

# HENDRIX

Catalog  
2005-2006

CATALOG FOR THE ONE HUNDRED TWENTY-NINTH YEAR



## 2005-2006 Academic Calendar

### Fall 2005

August	12	Degrees conferred on summer graduates
	16	Fall Faculty Conference
	17	New students arrive
	17-22	New student Orientation
	21	All other students return
	22	New student registration
	22	Journeys classes begin
	22	Confirmation and schedule change day
	23	First day of classes
September	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
October	11	Interim reports due
	13-16	Fall Break
November	4	Deadline to drop a class with a "W" grade
	23-27	<i>Thanksgiving Break</i>
December	5	Last day of classes
	6	Reading Day
	7-9	Final Exams
	12-14	Final Exams
	15-Jan 15	<i>Winter Break</i>

### Spring 2006

January	6	Degrees conferred on fall graduates
	Dec 15-Jan 15	Winter Break
	15	Residence halls open
	16	<i>Martin Luther King birthday</i>
	16	Confirmation and schedule change day
	17	First day of classes
	27	Deadline to add a class
February	17	Deadline to change to or from "Credit Only"
	17	Deadline to drop a class with no grade
March	9	Interim reports due
	11-19	<i>Spring Break</i>
	31	Deadline to drop a class with a "W" grade
April	19-26	Registration for 2006-2007
	27	Honors Day
May	1	Last day of classes
	2	Reading Day
	3-5	Final exams
	8-10	Final exams
	12	Baccalaureate
	13	Commencement, 9:00 a.m.

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

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

# Contents

GENERAL INFORMATION .....	5
THE ACADEMIC PROGRAM .....	13
ACADEMIC POLICIES AND REGULATIONS .....	41
ADMISSION AND FINANCIAL INFORMATION .....	91
STUDENT LIFE.....	117
ACADEMIC DEPARTMENTS AND PROGRAMS .....	135
Africana Studies.....	135
American Studies .....	137
Art.....	142
Biochemistry/Molecular Biology.....	148
Biology .....	150
Chemistry.....	156
Economics and Business.....	160
Education.....	172
English.....	184
Environmental Studies .....	194
Film Studies .....	197
Foreign Languages .....	198
Gender Studies .....	212
History .....	214
Interdisciplinary Studies.....	224
International Relations and Global Studies .....	226
Kinesiology .....	232
Liberal Studies .....	239
Literature in Translation.....	241
Mathematics and Computer Science.....	241
Music.....	251
Philosophy.....	259
Physics .....	264
Politics.....	268
Psychology.....	274
Religion .....	279
Sociology/Anthropology.....	288
Theatre Arts and Dance .....	296
PERSONNEL .....	301
DAILY SCHEDULE .....	317
INDEX .....	318



## 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 experiential 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.

Organized education emerged in antiquity in the civilizations of

## The Liberal Arts College

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 experiential learning opportunities in several categories.

From the foundation of 128 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 North Central Association of Colleges and Secondary Schools  
30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504  
(800) 621-7440

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

## Correspondence Directory

Academic policies and programs: Provost and Dean of the College

Admission: Office of Admission

Athletics: Office of Intercollegiate Athletics and Recreational Sports

Business and financial matters: Vice President for Business and Finance

General matters: President

Gifts and bequests: Office of Institutional Advancement

Student financial aid: Director of Financial Aid

Student housing and activities: Office of Student Affairs

Job placement of graduates: Office of Career Services

Mailing address: Hendrix College, 1600 Washington Avenue, Conway,  
AR 72032-3080

Telephone number: 501/329-6811

Facsimile number: 501/450-1200



# 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 almost 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.

Starting with the 2005-2006 academic year, new students will participate in a distinctive program entitled *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 the Hendrix Odyssey every Hendrix student will develop a personalized program of at least three active learning experiences from the following categories:

- Artistic Creativity
- Global Awareness
- Professional and Leadership Development
- Service to the World

- Undergraduate Research
- Special Projects

The provisions on the following pages apply to all candidates for the baccalaureate degree at Hendrix. Specific course descriptions are listed under the appropriate department and program headings in a later section of the *Catalog*.

The requirements for the baccalaureate degree are stated below. These requirements include the general education program (I, II, III, and IV below); collegiate requirements regarding the number, selection, and level of performance in courses counted toward the degree (V and VI); the requirements regarding majors, double majors, and minors (VII); the senior capstone experience requirements (VIII); and the requirements for Your Hendrix Odyssey (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 two-component general education requirement:

### **Journeys—**one-course common sequence.

*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. For example, through an exploration of Aristophanes’ *The Clouds* and some of the dialogues of Plato we probe the teachings of Socrates. We turn then to China and India, examining “the ways” for human flourishing pioneered by Confucius and the Buddha. In both Islam and Christianity, 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*. We will look, too, at the journeys toward independence made by nations and individuals as they have thrown off the yoke of imperialism—we look especially at the role of Gandhi in the move for Indian independence in the 20th century. 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.

New students entering Hendrix with seven or more accepted transfer credits are required to take a second Challenges of the Contemporary World (CW) course instead of Journeys. Students who do not pass Journeys are required to take a second Challenges of the Contemporary World course to meet their 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 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, a second-year peer assistant will be available to provide student perspective and assistance.

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

This component complements the Journeys component by exploring challenges of the contemporary era. Such challenges include environmental concerns, racial and ethnic differences, social inequities regarding gender and sexuality, and other issues of world citizenship. 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.

Courses meeting the Challenges of the Contemporary World requirement are listed below. Courses from this list offered in 2005-2006 are noted with a “CW” in the *Schedule of Classes, 2005-2006*, and in the course listings in this *Catalog*. Transfer courses may be considered for CW credit. Contact the Office of the Registrar for more information.

- AFRI 200 *Africana Studies*
- ANTH 220 *Cultures of India*
- ANTH 250 *Visual Anthropology*
- ANTH 280 *Anthropology of Gender*
- ANTH 320 *Gender and Environment*
- ANTH 360 *Global Studies: Selected Topics*
- ANTH 370 *Psychological Anthropology*
- BIOL 104 *Environmental Biology*
- BUSI 100 *Contemporary Issues in Business and  
Entrepreneurship*
- ECON 100 *Survey of Economic Issues*
- ECON 340 *Environmental Economics*
- ECON 360 *International Economics*
- EDUC 390 *Cultural Geography*
- ENGL 250 *Women and African Literature*
- ENGL 257 *Literature and the Working-Class*
- ENGL 363 *English as a Global Language*
- FREN 220 *Aspects of French Culture*
- GEND 267 *Topics: Introduction to Gender Studies*
- HIST 170 *Contemporary Europe*
- HIST 280 *Contemporary Africa*
- HIST 330 *Culture and Colonialism*
- HIST 333 *Russia since 1917*

- HIST 360 *Vietnam and the 60's*  
IRGS 400 *Senior Seminar*  
LBST 200 *Vocation and Integrity*  
MATH 115 *Mathematics in Contemporary Issues*  
MUSI 270 *Survey of Global Music*  
PHIL 215 *Ethics and Society*  
PHIL 225 *Ethics and Medicine*  
PHIL 267 *Topics: Introduction to Gender Studies*  
PHIL 270 *Environmental Philosophy*  
PHIL 310 *Feminist Thought*  
PHIL 315 *Ethics and Relations to Friend, Kin, and Community*  
POLI 230 *Public Administration*  
POLI 235 *Public Policy*  
POLI 250 *Global Politics I*  
POLI 251 *Global Politics II*  
POLI 260 *Political Economy*  
POLI 300 *Feminist Political Thought*  
POLI 305 *Arkansas Politics: Seminar*  
POLI 322 *American Constitutional Law: Individual Rights*  
POLI 372 *China and East Asia*  
POLI 373 *Palestine, Israel, & Middle East*  
POLI 380 *Gender, Sexuality, and American Politics*  
POLI 390 *Race and American Politics*  
POLI 430 *Topics in Comparative Politics*  
POLI 440 *Topics in Global Politics*  
PSYC 400 *Psychology of Gender*  
RELI 200 *State of the World*  
RELI 330 *Women and Religion*  
RELI 360 *African American Religion*  
SOC 250 *Gender and Family*  
SOC 270 *Racial and Ethnic Minorities*  
SOC 300 *The Urban Community*  
SOC 310 *Gender and Sexuality*  
SOC 350 *Consumerism in Context*  
SOC 360 *Social Change/Social Movements*  
SOC 375 *Environmental Sociology*  
SOC 380 *Medical Sociology*  
SOC 390 *Social Inequality*  
SPAN 474 *Indigenous Influences in Latin American Literature*  
SPAN 475 *Politics, Human Rights, and Vocation in Latin American Literature*  
TART 330 *Theatre and the Challenges of the Contemporary World*

## 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.

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 *Schedule of Classes* and with course descriptions in the *Catalog*. Transfer courses may be considered for learning domain credits. 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 of juniors and seniors is limited or excluded in many W<sub>1</sub> courses.**

**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 courses (writing intensive courses) will be sophomore-level and above;
- Level II courses may be used to meet other requirements, as appropriate; and
- 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.

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 something other than English, by passing the TOEFL.

**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.

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 learning domain credit. Contact the Office of the Registrar for more information.

## **IV. 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 four 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.

## V. Number of Courses Required for Graduation

For students graduating with all course credits earned under the semester calendar, the number of whole course credits for graduation is 32.

The 2002-2003 academic year was the first year for the semester calendar at Hendrix. For students graduating before the semester calendar was implemented, the number of courses credits required for graduation was 36. For students who earn credits under both calendars, the number of course credits required for graduation depends on the length of time a student was academically enrolled under the term calendar. The number of courses required for graduation is depends

on the number of term course credits a student had on June 15, 2002 as given by the following chart:

# of Term Credits	# of Credits Needed to Graduate
0-4	32
5-13	33
14-22	34
23-31	35
32-36	36

Courses with grades of incomplete on June 15, 2002 count in this total as long as the incomplete grades are removed within the time limits stated by the incomplete policy. 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 CLEP, AP, or IB exams may be counted toward graduation although they may not be used to satisfy specific requirements for graduation as described in other sections.

## VI. 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.

## VII. 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 notifying 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 departmental requirements;
- passing a Senior Capstone Experience in the major. (See Senior Capstone Experience)

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

Accounting	Interdisciplinary Studies
American Studies	International Relations and
Art	Global Studies
Biochemistry/Molecular	Kinesiology
Biology	Mathematics
Biology	Music
Chemistry	Philosophy
Computer Science	Philosophy & Religion
Early Childhood Education	Physics
Economics	Politics
Economics & Business	Psychology
English	Religion
Environmental Studies	Sociology/Anthropology
French	Spanish
German	Theatre Arts
History	

#### 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	Education-Early Childhood &
Africana Studies	Middle School Emphasis
American Studies	Education-Secondary
Anthropology	Emphasis
Art-Art History	English
Art-Studio	Film Studies
Biology	French
Chemistry	Gender Studies
Classics	German
Computer Science	History
Economics	International Business

International Relations and Global Studies	Politics Psychology
Kinesiology	Religion
Mathematics	Sociology
Music	Spanish
Philosophy	Theatre Arts
Physics	

The college offers one graduate degree, the Master of Arts in Accounting (see page 29).

### VIII. 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.

### IX. 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 experiential 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 experiential 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 experiential transcript for



completion of approved Odyssey projects. Beginning with the entering class of 2005, graduation requirements 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 discipline.

**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.

Transfer students entering as freshers or sophomores in 2005 are expected to satisfy all Odyssey requirements for graduation. For transfers entering as juniors, the requirement is optional, although these students may still have their Odyssey experiences recorded on an experiential transcript.

Odyssey projects may be courses or components thereof, or may be entirely independent of courses. Qualifying courses will be 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 a Hendrix faculty member in the development of Odyssey projects. This faculty member will also evaluate the successful completion of the project (in consultation with a professional Hendrix staff member when appropriate). In addition, the Odyssey Program Office must approve all projects. Except in rare circumstances, such approval must be granted before the project has commenced. As noted below, 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.

#### **Artistic Creativity (AC)**

Experiences in which students explore their creative potential in art, music, dance, drama, or creative writing.

As one of the most venerable instances of giving concrete expression to an idea, art represents an ideal marriage of theory and practice. Activities that satisfy this category may be creative both conceptually and expressively, as in the production of visual art, poetry, musical compositions, performance art, or the presentation of original creative writing. They may also be interpretive, as when the artist performs or executes an idea originally developed by someone else, for instance

directing a play, performing a dance or musical piece, or interpreting literature orally. In either case, the activity will demonstrate both understanding of the concept and skill in executing or expressing it to an audience.

Projects which fulfill this category may be prepared in connection with a classroom course or with senior capstone experiences. Alternatively, Artistic Creativity projects may be associated with college-sponsored programs which lie outside the classroom, or they may be conceived as independent activities which lie completely outside the formal curricular and co-curricular structures of the college. In any case, a project should be devised so as to promote the artistic development of the student. Regardless of the student's initial stage of preparedness, the result should demonstrate growth in the chosen endeavor. Final products might include any of the following: a public performance or gallery showing, a portfolio of work, or a large-scale work in manuscript such as a novel or symphony.

#### **Global Awareness (GA)**

Experiences in which students immerse themselves in cultures or environments other than their own and engage in appropriate opportunities for reflection.

The aim of the Global Awareness component of the Odyssey experience is to help students understand and appreciate cultures or environments other than their own. Toward that end, students are encouraged to engage in learning outside the classroom that broadens their intellectual horizons and deepens their understanding of the political, social, cultural, environmental, spiritual and economic issues affecting the world today. Global Awareness opportunities are also designed to promote personal growth and self-reliance as well as to provide new perspectives about the student's own culture or environment.

Any Global Awareness activity for which Odyssey credit is awarded

must contain both an immersion component and a reflection component. Exposure to the target culture or environment shall be direct and substantial: one to two weeks of continuous immersion should be viewed as a minimum. The reflection component, which may include such things as guided small- and large-group discussions, papers, journals, and oral presentations, will generally increase in importance as the length of immersion decreases: for example, a full academic semester abroad would not generally require any supplemental work to qualify for GA credit, whereas a student spending only a single week in a foreign culture or environment would be expected to prepare substantial supplementary work in order for that activity to be recognized as satisfying the GA Odyssey requirement.

#### **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.

Odyssey experiences that fall in this category may be distinctly professional or leadership-focused; some experiences may well fall into both categories simultaneously. Such experiences may be a stand-alone course (coded PL), may be integrated into a standing course, or may be entirely independent of academic coursework. Experiences that fulfill this category may be either financially compensated or not.

- Professional Development experiences focus on the development or refinement of the student's skills related to a professional field as well as an evaluation of the student's values, interests, strengths, and abilities as they relate to that field. To achieve an Odyssey credit for one of these experiences, a minimum of 100 hours of engagement or a contractual commitment over a two-year period to a Professional Development endeavor must occur.
- Leadership Development experiences focus on the development

of a student's unique leadership style as well as enhancing the student's awareness of group dynamics and the fulfillment of goals through engaging with a group. Odyssey credits for such experiences require a minimum of 100 hours of engagement in up to four Leadership Development commitments during the student's time at the College.

In addition, the gaining of Odyssey credit in this category requires the incorporation of a reflective, analytical component, including written analyses. When the Professional and Leadership Development experience stands apart from a class, this reflection should be submitted to the Hendrix faculty member advising the student during his or her Odyssey experience.

#### **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.

To meet this requirement, students must arrange to do service projects for social agencies, service organizations, or faith communities directly involved in providing resources, goods, political access, or other services in response to serious human and environmental problems. Odyssey credit requires a minimum of 30 on-site service hours, exclusive of any service work done as a part of New Student Orientation Trip or the Explorations course. The student's hours of service must be verified on a log sheet provided by the Odyssey Office and signed by the on-site supervisor or Hendrix sponsor. At the completion of the 30 hours, all log sheets must be turned in to the Odyssey Office in order to receive Odyssey credit.

The 30 hours need not be completed in one semester or in consecutive semesters. They may be spread among several projects and over a four-year period. Opportunities exist for students to complete service hours by participating in, for example, Hendrix College mission trips, summer

service fellowships, internships, and service-learning courses, as well as by volunteering with various organizations and agencies listed in the Odyssey Office. Students may also initiate service projects through other agencies and faith communities. Students who initiate service projects themselves must seek prior approval from the Odyssey Office in order to assure that the project is appropriate for Odyssey credit.

In addition to completing at least 30 hours of service, students must participate in a reflective exercise or set of exercises in which they analyze the social, ethical, political, environmental, personal and/or religious implications of what they have seen and undertaken through their Odyssey service experience. These reflective exercises may be in the form of journals, more formal papers, or structured discussions during or after the service experience, as arranged or approved by the Odyssey Office.

#### **Undergraduate Research (UR)**

Experiences in which students undertake significant research projects using the methods of their chosen discipline.

The College has long recognized the value of undergraduate research as an excellent extension of traditional classroom pedagogy. Such research leads to an enhanced and more practical understanding of professional methods and fields of study appropriate to the various academic disciplines. In some cases, research may result in the discovery of previously unknown information. In many instances, however, the pedagogical value of such research lies as much in the methods used as in the results obtained. The primary objective is that the project be substantial (in breadth, scope, scale, maturity, effort, and time involved), and that research methods of the chosen discipline be learned and demonstrated.

Each Odyssey research project, whether curricular or extracurricular, whether on-campus or off-campus, must be conducted under the supervision of a Hendrix faculty member in the field of study related

to the research in question. The faculty supervisor must be consulted in the planning stages of the research and frequently throughout the duration of the project. Examples of research experiences that may qualify for Odyssey credit include, but are not limited to, participation in courses that have research as the primary component, participation in senior capstone experiences where research is a significant part of the capstone requirement, or enrollment in independent studies or off-campus experiences the principal focus of which is research.

A research proposal must be prepared for student-initiated projects, as delineated in the *Odyssey Program Guide*. For off-campus projects, the Hendrix faculty supervisor will ensure that the student will be an active participant in a high quality research project, and that the student has acquired a solid theoretical and practical understanding of that project. Because dissemination is a crucial part of the research experience, all Odyssey research must be presented to the public in an appropriate manner through, for example, presentation at professional meetings, publications, or by means of on-campus venues. Individual departments will determine the way by which student research projects in that discipline achieve public presentation.

### 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.

Special projects allow students to extend, connect, or deepen their liberal arts learning in unique ways. The Special Projects category includes:

- projects that apply different ways of knowing (e.g., oral, verbal, tactile, imaginative, rational, intuitive, artistic, scientific);
- projects that bring together the methods, insights, concerns, or subject matters of different disciplines;
- projects that entail non-traditional ways of approaching a topic;

- projects that are in the spirit of engaged learning but which do not properly fit in the other Odyssey categories.

Proposals for special projects must include an explanation of how a particular project meets one of the descriptions above.

Although the projects belonging to this category will differ widely, a special project must entail at least 30 hours of work on the part of each student involved. Proposals must include an estimate of the amount of time to be spent on the project, and records of time spent must be kept throughout the project's duration.

The outcome of a special project does not need to be a "product" *per se*, but proposals must indicate the anticipated outcomes of the project. Projects must incorporate a component which will allow students to reflect on their experience in writing and conversation. Proposals must indicate what form this reflective component will take. The faculty/staff sponsor will notify the Odyssey Office when a student has completed the proposed project.

## 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 qualifies students to sit for the CPA examination in Arkansas and may enable them to waive certain courses in MBA and other graduate programs. This program has a broad perspective beyond traditional accounting and includes 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.

Students must complete eight courses distributed as follows:

- ECON 530 *Management Science*
- ECON 550 *Managerial Economics*
- And 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 *Topics in Professional Accounting*
  - BUSI 540 *Contemporary Issues in Auditing*
  - BUSI 550 *Business Law*
  - BUSI 598/599 *Independent Study or Internship in Accounting*
  - ECON 500 *Econometrics and Forecasting*
  - ECON 570 *Industrial Organization*
  - ECON 590 *Economic Research*
  - ECON 599 *Independent Study in Economics*



# 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/catalog/calendar.htm](http://www.hendrix.edu/catalog/calendar.htm).

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 faculty 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	2003-2004	2004 and beyond
Fresher	0-6 credits	0-6 credits
Sophomore	7-14 credits	7-14 credits
Junior	15-25 credits	15-23 credits
Senior	at least 26 credits	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

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. Currently Hendrix is the originating institution for the Hendrix-in-Oxford 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, or WE** 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, or WE** 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.

**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.

**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 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. 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. Additionally, a student is subject to academic dismissal or suspension if he or she accumulates four Fs, 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.

### Class Attendance

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

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 two faculty members 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 three ways:

- a. A student may file a report directly with the Chair of the Committee
- b. A faculty or staff member may file a report with the Chair of the Committee
- c. 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. 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 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. The Committee on Academic Integrity will otherwise adhere to the procedural guidelines outlined for the College's Judicial Council.

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).

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, and the Provost of the College. 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 he finds such grounds, he will forward the case to the Committee on Academic Appeals, whose decision is final.

### 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 occurs 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. 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.

## 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 using the "Drop/Add Form" obtained from the student's advisor or the Office of the Registrar. In order for the requested course schedule change

to be effective, the completed form with appropriate signatures must be submitted to the Office of the Registrar by 4:30 p.m. on the published deadline date.

**Adding a course.** The deadline for adding a course to a student's schedule is the second Friday of classes. Any course addition must be reported using the "Drop/Add Form," which must be signed by the student's advisor and a representative from the Office of the Registrar. 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. Any course drop must be reported using the "Drop/Add Form," which must be signed by the student's advisor and a representative from the Office of the Registrar.

**Withdrawal from a course.** From the close of the drop period through the end of the second week of classes subsequent to the due date for Interim Reports, 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. Any course withdrawal must be reported using the "Drop/Add Form," which must be signed by the student's advisor and a representative from the Office of the Registrar. 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. A student seeking to return to Hendrix subsequent to withdrawing must reapply for admission to the College.

Withdrawals during a semester may have a negative impact on academic grades, credits, financial aid, 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.

Final course grades for the semester just completed are not subject to modification for students who withdraw in the interim period between semesters.

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 may subsequently apply for readmission through the Office of Admission.

## 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 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. Grades of **W** will be entered for all currently enrolled classes, even if the final deadline for withdrawal from classes has passed. 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.

### 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 one calendar year 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.

Taking a leave of absence during a semester may have a negative impact on academic grades, credits, financial refunds, financial aid, 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.

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.

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. 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 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. 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.

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 the Hendrix College Study Abroad Programs must apply for Study Abroad Status through the Office of the Registrar. 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. Examples of these programs include Hendrix-in-Oxford, the International Student Exchange Program, and various consortia relationships.

To apply for Study Abroad Status, the student should obtain a "Study Abroad and Cooperative Programs Application Form" from the Office of the Registrar, complete the form, secure the signatures required by the form, and submit the completed form to the Office of the Registrar.

### 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. 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 two weeks 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 physical activity courses
- 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 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, 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. Courses originating from institutions that are in direct, formal institutional exchange agreements with Hendrix will be exempt from these grade restrictions and will be recorded 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 in residence at an accredited institution and those courses must appear on the student's transcript from the originating institution.

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 the Graz and ISEP study abroad programs and various consortium relationships) 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 Hendrix-in-Oxford and Hendrix-in-London programs). A course transferred in as a repeat course may not be used to replace a grade earned in the original Hendrix course.

## Advanced Placement and International Baccalaureate Credits

The examinations and the courses for which AP and IB 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 or IB credits. A maximum of six credits may be awarded for any combination of AP and/or IB examinations.

<b>AP EXAM</b>	<b>MIN. HENDRIX COURSE EQUIVALENT SCORE</b>	
Art-Studio General Portfolio .....	4.....	One course elective
Biology .....	4.....	BIOL 101 <i>Concepts of Biology</i>
Chemistry .....	4.....	*
Computer Science AB .....	4.....	CSCI 150 <i>Foundations of Computer Science I</i>
Computer Science BC.....	3.....	CSCI 150 <i>Foundations of Computer Science I</i>
Computer Science BC.....	4.....	CSCI 150 and CSCI 151 <i>Foundations of Computer Science I and II</i>
Economics .....	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
Environmental Science .....	4.....	BIOL 104 <i>Environmental Biology</i>
Foreign Language–German.....	4.....	GERM 110 <i>German I</i>
Foreign Language–French Language.....	4.....	FREN 110 <i>French I</i>
Foreign Language–French Literature .....	4.....	One French course credit
Foreign Language–Latin .....	4.....	LATI 110 <i>Latin I</i>
Foreign Language–Spanish .....	4.....	SPAN 110 <i>Spanish I</i>
History-American History .....	4.....	One course elective
History-European History.....	4.....	One course elective
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.....	**
Physics–Physics C.....	4.....	***
Politics–U.S. Government.....	4.....	One course elective
Politics–Comparative Politics .....	4.....	One course elective
Psychology.....	4.....	PSYC 110 <i>Introduction to Psychology</i>

<b>IB EXAM</b>	<b>MIN. HENDRIX COURSE EQUIVALENT SCORE</b>	
Anthropology/Standard.....	5.....	One course elective
Biology/Higher .....	5.....	BIOL 101 <i>Concepts in Biology</i>
Chemistry/Higher.....	5.....	*
Computer Science/Higher .....	5.....	CSCI 150 <i>Foundations of Computer Science I</i>
Economics/Higher.....	5.....	One course elective
History of Americas/Higher .....	5.....	One course elective
History/Higher .....	5.....	One course elective
History of Europe/Higher .....	5.....	One course elective
History of Africa/Higher .....	5.....	One course elective
History of E. and SE. Asia/Higher .....	5.....	One course elective
Hist./Cult. of Islamic World/Higher .....	5.....	One course elective
Math/Higher .....	5.....	MATH 130 <i>Calculus I</i>
Further Math/Standard.....	5.....	Quantitative Skills capacity (no course credit)
Music/Higher (Skills) .....	6 .....	MUSI 150 <i>Survey of Western Classical Music</i> or MUSI 201 <i>Basic Musicianship Skills</i>
Physics/Higher .....	5.....	**
Psychology/Higher .....	5.....	PSYC 110 <i>Introduction to Psychology</i>
Social Anthropology/Higher .....	5.....	ANTH 100 <i>Introduction to Anthropology</i>

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

\*\* Credit for PHYS 210 (*General Physics I*) may be earned by scoring 4 or 5 on the Physics B exam (or 5 on the Physics/Higher IB exam) and by completing PHYS 220 (*General Physics II*) with a grade of "C" or better. Credit for PHYS 220 (*General Physics II*) may be earned by scoring 4 or 5 on the Physics B exam (or 5 on the Physics/Higher IB exam) and by completing PHYS 300 (*Vibrations and Waves*) with a grade of "C" or better.

\*\*\* Credit for PHYS 230 (*Calculus-Based General Physics I*) may be earned by scoring 4 or 5 on the AP Physics C Exam, Mechanics Section (*Electricity and Magnetism Section*) (or 5 on the Physics/Higher IB exam) and by completing PHYS 240 (*Calculus-Based General Physics II*) with a grade of "C" or better. Credit for PHYS 240 (*Calculus-Based General Physics II*) may be earned by scoring 4 or 5 on the AP Physics C Exam, Mechanics Section (*Electricity and Magnetism Section*) (or 5 on the Physics/Higher IB exam) and by completing PHYS 305 (*Vibrations and Waves*) with a grade of "C" or better.

## 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 that can be obtained by a student under these policies is limited to one credit.

## College Level Examination Program (CLEP) General and Subject Examinations

Hendrix will grant credit to students who make prescribed scores on the CLEP General Examinations. No student may receive credit in a General Examination area taken after receiving college-level credit in any course in that area. Hendrix will grant credit to students who pass the CLEP Subject Examinations approved by the department appropriate to the examination. The score necessary to receive credit through a Subject Examination will be the mean score achieved by “C” students in the national norms sample. The number of course credits to be given for passing a Subject Examination will be determined by the appropriate department.

## 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 write to the Office of the Registrar, Attn: Transcripts, Hendrix College, 1600 Washington Avenue, Conway, AR 72032. 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 two 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. Facsimile or electronic transcripts are not provided due to security and privacy concerns. 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) 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. For 2005-2006 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

Listed below is the notification of the Family Educational Rights and Privacy Act of 1974. The College is to inform enrolled students annually of their rights under the terms of the Family Educational Rights and Privacy Act of 1974 (FERPA). The act does not apply to students admitted to the College who have not officially enrolled. Enrolled students have the following rights under the Law:

### Student Records

#### A. Policy Intent

1. The Hendrix 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 Hendrix 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. "Records" refers to those files and their contents that are maintained by official units of the College. Generally, students have the right to review any official record that the College maintains on them. Access to records by others, without student permission, is limited to purposes of an educational nature. When access is permitted, documents will be examined only under conditions that will prevent unauthorized removal, alteration, or mutilation. Information to which the student does not have access is limited to the following:
  - a. Confidential letters of recommendation placed in the student's files before January 1, 1975, and those letters for which student has signed a waiver of his or her right of access.

- b. Parents' confidential financial statements.
  - c. Personal files and records of members of faculty or administrative personnel "which are in sole possession of the maker thereof and which are not accessible or revealed to any person except a substitute."
  - d. Records of the Admission Office concerning students admitted but not yet enrolled at the College. Medical/psychological records used in connection with treatment of the student. Such records are, however, reviewable by a physician or psychologist of the student's choice.
4. Only the following offices are authorized to release non-directory information: Registrar, Career Services, Counseling Services, Financial Aid, Dean of Students, Provost, and President.
  5. Copies of this policy are available upon request from the Registrar, who is responsible for the administration of the student record policy.

#### **B. Access to Student Records by the Student or Parents of Dependent Students:**

1. Students and parents of dependent students have the right to inspect their records (as defined in A3 above) and are entitled to an explanation of any information therein.
2. 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.
3. Official records and transcripts of the College (signature and/or seal affixed) are mailed directly to other institutions or agencies the student requests. 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.
4. Should a student believe his or her record is incorrect, a written request should be submitted to the appropriate College official indicating the correct information that should be entered. The official will respond within a reasonable period concerning his or her action. Should the student not be satisfied, a hearing may be requested of the Registrar.

#### **C. Access to Student Records by Others:**

1. Disclosure of general directory information: Certain information may be released by the College without prior consent of the student

if considered appropriate by designated officials. Such information is limited to the following:

Student's name, address, telephone number (permanent and local)

Date and place of birth

Dates of attendance at the College, major fields of study, current classification, degrees, honors, and awards

Previous schools attended and degrees awarded

Heights and weights of members of athletic teams

Participation in officially recognized activities

E-mail address

Class schedule/roster

Full or part-time status

Photograph

2. Directory information will not be released for commercial purposes by administrative offices of the College under any circumstances. Students may request that directory information not be released by written request to the Office of the Registrar. All other student information will be released only upon written request of the student, excepting those instances cited below.
3. Disclosure to members of the College community:
  - a. Access to student records for administrative reasons for faculty, administrative staff, and other pertinent employees is permissible provided that such persons are properly identified and can demonstrate a legitimate interest in the materials.
  - b. Access for the purpose of research by faculty and administrative staff is permissible when authorized by the department head and the administrator of the office concerned.
  - c. Information requested by student organizations of any kind will be provided only when authorized by the Dean of Students.
4. Disclosure to organizations providing financial support to a student: It is the College's policy to release the academic transcript to such organizations only upon the student's written request or authorization. Otherwise, the academic transcript will be sent only to the student or to the parent(s) upon whom the student is financially dependent, a policy consistent with the College's interpretation of the Family Educational Rights and Privacy Act of 1974, popularly known as the "Buckley Amendment."
5. Disclosure to other educational agencies and organizations: Information may be released to another institution of learning, research organization, or accrediting body for legitimate

educational reasons provided that any data shall be protected in a manner that will not permit the personal identification of the student by a third party.

6. Local, state, and federal governmental agencies. Government agencies are permitted access to student records only when auditing, enforcing, and/or evaluating sponsored programs. In such instances, such data may not be given to a third party and will be destroyed when no longer needed for audit, enforcement, and/or evaluative purposes.

## 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 guidance 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 in the design and pursuit of 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, academic decision-making responsibilities, including the responsibility for meeting each of the graduation requirements of the College, rest ultimately with the student. Primary responsibility for timely, effective use of the academic advising system also remains with the individual student.

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 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. Junior and senior students are expected to work with a faculty advisor in the department or area of their major. 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;
- Study abroad opportunities;
- Transfer credit procedures;
- Internship possibilities;
- Going on leave or withdrawing from the College.

To assist students and advisors in understanding the academic programs of the College, including appropriate sequencing of courses in each major, 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.

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 works 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.

Services offered by the Office of Academic Support Services include the following:

- *One-on-one Academic Counseling*

The coordinator 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 to set up an appointment.

- *Academic Workshops*

These workshops provide students with an overview of information on academic topics. The workshops occur throughout each semester and deal with topics chosen by students. Presenters include faculty, staff, and academic consultants. Students may attend the workshops by registering in advance.

- *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, and Physics. Assistance is also available for Accounting, Mathematics, Psychology, and Writing. The hours during which tutors are available may vary each semester. For more information, or to schedule an appointment, contact Academic Support Services by calling 450-1482 or visiting: [www.hendrix.edu/academic/academicsupport/tutoring.htm](http://www.hendrix.edu/academic/academicsupport/tutoring.htm).

The Office of Academic Support Services is open Monday-Friday from 8 a.m.- 5 p.m. To contact the office, call 450-1482 or visit: [www.hendrix.edu/academic/academicsupport/index.htm](http://www.hendrix.edu/academic/academicsupport/index.htm).

## Olin C. and Marjorie H. Bailey Library

The Bailey Library houses the College's print and electronic collections, the Hendrix College Archives, the United Methodist Archives, a student computer lab, the Library Media Center, a writing lab, 24-hour study rooms, an electronic bibliographic instructional lab, and a media classroom. The Library exists to serve the intellectual needs of the College's academic programs and to contribute to high standards of educational excellence.

### Collections and Access

The Library boasts an outstanding small academic collection with 208,000 bound volumes, 30,000 government documents, and

176,000 microforms. Additionally, the Library provides access to 45 multidisciplinary and subject-specific electronic databases, some containing the actual full text of articles. Between 747 print journal subscriptions and full text electronic databases, over 2,000 journal titles are available. 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 (or other 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 and indexes, 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 seven group study rooms.

#### Improve Access to Collections: Ask a Librarian

Librarians are happy to help locate quality resources supporting research and classroom work and to assist with the critical evaluation of materials. Countless hours can be saved simply by asking a librarian to recommend reference works, research databases, Internet sites,

or library collections that best meet 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

#### The Bailey Library Media Center

The Media Center makes available for use in classroom and auditorium spaces across campus this equipment: video and audio cassette recorders; DVD and CD players; television monitors or data projectors; overhead projectors; slide projectors; VHS, Hi-8 and digital camcorders; digital still cameras; tripods; microphones; and a television satellite system.

The Media Center also makes available for use in the media carrels, the study carrels, or for checkout the following: audio cassette/CD players (boomboxes); audio cassette recorders with microphones; headphones; slide projectors or slide carousels; VHS, Hi-8 and digital camcorders; digital still cameras; tripods; digital and linear video editing equipment; various dubbing equipment; and a transparency maker. A 24-hour study area containing individual and group carrels is located next to the Media Center.

Any member of the Hendrix community may check out PC or Macintosh laptops for use in travel to academic conferences and special field research projects/sabbaticals. Laptop checkout must be arranged in advance via e-mail to the Director of the Media Center. Students engaging in academic travel or field research should have their mentor faculty or staff member e-mail the Director of the Media Center.

Anyone can search the Media Center's media (VHS, DVD, CD, CD-

ROM) through the library's automated catalogue. The Media Center also maintains a list of videos at: [www.hendrix.edu/mediacenter](http://www.hendrix.edu/mediacenter). The Media Center's collection includes the complete works of Shakespeare on video, the Foreign Language department's cultural library, and growing CD and DVD collections. The circulation policies for the Media Center are consistent with those of the Library. Faculty may place their own or the Media Center's materials on reserve.

The Director of the Media Center maintains a Wish List for acquisitions. Requests are added to the Wish List and are purchased as funds are available. To make requests or to review the current Wish List, e-mail the Director of the Media Center.

The staff members and student workers of the Media Center are available for classroom and event support by appointment. The Director of the Media Center is available as time and expertise allow to advise and assist in using audio/visual instructional materials outside the Library. All Media Center staff members are happy to assist patrons with reference questions on curriculum and technical support. More specific information regarding media and equipment checkout, media-ready classrooms, audio-visual event reservations, and set-up may be obtained at: [www.hendrix.edu/mediacenter/media.htm](http://www.hendrix.edu/mediacenter/media.htm).

## Information Technology & Academic Computing

The College's computing facilities include multiple Windows NT-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, with a lab assistant on duty Sunday through Thursday from 1:00 p.m. until 10:00 p.m. to provide assistance to students in the use of the equipment and software.

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 70% 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.

### Religious Education

Through the Offices of The Chaplain and Church Relations, Hendrix College offers a program to prepare students and other interested individuals for service to the church in religious education, church music, and youth ministry. The goal of the program is to provide opportunities for individuals to cultivate expertise in church careers while deepening and broadening the sensibility that leads them toward such vocations. In this way the College seeks to provide to the church individuals who move toward careers in service based on a firm foundation of liberal education, practical experience, and carefully guided vocational reflection.

Students who successfully complete the requirements of the Program in Religious Education, Church Music, and Youth Ministry, as set forth below, will be recognized by Hendrix and by the Arkansas Area Conference Council on Ministries of the United Methodist Church with a certificate of completion. This recognition will indicate to employers or prospective employers that the graduate has satisfactorily accomplished the aims of the program and is thereby commended for a relevant church vocation.

The program for Hendrix students comprises four elements which are stated and described below.

- Majors and course work

A student seeking to complete the program should pursue an academic major in a relevant field offered by the College. The liberal arts tradition prepares students to respond with integrity to the wide range of opportunities and challenges that must be faced in life. While Hendrix College does not offer a major

in religious education, the College is committed to helping students prepare for such a career. Students interested in this program should consult with the coordinator of the program. Below are recommended major fields and supplemental course work:

Suggested majors:

Religion, Philosophy, Psychology, Sociology, English, Education, Music, or History

Representative Course Work:

Bible: At least two courses are recommended, Introduction to Hebrew Bible and Introduction to New Testament  
Religion in a Global Context  
Variations of Early Christianity  
Philosophy of Religion  
State of the World

• Seminars

A student seeking to complete the program will participate in six seminars designed to provide students with specific vocational insights and skills. Leading professionals and church educators from seminaries, local churches, the General Board of Discipleship, and the two Arkansas conferences of the United Methodist Church will conduct sessions for students in the program. Core seminars will be required, and others may be selected according to need and interests. Representative topics appear below.

Core Seminars:

Stages of Faith Development  
Methodist History, Theology, and Polity  
Religious Education  
Introduction to Christian Education: Its Nature, Purpose, and Practice  
Teacher Training and Development  
Developing and Implementing the Church School Curriculum  
Working with Various Age Levels in the Church

Church Music:

Integrating Music into the Worship Experience  
Directing Church Choirs (vocal and handbell)  
Hymnology: Using the Hymnal  
Working with the Changing Voice

Youth Ministry:

Programs: Where You Find Them and Who Leads Them  
Building Community: Retreats, Recreation, and Rules

Adopting Biblical and Theological Resources for Youth  
Who are the Youth of the 21st Century?

- Internship

A student seeking to complete the program will participate in a supervised internship in a local church. The internship is an extended practicum experience carried out by the student under the general direction of the coordinator of the program and under the immediate supervision of the local pastor or other appropriate church professional. It is to be an action-reflection learning experience. The student will have an opportunity to study and practice religious education, church music, or youth ministry in a local church setting. The student will also be responsible for integrating the internship into his or her total educational experience. The specific elements of the internship include the following:

- The student will write an initial paper outlining the goals and expectations he or she has for the internship experience. The paper is to be submitted to the coordinator of the program and the internship supervisor. All the parties will meet to discuss the paper.
- The student is expected to become familiar with the structure and polity of the United Methodist Church (or other denominational equivalent). This awareness should include reading appropriate literature and attending various board and committee meetings of the local church as agreed upon by the student and internship supervisor. These goals and agreements will be placed in writing. The student should meet at least one time during the internship with the District Superintendent (or equivalent denominational leader). This meeting will be for the purpose of learning how the District Superintendent relates to the local church and to the denomination as a whole.
- The student will write a weekly reflection paper about an event or situation experienced during the execution of his or her responsibilities. These shall be submitted to the internship supervisor.
- The student will meet weekly with the internship supervisor to discuss the reflection paper and any other appropriate matters.
- The student, the internship supervisor, and the coordinator of the program will meet for a final evaluation of the internship



experience. This meeting will include a discussion of whether the goals and expectations of the internship have been met, how well the student has fulfilled the agreed-upon duties and responsibilities, and how well the church has provided an appropriate learning experience.

### Pretheological Fellowship

Students interested in completing the Program in Religious Education, Church Music, and Youth Ministry should participate in the Hendrix College Pretheological Fellowship. The Pretheological Fellowship provides an opportunity for students to meet for discussion of professional, spiritual, and vocational goals, as well as support and encouragement. The group meets under the guidance of the Chaplain. Students will also be encouraged to participate in mission or service projects, fellowship teams, and campus worship services.

For additional information about the Religious Education program contact the Office of the Chaplain, 450-1263.

## Experiential 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 experiential learning. Students are given recognition on an experiential transcript for completion of approved Odyssey projects. Beginning with the entering class of 2005, graduation requirements 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 discipline.

**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.

### 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 Engineering Programs

Hendrix participates in cooperative programs in engineering with Columbia University, Vanderbilt University, and Washington University. 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 an engineering degree from one of the three schools of engineering. Students desiring information about these programs should contact Dr. Richard Rolleigh of the Department of Physics, 450-1256.

## Gulf Coast Research Laboratory

Hendrix College is a formal affiliate of the Gulf Coast Research Laboratory in Ocean Springs, Mississippi. Courses that deal with the ecology, botany, zoology, and microbiology of marine organisms 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 biology credit at Hendrix College with the prior approval of both the student's academic advisor and the chairman 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 (IPO), the International-Intercultural Studies Committee, and individual faculty members and departments, promotes and coordinates overseas study opportunities for Hendrix students. The IPO and the Committee also aids in the development of international educational programs and activities. The I-IS Committee is made up of students, faculty, and members of the administrative staff.

The College sponsors student participation in international exchange programs. The International Student Exchange Program, or ISEP,

provides many exciting and varied opportunities for study abroad. The program arranges for direct enrollment of individual Hendrix students in over 100 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, Japan, Hungary, Malta, Ghana, Korea, Finland, and Australia. A special direct exchange with Karl-Franzens University in Graz, Austria, facilitates overseas studies for students interested in German.

With the approval of the I-IS Committee, students may spend their junior or senior years in the Hendrix-in-Oxford program. Under the auspices of the Oxford Overseas Study Course, they study in England 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, administered by the Hendrix-Murphy Foundation, sends a faculty director and a group of Hendrix students to live and study in the heart of London each spring semester. Students take courses on contemporary British culture, Shakespeare, Victorian writers and a topic selected by that year's faculty director, and profit immensely from the countless cultural and travel opportunities available in the British capital.

The Department of Foreign Languages can provide students with information on additional options for language, cultural and literary studies abroad. The Coordinator 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 and volunteer work abroad organized by the Hendrix-Lilly Vocation Initiative.

Information on all of these overseas activity and study programs may be obtained from Dr. Wayne Oudekerk, Coordinator of International Programs, 450-1210. The College also encourages students during their junior years to explore postgraduate international study opportunities such as the Rhodes Scholarship Program, the ., the Thomas J. Watson Fellowships , and others. Dr. Jay Barth is the initial contact person for information on these awards.

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

## Internships

In an effort to provide students with the opportunity to gain additional experiences in areas of study and to clarify their career interests, Hendrix College offers an Internship Program. Coordinated through the Office of Career Services, this program encourages students to apply classroom theories to the solutions of actual problems at a work site. Host agencies assist interns by providing training, projects and supervision to students throughout the internship experience. This program is available to sophomores, juniors, and seniors of all majors and may be combined with an internship for course credit. All interested students must meet with a Career Services professional to complete all learning contracts prior to beginning the internship experience. Contact the Office of Career Services, 450-1416, for additional information.

## 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.

### Sunoikisis

Sunoikisis (“cohabitation” in Greek) is an organization of the Classics programs at colleges belonging to the Associated Colleges of the South. Sunoikisis offers translation courses in Latin and Greek for advanced students as well as a course in archaeology that prepares students for a summer dig in Turkey. These courses, taught by professors from the ACS, combine online lectures, web-based discussions, and tutorials with a professor at a student’s home institution. Arrangements may be made for interested Hendrix students to participate in these courses and receive Hendrix credit. Students should contact Dr. Rebecca Resinski of the Department of Foreign Languages, 450-1464, for more information.

### 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 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 the fall semester of their junior or senior years in Washington and are enrolled at The American University. This program affords students opportunity to continue their college educations while observing the operation of government and international agencies in the nation's capital. Detailed information may be obtained from the chair of the Department of Politics, 450-1319.

## 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.

Scholars are selected with the following criteria in mind:

- That they bring fresh perspectives to the analysis of global issues and trends;
- That over time a wide range of global issues and dynamics is addressed in keeping with the curricular agenda of the College's "Challenges of the Contemporary World;"
- That scholars use interdisciplinary perspectives and methodologies whenever possible and relevant;
- That they promote cross-cultural appreciation and understanding;
- That they stimulate critical thinking about and evaluation of global issues and trends.

Scholars will receive a modest honorarium, plus expenses associated with their visit to campus. In return, they will be expected to spend up to three days on campus, engaging in a variety of opportunities by which to articulate their views on a range of global issues: public lectures, classroom visits, informal colloquia, and social occasions.

Selection of scholars will be undertaken by the International Relations & Global Studies Committee, appointed by the Provost, which will solicit nominations from the Hendrix community at large. Nominations for Buthman Fellows should be made to the Chair of the IRGS Committee.

### 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 Dr. S. Keith Berry, Professor of Economics, at 450-1233.

### Hendrix-Murphy Foundation Programs in Literature and Language

Foundation programs enrich the study of literature and language at the College in a variety of ways. Students and faculty attend public presentations by and meet with nationally and internationally acclaimed scholars, novelists, poets, playwrights, and theatre directors. These visitors explore such annual program themes as Southern literature, 20th century culture, literary criticism, Africa, the French Revolution, human earth relations, and biography.

Many students also participate in such Murphy Programs as the

Language House, a year's residential living experience rotating annually among French, German, and Spanish; a Writing Center that provides peer tutoring services; a semester of study in London; summer study travel in Germany; independent student research projects in Germany, Peru, Spain, and Greece; creative and essay writing competitions; foreign and other film series; classical and other literature readings; classical, German, and Spanish cultural activities; and reading groups.

The Bertie Wilson Murphy Building serves as a center for these programs, providing on-campus lodging for the Foundation's and other campus programs' visiting faculty, writers, and lecturers and a seminar room and library for those visitors to visit informally with students and faculty. Other building events include student and faculty poetry and other readings, film evenings, study hall nights, student and faculty workshops, and student literary group meetings. Additional information is available from the Foundation's office in the Murphy Building by calling 450-1399.

### Hendrix-Lilly Vocations Initiative

A generous grant from the Lilly Endowment enables Hendrix College to offer the Hendrix-Lilly Vocations Initiative, titled "Vocation and Integrity: A Call to Wholeness." By promoting the service to those in need, the participation in faith communities, and the identification of worthy values, the Initiative encourages students to reflect on what their life's work should truly be.

The Vocations Initiative designs and funds retreats, volunteer service projects, and travel opportunities; visiting scholars, academic courses, student research and national conferences; opportunities for theological discernment and building spiritual discipline; occasions for "shadowing" and interning with community leaders. All these offerings and opportunities are designed to help participants explore the content and nature of their calling. They are designed to assist students, and the staff or faculty working with them, with the process of integrating

what daily life so often fragments: faith and knowledge, information and values, self-fulfillment and service, secular duties and faith commitment; wage-earning and calling.

Recognizing the diversity in our community, the Hendrix-Lilly Vocations Initiative provides points of entry appropriate for students of any religious heritage and those with no religious tradition at all. In honor of the religious tradition of the College, however, some elements of the Vocations Initiative are designed specifically to assist those students exploring a Christian vocation, whether through professional ministry or active lay leadership. For additional information contact Dr. Peg Falls-Corbitt, Professor of Philosophy, at 450-1285, or the Hendrix-Lilly Office at 450-4590.

## Special Events

The Special Events Committee 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, Van Dyke Parks, Richard Thompson, Gillian Welch and David Rawlings, The National Theatre of the Deaf, The Arkansas Symphony Orchestra, and Taj Mahal. 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, precalculus, 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 applicants:

- 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.

## To Apply For Admission To The Freshman Class

As a candidate for the Freshman class, you should

- obtain an application form from the Office of Admission, a copy of the Common Application, or an electronic application at [www.hendrix.edu](http://www.hendrix.edu).
- submit the completed form with a \$40 non-refundable application fee.
- have your high school forward an official transcript of grades on all work you have attempted.
- take the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and request that your scores be sent to Hendrix. These tests may be taken during the junior or senior year. Information concerning the tests may be obtained from your high school counselor or by contacting the Office of Admission, Hendrix College. The Hendrix ACT code number is 0128, and the SAT code number is 6273.
- 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, email [adm@hendrix.edu](mailto:adm@hendrix.edu), or visit our website: [www.hendrix.edu](http://www.hendrix.edu).

## To Apply For Admission By Transfer

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

- obtain an application form from the Office of Admission or a copy of the Common Application, or an electronic application at [www.hendrix.edu](http://www.hendrix.edu).
- return the completed form with a \$40 non-refundable application fee.
- 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.
- if you have been in college for less than a year, have your high school forward an official transcript of your high school grades and the results of your ACT or SAT to the Office of Admission.
- have sent to the Office of Admission a “Dean of Student Affairs Recommendation” form, which you may also obtain from the Office of Admission or from the website at [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

- obtain an international student application form from the Office of Admission or from the website at [www.hendrix.edu](http://www.hendrix.edu).
- return the completed form with a \$100 non-refundable application fee.
- submit official transcripts of all secondary and post-secondary academic work translated into English.
- take the Test of English as a Foreign Language (TOEFL), or the SAT, and have the score reported directly to the College if he or she is a non-native speaker of English.
- submit a Declaration of Financial Resources on bank stationary stating financial resources for one full year’s expenses at Hendrix College.

## Acceptance Procedures

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

The Committee reviews completed applications beginning November 1, and letters of acceptance are mailed on a “rolling admission” basis.

To reserve a position in the freshman class, students must submit an enrollment and housing agreement form and a \$350 deposit no later than May 1st. The fee is credited as a security deposit and will be kept in reserve as long as the student is enrolled (see Security Deposit in Financial Information section).

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.

Because of the enrollment structure, students submitting the deposit after all positions in the class have been reserved are placed on a waiting list.

## 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. Prospective students may spend the night in a residence hall with current students if they wish. Overnight visits are available only during the academic year and must be arranged by contacting the Office of Admission at least one week 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, from 7:30 a.m. to 4:00 p.m. during the summer, and from 10:00 a.m. to 12:00 noon on Saturdays between October 1 and March 1. Those interested in scheduling a Campus Visit should call the Office of Admission at (800) 277-9017.



## Financial Information

### 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. Students must pay fees for the entire year or portion of the year for which they are enrolled before they can register. However, the popular College Plan provides for payment of the annual student fees in two payments in accordance with the following schedule:

Fall Semester	By August 5, 2005
Spring Semester	By December 16, 2005

Payments not received by these dates will be subject to a late payment fee.

## HENDRIX COLLEGE COSTS FOR ACADEMIC YEAR 2005-2006

### Fixed Charges

#### Returning Students

Tuition (\$8,840 per semester).....	\$17,680
Tuition (one course).....	\$2,210

#### New Students<sup>1</sup>

Tuition (\$10,668 per semester).....	\$21,336
Tuition (one course).....	\$2,667

Board 20-Meal Plan <sup>2</sup> (\$1,775 per semester).....	\$3,550
Board 15-Meal Plan <sup>2</sup> (\$1,625 per semester).....	\$3,250

Student Activity Fee (\$150 per semester).....	\$300
Student Activity Fee, Part-Time (per course).....	\$37.50

#### Housing Options:

##### Residence Halls

double occupancy (\$1,380 per semester) <sup>3</sup> .....	\$2,760
single occupancy (\$2,085 per semester) <sup>3</sup> .....	\$4,170

##### Residence Houses

double occupancy (\$1,850 per semester) <sup>3</sup> .....	\$3,700
single occupancy (\$2,315 per semester) <sup>3</sup> .....	\$4,630

##### Residence Apartments

double occupancy (\$1,825 per semester) <sup>3</sup> .....	\$3,650
triple occupancy (\$1,475 per semester) <sup>3</sup> .....	\$2,950

#### Orientation Fee

Fall Semester only for first-time Hendrix students <sup>4</sup> .....	\$425
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### Additional Charges, if Applicable

Fifth Course.....	\$1,000
Auto Decal (each auto).....	\$40
Chemistry Lab Fee (per course, excess breakage billed).....	\$30
Replacement ID Charge.....	\$25
Private Music Lesson Fee (no more than 13 lessons per semester):	
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 (assessed by IT).....	As incurred
Art Supply Fee (per course).....	\$25
Bowling Fee (facility charge).....	\$60
Golf Fee (facility charge).....	\$50

## Body Pump Class

2 per week.....	\$30
3 per week.....	\$40
Diploma Reorder fee.....	\$50

## Fines and Penalties

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

Charge for adding a course after deadline (each course).....	\$100
Late Payment Charge (added the day after each due date).....	\$75
Returned Check Charge (each check).....	\$25
Auto Fines (assessed by Public Safety).....	As incurred
Library Fines (assessed by the Library).....	As incurred
Residence Hall Damage (assessed by the Housing Office)....	As incurred

<sup>1</sup> A “new” student is defined as any individual whose enrollment date at Hendrix is August 1, 2005, or any date thereafter. In addition, students who have previously attended Hendrix but have not been enrolled since July 31, 2002, are also subject to the “new” student tuition.

<sup>2</sup> 20-meal plan includes a \$50 credit per semester for exclusive use in the Burrow. The 15-meal plan includes a \$75 credit per semester for exclusive use in the Burrow. Unused credits expire at the end of each semester.

<sup>3</sup> All residence hall and residence house charges include basic phone service, internet access, and cable television. Apartments include basic phone service and internet access. Students are responsible for utility costs of apartments. Contact the Office of Residence Life for additional information.

<sup>4</sup> There is an additional Orientation charge of \$425 for all first-time Hendrix Students for the Fall Semester only.

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.

In addition, if the College exhausts all reasonable options in pursuit of collection of an outstanding balance, the College may engage a collection agency to assist in this process. Any fee charged by the collection agency will automatically be added to the outstanding balance of the individual's account.

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

The College reserves the right to drop students from classes, remove them from on-campus housing, and deactivate ID cards used at campus dining facilities for non-payment of balances. Diplomas, transcripts, drop/add course approvals, and statements of intent are not issued until accounts are paid in full.

Any student on a board plan will be assigned to the 20-meal plan. If students would like to elect the 15-meal plan instead, they should notify the Office of Business and Finance prior to the first day of classes.

The summary of basic charges does not include key deposits, computer network maintenance fee, auto decal fee, the cost of books, or fees for special courses. The costs of books vary with the courses taken but run approximately \$800 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 \$1000 for each additional course taken. This fee is non-refundable if the extra courses are dropped after classes begin for the term.

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, students may request refunds of any credit balance by completing a refund request and submitting it to the Office of Business and Finance. If a continuing student has a credit balance and does not request a refund, that credit will be applied to a subsequent semester. Departing students with credit balances 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 at anytime during the year must go through the proper process. The student must go to the Office of the Registrar to begin the process. The form which the student receives must be presented to each additional office as indicated on the form.

Hendrix College has adopted the following policy regarding the refund of tuition, room and board when a student withdraws or takes a leave of absence during a semester.

Tuition is 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 is 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. Students who leave under disciplinary action forfeit the right to a refund.

In addition, students receiving Title IV and institutional financial aid will receive a calculation for earned and unearned funds as outlined in the Return of Title IV funds policy. Unearned Title IV funds will be charged back to the student's account and returned to the proper parties. Any earned institutional funds in excess of the charges on the account will be retained by Hendrix College. Information on the Institutional Refund Policy and the Return of Title IV Funds is available from the Office of Business and Finance or the Office of Financial Aid. An administrative fee of the lesser of 5% of institutional charges or \$100 is charged to students who withdraw during an enrollment period.

The refund portion returned to the Title IV programs is determined according to the Return of Title IV Funds Policy. The Title IV portion of the refund is allocated among the Title IV programs accordingly:

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. Unsubsidized Direct Loans
4. Subsidized Direct Loans
5. Perkins Loans
6. Federal PLUS Loans
7. Direct PLUS Loans
8. Pell Grants
9. FSEOG
10. Other Title IV programs

If the refund is attributed to Family Educational Loan Programs, it is returned directly to the lender within 30 days of the later date of when the student withdrew or when the school is notified of the withdrawal.

Private scholarships are not refunded unless specifically required by the donor.

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.

### Security Deposit

As described in the “Admission Information” section of the *Catalog*, a new student who has been accepted for admission must make a \$200 enrollment and housing deposit after notification of acceptance. When a student is registered, the enrollment deposit becomes a security deposit, and any residence hall damage charges, library fines, parking fines, or other campus charges may be charged to the deposit. Each student is required to restore the deposit to the \$350 level at every registration period. Unless forfeited as described below, the balance of the deposit will be refunded to the student 45 days after he or she leaves the College.

At the time a student registers for the Spring Semester of each academic year, he or she must declare his or her intentions with regard to returning for the subsequent year. If he or she is returning and has paid his or her account in full, the College holds the security deposit as a deposit for the following year and issues a housing application. If a student decides after the declaration not to return to Hendrix, he or she may obtain a refund of the balance of the deposit (within 45 days) by notifying the Office of Business and Financial Affairs by June 1. A student will receive  $\frac{1}{2}$  of the deposit if he or she makes notification by July 1 and  $\frac{1}{4}$  of the deposit if notification is made by July 15. If notification is after July 15, if the student moves off campus during the academic year, or if the student withdraws during the academic year, he or she forfeits the deposit.

A student who is on a leave of absence from the College and decides not to return at the end of the leave 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 may be obtained from high school counselors or the Office of Financial Aid at Hendrix and should be filed as soon as the actual information requested is available. The application is also available at [www.fafsa.ed.gov](http://www.fafsa.ed.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 the receipt of the necessary information by the Office of Financial Aid.

## Academic Requirements

All students who receive financial aid must demonstrate the ability to do satisfactory college work. Students are normally expected to complete their degree requirements within four years, but students unable to graduate within four years may receive aid for an additional year. 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.

The number of courses completed will be reviewed at the end of each academic year. Students who fail to meet the minimum standards of the College for the first time will be placed on financial aid probation for one semester. By the end of the probationary semester, students must have completed the minimum number of courses or they will be suspended from receiving additional financial assistance until such time as they have completed the required number of courses.

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, financial aid recipients must also maintain minimum cumulative grade point averages to remain eligible for 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 academic year. Students failing to meet the minimum grade point standards of the College for the first time will be placed on financial aid probation for one semester. By the end of the probationary semester, students must have the required minimum grade point average or they will be suspended from receiving additional financial assistance until such time as they have achieved the required grade point average.

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 Work-Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Voyager Fund loans, Arkansas Student Assistance Grants, 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 for financial aid purposes.

Students who feel that mitigating circumstances prevented them from making satisfactory academic progress may appeal the decision to suspend their financial aid eligibility. In cases of legitimate mitigating

circumstances, a written appeal for variance should be submitted to the Director of Financial Aid.

Most financial aid requires a minimum course load of three courses per semester. Some state 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 at any time 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. educational 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. In most cases, students may accept only one scholarship or grant from Hendrix College. In some cases, students may accept 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 students original scholarship notification letter.

### Academic Scholarships

Academic Scholarships, ranging in value from \$3,500 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 by February 1.

Applications for the Hays Memorial Scholarship, which covers tuition, room, board (15-meal plan), and student activity fee, must be received by January 15. 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.

Normally, students with a 3.0 GPA in college preparatory classes, and a 25 ACT or 1140 SAT, are eligible to compete for 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

### Odyssey Honors and Distinction Awards

Odyssey Honors and Distinction Awards, ranging in value from \$1,500 to \$5,000 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 Awards

Hendrix College grants Leadership Awards 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. Applications, due February 1, can be obtained from the Hendrix Office of Admission or download the application: <http://hendrix.financial.collegetrends.org/scholarships.html>.

### Hendrix-Lilly Service Scholarships

The Hendrix-Lilly Vocations Initiative program awards scholarships 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. Applications, due February 1, can be obtained from the Hendrix Office of Admission or

download the application: <http://hendrix.financial.collegetrends.org/scholarships.html>.

### United Methodist Youth Leadership Scholars

United Methodist Youth 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. Applications can be obtained from the Office of Admission or download the application: <http://hendrix.financial.collegetrends.org/scholarships.html>. Awards are announced in early March.

### Fine Arts Performance Scholarships

Fine Arts Performance Scholarships are awarded to select students in music, theater and dance, and visual arts. Students interested in Fine Arts Performance Scholarships in music and theatre must schedule an audition on campus with a member of the faculty. Preference is given to persons who audition prior to February 1. The last day for auditions is February 15. Students interested in Art Scholarships must submit a portfolio of slides by February 15. Applications can be obtained from the Hendrix Office of Admission or download the application: <http://hendrix.financial.collegetrends.org/scholarships.html>.

### Hendrix Aid Grants

Hendrix Aid Grants are awarded in cases of financial need. The amount of the grants varies according to the students 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, provided they meet certain criteria, including certification as a candidate for ministry in the United Methodist Church, and receive the approval of a duly-appointed financial aid committee. Once the student is ordained in the United

Methodist Church and enters the full-time ministry, the loan will become a grant. Those students who later decide not to enter the ordained ministry in the United Methodist Church will be expected to repay the loan at six percent interest within five years after graduation. 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 and/or participate in the UMYF Leadership program. This will be determined by the student and the Chaplain.

#### 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. 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.

#### Outside Scholarship Policy

Hendrix College awards financial aid to the maximum extent possible, within 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 College reserves the right to adjust the financial aid package to allow the student to benefit, but also to allow Hendrix to continue to provide as much assistance as possible to all of its students.

A student may receive up to \$500 of total outside scholarship assistance (from one or more sources) without affecting Hendrix grant assistance. After the first \$500 is protected, any additional amount of outside scholarship received will reduce Hendrix need-based grant assistance by one-half of the amount of the additional scholarship. Other types of need-based financial aid (loans and work awards) are not affected

unless total financial aid exceeds financial need. In that case, need-based loans or federal work study will be adjusted. Academic scholarships are never reduced unless the total assistance from all sources of gift assistance exceeds the total cost of tuition, room, 15-meal board plan, and student activity fee. In this case, a scholarship is reduced so that the total financial aid package equals these costs.

## 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.

### Federal Stafford Loans

The maximum loan under this program is \$2,625 for the first year of study, \$3,500 for the second year of study and \$5,500 per year for subsequent undergraduate study. The interest rate is subject to change each year but may never exceed 8.25 percent. 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 Federal Stafford Loan program with two exceptions: 1) Financial need is not an eligibility criterion. 2) The student is responsible for interest payments for the life of the loan beginning with the first disbursement.



### United Methodist Student Loans

Members of the United Methodist Church are eligible for loans of up to \$2,500 per calendar year. The interest rate on these loans is 6 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.

### Voyager Fund

The Voyager Fund offers an interest-free loan to parents for up to 45 consecutive months during a student's enrollment at Hendrix. During the time Hendrix is paying the subsidy, parents make monthly payments. The amount of the payment is determined by the amount the parent borrows. If the parent borrows the same amount each year, the payments remain the same each month. If the parent borrows a greater amount in subsequent years, the payment will be based on the larger amount borrowed and will remain at that level. The Voyager Fund is a Federal PLUS Loan program and requires credit approval. The Federal PLUS Loan application serves as the application for the Voyager Fund.

### PLUS Loans

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 variable but cannot exceed 9 percent.

## Government Grants

### Federal Pell Grants

Depending upon congressional appropriations, eligible students may receive grants of up to \$4,050 per year based upon financial need. Students may apply directly to the Federal Pell Grant Program by filing the Free Application for Federal Student Aid.

### Federal Supplemental Educational Opportunity Grants

The federal government allocates Federal Supplemental Educational Opportunity Grant funds to colleges. These funds enable undergraduates with exceptional financial need to receive grants of up to \$4,000 per year.

### Arkansas Student Assistance Grants

Full-time undergraduate students who are legal residents of Arkansas may apply for the Student Assistance Grant Program, which is worth \$600 per year. Student eligibility is based on the results of the student's Free Application for Federal Student Aid.

### Student Employment Opportunities

Hendrix participates in the Federal Work Study Program for capable full-time students with financial need. Students must apply through the Office of Financial Aid. 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. FAFSAs may be obtained from high school guidance offices or from the Hendrix College Office of Admission or Office of Financial Aid. FAFSA may also be completed via the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
3. Mail the FAFSA to the Federal Student Aid Programs.
4. 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 receive federal or state aid may be selected for Verification. Additional information will be requested from students selected for Verification. 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 by check 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 programs through the International Student Exchange Program (ISEP), and the Hendrix-in-London program at Birkbeck College.

Hendrix College scholarships and grants **are not available** to be used for the Hendrix-in-Oxford program. 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 this program.

#### 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 students education records
- Right to and procedures for requesting amendment of students education records student/parent believes to be inaccurate, or in violation of students 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 Conduct

Hendrix operates with standards that serve as guides to the development, modification, and enforcement of specific regulations. Enrollment in 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*. 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. To achieve this mission, workshops, events, resources and individual appointments are provided to assist students in career and graduate school planning, internships, and the job search.

### Career Advising

Professionals are available by appointment to assist students in planning 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 can 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.

### Career Services Library and On-line Resources

A library is offered on-line and in the career center to provide resources for students on various topics including careers, graduate schools, financial aid, job seeking and career planning. 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 borrowed from the library to provide time for full exploration. 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. In addition, annual events are scheduled to connect students with outside resources including a fall Graduate School Expo, a spring Career Fair and Alumni networking events.

## 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.

### A.D.A. Accommodations

Students seeking accommodations in accord with the Americans with Disabilities Act should contact Counseling Services at 450-1448.

### 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. Visitors and students living off campus may purchase individual meals in the dining hall or Campus Center snack bar.

### Student Health Services

The office of Student Affairs contracts with Conway Regional Medical Center to provide on-campus health care services to meet students' needs. The clinic, located on Washington Avenue, is staffed by an Advanced Practice Nurse. The APN is a registered nurse (RN) who has advanced education and clinical training in a health care specialty area.

Advance Practice Nurses practice under the rules and regulations of the Nurse Practice Act of Arkansas Nurse Practice Act. APNs provide information people need to make informed decisions about their healthcare and lifestyle choices. They serve as the regular health care providers for children and adults. At Hendrix College, the APN provides individualized care, focusing not only on health problems but also on the effects health problems have on the student's success. In addition to

caring for students when they are ill, the APN also presents health related seminars and education.

Health Services also has durable medical equipment, ranging from wheel chairs to crutches and braces, for loan to students. Over the counter medications are stocked for student's immediate needs. Health Services also provides allergy injections for students who take them, and assistance with vaccines and medications needed for foreign travel.

The clinic has both "walk-in" hours and visits by appointment. Call 450-1448 for more information.

## Housing

Hendrix is a residential community providing residence halls and dining services in the belief that a shared living experience promotes an effective context for the type of educational program to which Hendrix is devoted.

The residence halls and houses provide a comfortable atmosphere in which students may study, socialize, and rest. Within the residence halls, students share with and learn from one another. The exchange of ideas and information is an important aspect of the educational process. Here students meet new people, gain new ideas, develop life-long friendships, and learn to live within a responsible community.

The Hendrix College campus offers several housing options: six traditional residence halls (two for men, three for women, and one coeducational facility); six smaller on-campus houses with suite style living arrangements; a language house; and two apartment complexes adjacent to the campus. Under the direction of the Director of Residence Life, the live-on staff includes an Assistant Director, two Graduate Assistants, 34 Resident Assistants, and an Apartment Coordinator. Resident Assistants are returning students who have been trained to advise students on academic and social issues, coordinate social and educational programs, respond to policy violations, and report maintenance needs of facilities.

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.

Because Hendrix College is a residential college, all students are required to live in college residence facilities. Permission to live off campus must be requested and is granted on a very limited basis. Any exceptions to the on-campus requirement must be granted by the Director of Housing and Residence Life. Exceptions are determined on a yearly basis.

## Intercollegiate Athletics

For varsity intercollegiate athletics, Hendrix is a member of the Southern Collegiate Athletic Conference, a National Collegiate Athletic Association Division III affiliation. In addition to Hendrix, members of the SCAC are Centre College, DePauw University, Millsaps College, Oglethorpe University, Rhodes College, Rose-Hulman Institute of Technology, The University of the South (Sewanee), Southwestern University, and Trinity University. Hendrix sponsors 17 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, and women's softball. 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 Affairs

The Office of Multicultural and International Student Affairs collaborates closely with faculty and staff to create a campus climate that is culturally affirming where all Hendrix students are treated with dignity and respect. The office offers student programming activities, diversity training, leadership training, and support. The office also provides assistance to our international students through orientation, advising, programs, 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 register for the Propylaea Program through the Student Activities Office at the onset of any term. Students who complete Propylaea 400 receive one course credit.

## Student Organizations

There are over fifty 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, and service organizations. 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 the Hendrix Olympix, Homecoming Week, Hendrix Formal, and Spring Music Festival. 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, Director of Publicity, and Director of Logistics and Sound. 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.

## Recreational Sports and Wellness

The mission of Recreational Sports 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 Mabee Activity Center, a 50,000-square-foot multipurpose facility. The center houses a gymnasium equipped for basketball and volleyball, four racquetball courts, four indoor tennis courts, and a fitness room. The fitness room is filled with variable resistance weight lifting equipment, stepping machines, stationary bikes, treadmills, and rowing machines.

Grove Gymnasium, primarily used for physical education activity classes and athletic events, provides additional recreational opportunities. This facility contains a gymnasium, swimming pool, and a free weight area.

Outdoor recreation space on the campus is abundant. The campus has soccer, baseball and softball fields; a multipurpose intramural field; a walking and jogging track; and five outdoor tennis courts. Also located on the campus is a 124-acre wilderness area with a series of jogging trails.

## Informal Recreation

The Informal Recreation program offers all students, faculty, staff, and their dependents opportunities in self-directed recreational pursuits. It is self-directed 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.

## Intramural Sports

The Intramural Sports program provides students, faculty, and staff of all abilities opportunities to participate in a moderately competitive setting for enjoyment and stress reduction without the push to win. The program provides every student the opportunity for competition and fun with friends in individual and team sports. Over twenty Intramural Sport activities, including flag football, basketball, racquetball, volleyball, ultimate Frisbee, and much more, are scheduled throughout the academic year.

## Outdoor Activities and Recreation (OAR)

The OAR program strives to assist the Hendrix community with outdoor pursuits. The program provides introductory experiences to help individuals gauge their interest and skill development. Enjoyment and learning opportunities are stressed as the participants engage in new and sometimes difficult recreation endeavors. Trips and organized outings are scheduled throughout the academic year. Some examples of past programming include canoeing, hiking, rock climbing, and snow skiing. The OAR program also maintains an inventory of equipment and encourages individuals to strike out on their own. This equipment is rented on a first-come, first-served basis.

## Recreation-Leisure Time

Each student is encouraged to develop an appropriate program of recreation and leisure-time activities. The Department of Physical Education 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 Physical Education.

## 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, two (2) Senators at-large, who, with the Senator from each residence hall, the new Student Senator, 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 ensuring “reasonable accommodation,” in keeping with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992, to all students who inform the

College that they are qualified as individuals with a disability. In order to accomplish this we will work with students individually. However, the College does not have a formal program for students with disabilities.

Faculty members are encouraged to include a statement on their syllabi that encourages students with disabilities to notify the professor as soon as possible in order for reasonable accommodations to be established early in the semester. Students must complete the following steps:

### Disability Procedures

**Step 1.** Students previously diagnosed with a learning disability who have documentation of this diagnosis should proceed to Step 2. Students who have not been diagnosed but have reason to explore this issue should make an appointment with the College Counselor for an initial consultation. If there is reason to believe that a disability may exist, the Counselor will discuss the various options and refer the student to a local professional for an evaluation.

**Step 2.** Once a student has been diagnosed, the student must provide written documentation of the diagnosis and discuss his or her specific needs with the Counselor. It is the student's responsibility to provide the written documentation directly to the Office of Student Counseling Services. Once the documentation is provided, the Counselor will discuss the documentation and determine if other materials are needed. A copy of the documents will be kept on file in the Counseling Center.

**Step 3.** The Counselor will work with the student on a course-by-course basis to determine what accommodations are needed. The

Counselor will also work with the student to develop study skills or recommend strategies to address the student's needs.

**Step 4.** It is the student's responsibility to inform faculty and/or staff of any disabilities and needed accommodations. The Counselor will provide verification of the disabilities and consult with faculty regarding accommodations. However, these services will not be provided automatically. They must be requested by the student. A student will be

asked to sign release of information forms for professors, which will be kept on file. Students MUST meet with the Counselor as early as possible EVERY semester to sign release forms for faculty and to implement their accommodations. It is also the student's responsibility to discuss his or her condition and needs with professors early in the term. The student should be aware of exam schedules and specific course requirements so that adequate plans may be made for the difficulties posed by the course.

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 the counselor or the coordinator of Academic Support Services. 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.

## Accommodations and Resources

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

- Notetakers
- 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 worked out 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 as a Hendrix student. These resources include writing labs, library facilities, tutors, computer services, and instructional media resources and facilities. The College Counselor, or Coordinator of Academic Support

Services, will work with students to assist them in gaining access to these resources.

## Verification of Learning Disability

A student requesting accommodations for a learning disability must provide professional testing and evaluation results that have been completed within the past TWO years. These results must be provided to Counseling Services. 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 support the request for any academic adjustments or accommodations. Four criteria must be met in order to establish a student's eligibility for learning disability accommodations.

1. Average or above average intelligence measured by a standardized intelligence test which includes assessment of verbal and non-verbal abilities.
2. The presence of a cognitive-achievement discrepancy or an intra-cognitive discrepancy indicated by a score on a standardized test of achievement which is at least one standard deviation below the level corresponding to a student's sub-scale or full-scale IQ.
3. The presence of disorders in cognitive or sensory processing such as those related to memory, language, or attention.
4. An absence of other primary causal factors leading to achievement below expectations, such as visual or auditory disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural socio-economic circumstances, or a deficiencies in intellectual ability.

Documentation verifying the learning disability must

1. Be prepared by a professional qualified to diagnose a learning disability.
2. Include a description of the testing procedures, the instruments used to assess the disability, the test results, a written interpretation of the test results by the professional and recommendations for needed accommodations.

3. Reflect the individual's present level of functioning in the achievement areas of mathematical calculation and reasoning, reading comprehension, reading rate, written expression, writing mechanics and vocabulary, grammar, and spelling.
4. Reflect the student's present level of functioning in the areas of intelligence, processing skills, and neuromotor function.



# 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 with Lab
(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 and West (chair)  
Associate Professors Jennings and Shutt

### MINOR

Students minoring in Africana Studies must complete six of the following courses, at least two of which must be at the 300-level or above:

- two of the following African history courses, one of which must be HIST 120 or HIST 130:
  - HIST 120 *Early African History*
  - HIST 130 *Survey of Colonial Africa*
  - HIST 250 *History of Southern Africa*
  - HIST 280 *Contemporary Africa*

- one of the following African diasporan history courses:
  - HIST 325 *Africa and the Americas*
  - HIST 390 *African American History to 1865*
  - HIST 395 *African American History since 1865*
- two literature or cultural courses from the following list:
  - AFRI 400 *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 360 *African American Religion*
  - TART 330 *Theatre and the Challenges of the Contemporary World: Africa and the African Diaspora*
- one elective from the *Catalog's* Africana Studies list of courses, not already taken to fulfill requirements 1 through 3.
  - AFRI 400 *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 120 *Early African History*
  - HIST 130 *Survey of Colonial Africa*
  - HIST 240 *History of the Islamic World*
  - HIST 250 *History of Southern Africa*
  - HIST 280 *Contemporary Africa*
  - HIST 325 *Africa and the Americas*
  - HIST 330 *Culture and Colonialism*
  - HIST 350 *Environmental History*
  - HIST 390 *African American History to 1865*
  - HIST 395 *African American History since 1865*
  - HIST 430 *Topics in African History*
  - POLI 390 *Race and American Politics*
  - RELI 360 *African American Religion*
  - 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 400 *African Film*

A study of feature films and documentaries made by African filmmakers, focusing on issues of culture, politics, gender, and environment in contemporary Africa. *Prerequisites: any two courses in African history and/or African literature.*

## AMERICAN STUDIES

Professors Capek, Chappell and McKenna  
Associate Professors Barth, Harris, Jennings, Schantz, and Toth  
Assistant Professors Skok and Vernon (chair)  
Visiting Assistant Professor Shackelford

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.

### MAJOR

Twelve courses, as follows:

2 ENGL

2 HIST

2 POLI

- 1 SOCI/ANTH/PSYC
- 1 RELI/PHIL
- 1 non-U.S. culture (advisor approval)
- 2 other approved courses (including the above disciplines; see list)
- 1 AMST 401 Seminar in American Studies

- Two of these courses must be “linked” in fulfillment of the introduction to American Studies Experience requirement (described below).
- At least three of the ten courses should be 200-level, at least three should be 300-level, and at least two should be 400-level—AMST 401 (see below) and another 400-level course (seminar or independent study) from a participating department.
- At least three courses should emphasize pre-1900 content, and at least three should emphasize post-1900 content.
- 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 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

Six courses, as follows:

- 1 ENGL
- 1 HIST
- 1 POLI
- 1 SOCI/ANTH/PSYC/RELI/PHIL
- 2 other approved courses (including the above disciplines; see list)

- Two of these courses must be “linked” 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, and at least two should emphasize post-1900 content.
- 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.

#### Introduction to American Studies Experience

- 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 *History of Religion in America*, 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.
- **For the academic year 2005-2006, the linked courses fulfilling the Introduction to American Studies Experience are ENGL 273 *Religion in Contemporary American Literature*, and RELI 343 *Religion in Contemporary American Culture*, in the spring semester.**

#### Course List

##### English

- ENGL 230 *Autobiography and Biography*  
 ENGL 256 *Major Nineteenth-Century American Authors*  
 ENGL 258 *American War Literature*  
 ENGL 260 *Southern Literature*  
 ENGL 262 *Cultural Conflict and the Modern American Novel*  
 ENGL 273 *Studies in American Literature*  
 ENGL 275 *American Literature and the Environment*  
 ENGL 330 *Modern American Poetry*  
 ENGL 331 *Contemporary American Poetry*

ENGL 335 *Modern American Fiction (1900-1945)*  
ENGL 336 *Contemporary American Fiction (1945-Present)*  
ENGL 342 *Faulkner*  
ENGL 361 *The Black Writer*  
ENGL 465 *Ernest Hemingway*  
ENGL 490 *Topics in American Literature*

#### Politics

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 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*

#### History

HIST 110 *America to 1865*  
HIST 111 *America since 1865*  
HIST 190 *History and Film*  
HIST 214 *Poverty and Welfare in America*  
HIST 218 *Progressive Era Reform, 1890-1920*  
HIST 230 *Native America, 1250-1815*  
HIST 256 *The American Century, 1945-Present*  
HIST 270 *Arkansas History*  
HIST 351 *American Revolutionary Era*  
HIST 353 *American Civil War and Reconstruction*  
HIST 360 *Vietnam and the 60's*  
HIST 375 *America's Colonial Borderlands*  
HIST 376 *Lewis and Clark's America*  
HIST 380 *City and Nation in American History*  
HIST 385 *American Social History to 1865*

HIST 390 *African American History to 1865*  
HIST 395 *African American History since 1865*  
HIST 402 *American Women's History*  
HIST 403 *History of Death in America*  
HIST 420 *Topics in American History*

#### **Sociology, Anthropology, Psychology**

SOCI 240 *Sociology through Film*  
SOCI 250 *Gender and Family*  
SOCI 270 *Racial and Ethnic Minorities*  
SOCI 300 *The Urban Community*  
SOCI 310 *Gender and Sexuality*  
SOCI 350 *Consumerism in Context*  
SOCI 360 *Social Change/Social Movements*  
SOCI 361 *Sociology of Death*  
SOCI 362 *Images of the City*  
SOCI 375 *Environmental Sociology*  
SOCI 380 *Medical Sociology*  
SOCI 390 *Social Inequality*  
ANTH 260 *Indian Past*  
ANTH 310 *Anthropology and Education*  
ANTH 320 *Gender and the Environment*  
ANTH 380 *Indian Peoples of the Americas*  
PSYC 493 *Topics: Psychology, Music, and American Culture*

#### **Religion and Philosophy**

RELI 145 *History of Religion in America*  
RELI 210 *Native American Religions*  
RELI 336 *John Wesley and Methodism*  
PHIL 340 *American Philosophy*  
RELI 343 *Religion in Contemporary American Culture*  
RELI 360 *African American Religion*

#### **Other Disciplines**

EDUC 210 *History of Education*  
EDUC 230 *American Sign Language*  
EDUC 231 *American Sign Language II*  
EDUC 232 *American Sign Language III*  
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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### AMST 401 *Seminar in American Studies (W2)*

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?

## ART

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

### 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 ENGL 269 *Introduction to Film Studies*, or ENGL 246 *British Film* for art history credit.

## SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the studio art major consists of a written examination, the Senior Art Show, a critique, and a professional portfolio. The grade for the Senior Capstone Experience is based on these three components.

## STUDIO ART MINOR

Six 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

Six courses distributed as follows:

- ARTS 100 *Freehand Drawing*
- ARTH 170 *Western Art History Survey I: Prehistory through Medieval*
- 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 the following courses taught by other departments as art history electives:

AFRI 400 *African Film*  
ENGL 269 *Introduction to Film Studies*  
ENGL 246 *British Film*  
HIST 190 *History and Film*  
SOCI 375 *Images of the City*

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## STUDIO COURSES

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### 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]**

*Prerequisite: ARTS 100.*

**ARTS 310 Intermediate Sculpture**

*Prerequisite: ARTS 210.*

**ARTS 410 Advanced Sculpture**

*Prerequisite: ARTS 310.*

## PRINTMAKING

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

*Prerequisite: ARTS 100 and one additional drawing course.*

**ARTS 320 *Printmaking: Etching* (EA)**

*Prerequisite: ARTS 100 and one additional drawing course.*

## PHOTOGRAPHY

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

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

*Prerequisite: ARTS 100.*

**ARTS 350 *Intermediate Photography***

*Prerequisite: ARTS 250.*

**ARTS 450 *Advanced Photography***

*Prerequisite: ARTS 350.*

## 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.*

**ARTS 490 *Special Topics: Studio Art***

*Prerequisite: Consent of the 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 the 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 the instructor.*

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**ART HISTORY COURSES**

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

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

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

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

**ARTH 331 *Renaissance and Baroque Art History***

*Prerequisite(s): ARTH 170 and/or ARTH 171 are recommended for this course.*

**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 for this course.*

**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 for this course.*

**ARTH 392 *Great Directors* (EA)**

A study of several important film directors that considers the artistic, conceptual, and ideological merits of their work.

**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: senior standing or consent of the instructor.*

**ARTH 490 *Special Topics: Art History***

*Prerequisite: Consent of the 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 the instructor.*

## BIOCHEMISTRY/ MOLECULAR BIOLOGY

Professors Bandyopadhyay, Collins, Goodwin,  
Haggard, and Kopper (co-chair)  
Associate Professors Hales and M. Sutherland (co-chair)  
Assistant Professors Duina and Murray

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.

## MAJOR

The BCMB major consists of these courses:

- MATH 140 *Calculus II*
- PHYS 210 *General Physics I* or PHYS 230 *General Physics I (Calculus-based)*
- CHEM 110 *General Chemistry I* and CHEM 120 *General Chemistry II*
- CHEM 240 *Organic Chemistry I* and CHEM 250 *Organic Chemistry II*
- BIOL 150 *Cell Biology*
- BIOL 210 *Botany* or BIOL 220 *General Zoology*
- BIOL 250 *Genetics*
- CHEM 320 *Physical Chemistry: Thermodynamics and Chemical Kinetics*
- CHEM 330 *Biochemistry*
- BIOL 450 *Advanced Cell Biology* or BIOL 470 *Advanced Genetics*
- One upper level elective course from the following list
  - BIOL 310 *Developmental Biology*
  - BIOL 320 *Animal Physiology*
  - BIOL 340 *Microbiology*
  - BIOL 430 *Immunology*
  - BIOL 450 *Advanced Cell Biology*
  - BIOL 460 *Evolution*
  - BIOL 470 *Advanced Genetics*
  - BIOL 370 *Plant Physiology*
  - CHEM 430 *Integrated Biochemical Topics*
- Research (BIOL 499, CHEM 450, or Independent Study)
  - Subject to prior approval by the BMB core faculty.
  - One semester course 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 off-campus research projects must be pre-approved by the Program Chair.
    - b) two semesters work at Hendrix.

### SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience will consist of a comprehensive examination (the Biochemistry, Cell and Molecular Biology Graduate Record Examination) and an oral presentation of the students' research. The seminar will be assessed by members of the BCMB core faculty.

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### BIOCHEMISTRY/MOLECULAR BIOLOGY COURSES

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

## BIOLOGY

Professors Haggard (chair) and Lombardi  
Associate Professors Agnew, Hardin, Moran and M. Sutherland  
Assistant Professors Dearolf, Duina, and Murray  
Visiting Assistant Professors Gatti-Clark and Tintjer

### MAJOR

Eleven courses distributed as follows:

- BIOL 150 *Cell Biology*
- BIOL 210 *Botany*
- BIOL 220 *Zoology*
- BIOL 250 *Genetics*
- BIOL 365 *Ecology and Evolution*
- CHEM 110 *General Chemistry I*  
and  
CHEM 120 *General Chemistry II*  
or an equivalent
- four biology electives, of which one may be CHEM 330\*

All majors must take BIOL 497 *Biology Seminar*, which does not carry course credit.



*\* 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 Achievement 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 numbered 150 or above. The Biology Department highly recommends that all students pursuing a biology minor take at least CHEM 110 and 120.

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**

1. Preparation for qualifying examinations (MCAT, DAT, VCAT) is minimally achieved by completing at least BIOL 150, BIOL 220, and BIOL 250.
2. Two courses in General Chemistry and two courses in Organic Chemistry
3. At least one course in Mathematics

4. Two courses in Physics
5. Two to three courses in English

#### Graduate Schools

##### Many graduate schools in biology expect

1. Biology major
2. Two years of chemistry through Organic Chemistry
3. One year of Physics
4. At least one Calculus course
5. At least one Statistics course
6. 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.

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### COURSES FOR NON-SCIENCE MAJORS

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*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 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.

#### 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 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. Study emphasis is on plant origins, historical significance, economic importance, aesthetic uses, active ingredients, and their botanical relationships.

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**BIOLOGY CORE**

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*The following four courses are required for all biology majors and must 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 210 *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 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 210 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 210 and 250.*

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**BIOLOGY ELECTIVES**

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**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 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 210.*

**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 210.*

**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 350.*

**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. Non-credit, graduation requirement for all biology majors. *Prerequisite: BIOL 365 and senior standing.*

**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 the Department.*

## CHEMISTRY

Professors Goodwin, Kopper, and Teague  
Associate Professors Gron and Hales (chair)

### 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 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 *Biochemistry*
  - CHEM 350 *Advanced Analytical Chemistry*
  - CHEM 410 *Advanced Physical Chemistry*

**Mathematics (2)**

- MATH 130 *Calculus I*  
and
- MATH 140 *Calculus II*

**Physics (2)**

- PHYS 230 and 240 *General Physics I and II (Calculus-based)* (recommended)

or

PHYS 210 and 220 *General Physics I and II*

**Biology (1)**

- BIOL 150 *Cell Biology* (or equivalent)

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 the Major Field Test (MFT) in Chemistry. 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 330 *Biochemistry*
- CHEM 350 *Advanced Analytical Chemistry*
- CHEM 450 *Directed Research*

**MINOR**

- 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*
- two additional courses in chemistry numbered above 250

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## COURSES

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### 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 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 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: CHEM ATC.*



**CHEM 330 *Biochemistry***

Fundamental biochemistry with emphasis on cellular constituents and molecular structure and function. Laboratory course. *Prerequisite: CHEM 250.*

**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)**

The course will focus on current topics in physical chemistry. 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.*

## ECONOMICS AND BUSINESS

Professors Berry, Kerr, Rupert, Scott (chair), and Stanley  
Assistant Professor Oxner

The Department of Economics and Business offers three majors: a major in Economics and Business, a major in Economics, and a major in Accounting; three minors: 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 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

- BUSI 200 *Fundamentals of Accounting and Business*
  - 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 *Intermediate Accounting I*
    - BUSI 310 *Intermediate Accounting II*
    - BUSI 320 *Federal Tax Accounting*
    - BUSI 330 *Cost Accounting*
    - BUSI 370 *Auditing*
    - BUSI 390 *Accounting Information Systems and Database Management*
    - BUSI 410 *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 400 *Econometrics and Forecasting*
  - ECON 410 *Financial Management*
  - ECON 430 *Management Science*
  - ECON 497 *Economic Research*

### ECONOMICS

- BUSI 200 *Fundamentals of Accounting and Business*
- 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 *Intermediate Accounting I*
  - BUSI 310 *Intermediate Accounting II*
  - BUSI 320 *Federal Tax Accounting*
  - BUSI 330 *Cost Accounting*
  - BUSI 370 *Auditing*
  - BUSI 390 *Accounting Information Systems and Database Management*
  - BUSI 410 *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 400 *Econometrics and Forecasting*

ECON 410 *Financial Management*

ECON 430 *Management Science*

ECON 497 *Economic Research*

### ACCOUNTING

- BUSI 200 *Fundamentals of Accounting and Business*
- 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 *Financial Management*
- Any four (4) upper-level accounting courses from the following list:
  - BUSI 300 *Intermediate Accounting I*
  - BUSI 310 *Intermediate Accounting II*
  - BUSI 320 *Federal Tax Accounting*
  - BUSI 330 *Cost Accounting*
  - BUSI 370 *Auditing*
  - BUSI 390 *Accounting Information Systems and Database Management*
  - BUSI 410 *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 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 three ways:

- A. Completion of the course ECON 497 *Economic Research* with a grade of “C” or above;
- B. Completion of the course BUSI 497 *Business Policy* with a grade of “C” or above; or
- C. Passing a comprehensive written examination with three parts: (1) *Fundamentals of Accounting and Business*; (2) *Principles of Microeconomics* and *Principles of Macroeconomics*; and (3) a concentration based on two upper-level courses, both of which are either accounting or economics courses.

The grade for the Senior Capstone Experience is based on either the Economic Research course, the Business Policy course, or the written comprehensive examination.

## MINORS

### ECONOMICS

Any six (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 390 *Investments*  
ECON 400 *Econometrics and Forecasting*  
ECON 410 *Financial Management*  
ECON 430 *Management Science*  
ECON 497 *Economic Research*

### ACCOUNTING

- Any five (5) accounting courses from the following list:  
BUSI 100 *Contemporary Issues in Business and Entrepreneurship*  
BUSI 200 *Fundamentals of Accounting and Business*  
BUSI 300 *Intermediate Accounting I*  
BUSI 310 *Intermediate Accounting II*  
BUSI 320 *Federal Tax Accounting*

BUSI 330 *Cost Accounting*

BUSI 370 *Auditing*

BUSI 390 *Accounting Information Systems and  
Database Management*

BUSI 410 *Accounting for Management Planning and  
Control*

- ECON 200 *Principles of Microeconomics*

### **INTERNATIONAL BUSINESS**

Six courses distributed as follows:

- One course from the following:
  - ECON 100 *Survey of Economics*
  - ECON 200 *Principles of Microeconomics*
  - ECON 210 *Principles of Macroeconomics*
- One course from the following:
  - BUSI 100 *Contemporary Issues in Business and  
Entrepreneurship*
  - BUSI 200 *Fundamentals of Accounting and Business*
- Any three of the following:
  - BUSI 280 *Global Business*
  - BUSI 290 *International Marketing*
  - ECON 330 *International Finance*
  - ECON 360 *International Economics*
- One upper-level study abroad economics or business course (excluding those taken in 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

A total of eight (8) courses are required with the following specifications:

- *ECON 530 Management Science*
- *ECON 550 Managerial Economics*
- and 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 Topics in Professional Accounting*

*BUSI 540 Contemporary Issues in Auditing*

*BUSI 550 Business Law*

*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*

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 will 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 the CPA and CMA examinations.

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## ECONOMICS

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### 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 330 *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.*

**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.*

**ECON 410 *Financial Management***

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.*

**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.*

**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.*

**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.*

**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 200 Fundamentals of Accounting and Business*

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 (W2) *Intermediate Accounting I and II***

A study of the conceptual framework of financial accounting and its implications in the measurement, analysis, recording, and reporting of information in financial statements. An emphasis is placed on revenue and expense recognition issues as well as asset and liability valuation concepts. *Prerequisite: BUSI 200.*

**BUSI 320 *Federal Tax Accounting (W2)***

Federal Income Tax Law applicable to individuals and business enterprises with emphasis on tax determination and planning. *Prerequisite: BUSI 200.*

**BUSI 330 *Cost Accounting***

A study of accounting systems and tools for product costing, organizational planning, control, and management decision making. *Prerequisite: BUSI 200.*

**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.

**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. *Prerequisite: BUSI 200 or consent.*

**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.*

**BUSI 497 *Business Policy***

Capstone course integrating the student's previous study of economics and business. The course will include a study of the theory and application of business 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.*

**BUSI 520 *Seminar in Accounting Theory and Practice***

A study of contemporary financial accounting theory and practice. *Prerequisite: Graduate standing or consent.*

**BUSI 530 *Topics in Professional Accounting***

This course will include coverage of contemporary and emerging topics and issues in accounting and business such as accounting for governmental and not-for-profit entities, business ethics, financial statement analysis, fraud, forensic accounting, investment planning, business planning, strategic cost analysis, and accounting research. *Prerequisite: Graduate standing or consent.*

**BUSI 540 *Contemporary Issues in Accounting***

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.*

## EDUCATION

Associate Professor Jennings (chair)

Assistant Professor Perry

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.

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

All students seeking licensure in the State of Arkansas must complete the following:

- A. The Program for the Bachelor of Arts Degree as listed in the *Hendrix College Catalog*  
and
- B. The course requirements for ONE of the licensure areas listed below:
  1. Early Childhood Education Major (Preschool-Grade 4)  
EDUC 210 *History of Education and Effective Teaching*  
EDUC 220 *Educational Psychology*  
EDUC 300 *Teaching Reading, P-4*

- EDUC 322 *Teaching Math and Science, P-4*  
 EDUC 324 *Teaching Language Arts and Writing, P-4*  
 EDUC 340 *Inclusive Early Childhood Education*  
 EDUC 330 *Children's Literature, P-4*  
 EDUC 481 *Introduction to Student Teaching, P-4*  
 EDUC 482 *Student Teaching, P-K-4* (three credits)  
 HIST 270 *Arkansas History*
2. Licensure in Secondary Education (Grades 7-12)
- EDUC 210 *History of Education and Effective Teaching Methods*  
 EDUC 220 *Educational Psychology*  
 HIST 270 *Arkansas History* (for Social Studies licensure)  
 EDUC 360 *Inclusive Adolescent Education*  
 EDUC 390 *Cultural Geography* (for Social Studies licensure)  
 EDUC 460 *Introduction to Student Teaching, Secondary 7-12*  
 EDUC 461 *Student Teaching, Secondary 7-12* (three credits)

The course requirements for at least one of the following academic majors: Biology, Chemistry, English, French, Spanish, German, History, Mathematics, Politics, Psychology, Religion, Sociology/Anthropology, Philosophy, Theatre Arts and Dance, or an academic major approved by the Education Department

One course selected from the following:

- EDUC 431 *Methods in the Secondary School-English Language Arts*  
 EDUC 432 *Methods in the Secondary School-Foreign Language*  
 EDUC 433 *Methods in the Secondary School-Mathematics*  
 EDUC 434 *Methods in the Secondary School-Life/Earth and Physical Science*  
 EDUC 435 *Methods in the Secondary School-Social Studies*  
 EDUC 436 *Methods in the Secondary School-Speech/Drama*

Students seeking teacher licensure in English must take a grammar course.

3. Licensure in Art Education (Grades P-8 or 7-12)
  - EDUC 210 *History of Education and Effective Teaching Methods*
  - EDUC 220 *Educational Psychology*
  - EDUC 437 *Methods in Art Education*
  - EDUC 470 *Introduction to Student Teaching, P-12*
  - EDUC 471 *Student Teaching, P-12 (three credits)*Must meet the course requirements for an academic major in Art.
  
4. Licensure in Elementary Physical Education/Health (Grades P-8)
  - EDUC 210 *History of Education and Effective Teaching Methods*
  - EDUC 220 *Educational Psychology*
  - KINE 250 *Games and Basic Rhythms for Elementary Grades*
  - KINE 290 *Motor Development*
  - KINE 350 *Physical Education for Elementary Education*
  - EDUC 470 *Introduction to Student Teaching, P-12*
  - EDUC 471 *Student Teaching, P-12 (three credits)*Must meet the course requirements for an academic major in Kinesiology and Physical Education.
  
5. Licensure in Secondary Physical Education/Health (Grades 7-12)
  - EDUC 210 *History of Education and Effective Teaching Methods*
  - EDUC 220 *Educational Psychology*
  - KINE 300 *Secondary Physical Education*
  - KINE 400 *Administration*
  - KINE 430, 440, 450, 460, or 470 *Coaching*
  - EDUC 460 *Introduction to Student Teaching, Secondary 7-12*
  - EDUC 461 *Student Teaching, Secondary 7-12 (three credits)*Must meet the course requirements for an academic major in Kinesiology and Physical Education.



## SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the early childhood education major includes the following components:

- Successful completion (a “C” or better) of EDUC 481 *Introduction to Student Teaching, Grades PK-4*.
- Successful completion (credit only) of the following student teaching experience: EDUC 482 *Student Teaching, Grades PK-4*.
- Successful completion (passing score established by the Arkansas Department of Education) of Praxis II “Principles of Learning and Teaching, Grades P-4” examination and Praxis II “Early Childhood Education” examination. Both of these national examinations are published and administered by the Educational Testing Service.
- Final approval of the senior portfolio by the Teacher Education Committee. The grade for the Senior Capstone Experience is based on the Introduction to Student Teaching course and the senior portfolio.

## MINOR IN EDUCATION

- A. Minor in Education - Early Childhood Emphasis:** A total of six courses.
1. Each student must take the following two courses:  
EDUC 210 *History of Education and Effective Teaching Methods*  
EDUC 220 *Educational Psychology*  
and
  2. Four courses from the following:  
EDUC 300 *Teaching Reading, P-4\**  
KINE 350 *Physical Education for Elementary Education*  
EDUC 322 *Teaching Math and Science, P-4\**  
EDUC 324 *Teaching Language Arts and Writing, P-4\**  
EDUC 330 *Children’s Literature, P-4\**  
EDUC 340 *Inclusive Early Childhood Education\**
- B. Minor in Education – Secondary Emphasis:** A total of six courses.
1. Each student must take the following two courses:  
EDUC 210 *History of Education and Effective Teaching Methods*  
EDUC 220 *Educational Psychology*  
and

2. One methods course from the following:
  - EDUC 431 *Methods in the Secondary School-English Language Arts*
  - EDUC 432 *Methods in the Secondary School-Foreign Language*
  - EDUC 433 *Methods in the Secondary School-Mathematics*
  - EDUC 434 *Methods in the Secondary School-Life/Earth and Physical Science*
  - EDUC 435 *Methods in the Secondary School-Social Studies*
  - EDUC 436 *Methods in the Secondary School-Speech/Drama*
  - EDUC 437 *Methods in Art Education (P-12)*
  - KINE 300 *Secondary Physical Education and Health*  
and
3. Three courses from the following:
  - EDUC 300 *Teaching Reading, P-4\**
  - EDUC 322 *Teaching Math and Science, P-4\**
  - EDUC 324 *Teaching Language Arts and Writing, P-4\**
  - EDUC 330 *Children's Literature, P-4\**
  - EDUC 360 *Inclusive Adolescent Education \**
  - KINE 350 *Physical Education for Elementary Education*

\* *prerequisite: EDUC 210 History of Education and Effective Teaching*

### 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 early childhood or secondary level. At this meeting, students are asked to complete a general information form indicating their special interests.

All students interested in teacher licensure should make application for admission to the Teacher Education Program during the spring semester of the freshman year. Each student should arrange to have 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. The chair of the student's major department is officially notified of the student's interest in teacher education. Licensure requirements and student files will be kept in the Education Department.

Students interested in obtaining a license to teach must enroll in EDUC 210 *History of Education and Effective Teaching Methods* and EDUC 220 *Educational Psychology* during the sophomore year. In the sophomore and junior years, prospective early childhood teachers should take EDUC 300 *Teaching Reading, P-4*, EDUC 330 *Children's Literature, p-4*, EDUC 340 *Inclusive Early Childhood Education*, EDUC 322 *Teaching Math and Science, P-4*, and EDUC 324 *Teaching Language Arts and Writing, P-4*. Prospective secondary teachers should take EDUC 210 *History of Education and Effective Teaching Methods* and EDUC 220 *Educational Psychology* during their sophomore year, and EDUC 360 *Inclusive Adolescent Education* during their junior year. Secondary licensure candidates should take one of the EDUC 431, 432, 433, 434, or 436 *Methods in the Secondary School* courses during the fall semester of their senior year. Students obtaining licensure in Physical Education will take the methods course in the Kinesiology Department. 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.

Prospective teachers should take the Praxis I Preprofessional Skills Test (PPST) no later than January 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 prospective teacher 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:

1. Have at least a 2.50 grade average.
2. Have a favorable recommendation from the student's major department.
3. Meet at least the Arkansas cut-off scores on the Praxis I.
4. Have at least a grade of "C" in specified courses in English composition and quantitative skills.\*
5. 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.
6. 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 an early childhood or secondary teacher.
7. Prepare a portfolio based on the Teacher Education Committee guidelines and submit the portfolio to the Teacher Education Committee for review and approval.
8. Successfully complete an interview with the Teacher Education Committee.

Students who do not meet one or more of the above requirements may make application to the Teacher Education Committee for conditional admission. If conditional admission is granted, any deficiencies must be removed before the student will be permitted to student teach.

*\*See faculty members of the Hendrix College Education Department for the specific courses.*

### **REQUIREMENTS FOR INITIAL TEACHING LICENSE**

During the senior year, students enrolled in the Teacher Education Program must complete the specified early childhood or 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:

1. The recommendations of the student's cooperating teacher and the Hendrix supervisor of the student teaching experience.

2. The applicant's academic record, which must show at least a 2.50 grade average.
3. The completion of all Hendrix College requirements for a bachelor of arts degree.
4. The completion of all course requirements of the State of Arkansas for the appropriate early childhood, or secondary initial teaching license.
5. The student's completed portfolio.
6. The successful completion of an interview with the members of the Teacher Education Committee at the end of student teaching.
7. Completion of the Praxis II (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. NOTE: See the Education Department for a list of minimum scores for the Praxis tests.)
8. 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 210 History of Education and Effective Teaching (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 early childhood education. Will include a field experience. *Prerequisite: EDUC 210 recommended.*

### *EDUC 230 American Sign Language*

An elementary course in American Sign Language (ASL) using a natural approach to introduce culturally appropriate signed concepts related to the immediate environment. Receptive and expressive skills will be fostered through interactive ASL lessons without voice as well as an introduction to deaf culture.

### *EDUC 231 American Sign Language II*

An intermediate ASL course progressing from common, concrete communicative events and interactions to language usage expressing abstract ideas. Emphasis is on comprehension and production of increasingly complex linguistic structure using interactive techniques. *Prerequisite: EDUC 230, or consent of the instructor.*

### *EDUC 232 American Sign Language III*

A conversational ASL course focusing on specific grammatical and cultural topics. Emphasis is on the development of fluent conversational skills using grammatical nonmanual signals and markers. Students will learn how to narrate, describe, compare, and comment. Narratives of native language users are used for beginning text analysis of ASL. Interactive ASL lessons without voice lead to expanded vocabulary mastery and fluency. *Prerequisite: EDUC 230 and 231, or consent of the instructor.*

### *EDUC 300 Teaching Reading, P-4*

Designed to cover developmental reading skills, various methodologies, and diagnostic procedures used in elementary reading programs that meet the needs of diverse populations. Will include an intensive field experience. *Prerequisite: EDUC 210 and 220. Corequisites: EDUC 324; EDUC 330 strongly recommended.*

### *EDUC 322 Teaching Math and Science, P-4*

Content and methods selected especially for teaching math and science, P-4. Will include a field experience for each area. *Prerequisite: EDUC 210.*

### *EDUC 324 Teaching Language Arts and Writing, P-4 (W2)*

A study of the research and theory of the language arts with an emphasis on teaching writing and its related skills/strategies. Instructional strategies will be explored and implemented through field experience. *Prerequisite: EDUC 210 and 220. Corequisites: EDUC 300; EDUC 330 strongly recommended.*

**EDUC 330 *Children's Literature, P-4 (LS, W2)***

Examines literature for children and young adults, significant authors and illustrators, creative book activities, and aids in the selection and evaluation of literature for children of all social, emotional, developmental, and cultural backgrounds. A variety of genres will be explored with emphasis given to non-fiction and informational literature. This course will include a field experience. *Prerequisite: EDUC 210.*

**EDUC 340 *Inclusive Early Childhood Education, P-4***

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 210.*

**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.

**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 210 and EDUC 220.*

**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 210 and EDUC 220.*

**EDUC 433 *Methods in the Secondary School: Mathematics***

Study of special methods of teaching secondary school mathematics 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. Learn various methods of instruction in mathematics including the use of math manipulatives, calculators, and computer-assisted instruction. Will include a field experience. *Prerequisites: EDUC 210 and EDUC 220.*

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

Study of special methods of teaching secondary school science 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. Students will learn various methods and materials for teaching science in the secondary school including inquiry, hands-on, and experimental approaches. Will include a field experience. *Prerequisites: EDUC 210 and EDUC 220.*

**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 210 and EDUC 220.*

**EDUC 436 *Methods in the Secondary School: Drama/Speech***

A study of special methods of teaching secondary school drama/speech 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. Students will study innovative and creative strategies for teaching drama/speech in the secondary school. Will include a field experience. *Prerequisites: EDUC 210 and EDUC 220.*

**EDUC 437 *Methods in Art Education***

A study of the curriculum and methods of instruction for teaching art, P-8 or 7-12. Will include a field experience. *Prerequisites: EDUC 210.*

**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 470 *Introduction to Student Teaching, P-12*

A two-week, full-day course during the student teaching semester. As an introduction to P-12 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.

#### EDUC 471 *Student Teaching, P-12* [PL]

Student teaching in Arkansas P-12 classrooms, twelve weeks. The student teaching site is selected by the Hendrix Education Department and must be within a 50-mile radius of the campus.

#### 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.

## ENGLISH

Professors Chappell, Crowder, Entzminger,  
Hines (chair), and West  
Assistant Professors Asman and Vernon  
Visiting Assistant Professor Savers  
Adjunct Instructor Coulter

### MAJOR

Eleven courses distributed as follows:

- ENGL 280 *Literary Analysis*
- ENGL 497 *Senior Thesis Seminar*
- Two ENGL courses focused on British literature pre-1800
- Two ENGL courses focused on British literature post-1800
- Two ENGL courses focused on U.S. literature
- One ENGL course focused on Global language or literature
- Two ENGL courses of any kind

Of these courses, majors must have:

- Two 200-level courses, including ENGL 280 *Literary Analysis*
- Nine 300-400-level courses, including ENGL 497 *Senior Thesis Seminar* and one other 400-level seminar
- Only one creative writing course counts towards a major in English
- ENGL 210 does not count towards the English major

Students should consult the *Guide to Academic Planning* or the departmental website for a list of courses that satisfy the distribution requirements for the major.

### SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the English major consists of a substantial, original independent writing project produced for ENGL 497 in the spring semester of the senior year, and presented and defended orally (see ENGL 497 below). The grade for ENGL 497 will be the grade for the Senior Capstone Experience.

## MINOR

Six courses: three 200-level courses, three 300-400-level courses. One of the courses must emphasize literature before 1800.

Only one creative writing course counts towards a minor in English.

ENGL 210 does *not* count towards a minor in English.

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## WRITING COURSES

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### 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 203 *Creative Writing: Poetry* (EA, W2) [AC]

Directed writing of poems. Workshop format, with theory of poetry and reading assignments. Not for freshmen, but for students who have completed some study of poetry before enrolling. *Prerequisite: one course in which poetry is studied.*

### ENGL 204 *Creative Writing: Fiction* (EA, W2) [AC]

Directed writing of prose fiction. Workshop format, with theory of fiction and outside reading assignments. Not for freshmen, but for students who have completed some study of prose fiction before enrolling. *Prerequisite: one course in which fiction is studied.*

### 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.

**ENGL 301 *Creative Writing: Non-Fiction* (EA)**

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.*

**ENGL 303 *Advanced Creative Writing: Poetry* (EA, W2)**

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 203.*

**ENGL 304 *Advanced Creative Writing: Fiction* (EA, W2) [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 204.*

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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)**

An examination of a variety of British, American, and Continental short fiction, with stress on the elements of the short story (point of view, characterization, theme, tone, diction, imagery).

**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 225 *Satire* (LS, W1)**

A broad survey of the major developments in American and British satire.

**ENGL 230 *Autobiography and Biography* (LS, W1)**

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

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

Fact-based literary narratives and “new journalism” from writers such as Graham Greene, V.S. Naipaul, George Orwell, Norman Mailer, Truman Capote, Harry Crews, Joan Didion, and others.

ENGL 238 *Chaucer’s Canterbury Tales* (LS, W1)

A study of the diverse genres within Chaucer’s *Canterbury Tales*, read in Middle English.

ENGL 244 *The Angry Decade, English Literature and Film of the 1950s* (LS, W1)

An analysis of the major novels, plays, and films that shaped cultural conflict in post-war England. Topics will include works associated with The Movement, Angry Young Men, Kitchen Sink School of drama, and the film-makers of the British New Wave. The course will relate this material to broader issues like working-class culture, youth-movements, the welfare state, rock-n-roll music, and television.

ENGL 245 *African Novel* (LS, W1)

Novels from the 1950s to the present that reflect Africa’s diverse cultures and history.

ENGL 246 *British Film* (LS, W1)

A critical survey of British Film from its beginnings to the present.

ENGL 250 *Women and African Literature* (CW, LS, W1)

Works by women writers from a variety of African regions and cultures.

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 257 *Literature and the Working-Class* (LS, CW, W1)

A study of the way in which debates over working-class identity affected Anglo-American literary politics from the advent of Modernism to the present. Authors covered may include T.S. Eliot, Virginia Woolf, Q.D. Leavis, Raymond Williams, Richard Wright, Doris Lessing, Buchi Emecheta, and Jeanette Winterson.

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 262 *Cultural Conflict in Modern American Novels* (LS, W1)

Studies of cultural tensions involved in works by authors such as Warren, Malamud, Potok, Toole, Kesey, and Walker.

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. Cross-listed as LITR 265.

ENGL 269 *Introduction to Film Studies* (LS, W1)

A basic introduction to the concepts and techniques of film analysis and criticism.

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 18<sup>th</sup> through the late 20<sup>th</sup> 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 American Literature* (LS, W1)

An introduction to studying American 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.*

**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. *Prerequisite: completion of one 200-level literary studies course or permission of the instructor.*

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**ADVANCED STUDIES IN LITERATURE**

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**ENGL 312 *Arthurian Literature* (LS)**

The evolution of the Arthurian canon in English, from the 14th century to the present.

**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 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* (LS)

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 324 *Southern Literature* (LS)

Analysis of significant novels, short stories, poems, and dramas that were written during and after the Southern Renaissance.

ENGL 325 *Revolution and Reaction: Politics and Poetry in the Age of English Romanticism* (LS)

Approaches Romanticism as a broadly based cultural movement rather than a narrowly defined literary movement. Provides an introduction to the major figures of English Romanticism while offering students the opportunity to study women writers and working-class writers who wrote poetry or who took part in important political movements of this period.

ENGL 328 *Victorian Culture: Literature and the Arts* (LS)

An examination of the interrelated responses of poetry, painting, and architecture to industrialism, commercialism, scientific discovery, and religious doubt, with an emphasis on medieval revivalism.

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 335 *American Literary Modernism (1900-1945)* (LS)

Studies of representative stories and novels from the first half of the twentieth century. Authors might include Anderson, Hemingway, Wharton, Toomer, West, and others.

ENGL 336 *Postmodern and Contemporary American Literature (1945-present)* (LS)

Studies of representative stories and novels from the end of World War II to the present. Authors might include Barth, Wright, O'Connor, Hurston, Morrison, DeLillo, Stone, Naylor, O'Brien, Pynchon, Nabokov, Percy, Atwood, and others.



**ENGL 342 *Faulkner* (LS)**

An examination of representative fiction of the Yoknapatawpha saga.

**ENGL 350 *British and Irish Literature in the Age of Modernism***

An examination of British and Irish fiction from the 1890s to the 1950s, with literary movements and major writers being related to early twentieth-century intellectual and social concerns.

**ENGL 353 *Contemporary British and Irish Literature* (LS)**

A study of British and Irish fiction, poetry, and drama in recent decades.

**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)**

The application of literary theory to the interpretation of selected texts.

**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 364 *The Literature of Depressives* (LS)**

A study of the works of American writers with a strong melancholy bent who give special attention to the grim realities of life. Likely subjects are Carson McCullers, Sylvia Plath, James Agee, William Styron, and William Humphrey.

**ENGL 365 *Political Fiction* (LS)**

A study of representative 19th and 20th-century novels dealing with the fate of the individual in modern mass movements, centering on themes of revolution versus tradition, ideological commitment versus disillusionment, group loyalty versus personal betrayal. Readings may include works by Dostoyevsky, Conrad, Malraux, Hemingway, Huxley, Koestler, Orwell, Camus, Grass, Aksyanov, Warren, and Ellison.

**ENGL 395 *Topics in Literature* (LS)**

Directed, intensive study of a special literary subject.

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## SEMINARS

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*Prerequisites: any 300-level course in English.*

**ENGL 405 *Chaucer's Troilus and Criseyde* (LS, W2)**

A reading of Chaucer's masterpiece as a work of comedy, tragedy, and romance.

**ENGL 408 *Shakespeare* (LS, W2)**

Problems of interpretation in light of conflicting critical views.

**ENGL 412 *The Sonnet* (LS, W2)**

A study of selected sonnets from the Renaissance to the present day.

**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*.

**ENGL 416 *The Satire of Pope, Swift, & Gay* (LS, W2)**

An in-depth study of the major satires of Pope, Swift, and Gay.

**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.

**ENGL 420 *The Wordsworths, Coleridge, & their Circle* (LS, W2)**

An intensive study of the lake poets and their literary comrades. In addition to Samuel T. Coleridge and William Wordsworth, also included are the works of Dorothy Wordsworth, Robert Southey, Thomas De Quincey, and others who were at the edge of this movement but who, nonetheless, influenced it.

**ENGL 432 *Jane Austen* (LS, W2)**

A study of Austen's *Northanger Abbey*, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and *Persuasion*.

**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*.

**ENGL 441 *Robert Browning* (LS, W2)**

A study of major and minor works from “Pippa Passes” to “Asolando.” Evaluation of critical studies.

**ENGL 450 *Topics in Modern and Contemporary British Literature* (LS, W2)**

A focused study of a major British author, to be determined on a year-by-year basis. Possible topics include, but are not limited to, W.B. Yeats, James Joyce, D.H. Lawrence, Virginia Woolf, George Orwell, W.H. Auden, Dylan Thomas, Philip Larkin, Doris Lessing, Iris Murdoch, John Osborne, Margaret Drabble, John Fowles, Anthony Burgess, and Seamus Heaney.

**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*.

**ENGL 460 *Topics in American Literature* (LS, W2)**

The special subject of the seminar will be determined on a year-by-year basis.

**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.

**ENGL 490 *Special Topics* (LS, W2)**

The special subject of the seminar will be determined on a year-by-year basis.

**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 Capek, Hines, Lombardi, and McDaniel  
Associate Professor Moran (chair)

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

14 courses distributed as follows:

#### Core Requirements

- EVST 275/ENGL 275 *American Literature and the Environment*
- BIOL 102 *Natural History*
- BIOL 104 *Environmental Biology*
- CHEM 110 *Concepts of Chemistry*
- POLI 235 *Public Policy Process*
- PSYC 290 or BUSI 250 *Statistics*
- ECON 340 *Environmental Economics*
- SOCI 375 *Environmental Sociology*
- or
- ANTH 320 *Gender and Environment*
- RELI 200 *State of the World*
- or
- PHIL 270 *Environmental Philosophy*
- or
- PHIL 315 *Ethics*

- EVST 498 *Internship*
- EVST 497 *Senior Seminar*

All students will choose from two possible emphases for their remaining courses. Students desiring a Natural Science emphasis may take either a biology or chemistry sequence. Students with a Socio-cultural emphasis take three courses of their choice from the list below.

#### Natural Science Emphasis

##### Biology

- BIOL 150 *Cell Biology*
- BIOL 160 *Organismal Biology*
- BIOL 250 *Genetics*
- BIOL 260 *Ecology and Evolution*

Students who complete the biology sequence will have completed the Natural History requirement and will not have to take the core course BIOL 102.

or

##### Chemistry

- 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*

Students who complete the chemistry sequence will have completed the chemistry requirement and will not have to take the core course CHEM 100.

#### Socio-cultural Emphasis (three of the following courses from three different disciplines)

- ANTH 220 *Cultures of India*
- ANTH 360 *Global Studies*
- HIST 350 *Environmental History*
- PHIL 270 *Environmental Philosophy\**
- PHIL 330 *Ethical Theory*
- PHIL 490 *Topics in Philosophy\*\**
- POLI 250 *Global Politics I*
- POLI 251 *Global Politics II*
- POLI 260 *Political Economy*
- RELI 200 *State of the World\**
- 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, non-credit 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 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 study 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 ENGL 275.*

### EVST 497 *Senior Seminar*

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. No Credit. *Prerequisite: senior standing.*

### EVST 498 *Environmental Internship*

Provides opportunity for students to engage in an applied field experience. Focus of internship to be determined by the student's Environmental Studies emphasis. Internship must be approved in advance by Environmental Studies faculty. *Prerequisite: junior or senior standing.*

## FILM STUDIES

Associate Professor Miller  
Assistant Professor Asman (chair)

The film studies program exposes students to the complex art of film, which combines visual, narrative, and auditory forms of composition, and it introduces them to the philosophically rich discourses of film criticism. The program is interdisciplinary and promotes the study of film from a variety of aesthetic, cultural, and ideological perspectives while ensuring that students will have the opportunity to engage in creative film projects and conduct independent research.

### MINOR

Six courses distributed as follows:

ENGL 269 *Introduction to Film Studies*

ARTH 392 *Great Directors*

Four additional courses chosen from the following list:

AFRI 40 *African Film*

ANTH 250 *Visual Anthropology*

ENGL 244 *The Angry Decade: British Literature and  
film of the 1950s*

ENGL 246 *British Film*

ENGL 270 *The Theme of Woman's Vocation in Literature  
and Film*

FILM 399 *Independent Study*

HIST 190 *History and Film*

SOCI 240 *Sociology through Film*

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.

**Course List**

ARTH 392 *Great Directors* (EA)  
 ENGL 246 *British Film* (LS)  
 ENGL 269 *Introduction to Film Studies* (w1, LS)

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**COURSES**


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FILM 399 *Independent Study* (*Prerequisite: ENGL 269 or permission.*)

## FOREIGN LANGUAGES

Professors Arms (chair), Farthing, Martin, and Oudekerk  
 Associate Professor Resinski  
 Assistant Professors Contreras-Silva, and Vilahomat  
 Visiting Assistant Professor Bridges  
 Instructor Fabricio

The immediate aim of the Department of Foreign Languages is the progressive development of the student's ability to understand, speak, read, and write a foreign language. Its ultimate aim is to arouse curiosity and stimulate interest in the various aspects of the cultures whose language is being studied.

A student majoring in foreign languages may elect to concentrate in French, German, or Spanish. The major consists of credit for 9 courses in the language, above the beginning sequence. The department offers minors in Classics, French, German, and Spanish.

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



## 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 MINOR

The minor in Classics includes courses in both the language and culture of Greco-Roman antiquity. Six courses are required, distributed as follows:

- LATI 110 *Fundamentals of Latin I*  
and  
LATI 120 *Fundamentals of Latin II*  
or  
GREE 110 *Fundamentals of Koine Greek I*  
and  
GREE 120 *Fundamentals of Koine Greek II*  
or  
GREE 115 *Fundamentals of Ancient Greek I*  
and  
GREE 125 *Fundamentals of Ancient Greek II*  
or  
the equivalent
- One course in Latin or Greek at the 200 level or above,
- Three remaining courses chosen from offerings in Latin, Greek, Classics, and the following:
  - ARTH 170 *Western Art History Survey I: Ancient, Classical, Medieval*
  - PHIL 285 *Plato and Aristotle*
  - RELI 124 *Introduction to the New Testament*
  - RELI 229 *Varieties of Early Christianity*
  - RELI 305 *Search for the Historical Jesus*

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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 Literature (LS)*

Focus on translation and interpretation of Latin texts. Specific topics and authors will vary by semester. *Prerequisite: LATI 120 or the equivalent.*

*LATI 310 Advanced Readings in Latin Literature (LS)*

An extension of LATI 210. Focus on the refining of translation and interpretive skills. Specific topics and authors will vary by semester. *Prerequisite: LATI 210 or the equivalent.*

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## GREEK COURSES

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*Students who complete GREE 115-125 Fundamentals of Ancient Greek I and II are not eligible to take GREE 110-120 Fundamentals of Koine Greek I and II. Students who complete GREE 110-120 and would like to take GREE 115-125 should consult with the Classics faculty in order to be placed in the appropriate section.*

*GREE 110 Fundamentals of Koine Greek I*

An introduction to the basic grammar, syntax, and vocabulary of Koine Greek, the language of the New Testament. *No prerequisite.*

*GREE 115 Fundamentals of Ancient Greek I*

An introduction to the basic grammar, syntax, and vocabulary of ancient Greek, the language of classical authors. *No prerequisite.*

*GREE 120 Fundamentals of Koine Greek II (FL)*

A continuation of GREE 110. By the end of the course, students will be reading passages from the Greek text of the New Testament. *Prerequisite: GREE 110 or the equivalent.*

*GREE 125 Fundamentals of Ancient Greek II (FL)*

A continuation of GREE 115. By the end of the course, students will be reading passages of Greek literature in the original. *Prerequisite: GREE 115 or the equivalent.*

**GREE 210 *Readings in Greek Literature* (LS)**

A focus on translation and interpretation of Greek texts. Specific topics and authors will vary by semester. *Prerequisite: GREE 120 or 125, or the equivalent.*

**GREE 310 *Advanced Readings in Greek Literature* (LS)**

A focus on the refining of translation and interpretive skills. Specific topics and authors will vary by semester. *Prerequisite: GREE 210 or the equivalent.*

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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 301 *Greek Civilization* (HP)**

An integrated survey of the history, society, art, and literature of ancient Greece, from the Bronze Age through 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 330 *Greek Tragedy and Comedy* (LS)**

A study of ancient Greek dramatic texts in English translation, aiming to present each drama as a poetic work in its own right, a participant in a literary tradition, and a vehicle for social commentary. Attention will also be given to the historical conditions in which tragedy and comedy were composed and performed. Special consideration will be given to the treatment of gender in drama.

**CLAS 490 *The Classical Tradition: Special Topics (W2)***

A course examining aspects of Greco-Roman antiquity which have been retained and transformed by later cultures. Specific topics will vary by semester (examples: "Myth in Ancient and Modern Literature," "Epic Film and Ancient Rome"). *No prerequisite.*

***Sunoikisis***

Opportunities for further coursework in Classics may be available through Sunoikisis, a coalition of Classics programs at colleges belonging to the Associated Colleges of the South.

**FRENCH****MAJOR**

The major in French consists of at least nine courses above the first-year sequence, including:

- FREN 210 *Intermediate Composition and Conversation*
- FREN 220 *Aspects of French Culture*
- FREN 230 *Introduction to French Literature*
- 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.

All students graduating from Hendrix are required to complete a departmental Senior Capstone Experience during the senior year over all work done in the major. The comprehensive exam in French includes both a written and an oral examination. In addition, seniors majoring in French will be required to present a portfolio consisting of samples of their undergraduate work in the major.

**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.

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### ELEMENTARY FRENCH COURSES

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*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.

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### INTERMEDIATE FRENCH COURSES

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#### 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 460.*

## GERMAN

### MAJOR

The major in German consists of at least nine courses above the basic sequence, including

- GERM 210 or 310 *Intermediate Composition and Conversation*
- GERM 320 or 330 *Survey of German Literature and Civilization*
- GERM 420 *Senior Seminar in German Literary History*
- Six other upper-level German courses of the student's choosing

### SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the German major is a comprehensive examination that follows completion of GERM 420. 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.

## 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 GERM 210 or permission of the instructor is a prerequisite for all other upper-level 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 210/310 Intermediate Composition and Conversation (W2)*

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, W2)*

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 (W2)*

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 320 Survey of German Literature and Civilization, Part I (to 1848)* (LS, W2)

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, W2)

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 340 From Expressionism to Exile Literature* (LS, W2)

Deals with the most important authors and cultural movements of Fin-de-Siècle Vienna, the Weimar Republic, and the years of Nazi domination in German. Includes such authors as Rilke, Mann, Kafka, Hesse, Seghers, and Brecht.

*GERM 350 German Literature since 1945* (LS, W2)

Examines the most important literary figures writing in German since the Second World War against the backdrop of the turbulent history of this period. Includes authors such as Boll, Grass, Hesse, Becker, Wolf, and Maron.

*GERM 395 Contemporary German Civilization* (W2)

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, W2)

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, W2)

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

At least nine courses above the basic sequence, including

- SPAN 310 *Survey of Spanish Literature to 1800*
- SPAN 320 *Survey of Spanish Literature since 1800*
- SPAN 330 *Survey of Latin-American Literature*
- SPAN 200 *Conversation and Composition*

or

SPAN 300 *Advanced Grammar and Composition*

Students who desire to pursue graduate studies in Spanish are strongly encouraged to take at least the basic sequence in French, German, Latin, or Greek.

### 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.

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## SPANISH COURSES

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### 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.*

**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.

**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.

**SPAN 330 *Survey of Latin-American Literature* (LS, W2)**

An overview of Spanish-language Latin-American literature from pre-Columbian times to the present.

**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.

**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.

**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.

SPAN 410 *The Latin American Short Story* (LS, W2)

A study of the genre with particular emphasis on works of the 20th century.

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.

SPAN 440 *Drama of the Golden Age* (LS, W2)

An in-depth study of the drama of the Golden Age of Spain. Includes works by Lope de Vega, Calderón de la Barca, and Tirso de Molina. This course will examine questions of an individual's role in relation to society, law, and religion posed by these works.

SPAN 450 *The Generation of '98* (LS, W2)

A study of the authors of the Generation of '98 and of Ortega y Gasset.

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.

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.

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 Tzvetvan Todorov and Beatriz Pastor Bodmer will also be studied. *Prerequisite: SPAN 200 or consent of instructor.*

SPAN 474 *Indigenous Influences in Latin American Literature* (LS, CW, 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 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 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.

*SPAN 485 The Hispanic Novel (LS)*

A course geared toward the reading of novels that have captured international attention. This course will also cover works written by Hispanics in the U.S. Authors studied may include Gabriel García Márquez, Isabel Allende, and Sandra Cisneros. *May be cross-listed as LITR 485 when taught in English.*

*SPAN 490 Special Topics*

An intensive study of primary and secondary sources dealing with a specific topic or author.

## GENDER STUDIES

Professors Binnie, Capek, Falls-Corbitt, Hines, and West  
Associate Professors Barth, Harris, Maslin-Wicks, Resinski,  
Schantz, Templeton, and Toth  
Assistant Professors Campolo, Skok (chair), and Vernon

### MINOR

Five of the following courses selected from at least two different disciplines:

- one of which must be a humanities
  - CLAS 330 *Greek Tragedy and Comedy* (LS)
  - ENGL 250 *Women and African Literature* (LS, W1)
  - ENGL/EVST 275 *American Literature and the Environment* (LS, W1)
  - ENGL 258 *American War Literature* (LS, W1)
  - ENGL 270 *The Theme of Women's Vocation in Literature and Film* (LS, W1)
  - ENGL 405 *Chaucer's 'Troilus and Criseyde'* (LS)
  - ENGL 432 *Jane Austen* (LS)
  - ENGL 435 *The Brontës* (LS)
  - ENGL 465 *Ernest Hemingway Seminar* (LS, W1)
  - GEND 267: *Topics: Introduction to Gender Studies* (counted as a humanities course when taught by a member of the humanities faculty)
  - PHIL 310 *Feminist Thought* (VA, SB, CW)
- one of which must be a social science
  - ANTH 280 *The Anthropology of Gender* (SB)
  - ANTH 320 *Gender and Environment*
  - GEND 267 *Topics: Introduction to Gender Studies* (counted as a social science course when taught by a member of the social sciences faculty)
  - HIST 385 *American Social History to 1865* (HP, LS)
  - HIST 402 *American Women's History* (HP)
  - POLI 100 *Issues in Politics: Gender*
  - POLI 300 *Feminist Political Thought* (VA, CW)
  - POLI 380 *Gender, Sexuality, and American Politics* (CW, W2)
  - PSYC 400 *Psychology of Gender* (CW)
  - RELI 330 *Women and Religion* (CW)
  - SOCI 250 *Gender and Family* (CW, SB)

SOCI 310 *Gender and Sexuality*  
 SOCI 390 *Social Inequality* (CW, SB)

A student may count one course in his or her major discipline towards the Gender Studies minor, but this course will not count toward his or her major.

The gender emphasis in the following courses varies from year to year. Students should consult the instructor and petition the chair of Gender Studies to receive credit towards the Gender Studies minor for any of these courses.

ANTH 280 *The Anthropology of Gender* (SB)  
 ENGL 265 *Masterpieces of World Literature* (LS, W1)  
 ENGL 361 *The Black Writer* (LS)  
 ENGL 312 *Arthurian Literature* (LS)  
 ENGL 322 *Money, Class, and Marriage in the British Novel* (LS)  
 TART 311 *History of Theatre and Drama II*  
 TART 330 *Theatre and Challenges of the Contemporary World*

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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 *Topics: Introduction to Gender Studies* (CW)

An interdisciplinary course designed for first or second year students that will explore men's and women's experiences in American society and the role that ideas about sexual differences have played in shaping those experiences. Areas of inquiry will include, but are not limited to, the following: the construction of gender roles and sexuality; the relationship between gender and other social, political, and legal structures and institutions; the interplay of gender with race, class, and ethnicity in cultural perceptions and expectations of both men and women. This course will strive to assist students in formulating questions about gender as it relates to their on-going work in various disciplines across the curriculum. *This course will be cross-listed in the department of the instructor of record for that semester. Course content may vary accordingly. Currently cross-listed as HIST 267 and PHIL 267.*

## HISTORY

Professors Larson and McAinsh  
Associate Professors Jennings, Shutt (chair), and Schantz  
Assistant Professor Skok  
Visiting Assistant Professor Shackelford

### MAJOR

Students seeking a major in history will take 11 courses distributed in the following manner:

- 2 courses in American history
- 2 courses in European history
- 3 courses in Global history
- 3 elective courses in history
- HIST 300 *Historiography*

These 11 courses must include:

- 1 course in pre-modern history (that is, a course which treats in a substantial way the period before 1800)
- 1 seminar course (that is, a small discussion-based course focusing on important historical texts)
- 1 research course (that is, a course in which students produce a research paper of at least 25 pages)

These courses are identified in departmental course offerings at the end of each description as follows:

- pre-modern courses (PM),
- seminar courses (S), and
- research courses (R).

Students may satisfy only one of the above requirements in a single course. (Thus, a student may not take *American Revolutionary Era* as both a research course and a pre-modern course but would have to decide on one designation or the other.)

Students who contemplate taking the senior-level HIST 497 *Advanced Research and Writing* are urged to complete their research course as well as *Historiography* during the junior year.



## SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the history major consists of a comprehensive examination. The comprehensive examination is the standardized Major Field Achievement Test (MFAT). The grade for the Senior Capstone Experience is based on the standardized test score.

## MINOR

Students seeking a minor in history will take 6 courses distributed in the following manner:

- 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 267 *Topics: Introduction to Gender Studies* (CW)

An interdisciplinary course designed for first or second year students that will explore men's and women's experiences in American society and the role that ideas about sexual differences have played in shaping those experiences. Areas of inquiry will include, but are not limited to, the following: the construction of gender roles and sexuality; the relationship between gender and other social, political, and legal structures and institutions; the interplay of gender with race, class, and ethnicity in cultural perceptions and expectations of both men and women. This course will strive to assist students in formulating questions about gender as it relates to their on-going work in various disciplines across the curriculum. *This course will be cross-listed in the department of the instructor of record for that semester. Course content may vary accordingly. Currently cross-listed as GEND 267 and PHIL 267.*

**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 497 *Advanced Research and Writing* (HP) [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. Students interested in enrolling in this course should consult their advisors during the spring semester of the junior year. Students who wish to enroll in this course should also have their basic departmental research requirement (an R course) completed by the end of the junior year. *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 the 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 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 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. (S)

**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 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. (R, PM)

**HIST 353-A *American Civil War and Reconstruction* (HP)**

Offers an analysis of the sectional conflict leading to the secession crisis, the impact of the war on American society, and the reunification of the nation during Reconstruction. Within all three topics the course will be fundamentally concerned with the shifting meanings of freedom in American life. (R)

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

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. (R)

**HIST 380-A *City and Nation in American History* (HP)**

From the beginning of American History, cities have played an integral role in the life of the nation. They have been vital centers of trade since before the arrival of Europeans in North America. They have been economic engines, spurring the westward movement of Europeans across the continent. They have been centers of culture and sites of conflict. They have raised questions of regional and national identity. They have housed a diverse array of class, ethnic, and racial groups. In this course, we will examine the growth of the American urban system from the Colonial Era to the present. Course requirements include a research paper on some aspect of the city of Little Rock using primary source documents. Students will receive plentiful help in finding a topic. Past topics include: Boxing in the 1870s, the Little Rock electric trolley system, Little Rock women's clubs, and race relations in the 1960s. (S, R)

**HIST 385-A *American Social History to 1865* (HP)**

This course examines important American diaries, journals, and autobiographies from the colonial period through the era of the Civil War

and explores the historical context in which these texts were written. It stresses, especially, the importance of gender, class, and race in the shaping of American life. (S, PM)

*HIST 390-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. (PM)

*HIST 395-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. (S)

*HIST 402-A American Women's History (HP)*

A seminar and discussion course centered on important texts in the history of American women from the colonial period to the present. (S)

*HIST 403-A History of Death in America (HP, VA)*

Some would argue that America is inherently a "death-denying" culture. This course investigates that assertion by exploring critical texts in the history of death in America from the colonial period to the present. It includes such topics as Puritan view(s) of death, the social construction of disease, death and warfare, the rise of the hospital, and an examination of the modern funeral industry. (S)

*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. (S or R, depending upon the topic and structure of the course)

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## EUROPEAN HISTORY COURSES

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### 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. (PM)

### 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 301-E *Greek Civilization* (HP)

An integrated survey of the history, society, art, and literature of ancient Greece, from the Bronze Age through Alexander the Great. No prerequisite. *Cross-listed as CLAS 301.*

### HIST 302-E *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 CLAS 302.*

### HIST 311-E *Medieval Europe* (HP)

Beginning with the decline and fall of the Roman Empire and the rise of Christianity, this course will focus on Western Europe from about 400 to 1300. Particular attention will be given to the intertwining of Classical, Christian, and Germanic cultures that resulted in the birth and early development of Western Civilization. (PM)

**HIST 312-E *Renaissance Europe* (HP)**

This course will focus on the social, political, economic, and cultural developments in Western Europe (with particular concentration on Italy) in the fourteenth, fifteenth, and early sixteenth centuries. Emphasis will be given to the questions of whether these developments are best understood as a repudiation or as a continuation of Medieval culture, and whether they should be seen as the origins of Modernity. (PM, R)

**HIST 313-E *Reformation and Baroque Europe* (HP)**

Among the topics stressed in the study of the sixteenth and seventeenth centuries are the Protestant Reformation and the Scientific Revolution, with the cultural changes associated with them. The development of the modern State system of Europe is also considered. (PM)

**HIST 314-E *Age of Democratic Revolutions* (HP)**

Eighteenth-century Europe is examined with an eye toward determining the causes of the upheavals which followed. The French Revolution of 1789 and subsequent revolts against the status quo through the Revolutions of 1848 are then considered, with particular attention to their political and diplomatic aspects. (R)

**HIST 315-E *Age of the Nation State* (HP)**

This course treats the history of Europe from the Revolutions of 1848 to the end of the First World War. Particular emphasis falls on the five major powers of Europe, and the intellectual changes during this period. (R)

**HIST 316-E *Europe: 1918-1945* (HP)**

This course focuses primarily on the problems of political and cultural breakdown in the inter-war years, on the rise of the dictators, and on the origins of World War II. (R)

**HIST 332-E *Russia: 1689-1917* (HP)**

This course traces the development of the Russian Empire from the reign of Peter the Great to the February Revolution. Special emphasis is placed on Russia's struggle to modernize. (PM)

**HIST 333-E *Russia since 1917* (HP, CW)**

This course begins at the turn of the century and attempts to explain the success of the Bolsheviks, the development and dissolution of the Soviet Union, and the current condition of Russia. (R)

**HIST 370-E *Communism, Fascism, and Democracy* (HP)**

This is a course in intellectual history. The basic ideas, and historical development of Liberal Democracy, Fascism, and Communism are considered. HIST 170 *Contemporary Europe* is recommended. (R)

**HIST 440-E *Seminar in the History of Europe, 1890-1940* (HP)**

This course focuses on some of the important conflicts and changes in Western and Central Europe in the half century preceding World War II. *Prerequisite: HIST 315, HIST 316, or consent of instructor.* (S)

**HIST 445-E *Seminar in Soviet History* (HP)**

This course focuses in more detail on some of the major problems in the development of the Soviet Union and its successors. *Prerequisite: HIST 333 or consent of instructor.* (S)

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**GLOBAL HISTORY COURSES**

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**HIST 120-G *Early African History* (HP)**

An introductory course with continent-wide scope. Covers the major trends and events in Africa to the imposition of colonialism, including the development of agriculture, cities and states, technology, and religious life. (PM)

**HIST 130-G *Colonial African History* (HP)**

The second half of the general survey course takes African history up to independence. Covers such topics as the colonial state, resistance movements, problems of independence, and development.

**HIST 235-G *Colonial Latin America* (HP)**

This course is an introduction to the history of Latin America in the period between late pre-history (circa A.D. 1250) and the end of the Wars of Independence in Spanish America in 1826. This course will take a broad definition of Latin America to include much of the Caribbean, Central America, and South America. Our study will begin with the Native Americans who created a diverse set of societies across an environmentally diverse landscape. We will then study the classic Age of Conquest in which Spanish conquistadors brought much of the Caribbean, Central America, and South America into the Spanish Empire. Then we will study the development of colonial societies throughout not only Spanish America, but also in Portuguese Brazil and the French Caribbean. Finally



we will study the Age of Independence in which all of Spanish America, with the exception of Cuba and Puerto Rico, won its independence and a plethora of independent states emerged throughout Central and South America. (PM)

**HIST 240-G *History of the Islamic World* (CW, HP)**

This survey course follows the rise of Islam as a world religion from the time of the Prophet Muhammad, into the Classical Age of expansion and cultural development, and on into the rise of the Ottoman Empire. Topics include Muslim piety, Sunni and Shi'ia Islam, Sufism, gender and African forms of Islam. We consider briefly the contemporary era in the last section of the course. (PM)

**HIST 242-G *China since the Ming* (HP)**

This course emphasizes three elements of Modern Chinese history: The collapse of Imperial China under the impact of the West, the failure of the Nationalist Government to modernize China, and the mixed success of the Chinese Communist government in bringing China toward the 21st Century.

**HIST 250-G *History of Southern Africa* (HP)**

This course explores the History of South Africa as a regional powerhouse in the sub-continent. The course begins with the history of the Khoisan, the earliest inhabitants of the sub-continent and traces developments in the economy, culture and politics to the end of the Apartheid era in 1994. (PM)

**HIST 280-G *Contemporary Africa* (HP, CW)**

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. (R)

**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. (PM, R)

HIST 330-G *Culture and Colonialism* (HP, CW)

This seminar focuses on selected readings concerning the cultural impact of colonialism in Africa. Topics include domesticity, health and medicine, etiquette, music and clothing styles, gangsters, films, and Christianity. (S)

HIST 377-A *Indians and Iberians in the Americas* (HP)

This course is a reading intensive seminar designed to introduce students to the study of the colonial encounter between Indians and Iberians in colonial Latin America. It will focus on the various methods used by ethnohistorians used to understand these encounters from indigenous perspectives. (S, PM)

HIST 430-G *Topics in African History* (HP)

This reading course focuses on topics in African history that interest students and the instructor.

## INTERDISCIPLINARY STUDIES

Students wishing to explore major courses of study not offered by individual departments may petition for an Interdisciplinary Studies major. Under the guidance of a faculty committee proposed by the student and approved and appointed by the Registrar, such students may develop majors combining courses 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 must be approved in all particulars by the faculty committee. Students who would like to explore an Interdisciplinary Studies major are urged to consult with their faculty advisors or with the Office of the Registrar.

The process for developing a major in interdisciplinary studies should follow the following three steps.

- **Declaration of Intent.** During the sophomore year, students should declare an intention to pursue an interdisciplinary studies major by submitting a written proposal to the Registrar. Under no

circumstances should a student declare such intent later than the first term of his or her junior year. The written proposal should contain the following items:

- \* a list of eight to fourteen courses proposed to constitute the major,
  - \* a proposed senior capstone experience,
  - \* a narrative account of the aims the student intends to fulfill by means of the proposed major,
  - \* reasoning that supports the desirability of the proposed major,
  - \* a proposed committee of at least three but not more than four faculty members with one of the faculty members designated as committee chair,
  - \* signature of the student's academic advisor, and
  - \* signature of each faculty member on the proposed committee.
- **Formation of Committee.** The Registrar appoints the proposed committee of faculty to review the student's proposal for an Interdisciplinary Studies major. The committee sends to the Registrar a recommendation to either approve, or not approve, the proposal.
  - **Authorization of Major.** On receipt of a positive recommendation from the committee, the Registrar authorizes the student to pursue the major. The committee that recommended approval then advises the student as the departmental faculty for the major. This committee must approve any variations from the original proposal and grades the capstone project.

# INTERNATIONAL RELATIONS AND GLOBAL STUDIES

Professors Berry, King (chair), McDaniel, Oudekerk, Scott, and West

## MAJOR

13 courses distributed as follows:

### PART A: Foreign Language

Two courses beyond the basic sequence in at least one modern foreign language.

- FREN 210 *Intermediate Composition and Conversation*  
or  
FREN 220 *Aspects of French Culture*  
or  
FREN 230 *Introduction to French Literature*  
or  
GERM 210 *Intermediate Composition and Conversation*  
or  
SPAN 200 *Conversation and Composition*  
or  
the equivalent course in another modern foreign language
- One upper-division course taught in a foreign language, including foreign literature courses.

### PART B: Global Awareness

- POLI 250 *Global Politics I*  
or  
POLI 251 *Global Politics II*
- ECON 360 *International Economics*  
or  
POLI 260 *Political Economy*
- **Culture Studies:** One from
  - SOCI 250 *Gender and Family*
  - SOCI 270 *Racial and Ethnic Minorities*
  - SOCI 360 *Social Change/Social Movements*
  - SOCI 380 *Medical Sociology*
  - SOCI 390 *Social Inequality*
  - ANTH 100 *Introduction to Anthropology*

ANTH 250 *Visual Anthropology*  
 ANTH 360 *Global Studies*  
 ANTH 370 *Psychological Anthropology*  
 ENGL 255 *Post-Colonial Literature*  
 ENGL 265 *Masterpieces of World Literature*  
 ENGL 363 *English as a Global Language*  
 RELI 110 *Religion in a Global Context*  
 RELI 200 *State of the World*  
 RELI 340 *World Religions: Contemporary Perspectives*  
 RELI 330 *Women and Religion*  
 MUSI 270 *Survey of Global Musics*

- **Environmental Studies:**

One from

SOCI 375 *Environmental Sociology*  
 ANTH 320 *Gender and Environment*  
 PHIL 270 *Environmental Philosophy*  
 BIOL 104 *Environmental Biology*  
 ECON 340 *Environmental Economics*

**PART C: Regional Concentration.** Four courses. At least one course from each of the two sub-sections (1) and (2). Course selections should attempt to cohere primarily, but not necessarily exclusively, around one particular regional concentration.

**(1) History, Politics, and Society**

ANTH 220 *Cultures of India*  
 ANTH 380 *Indian Peoples of the Americas*  
 HIST 130 *Colonial African History*  
 HIST 170 *Contemporary Europe*  
 HIST 222 *England since 1688*  
 HIST 242 *China since the Ming*  
 HIST 250 *History of Southern Africa*  
 HIST 280 *Contemporary Africa*  
 HIST 316 *Europe: 1918-1945*  
 HIST 333 *Russia since 1917*  
 HIST 370 *Communism, Fascism, and Democracy*  
 POLI 372 *China and East Asia*  
 POLI 373 *Palestine, Israel, and the Middle East*  
 POLI 430 *Topics in Comparative Politics*  
 HIST 445 *Seminar in Soviet History*

**(2) Arts and Culture**

- ARTH 171 *Western Art History Survey II*  
 ENGL 245 *African Novel*  
 ENGL 250 *Women and African Literature*  
 ENGL 255 *Post-Colonial Literature*  
 ENGL 265 *Masterpieces of World Literature*  
 ENGL 455 *Chinua Achebe and Wole Soyinka*  
 FREN 220 *Aspects of French Culture*  
 FREN 450 *Contemporary French Literature*  
 FREN 460/LITR 460 *Topics in French Literature*  
 GERM 330 *Survey of German Literature and Civilization, Pt II*  
 GERM 340 *From Expressionism to Exile Literature*  
 GERM 350 *German Literature since 1945*  
 GERM 395 *Contemporary German Civilization*  
 SPAN 320 *Survey of Spanish Literature since 1800*  
 SPAN 330 *Survey of Latin-American Literature*  
 SPAN 410 *The Latin American Short Story*  
 SPAN 420 *Latin-American Poetry*  
 SPAN 460 *Spanish Poetry and Drama of the Twentieth-Century*  
 MUSI 260 *Introduction to Twentieth-Century Music*  
 MUSI 402 *Classic, Romantic, and Modern Music*  
 PHIL 250 *Philosophies of India*  
 PHIL 260 *Philosophies of China and Japan*  
 RELI 216 *Judaism*  
 RELI 311 *Buddhism*  
 RELI 231 *Western Christianity since 1500*

**PART D: Electives**

Two courses from Parts A, B, and C not already selected as fulfillments for those Parts;

or,

for those students interested in an Economics & Business concentration, two courses from

- BUSI 200 *Fundamentals of Accounting and Business I*  
 BUSI 210 *Fundamentals of Accounting and Business II*  
 BUSI 330 *Cost Accounting*  
 ECON 200 *Principles of Microeconomics*  
 ECON 210 *Principles of Macroeconomics*  
 ECON 320 *Money, Banking, and Credit*  
 ECON 410 *Financial Management*

**PART E: Study Abroad**

Students must complete at least one study abroad experience that earns at least one Hendrix course credit. Students should seek approval from the IRGS Committee before completing this requirement.

**SENIOR CAPSTONE EXPERIENCE**

Completion of IRGS 400 *Senior Seminar* will satisfy the Senior Capstone Experience requirement for IRGS majors and may be counted as one course in Part B (bullet 3) of the IRGS minor.

**SPECIAL NOTES:**

1. Study abroad courses, if approved by the IRGS Committee in advance and in response to student petition, can be used to substitute for courses in Parts A through D above.
2. Independent studies, if approved by the IRGS Committee in advance and in response to student petition, may count as fulfillments for Parts A through D above.
3. Students wishing to major in IRGS in the more “traditional” IR sense should consider taking POLI 250 *Global Politics I*, POLI 251 *Global Politics II*, and POLI 260 *Political Economy*, along with ECON 360 *International Economics*.

Students wishing to major in IRGS in the “global studies” sense should emphasize language, humanities, and socio-cultural courses where possible.

Students wishing to major in IRGS with a concentration in Economics and Business should emphasize the ECON/BUSI courses listed in Part D above, as well as taking ECON 360.

4. Students should check catalog course descriptions by department for any prerequisites.

**MINOR**

Nine courses distributed as follows:

**PART A: Foreign Language**

The basic sequence or its equivalent in any modern foreign language.

**PART B: Global Awareness**

- POLI 250 *Global Politics I*  
or  
POLI 251 *Global Politics II*
- ECON 360 *International Economics*  
or  
POLI 260 *Political Economy*
- Two from
  - ANTH 100 *Introduction to Anthropology*
  - ANTH 250 *Visual Anthropology*
  - ANTH 320 *Gender and Environment*
  - ANTH 360 *Global Studies*
  - ANTH 370 *Psychological Anthropology*
  - BIOL 104 *Environmental Biology*
  - ECON 340 *Environmental Economics*
  - ENGL 255 *Post-Colonial Literature*
  - ENGL 265 *Masterpieces of World Literature*
  - ENGL 363 *English as a Global Language*
  - IRGS 400 *Senior Seminar in International Relations and Global Studies*
  - MUSI 270 *Survey of Global Musics*
  - PHIL 270 *Environmental Philosophy*
  - RELI 110 *Religion in a Global Context*
  - RELI 200 *State of the World*
  - RELI 330 *Women and Religion*
  - RELI 340 *World Religions: Contemporary Perspectives*
  - SOCI 250 *Gender and Family*
  - SOCI 270 *Racial and Ethnic Minorities*
  - SOCI 360 *Social Change/Social Movements*
  - SOCI 375 *Environmental Sociology*
  - SOCI 380 *Medical Sociology*
  - SOCI 390 *Social Inequality*

**PART C: Regional Concentration.** Four courses. At least one course from each of the two sub-sections (1) and (2). Course selections should attempt to cohere primarily, but not necessarily exclusively, around one particular regional concentration.

**(1) History, Politics, and Society**

ANTH 220 *Cultures of India*



ANTH 380 *Indian Peoples of the Americas*  
HIST 130 *Colonial African History*  
HIST 170 *Contemporary Europe*  
HIST 222 *England since 1688*  
HIST 242 *China since the Ming*  
HIST 250 *History of Southern Africa*  
HIST 280 *Contemporary Africa*  
HIST 316 *Europe: 1918-1945*  
HIST 333 *Russia since 1917*  
HIST 370 *Communism, Fascism, and Democracy*  
POLI 372 *China and East Asia*  
POLI 373 *Palestine, Israel, and the Middle East*  
POLI 430 *Topics in Comparative Politics*  
HIST 445 *Seminar in Soviet History*

(2) Arts and Culture

ARTH 171 *Western Art History Survey II*  
ENGL 245 *African Novel*  
ENGL 250 *Women and African Literature*  
ENGL 255 *Post-Colonial Literature*  
ENGL 265 *Masterpieces of World Literature*  
ENGL 455 *Chinua Achebe and Wole Soyinka*  
FREN 220 *Aspects of French Culture*  
FREN 450 *Contemporary French Literature*  
FREN 460/LITR 460 *Topics in French Literature*  
GERM 330 *Survey of German Literature & Civilization, Pt II*  
GERM 340 *From Expressionism to Exile Literature*  
GERM 350 *German Literature since 1945*  
GERM 395 *Contemporary German Civilization*  
SPAN 320 *Survey of Spanish Literature since 1800*  
SPAN 330 *Survey of Latin-American Literature*  
SPAN 410 *The Latin American Short Story*  
SPAN 420 *Latin-American Poetry*  
SPAN 460 *Spanish Poetry and Drama of the  
Twentieth-Century*  
MUSI 260 *Introduction to Twentieth-Century Music*  
MUSI 402 *Classic, Romantic, and Modern Music*  
PHIL 250 *Philosophies of India*  
PHIL 260 *Philosophies of China and Japan*  
RELI 216 *Judaism*  
RELI 311 *Buddhism*  
RELI 231 *Western Christianity since 1500*

### SPECIAL NOTES:

1. Study abroad courses, if approved by the IRGS Committee in advance and in response to student petition, can be used to substitute for courses in Parts A through D above.
2. Students should check catalog course descriptions by department for any prerequisites.

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### INTERNATIONAL RELATIONS AND GLOBAL STUDIES COURSES

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#### *IRGS 400 Senior Seminar in International Relations and Global Studies (CW, W2)*

An advanced seminar course intended primarily for senior IRGS majors and minors. Although the specific content and structure of the seminar may vary from year to year, it intends to bring experienced students of IRGS together to study global issues in an advanced academic setting. Given the explicit interdisciplinary nature of the IRGS program, a contemporary global issue (or issues) will be analyzed from various theoretical perspectives and by multiple methodologies as they are represented by the relative disciplinary strengths of the seminar members themselves. The cumulative result will be a collection of studies, cohering around a common theme or question, but examined from a variety of perspectives and expressed in a variety of media. Completion of the seminar will satisfy the Senior Capstone Experience requirement for IRGS majors and may be counted as one course in Part B (bullet 3) of the IRGS minor.

## KINESIOLOGY

Professors Garrison, Hannah (chair), and Kelly  
Associate Professor Mayo

### MAJOR

A major in Kinesiology consists of eleven courses (eight core courses, and three courses in an emphasis chosen by the student) and six physical education activity classes, at least one chosen from each of the following categories: fitness, team sport, individual sport, aquatics, and dance.

The eight required courses are the following:

- KINE 100 *Foundations of Kinesiology*
- KINE 200 *Care and Prevention of Exercise and Sport Injuries*
- KINE 210 *Concepts of Fitness*
- KINE 220 *Health and Wellness*
- KINE 280 *Skills for Majors*
- KINE 320 *Anatomy and Physiology*
- KINE 330 *Structural Kinesiology*
- KINE 360 *Physiology of Exercise*

The areas of emphasis, and the courses comprising them, are these:

**Secondary Physical Education and Health - 3 courses**

- KINE 300 *Secondary Methods*
- KINE 400 *Administration*
- KINE 430 *Coaching Spring Sports*  
or  
KINE 440 *Coaching Basketball*  
or  
KINE 450 *Coaching Swimming*  
or  
KINE 460 *Coaching Volleyball*  
or  
KINE 470 *Coaching Football*

**Elementary Physical Education - 3 courses**

- KINE 250 *Games and Basic Rhythms for Elementary Grades*
- KINE 290 *Motor Development*
- KINE 350 *P. E. for Elementary Education*

**Sports Management - 3 courses**

- ECON 100 *Survey of Economics Issues*  
or  
BUSI 200 *Fundamentals of Accounting and Business I*
- Marketing (to be taken off campus)
- KINE 498 *Individual Internship*

**Recreation Leadership - 3 courses**

- KINE 240 *Recreational Leadership*
- KINE 270 *Outdoor Education*
- KINE 498 *Independent Internship*

Each student must pass a minimum standard fitness test before graduation and demonstrate minimum standards on a list of proficiencies as prescribed by the department.

Students planning to certify to teach physical education 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.

### SENIOR CAPSTONE EXPERIENCE

Kinesiology majors will choose from one of the following categories, and then culminate the experience with a project, a paper on the project, and a formal presentation. The grade will be an average of the paper and presentation. All options must be approved by the department.

Senior Capstone Experience Options:

**Pedagogical:** This option will be based on student teaching or other instructional experience and includes paper relating to current teaching issues or trends in physical education. May also include journals of experiences, and other relevant learning experiences.

**Research Project:** this option includes completion of an applied research project in Kinesiology.

**Coaching:** options include youth or community, etc.

**Internship:** This option includes a paper and presentation based on a practical internship experience.

### MINOR

A minor in Kinesiology consists of the following six courses:

- KINE 100 *Foundations of Kinesiology*
  - KINE 200 *Care and Prevention of Exercise and Sport Injuries*
  - KINE 210 *Concepts of Fitness*
  - KINE 300 *Secondary Methods*
- or
- KINE 350 *P. E. for Elementary Education*
  - KINE 320 *Anatomy and Physiology*

or

KINE 330 *Structural Kinesiology*

or

KINE 360 *Physiology of Exercise*

- KINE 400 *Administration*
- One activity class credit from four of the five different activity areas

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## COURSES

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### KINE 100 *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. Offered in 2004-2005 and alternate years.

### 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 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 210 *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 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 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. (On demand.)

*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. Offered in 2005-2006 and alternate years.

*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. Offered in 2003-2004 and alternate years.

*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. Offered in 2005-2006 and alternate years.

*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. (On demand.)

*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. Offered in 2005-2006 and alternate years.

*KINE 320 Anatomy and Physiology*

An introduction to the physiological processes and anatomical features of the body that are related to and affected by physical activity and training. It includes the study of the chemical organization, structure and function of cells and various support systems.

*KINE 320L Anatomy and Physiology Lab*

Laboratory to accompany KINE 320. Models, dissections, and other media will be used to explore the structure and function of several support systems.

*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.

*KINE 330L Structural Kinesiology Lab*

Laboratory to accompany KINE 330. 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 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)*

This course is designed to enhance the student's ability to understand the acute and chronic physiological changes in response to exercise. Emphasis is placed on the practical application of exercise training for health, fitness, and performance.

*KINE 360L Physiology of Exercise Lab*

Laboratory to accompany KINE 360. Emphasis is given to the demonstration of physiological responses to exercise, as well as other laboratory procedures unique to sports science.

*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 430 Coaching Spring Sports*

A study of the rules, coaching and training techniques, and event management for baseball, track and field, tennis, and golf. Offered in 2004-2005 and alternate years.

*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. Offered in 2005-2006 and alternate years.

*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. (On demand.)

*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. (On demand)

*KINE 470 Coaching Football*

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. Offered in 2004-2005 and alternate years.



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## 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. For example, through an exploration of Aristophanes' *The Clouds* and some of the dialogues of Plato we probe the teachings of Socrates. We turn then to China and India, examining "the ways" for human flourishing pioneered by Confucius and the Buddha. In both Islam and Christianity, 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*. We will look, too, at the journeys toward independence made by nations and individuals as they have thrown off the yoke of imperialism—we look especially at the role of Gandhi in the move for Indian independence in the 20th century. 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 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 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.*

## LITERATURE IN TRANSLATION

Courses whose subject matter is multi-disciplinary and do not fit conveniently into existing academic disciplines or interdisciplinary programs may be listed as LITR.

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### COURSES

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#### LITR 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. Readings may be done in translation. *Cross-listed as FREN 260.*

## MATHEMATICS AND COMPUTER SCIENCE

Professors Collins and D. Sutherland  
Associate Professors Barel and Campbell (chair)  
Assistant Professors Burch and Ferrer  
Visiting Assistant Professor Cha

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 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 listed 200 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 listed 300 or above  
CSCI 380 *Theory of Computation*

Each senior 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.

## 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 Organization*
- OR**
- CSCI 420 *Operating Systems and Concurrent Computing*
  - CSCI 380 *Theory of Computation*
- OR**
- MATH 340 *Combinatorics*
  - Three additional CSCI courses listed 300 or above

Each senior major must also enroll in the year-long CSCI 497 *Senior Seminar*.

## 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 weekly 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

Six 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 listed 200 or above
- one mathematics course listed 300 or above

### MINOR IN COMPUTER SCIENCE

Six 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 listed 200 or above
- OR**
- MATH 240 *Discrete Mathematics*
  - CSCI 385 *Scientific Computing*
- OR**
- CSCI 397 *Cross-Disciplinary Project*
  - Any additional CSCI course listed 200 or above

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## MATHEMATICS COURSES

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### MATH 110 *Journey through Mathematics* (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 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 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. *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 member and present the results both orally and in written form.

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## COMPUTER SCIENCE COURSES

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**CSCI 135 *Robotics Exploration 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 I* (QS, NS)

Introduction to computer programming, the process of designing and constructing software. It emphasizes techniques for object oriented design and software development by means of an introduction to the features of the programming language Java, including the notion of classes, and computation due to the interaction between classes. The course also covers some of the most fundamental data structures and algorithms that are useful in Computer Science.

### CSCI 151 *Foundations of Computer Science II* (NS)

Builds on the skills acquired in *Foundations of Computer Science I*, 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, and simulations. Programming assignments focus on the design and implementation of algorithms and data structures. *Prerequisite: CSCI 150 and either completion of or enrollment in MATH 130.*

### CSCI 230 *Computing Systems Organization*

A study of the layers of abstraction composing the design of modern computing systems. Topics include numeric representation, digital logic, the memory hierarchy, machine language and assembly language, the program stack, the system call concept, and the compilation process. Students will be introduced to the C programming language. *Prerequisite: CSCI 151.*

### CSCI 250 *Programming Practicum* (NS)

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. Programming assignments will emphasize the integration of multiple concepts in the context of realistic software applications. Students will also read and reflect upon case studies in computing ethics, as a way of understanding the societal context in which computer programs are utilized. *Prerequisite: CSCI 151.*

### CSCI 280 *Algorithms & 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 and Organization*

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, with an emphasis on the development of complete, embodied intelligent agents. Topics will include symbolic planning, robot programming under both subsumption and hybrid paradigms, automated theorem proving, intelligent game-playing programs, rule-based systems, genetic algorithms, neural networks, and machine learning. *Prerequisite: Any CSCI course listed 200 or above.*

### *CSCI 340 Database Systems*

Introduction to the theoretical and practical aspects of database management systems. Emphasis is on the relational data model. Topics covered include query languages, relational design theory, file structures, and query optimization. Students will implement a database application using Oracle or MySQL, Java Applets, and Servlets. *Prerequisite: Any CSCI course listed 200 or above.*

### *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 in this course include requirements analysis, specification, design, and verification. Emphasis will be placed on writing precise requirements, using formal and semiformal methods to assist in design and verification of software, and the 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. Programming language paradigms including procedural, functional programming, object-oriented programming, logic programming, polymorphism, and concurrency will be covered. *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 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 member and present the results both orally and in written form.

## MUSIC

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

### MAJOR

- 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*
- four course credits worth of music electives
- six semesters of applied music in the major instrument or voice (either MUSA 300 or MUSA 400) and
- six semesters of the appropriate ensemble (MUSA 200)
- six semesters of recital attendance (MUSA 100)

### 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 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

- MUSI 101 *Introduction to Music Studies*  
or
- MUSI 150 *Survey of Western Classical Music*
- MUSI 201 *Musicianship Skills*
- MUSI 202 *Introduction to Diatonic Harmony*
- One music history/literature class from the following:
  - MUSI 230 *History of Jazz*
  - MUSI 250 *Introduction to Opera*
  - MUSI 260 *Introduction to Twentieth-Century Music*
  - MUSI 270 *Survey of Global Musics*
  - MUSI 280 *Topics in Music Literature*
  - 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

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## COURSES

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### MUSI 100 *Music Fundamentals* (EA)

Introduction to basic skills in reading and writing musical notation. Introduction to keyboard and sight-singing skills. Designed for students who do not read music.

### 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.

**MUSI 150 *Survey of 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.

**MUSI 190 *The Alexander Technique***

A study of the movement and coordination of the Alexander Technique and its application to performance and general activity.

**MUSI 201 *Musicianship Skills* (EA)**

Harmonic, melodic, and rhythmic principles of tonal music. Development of ear training and music writing skills. Sightsinging and keyboard lab. Students may elect to test out of MUSI 201 and receive credit upon successful completion of MUSI 202. *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. Lab. *Prerequisites: MUSI 201 and MUSA 300 piano (or equivalent).*

**MUSI 230 *History of Jazz* (EA, HP)**

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.

**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.

**MUSI 260 *Introduction to Twentieth-Century Music* (EA)**

An introduction to aspects of classical music of the twentieth-century as seen from selected works dating from the late nineteenth-century through the early twenty-first-century. Designed for all students.

**MUSI 270 *Survey of Global Musics* (CW, EA, W2)**

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. No prerequisite, although an introductory music, anthropology, or sociology course may be helpful. Offered in alternate years.

**MUSI 280 *Topics in Music Literature* (EA)**

An introduction to individual composers, specific musical genres, or the art music of a particular country. Designed for all students.

**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.*

**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)**

A study of the basic principles and techniques of conducting with emphasis on manual technique. Offered in alternate years. *Prerequisite: MUSI 202 or permission of instructor.*

**MUSI 340 *Choral Literature and Techniques* (EA)**

A study of choral literature, choral programming, selected conducting problems in choral music, 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 in alternate years. *Prerequisite: MUSI 201 and permission of instructor.*

#### MUSI 380 *Composition II* (EA)

Continuation of MUSI 370. Offered in alternate years. *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 every four years. 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 every four years. 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 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.

### *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.

**Opera Scenes.** The Music Department presents a recital of operatic scenes each spring.

**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.*

**Chamber Players.** Chamber music ensembles at Hendrix such as string quartet, brass quintet, woodwind quintet, and percussion ensemble. *Corequisite: Concurrent participation in wind ensemble or orchestra.*

**Pep Band.** Performs at home basketball games.

### *MUSA 100 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 Music Ensembles (EA)*

MUSA 200 activity courses must be taken for a grade.

**Choir [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.

**Chamber Orchestra [AC].** The Hendrix College Chamber Orchestra is open to orchestral string, wind, keyboard, and percussion instrumentalists with appropriate music background and reading skills. 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.

**Wind Ensemble (Band) [AC].** Open to all woodwind, brass, and percussion players on the campus, the Hendrix Wind Ensemble (Band) performs a wide variety of standard wind-ensemble and symphonic-band literature, orchestral transcriptions, and popular arrangements. The ensemble performs both on campus and on tour in Arkansas and surrounding states. The Wind Ensemble rehearses 80 minutes three times weekly.

**Accompanying.** Piano students may receive MUSA 200 credit if they rehearse and accompany lessons for at least four hours each week during the course of a semester.

### 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, classical guitar, 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 credits 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, classical guitar, 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, and aural skills. Music majors are required to attempt these exams 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, at no additional fee. 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.

## PHILOSOPHY

Professors Falls-Corbitt, Schmidt,  
and Churchill (on leave)  
Associate Professor Ablondi (chair)  
Assistant Professor Campolo

### MAJOR IN PHILOSOPHY

Ten courses distributed as follows:

- PHIL 285 *Plato and Aristotle*
- 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

- PHIL 285 *Plato and Aristotle*
- 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 RELIGION MAJOR

A total of ten courses in philosophy and religion to include

- no fewer than four courses in philosophy
- two must be chosen from  
PHIL 285 *Plato and Aristotle*

PHIL 295 *Seventeenth and Eighteenth Century Philosophy*

PHIL 300 *Nineteenth Century Philosophy*

- No fewer than four courses in religion
- PHIL 370/RELI 370 *Philosophy of Religion*
- PHIL 497 *Senior Thesis* or RELI 497 *Senior Seminar*
- at least four other courses 200-level or above.

Philosophy and Religion majors cannot major or minor in either philosophy or religion.

### SENIOR CAPSTONE EXPERIENCE

While enrolled in Phil 49701 Senior Thesis, each philosophy major (or philosophy and religion major who chooses the philosophy capstone experience) will choose a philosophical topic or question to investigate under the guidance of one member of the department. This research will lead to a substantial thesis paper. 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 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, Vaisesika, 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 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 *Plato and Aristotle* (VA)

Study of the two great systematic philosophers of ancient Greece, with attention to the development of their thought in subsequent periods and to the contemporary philosophical debates which they influence.

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.

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.

PHIL 340 *American Philosophy* (VA)

Study of particular philosophers or philosophical systems associated with the history of philosophy in the United States and their relations to European philosophies. *Recommended: PHIL 295 or 300.*



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.

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.

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 450 *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 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

Professors Bandyopadhyay, Dunn, and Rolleigh (chair)  
Associate Professor Wright

### MAJOR

13 courses distributed as follows:

**Physics (8)**

- 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*

- three courses selected from
- PHYS 320 *Electrodynamics*
- PHYS 330 *Quantum Mechanics*

- PHYS 370 *Thermodynamics*
- 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*

Students planning a career in physics or engineering should take all four of PHYS 320, 330, 370, and 380. PHYS 49X, MATH 270, and CSCI 150 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 consists of a comprehensive examination and an oral presentation of a research project or independent study. Students have two options for the examination. They may either take a national standardized examination (Advanced Physics Graduate Record Examination), or they may take a departmentally-designed examination, for which the student studies a set of questions for two hours, and then delivers a written response to a selection of questions. The grade for the Senior Capstone Experience is based on the examination.

**MINOR**

- 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)*

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 CSCI 135 Robotics Exploration Studio (NS-L).*

### 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 210 *General Physics I (QS, NS-L)*

Mechanics, heat, and sound. Laboratory course. Calculus not required.

### PHYS 220 *General Physics II (QS, NS-L)*

Electricity, magnetism, and optics. Laboratory course. *Prerequisite: PHYS 210.*

### PHYS 230 *General Physics I (Calculus-based) (QS, NS-L)*

Mechanics, heat, and waves. Laboratory course. *Co-requisite: MATH 130.*

**PHYS 240 *General Physics II (Calculus-based)* (QS, NS-L)**

Electricity, magnetism, and optics. Laboratory course. *Prerequisites:* *PHYS 210 or 230, and MATH 130. Co-requisite: MATH 140 or consent.*

**PHYS 305 *Vibrations and Waves* (QS, NS)**

Mechanical and electromagnetic waves. Fourier analysis and vector calculus. *Prerequisite: PHYS 240. Co-requisite: MATH 240.*

**PHYS 315 *Modern Physics* (QS, NS-L, W2)**

Phenomenological basis of atomic and subatomic physics. Laboratory course. Cross-listed as CHEM 410 *Advanced Physical Chemistry*. *Prerequisite: PHYS 305.*

**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 315.*

**PHYS 340 *Electronics***

Analog circuits, digital circuits, and semiconductor devices. *Prerequisite: PHYS 305.*

**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 *Thermodynamics***

The laws of thermodynamics, classical and quantum distribution functions, and an introduction to statistical mechanics. *Prerequisite: PHYS 305.*

**PHYS 380 *Classical Mechanics***

Central force problem, Lagrangian and Hamiltonian formalisms, and special relativity. *Prerequisite: PHYS 305.*

**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

Professors Cloyd and King  
Associate Professors Barth and Maslin-Wicks (chair)

## MAJOR

Eleven courses distributed as follows:

- POLI 100 *Issues in Politics*
- POLI 400 *Research Methods*
- POLI 497 *Senior Research Seminar*
- Political Theory: TWO from
  - POLI 240 *History of Western Political Thought*
  - POLI 245 *American Political Thought*
  - POLI 300 *Feminist Political Thought*
  - POLI 410 *Topics in Political Theory*
  - HIST 370 *Communism, Fascism, and Democracy*
- American Politics: TWO from
  - 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 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*
- Comparative/Global Politics: TWO from
  - IRGS 400 *Senior Seminar*
  - POLI 250 *Global Politics I*
  - POLI 251 *Global Politics II*
  - POLI 260 *Political Economy*
  - POLI 372 *China and East Asia*

POLI 373 *Palestine, Israel, and the Middle East*

POLI 430 *Topics in Comparative Politics*

POLI 440 *Topics in Global Politics*

- Electives: TWO additional courses numbered 200 and above.

## SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the politics major 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*.

## MINOR

- POLI 100 *Issues in Politics*
- one course each from the Political Theory, American Politics, and Comparative/Global Politics subfields
- plus any two other courses in Politics numbered 200 and above.

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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 global politics. 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.

### 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 History of 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 230-A *Public Administration* (SB, CW)

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* (SB, CW)

An introduction to the process of formulating, implementing, and evaluating public policy in the United States with particular attention to policy devoted to air pollution. A variety of substantive policy areas, such as health care, education, and welfare, will also be examined.

### 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 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 & 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. *Prerequisite: POLI 321 or consent of instructor.*

**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 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) [SW]**

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/GLOBAL POLITICS COURSES

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**POLI 250-G *Global Politics I* (SB, CW, W2)**

Combining a variety of theoretical approaches to the study of global politics with in-depth analyses of a selection of contemporary global issues, this course and its companion, POLI 251, aim to equip students with an understanding of the expanding array of topics, problems, and issues that now crowd the global agenda. Such topics may include weapons of mass destruction and their proliferation, globalization, the environment, indigenous peoples, democratization, and much more.

**POLI 251-G *Global Politics II* (SB, CW, W2)**

Building on POLI 250, this course adds topics, problems, and issues not already addressed in that course. *Prerequisites: POLI 250 or consent of instructor.*

**POLI 260-G *Political Economy* (SB, CW, 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 372-G *China and East Asia* (SB, CW, 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 Global Politics* (SB, CW, W2)**

Building on POLI 260, 250, and 251, 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 260, 250 or 251, or consent of instructor.*

## PSYCHOLOGY

Professors Maxwell (chair) and McKenna  
Associate Professors Peszka and Templeton  
Assistant Professors Bruininks and Penner

### MAJOR

A total of 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 300 *Comparative Animal Behavior*
- PSYC 320 *Cognitive Psychology*
- PSYC 330 *Learning*
- PSYC 335 *Sensation and Perception*
- PSYC 360 *Behavioral Neuroscience*

Two courses from Cluster B:

- PSYC 210 *Developmental Psychology*
- PSYC 230 *Social 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 420 *Advanced Social Psychology*
- PSYC 450 *Senior Seminar*

Three electives from psychology listings at any level.

*Statistics is a prerequisite for Research Methods, and Research Methods is a prerequisite for all other laboratory courses in the department.*

## SENIOR CAPSTONE EXPERIENCE

The Senior Capstone Experience for the psychology major consists of 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 General Psychology.

*PSYC 250 Thinking, Judgement, and Decision-Making*

Examination of the cognitive and motivational bases for thinking, judging, and decision-making, discussed in the context of real-life conflicts and issues. Topics include moral reasoning, intuition, and models of decision-making.

*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 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 365 Emotion*

Examination of the history of emotion research, as well as specific topics related to emotion such as psychological well-being, physical health, culture, and decision-making. Introduction to research methods specific to the field. *Prerequisites: Two of the following courses: PSYC 110, PSYC 210, PSYC 230, PSYC 320, or PSYC 360.*

*PSYC 385 Abnormal Psychology*

An overview of the main psychological disorders, focusing on the major scientific theories of their etiology and treatment. *Prerequisite: one psychology course.*

*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 300-A *Comparative Animal Behavior (W2)*

Study of the genetic, developmental, physiological, ecological, and evolutionary bases of adaptive behavior of animals, including humans. 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.

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

Real world applications of psychological theory and research. Behavior analysis and change strategies in consumer, legal, environmental, industrial/organizational, sport, health, and stress management settings. Topic emphases determined by class interest.

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

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

### CLUSTER C COURSES

**PSYC 380-C *Psychology Practicum***

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: (a) two psychology courses (excluding Statistics) or consent of instructor; (b) junior or senior standing.*

**PSYC 420-C *Advanced Social Psychology* (W2) [UR]**

Experimental investigation of social behavior, with students working individually and in groups. Current journal literature, field experimentation, methodological difficulties unique to social psychology, critical discussion of student research projects. With laboratory. *Prerequisite: Consent of instructor is recommended.*



**PSYC 450 *Senior Seminar in Psychology***

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 participants' interests within the discipline.

## RELIGION

Professors Farthing and McDaniel (chair)  
Associate Professors Harris and Flannery-Dailey  
Visiting Instructor Tu

### RELIGION MAJOR

At least ten courses in religion, including

RELI 110 *Religion in a Global Context*

and

RELI 497 *Senior Colloquium*

and at least one course from three of the following categories:

#### A. World Religions

RELI 210 *Native American Religions*

RELI 216 *Judaism*

RELI 220 *Advanced Studies in World Religions*

RELI 311 *Buddhism*

RELI 340 *World Religions: Contemporary Perspectives*

#### B. Biblical Studies

RELI 123 *Introduction to Hebrew Bible*

RELI 124 *Introduction to New Testament*

RELI 240 *Biblical Archaeology*

RELI 250 *Hebrew Prophecy and Wisdom*

RELI 300 *Dead Sea Scrolls and Apocrypha*

RELI 305 *Search for the Historical Jesus*

**C. Christianity**

- RELI 229 *Varieties of Early Christianity*  
 RELI 230 *Western Christianity to 1500*  
 RELI 231 *Western Christianity since 1500*  
 RELI 336 *John Wesley and Methodism*  
 RELI 356 *Christian Theology: Contemporary Perspectives*  
 RELI 375 *Orthodoxy and Catholicism*  
 RELI 430 *Medieval Religion*

**D. American Religion**

- RELI 145 *History of Religion in America*  
 RELI 343 *Religion in Contemporary American Culture*  
 RELI 360 *African American Religion*

**E. Theology and Philosophy of Religion**

- RELI 346 *Modern Christian Theology, 1799-1968*  
 RELI 370 *Philosophy of Religion*  
 RELI 390 *Advanced Studies in Contemporary Religious Thought*  
 RELI 420 *Death and Eternal Life*

**F. Religion and Culture**

- RELI 200 *State of the World*  
 RELI 266 *Religion and Literature*  
 RELI 315 *Advanced Studies in Religion and Culture*  
 RELI 330 *Women and Religion*

**PHILOSOPHY AND RELIGION MAJOR**

A total of ten courses in philosophy and religion to include

- no fewer than four courses in philosophy
- two must be chosen from
  - PHIL 285 *Plato and Aristotle*
  - PHIL 295 *Seventeenth and Eighteenth Century Philosophy*
  - PHIL 300 *Nineteenth Century Philosophy*
- No fewer than four courses in religion
- PHIL 370/RELI 370 *Philosophy of Religion*
- PHIL 497 *Senior Thesis* or RELI 497 *Senior Seminar*
- at least four other courses 200-level or above.

Philosophy and Religion majors cannot major or minor in either philosophy or religion.

### SENIOR CAPSTONE EXPERIENCE

At the heart of the Senior Capstone Experience is the course RELI 497 *Senior Colloquium*, which will involve all senior Religion majors and Philosophy and Religion majors who elect to take the course, as well as Religion minors who choose this course. The Senior Capstone Experience will address the following learning goals:

- To understand various theories of religion, as a way of achieving goal one.
- To stimulate thoughtful inquiry and lively discussion on a range of religious issues of interest to us.
- To learn research methods and tools for sifting information and to apply these methods in a senior research project.
- To write well, speak well, and think critically.

### MINOR

The Minor in Religion consists of six (6) religion courses, including three (3) at the 300-400-level.

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### GENERAL COURSES

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#### RELI 110 *Religion in a Global Context* (VA)

A survey of the basic perspectives and practices of indigenous religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

#### RELI 490 *Topics in Religion*

Intensive analysis of important topics in theological, historical, and biblical studies. Topics will be determined in light of student interest and faculty expertise. *Prerequisite: junior standing and two courses in religion or instructor's consent.*

#### RELI 497 *Senior Colloquium* (W2) [UR]

A course designed to synthesize studies undertaken in the field of religion. Selected readings in the area of biblical interpretation, religious history, the history of Christian thought, theology, and world religions. Required of all religion majors. Open to nonmajors by departmental consent.

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## A. WORLD RELIGIONS COURSES

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### RELI 210-A *Native American Religions* (VA)

A journey into the religious worlds of the first Americans to find 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 216-A *Judaism* (VA)

An exploration of contemporary forms of Jewish beliefs, practices, thought, and culture. Emphasis is on the ideas and texture of the worldwide Jewish experience in Orthodox, Conservative, Reform and Reconstructionist Judaism, as well as Kabbalah. This course is a deepening and expansion of ideas introduced in RELI 110, which is recommended as a prerequisite, but not required.

### RELI 220-A *Advanced Studies in World Religions* (VA)

A focused study of one religious tradition with the aim of acquiring a deeper understanding of its worldview, beliefs, practices, values, and spirituality. Among the religions that will be examined in depth on an alternating basis are: Chinese Religions (Taoism, Confucianism, and Chinese Buddhism), Hinduism, and Islam. May be taken more than once as topics vary.

### RELI 311-A *Buddhism* (VA)

An exploration of varieties of Buddhism thought and practice, with particular focus on Zen Buddhism. Includes discussion of Buddhism as an emerging tradition in North America and occasional experiments in Buddhist meditation. This course is a deepening and expansion of ideas introduced in RELI 110, which is recommended but not required as a prerequisite.

### RELI 340-A *World Religions: Contemporary Perspectives*

This course introduces students to some of the best of contemporary religious writers from the various world religions. Represented perspectives include Buddhist, Hindu, Muslim, Jewish, Taoist, Confucian, and Native American points of view. In the context of reading their works, various topics are addressed, including (1) the nature of mystical

experience; (2) the possibility of life-after-death; (3) the meaning of life, and (4) the responsibility for protecting people, animals, and the earth. *Prerequisite: RELI 110 or one upper-level course in a world religion other than Christianity.*

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## B. BIBLICAL STUDIES COURSES

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### RELI 123-B *Introduction to Hebrew Bible* (LS, HP)

An introduction to the major texts, themes, and history of the Hebrew Bible or Old Testament that employs tools of modern biblical scholarship. The course examines biblical texts in light of the history and culture of ancient Israel and the Ancient Near East, particularly Mesopotamia and Egypt and also features Jewish and Christian histories of interpretation of selected texts.

### RELI 124-B *Introduction to the New Testament* (LS)

An introduction to the texts of the New Testament, with emphasis on historical contexts and methodologies of modern biblical scholarship. The course attempts to immerse students in the experience of the original audience of the New Testament, insofar as that is possible, and therefore includes the student of varieties of early Christianity, Judaism, and Greco-Roman religions.

### RELI 240-B *Biblical Archaeology* (SB)

A survey of the methods, results, interpretations, and significance of biblical archaeology. The course considers several archaeological sites throughout Israel, including Megiddo, Masada, Jerusalem, Hazor, Qururan, and Bethsaida and considers the impact of archaeology on our understanding of the Bible. The lab component of the course introduces students to pottery reading and restoration, excavation methods, and mapping and surveying. Students who are unable to fulfill the physical requirements of the lab should speak with the instructor prior to enrolling, as alternate arrangements can be made. The optional summer program, "Hendrix in Israel," is recommended but not required and may be used to fulfill a portion of the research component of the course with the prior approval of the instructor.

### RELI 250-B *Hebrew Prophecy and Wisdom* (LS, VA)

A historical, theological, and sociological analysis of the biblical prophets and of the wisdom literature, including Job, Ecclesiastes, and Proverbs. The course has two major foci: 1) an exploration of the messages of the

classical prophets and their relevance to ancient and contemporary issues of social justice and 2) an analysis of the prophets' experience through an understanding of their practices, rituals, writings, and socio-cultural roles.

**RELI 300-B *Dead Sea Scrolls and Apocrypha* (LS)**

A historical and literary survey of Judaism from the close of the Hebrew Bible to the Mishnah, including the Dead Sea Scrolls, Apocrypha, and Pseudepigrapha. The course investigates the diverse forms of Second Temple Judaism, which preceded and influenced both early Christianity and rabbinic Judaism. Special emphasis is placed on understanding the archaeological and literary remains of the Dead Sea Scroll caves and Qumran community.

**RELI 305-B *Search for the Historical Jesus* (HP, LS)**

An examination of the current state of research into the question of the historical Jesus, variously characterized as Gnostic sage, apocalyptic prophet, ascetic, rabbi, Greco-Roman philosopher, magician, mystic, or Jewish messiah. The investigation applies literary critical methods to canonical and non-canonical texts and also uses each characterization of Jesus as a window into a specific construct of the history of the first centuries of the common era.

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## C. CHRISTIANITY COURSES

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**RELI 229-C *Varieties of Early Christianity* (HP, LS)**

An exploration of the varieties of first and second century Christianity and the battle for apostolic authority. The course examines the history and thought of early Christianity as attested in the canonical writings, particularly the Gospels, Paul and Revelation, as well as in numerous non-canonical texts, such as the Gospel of Thomas, Gnostic collections, Montanist writings, and the Valentinian corpus.

**RELI 230-C *Western Christianity To 1500* (HP, VA, W2)**

The development of Christian thought and institutions from the Apostolic Fathers to the late Middle Ages, with special emphasis on the interaction between the religious and secular dimensions of Western culture.

**RELI 231-C *Western Christianity Since 1500* (HP, VA, W2)**

A continuation of Western Christianity to 1500, with special emphasis on the Protestant Reformation, the Wesleyan movement, and recent developments in Roman Catholic and Protestant thought.

**RELI 336-C *John Wesley and Methodism* (VA, W2)**

An examination of pivotal themes in the religious thought of John Wesley (against the background of the Protestant, Catholic, and Orthodox traditions that informed his own theology), followed by a survey of the development of Wesleyan religion in America, with special emphasis on questions of ecumenism, social justice, Methodist responses to trends in Western culture (science, democracy, liberation) during the 19th and 20th centuries.

**RELI 356-C *Christian Theology: Contemporary Perspectives***

This course examines selected options within contemporary Christian thought that have emerged since 1965. Kinds of Christian thinking include (1) process theology; (2) ecological theology; (3) feminist theology; (4) African-American theology; (5) Native American theology; (6) Asian American theology; (7) Asian theology; (8) African theology; (9) Latin American theology; and (10) theologies that are shaped from, and out of, dialogue with other world religions, including the Christian dialogues with Judaism and Buddhism.

**RELI 375-C *Orthodoxy and Catholicism* (VA, W2)**

A survey of central themes in the history, beliefs, and practices of Greek Orthodoxy and Roman Catholicism, followed by a consideration of critical issues facing Orthodoxy and Catholicism in the contemporary world.

**RELI 430-C *Medieval Religion* (VA, W2)**

A study of the religious dimension of medieval European culture as experienced “from below,” i.e., by laypeople who were not directly involved in formal academic discussion of theological questions. Topics will include mysticism, women’s spirituality, relics, crusades, saints, heretics, and attitudes toward food, sexuality, and the body. *Prerequisite: junior standing.*

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## D. AMERICAN RELIGION COURSES

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**RELI 145-D *History of Religion in America* (HP, VA)**

Historical survey of some of America’s diverse religious traditions, including selected Native American religions. The course examines the historical development of significant denominations of Christianity and Judaism and considers the effects of the American context on religions such as Buddhism and Islam, which contribute to America’s religious pluralism. A key question will be “How has religion shaped the history, culture, and sense of place of the American people?”

**RELI 343-D *Religion in Contemporary American Culture* (W2)**

An attempt to understand and to analyze what contemporary social institutions, the arts, politics, and philosophy reveal about Americans' religious experiences and their religious perceptions especially with respect to the nature of human life and of the world in which they live.

**RELI 360-D *African American Religion* (CW, VA, W2)**

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 ante-bellum period to the present, giving special attention to the perspectives of Martin Luther King, Jr., Howard Thurman, James Cone, and Malcolm X. *Prerequisites: Junior standing.*

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## E. THEOLOGY AND PHILOSOPHY OF RELIGION COURSES

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**RELI 346-E *Modern Christian Theology, 1799-1968* (VA)**

A survey of pivotal developments in the history of Christian theology in the nineteenth- and twentieth-centuries: Protestant Liberalism, the Social Gospel, and Neo-Orthodoxy will be approached through close analysis of the writings of Friederick Schleiermacher, Adolf von Harnack, Walter Rauschenbusch, Karl Barth, Dietrich Bonhoeffer, Reinhold Niebuhr, H. Richard Niebuhr, Rudolf Bultmann, and Paul Tillich, among others.

**RELI 370-E *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 of religious language, and the relationship between religion and morality. Cross-listed as PHIL 370.

**RELI 390-E *Advanced Studies in Contemporary Religious Thought* (VA)**

This course examines issues and perspectives in contemporary theology and philosophy as they appear in such topics as religion and science, religion and psychology, the philosophy of Whitehead and process thought. May be taken more than once as topics vary.

**RELI 420-E *Death and Eternal Life* (VA, W2)**

An examination of the significance of mortality and visions of life beyond death in a variety of religious traditions. The meaning of death and the hope for immortality will be explored in relation to a wide range



of perspectives, from an acceptance of death as part of human finitude to religious visions of heaven, hell, purgatory, and reincarnation.  
*Prerequisite: junior standing.*

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## F. RELIGION AND CULTURE COURSES

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### RELI 200-F *State of the World* (CW)

This course has three aims. The first is to consider problems of environment, poverty, hunger, violence, and the gap between rich and poor. The course begins with a weekend retreat at the Heifer Project International ranch in Perryville, Arkansas, amid which students undergo the “global village overnight” experience and learn about the philosophy and work of HPI. Students taking the course should be prepared to spend the first weekend at the HPI ranch. Second, the course is an introduction to contemporary religious responses to the “state of the world,” with special attention to spiritual resources offered by the world religions that might help people make constructive differences in the world. Third, the course is a service-learning course, in which the student is required to undertake five hours of volunteer service a week, in order to learn-while-doing.

### RELI 266-F *Religion and Literature* (LS, VA, 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. Literature from ancient times to the present will be considered. *Prerequisite: any course carrying the LS code or permission of the instructor.*

### RELI 315-F *Advanced Studies in Religion and Culture* (VA)

To examine the relationships of religion to cultural phenomena, this course will focus on one selected topic and will investigate how cultural forces both shape and reveal the attitudes and perceptions about religion and spirituality. The areas that will be explored are religion and film, religion and politics, apocalyptic thought, and religion in the American South. May be taken more than once as topics vary.

### RELI 330-F *Women and Religion* (CW)

An examination of assumptions about women’s roles in the world’s religious traditions, with attention to changing roles of women and men, women’s spiritual experiences, and new forms of women’s religious expression.

## SOCIOLOGY/ANTHROPOLOGY

Professor Capek  
Associate Professor Toth (chair)  
Assistant Professor Goldberg  
Visiting Assistant Professor Hill

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. For either, eleven courses are required: five core courses and six electives to be selected from departmental offerings. At least two of the six electives must be from the discipline that is not the major emphasis. Majors in Sociology/Anthropology may not double major in sociology and anthropology.

#### Emphasis in Sociology

##### Core Courses:

- SOCI 110 *Introduction to Sociology*
- SOCI 260 *Classical Sociological Theory*,  
or  
SOCI 410 *Picturing Society: Readings in Contemporary Social Thought*
- SOCI 330 *Sociological Research Methods*

- SOCI 497 *Advanced Research/Practicum*
- BUSI 250 *Principles of Statistics*  
or  
PSYC 290 *Statistics*

**Sociology/Anthropology Electives:**

Any four additional sociology courses and any two anthropology courses

**Emphasis in Anthropology:****Core Courses:**

- ANTH 100 *Introduction to Anthropology*
- ANTH 300 *Ethnographic Methods*
- ANTH 400 *Anthropological Theory*
- ANTH 497 *Advanced Research/Practicum*
- BUSI 250 *Principles of Statistics*  
or  
PSYC 290 *Statistics*

**Sociology/Anthropology and Other Electives:**

Any four additional anthropology courses\* and any two sociology courses.

*\* For the Emphasis in Anthropology, up to two elective courses may be counted toward the four anthropology electives, with departmental approval, from other college offerings focusing on culture areas, traditions, history, or religion.*

**SENIOR CAPSTONE EXPERIENCE**

The Senior Capstone Experience for the sociology-emphasis major includes the completion of a paper based on an internship or independent research project presented and defended orally in ANTH 497/SOCI 497 *Advanced Research/Practicum*. In addition, the sociology-emphasis major takes the Major Field Test (MFT) in Sociology while the anthropology-emphasis major must complete a senior thesis or a departmentally constructed exam. The grade for the Senior Capstone Experience is an average of the grade in ANTH 497/SOCI 497 *Advanced Research/Practicum* and the grade on the exam or senior thesis.

### MINOR IN SOCIOLOGY

Six courses in Sociology are required, including

- SOCI 260 *Classical Sociological Theory*  
or  
SOCI 410 *Picturing Society: Readings in Contemporary Social Thought*
- and at least two additional sociology courses numbered 300 or above

### MINOR IN ANTHROPOLOGY

Six courses in Anthropology\* are required including:

- ANTH 400 *Anthropological Theory*
- and at least two Anthropology courses numbered 300 or above or approved substitutes

*\* For the anthropology major or minor, up to two elective courses may be applied toward the six in anthropology, with departmental approval, from other college offerings focusing on culture areas, traditions, history, or religion.*

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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 240 *Sociology through Film* (SB)

The critical analysis of film as a social construction, with particular emphasis on the historical and cultural influences on the creation of meaning in film (and society). Through this framework key sociological ideas will be examined.

#### SOCI 250 *Gender and Family* (CW, SB)

Comparative family systems and the social construction of gender in a cross-cultural perspective.

#### SOCI 260 *Classical Sociological Theory* (SB, W2)

Study of the historical development of sociological thought from Europe in 1822 to America in 1931 with emphasis on the cultural context of ideas. Offered in 2004-2005 and alternate years.

*SOCI 270 Racial and Ethnic Minorities (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 330 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.

*SOCI 350 Consumerism in Context (CW, SB)*

An examination of the culture of consumerism in local, national, and global contexts. A broad spectrum of beliefs and behaviors associated with consumerism will be traced from past to present, with an emphasis on the power relationships and ideologies that promote and oppose consumerism in the United States and around the world.

*SOCI 360 Social Change/Social Movements (CW, SB)*

While social change is an enormous topic, this course opens up some major questions relating to the study of social change. It begins with a look at processes of social change in general, and then focuses on the sociological study of organized movements to produce (and resist) social change. Selected past and present movements are included.

*SOCI 361 Sociology of Death (SB, VA)*

The social, emotional, intellectual, and cultural dimensions of death and dying are examined in order to enhance the meaning of human life.

*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 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 *Medical Sociology* (CW, SB)**

Sociocultural aspects of medicine including cross cultural comparisons of health care systems; the delivery of medical care; the social organization of medical training, practice, and research; the doctor-patient relationship; political, legal, technological, and ethical environments of medicine; stratification by gender, race, and class; and the social experience of illness.

**SOCI 390 *Social Inequality* (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.

**SOCI 410 *Picturing Society: Readings in Contemporary 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 World War I 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 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 an internship or research project in order to apply and demonstrate his or her level of knowledge in the major. *Prerequisite: SOCI 330 or ANTH 300 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 Anthropology (SB)*

Covers the breadth of the discipline through the four subfields of anthropology. An examination of the range of cultural and physical variation of humans throughout time and around the world. Explores cultural diversity and social organization through a look at family, work, ritual, art, economy, and politics and situates American cultures in this global context. A look at the global future.

### *ANTH 220 Cultures of India (CW, SB)*

Cultural and environmental diversity of the Indian subcontinent with some historical context. Focus on tensions between religion and secularism, colonialism and independence, caste and gender inequalities, and changing environmental conditions.

### *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 2003-2004 and alternate years.

**ANTH 320 *Gender and Environment* (CW, SB)**

Explores environmental problems and gender-specific impacts in various cultural contexts, including the US. Examines the intersections between gender, local environments, and social inequalities through cross cultural case studies.

**ANTH 360 *Global Studies Seminar* (CW, SB) [UR]**

This course examines some debates about globalization focusing on cultural responses to the rapid transfer of information, technologies, and economic resources around the world. Field projects will focus on local/global connections and will integrate anthropological theory and methods.

**ANTH 370 *Psychological Anthropology* (CW, SB)**

A cross cultural perspective on the interrelationships between the person and society with attention to how personality is influenced and expressed through such activities as child rearing, ritual, health care, language, folklore, and art. *Prerequisite: SOCI 110, ANTH 100, or consent of instructor.*



**ANTH 380 *Indian Peoples of the Americas* (SB)**

An ethnohistorical and ethnographic examination of some of the issues that confront Indian peoples from the US Southwest to South America today. Key issues to be considered include the response of Indian peoples to European colonialism and imperialism, economic dependency and integration into the global economy, social movements, and identity politics.

**ANTH 400 *Anthropological Theory* (SB)**

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 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]**

In addition to reading about and discussing current issues in sociological and anthropological research and practice, each student will complete an internship or research project in order to apply and demonstrate his or her level of knowledge in the major. *Prerequisite: SOCI 330 or ANTH 300 and consent of instructor if not a senior sociology/anthropology major.*

## THEATRE ARTS AND DANCE

Professors Binnie and Grace (chair)  
 Assistant Professor Muse  
 Adjunct Instructor Richardson

### MAJOR

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

Six courses distributed as follows:

- TART 210 *Script Into Performance: Text Analysis*
- TART 220 *Theatre Practicum*
- Any one of the following:  
     TART 120 *Voice, Articulation, and Text Reading*

- TART 140 *Beginning Acting*
- TART 150 *Stage Movement and the Alexander Technique*
- TART 160 *Reading and Writing Dance*
- 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 295 *Beginning Playwriting*
  - or
  - TART 390 *Advanced Playwriting*
  - TART 430 *Stage Directing*
  - TART 450 *Production Design*

## HENDRIX PLAYERS

Participation in the annual major dramatic productions and in spring-semester Senior Seminar production 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.

## HENDRIX DANCE ENSEMBLE

One afternoon a week, and two hours one weekday per week, usually a Sunday of each semester, students in the Hendrix Dance Ensemble rehearse together in the dance studio. The work of the ensemble culminates in performance.

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## COURSES

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**TART 100 *Introduction to Theatre* (EA)**

An introduction to the major theatrical modes, their functions, components, and procedures.

**TART 110 *Speech Communication***

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 130 *Shakespeare and Performance* (EA, LS) [AC]**

An exploration of choices made and methods used by Shakespeare in the building and presentation of a dramatic work through selection, analysis, and adaptation of source materials.

**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 160 *Reading and Writing Dance: An Introduction* (EA)**

An introduction to dance focusing on the interpretive processes of viewing or “reading” dance and the creating/revising processes of choreographing “writing” dance using historical and contemporary dance artists and styles as the foundational “grammar”.

**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 three 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 295 *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 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 and Dramatic texts from Romanticism through Modernism. Offered in alternate years.

TART 330 *Theatre and the Challenges of the Contemporary World* (CW, W2)

A study of theatrical responses to selected challenges of the contemporary world such as gender, race, ethnicity, and environmental and world citizenship issues.

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

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: Theatre Arts Major requirements 100 through 310 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.*

TARA A30 *Dance Ensemble* (EA) [AC]

A practical ensemble of choreographed dance that may accrue 1/4 course credit per semester. Acceptance is by audition.

# Personnel

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Janina Heird Eggensperger, Office Manager



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Judy Sherrill, Payroll Coordinator  
Renee Stone, Accounting Clerk  
Angie Swain-Ryan, Student Accounts/Grants Manager

**Facilities**

Loyd Ryan, Associate Vice President for Business Affairs and  
Director of Facilities  
Kerrie Alexander, Administrative Assistant  
Sherry Cockrell, Secretary  
Judy Jones, Director of Housekeeping  
Johnny Koster, Director of Grounds  
Rick Sublett, Chief of Public Safety  
J.D. Thompson, Director of Maintenance Special Projects

**Information Technology**

Sam Nichols, Director of Information Technology  
Mary Ann Pickens, Office Manager/Telephone Systems  
Manager  
Jay Burling, Web Coordinator  
Terry Davis, Computer Technician  
Karen Fraser, Assistant Director of Information Technology,  
Academic Computing and User Services  
Jerald Garner, Assistant Director of Information Technology,  
Networking and Communication Systems

Leslie Henslee, Administrative Systems Analyst I  
Lei Pinter, Assistant Director of Information  
Technology, Administrative Computing  
Doug Ward, Cable/Network Technician

## **OFFICE OF INSTITUTIONAL ADVANCEMENT AND PLANNING**

Rock Jones, Executive Vice President and Dean of Institutional  
Advancement and Planning  
Hilda Malpica, Administrative Assistant to the Executive Vice  
President

### **Advancement**

#### **Alumni Relations**

Pamela Owen, Director of Annual Giving and Alumni  
Relations

#### **Communications**

Lauralee McCool, Director of Enrollment Communications  
Helen Plotkin, Executive Director of Communications  
Beth Tyler, Web Editor  
Judy Williams, Director of Media Relations

#### **Development**

Melissa Blohm, Annual Giving Leadership  
Karen Cockrum, Data Entry Coordinator  
Leigh Lassiter-Counts, Major Gifts Officer  
Jill Hardin, Research Coordinator  
Barbara Horton, Director, Stewardship and Donor Relations  
Robert L. Kinzel, Jr., Director of Planned Giving  
Shelley Mehl, Associate Vice President for Advancement and  
Director of Development  
Priscilla McChristian, Director of Foundation Relations  
Teresa Osam, Corodinator of Special Events  
Dan Turner, Director of Administrative Systems  
Patrick Watson, Associate Director of Development and Major  
Gifts Officer

### **Intercollegiate Athletics and Recreational Sports**

Danny Powell, Director of Athletics  
Laurie Smith, Administrative Assistant for Athletics  
Kim Davis, Assistant Coach of Volleyball and Women's Basketball  
Cliff Garrison, Senior Advancement Associate for Athletics and  
Professor of Kinesiology  
Harold Henderson, Head Coach of Men's and Women's Tennis  
Chris Hitchcock, Head Coach of Women's Basketball

Jim Kelly, Head Coach of Men's and Women's Swimming and Diving  
 Jason Livernois, Sports Information Director  
 Patrick MacDonald, Head Coach of Men's and Women's Cross-Country and Track & Field  
 Thad McCracken, Head Coach of Men's and Women's Golf and Assistant Coach of Men's Basketball  
 Tom Noor, Assistant Coach of Men's and Women's Soccer  
 Dan Priest, Head Men's Basketball Coach  
 Erin Saluta, Director of Recreation and Wellness  
 Mary Ann Schlientz, Senior Woman Administrator and Head Coach of Volleyball  
 Lane Stahl, Head Coach of Baseball  
 R.J. Thomas, Assistant Coach of Baseball  
 Josh Thompson, Head Athletic Trainer  
 Glen Tourville, Assistant Director of Athletics and Head Coach of Men's and Women's Soccer  
 B.J. Vaughn, Assistant Coach of Softball  
 Amy Weaver, Head Coach of Softball

#### **Office of the Chaplain**

J. Wayne Clark, Chaplain and Director of Church Relations  
 Kathy Kunde, Assistant to the Chaplain

#### **Hendrix-Lilly Vocations Initiative**

Peg Falls-Corbitt, Director  
 J.J. Derden, Program Coordinator  
 Vicki Sutton, Administrative Assistant  
 Jennifer Wofford, Program Assistant

### **OFFICE OF STUDENT AFFAIRS**

Joyce M. Hardin, Vice President for Student Affairs and Associate Professor of Biology  
 Cassandra Bailey, Dean of Students  
 DeAnn Huett, Administrative Assistant to the Vice President for Student Affairs  
 Michael Caldwell, Assistant Director of Career Services  
 Jamey Campbell, Assistant Director of Student Activities  
 Donna Chastain, Director of Health Services  
 Joseph Givens, Area Coordinator-South Campus  
 Carmen Hardin, Director of Multicultural and International Student Affairs  
 Kay Henry, Student Health Office Coordinator

Jill Hankins, Coordinator of Housing and Residence Life

Malinda Knapp, Area Coordinator-North Campus

Mary Anne Siebert, Coordinator of Counseling Services

David Wagner, Director of Students Activities and Recreation

## 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.

### Joyce M. Hardin, 1989-

*Vice President for Student Affairs and Dean of Students and Associate Professor of Biology*  
B.S., College of Charleston, '75;  
M.S., University of Arkansas, '79;  
Ph.D., University of Arkansas, '81.

### 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.

### Fred Ablondi, 1998-

*Associate Professor of Philosophy*  
B.A., College of William and Mary, '87;  
M.A., Catholic University of America, '89;  
Ph.D., Marquette University, '95.

### Kelly K. Agnew, 1999-

*Associate Professor of Biology*  
B.A., Hendrix College, '92;  
Ph.D., University of Texas at Austin, '99.

### Jon W. Arms, 1971-

*Professor of Spanish*  
A.B., Earlham College, '65;  
M.A., Vanderbilt University, '71;  
Ph.D., Vanderbilt University, '75.

### Kevin G. Asman, 2002-

*Assistant Professor of English*  
A.B., University of Michigan-Flint, '91;  
M.A., Michigan State University, '94;  
Ph.D., Michigan State University, '01.

### Pradip K. Bandyopadhyay, 1985-

*Professor of Physics and Natural Sciences Area Chair*  
B.S., Jadavpur University, '73;  
M.S., Jadavpur University '75;  
Ph.D., Oklahoma State University, '85.

### Ze'ev Barel, 1981-

*Associate Professor of Mathematics*  
Diploma, Moscow University, '69;  
M.S., Israel Institute of Technology, '75;  
Ph.D., Wesleyan University, '81.

### Walker Jay Barth, 1994-

*Associate 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*  
B.A., Hendrix College, '73;  
Ph.D., Vanderbilt University, '79.

### Eric Alexander Grindlay Binnie, 1989-

*Professor of Theatre Arts*  
B.A., Strathclyde University, '68;  
M.A., McMaster University, '70;  
Ph.D., University of Toronto, '78.

### Norman C. Boehm, 1985-

*Associate Professor of Music*  
B.M., University of Michigan, '79;  
M.M., University of Michigan, '81;  
D.M.A., Eastman School of Music, '87.

### Elizabeth Bridges, 2005-

*Visiting Assistant Professor of German*  
B.A., Hendrix College, '95;  
M.A., University of Arkansas, '98;  
Ph.D., Indiana University, '05.

**Patricia Bruininks, 2002-**  
*Assistant Professor of Psychology*  
 B.A., Hope College, '96;  
 M.S., University of Oregon, '98;  
 Ph.D., University of Oregon, '02.

**Carl Burch, 2004-**  
*Assistant Professor of Computer Science*  
 B.S., University of Oklahoma, '95;  
 M.S., Carnegie Mellon University, '98;  
 Ph.D., Carnegie Mellon University, '00.

**Duff G. Campbell, 2000-**  
*Associate Professor of Mathematics*  
 B.A., Harvard University, '89;  
 Ph.D., Boston University, '97.

**Christian K. Campolo, 2002-**  
*Assistant Professor of Philosophy*  
 B.A., Bucknell University, '90;  
 M.A., University of Kansas, '94;  
 Ph.D., University of California-Riverside, '03.

**Stella M. Capek, 1986-**  
*Professor of Sociology*  
 B.A., Boston University, '75;  
 M.A., University of Texas, '81;  
 Ph.D., University of Texas, '86.

**Byungchul Cha, 2004-**  
*Visiting Assistant Professor of Mathematics*  
 B.S., Korea Advanced Institute of Science and  
 Technology, '94;  
 Ph.D., The Johns Hopkins University, '03.

**Charles M. Chappell, 1969-**  
*Professor of English*  
 B.A., Hendrix College, '64;  
 M.A., Emory University, '65;  
 Ph.D., Emory University, '73.

**John Churchill, 1977-**  
*Professor of Philosophy*  
 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.

**Lilian Albertina Contreras-Silva, 2000-**  
*Assistant Professor of Spanish*  
 B.A., Louisiana State University, '94;  
 M.A., Louisiana State University, '97;  
 Ph.D., Louisiana State University, '00.

**Ashby Bland Crowder, Jr., 1974-**  
*M.E. and Ima Graves Peace Professor 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-**  
*Assistant Professor of Biology*  
 B.A., St. Mary's College of Maryland, '96;  
 M.S., University of North Carolina, '98;  
 Ph.D., Cornell University, '02.

**Andrea A. Duina, 2004-**  
*Assistant 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.

**Irmina Fabricio, 2005-**  
*Instructor of Spanish*  
 B.A., University of Havana, '83;  
 M.A., University of Central Arkansas, '05.

**M. Margaret Falls-Corbitt, 1987-**  
*Professor of Philosophy*  
 B.A., Rhodes College, '75;  
 M.A., Vanderbilt University, '78;  
 Ph.D., Vanderbilt University, '82.

**Karen M. Fannin, 2005-**  
*Assistant Professor of Music*  
 B.A. University of Northern Iowa, '96;  
 M.M., Northwestern University, '01;  
 D.M.A., University of Colorado, '05.

**John L. Farthing, 1978-**  
*Professor of Religion and Classical Languages*  
 B.A., University of Tulsa, '69;  
 M. Div., Duke University, '74;  
 Ph.D., Duke University, '78.

**Gabriel J. Ferrer, 2002-**

*Assistant Professor of Computer Science*  
B.A., Rice University, '94;  
M.S., University of Virginia, '96;  
Ph.D., University of Virginia, '02.

**Frances Flannery-Dailey, 1999-**

*Associate Professor of Religion*  
B.S., College of William and Mary, '89;  
M.A., University of Iowa, '94;  
Ph.D., University of Iowa, '00.

**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.

**Cliff Garrison, 1972-**

*Professor of Kinesiology, Senior Advancement  
Associate for Athletics*  
B.S.E., University of Central Arkansas, '62;  
M.S.E., University of Central Arkansas, '65

**Linda Gatti-Clark, 2003-**

*Visiting Assistant Professor of Biology*  
B.S., University of Central Arkansas, '89;  
Ph.D., Oklahoma State University, '97.

**Anne J. Goldberg, 2005-**

*Assistant 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-**

*Professor of Chemistry*  
B.S., Ouachita Baptist University, '69;  
Ph.D., University of Arkansas, '74.

**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-**

*Associate Professor of Chemistry*  
B.A., Colgate University, '82;  
Ph.D., University of Wisconsin, '87.

**Bruce Haggard, 1972-**

*Virginia A. McCormick Pittman Professor of  
Biology*  
B.A., Indiana University, '66;  
M.A., Indiana University, '70;  
Ph.D., Indiana University, '73.

**David A. Hales, 1992-**

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

**Earlene Hannah, 1974-**

*Professor of Kinesiology*  
B.S., Northeast Louisiana University, '72;  
M.S.E., University of Central Arkansas, '77.

**Marjorie Jane Harris, 1990-**

*Associate Professor of Religion and Humanities  
Area Chair*  
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.

**J. Brett Hill, 2005-**

*Visiting 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.

**James M. Jennings, 1992-**

*Associate Professor of Education and History*  
B.S.E., Northwestern University, '77;  
M.E., University of Arkansas, '83;  
Ed.D., Vanderbilt University, '92.



**James. F. Kelly, 1982-**

*Professor of Kinesiology and Head Swimming Coach*

B.S., St. Bonaventure University, '65;  
M.S., Springfield College (Massachusetts), '72.

**Stephen W. Kerr, 1979-**

*Professor of Business*

B.A., Hendrix College, '76;  
M.B.A., Southern Methodist University, '77;  
C.P.A., Arkansas, '78.

**Ian T. King, 1985-**

*Professor of Politics*

B.A., University of Hull, '80;  
Ph.D., University of Minnesota, '84.

**Randall A. Kopper, 1983-**

*Professor of Chemistry*

B.A., Monmouth College, '74;  
Ph.D., University of Kansas, '80.

**John Krebs, 1992-**

*Associate Professor of Music*

B.M., Northwestern University, '78;  
M.M., University of Illinois-Urbana, '80;  
D.M.A., University of Maryland, '91.

**David G. Larson, 1975-**

*Professor of History*

B.A., Northwestern University, '64;  
M.A., Indiana University, '72;  
Ph.D., Indiana University, '72.

**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-**

*Assistant 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.

**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.

**Jerry J. Mayo, 2001-**

*Associate Professor of Kinesiology*

B.A., Arkansas State University, '91;  
M.A., Arkansas State University, '93;  
Ph.D., University of Mississippi, '98.

**Garrett L. McAinsh, 1970-**

*Harold and Lucy Cabe Distinguished Professor of History*

B.A., Gettysburg College, '63;  
M.A., University of Nebraska, '66;  
Ph.D., Emory University, '74.

**John B. (Jay) McDaniel, 1979-**

*Professor of Religion*

B.A., Vanderbilt University, '72;  
Ph.D., Claremont, '78.

**Ralph J. McKenna, 1976-**

*Professor of Psychology*

B.S., Danbury State College, '63;  
Ph.D., University of Connecticut, '70.

**Rod Miller, 1998-**

*Associate Professor of Art*

B.F.A., Stephen F. Austin State University, '78;  
M.A., Stephen F. Austin State University, '87;  
M.A., University of Iowa, '94;  
Ph.D., University of Louisville, '98.

**Matthew D. Moran, 1996-**

*Associate Professor of Biology*

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

**Richard C. Murray, 2003-**

*Assistant Professor of Biology*

B.Sc., University of Western Ontario, '90;

Ph.D., University of Western Ontario, '97.

**Ann Muse, 2002-**

*Assistant Professor of Theatre Arts*

B.A., Hendrix College, '83;

M.F.A., University of Memphis, '97.

**Wayne D. Oudekerk, 1989-**

*Professor of German and Coordinator of International Programs*

B.A., Princeton University, '73;

M.A., University of Washington, '78;

M.A., Middlebury College, '79;

D.A., Syracuse University, '84.

**Karen Oxner, 1997-**

*Assistant Professor of 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-**

*Assistant 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-**

*Assistant 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.

**Susan N. Perry, 2004-**

*Assistant Professor of Education*

B.S., Oklahoma State University, '94;

M.Ed., Loyola College, '95;

Ed.D., University of Arkansas at Little Rock, '02.

**Jennifer J. Peszka, 1999-**

*Associate Professor of Psychology*

B.S., Washington and Lee, '94;

M.A., University of Southern Mississippi, '98;

Ph.D., University of Southern Mississippi, '99.

**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.

**Richard L. Rolleigh, 1974-**

*Professor of Physics*

B.A., Hendrix College, '67;

Ph.D., University of Texas, '72.

**Lyle M. Rupert, 1987-**

*Professor of Business and Social Sciences Area Chair*

B.A., Hendrix College, '82;

M.B.A., University of Chicago, '85;

C.P.A., Illinois, '85.

**Ann C. Savers, 2004-**

*Visiting Assistant Professor of English*

B.A., Notre Dame College, '66;

M.Ed., Midwestern State University, '77;

M.A., Midwestern State University, '80;

Ph.D., University of California-Riverside, '86.

**Alan Shackelford, 2004-**

*Visiting Assistant Professor of History*

B.A., Southwestern University, '90;

M.A., University of Wyoming, '93;

Ph.D., Indiana University, '04.

**Mark S. Schantz, 1991-**

*Associate Professor of History*

B.A., George Washington University, '77;

M.Div., Yale University, '81;

Ph.D., Emory University, '91.

**Lawrence K. Schmidt, 1984-**

*Professor of Philosophy*

B.A., Reed College, '72;

M.A., University of New Mexico, '78;

Ph.D., University of Duisburg, '83.

**Ralph D. Scott, 1979-**

*Professor of Economics*

B.A., Hendrix College, '73;

Ph.D., Tulane University, '83.

**Allison K. Shutt, 1997-**

*Associate Professor of History*

B.A., William Smith College, '83;

M.A., University of California at Los Angeles, '86;

Ph.D., University of California at Los Angeles, '95.

**Deborah Skok, 2001-**

*Assistant Professor of History*

B.A., Bryn Mawr College, '89;

M.A., University of Chicago, '92;

Ph.D., University of Chicago, '01.

**Tom D. Stanley, 1986-***Professor of Economics*

B.S.I.M., University of Akron, '72;

M.A., Kent State University, '73;

M.S., Purdue University, '80;

Ph.D., Purdue University, '82.

**Mark Sutherland, 1990-***Associate Professor of Biology*

B.S., Kansas State University, '75;

M.S., Old Dominion University, '84;

Ph.D., University of Kansas, '90.

**M. Warfield Teague, 1970-***Willis H. Holmes Distinguished Professor of Chemistry*

B.S., Ouachita Baptist College, '63;

M.A., Purdue University, '68;

Ph.D., Purdue University, '71.

**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.

**Tammy Tintjer, 2005-***Visiting Assistant Professor of Biology*

B.S., Auburn University, '95;

Ph.D., Indiana University, '05.

**John F. Toth, 2004-***Associate Professor of Sociology*

B.A., Youngstown State University, '91;

M.S., Mississippi State University, '93;

Ph.D., Mississippi State University, '98.

**Xiaofei Tu, 2005-***Visiting Instructor of Religion*

B.Phil., Peking University, '90;

M.Div., Harvard University, '00;

M.T.S., Yale University, '01;

M. Phil., Syracuse University, '04.

**Alex Vernon, 2001-***Assistant Professor of English*

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-***Assistant 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 Wright, 1998-***Associate Professor of Physics*

B.S., Massachusetts Institute of Technology, '91;

Ph.D., Rensselaer Polytechnic Institute, '96.

**Library Faculty****Rick Fought, 2001-***Assistant Librarian*

B.A., Harding University, '93;

M.L.I.S., University of Oklahoma, '96.

**Amanda Moore, 2001-***Director of the Library*

B.A., Hendrix College, '86;

M.Div., Harvard University, '91;

M.S., Simmons College, '92.

**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.

## Adjunct Faculty

**Pierre Antoine, 2004-**

*Africana Studies and French*

Ph.D., University of Minnesota, '70.

**Karen Binko, 2000-**

*Education*

B.S., University of Arkansas-Little Rock, '78.

**Rynnett Clark, 1999-**

*Education*

M.Ed., Southern Arkansas University, '91.

**Susan Clark, 2003-**

*Art*

M.F.A., Yale University, '95.

**Peter Colverson, 2005-**

*Biology*

M.A., Oregon State University, '82.

**Hope Norman Coulter, 1993-**

*English*

A.B., Harvard University, '82.

**Rebecca Daniels, 2004-**

*English*

Ph.D., Trinity College, University of Oxford, '04.

**Lucy DuBose, 2004-**

*Dance*

**Jean Elliott, 1989-**

*English*

Ph.D., Royal Holloway College, University of London, '84.

**Karen Ferrer, 2003-**

*Physics*

Ph.D., University of Virginia, '02.

**Caroline Ford, 2002-**

*Business*

**Robert Glidewell, 2002-**

*Economics and Business*

J.D., University of Arkansas, '76.

**Carmen Hardin, 2003-**

*Politics*

J.D., University of Arkansas, '99.

**Tom Hardin, 2001-**

*Economics and Business*

J.D., University of Arkansas-Little Rock, '80.

**Doug Hoffman,**

*Computer Science*

Ph.D., University of North Carolina-Chapel Hill, '96.

**Missy Irvin, 2002-**

*Dance*

**Ameria Jones, 2002-**

*Dance*

**Hillary Looney, 2005-**

*Business*

M.A., Hendrix College, '03.

**Robert Musser, 2004-**

*Philosophy and Religion*

Ph.D., Saint Louis University, '01.

**Dan Priest, 2005-**

*Kinesiology*

M.S., Miami University, '97.

**Melisa Quesenberry, 2005-**

*Art History*

M.A., Virginia Commonwealth University, '96.

**Mary Richardson, 1979-**

*Speech*

M.A., University of Arkansas, '78.

**Sarah Richison, 2005-**

*Dance*

B.A., Hendrix College, '05.

**Erin Saluta, 2004-**

*Kinesiology*

M.S. University of California-Sacramento, '

**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.

**Josh Thompson, 2003-**

*Kinesiology*

M.Ed., University of Cincinnati, '02.

## Faculty Emeriti

**Harold V. Allen, 1963-98**

*Professor Emeritus of German*  
Ph.D., University of Arkansas, '64.

**Henry L. Alsmeyer, Jr., 1976-89**

*Director Emeritus of Libraries*  
Ph.D., Texas A&M University, '73.

**James R. Bruce, 1974-2004**

*Professor Emeritus of Sociology*  
Ph.D., Tulane 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 Professor Emeritus of Mathematics*  
Ph.D., Emory University, '71.

**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.

**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.

**Arthur A. Johnson, 1955-90**

*Harold and Lucy Cabe Distinguished Professor Emeritus of Biology*  
Ph.D., University of Illinois, '55.

**James E. Major, 1961-81**

*Senior Vice President Emeritus*  
M.Div., Duke University, '43;  
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.

**JoAnn Privett McMillen, 1967-95**

*Associate Librarian Emerita*  
M.L.S., University of Oklahoma, '72.

**Robert W. Meriwether, 1959-93**

*Professor Emeritus of Education, Political Science, and American History*  
M.A., Vanderbilt University, '51.

**Walter A. Moffatt, Jr., 1948-77**

*Professor Emeritus of English*  
Ph.D., Princeton University, '41.

**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 Emerita of the College, 1972-88; Virginia A. McCormick Pittman Professor Emeritus of Biology*  
M.S., University of Arkansas, '48.

**Eloise Weir Raymond, 1954-58, 1962-88**

*Professor Emerita of Economics and Business*  
M.B.A., University of Chicago, '45;  
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 of Education Emeritus*  
Ed.D., Temple University, '72.

**Kenneth Christopher Spatz, 1973-2003**

*Professor Emeritus of Psychology*  
Ph.D., Tulane University, '66.

**Kenneth E. Story, 1972-2000**

*Professor Emeritus of English*  
Ph.D., University of Tennessee, '67.

**John E. Stuckey, 1958-92**  
*Professor Emeritus of Chemistry*  
Ph.D., University of Oklahoma, '57.

**Dolores H. Thompson, 1970-98**  
*Associate Librarian Emerita*  
B.A., Stephen F. Austin State University, '59;  
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

**Ferris Coy Baker, 1959-86**  
*Professor Emeritus of Sociology*  
M.A., Southern Methodist University, '48.

**Robert G. Shoemaker, 1966-87**  
*Professor Emeritus of Philosophy*  
Ph.D., University of Texas, '67.

## 2005-2006 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
A-2	9:10-10:00 am	L-2	T 8:10-11:00 am
A-3	10:10-11:00 am	L-3	W 8:10-10:00 am
A-4	11:10-noon	L-4	Th 8:10-11:00 am
A-5	12:10-1:00 pm	L-5	F 8:10-10:00 am
A-6	1:10-2:00 pm	L-6	M 1:10-4:00 pm
A-7	2:10-3:00 pm	L-7	T 1:10-4:00 pm
A-8	3:10-4:00 pm	L-8	W 1:10-4:00 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
B-2	9:45-11:00 am	S-2	W 2:10-4:00 pm
B-3	1:15-2:30 pm	S-3	F 2:10-4:00 pm
B-4	2:45-4:00 pm		
B-5	8:10-11:00 am T and 9:45-11:00 am Th		
	<i>11:10 to noon on Thursday is an open period for convocations.</i>		
			D-1
			D-2
			D-3
			D-4
			D-5
			D-6

## 2005-2006 Final Examination Schedule

<b>Day</b>	<b>Morning 8:30-11:30 a.m.</b>	<b>Afternoon 2:00-5:00 p.m.</b>
Wednesday	A7, S2	A5, C5, D3
Thursday	A1, C1, D1	A6, S3
Friday	A2, C2	B2
Monday	A3, C3	B3, D6
Tuesday	A4, C4, D2	B4
Wednesday	B1, D5	A8, D4, S1

# Index

## A

A.D.A. Accommodations 120  
Academic Advising 69  
Academic Affairs 302  
Academic Appeals 51  
Academic Calendar 2, 41  
Academic Counseling 71  
Academic Departments and Programs 135  
Academic Grievances 50  
Academic Integrity 46  
Academic Peer Mentor 70  
Academic Policies and Regulations 41  
Academic Probation Policy 105  
Academic Program 13  
Academic Records 62  
Academic Requirements 102  
Academic Scholarships 106  
Academic Status 44  
Academic Support Services 71  
Academic Warning 45  
Academic Workshops 72  
Acceptance Procedures 93  
Accommodations and Resources 132  
Accreditations and Memberships 10  
Activity Course Credits 57  
Activity Fee 96  
Adding a course 52  
Additional Charges 96  
Adjunct Faculty 314  
Administration 302  
Admission and Financial Aid 303  
Admission and Financial Information 91  
Admission By Transfer 93  
Admission Information 91  
Admission To The Freshman Class 92  
Advanced Placement 59

Africana Studies 135  
American Chemical Society 10  
American Studies 137  
Anthropology 288  
APM 70  
Application for Graduation 63  
Arkansas Student Assistance Grants 112  
Army ROTC 79, 80  
Art 142  
Artistic Creativity (AC) 31, 32  
Art Supply Fee 96  
Auto Fines 97

## B

Bailey Library 72  
Biochemistry/Molecular Biology 148  
Biology 148, 150  
Board of Trustees 301  
Business 160  
Buthman Endowed Lectureship 85

## C

Campus Map 323  
Campus Visits 94  
Capacities 13, 21  
Career Advising 118  
Career Services Library 118  
Center for Entrepreneurial Studies 87  
Challenges of the Contemporary World 16, 17  
Charge for Adding a Course 97  
Chemistry 156  
Class Attendance 46  
Classics 199  
Classification of Students 42  
CLEP 62  
CNSA 70  
Collections and Access 72  
College Level Examination Program 62  
Collegiate Center 13, 14  
Combined Engineering Programs 80



Commencement 63  
Computer Science 241  
Correspondence Directory 11  
Costs for Academic Year 96  
Council of New Student Advisors 70  
Counseling Services 119  
Course Load 41  
Courses and Units 41  
Courses Taken For Credit Only 56  
Credit Only 56

## D

Daily Schedule 317  
Dance 296  
Dean's List. 44  
Degree Requirements 14, 38  
Departmental Placement Policy 62  
Dining Services 120  
Diploma Reorder fee 97  
Disability Procedures 131  
Disbursement of Aid 113  
Double Counting of Courses 24  
Drake Endowed Lectureship 86  
Dropping a Course 52

## E

Earned Credits 42  
Economics and Business 160  
Education 172  
English 184  
Ensembles 256  
Environmental Studies 194  
Experiential Learning Opportunities 79  
Explorations 16  
Expressive Arts (EA) 19

## F

Faculty Emeriti 315  
Family Educational Rights and Privacy Act 66

Federal Pell Grants 111  
Federal Perkins Loans 110  
Federal Stafford Loans 110  
Federal Supplemental Educational Opportunity  
Grants 112  
FERPA 66  
Film Studies 197  
Final Examination Schedule 317  
Financial Aid 102  
Financial Aid for Study Abroad 113  
Financial Information 91, 95  
Financial Need Determination 102  
Fine Arts Performance Scholarships 108  
Fines and Penalties 97  
Fixed Charges 96  
Foreign Language 23  
Foreign Languages 198  
French 202  
Fulbright Scholarship Program 83

## G

Gender Studies 212  
General Education Codes 135  
General Education Requirements 13  
General Information 5  
German 205  
Global Awareness (GA) 31, 33  
Good Standing 44  
Government Grants 111  
Grade I (Incomplete) 43  
Grade NR (No Report) 44  
Grade Point Average 42  
Grades 42  
Grading System 42  
Graduation 25  
Graduation With Distinction 64  
Graduation With Honors 65  
Greek 199  
Guide to Academic Planning 71  
Gulf Coast Research Laboratory 81

**H**

Hendrix-in-London 59, 82  
 Hendrix-in-Oxford 59, 82  
 Hendrix-Lilly Service Scholarships 107  
 Hendrix-Lilly Vocation Initiative 83  
 Hendrix-Lilly Vocations Initiative 88  
 Hendrix-Murphy Foundation Programs 87  
 Hendrix Aid Grants 108  
 Hendrix College Leadership Awards 107  
 Hendrix College Volunteer Action Center 127  
 Historical Perspectives (HP) 20  
 Historical Sketch of Hendrix College 7  
 History 214  
 Housing 121  
 Housing Options 96

**I**

Independent Studies 81  
 Informal Recreation 128  
 Information Technology 75  
 In Memorium 316  
 Institutional Advancement and Planning 305  
 Intellectual and Cultural Activities 125  
 Intercollegiate Athletics 122  
 Interdisciplinary Studies 224  
 International-Intercultural Studies 81  
 International Baccalaureate 59  
 International Exchange Programs 81  
 International Relations and Global Studies 226  
 International Student Admission 93  
 International Student Affairs 123  
 Internships 83  
 Intramural Sports 129

**J**

Journeys 15

**K**

*Index*

Kinesiology 232

**L**

Latin 199  
 Leadership Hendrix Program 126  
 Learning Domains 13, 18, 19  
 Leave of Absence 54  
 Lessons and Ensembles 256  
 Level II Writing Requirement 22  
 Level I Writing Requirement 22  
 Liberal Arts College 6  
 Liberal Studies 239  
 Library Faculty 313  
 Library Fines 97  
 Literary Studies (LS) 20  
 Literature in Translation 241  
 Loans 110

**M**

Majors and Minors 26  
 Master of Arts in Accounting 14, 38  
 Mathematics and Computer Science 241  
 Meal Plan 96  
 Media Center 74  
 Medical Leave of Absence 55  
 Medical Withdrawal 53  
 Memberships 10  
 Ministerial Student Loans/Grants 108  
 Ministers' Dependent Grants 109  
 Minority Student Affairs 123  
 Molecular Biology 148  
 Multicultural Student Affairs 123  
 Music 251  
 Music Lesson Fee 96

**N**

National Association of Schools of Music 10

National Council for Accreditation of Teacher  
Ed 10  
Natural Science Inquiry (NS, NS-L) 20  
New Student Orientation 123  
Normal Student Load 98  
North Central Association 10  
Number of Courses Required for Graduation 25

## O

Odyssey Codes 135  
Odyssey Honors and Distinction Awards 107  
Odyssey Program 8  
Odyssey Program Guide 32  
Office of Business and Finance 304  
Office of Career Services 118  
Office of the President 302  
On-line Resources 118  
Orientation Fee 96  
Outdoor Activities and Recreation 129  
Outdoor Activities and Recreation (OAR) 129  
Outside Scholarship Policy 109

## P

Personnel 301  
Phi Beta Kappa 8, 65  
Philosophy 259  
Physical Activity (PA) 24  
Physics 264  
PLUS Loans 111  
Policy for Double Majors 27  
Policy for Minors 28  
Politics 268  
Presidents of Hendrix College 9  
Private Music Lesson Fee 96  
Probation Policy 105  
Professional and Leadership Development (PL)  
31, 34  
Program for Bachelor of Arts 14  
Program for the Master of Arts in Accounting

38

Programs and Opportunities 79  
Propylaea 400 125  
Psychology 274

## Q

Quantitative Skills (QS) 23

## R

Recreation-Leisure Time 129  
Recreational Facilities 128  
Recreational Sports and Wellness 128  
Refund of Student Fees 98  
Religion 279  
Religious Education 76  
Religious Life 124  
Repeating a Course 44  
Required Disclosures for Enrolled Students 114  
Requirements for the Baccalaureate Degree 14  
Residence Hall Damage 97  
Residency Requirements 26  
Returned Check Charge 97  
Rhodes Scholarship Program 83

## S

Schedule Changes 51  
Scholarships and Grants 106  
Semester in Environmental Science 83  
Senior Capstone Experience 29  
Service to the World (SW) 31, 35  
Social and Behavioral Analysis (SB) 21  
Social Committee 127  
Sociology/Anthropology 288  
Spanish 208  
Special Events 89  
Special Programs 85  
Special Projects (SP) 31, 37  
Standards of Conduct 117  
Statement of Purpose 9

Steel Center 89  
 Student Activities and Involvement 125  
 Student Affairs 306  
 Student Employment Opportunities 112  
 Student Fees 95  
 Student Government 129  
 Student Health Services 120  
 Student Life 117  
 Student Organizations 126  
 Student Records 66  
 Students with Disabilities 130  
 Study Abroad Status 56  
 Summary of Fixed Charges 97  
 Sunoikisis 84

## T

Teaching Faculty 308  
 Theatre Arts 296  
 Theatre Arts and Dance 296  
 Transcript of Record 62  
 Transcript Requests 63  
 Transfer Credits 58  
 Tuition 96

## U

Undergraduate Research 84  
 Undergraduate Research (UR) 36  
 Undergraduate research (UR) 31  
 United Methodist Student Loans 111  
 United Methodist Youth Leadership Scholars  
 108  
 University Senate of the United Methodist  
 Church 10  
 Unsubsidized Federal Stafford Loans 110

## V

Values, Beliefs and Ethics (VA) 21  
 Verification 113  
 Verification of Learning Disability 133

Veterans Administration Benefits 105  
 Volunteer Action Center 127  
 Voyager Fund 111

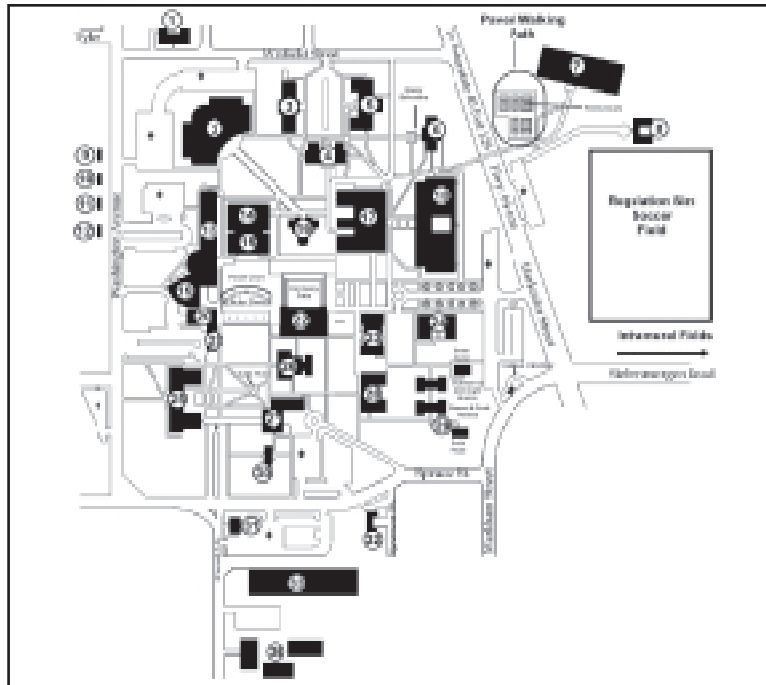
## W

W.C. Buthman 85  
 Washington Semester 85, 114  
 Watson Fellowship 83  
 Withdrawal from a course 52  
 Withdrawal from the College 53  
 Writing Level Requirements 21

## Y

Your Hendrix Odyssey 5, 13, 29, 79

# Campus Map



## Hendrix College Building Directory

1. President's Home
2. Bailey Library
3. Raney Hall
4. Veasey Hall
5. Galloway Hall
6. Raney Building
7. Mabee Center
8. Physical Plant
9. Public Safety
10. Career Services
11. Communications
12. Student Health
13. Mills Center
14. Acxiom Hall
15. John H. Reynolds Hall
16. Bertie Wilson Murphy Building
17. Hulen Hall
18. Grove Gym
19. Cabe Theatre
20. Staples Auditorium
21. Greene Chapel
22. Donald W. Reynolds Center
23. Martin Hall
24. Couch Hall
25. Trieschmann Building & Reves Recital Hall
26. Buhler Hall
27. Fausett Hall
28. Hardin Hall
29. Residence Houses
30. Ellis Hall
31. Language House
32. Information Technology
33. Front Street Apartments
34. Art Complex

