are typically presented at a scientific meeting and a final research report is written. *Prerequisites: KINE 360, KINE 370 or consent of instructor.*

#### *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 440 Coaching Basketball*

A study of individual and team fundamentals, philosophies, basic offensive and defensive strategies, techniques and program organization, and administration. It also includes an overview of the coaching profession.

#### *KINE 450 Coaching Swimming*

Includes organization, administration, and philosophy of conducting a sound, competitive program. Emphasis will be placed on teaching the fundamentals of stroke technique, race strategies, training, and conditioning.

#### *KINE 460 Coaching Volleyball*

A study of organization, administration, and philosophy of coaching volleyball that includes the teaching of skills, offenses, defenses, conditioning, and management of a team to develop effective coaching techniques.

#### *KINE 470 Coaching Football [UR]*

Coaching football involves a thorough study of individual and team fundamentals, different philosophies of play, and coaching techniques. Topics will also include the organization and administration of an overall football program.

#### *KINE498 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.

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### COURSES

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#### LBST 100 *Journeys*

*Journeys* is a one-semester, common course required of all first-year students entering Hendrix College. It is grounded in the College's motto, which (from Ephesians 4:13) may be translated as "toward a fulfilled person." The motto thus implies trajectory, a sense of movement or development, from one state of being or one way of living to another. It implies, in short, the notion of journey. This course takes the concept of journey as its touchstone and explores how different cultures and different peoples have made sense of their own life journeys.

The Journeys course is global in its perspective and interdisciplinary in its approach. We begin in China, examining "the ways" for human flourishing pioneered by Confucius. We turn then to some dialogues of Plato to probe the teachings of Socrates. In Islam we can trace adherents' spiritual journeys toward a relationship with the divine. We explore journeys of a more contemporary nature by looking at Charles Darwin's *Origin of Species* and by reading texts pivotal to the rise of modern democracy, including selections from John Locke's *Second Treatise of Government*. We also probe journeys of self-discovery, such as the ones revealed in W.E.B. Du Bois' *Souls of Black Folk* and Tsitsi Dangarembga's *Nervous Conditions*. The exact works and kinds of journeys we examine will no doubt evolve as the course changes over the coming years. But our goal will remain constant. We aim to challenge our students to examine a variety of human journeys, with the hope that they will come to understand different conceptions of human fulfillment and that they will reflect deliberately on the paths their own lives might take.

#### 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. 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. Areas of study in Explorations include higher education and the liberal arts, the aims and expectations of the College, academic and career explorations, and self-inquiry and personal development. 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 a Journeys and an Explorations section. Academic components of Explorations may be linked to Journeys content, adding immediate relevance to these areas of study. In each Explorations section, instruction will be complemented by the presence of a second-year peer assistant who will be available to provide a student perspective and assistance throughout the course.

#### LBST 115 *The American Way of Life*

An examination of the American way of life designed to introduce international and exchange students to aspects of American culture (values, politics, education, culture, religion, etc.) and thus promote a more profound understanding of their host culture. Open only to degree-seeking international students and exchange students with instructor's permission. *Prerequisite: Permission of instructor.*

#### 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 to 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 will be investigated in this interdisciplinary course sponsored by the Hendrix-Lilly Vocations Initiative. Biographies and autobiographies, as well as other literary, philosophical, and artistic forms, are selected for study by the course faculty.

#### 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 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.*

**LBST 400 Propylaea**

To cultivate intellectual and aesthetic curiosity, a student may attend and evaluate 60 intellectual and cultural events, including Murphy Foundation programs, Steel Center events, Special Events programs, convocations, theatre productions, and others. Students may register for Propylaea through the Student Activities Office at the onset of any term. Students who complete LBST 400 *Propylaea* receive one course credit.

**LBST 420 Transitions: A Faculty/Student-Guided Seminar (LS)**

Eight outstanding works of fiction, poetry, non-fiction, music, film, art, or photography consistent with the annual Murphy Programs theme will be considered. Four faculty members will present personally-chosen works in a discussion-focused, peer interaction setting. Students, in groups of approximately four with faculty members as mentors, will select, research, and team-teach the remaining four works. *Prerequisite: Junior or senior standing.*

## MATHEMATICS AND COMPUTER SCIENCE

Professors Barel, Collins, and D. Sutherland  
Associate Professors Burch, D. Campbell, 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 I*. In addition, a student scoring 4 or higher on the Computer Science AB exam will receive course credit for CSCI 151 *Foundations of Computer Science II*.

**MAJOR IN MATHEMATICS**

11 courses distributed as follows:

- MATH 130 *Calculus I*
- MATH 140 *Calculus II*
- MATH 240 *Discrete Mathematics*
- MATH 290 *Introduction to Advanced Mathematics*
- One 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*
- Two courses chosen from the following:
  - any mathematics courses numbered 230 or above
  - CSCI 151 *Foundations of Computer Science II*
  - CSCI 380 *Theory of Computation*

ECON 300 *Intermediate Microeconomics*

ECON 430/530 *Management Science*

PHYS 380 *Classical Mechanics*

- Three 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 C++ or Java is strongly recommended. Those preparing for graduate studies in mathematics should try to take MATH 270 *Linear Algebra*, MATH 320 *Algebra*, MATH 350 *Real Analysis*, and at least one of MATH 230 *Multivariable Calculus* and MATH 260 *Differential Equations*.

### MAJOR IN COMPUTER SCIENCE

12 courses distributed as follows:

- CSCI 150 *Foundations of Computer Science I*
- CSCI 151 *Foundations of Computer Science II*
- MATH 130 *Calculus I*
- MATH 240 *Discrete Mathematics*
- CSCI 230 *Computing Systems Organization*
- CSCI 250 *Programming Practicum*
- 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*
- Two 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*
- MATH 290 *Introduction to Advanced Mathematics*
- one mathematics course numbered 230 or above
- one mathematics course numbered 300 or above

### MINOR IN COMPUTER SCIENCE

6 courses distributed as follows:

- CSCI 150 *Foundations of Computer Science I*
- CSCI 151 *Foundations of Computer Science II*
- MATH 130 *Calculus I*
- Any CSCI course numbered 200 or above
- or
- MATH 240 *Discrete Mathematics*
- Any additional CSCI course numbered 200 or above
- Any additional CSCI course numbered 300 or above

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### MATHEMATICS COURSES

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#### 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 problems of social conflict, fairness, and uses of mathematics in the modern world, emphasizing mathematical analysis of political and social structures. Topics may include voting methods, power distributions, apportionment, fair division, graph theory, coding theory, and scheduling problems.

**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 will be 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 will have 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, 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 will be presented. *Prerequisite: MATH 140.*

**MATH 270 *Linear Algebra* (NS)**

Solving linear systems, matrix algebra, vector spaces and linear transformations, eigenvectors, orthogonality. Offered in alternate years. *Prerequisite: MATH 130.*

**MATH 280 *History of Mathematics* (HP, W2)**

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.*

**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.*

**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***

Faculty-student seminar. Content will vary 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 will develop an individual research project under the direction of a faculty advisor and present 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.*

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**COMPUTER SCIENCE COURSES**


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**CSCI 115 *Computing and the Internet* (CW, QS)**

A study of core topics in computing, focusing on concepts related to the Internet and its social implications. Topics will include fundamental concepts in computing hardware, networks, Web programming and design, and databases, as well as social issues such as data privacy, intellectual property, and resource accessibility. Students will complete significant projects in Web design and research concerning contemporary issues.

**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 will include vectors and forces, Newton's Laws, gears, motors, rotational motion, friction, and the design process. Computer science topics will 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, including 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 these concepts through studying the Python programming language.

**CSCI 151 *Foundations of Computer Science II* (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 some of the most important and frequently used 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 Scalable Software Design and Development*

Introduction to the computer science concepts necessary for the development of large software systems. Topics will include human-computer interaction, multithreading, network programming, parsing, grammars, testing, and an introduction to databases and software engineering. Proper application of object-oriented concepts is emphasized through the course. Programming assignments will emphasize the integration of multiple concepts in the context of realistic software applications. Students will normally receive experience with completing projects in teams of four or more developers. *Prerequisite: CSCI 151.*

#### *CSCI 250 Scalable Software Design and Development (NS)*

Introduction to the computer science concepts necessary for the development of large software systems. Topics will include user interface design, multithreading, network programming, parsing, grammars, testing, and an introduction to databases and software engineering. Programming assignments will emphasize the integration of multiple concepts in the context of developing realistic software applications. Students will normally receive experience with completing projects in terms of four or more developers. *Prerequisite: CSCI 151.*

#### *CSCI 280 Algorithms and Problem-Solving Paradigms (W2)*

Introduction to algorithm design strategies that build upon data structures and programming techniques introduced in the first two computer science courses. Strategies discussed will include brute-force, divide-and-conquer, dynamic programming, problem reduction, and greedy algorithms. Particular topics to be covered will 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. In addition, the course will include 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 will include microprogramming, language-directed computers, parallel processors, and pipeline computers. Emphasis will be 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 will include intelligent robot behavior, theorem-proving systems, heuristic search, alpha-beta search, genetic algorithms, neural networks, and machine learning. *Prerequisite: CSCI 151.*

#### *CSCI 340 Database Systems*

Students study the design and use of database management systems (DBMS), with emphasis on the theoretical underpinnings of the relational data model, the techniques for efficiently supporting the ACID properties (atomicity, consistency, isolation, durability), and frontiers in database research. In addition, as part of a large team, students will design and develop a system that presents a Web front end and interacts with a DBMS using the SQL query language. *Prerequisite: CSCI 151.*

#### *CSCI 350 Software Engineering (W2)*

In this course, 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 will be 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 (W2)*

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 will 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 will 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 will be 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 will complete a semester-long project investigating the relationship of the student's major with computing. Typically, this will involve 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 will be design documents and user documentation; a research paper and presentation will be the culminating assignments. Fundamental communication skills will 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; multithreaded programming. *Prerequisite: CSCI 230.*

#### CSCI 490 *Advanced Topics in Computer Science*

Faculty-student seminar. Content will vary 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 will develop an individual research project under the direction of a faculty advisor and present 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.*

## MUSIC

Professors Boehm (chair), N. Fleming, Griebing, Herrick, and Krebs  
Associate Professor Fannin

### 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*
- four 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).
- six 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
- six semesters of the appropriate ensemble (MUSA 200)
- six semesters of recital attendance (MUSA 1RA *Recital Attendance*)

- three 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 senior project (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*
- One 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*
- one course credit of private applied study (either MUSA 300 or MUSA 400)
- one elective

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 intended 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. Sight-singing 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. 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 will range from the late 19th century up to today. Designed for all students.

**MUSI 270 *Introduction to World Music* (CW, 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 will be 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 will be the preparation of the senior project. *Prerequisite: senior standing.*

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### LESSONS AND ENSEMBLES

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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 minimum of seven department-sponsored concerts and recitals during each of six semesters. Although

no course credit is awarded for this requirement, attendance will be monitored, and each successfully completed semester will be recorded on the student transcript.

**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 one concert 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 will be 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

Professor Kopper  
Associate Professors Ablondi, Murray (chair) and Peszka

### MINOR IN NEUROSCIENCE

6 courses distributed as follows:

- BIOL 150 *Cell Biology*
- BIOL 320 *Animal Physiology*
- BIOL 325 *Cellular and Molecular Neuroscience*
- CHEM 110 General Chemistry I: Chemical Structure and Properties
- PHIL 480 *Philosophy of the Mind*
- PSYC 360-A Behavioral Neuroscience
- or
- PSYC 320 *Cognitive Psychology*

Students may not double-count more than two courses from their major toward the Neuroscience minor.

## PHILOSOPHY

Professors Falls-Corbitt and Schmidt  
Associate Professors Ablondi (chair) and Campolo  
Assistant Professor Tettlebaum  
Visiting Assistant Professor Dow

### MAJOR IN PHILOSOPHY

10 courses distributed as follows:

- PHIL 285 *Ancient Philosophy*
- PHIL 295 *Seventeenth and Eighteenth Century Philosophy*
- PHIL 300 *Nineteenth Century Philosophy*
- PHIL 497 *Senior Thesis*
- Six 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 295 *Seventeenth and Eighteenth Century Philosophy*
- PHIL 300 *Nineteenth Century Philosophy*
- three 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
- two must be chosen from  
PHIL 285 *Ancient Philosophy*  
PHIL 295 *Seventeenth and Eighteenth Century Philosophy*  
PHIL 300 *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 497 *Senior Thesis* or RELI 497 *Senior Colloquium*
- only two 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

While enrolled in Phil 497 *Senior Thesis*, each philosophy major (or philosophy and religious studies major who chooses the philosophy capstone experience) will write a substantial thesis paper on some aspect of the topic covered in the seminar that particular year. A shorter presentation of this work will be delivered and discussed at the end of the spring semester.

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**COURSES**

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**PHIL 110 *Introducing Philosophical Questioning* (VA)**

Study centering on a particular theme or question. Reading and understanding philosophical texts will be introduced; in discussions and essays philosophical questioning will be practiced.

**PHIL 120 *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 will 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 150 *Introduction to Logic***

Emphasis upon the development of a symbolic system for sentential logic. Some aspects of traditional and informal logic receive brief treatment.

**PHIL 200 *Special Focus* (VA)**

Selected studies of major philosophers or philosophical concerns. At least one topic will be 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 the extent of our social obligations to those who are poor and lack ready access to vital social goods. Students' understanding of these theories is enhanced by their experience working with local non-profit organizations seeking to provide for the economically and socially disadvantaged in our community. Each student will be required to complete 30 hours of service experience with such agencies.

**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 would be 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 will be examined and possible solutions sought.

**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, Vaisheshika, Samkhya, Yoga, and Vedanta will usually be 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***

*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 will focus on a particular area, such as environmental ethics, philosophies of technology, or philosophies of nature.

**PHIL 285 *Ancient Philosophies* (VA)**

*Cross-listed as CLAS 285.*

**PHIL 295 *Seventeenth and Eighteenth Century Philosophy* (VA)**

Study of philosophers and philosophical systems of the Enlightenment: Rationalism, Empiricism, and Kant.

**PHIL 300 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 295, 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 will examine 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) will be 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 will be discussed. *Prerequisite: a previous course in philosophy or consent of instructor.*

**PHIL 490 *Special Topics* (W2)**

Selected studies of major philosophers or philosophical concerns. At least one topic will be 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 will research, write, and defend a substantial paper on a topic of their choosing. Open only to philosophy and philosophy-and-religion majors in their senior year.

## PHYSICS

Professor Dunn  
Associate Professor Wright (chair)  
Assistant Professors Spayde 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 340 *Electronics*
- or
- PHYS 350 *Advanced Experimental Laboratory*
- or
- PHYS 450 *Directed Research*
- PHYS 320 *Electrodynamics*
- PHYS 330 *Quantum Mechanics*
- PHYS 370 *Thermal Physics*
- PHYS 380 *Classical Mechanics*

**Mathematics (3)**

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

**Chemistry (2)**

- CHEM 110 *General Chemistry I: Chemical Structure and Properties*
- CHEM 120 *General Chemistry II: Chemical Analysis and Reactivity*

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*

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**COURSES**

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**PHYS 110 *Concepts of Space, Time, and Reality* (NS-L)**

A conceptual study of the implications of modern physics on how we view space, time, and reality. Includes an introduction to the ideas of relativity and quantum physics. Two hours lecture, two hours lab.

**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 will cover optics, spectroscopy, telescope design, and basic observing techniques.

**PHYS GP1 *General Physics I Lab***

Lab exercises will 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 will 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 350 *Advanced Experimental Laboratory* (W2)**

Selected experimental work in nuclear and particle physics, condensed matter physics, electronics, optics, mechanics, and measurement techniques. *Prerequisite: PHYS 305.*

**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 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.

**PHYS 490 *Topics in Physics***

Topics will be determined by student and faculty interest. Possible topics may include: nuclear/particle physics, condensed matter, lasers and optics, statistical physics, mathematical methods. *Prerequisite: PHYS 305 and consent.*

## POLITICS AND INTERNATIONAL RELATIONS

Professors Barth (chair) and Cloyd  
Associate Professor Maslin-Wicks  
Assistant Professors Gess, C. Hardin, Kolev, and Whelan  
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 300 *Feminist Political Thought*
  - POLI 410 *Topics in Political Theory*
  - PHIL 285 *Ancient Philosophies*

**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 230 *Public Administration*
  - POLI 235 *Public Policy*
  - POLI 281 *U.S. Foreign Policy*
  - 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 *Topics in American Politics*
- 2 Comparative Politics/International Relations courses from:
  - POLI 250 *History of the International System*
  - POLI 251 *Theories of International Relations*
  - POLI 260 *Political Economy*
  - POLI 282 *Comparative Foreign Policy*
  - POLI 283 *Model United Nations*
  - POLI 325 *International Law and Organizations*
  - POLI 326 *International Human Rights*
  - POLI 353 *Conflict Management and Resolution*
  - POLI 371 *Latin America*
  - POLI 372 *China and East Asia*
  - POLI 373 *Palestine, Israel, and the Middle East*
  - POLI 430 *Topics in Comparative Politics*
  - POLI 440 *Topics in International Relations*
- Elective: One additional course numbered 200 and above.

## POLITICS MINOR

6 courses distributed as follows:

- POLI 100 *Issues in Politics*
- one course each from the Political Theory, American Politics, and Comparative/International Relations subfields as described above
- two additional courses in Politics numbered 200 and above.

## INTERNATIONAL RELATIONS MAJOR

12 courses distributed as follows:

- 3 Foundations courses from:
  - POLI 100 *Issues in Politics*
  - POLI 250 *History of the International System*
  - POLI 251 *Theories of International Relations*
- 1 Economics course from:
  - POLI 260 *Political Economy*
  - ECON 360 *International Economics*
- 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 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 304 *Mao and the Chinese Revolution*
  - HIST 310 *The Iraq War*
  - HIST 341 *The Arab-Israeli Conflict*
  - POLI 371 *Latin America*
  - POLI 372 *China and East Asia*
  - POLI 373 *Palestine, Israel and the Middle East*
- 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 353 *Conflict Management and Resolution*

- 1 Foreign Policy course from:
  - POLI 281 *U.S. Foreign Policy*
  - POLI 282 *Comparative Foreign Policy*
- 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 upon petition.

### Study Abroad Requirement

All international majors must complete at least one study abroad experience that earns at least one Hendrix course credit. Students must seek approval from the department before completing this requirement. With approval by the department, this study abroad credit may substitute for one of the required courses listed above.

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*.

## INTERNATIONAL RELATIONS MINOR

7 courses distributed as follows:

- 2 International Relations courses from:
  - POLI 250 *History of the International System*
  - POLI 251 *Theories of International Relations*
- 1 Economics course from:
  - POLI 260 *Political Economy*
  - ECON 360 *International Economics*
- 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 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 304 *Mao and the Chinese Revolution*
- HIST 310 *The Iraq War*
- HIST 341 *The Arab-Israeli Conflict*
- POLI 371 *Latin America*
- POLI 372 *China and East Asia*
- POLI 373 *Palestine, Israel and the Middle East*
- 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 353 *Conflict Management and Resolution*
- 1 Foreign Policy course from:
  - POLI 281 *U.S. Foreign Policy*
  - POLI 282 *Comparative Foreign Policy*
- 1 additional course from the above lists or as approved by the department.

A student majoring in either Politics or International Relations cannot also major or minor in the other discipline.

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### GENERAL TOPICS COURSES

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#### POLI 100 *Issues in Politics* (SB)

This course is designed to introduce students to the variety of ways that political phenomena can be studied systematically. The faculty member will select a topic as the focus of the course that will then be examined through the lens of the primary subfields the department covers: political theory, American politics, comparative politics, and international relations. Finally, students will 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 will receive early exposure to the full

scope of the politics discipline as well as begin the process of preparing themselves 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 497 *Senior Research Seminar* (SB, W2) [UR]

This seminar course during the senior year is centered around students' independent research projects in the discipline. Departmental faculty and other seniors will 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, e.g., at the National Conference on Undergraduate Research or at a professional political science meeting. *Prerequisite: POLI 400.*

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### POLITICAL THEORY COURSES

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#### 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, for instance, Plato, Aristotle, Aquinas, Rousseau, Locke, Mill, Marx, Arendt, Foucault, Nietzsche, Rawls, and Habermas. See instructor for definitive selection in any given year.

#### POLI 245-T *American Political Thought* (VA, W2)

A variety of works will be examined 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 will be paid to the development of the concepts of democracy and equality and to political protest movements in the U. S.

#### POLI 300-T *Feminist Political Thought* (CW, VA)

An upper level course examining works of political thought that focus on the role of gender in the social and political arenas.

#### POLI 410-T *Topics in Political Theory* (VA, W2)

This course will include an in-depth treatment of a selected list of issues from the history of political thought and the relevant thought of seminal

political thinkers. Issues and theorists might include democratic theory, cyberpolitics, Hannah Arendt, Manuel Castells, Marxism, Postmodernism, the State. *Prerequisite: None.*

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### AMERICAN POLITICS COURSES

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#### 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 covered will 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 will provide students with a general overview of the government laws, policies, and programs affecting family life using a cross-national perspective. The majority of this course will use 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 will then take a critical look at the intended and unintended consequences of policies and programs on different types of families in the United States. Utilizing a comparative analysis, this course will also review literature examining the historical role of the family as an educator in the development of social values and the social consequences for such value choices.

#### 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 will 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)

The tension between American isolationism and engagement in the affairs of the world has been a constant theme in the history of U.S. foreign policy. With reference to a number of significant cases, this course examines American national identity and its outward projection through periods of isolation, engagement, leadership, and exceptionalism/exemptionalism. The course will examine the history of U.S. foreign policy with specific emphasis on the 20th century, and especially the roles of the executive and congressional branches of government in the making of foreign policy.

#### 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 will 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. The variety of topics covered during the semester will include the distinction between civil and criminal law, excuses, strict liability, attempts, and theory of punishment. Using a case approach, this course should give insights into classic and contemporary works on the topic

with an emphasis on carefully working through the arguments presented in such 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, focusing on the nature of problems, public responses and alternatives for effective resolution. Students will 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. Policy arena may change from year to year, and may include environmental policy and management; technological innovation and sustainable development, etc.

**POLI 380-A Gender, Sexuality, and American Politics (CW, W2)**

An upper-level seminar course focusing on the impacts of gender and sexuality on politics in the American context. A focus will be on the histories of the women's rights and gay rights movements, examining their similarities and differences.

**POLI 390-A Race and American Politics (CW, HP)**

An upper-level seminar course focusing on the persistent, yet changing, impact of race on American politics since the Reconstruction era. The

course will focus 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 Topics in American Politics (SB, W2)**

A seminar course focusing on a particular topic in the field of American politics or public law of interest to faculty and students in the department.

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**COMPARATIVE POLITICS/INTERNATIONAL RELATIONS  
COURSES**

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**POLI 250-G History of the International System (HP, SB)**

An introductory survey of the emergence and development of international society from the mid-17th century to the present. The course will primarily focus 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. Part of a two-course sequence required for Majors in International Relations.

**POLI 251-G Theories of International Relations (CW, SB)**

An introductory survey of the diverse theoretical approaches to the study of International Relations. Approaches will include realism, liberalism, idealism, Marxism, critical theory, postmodernism, constructivism, feminism, environmentalism and evolutionary theory. Part of a two-course sequence required for Majors in International Relations.

**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 aims to arm 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 282-G Comparative Foreign Policy (CW, SB, W2)**

An examination of the foreign policy worldviews, strategies, and decision-making systems of a select number of nation-states representing the diversity extant in the contemporary world system. They will be compared

with the United States with a view to thinking about how to make foreign policy as effective as possible.

**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 will 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 still governance. This course will explore how nation-states interact within a system of law and institutions developed to promote cooperation, avoid armed conflict, and regulate conflict when it does occur. An overarching frame of the course is how the practices of national sovereignty and international cooperation mutually constitute one another. Through close examination of specific cases, the course will explore competing schools of thought in international law; the history of the development of international legal norms and institutions; customary vs. conventional (or treaty) law; the role of the United Nations, and institutional issue regimes, such as arms control and non-proliferation, development, and humanitarian and human rights law. *Prerequisite: POLI 250 or 251, or consent of instructor.*

**POLI 326-G *International Human Rights* (CW, SB, VA, W2)**

This course will look closely at the development of the human rights idea in theory, history and practice. The course will look closely 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 to solving a number of pressing global problems. *Prerequisite: POLI 250 or 251, or consent of instructor.*

**POLI 353-G *Conflict Management and Resolution* (CW, SB, VA, W2)**

This course will look closely at the institutions and processes through which societies, countries, regional organizations, and the international community deal with managing and resolving armed and unarmed conflicts, and confront post-conflict challenges. By examining specific

cases in-depth, topics will include: peacekeeping operations; humanitarian relief operations; the extent and limits of diplomacy, mediation and negotiation; post-conflict nation-building; and the delicate balance between demands for post-conflict justice vs. reconciliation. *Prerequisite: POLI 250 or 251, or consent of instructor.*

**POLI 371-G *Latin America* (CW, SB, W2)**

An overview of contemporary Latin American politics with in-depth examination of the policies of two or three specific countries. Relations between the United States, the Latin American region as a whole, and specific countries in the region will receive significant attention.

**POLI 372-G *China and East Asia* (CW, SB, W2)**

This course will focus primarily on Chinese politics but will also include consideration of the politics of other selected countries in Asia as well as regional issues. *Prerequisite: None, but POLI 260 or an Economics course is highly recommended.*

**POLI 373-G *Palestine, Israel, and the Middle East* (SB, CW, W2)**

This course will focus primarily on the Israeli-Palestinian Conflict but will also include consideration of the politics of other selected Mid-East countries as well as regional issues. *Prerequisite: None, but POLI 260 or an Economics course is highly recommended.*

**POLI 430-G *Topics in Comparative Politics* (SB, CW, W2)**

An occasional course that will examine the politics of selected countries around the world not usually treated in either POLI 372 or 373, e.g., the European Union, Cuba, South Africa. *Prerequisite: None, but POLI 260 or an Economics course is highly recommended.*

**POLI 440-G *Topics in International Relations* (CW, SB, W2)**

Building on POLI 250, 251, and 260, this occasional course will explore in more depth issues already treated in these courses or address new ones that relate to them. Possible topics might include Technology and Politics, Revolution, Kosovo, Information Age Warfare, Peace and Conflict Resolution. *Prerequisite: Either POLI 250, 251 or 260, or consent of instructor.*

## PSYCHOLOGY

Professor Maxwell  
Associate Professors Penner, Peszka, and Templeton (chair)  
Assistant Professors Kennedy and Zorwick  
Visiting Assistant Professors Puri and Sestir

### MAJOR

10 courses distributed as follows:

- PSYC 290 *Statistics\**
- PSYC 295 *Research Methods\**
- Two 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*
  - PSYC 330 *Learning*
  - PSYC 335 *Sensation and Perception*
  - PSYC 355 *Evolutionary Psychology*
  - PSYC 360 *Behavioral Neuroscience*
- Two courses from Cluster B:
  - PSYC 210 *Developmental Psychology*
  - PSYC 230 *Social Psychology*
  - PSYC 235 *Applied Social Psychology*
  - PSYC 285 *Cross-cultural Psychology*
  - PSYC 345 *Applied Psychology*
  - PSYC 370 *Personality*
- One course from Cluster C:
  - PSYC 380 *Psychology Practicum*
  - PSYC 390 *History and Systems*
  - PSYC 400 *Psychology of Gender*
  - PSYC 480 *Advanced Research*
  - PSYC 497 *Senior Seminar*
- Three electives from psychology listings at any level.
- A minimum of four 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, at least three of which must be at the 300-level or above. Note: PSYC 380 *Psychology Practicum* will not count toward the minor.

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### GENERAL TOPICS COURSES

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#### 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 will not be allowed to take Introduction to Psychology.

#### PSYC 185 *Sleep and Dreaming* (SB)

This course will cover basic psychological principles by applying them to the study of sleep and dreaming. Students will 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 will cover current theory and empirical research in Social Psychology and will use popular films to provoke thought and analysis over this theory and research. Students will learn about basic topic areas in Social Psychology (stereotypes, obedience, person perception, aggression, persuasion, etc.) by reading articles and will discuss these readings in the context of films associated with each major topic area.

**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 will evaluate, design, conduct, and present research. With laboratory. *Prerequisite: PSYC 290.*

**PSYC 333 Industrial-Organizational Psychology**

Students will learn how industrial-organizational psychologists help improve workplace fairness, enhance job satisfaction, and increase worker productivity. Topics will 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 will focus on psychological approaches to health and disease. Using the biopsychosocial approach, topics will include changing health habits, coping with stress, dealing with pain, and treating health problems. *Prerequisite: one psychology course, Junior standing.*

**PSYC 352 Social Cognition (W2)**

This course is intended to provide 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 367 Psychology and Law**

This course will survey research and theory in social justice and legal psychology. We will address 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.*

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### CLUSTER A COURSES

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**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 will 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 will 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 both PSYC 295 and BIOL 100. 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 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 will be 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 will be placed on the nature of the visual system, and comparisons will be 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.*

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### CLUSTER B COURSES

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**PSYC 210-B Developmental Psychology (SB)**

Overview of the physical, cognitive, emotional, and social development of humans throughout the lifespan.

**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 235-B Applied Social Psychology**

Students will learn how social psychologists use theory and research to address practical issues. Students will learn about social psychology's contribution to topics such as relationships, happiness, aggression, organizations, media, sustainability, and the legal system. *Prerequisite: PSYC 230.*

**PSYC 240-B Childhood and Adolescence (SB)**

Overview of the physical, cognitive, emotional, and social development of humans through adolescence.

**PSYC 255-B Stereotyping and Prejudice (CW, SB)**

This course will examine the psychological basis of stereotyping, prejudice, and discrimination. We will discuss the psychological processes at play for both those who hold stereotypes and prejudice and those who are the targets of prejudice and discrimination. We will also discuss issues of stereotyping and prejudice in real world contexts, specifically focusing on race-based and gender-based stereotyping.

**PSYC 285-B Cross-cultural Psychology**

Students will examine psychological theories and research from a cross-cultural perspective. Topics will include cultural perspectives on cognition, emotion, motivation, development, social interaction, health psychology, and psychopathology, focusing on the ways cultural differences are expressed. *Prerequisite: PSYC 110, PSYC 210 or PSYC 230.*

**PSYC 345-B Applied Psychology (SB)**

Real world applications of psychological theory and research. Topics include self-esteem, the media, body-image, materialism, prejudice, law, and aggression. *Prerequisite: one psychology course.*

**PSYC 370-B Personality (SB)**

An overview of the major theories of personality with special focus on contemporary personality theory and research.

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### CLUSTER C COURSES

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**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. Descartes to present.

**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 will participate in the ongoing research program of an instructor and thus learn by doing. Instructor, and thus content, will rotate. Course may be repeated for multiple credits. *Prerequisites: PSYC 295 and consent of instructor.*

**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.*

## RELIGIOUS STUDIES

Professors Harris, McDaniel, and Sanders (chair)  
Assistant Professors Gorvine, Tettlebaum, and Williamson

### RELIGIOUS STUDIES MAJOR

A total of ten courses, five of which must be 300-level or above, distributed as follows:

- 2 World Religion courses from:
  - RELI 110 *The World's Religions: An Introduction*
  - RELI 111 *Asian Religions: An Introduction*
  - RELI 210 *Native American Religions*
  - RELI 216 *Judaism*
  - RELI 222 *Chinese Religions*

RELI 223 *An Introduction to Hinduism*

RELI 225 *An Introduction to Buddhism*

RELI 334 *Buddhist Saints*

RELI 335 *Shamans, Scholars, and Indigenous Religion*

RELI 337 *Contemporary Buddhist Thought*

RELI 338 *Tibetan Buddhist Culture*

RELI 339 *Contemporary Islamic Thought*

RELI 410 *Topics in Asian Religion*

- 1 Biblical Studies/Christianity course from:

RELI 112 *Exodus*

RELI 115 *Christianity: An Introduction*

RELI 123 *Introduction to the Hebrew Bible (Old Testament)*

RELI 124 *Introduction to the New Testament*

RELI 211 *African American Religions*

RELI 227 *Skeptics in Scripture: Ecclesiastes and Job*

RELI 228 *The Synoptic Gospels: The Jesus(es) of Matthew, Mark and Luke*

RELI 230 *Early and Medieval Christianity*

RELI 231 *Modern Christianity Since the Reformation*

RELI 331 *Revelation and Resistance*

RELI 327 *Race, Gender, Empire, and the Bible: Contemporary Approaches to Interpretation*

RELI 328 *The Bible and/as History*

RELI 336 *John Wesley and Methodism*

RELI 450 *Topics in Biblical Studies*

- 1 Religion in America/Religion and Culture course from:

RELI 243 *Contemporary Currents in American Religions*

RELI 245 *American Religions: An Historical Survey*

RELI 314 *Globalization and Religion*

RELI 317 *Religion and Politics*

RELI 330 *Religion, Gender, and Sexuality*

RELI 366 *Religion and Literature*

RELI 396 *Religion, Film and Visual Culture*

RELI 450 *Topics in Religion and Culture*

- 1 Philosophy of Religion and Theology course from:

RELI 233 *Jesus Through the Centuries*

RELI 260 *Varieties of Evangelical Theologies*

RELI 262 *Science and Religion*

RELI 270 *Ecotheology: Religion, Animals, and the Earth*

RELI 332 *Concepts of God*  
 RELI 346 *Contemporary Christian Thought*  
 RELI 370 *Philosophy of Religion*  
 RELI 392 *Process Philosophy/Theology*  
 RELI 393 *Inter-Religious Dialogue*  
 RELI 394 *Mysticism, Meditation, and Prayer*  
 RELI 460 *Topics in Philosophy of Religion and Theology*

- Three additional Religious Studies courses of your choice.
- RELI 395 *Theories and Research in Religion*
- RELI 497 *Senior Colloquium*

### 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 four courses in philosophy
- Two must be chosen from
  - PHIL 285 *Ancient Philosophy*
  - PHIL 295 *Seventeenth and Eighteenth Century Philosophy*
  - PHIL 300 *Nineteenth Century Philosophy*
- No fewer than four courses in religious studies
- PHIL 370/RELI 370 *Philosophy of Religion*
- PHIL 497 *Senior Thesis* or RELI 497 *Senior Colloquium*
- only two 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.

\* Note that RELI 497 *Senior Colloquium* requires RELI 395 *Theory and Research in Religion*

### MINOR

The Minor in Religious Studies consists of six (6) religious studies courses, including two (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 to be covered 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 wish to take Introduction to Asian Religions.

#### RELI 111 *Asian Religions: An Introduction (VA)*

This course introduces students to religious traditions rooted in Asia. It examines a wide variety of primary and secondary sources to help students recognize and understand the many different ways in which Asian religious communities have attempted to understand the nature of the world (both this world and beyond), human society, and the individual person's place therein. It includes attention to narrative and philosophical texts, ritual practices, religious experiences, social relationships and historical developments. Since this course, while survey in nature, does not include Abrahamic religions, students who take this course may also take Religion in a Global Context.

#### 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 aims to provide 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***

This course is the first in a two-course sequence in introductory Biblical Hebrew, intended for students who are interested in reading the text of the Hebrew Bible (Old Testament) in its original language. This first installment covers the use of nouns, adjectives, prepositions, and particles, as well as the basic elements of the verbal system.

**RELI 122 *Introduction to Biblical Hebrew II (FL)***

This course is the second in a two-course sequence in introductory Biblical Hebrew, intended for students who are interested in reading the text of the Hebrew Bible (Old Testament) in its original language. This second installment continues the study of the verbal system and more complex elements of the grammar while focusing on more extended readings of biblical texts. *Prerequisite: RELI 121.*

**RELI 123 *Introduction to the Hebrew Bible (Old Testament) (HP, LS)***

An introduction to the major texts, themes, and history of the Hebrew Bible or Old Testament that employs tools of modern biblical scholarship (including literary, historical, source, form and redaction criticisms, as well as reader-response theory). The course examines biblical texts in light of the texts, history, culture and material remains of ancient Israel and the Ancient Near East. In addition, some attention is paid to hermeneutics and the reception of the Bible in contemporary culture.

**RELI 124 *Introduction to the New Testament (HP, LS)***

This course is an introduction to the texts of the New Testament in their historical contexts, using methodologies of modern biblical scholarship (primarily literary, historical, form and redaction criticisms and other methods). The course examines the New Testament canon and associated non-canonical Gnostic texts in light of Hellenistic Jewish and Greco-Roman texts, history, culture and material remains of the first centuries C. E.

**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 will promote 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 Religion in a Global Context, 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 will 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 will survey 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 will center 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 will explore the core doctrines, practices and key historical developments that have shaped the Buddhist tradition in India; consider the ways this tradition has been assimilated in an Asian context; and finally reflect

upon the perspectives of leading Buddhist writers and practitioners on the relevance of Buddhism for modern society.

**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 God has created, and the triumph of evil over good. This course will examine two of the most profoundly “skeptical” voices in the Hebrew Bible, those of Ecclesiastes and Job. The course begins by examining each of these books in its historical context in an effort to understand how it addresses the issues of its day. The second half of the course will explore how these biblical voices have been interpreted through the history of Christianity and Judaism and consider parallel voices in contemporary culture through music, literature, and film.

**RELI 228 *The Gospels and Literary Theory* (LS)**

Students in this course will engage in close literary reading of the three Synoptic Gospels (Matthew, Mark, and Luke). While some attention will be paid to historical background, the course will focus on how each text “constructs” Jesus as a literary figure. Further, students will examine the role of the reader in “reconstructing” Jesus through the interpretive process, with particular attention to contemporary hermeneutical approaches such as feminist, queer, and postcolonial theory. In addition, students will consider the representation of Jesus in contemporary film and/or literature, examining how these portrayals may help fund our own interpretations of the Gospels.

**RELI 230 *Early and Medieval Christianity* (HP, VA)**

The development of Christian thought and institutions from 100-1500 CE. Questions surrounding the formation of orthodoxy, the interplay between religion and politics and the variety of ways in which Christians practiced their faith will be discussed.

**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 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 will be “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. In this course we look at a wide variety of forms of ecotheology. A special 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 (economic, cultural, educational, and electronic) as they affect people's religious and spiritual self-understandings in the modern world. Particular but not exclusive focus is on modernization in Latin America and China. With regard to 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 the Latin American focus, discussion will center 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)**

This course will explore contemporary methods in biblical interpretation, including feminist criticism, postcolonial criticism, African-American hermeneutics, and queer theory. It offers an overview of contemporary hermeneutical perspectives as they are being employed in biblical interpretation and gives students the opportunity to produce their own interpretations of the Bible by employing those methods. While attention will be given to the major scholarly figures in each of these areas, primary focus will be on students developing their own capacities for engaged, informed biblical interpretation. *Prerequisite: RELI 123 or RELI 124 recommended.*

**RELI 328 *The Bible and/as History* (HP)**

This course approaches the Bible from an historical perspective, considering the sources and methods used by scholars to reconstruct the histories of ancient Israel, early Judaism, and nascent Christianity. The course examines the sources for reconstructing biblical history (biblical texts, archaeology, and ancient Near Eastern epigraphy, among others) as well as the issues involved in producing a coherent historical narrative from those sources. Attention will be given to contemporary scholarly debates over the history of Israel, particularly regarding 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 will be 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)**

The course examines the New Testament book of Revelation (the Apocalypse of John) as a call for resistance to the Roman Empire. It then engages students in an active exploration of the possible manifestations of Empire in contemporary American life and the ways in which Revelation may serve as a resource for contemporary communities attempting to live lives of resistance to Empire. The course will involve out-of-classroom explorations of the way the "principalities and powers" may be at work in Conway, Little Rock, and beyond, and will engage students in critical reflection on local communities of resistance attempting to reject the powers of Empire. Some attention will also be given to contemporary (mis-)interpretations of Revelation, including various "End Times" prophecies prevalent in popular culture.

**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 will be 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 will 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 will examine 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 will 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)**

Religions evolve over time. In the twenty-first century Buddhists are developing ways of thinking and approaches to life that are explicitly intended to be relevant to people throughout the world. Some forms of contemporary Buddhist thought engage 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. Special 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 at the end.

**RELI 338 *Tibetan Buddhist Culture* (VA)**

Centering on the vibrant religious culture of Tibet, this course begins with an examination of how Tibet and Tibetan religion have been conceived and depicted in scholarship and in contemporary culture, and it proceeds by exploring key elements of Tibetan Buddhist philosophy, cultural history,

and socio-religious diversity. The early part of the course addresses the assimilation of Indian Buddhist thought and the development of Tibetan traditions of practice. The course then considers the interface of religion and politics in Tibet, the development of sects, and the historical rise of monasticism. The latter part of the course assesses vital ongoing traditions of ‘popular’ or ‘folk’ religion and the religious specialists and communities associated with them, and it concludes by considering contemporary issues of religious revival and identity among modern Tibetans.

**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. In a different vein, other strands of contemporary thinking emphasize that Islam provides a constructive alternative to Western ways of thinking. This course is intended to introduce students to a wide array of contemporary Islamic thinking: mystical, militant, liberal, feminist, and conservative.

**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 366 *Religion and Literature* (W2)**

An exploration of selected fiction, poetry, and certain kinds of nonfiction such as autobiography and biography to discern how the artist portrays spiritual experiences and perceptions and presents theological themes. Literature from ancient times to the present may be considered. *Prerequisite: any course carrying the LS code or permission of the instructor.*

**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.” It is influenced by the philosophy of Alfred North Whitehead. As the name suggests, 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. Many Christians have been developing ‘process theologies’ that interpret key Christian beliefs with help from Whitehead; and some Jews, Buddhists, Hindus, and Muslims have done the same. The first part of this course introduces students to the philosophy of Whitehead and its religious expressions, with special focus on Christian process theology. The second half turns to ways in which process philosophy is being applied to a wide range of contemporary social issues: environmental concerns, educational reform, economic theory, world religions, and inter-religious dialogue.

**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 first part of the course introduces various Christian approaches to inter-religious dialogue, both liberal and conservative. The second part 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 the central Arkansas community.

**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 without the mediation of words and doctrines. Prayer lies in listening to a divine reality and communicating with that reality through various emotions: sadness, praise, protest, thanksgiving, laughter, hope, and silence. Meditation ranges from quiet sitting in which one listens to one’s breathing, 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 various world religions, and to spiritual disciplines involved in those experiences. It includes an engaged component in which students are asked to spend one day fasting from food and one day in silence.

**RELI 395 *Theories and Research in Religion***

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 will 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 within the field.

**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 includes introductions to the basics of film studies as well as to certain theories of religion, with the goal of using methodologies from both fields to teach visual literacy through investigations of religion and culture. As sites of analysis, the course may include 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 may 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 judgement of the faculty members of the department it may consist 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 who have taken RELI 395 *Theories and Research in Religion* may elect this course for their senior thesis.

## SOCIOLOGY/ANTHROPOLOGY

Professor Čapek (chair)  
Associate Professor Goldberg  
Assistant Professors Hill and Leitz  
Visiting Assistant Professor 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 210 *Statistical Analysis*  
or  
PSYC 290 *Statistics*
- Four additional sociology courses
- Two 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 210 *Statistical Analysis*  
or  
PSYC 290 *Statistics*
- Four additional anthropology courses\*
- Two sociology courses.

### SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the sociology/anthropology major includes the completion of a senior thesis based on an internship or independent research project presented and defended orally in ANTH 497/SOCI 497 *Advanced Research/Practicum*. 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 two additional sociology courses numbered 300 or above

### MINOR IN ANTHROPOLOGY

6 courses in anthropology including:

- ANTH 365 *Anthropological Theory*
- and at least two Anthropology courses numbered 300 or above or approved substitutes

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## SOCIOLOGY COURSES

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### SOCI 110 *Introduction to Sociology* (SB)

The methods, concepts, and applications of sociological knowledge emphasizing culture, interaction, groups, institutions, order, and change.

### 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 will 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)

Gender is portrayed in and produced through film and television. The course will examine 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 will be introduced to content analysis and use it to produce research about contemporary media trends.

### SOCI 265 *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 organized movements to produce (and resist) social change. Selected past and present movements are included.

### SOCI 270 *Racial 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 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 will explore the ways in which gender and sexuality are structurally rooted in the institutions of society and groups. Issues of gender and sexuality will be examined as they intersect with race, social class, and other markers of self and societal status. Micro and macro level relations of power will be 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. The prior taking of a statistics course is recommended. Offered in 2004-2005 and alternate years. *Prerequisites: SOCI 110 or ANTH 100 and/or 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 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 have always looked 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 approximate period covered is 1822 to the present. The theoretical views are framed around 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 370 *Topics in Social Movements* (CW, SB)**

This course will focus on a specific area of activism for social justice. Students will be introduced to theories, research, and ways of studying social movements. The specific topic of the course will rotate 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 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)**

*Cross-listed as ANTH 390.*

**SOCI 480 *Advanced Research Practicum* (SB, W2) [UR]**

An experiential learning course designed to involve students in an ongoing research program. Students will participate in the research program of an instructor and thus learn by doing. Instructor, and thus content, will rotate. Each student will complete a research paper at the end of the semester. *Prerequisites: SOCI 335 or ANTH 300 or ANTH 302 and SOCI 365 or ANTH 365, and consent of instructor.*

**SOCI 490 *Selected Topics***

Concentrated study of important social issues. Content and approach will vary according to needs and interests of students and staff. Each course will focus 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/Practicum* (SB) [UR/SW]**

In addition to reading about and discussing current issues in sociological and anthropological research and practice, each student will complete a research project based on a prior research topic in order to apply and demonstrate his or her level of knowledge in the major. *Prerequisites: SOCI 335 or ANTH 300 or ANTH 302 and SOCI 365 or ANTH 365, and consent of instructor if not a senior sociology/anthropology major.*

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## ANTHROPOLOGY COURSES

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**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 risen. 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 will be used to illustrate concepts introduced in class.

**ANTH 102 *Introduction to Archaeology and Physical Anthropology* (SB)**

Companion course to 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* (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 step 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 will be 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 will be 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 to be 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 will be 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 will 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 will introduce students to the archaeology, ethnohistory, and museum studies of native peoples of the Americas, and encourage 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 to be covered will 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. Offered in 2009-2010 and alternate years.

**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 will be 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 will be 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 meet two general goals at once. First, students are introduced to currently popular GIS software packages. They learn the basics of data input and analysis as well as techniques for importing GIS data from a variety of outside sources. The second goal is to instruct students in the design and execution of solutions to social science problems using GIS as an analytic tool.

**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. Offered in 2004-2005 and alternate years. *Prerequisite: ANTH 100 or consent of instructor.*

**ANTH 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. *Cross-listed as SOCI 390.*

**ANTH 480 *Advanced Research Practicum* (SB, W2) [UR]**

An experiential learning course designed to involve students in an ongoing research program. Students will participate in the research program of an instructor and thus learn by doing. Instructor, and thus content, will rotate. Each student will complete a research paper at the end of the semester. *Prerequisites: SOCI 335 or ANTH 302 and SOCI 365 or 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/Practicum* (SB) [UR/SW]**

In addition to reading about and discussing current issues in sociological and anthropological research and practice, each student will complete a research project based on a prior research topic in order to apply and demonstrate his or her level of knowledge in the major. *Prerequisites: SOCI 335 or ANTH 300 or 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 Professor Muse (chair)  
Assistant Professor DeVol  
Visiting Assistant Professors C. Campbell and Rogers  
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

12 courses distributed as follows:

- TART 120 *Voice, Articulation, and Text Reading*
- TART 140 *Beginning Acting*
- TART 150 *Stage Movement and the Alexander Technique*
- TART 210 *Script Into Performance: Text Analysis*
- TART 220 *Theatre Practicum*
- 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*

### 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 an oral presentation, either a lecture demonstration or an acting audition. Part two is a written/visual presentation of the student's manifesto for theatre. The grade average of these two components is entered on the students transcript but is not calculated in the GPA.

Part three is participation in TART 497 *Senior Seminar*.

### MINOR IN THEATER ARTS

6 courses distributed as follows:

- TART 210 *Script Into Performance: Text Analysis*
- TART 220 *Theatre Practicum*
- Any one of the following:
  - DANC 160 *Reading and Writing Dance: An Introduction*

TART 120 *Voice, Articulation, and Text Reading*

TART 140 *Beginning Acting*

TART 150 *Stage Movement and the Alexander Technique*

- Any one of the following:
  - TART 260 *Theatre Production: Scenery and Lighting*
  - TART 280 *Theatre Production: Costume and Make-up*
- Any one of the following:
  - TART 310 *History of the Theatre and Drama I*
  - TART 311 *History of the Theatre and Drama II*
- Any one of the following:
  - TART 290 *Beginning Playwriting*
  - TART 430 *Stage Directing*
  - TART 450 *Production Design*

### MINOR IN DANCE

7 courses distributed as follows:

- DANC 160 *Reading and Writing Dance*
- DANC 325 *Choreography*
- TARA A30 *Dance Ensemble*—four full semesters
- TART 220 *Theatre Practicum*
- Any two of the following:
  - DANC 215 *Modern Dance Technique*
  - DANC 216 *Ballet Technique*
  - DANC 217 *Jazz Dance Technique*
  - TART 150 *Stage Movement and Alexander Techniques*
- Any one of the following:
  - TART 260 *Theatre Production: Scenery and Lighting*
  - TART 280 *Theatre Production: Costume and Makeup*

### HENDRIX PLAYERS

Participation in all 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](http://www.dell-arte.org), or by emailing [info@dell-arte.org](mailto: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.

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### THEATRE ARTS COURSES

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#### 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, Articulation, and Text Reading* (EA) [AC]

Focus on freeing the natural voice, the International Phonetic Alphabet, and text reading.

#### TART 140 *Beginning Acting* (EA) [AC]

Focus on first problems in acting and on text analysis.

#### TART 150 *Stage Movement and the Alexander Technique* (EA) [AC]

A study of the performer in movement through theatrical space as related to the Alexander Technique.

#### 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 220 *Theatre Practicum* (EA) [AC/PL]

Extensive experience in the production of plays. Theatre Practicum is a special opportunity available to students who seek to create with their fellows the "delicate illusionary reality that we call the theatre." The department believes that the education of students is enriched by participation in the actual process of creating a performance and by participation in a variety of experiences in that process. The emphasis is on commitment, teamwork, and dedication to the process towards a common goal. (Course extends over four semesters.) *Prerequisite: consent of instructors.*

#### 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 280 *Theatre Production: Costume and Make-up* (EA) [AC]

Techniques of make-up and costume construction for the theatre.

#### TART 290 *Beginning Playwriting* (EA) [AC]

Construction of the dramatic text through in-depth research and disciplined creativity.

#### 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 340 *Advanced Acting: Classical Styles* (EA) [AC]**

Focus on classical styles of acting with particular emphasis on Shakespeare. *Prerequisite: TART 140.*

**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. Might 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. Might be repeated with emphasis on various topics within design.

**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. Might be repeated with emphasis on various topics within performance.

**TART 430 *Stage Directing* (EA) [AC]**

Study of presentational play analysis and of the techniques of staging plays. *Prerequisite: Theatre Arts Major requirements 100 through 300 or consent of instructor.*

**TART 450 *Production Design* (EA) [AC]**

Process of unified design for the technical elements of a play. *Prerequisites: TART 260 and TART 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.*

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## DANCE COURSES

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**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. Might be repeated with emphasis on various topics within dance.

**TARA 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 TARA A30 fulfill the two Physical Activities capacities requirement toward graduation. Students may only count one whole credit of TARA 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 *Tarantismo and Popular Dance*
- DANC 135 *Extended Performance Topics: Dance*
- FILM 120 *Digi-realism: Filmmaking in Arezzo*
- 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 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 125, 126 *Masked Theatre Topics I, II*
- TART 130 *Applied Skills: Theatre*
- TART 135 *Extended Performance Topics: Theatre*

### ACS CHINESE LANGUAGE AND CULTURE SUMMER INSTITUTE

- CHIN 111 *Beginning Chinese I*
- CHIN 112 *Beginning Chinese II (FL)*
- CHIN 120 *Intermediate Chinese I*
- CHIN 121 *Intermediate Chinese II*
- CHIN 130 *Advanced Chinese I*
- CHIN 131 *Advanced Chinese II*
- LBST 121 *Modern Chinese Culture (CW)*

### 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*

### HENDRIX COSTA RICA PROGRAM

- PSYC 150 *Comparative Animal Behavior in the Tropics (SB)*
- SOCI 235 *Nature, Culture and Ecotourism (SB)*

### HENDRIX SOUTHWEST PROGRAM

- ARTS 201 *Landscape Painting*

### THE WASHINGTON CENTER PROGRAM

- AMST 385 *Special Topics in American Studies*
- POLI 385 *Special Topics in Politics and International Relations*

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## COURSE DESCRIPTIONS

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### AMST 385 Special Topics in American Studies

This course is reserved for participation in the Washington Center Program. The student will receive one academic credit for satisfactorily completing the academic course offered by the Program. For more information, see Engaged Learning Opportunities, The Washington Center.

### LBST 121 Modern Chinese Culture (CW)

The purpose of this course is to provide an introduction to modern life in China, with Harbin, China, as a case study. It will consist of readings on life in post-Mao China; an introduction to the history of Harbin; an introduction to Chinese arts as appropriated in contemporary settings; afternoon excursions to supplement class time; and interviews with Chinese from different walks of life in Harbin – schoolteachers, farmers, clerks, professors, government officials – followed by structured classroom discussions.

*POLI 385 Special Topics in Politics and International Relations*

This course is reserved for participation in the Washington Center Program. the student will receive one academic credit for satisfactorily completing the academic course offered by the Program. For more information, see Engaged Learning Opportunities, The Washington Center.

*SOCI 235 Nature, Culture, and Ecotourism (CW)*

This course will focus on how understandings of nature are shaped by culture, and will take advantage of the location in Costa Rica to explore how “natural” and “cultural” features are brought together in Costa Rican society. Some highlighted topics include ecotourism and sustainable development, food and culture, art and community, local and global understandings of landscape and nature, and dilemmas of social change connected with globalization. Students will learn by engaging with theoretical and ethnographic texts, developing a comparative perspective, and participating in many opportunities for on-site research projects.

# Personnel

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**Office of Financial Aid**

Kristina Burford, Director of Financial Aid  
 Mary Elsinger, Receptionist  
 Mark A. LeBahn, Assistant Director of Financial Aid  
 Judy Woody, Financial Aid Coordinator

**OFFICE OF BUSINESS AND FINANCE**

Tom J. Siebenmorgen, Executive Vice President for Business and  
 Finance and Chief Financial Officer  
 Shawn Mathis, Associate Vice President of Business and Finance  
 Hillary Looney, Assistant Controller  
 Fifi Lynn, Assistant Student Accounts Manager  
 Andrea Newsom, Director of Budgeting, Purchasing and Grants  
 Tina Nichols, Accounts Payable Clerk  
 Judy Sherrill, Payroll Coordinator  
 Chris Simon, Student Accounts Manager  
 Renee Stone, Accounting Clerk  
 Cris Williamson, Assistant to the Executive Vice President for  
 Business and Finance

**Barnes and Noble Bookstore**

Dee Dee Allen, Director of the Bookstore  
 Barbara Jensen, Assistant Manager of the Bookstore

**Culinary Services**

Michael Flory, Director of Dining Services  
 Cecilia Driver, Manager of Catering  
 Wendy Faught, Dining Services Programmer/Analyst  
 Dawn Hearne, Assistant Director of Dining Services  
 Mary Henderson, Business Affairs Manager

**Facilities**

Loyd Ryan, Associate Vice President of Business and Director of  
 Facilities

Nate Cowden, Director of Operations  
 Bridgette Gray, Administrative Assistant  
 Sherry Cockrell, Receptionist/Radio Operator  
 J.D. Thompson, Director of Systems Management  
 Sharron Russell, Director of Operations  
 Rick Sublett, Chief of Public Safety  
 David Bugh, Public Safety Officer  
 Clarke Russell, Public Safety Officer  
 Paul Jordan, Public Safety Officer  
 Jan Lee, Public Safety Officer  
 Phillip Lucas, Public Safety Officer  
 Pete Moses, Public Safety Officer  
 Alton Quick, Public Safety Officer  
 Steve Thacker, 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  
 Barbara Horton, Director of Stewardship and Donor Relations  
 Jamie Brainard, Director of Alumni Engagement  
 Teresa Osam, Coordinator of Special Projects  
 (open), Director of Parent Relations

##### **Development**

Michael V. Hutchison, Associate Vice President for Development  
 Jack Frost, Senior Development Officer  
 Melissa Jenkins, Director of Annual Giving  
 Julie Janos, Development Project Coordinator  
 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

#### **Related Entity Stewardship and Donor Relations**

Crain-Maling Center of Jewish Culture  
 Miller Center for Vocation, Ethics and Calling  
 Hendrix-Murphy Programs in Literature and Language  
 Odyssey Endowments and Odyssey Professorships  
 Rwandan and Special International Programs

#### **OFFICE OF INSTITUTIONAL AND INSTRUCTIONAL TECHNOLOGY**

David J. Hinson, Executive Vice President and Chief Information  
 Officer

##### **Information Technology**

Sam Nichols, Associate Vice President and Director of Information  
 Technology  
 Cindy Smith, Administrative Assistant  
 Jay Burling, Director of Web Applications  
 Terry Davis, Technical Services Manager  
 Zach Green, Computer Technician  
 Ben Hau, Software Developer/Web Applications  
 Marilyn Lewis, Systems Analyst  
 Lei Pinter, Director of Administrative Systems  
 Matt Schoultz, Software Developer/Web Applications

##### **Educational and Instructional Resources**

(open), Director of Digital Learning  
 Matt Lee, Educational Technology Manager  
 Karen Fraser, Director of Faculty Instructional Technology

##### **Classroom and Media Technology**

Bobby Engeler-Young, Director of the Media Center  
 Sunny Haynes, Events Production Manager

##### **Office of Institutional and Sponsored Research**

(open), Director

##### **Library Systems and Technology**

Amanda Moore, 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 Communications  
 Natalie Atkins, Communications & Design Specialist  
 Joshua Daugherty, Lead Designer  
 Robert O'Connor, Director of College Communications  
 Brian Rejer, Sports Information Director

**OFFICE OF STUDENT AFFAIRS**

Karla Carney-Hall, Vice President for Student Affairs  
 DeAnn Huett, Assistant to the Vice President for Student Affairs

**Intercollegiate Athletics and Recreational Sports**

Danny Powell, Executive Director of Athletics, Recreation and Wellness  
 Laurie Smith, Administrative Assistant for Athletics, Recreation and Wellness  
 Emily Cummins, Head Coach of Women's Basketball  
 Jim Evans, Head Coach of Women's Soccer  
 Curt Foxx, Head Coach of Lacrosse  
 Harold Henderson, Head Coach of Men's and Women's Tennis  
 Ellie Karvoski, Head Coach of Field Hockey  
 Jim Kelly, Head Coach of Men's and Women's Swimming and Diving  
 Karl Lenser, Director of Wellness Programs and Facilities  
 Patrick MacDonald, Head Coach of Men's and Women's Cross-Country and Track & Field  
 Jennifer McCracken, Head Coach of Women's Golf and Coordinator of Intramurals and Outdoor Recreation  
 Thad McCracken, Head Coach of Men's Golf and Head Coach of Men's Basketball  
 Doug Mello, Head Coach of Men's Soccer  
 Aaron Parsley, Associate Athletic Trainer  
 Brian Rejer, Sports Information Director  
 Laura Ross, Head Athletic Trainer  
 Mary Ann Schlientz, Assistant Director of Athletics, Senior Woman Administrator and Head Coach of Volleyball  
 Alex Schroller, Outdoor Recreation Program Presidential Fellow  
 R.J. Thomas, Head Coach of Baseball  
 Amy Weaver, Assistant Director of Athletics, Head Coach of Softball

**Career Services**

Christy Coker, Director of Career Services  
 Jamie Fotioo, Assistant Director of Career Services and Employee Outreach Coordinator  
 Dominique Kelleybrew, Career Services Presidential Fellow  
 Leigh Lassiter-Counts, Associate Director of Career Services

**Dean of Students and Residence Life**

Jim Wiltgen, Associate Vice President for Student Affairs and Dean of Students

*Residence Life*

John Omolo, Director  
 John Crews, South Area Coordinator  
 Jill Hankins, Coordinator for Residence Life  
 Apryl Jackson, Apartments Area Coordinator  
 Holly Nelson, North Area Coordinator

*Multicultural and International Student Services*

Kesha Baoua, Director

*Student Activities*

Tonya Hale, Director of Student Activities  
 Liz Larson, Switchboard Operator  
 Brent Owens, Assistant Director of Student Activities

**Health and Counseling Services**

Mary Beacham, Student Health and Counseling Coordinator  
 Necie Reed, APN, and Director of Health Services  
 Mary Anne Seibert, Coordinator of Counseling Services

**Master Calendar/Off-campus events**

Lynette Long, Master Calendar / Events Coordinator/Conferences

**Post Office**

Zena Davis, Director of the Post Office  
 Barbara Turner, Campus Post Office Assistant

## TEACHING FACULTY

*The dates after the name indicate the beginning and ending of active service with the college.*

**J. Timothy Cloyd, 1997-**

*President, and Professor of Politics*  
B.A., Emory and Henry College, '85;  
M.A., University of Massachusetts, '90;  
Ph.D., University of Massachusetts, '91.

**Robert L. Entzminger, 2002-**

*Provost, Dean of the College, and Professor of English*  
B.A., Washington and Lee, '70;  
Ph.D., Rice University, '75.

**Carole L. Herrick, 1980-**

*Associate Provost for Advising and Retention and Professor of Music*  
B.M., University of Texas, '71;  
M.M., University of Texas, '72;  
Ph.D., University of North Texas, '81.

**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 Associate 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.

**Stanley Keith Berry, 1989-**

*Professor of Economics and Business*  
B.A., Hendrix College, '73;  
Ph.D., Vanderbilt University, '79.

**Todd Berryman, 2006-**

*Assistant 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-**

*Associate 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-**

*Assistant 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.

**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 Crawford, 2011-**

*Visiting Assistant Professor of Chemistry*  
B.S., Lubbock Christian University, '05;  
Ph.D., Texas Tech University, '10.

**Ashby Bland Crowder, Jr., 1974-**

*M.E. and Ima Graves Peace Professor Emeritus of English, American Literature, and the Humanities*  
B.A., Randolph-Macon College, '63;  
M.A., University of Tennessee, '65;  
Ph.D., University of London, '72.

**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.

**Susan Farris DeBoard, 2006-**

*Instructor of English and German*  
B.A., Hendrix College, '71;  
M.A., University of Central Arkansas, '83.

**Michael Dequeant, 2007-**

*Visiting Assistant Professor of Chemistry*  
B.S., Louisiana State University, '00;  
Ph.D., University of Miami, '06.

**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-**

*Visiting Assistant Professor of Philosophy*  
B.A., University of Massachusetts-Boston, '02;  
Ph.D., City University of New York, '10.

**Matthew B. Dugas, 2011-**

*Visiting Assistant Professor of Biology*  
B.A., Colgate University, '03;  
Ph.D., University of Oklahoma, '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 of 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 and International Programs*  
B.A., Hendrix College, '73;  
J.D., Georgetown University, '82.

**Victoria Evans, 2010-**  
*Assistant Professor of Kinesiology*  
B.S., University of Central Arkansas, '02;  
M.P.H., University of Arkansas for Medical  
Sciences, '05;  
D.P.H., University of Arkansas for Medical  
Sciences, ant.'11.

**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-**  
*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-**  
*Assistant 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.

**William Hacker, 2008-**  
*Assistant Professor of English*  
B.A., Brown University, '97;  
M.A., Cornell University, '00;  
Ph.D., Cornell University, '03.

**Bruce Haggard, 1972-**  
*Virginia A. McCormick Pittman Distinguished  
Professor Emeritus of Biology*  
B.A., Indiana University, '66;  
M.A., Indiana University, '70;  
Ph.D., Indiana University, '73.

**Amanda Hagood, 2011-**  
*Post-doctoral Fellow of Environmental Studies in  
English*  
B.A., University of North Carolina, '05;  
M.A., Vanderbilt University, '06;  
Ph.D., Vanderbilt University, '10.

**David A. Hales, 1992-**  
*Professor of Chemistry*  
B.A., Pomona College, '84;  
Ph.D., University of California-Berkeley, '90.

**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.'11.

**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 Odyssey Assistant  
Professor of Biology*  
B.S., State University of New York-Fredonia, '99;  
Ph.D., University of North Carolina-Chapel Hill, '06.

**Daniel R. Henderson, 2011-**  
*Assistant Professor of Kinesiology*  
B.A., Wheaton College, '80;  
M.S., Indiana University, '88;  
Ph.D., Indiana University, '95.

**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.

**Diane Henson, 2009-**  
*Visiting Instructor of Kinesiology*  
B.S., University of Central Arkansas, '77;  
M.S.E., University of Central Arkansas, '78.

**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.

**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-**  
*Hendrix-Murphy Writer-in-Residence*  
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.

**James M. Jennings, 1992-**  
*Cynthia Cook Sandefur Odyssey Professor of  
Education and History*  
B.S.E., Northwestern University, '77;  
M.E., University of Arkansas, '83;  
Ed.D., Vanderbilt University, '92.

**Varsha Kaushal, 2007-**  
*Visiting Professor of Biology*  
B.S., Guru Nanak Dev University, '76;  
M.S., Punjab Agricultural University, '78;  
Ph.D., University of Texas Health Sciences Center, '90.

**James. F. Kelly, 1982-**  
*Professor of Kinesiology and Head Swimming  
Coach*  
B.S., St. Bonaventure University, '65;  
M.S., Springfield College (Massachusetts), '72.

**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

**Jeffery Kosiorek, 2008-**  
*Assistant Professor of History*

B.A., University of Michigan '98;  
M.A., University of Southern California '02;  
Ph.D., University of Southern California '06.

**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.

**Lisa A. Leitz, 2009-**  
*Assistant Professor of Sociology*

B.A., Albion College, '99;  
M.A., Ohio State University, '01;  
Ph.D., University of California, ant '09.

**Megan Leonard, 2008-**  
*Assistant Professor of Economics and Business*

B.A., Hendrix College '02;  
Ph.D., Texas A&M University '07.

**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.

**Marylou Martin, 1979-**  
*Professor of French*

B.A., University of Arkansas at Little Rock, '71;  
M.A., University of Arkansas, '73;  
Ph.D., University of Texas, '79.

**Christopher C. Marvin, 2010-**  
*Assistant Professor of Chemistry*

B.S., Ball State University, '02;  
Ph.D., University of Wisconsin-Madison, '08.

**Kimberly Maslin-Wicks, 1997-**  
*Associate Professor of Politics*

B.A., Wells College, '89;  
Ph.D., Binghamton University, '97.

**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, ant. '11.

**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-**  
*Assistant Professor of English/ Film Studies*

B.A., Pennsylvania State University '99;  
Ph.D., Emory University '05.

**Rod Miller, 1998-**  
*Bill and Connie Bowen Odysey Associate 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-**  
*Judy and Randy Wilbourn Odysey Associate Professor of Biology*

B.A., University of Delaware, '91;  
Ph.D., University of Delaware, '96.

**Richard C. Murray, 2003-**  
*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-**  
*Judy and Randy Wilbourn Odysey 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.

**Amrita M. Puri, 2010-**  
*Visiting Assistant Professor of Psychology*

B.S., University of New Orleans, '93;  
B.A., University of New Orleans, '93;  
Ph.D., University of California, Davis, '08.

**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-**  
*Visiting Assistant 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-**  
*Visiting Assistant Professor of Anthropology*  
B.A., Arizona State University, '94;  
M.A., Tulane University, '01;  
Ph.D., Tulane University, '08.

**Andrew Scott, 2008-**  
*Assistant Professor of Classics*  
B.A., College of the Holy Cross '02;  
M.A., Rutgers University '05;  
Ph.D. (A.B.D.), Rutgers University.

**Ralph D. Scott, 1979-**  
*Professor of Economics and Business*  
B.A., Hendrix College, '73;  
Ph.D., Tulane University, '83.

**Lars Seme, 1997-**  
*Instructor of Mathematics*  
B.A., Hendrix College, '95;  
M.S., University of Missouri-Rolla, '97.

**Marc A. Sestir, 2011-**  
*Visiting Assistant Professor of Psychology*  
B.A., University of Rochester, '00;  
M.A., University of North Carolina-Chapel Hill, '05;  
Ph.D., University of North Carolina-Chapel Hill, '08.

**Allison K. Shutt, 1997-**  
*Associate Professor of History and Social Sciences Area Chair*  
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-**  
*Assistant 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, ant.'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-**  
*Assistant 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-**  
*Professor of Biology*  
B.S., Kansas State University, '75;  
M.S., Old Dominion University, '84;  
Ph.D., University of Kansas, '90.

**Leslie Templeton, 1998-**  
*Associate Professor of Psychology*  
B.A., Hendrix College, '91;  
M.A., University of Arkansas-Fayetteville, '95;  
Ph.D., University of Arkansas-Fayetteville, '98.

**Marianne Tettlebaum, 2007-**  
*Assistant Professor of Philosophy and Religious Studies*  
B.A., Brown University, '96;  
Ph.D., Cornell University, '04.

**Todd M. Tinsley, 2007-**  
*Assistant Professor of Physics*  
B.A., Hendrix College, '98;  
Ph.D., University of Texas at Austin, '05.

**Alex Vernon, 2001-**  
*James and Emily Bost Odyssey Associate 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.

**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-**  
*Professor of English*  
B.A., Franconia College, '72;  
M.A., Yale University, '74;  
M.Phil., Yale University, '76;  
Ph.D., Yale University, '80.

**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.

**Daniel J. Whelan, 2006-**  
*Assistant 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**  
*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 Wright, 1998-**  
*Associate Professor of Physics*  
B.S., Massachusetts Institute of Technology, '91;  
Ph.D., Rensselaer Polytechnic Institute, '96.

**Leslie Zorwick, 2007-**  
*Assistant Professor of Psychology*  
B.A., Emory University, '00;  
M.A., The Ohio State University, '03;  
Ph.D., The Ohio State University, '07.

## Library Faculty

**Amanda Moore, 2001-**  
*Director of the Library*  
B.A., Hendrix College, '86;  
M.Div., Harvard University, '91;  
M.S., Simmons College, '92;  
D.Min., Drew University, '10.

**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-**  
*Associate Librarian*  
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.

## Adjunct Faculty

**Kenneth Albers, 2011-**  
*Murphy Visiting Director*  
M.F.A., University of Minnesota, '69.

**Robert Anderson, 2000-**  
*Music*  
M.B.A., Webster, '90.

**Kevin Atkinson, 2010-**  
*Psychology*  
D. Psych. University of Oxford, '07.

**Linda Austin, 2000-**  
*Music*  
B.A., Ouachita Baptist University, '70.

**Wrenetta Austin, 2007**  
*Music*  
B.M.E., University of Central Arkansas, '78.

**David Bailin, 2001-**  
*Art*  
M.A., Hunter College,

**Chris Baker, 2004-**  
*Music*  
D.M., Florida State University, '05.

**Suzanne Banister, 1995-**  
*Music*  
M.A., Loyola University, '84.

**Evan Barr, 2010-**  
*Music*  
M.M., University of Cincinnati, '03.

**Ruthann Brown, 2010-**  
*Theatre Arts*  
M.A., University of Denver, '81.

Li Cao, 2009-  
*Chinese*  
M.A., Dalian University, '08.

Rynnett Clark, 1999-  
*Education*  
M.Ed., Southern Arkansas University, '91.

Susan Clark, 2003-  
*Art*  
M.F.A., Yale University, '95.

Daniel Cline, 2003-  
*Music*  
M.M., Cleveland Institute of Music, '01.

Hope Norman Coulter, 1993-  
*English*  
M.F.A., Queens University, '11.

Melissa Cowper-Smith, 2011-  
*Art*  
M.F.A., Hunter College, '05.

Angela Cummings, 2011  
*Art*  
B.A., University of Arkansas at Little Rock, '89.

John Dahlstrand, 2003-  
*Music*  
B.M., Indiana University, '99.

Rebecca Daniels, 2004-  
*English*  
Ph.D., Trinity College, University of Oxford, '04.

Lorraine Duso, 2004-  
*Music*  
D.M.A., University of Michigan, '98.

Jean Elliott, 1989-  
*English*  
Ph.D., Royal Holloway College, University of London, '84.

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.

Laura Hanlon, 2009-  
*Business*  
M.A.A., Hendrix College, '01.

Tom Hardin, 2001-  
*Economics and Business*  
J.D., University of Arkansas, '80.

James Hatch, 2010-  
*Music*  
M.M., The Julliard School, '75.

Doug Hoffman 2000-  
*Computer Science*  
Ph.D., University of North Carolina-Chapel Hill, '96.

Sarah Lee, 2008-  
*Anthropology*  
Ph.D., University of Georgia, '07.

Karl Lenser, 2007-  
*Kinesiology*  
M.S., University of Wisconsin-LaCrosse, '85.

Emily Lewis, 2010  
*English*  
M.A., University of North Carolina-Chapel Hill, '71.

Allison Mattive, 2003  
*Music*  
B.M., Arkansas State University, '74.

Marcus Matyas, 2010-  
*Kinesiology*  
M.P.A., Jacksonville State University, '09.

Joanne McDade, 2005-  
*Music*  
M.M., University of Oregon, '00.

Ralph McKenna, 1976-  
*American Studies*  
Ph.D., University of Connecticut, '70.

Barry McVinney, 2008-  
*Music*  
D.M.A., University of Texas-Austin, '94.

Allen Price, 2008-  
*Music*  
B.A. Harding University, '06.

Melisa Quesenberry, 2011-  
*Art History*  
M.A., Virginia Commonwealth University, '96.

Geoffrey Robson  
*Music*  
M.M., Yale University, '04.

Laura Ross, 2009-  
*Kinesiology*  
B.S., Arkansas State University, '05.

Elizabeth Ruggerio, 2011  
*Psychology*  
Ph.D., University of Louisiana at Monroe, '07.

Mary Ann Schlientz, 2002-  
*Kinesiology*  
M.S., University of Central Arkansas, '97.

Robin Scott,  
*Economics and Business*  
B.A., Hendrix College, '81.

Daniel Spoth, 2011-  
*English*  
Ph.D., Vanderbilt University, '09.

JoAnn Stevens, 2007-  
*English*  
M.A. City University of New York, '87.

John Steward, 2010  
*Physics*  
M.S., Vanderbilt University, '98.

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.

Adrienne M. Tremblay  
*Anthropology*  
Ph.D., Tulane University, '07.

Werner Trieschmann, 2002-  
*Theatre Arts*  
M.F.A., Boston University, '89.

Tim Tucker, 2005-  
*Music*  
M.M., University of North Texas, '96.

Liana Tyson, 2005-  
*Music*  
D.M.A., Eastman School of Music, '99.

Alissa Vaillancourt, 2009-  
*English & Classics*  
B.A., College of the Holy Cross, '02.

Han Sun, 2011-  
*Exchange Faculty*  
B.A., Heilongjiang University, '03.

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.

Ann Hayes Die, 1992-2001  
*President Emerita and Professor Emerita of Psychology*  
Ph.D., Texas A&M University, '77.

Robert C. Eslinger, 1976-2004  
*Associate Provost and 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 and Senior Advancement Associate for Athletics*  
M.S.E., University of Central Arkansas, '65.

**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.

**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.

**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.

**Don Marr, 1959-2000**  
*C. Louis and Charlotte Cabe Distinguished Professor Emeritus of Art*  
 M.F.A., University of Arkansas, '58.

**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.

**Albert M. Raymond, 1952-88**  
*Associate Dean Emeritus of the College, 1972-88; Virginia A. McCormick Pittman Distinguished Professor Emeritus of Biology*  
 M.S., University of Arkansas, '48.

**Eloise Weir Raymond, 1954-58, 1962-88**  
*Professor Emerita of Economics and Business*  
 C.P.A., Arkansas, '80.

**Ida Carolyn Raney, 1961-98**  
*Associate Librarian Emerita*  
 M.S.L.S., Louisiana State University, '61.

**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. Fausett 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

**Henry L. Alsmeyer, Jr., 1976-89**  
*Director Emeritus of Libraries*  
 Ph.D., Texas A&M University, '73.

**Victor D. Hill, Jr., 1946-88**  
*Registrar Emeritus of the College*  
 B.A., Hendrix College, '40.

**Helen Yvonne Hughes, 1959-81**  
*Professor Emerita of English*  
 Ph.D., University of Arkansas, '59.



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## Daily Schedule

| <b>M•W•F</b> |   | <b>Laboratories</b>    | <b>4-day Periods</b>                           |
|--------------|---|------------------------|--|
| A-1          | 8:10-9:00 am  | L-1 M 8:10-10:00 am    | C-1 MTWF 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<br>Th 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<br>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<br>Th 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<br>Th 2:40-3:30 pm       |
| A-8          | 3:10-4:00 pm  | L-8 W 1:10-4:00 pm     | C-8 MTWF 3:10-4 pm                             |
|              |   | L-9 Th 1:10-4:00 pm    |  |
|              |   | L-10 F 1:10-4:00 pm    |  |
| <b>T•Th</b>  |   | <b>Senior Seminars</b> | <b>Studios</b>                                 |
| 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<br>9:45-11:00 am Th<br><i>11:10 to noon on Thursday<br/>is an open period for<br/>convocations.</i> |                        | D-5 TTh 9:10-11:00 am                          |
|              |   |                        | D-6 TTh 12:40-2:30 pm                          |

## Final Examination Schedule

| <b>Day</b> | <b>Morning<br/>8:30-11:30 a.m.</b> | <b>Afternoon<br/>2:00-5:00 p.m.</b> |
|------------|------------------------------------|-------------------------------------|
| 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                          |

## 2011-2012 Academic Calendar

|                  |  |
|------------------|--|
| <b>AUGUST</b>    | 5 Degrees conferred on summer graduates                        |
|                  | 15-16 Fall Faculty Conference                                  |
|                  | 16 New students arrive   |
|                  | 16-22 New Student Orientation                                  |
|                  | 21 All other student return                                    |
|                  | 22 Journeys classes begin                                      |
|                  | 23 Confirmation and schedule change day                        |
|                  | 23 First day of classes  |
| <b>SEPTEMBER</b> | 2 Deadline to add a class                                      |
|                  | 5 Labor Day (no classes)                                       |
|                  | 23 Deadline to change to or from "Credit Only"                 |
|                  | 23 Deadline to drop a class with no grade                      |
| <b>OCTOBER</b>   | 11 Interim reports due at noon                                 |
|                  | 13-14 Fall Break   |
| <b>NOVEMBER</b>  | 4 Deadline to drop a class with a "W" grade                    |
|                  | 23-25 Thanksgiving Break                                       |
| <b>DECEMBER</b>  | 5 Last day of classes  |
|                  | 6 Reading Day  |
|                  | 7-9 Final Exams  |
|                  | 12-14 Final Exams  |
|                  | 15-Jan 15 Winter Break   |
| <b>JANUARY</b>   | 2 Grades for all students due to Registrar by 9:00 a.m.        |
|                  | 6 Degrees conferred on fall graduates                          |
|                  | 15 Residence halls open 9:00 a.m.                              |
|                  | 16 Martin Luther King birthday                                 |
|                  | 17 Confirmation and schedule change day                        |
|                  | 18 First day of classes  |
|                  | 27 Deadline to add a class                                     |
| <b>FEBRUARY</b>  | 17 Deadline to change to or from "Credit Only"                 |
|                  | 17 Deadline to drop a class with no grade                      |
| <b>MARCH</b>     | 8 Interim Reports due  |
|                  | 17-25 Spring Break   |
|                  | 30 Deadline to drop a class with a "W" grade                   |
| <b>APRIL</b>     | 26 Honors Day  |
|                  | 30 Last day of classes   |
| <b>MAY</b>       | 1 Reading Day  |
|                  | 1 Mandatory Senior Meeting, 3:00 p.m., Mills A                 |
|                  | 2-4, 7-9 Final exams   |
|                  | 10 Grades for Seniors due to Registrar by 2:00 p.m.            |
|                  | 11 Baccalaureate   |
|                  | 12 Commencement  |
|                  | 14 Grades for all other students due to Registrar by 9:00 a.m. |

# Campus Map

use map from Guide to Academic Planning

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# HENDRIX

1600 Washington Avenue  
Conway, Arkansas  
72032-3080