

# Contents

2014-2015

Hollins: An Overview .....	2
Mission of the University .....	2
History of Hollins .....	2
Hollins Today .....	3
Programs of Study .....	4
Graduate Programs .....	5
Special Academic Programs .....	5
Certificate of Arts Management .....	5
Certificate in Leadership Studies .....	5
Exchange Program .....	5
Edward Via College of Osteopathic Medicine .....	5
Jefferson College of Health Sciences, Nursing .....	5
Monterey Institute of International Studies .....	6
Roanoke College Reciprocal Agreement .....	6
Louis D. Rubin Jr. Semester in Creative Writing .....	6
Washington Semester .....	6
Study Abroad Programs .....	7
Hollins Abroad—London .....	7
Hollins Abroad—Paris .....	8
Argentina .....	8
Cuba .....	8
Germany .....	8
Ghana .....	9
Greece and Italy .....	9
Ireland .....	9
Italy .....	9
Japan .....	9
Mexico .....	10
Puerto Rico .....	10
School for Field Studies .....	10
South Africa .....	10
Spain .....	11
Other .....	11
Horizon Program .....	12
Academic Support Programs .....	14
Career Center .....	14
Center for Learning Excellence .....	14
Writing Center .....	14
Quantitative Reasoning (QR) Center .....	14
Eleanor D. Wilson Museum .....	14
Health and Counseling Services .....	15
Information Services and Technologies .....	15
Wyndham Robertson Library .....	15
Internships .....	16
Admission Guidelines .....	17
Tuition and Fees .....	20
Financial Aid .....	25
Academic Regulations .....	28
The General Education Program at Hollins .....	28
Academic Honors .....	36
Honor Societies .....	37
Awards .....	38
Student Rights/Education Records .....	39
Course Description Codes .....	42
General Education Codes .....	42
Undergraduate Courses .....	43
Faculty .....	209
Faculty Emeriti .....	213
Board of Trustees .....	216
Administrative Offices .....	217
Graduates .....	220
University Calendar .....	223
Index .....	224

# HOLLINS

## AN OVERVIEW

Hollins was founded in 1842 as Virginia's first chartered women's college. The first coed graduate program was established in 1958. Hollins enrolls approximately 750 students in its undergraduate and graduate programs.

Students enjoy Hollins' challenging and supportive academic environment and its focus on personal contact. In preparing students for career excellence in the sciences, social sciences, arts, and humanities, Hollins emphasizes a broad liberal arts curriculum that offers strong academic programs, superior teaching, and extensive study abroad, leadership, and internship opportunities.

Hollins University has long been recognized for the hundreds of well-known writers it has produced—among them Annie Dillard, Lee Smith, Margaret Wise Brown, Madison Smartt Bell, Kiran Desai, Margaret Gibson, Elizabeth Forsythe Hailey, Jill McCorkle, Henry Taylor, and Natasha Trethewey.

Hollins' distinctions include a nationally ranked graduate creative writing program; active writer- and artist-in-residence programs; a January Short Term that enables students to pursue internships in careers across the globe, participate in travel/study programs, or focus intensely on an unusual course or project; one of the oldest abroad programs in the country; a first-year seminar program; an honors program for first- and second-year students; and a leadership program that offers executive-level training to undergraduates.

Hollins' 475-acre campus is located in Roanoke, Virginia, a metropolitan area of 250,000 set in the heart of the Blue Ridge Mountains. The Appalachian Trail and Blue Ridge Parkway are minutes away. Within an hour's drive are 10 colleges with an enrollment of 35,000 undergraduate students.

# MISSION

## OF THE UNIVERSITY

Hollins is an independent liberal arts university dedicated to academic excellence and humane values. Hollins University offers undergraduate liberal arts education for women, selected graduate programs for men and women, and community outreach initiatives. The Hollins curriculum and co-curricular programs prepare students for lives of active learning, fulfilling work, personal growth, achievement, and service to society.

The Hollins community sustains talented students engaged in challenging study, and productive scholars and artists devoted to teaching and to the advancement of knowledge. Experiential learning, study abroad, and internships enhance the academic program. The hallmarks of a Hollins education are creativity and effective self-expression, problem solving and critical thinking skills, and independent inquiry and the free exchange of ideas.

Hollins nurtures civility, integrity, and concern for others, encourages and values diversity and social justice, and affirms the equal worth of women and men. Our university motto, *Levavi Oculos*, calls us to leadership and service in accord with the Hollins values and traditions.

# HISTORY

## OF HOLLINS

Initially established in 1842 as Valley Union Seminary, a coeducational college, Hollins became an institution for women in 1852. Three years later, it was renamed Hollins in recognition of benefactors John and Ann Halsey Hollins, who donated generously to the school. Hollins Institute became Hollins College in 1910 and Hollins University in 1998.

Over the years Hollins has developed coeducational M.A. programs in children's literature, liberal studies, screenwriting and film studies, and teaching. Recently, Hollins established M.F.A. programs in children's literature, children's book writing and illustration, creative writing, dance, playwriting, and screenwriting.

The early history of Hollins is synonymous with the history of Charles Lewis Cocke, a young mathematics professor from Richmond who at the age of 19 had written that he wished to dedicate himself to the "higher education of women in the South." Within a few years Cocke fulfilled that dream by accepting the position offered him as principal of the institute that would become Hollins University. The motivating force behind the first women's college in Virginia and one of the first in the nation, Charles Lewis Cocke is properly known as the founder of Hollins.

Cocke was not only surprisingly single-minded at an early age, but he was also ahead of his time. During an era when the education of women was thought to be a futile, even possibly dangerous, business Cocke wrote in 1857: "The plan and policy of this school recognizes the principle that in the present state of society in our country young women require the same thorough and rigid training as that afforded to young men." Thus it was that Hollins dedicated itself early in its history to academic excellence for women and high standards of achievement.

# HOLLINS

## TODAY

Through its 172-year history, Hollins has continued to be a leader in liberal arts education, has attracted to its campus distinguished faculty, and has produced graduates who successfully enter a wide range of professions.

The university is located on a landscaped 475-acre campus with Classic Revival and contemporary architecture. It is primarily residential and draws approximately 750 undergraduates and graduate students from 45 states and 17 countries. The student/faculty ratio is eight to one; 90 percent of the classes have fewer than 20 students.

A strong financial aid program puts a Hollins education well within reach of any student qualifying for admission. Ninety-nine percent of Hollins students receive some form of financial aid.

Hollins is independent and nondenominational and offers a four-year liberal arts curriculum. The academic year consists of two 13-week terms and a four-week Short Term in January. The university awards the bachelor of arts degree in 27 fields; the bachelor of science in five fields; the bachelor of arts and fine arts in dance; the master's degree in children's literature, liberal studies, screenwriting and film studies, and teaching; the master of fine arts degree in children's literature, children's book writing and illustrating, creative writing, dance, playwriting, and screenwriting; certificates of advanced studies, children's book illustration, new play directing and new play performance; and a post-baccalaureate certificate in dance. There are many opportunities for independent study, undergraduate research, and study abroad. Hollins has 70 full-time faculty, of which 99 percent have a Ph.D. or the highest degree in their field. On average, 56 percent of students entering Hollins as full-time, first-time, first-year students graduate in four years.

Hollins University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone: 404-679-4501), to award degrees at the bachelor's and master's levels. Hollins is on the approved list of the American Association of University Women.

Harassment on the basis of gender, race, color, ethnic origin, nationality, disability, sexual orientation, marital status, age, and political and religious beliefs will not be tolerated at Hollins University. In asserting this policy, Hollins reaffirms its commitment to both the right of free speech and the preservation of an atmosphere conducive to learning. This policy applies to all members of the community, including students, staff, faculty, and administrators; and to family members of faculty, staff, or students, who are themselves participating in the Hollins community. This policy also applies to members of the Hollins community in off-campus settings where only members of the Hollins community are involved.

# Programs of Study

Students may pursue programs of study in one of three bachelor degrees: bachelor of arts (B.A.), bachelor of arts and fine arts (B.A./B.F.A.), or bachelor of science (B.S.). Students normally follow a four-year program. Academic requirements are outlined starting on page 28.

## BACHELOR OF ARTS (B.A.)

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Requirements for the B.A. are 128 semester credits plus four Short Terms. Hollins University offers the bachelor of arts with major specializations in the following areas:

Art History	Environmental Studies
Art, Studio	Film
Biology	French
Business (with tracks)	Gender and Women's Studies
• Finance	History
• General	Interdisciplinary
• International	International Studies
• Marketing	Mathematics
Chemistry (with optional concentrations)	Music
• Biochemistry	Philosophy
• Business	Physics
Classical Studies (with concentrations)	Political Science
• Ancient Studies	Psychology
• Classical Philology	Religious Studies
Communication Studies	Sociology
Dance	Spanish
Economics	Theatre
Education*	
English (with optional concentrations)	
• Creative Writing	
• Multicultural U.S. Literature	
• Literature and Performance	

\* While Hollins does not offer a major in education, a complete sequence of courses in education leading to teacher preparation and licensure is offered.

## BACHELOR OF ARTS AND FINE ARTS (B.A./B.F.A.)

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Requirements for the B.A./B.F.A. are 150 semester credits plus four Short Terms. Hollins University offers the bachelor of arts and fine arts degree in dance.

## BACHELOR OF SCIENCE (B.S.)

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Requirements for the B.S. are 140 semester credits plus four Short Terms. Hollins University offers the bachelor of science degree with major specialization in biology, chemistry, environmental science, mathematics, and psychology.

## LEARNING OBJECTIVES

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Hollins is committed to providing a high quality education for all students. To that end, each major program has instituted specific evaluation procedures to assess student learning. Each student will be required to participate in formal learning outcomes assessment procedures, as defined by her major program, at one or more points in her academic career. Each student should see her academic advisor for more information on the assessment procedures required in her major.

# Graduate Programs

Hollins offers master of fine arts (M.F.A.) degrees in creative writing, children's literature, children's book writing and illustrating, dance, screenwriting, and playwriting; master of arts (M.A.) degrees in children's literature and in screenwriting and film studies; the master of arts in teaching (M.A.T.) degree; and an interdisciplinary master of arts degree in liberal studies (M.A.L.S.). The general requirement for admission to these programs is a bachelor's degree or the equivalent from a regionally accredited college or university. Individual graduate programs have additional requirements.

Hollins also offers several certificate programs: the certificate of advanced studies (C.A.S.) for those who already hold both the baccalaureate and master's degrees; the certificate in children's book illustration for those who have completed the bachelor's degree and have an interest in developing their artistic talents to appeal to tomorrow's picture book market; the certificate in new play directing for those who already hold a bachelor's degree and desire to pursue graduate-level instruction from leading theatre professionals, along with practical experience in playmaking; the certificate in new play performance for those who have obtained their bachelor's degree and desire to pursue graduate-level instruction from leading theatre professionals, along with practical experience in playmaking; and the post-baccalaureate certificate in dance for those who have completed their bachelor's degree but are not quite ready to begin work on a master's degree.

Graduate programs at Hollins are coeducational, and the number of students is kept small to ensure maximum attention from the faculty. For a complete description of graduate programs, including their admission requirements, deadlines, tuition and fees, and course offerings, refer to the graduate catalog, which is available on the Hollins Web site.

## Special Academic Programs

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### **CERTIFICATE IN ARTS MANAGEMENT**

Hollins offers a certificate in arts management for students majoring in one of the fine arts to provide an opportunity to connect their work in their major with career interests in various fields of arts management. For a description of the program, see page 51.

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### **CERTIFICATE IN LEADERSHIP STUDIES**

Hollins offers a certificate in leadership studies for students majoring in any field to provide an opportunity to gain both practical skills and academic experience in leadership. For a description of the program, see pages 52-53.

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### **EXCHANGE PROGRAM**

Hollins has joined six area colleges in establishing a program of student exchange. This Seven College Exchange Program enables Hollins students to spend a term or a full year at Hampden-Sydney, Mary Baldwin, Randolph College, Randolph-Macon, Sweet Briar, or Washington and Lee. Study abroad programs run by these school are not included. For further information, contact the dean of academic services.

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### **EDWARD VIA COLLEGE OF OSTEOPATHIC MEDICINE**

An articulation agreement for guaranteed acceptance has been established with the Edward Via College of Osteopathic Medicine in Blacksburg, Virginia, for Hollins students interested in earning the doctor of osteopathic medicine (D.O.) degree. Hollins students must have a grade point average of 3.4 or higher, and have earned a bachelor of science degree in biology, chemistry, mathematics, physics, or psychology. All students applying for the program must also complete the medical college admission test (MCAT), obtain 100 hours of health care volunteer hours and 100 hours of community volunteer hours, and complete a specified amount of course work as part of their degree from Hollins. An early acceptance program for Hollins students in their sophomore year has also been established. For more information, contact the dean of academic services.

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### **JEFFERSON COLLEGE OF HEALTH SCIENCES, NURSING**

An articulation agreement has been established with Jefferson College of Health Sciences (JCHS) in Roanoke,

Virginia, for Hollins students seeking career opportunities in the field of nursing. Each year, JCHS will grant priority admission to a maximum of five qualified Hollins students into the Accelerated Bachelor of Science in Nursing (B.S.N.) program. Hollins students with a grade point average of at least 2.7 (first tier admission requires a minimum 3.0 GPA) who have completed a baccalaureate degree in any field and completed specified prerequisite courses (each with a grade of "C" or above) are eligible to apply. Required course work for the Accelerated B.S.N. program will be completed at JCHS over four terms (fall, spring, summer, fall) after confirmation of the Hollins baccalaureate degree. See page 183 for more information and a listing of prerequisites.

## **MONTEREY INSTITUTE OF INTERNATIONAL STUDIES**

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Increasingly, Hollins students are seeking career opportunities with a broader, more global focus. An articulation agreement with Monterey Institute of International Studies in Monterey, California, streamlines entry into Monterey's two-year M.B.A. program in international management. Hollins students must have a grade point average of 3.25 or higher. All students applying for the program with a GPA of less than 3.25 must submit the GRE scores as part of the application process. A minimum of two years of college-level foreign language study is necessary, but three years is preferred, in one of the following languages: Mandarin, French, German, Japanese, Russian, or Spanish. Advanced entry into this program may be gained if a student has the required building-block management courses and has completed four years of college-level language study. The one-year advanced entry M.B.A. program begins in September and January.

For the master's degrees in public administration and in policy studies, two years of language is the minimum requirement; three or more is preferred. Graduate Record Exam scores are not required but are recommended for those with a GPA under 3.25. For Hollins graduates whose native language is not English, a minimum TOEFL score of 550 is acceptable for each of the above-mentioned programs. A summer English-as-a-Second-Language program and a summer intensive language program are available to those who need additional preparatory work in a foreign language before beginning the master's program.

The master's degrees in translation and interpretation and in teaching foreign language are rigorous programs requiring native fluency in one of the languages offered at Monterey and near-native fluency in the second language. One of the two languages must be in English. A score of 600 or higher on the TOEFL exam for non-native English speakers is required. Some exceptions may be made for those scoring just under 600 if they are willing to study English the summer before entry into the program.

Languages offered at Monterey: Chinese, Japanese, French, German, Russian, and Spanish. For more information, contact the office of the vice president for academic affairs.

## **ROANOKE COLLEGE RECIPROCAL AGREEMENT**

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Hollins University and Roanoke College have a long-standing reciprocal agreement. Hollins will grant academic credit for courses appropriate to a Hollins program, including grades and merit points, to those full-time undergraduate students who, with the approval of the appropriate advisor or departmental chairperson and the registrar, enroll in a course at Roanoke College, assuming that the courses concerned are not currently available to the student at Hollins. Independent studies and tutorials are not included in the reciprocal agreement.

## **LOUIS D. RUBIN, JR. SEMESTER IN CREATIVE WRITING**

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Hollins offers a one-semester intensive program in creative writing and modern literature for undergraduate students from other institutions. For more information, see page 98.

## **WASHINGTON SEMESTER**

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Hollins participates in the Washington Semester program, which enables selected students to spend a regular term at American University in Washington, D.C. The Washington Semester includes study of American national government, foreign policy, the American legal system, journalism, public administration, and arts and humanities.

The program provides an opportunity for students to study, to conduct research in many fields under careful supervision, and to work with students from other institutions.

Each student who participates in the Washington Semester program selects courses after consultation with her faculty advisor. Departmental approval is required if credit toward the major is given. A 2.5 GPA for all work completed at Hollins is required for admission, and, while the program is not limited to students in a particular field, students must meet prerequisites designated by American University. Transfer credit for the semester's work is granted by Hollins. Hollins University financial aid cannot be applied to this program, but the Washington Semester program does offer some scholarships. Fees are paid to American University. For further information, contact Edward Lynch in the department of political science.

# Study Abroad Programs

Study abroad offers students the opportunity to develop a global perspective, cross-cultural awareness, and the ability to understand, communicate, live, and work in cultural environments different from their own. Hollins University provides a wide range of study abroad opportunities designed to complement the on-campus educational experience and prepare students for participation and leadership in a global society. Almost half of all Hollins students take advantage of these opportunities and study abroad during their undergraduate years. After graduation, they use what they have learned in careers in international business, finance and banking, management, government service, education, the arts, and many other fields.

Hollins was one of the first colleges in the United States to establish a study abroad program and international learning experiences have been an important aspect of a Hollins education for nearly 60 years. Today Hollins offers international study opportunities through the Hollins Abroad programs in London and Paris and through affiliated and exchange programs in 15 countries.

Students of all disciplines may participate in study abroad. Courses taken on Hollins Abroad or Hollins-affiliated study abroad programs appear on the Hollins transcript with graded credit and, with departmental approval, may be counted toward a student's major, minor, and, in some cases, general education perspective requirements. Students enrolled in a Hollins Abroad program or in any of the Hollins affiliated programs listed below under "Other Hollins-Affiliated Study Abroad Programs and Exchanges" are eligible to receive financial aid from Hollins for one or two terms except as noted. There is a \$575 administrative fee for each term spent abroad (see Fees on page 22).

Students may apply to study abroad in their sophomore or junior year. However, juniors will receive priority for available spaces. All students must meet individual program requirements, and spaces are limited on affiliated programs (e.g. Arcadia, School for Field Studies, Limerick, Ghana, and Spanish Studies Abroad).

In exceptional cases, a student may apply to study abroad in the first term of her senior year if there are valid academic reasons for doing so. Any student requesting an exception must submit a petition to the director of international programs indicating why it is important for her academic program that she is allowed to study abroad at a time other than her sophomore or junior year, along with a letter of support from her academic advisor. The petition and letter of support will be forwarded by the director with recommendation to the Academic Policy Committee.

Second-semester seniors, students who have been enrolled at Hollins for eight semesters (not including Short Terms), students who entered Hollins as transfer students and have completed all graduation requirements, and transfer students in their first term at Hollins generally are not eligible to study abroad. Students with special circumstances can petition the Academic Policy Committee for an exception to this policy. Even if granted an exception, these students may not apply Hollins University institutional financial aid to a study abroad program.

The skills components of the general education program cannot be fulfilled through courses taken abroad.

## HOLLINS ABROAD

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Hollins University directs two international study programs of its own—Hollins Abroad–Paris and Hollins Abroad–London. These programs enroll students from Hollins and from other colleges and universities around the country. Both programs offer the opportunity to study with expert faculty in the culturally and historically rich surroundings of a world capital. The courses incorporate field trips to museums, theatres, and sites of architectural, historic, or political significance. Each program has a full-time resident director.

Students with a cumulative GPA of 2.5 or higher (3.0 preferred for Paris) are eligible to apply to participate in the Hollins Abroad programs.

## HOLLINS ABROAD–LONDON

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Hollins Abroad–London is a one- or two-semester program. The curriculum includes courses in architecture, art history, communications, English, history, political science, and theatre, as well as internships. All courses are taught by expert British faculty. For a list of Hollins Abroad–London courses and their descriptions, see pages 142-143.

Hollins Abroad–London students may also enroll in a course at London Metropolitan University, London South Bank University or The Place. The course must be in the student's major or minor, at an appropriate academic level, and in a subject area not offered by Hollins Abroad. London Metropolitan University and London South Bank University offer a wide range of courses in business, the humanities, and the social sciences. The Place offers modern dance classes.

Hollins Abroad–London also offers internships in business, government (including Parliament), management, media, the arts, education, and many other fields.

A GPA of at least 3.0 cumulatively and in the major/minor is required for enrollment in an internship or in a class at London Metropolitan University, London South Bank University, or The Place.

## HOLLINS ABROAD–PARIS

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Hollins Abroad–Paris is a one- or two-semester program.

### **Track One: Advanced, full immersion for French majors and minors**

Pre-requisite: Four semesters of college-level French (or the equivalent) and GPA of at least 3.0. Students take four courses in French led by Hollins Abroad-Paris faculty. Additional advanced courses in French in a variety of subject areas are available at local French universities. Students spending a year abroad in the full-immersion track may apply for an internship in the second semester.

### **Track Two: English/French hybrid for students majoring in other disciplines (starting Spring 2015)**

Pre-requisite: One year of college-level French or equivalent with a cumulative and French GPA of at least 3.0. Students take two mandatory core courses led by Hollins Abroad-Paris faculty and two other content courses taught in English in areas such as business, international studies, art history, fine arts, and fashion.

The curriculum includes courses in French literature, theatre, art history, architecture, film, politics, and economics. All courses are taught in French by expert French faculty. For a list of Hollins Abroad–Paris courses and their descriptions, see pages 143-145.

## Hollins-Affiliated Study Abroad Programs and Exchanges

### ARGENTINA

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Through Hollins' affiliation with Spanish Studies Abroad, students can study in Córdoba, Argentina's picturesque colonial capital. The center offers courses in Spanish language and Argentine history and culture. Students with strong Spanish skills can also take courses in a wide range of other subjects with Argentine students at the Universidad Nacional de Córdoba (UNC). Cultural excursions within Córdoba and to Buenos Aires, Mendoza, and Patagonia provide opportunities to experience some of the highlights of the world's eighth largest country. Housing is at one of the university's student residencies or with the families of local students.

The program in Córdoba is open to juniors with a cumulative GPA of 3.0, a 3.0 GPA in Spanish classes, and at least four terms of college Spanish or the equivalent. Spanish majors, minors, and international studies majors may enroll for one or two terms. Other qualified students may enroll for one term.

### CUBA

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Hollins' affiliation with Spanish Studies Abroad provides the unique opportunity to study in Havana and experience the blend of African, European, and American cultures that form Cuba. Classes are taught by faculty from the Universidad de La Habana and include Spanish language; introductions to Cuban society, culture, arts, and current events; AfroCuba; and Cuban Socialism. Students with advanced Spanish skills can also take regular university classes with Cuban students at the university's Facultad de Artes y Letras. A field-based independent research project based on interviews and optional community service activities provides opportunities to interact with local residents. The program includes several guided excursions and study visits. Students live in small residential hotels.

The program in Havana requires a cumulative 3.0 GPA, a 3.0 GPA in Spanish classes, and at least four terms of college Spanish or the equivalent. Spanish majors, minors, and international studies majors may enroll for one or two terms. Other qualified students may enroll for one term.

### GERMANY

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Through a direct exchange program with the Pädagogische Hochschule Ludwigsburg (Ludwigsburg University of Education), Hollins students studying German are encouraged to study for the spring semester or full academic year at Ludwigsburg. Situated approximately 20 km north of Stuttgart, the capital of Baden-Württemberg, Ludwigsburg, with its 85,000 inhabitants is the center of a greater urban district and belongs to the Central Neckar Region. It has both a thriving local industry and important cultural attractions. A glance at some of its institutions reveals: on the one hand, about 50 industrial plants, and 1,200 smaller firms specializing in trades and services; on the other hand, Germany's largest and best-preserved baroque palace, a well-known international festival of classical and modern music held annually, its pedagogical university, three further professional training institutions, and a film academy. Ludwigsburg University of Education is located on the northern outskirts of the town and shares a campus with two colleges. The campus can be easily reached from Stuttgart by the suburban train system (S-Bahn). There is a station directly on the campus.



Courses are taught mainly in German; however, there are an increasing number of courses in English geared toward international students. Subjects offered include, but are not limited to: education, sociology, geography, history, politics, philosophy, art, music, sciences, and of course, German language instruction.

Student dormitories are located on campus and house most international students as well as many German students. The program requires an overall GPA of 3.0, a 3.0 GPA in German courses at Hollins, and at least four terms of college German or the equivalent.

## **GHANA**

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Through a cooperative agreement, Hollins students can enroll for a term at the University of Ghana, located in Legon, just outside the bustling capital city of Accra. Students can choose from more than 350 courses in disciplines including anthropology, history, geography and resource development, political science, economics, psychology, sociology, literature, dance, music, and theatre, many with a focus on West African culture, society, and arts. Students live on campus in the international students' hostel. A comprehensive orientation program includes field trips to introduce students to the city, region, and culture.

The program in Legon requires a GPA of at least 3.0 cumulative and in the major. Students may enroll for one term.

## **GREECE AND ITALY – CLASSICAL STUDIES**

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Hollins' affiliations with the programs of the Arcadia Center for Hellenic Studies and the College Year in Athens and with the Intercollegiate Center for Classical Studies in Rome provide the opportunity for outstanding classical studies majors to study in Greece or Italy. The programs offer course work in art history, archaeology, classical languages, ancient history, philosophy, and contemporary Greek society. Field trips to sites of historic and cultural significance are an important part of each program.

These programs are open to classical studies majors with a cumulative GPA of 3.0 or higher and the support of the classical studies faculty. Students may enroll for one term.

## **IRELAND**

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Through an agreement with the University of Limerick, students may enroll for one term. Established in 1972, the university is located in Ireland's 650-acre National Technological Park on the Shannon River, just outside of Ireland's fourth largest city. A thriving, modern city, Limerick offers a variety of historic, artistic, and theatrical attractions as well as an especially lively music scene. Students on this program enroll in regular university classes with Irish and other international students. Classes are taught and graded by University of Limerick faculty. The university offers a wide range of courses with special strengths in the natural sciences, social sciences, technology, and Irish studies, including a new program in Irish traditional dance. The unique equine studies program is of special interest to equestrians and students interested in veterinary science. Hollins students in Limerick live in apartment suites in student villages on campus.

The fall or spring program with the University of Limerick is open to qualified juniors with a 3.0 GPA cumulatively and in the major. Space is limited and admission is competitive, with science majors receiving priority. Pre-med and pre-vet students may enroll as second-semester sophomores with the recommendation of the pre-professional advisor.

## **ITALY**

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This special exchange program enables Hollins students to enroll for one semester at several universities in Italy through the Arcadia University College of Global Studies: the Umbra Institute in Perugia, the Accademia Italiana in Florence, the Arcadia Center for Italian Studies and Università degli Studi Roma Tre in Rome, or the Mediterranean Center for Arts & Sciences in Sicily. Each of these programs is located in the center of a historically and architecturally rich city. All courses are taught in English with the exception of a required Italian language course.

The program in Florence offers courses in art history, studio art, history, literature, cinema, and political science. The curriculum in Rome specializes in international business, but courses in archeology, art history, political science, and history are also available. The Umbra Institute in Perugia offers a variety of course options including art, archeology, economics, cinema, business, history, literature, and political science. The Mediterranean Center for Arts & Sciences in Sicily offers a wide range of courses in classical studies, art history, environmental studies, history and political science. Housing on all programs is in student apartments.

Students enrolling on any Arcadia program must have a cumulative GPA of 3.0 or higher. Students may enroll for one term.

## **JAPAN**

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Through Hollins' affiliation with Kansai Gaidai University in Japan, students may enroll for one or two terms in the university's Asian Studies Program. Located between the ancient capital of Kyoto and the business center of Osaka, Kansai Gaidai provides opportunities for students to learn about both ancient and modern Japan. Courses in the Asian Studies Program include Japanese language, anthropology, art (history and studio), business, economics, film, history, literature, media, philosophy, politics, psychology, religion, and sociology. Many incorporate field trips to historical, religious, and cultural sites or to business and finance centers. All courses except the required Japanese language courses are taught in English. Students live in the program's international student residence halls or with homestay families.

Students enrolling in the Asian Studies Program must have a cumulative GPA of 3.0 or higher. Previous study of Japanese is strongly recommended but not required. Spaces are limited.

## **MEXICO**

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Hollins' exchange with the Universidad de las Américas (UDLA) enables students of Spanish and Hispanic culture to study at one of Mexico's finest private universities. The university is located in Puebla, a colonial city 60 miles southeast of Mexico City.

The Universidad de las Américas offers a wide range of courses taught in Spanish and English, including Spanish language and Mexican literature, art, and politics, among others. Students with strong Spanish language skills may enroll with Mexican students in regular university classes. Others enroll in courses designed especially for international students. Special multidisciplinary courses, designed to help students develop an understanding of Hispanic cultures and the Spanish language, feature field trips to nearby ancient ruins and other historic sites. Students live in university residence halls or with host families.

The program at UDLA requires a cumulative GPA of 2.7 or higher, a 3.0 in Spanish classes, and at least two terms of college Spanish or its equivalent. Students may enroll for one or two terms.

## **PUERTO RICO**

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Students interested in a full immersion Spanish program in the Caribbean can take advantage of the Spanish Studies Abroad program in San Juan, Puerto Rico. Students will not only have the opportunity to interact and converse in academic settings, but also in service learning opportunities. In San Juan, students will enroll at the Universidad del Sagrado Corazon (USC), the oldest private educational institution in Puerto Rico. Courses are offered in a number of subject areas and in addition to courses taught in Spanish, coursework in English is also an option. However, all students must have completed Spanish at the intermediate level and have strong language skills in their host country's language. Students live in single sex dormitories with Puerto Rican students at USC campus, which offer cooking facilities, cafeterias and twenty-four hour security.

This program requires an overall cumulative GPA of 3.0, a 3.0 GPA in Spanish courses at Hollins, and at least four terms of college Spanish or the equivalent. Spanish majors, minors, and international studies majors may enroll for one or two terms. Other qualified students may enroll for one term.

## **SCHOOL FOR FIELD STUDIES**

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Hollins biology or environmental science majors who want hands-on, research-based experience in ecology, environmental issues, and sustainable development can participate in the programs of the School for Field Studies (SFS). These programs are designed to train students to engage in field research that addresses the environmental problems and needs of local communities. There are several locations, each with a different focus—Costa Rica (sustainable agriculture and natural resources development), the Caribbean (marine resource studies), Australia (tropical rainforest management studies), Kenya/Tanzania (wildlife ecology and management studies), and Panama (biodiversity and conservation studies). Students and faculty live and have classes at SFS field stations and do their research at nearby sites.

The program is open to environmental studies and biology majors with a cumulative GPA of at least 3.0. Students may enroll for one term. Space is limited and admission is competitive.

## **SOUTH AFRICA**

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Hollins students may enroll for one semester at several universities in South Africa through an exchange program with the Arcadia University College of Global Studies. The program is based in Cape Town with opportunities at three universities: University of Cape Town (UCT), University of Western Cape, and University of Stellenbosch. All students are required to enroll in a core seminar "Contemporary Issues in South Africa." UCT is South Africa's oldest university and has special strengths in business, economics, and the physical sciences, although courses in film and

media studies, philosophy, music, and creative writing are also available. The University of Western Cape played a unique role in the struggle against apartheid, and Archbishop Desmond Tutu is currently its chancellor. Academic strengths are liberal arts and humanities. English is the teaching language at both of these universities. The official language of instruction at the University of Stellenbosch is Afrikaans; however, the program focuses especially on the history, politics, languages, and culture of southern Africa and offers special courses in English for visiting international students in these areas. It also offers a unique certificate program in community engagement.

Housing varies from university residence halls to student apartments at all universities. These programs are open to qualified students of any major. Students enrolling in any Arcadia program must have a cumulative GPA of 3.0 or higher.

## **SPAIN**

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Through Hollins' affiliation with Spanish Studies Abroad, Hollins students can study in Barcelona, Seville, or Alicante, Spain. With its legacy of magnificent Spanish and Moorish art and architecture, Seville is one of Spain's most interesting and beautiful cities. The center's curriculum includes a one-month intensive Spanish language course followed by further studies in Spanish language, literature, cinema, art, history, business, and politics. All courses are taught in Spanish. The program includes guided study visits to sites of cultural significance in the city and surrounding region. Students live with host families or in private student residences.

Alicante is a modern city on Spain's Costa Blanca in the region of Valencia. As in Seville, students on the program in Alicante begin the term with an intensive one-month Spanish language course. They then enroll in courses at the Universidad de Alicante, either with other international students or with Spanish students. Course offerings for international students include Spanish language, civilization, literature, art history, and cinema. Students with advanced Spanish skills can also take regular university courses in art history, business, classical studies, economics, geography, history, literature, and sociology. All courses in both tracks are taught in Spanish. Students on this program live with local host families.

As Spain's second largest city, Barcelona embodies every quality of a European city. While studying with Spanish Studies Abroad, students are enrolled in the Universitat Pompeu Fabra, a modern-day university with a wide variety of courses. After an initial two-week intensive language period, students choose courses specifically created for international students in the Hispanic and European studies or legal studies programs. Courses are taught in English and Spanish. Students on this program live with local host families.

All programs require an overall cumulative GPA of 3.0, a 3.0 GPA in Spanish courses at Hollins, and at least four terms of college Spanish or the equivalent. Spanish majors, minors, and international studies majors may enroll for one or two terms. Other qualified students may enroll for one term.

## **Other Study Abroad Opportunities**

In addition to the programs and exchanges listed above, Hollins students have many other opportunities for foreign study. Hollins recognizes credits from accredited study abroad programs sponsored by other American colleges or universities or programs at foreign institutions that are accredited by U.S. regional accrediting bodies. The international programs office has a resource library with information on programs in all parts of the world.

For more information on any Hollins Abroad program or affiliated programs, see the International Programs Office in Turner Hall.

# Horizon Program

As part of its commitment to women's education, Hollins offers the Horizon Program, an adult baccalaureate degree program for non-traditional students. Women who are at least 24 years old apply to Hollins through the Horizon Program. In addition, women with children or veterans are also encouraged to apply as the Horizon Program offers specialized services for non-traditional students.

Horizon students are required to meet the same university academic requirements as traditional students with the exception of physical education (which they are encouraged, but not required, to take) and the language requirement (Horizon students are required to complete only the elementary level of any language). Horizon students are held to the same requirements as traditional students with regard to majors and minors. Horizon students must complete at least 40 semester credits, four of which may be one Short Term or its equivalent, at Hollins.

Like traditional undergraduates, Horizon students must complete the equivalent of four Short Terms. For Horizon students who enroll as full-time students (14–22 credits) in the fall or the spring terms, Short Term is included in the cost of tuition for the regular terms. Given this fact, it behooves full-time Horizon students to complete their Short Term credits during the month of January. They can take a seminar, enroll in an independent study, do an internship, or participate in one of the travel/study programs (additional costs are involved for the travel/study programs). Whereas traditional first-year undergraduate students may not do internships or independent studies during their first January, Horizon students can. Given the scheduling difficulties often encountered by Horizon students, they still retain the option of taking an additional course during one of the regular terms to count for Short Term, or taking a summer course elsewhere (at their own expense). Part-time Horizon students are welcome to participate in the January Short Term, but at a cost per credit hour for 2014-15 of \$1,052.

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## ACADEMIC ADVISING

Each Horizon student will have an academic advisor to help her take advantage of Hollins' many academic and cocurricular opportunities. Entering students will be assigned advisors who are selected from among the faculty and administration and trained to work with adult students. When a Horizon student declares a major, she will choose an advisor from the faculty in that major who will assist her in shaping her academic and career goals.

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## THE EVELYN BRADSHAW AWARD FOR EXCELLENCE

This award, established in 1997 and given in honor of former Horizon Program Director Evelyn Bradshaw, a 1988 Horizon graduate, recognizes an outstanding Horizon student who inspires others through her perseverance, positive attitude, pursuit of knowledge, and love of Hollins University. The chosen student will have her name engraved on a plaque which will remain at the university.

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## HONORS

To graduate with honor in the Horizon program, a student must earn a grade point average of at least 3.50 in all work taken at Hollins, must complete her senior year at Hollins, and must complete a minimum of 36 graded Hollins credits. For the requirements for other levels of honor, refer to page 36.

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## PINNACLE

Qualified Horizon students are invited to apply to Pinnacle, a national honor society for nontraditional students that seeks to support leadership and scholarship.

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## HOUSING FOR HORIZON STUDENTS

Student Affairs is committed to providing housing for Horizon students who would like to live on campus. A limited number of apartments across the street from the main campus are reserved for adult undergraduate and graduate students. University housing, including the apartments, is available on a first-come, first-serve basis for new full-time Horizon students. There is no university housing for families and children. Housing is available for the academic year only (please check the student handbook for specific days of occupancy).

All residential Horizon students must also purchase the board plan. The total price of room and board for a double occupancy room is \$5,970 for a term (\$11,940 for the year). Standard single rooms cost an additional \$462.50 each term and are not guaranteed.

For more information about the amenities associated with university housing, including information about housing during university breaks, please refer to the 2014-15 Student Handbook or contact the Student Affairs Office.

## SCHOLARSHIPS AND FINANCIAL ASSISTANCE

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The VTAG grant (estimated at \$3,100 for the academic year) is offered to full-time Virginia residents, fall and spring terms only. Later applicants are usually not funded, so it is important to apply early. Please note also that students who do not receive VTAG in the fall are unlikely to receive it in the spring. The university's financial aid program is made possible by the generosity of many foresighted individuals and organizations. For a list of endowed scholarships, go online at: [www.hollins.edu/admissions/firstyear/financial/endowed\\_scholarships.shtml](http://www.hollins.edu/admissions/firstyear/financial/endowed_scholarships.shtml). Horizon students are eligible for need-based scholarships, grants, work study positions, and student loans based on the information on their FAFSA (Free Application for Federal Student Aid). In addition, Horizon students may be eligible for academic scholarships and creative talent awards.

Among the scholarships designated specifically for Horizon students are the following:

*Betty Trinkle Freeman Scholarship*, established in honor of Betty Trinkle Freeman, Class of 1952, is designed for deserving students pursuing an undergraduate degree at Hollins. Preference is given to students returning to college after a career interruption to their studies.

*Lucy Levis Hazlegrove Scholarship*, established by Lucy Levis Hazlegrove, Class of 1979, assists deserving students who have financial need and who are enrolled in the Horizon program.

*William Randolph Hearst Foundation Scholarship*, is a gift to Hollins University from the William Hearst Foundation to provide recognition and financial assistance to Horizon students.

## MENTORS

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The mentor program was established to help new adult students make a smooth transition into college life. A mentor is a returning Horizon student or recent Horizon graduate who has volunteered to work closely with new students throughout orientation and during the first term at Hollins. Mentors' responsibilities include making an introductory welcome phone call to new students before the start of school, assisting with orientation, tours, and registration, and being available to address questions and concerns.

## ORIENTATION

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New students are strongly encouraged to participate in the Horizon student orientation program. Horizon orientation is generally a day-long series of workshops and informational sessions designed to acquaint students with university facilities, personnel, the academic program, and policies.

## TUITION AND FEES

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See pages 20-25 for a complete Tuition and Fees breakdown.

# Academic Support Programs

## CAREER CENTER

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A Hollins education provides preparation for life and preparation for a career. The mission of the Career Center is to provide students with the skills and knowledge they need to make lifelong career decisions. The center fosters an environment of support and challenge, free of value judgments, which encourages the development of self-identity, independence, initiative, and responsibility. The Career Center provides quality career planning and development services that support these goals.

## CENTER FOR LEARNING EXCELLENCE

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The Center for Learning Excellence, located on the first floor of Middle East on Front Quad, is comprised of the Writing Center and the Quantitative Reasoning (QR) Center.

The Center for Learning Excellence provides students academic assistance through resources, workshops, and one-to-one tutoring.

**The Writing Center's** primary goal is to help students of all ability levels gain a sense of confidence and control over their writing, by providing feedback at all stages of the writing process. A staff of trained, conscientious student tutors representing a variety of academic disciplines offers friendly support in a comfortable environment. Tutors collaborate with students on a wide range of writing issues, from developing a thesis statement for a historical analysis paper, to integrating source material and avoiding plagiarism on a senior thesis, to revising creative writing projects.

The Writing Center is open during the evenings Sunday through Thursday, and during the day Monday through Friday. For a current schedule of hours or to make an appointment, please call the Center for Learning Excellence front desk at extension 6387. Hours of operation and a variety of writing resources are also available on the Writing Center's Web page located on My.Hollins under Academics. Walk-ins are welcome but appointments are encouraged, especially during midterms and finals.

**The Quantitative Reasoning (QR) Center's** primary focus is to provide assistance to students in achieving basic quantitative reasoning (q) proficiency. Experienced student tutors are available to provide one-on-one support to students with homework assignments and projects in the courses that satisfy the basic quantitative reasoning (q) requirement. The QR Center staff will identify and recommend resources to enhance and reinforce skills necessary for each student to achieve success in addressing quantitative issues.

Student tutors are trained and represent a variety of academic disciplines. They are available to assist students with their Applied Quantitative Reasoning (Q) projects as well as with the preparation for the math sections of the GRE and PRAXIS exams. The QR Center is open to students during the day and evenings Sunday through Thursday as well as during the day on Friday. The current schedule is available at the Center or on the QR Web page located on My.Hollins under Academics. Students may either walk in or call extension 6387 for an appointment. If additional times are required, please contact the director of quantitative reasoning.

## ELEANOR D. WILSON MUSEUM

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The Eleanor D. Wilson Museum at Hollins University features the work of renowned, emerging, and regional artists. The museum presents exhibitions in a wide variety of media and genres, including selected exhibitions from the permanent collection. Through this programming, the museum provides a forum for art through viewing, dialogue, and an understanding of the creative process. Located on the first floor of the Richard Wetherill Visual Arts Center, the museum is a state-of-the-art climate controlled facility with three interconnected galleries totaling approximately 4,000 square feet of exhibition space. The museum has a Resource Center available to students, teachers, and other patrons who are interested in furthering their study of the art in the museum's permanent collection. It also functions as an instructional center for groups and classes, and hosts projects based on current exhibitions.

The Eleanor D. Wilson Museum is committed to educational programming that enriches both Hollins and the greater Roanoke community. Since opening in the fall of 2004, the museum has presented more than 100 exhibitions with supplementary programs including tours, lectures, workshops, gallery talks, and classroom instruction. The museum collaborates with departments across the university campus, regional arts organizations, and nationally recognized institutions. The museum also provides internships, volunteer opportunities, and courses on museum curatorial practices.

## HEALTH AND COUNSELING SERVICES

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The mission of Health and Counseling Services is to assist students in achieving and maintaining their health. The central focus is on women's health incorporating health promotion, disease prevention activities, outpatient medical and psychological care for common/minor illnesses and life stresses.

Upon entrance all **residential** full-time students are required to provide a recent physical exam with a completed health record and immunization record. All **nonresidential** students (full-time day students, full-time Horizon, and full-time graduate students) are eligible and encouraged to use our services once completing the required medical health packet.

Health services are free to students except for physical exams, specialized tests, immunizations, and some supplies. All charges are at cost. Counseling services provide students six free sessions per academic year.

Health and Counseling Services is staffed with a nurse/director, a family practice nurse practitioner, a medical assistant, licensed professional counselors, and a secretary/receptionist. A family practice physician is available by appointment and a psychiatrist is on site for two sessions per month.

For additional information on hours of operation and services please refer to our Health/Counseling Services Web site.

## INFORMATION SYSTEMS AND TECHNOLOGIES

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The purpose of information systems at Hollins University is to support the student experience, faculty technology needs, and the administrative needs of the university. The department maintains and operates the network infrastructure, telecommunications, cable TV, classroom technology (including undergraduate, graduate, and distance learning programs), staff/faculty/lab desktops, servers, as well as multimedia support for media classrooms. The university as a whole promotes an integrated, collaborative work environment through technology. The information technology department maintains all facilities and services associated with computer technology at Hollins University. Faculty, staff, and students are provided with a comprehensive selection of technology for use in the classroom, office, and residence halls. A replacement cycle of every two to four years is used to keep ahead of the ever-changing and increasing demand of hardware and software.

As a Hollins student, your computer will no doubt play an important role in your education. You will have access to not only campus software but to the Internet via a network designed for speed. Information systems servers run on Microsoft operating systems and Linux-based platforms. The computers in the Hollins labs run Windows 7 and Macintosh operating systems. Most computers are available to students 24 hours per day, seven days per week during each semester. All computer labs, dorms, and devices are linked through a high-speed fiber-optic network. All labs provide access to the latest MS Office suite, mathematical software, programming languages, foreign languages, and statistical software, among many others. Color printing to networked laser printers is available from all labs and library. The university has installed new wireless printers on campus in the Library and two academic buildings (Dana and Pleasants), which allow students, faculty and staff to print from laptops, smart phones, tablets and many other wireless devices. Scanning of documents to a thumb drive or personal network drive is also available. Our Internet connection also allows the Hollins community to send and receive mail, exchange documents, and share a wealth of resources including: library databases and catalogs, academic research, and worldwide Web sites. We also provide access to the shared catalog of the Hollins University and Roanoke College libraries. In addition, many courses are enhanced by Web-based material via Moodle course management system.

Our computer labs and help desk support are staffed with trained student assistants and staff to assist with computing questions and problems. Students are encouraged to bring or purchase computing equipment compatible with Hollins' infrastructure. Contact the information technology department if you require assistance. To ensure compatibility with the campus network, students who bring computers to Hollins should confirm that their equipment meets or exceeds Hollins' specifications. For more information and sources, see the information technology's home page at <http://it.press.hollins.edu/>.

## LEARNING ACCOMMODATIONS

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Students seeking learning accommodations should consult the policy on disabilities outlined in the student handbook or see the dean of academic services.

## WYNDHAM ROBERTSON LIBRARY

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The Wyndham Robertson Library, recipient of the 2009 ACRL Excellence in Academic Libraries Award, provides the Hollins community with a rich variety of collections, research and instructional services, and unique spaces for study or community gatherings.

The library's collections consist of more than a half million titles, including books, print journals, electronic texts, musical scores, recordings, films, microforms, incunabula, rare books, manuscripts, and government documents.

Through an online library catalog shared with nearby Roanoke College, Hollins researchers have access to the combined collections of both the Wyndham Robertson and Roanoke College libraries. Each day a shuttle service delivers materials between the libraries. The library also has a wide range of online resources that enable students to locate citations and full-text documents from over 40,000 journals, magazines, newspapers, and other titles. Moreover, an active interlibrary loan system ensures access to materials from libraries worldwide. All of these services help foster the rich research that takes place at Hollins. To recognize this exemplary scholarship, the library sponsors an annual undergraduate research award and hosts a collection of material produced by students, faculty, and staff, called Hollins Digital Commons.

When classes are in session, the library is open seven days a week to meet the needs of the Hollins community. The library has professional librarians who are subject specialists and are available to provide one-on-one research assistance at the reference desk, via email or chat, and by appointment. Librarians also provide instruction sessions throughout the year in conjunction with academic courses and create online guides to help students navigate the library's physical and electronic collections.

To support academic work from start to finish, the library provides ample study seating, group study rooms, and a number of comfortable reading spaces. Wireless internet is available throughout the building and every seat has plug-and-play connectivity. There are numerous computers throughout the building, including two computer labs and two networked printers. The library also hosts extensive media facilities, including a television studio and control room, a video editing suite featuring nonlinear editing stations, viewing and listening booths, and a film screening room.

Take advantage of the outdoor reading porch, next to the library's Coffee Commons, where busy researchers will also find coffee, beverages, and snack machines. Or visit the Hollins Room – a magnificent space that showcases the Hollins Authors Collection. This room is a popular meeting location for the entire campus community, with lectures, workshops, and readings held here throughout the year.

# Internships

For almost 50 years, Hollins has offered students the opportunity to engage in internships. Hollins defines an internship as a learning opportunity in which a student gains supervised practical experience with a business or organization. Students should have enough flexibility to explore and discover, to ask pertinent questions, and to solve interesting problems. Internships provide students with specific skills, give them insights into many professions, introduce them to the rigors of the workplace, and allow them to measure their own abilities against the demands of a given profession.

Hollins students may receive up to 16 academic credits for internships, which can be completed during Short Term, in regular terms during the academic year, or in the summer. Although Hollins does not arrange internships for students, Career Center staff members help students develop résumés and cover letters and offer guidance about how to research and obtain internships.

Examples of recent internships include Estée Lauder, The Library of Congress, American Psychology Association, UNC Press, Children's Hospital of Philadelphia, and the Southeastern Center for Contemporary Art.

Several of Hollins' study abroad programs offer international internship opportunities. A special internship program in London enables students to undertake internships during a fall or spring term on Hollins Abroad–London. See Hollins Abroad–London on page 143 and Short Term listings on page 194.



# Admission Guidelines

Hollins seeks well-rounded students whose records show consistent achievement and who demonstrate the capacity for a rigorous liberal arts and sciences education. Students who experience success at Hollins possess strengths both inside and outside the classroom and demonstrate the ability to contribute to the vitality of the community. The university is interested in enrolling students who not only show they are capable of performing well in academic settings, but also take an interest in extracurricular activities and volunteer or work-related experiences.

The application process and entrance requirements for traditional undergraduate students are described below. Hollins also offers the Horizon degree program for adult students. This program is described (including entrance requirements and the admission process) on page 12.

## APPLICATION DEADLINES AND NOTIFICATION DATES

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Hollins uses a modified rolling admission system. The recommended deadline to apply is February 1 (later applications will be accepted if space is available). January 15 is the application deadline for consideration for the full-tuition Batten Scholarship. February 1 is the priority deadline for consideration for all other scholarships. The admission committee begins application evaluation when all credentials have been received. Notification letters are mailed beginning in mid-October and candidates must reply by May 1. Early Decision candidates must submit their applications by October 15 and will be notified of the committee's decision by November 1. The reply date for Early Decision generally falls during the first week of January. Students who wish to apply for spring semester must submit their complete application by November 15 (October 1 for international students). Early Action candidates must submit their applications by November 1.

Hollins accepts transfer applicants for fall or spring semester on a rolling basis. As soon as the application is completed, it will be reviewed by Hollins' admission committee. The deadline for international students is February 1. Applications received after April 1 will be considered on a space-available basis.

## ENTRANCE REQUIREMENTS

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An applicant's high school curriculum should consist of a minimum of 16 academic units, including four in English, three in math, three in a foreign language, three in social studies, and three in science. All candidates must submit the following credentials:

1. A completed application form, including the admission essay.
2. An official copy of the high school transcript.
3. SAT or ACT scores. Hollins requires submission of SAT or ACT scores for admission; however, a student may submit a statement explaining why SAT or ACT scores are not indicative of her ability or consistent with her other academic and personal levels of achievement.
4. A recommendation written by the college counselor or other school official.
5. While not required, an interview is strongly recommended.
6. Evidence of high school graduation or successful completion of the GED is required prior to enrollment.

## TRANSFER STUDENTS

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A student transferring to Hollins should have an overall GPA of 2.5 or better on a 4.0 scale on all college-level work. She will receive credit for those courses taken at a regionally accredited college or university that are comparable to Hollins courses in level, nature, and field, and in which she has earned at least a C grade (2.0 on a 4.0 scale). The Hollins' registrar evaluates transfer credits. The January Short Term requirement is determined by the total number of credits accepted at the time of admission to Hollins. Transfer courses that meet Hollins' general education requirements are determined by the registrar in consultation with the faculty.

Hollins accepts the completion of the Virginia Community College System (VCCS) Transfer Module (35 credits) plus the successful completion of CST 100: Principles of Public Speaking (3 credits), and ITE 115: Intro to Computer Applications and Concepts (3 credits) as the equivalent of successful completion of the entire Hollins General Education core. This is equal to 41 semester credits at a VCCS institution. A description of the transfer module can be obtained from the Hollins registrar.

Hollins has formal articulation agreements with Cottey College, Richard Bland College, and five community colleges in Virginia—Central Virginia, Dabney S. Lancaster, New River, Northern Virginia, and Virginia Western. These agreements are designed to provide a smooth transition to Hollins. For details, contact the Hollins registrar.

Transfer policies for dual enrollment, Advanced Placement, International Baccalaureate, and the International Secondary 13-year Program are listed below. It should be noted that the total, combined transfer credit for these

programs for all first-time students shall not exceed 32 semester credits. Except in rare instances, the bachelor's degree is granted only after a residence at Hollins University of at least two years, one of which is the senior year.

Students who have completed a bachelor degree from another regionally-accredited institution will be considered as transfer students, receiving credit for courses comparable to Hollins courses in level, nature and field and in which she has earned at least a grade of C. All policies for transfer students will apply.

## **INTERNATIONAL STUDENTS**

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Hollins University welcomes students from around the world to apply for admission. At Hollins, students will find outstanding academic programs, a friendly and safe campus environment, personal attention from faculty and staff, and an active international student program.

In addition to regular admission requirements such as the application (Hollins or Common) and official copies of academic records, a student is required to submit one letter of recommendation from a teacher or guidance counselor at her school. If the student's native language is not English, she must submit a recommendation from her most recent English instructor, which indicates the content of her English course work and the level of proficiency achieved. All international students must take the SAT or the ACT and have scores sent to the office of admission unless they reside in a country where these tests are not offered. If a student comes from a country where English is not the official language, she must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Hollins requires a minimum TOEFL total score of 550 (paper based), 213 (computer based), or 80 (internet based), or a 6.5 on the IELTS. A student must also submit the International Student Certification of Finances Form with her application. These forms, as well as complete information about applying, are located on the Hollins Web site at [www.hollins.edu](http://www.hollins.edu). Visit undergraduate admission and then international.

To transfer from a college or university outside the United States, a student must have an official transcript of the college or university course work sent to Hollins and an evaluation of the transcript (completed by a foreign credential evaluation service) sent to Hollins University. A suggested foreign educational credential service is listed on the Hollins Web site. This evaluation will help Hollins determine the number of credits received toward a Hollins degree. Sending a brief description of each college-level course will also help Hollins determine the transfer credits earned and which, if any, Hollins graduation requirements are fulfilled. The Hollins Registrar's Office works individually with each international transfer student to ensure that she receives all appropriate transfer credits.

## **CERTIFICATE OF MAJOR**

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The Certificate of Major program is open to students who have already completed a bachelor degree at Hollins University and wish to pursue a second major in a subject area different from their previous major and minor. Certificate of Major students must fulfill all the requirements for the major program in residence at Hollins. A second bachelor degree is not awarded. Please see below for information about being readmitted to Hollins.

## **READMISSION TO HOLLINS**

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Students who leave the university for reasons other than academic suspension and who wish to be readmitted to Hollins should write directly to: Dean of Academic Services, Hollins University, P.O. Box 9523, Roanoke, VA 24020, requesting reinstatement. When readmitted, the student will be notified of her status and progress toward graduation, including which academic catalog will be used for requirements. See page 24 for readmit fee.

## **POLICY ON DUAL ENROLLMENT**

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A student who is concurrently enrolled in high school and an accredited college or university will receive Hollins credit if all of the following conditions are met:

1. Hollins offers a comparable course;
2. The college or university course is recorded on an official college transcript;
3. The student earns at least a C in the course (2.0 on a 4.0 scale).

The total combined credit for dual enrollment, Advanced Placement, International Baccalaureate, and international secondary 13-year programs shall not exceed one academic year or 32 semester credits.

## **ADVANCED PLACEMENT**

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Hollins grants four academic credits for each Advanced Placement Examination score of four or five. Credit for scores of three may be given at the discretion of the department involved. Specific questions should be addressed to the office of the dean of academic services.

## **INTERNATIONAL BACCALAUREATE**

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Students who have received an International Baccalaureate diploma with a score of 30 or higher and have no score less than four in any one of the six examination groups shall be given credit for one year of college study. Students who have achieved a score of five to seven in individual international baccalaureate courses taken at the higher level shall receive eight credits for those courses, unless individual Hollins departments have other recommendations for courses taken in that department's discipline. If students receive individual course credits, all subsequent courses taken in that discipline must be at an intermediate or higher level. Total credit for individual courses shall not exceed 32 semester credits.

## **INTERNATIONAL SECONDARY 13-YEAR PROGRAM**

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Transfer credits will be considered for international students who have completed a 13-year secondary school curriculum. Consideration for transfer credit will be made on a course-by-course basis; however, no more than 32 credits shall be given for any 13th year. The International Academic Credentials Handbook, published by the American Association of Collegiate Registrars and Admissions Officers, will be the primary resource used in evaluating courses and assigning credit. Credits will be approved by the office of admission in consultation with the university registrar and the chairs of the relative departments.

## **NON-DEGREE SEEKING STUDENTS**

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High school students may apply to take classes at Hollins University as special, non-degree seeking students. The application form for special student status is shorter than the application for regular application and does not require test scores or references. The student signs a statement on the application which includes this language: "I understand that I will not be permitted to enroll in additional courses for credit without completing formal admission requirements and procedures."

# Tuition and Fees

Students are required to pay tuition and fees in full or have approved financial aid for any outstanding balances by the due dates. Students will not be admitted or allowed to return to campus until all outstanding balances are paid in full.

## Resident Students

Tuition	\$33,660.00
Room and Board	\$11,940.00
Student Government Association Fee	\$300.00
Technology Fee	\$325.00
Green Fee	\$10.00
Comprehensive Fee	\$46,235.00

Single room extra charge	\$925.00
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### PAYMENT SCHEDULE

DEPOSIT (nonrefundable)	\$400.00
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This nonrefundable deposit declares a residential student's intent to enroll for the coming term. Due within two weeks of notification of decision for new students (early January for early decision, May 1 for others); due April 1 for returning students. Credited toward the student's account.

### BALANCE

Due August 11, 2014	\$23,117.50*
Due January 12, 2015	\$23,117.50

First term only (with or without Short Term)	\$23,117.50
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Second term only (with or without Short Term)	\$23,117.50
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\* less applicable deposit

## Nonresident (Day) Students

### FULL-TIME DAY STUDENTS

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Tuition for full academic year	\$33,660.00
Student Government Association Fee	\$300.00
Technology Fee	\$325.00
Green Fee	\$10.00
	\$34,295.00

### PAYMENT SCHEDULE

DEPOSIT (nonrefundable)	\$200.00
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This nonrefundable deposit declares a commuter student's intent to enroll for the coming term. Due within two weeks of notification of decision for new students (early January for early decision, May 1 for others); due April 1 for returning students. Credited toward the student's account.

### BALANCE

Due August 11, 2014	\$17,147.50*
Due January 12, 2015	\$17,147.50

First term only (with or without Short Term)	\$17,147.50
Second term only (with or without Short Term)	\$17,147.50
	* less applicable deposit

#### **PART-TIME DAY STUDENTS**

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Tuition per credit (due at registration):	\$1,052.00
Short Term only per credit:	\$1,052.00

## **Horizon Students**

#### **FULL-TIME, NONRESIDENT HORIZON STUDENTS**

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14–22 credits per term	\$17,147.50 per term
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#### **PAYMENT SCHEDULE**

DEPOSIT (nonrefundable)	\$200.00
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This nonrefundable deposit declares a commuter student's intent to enroll for the coming term. Due within two weeks of notification of decision for new students (early January for early decision, May 1 for others); due April 1 for returning students. Credited toward the student's account.

#### **BALANCE**

Due August 11, 2014	\$17,147.50*
Due January 12, 2015	\$17,147.50

First Term only (with or without Short Term)	\$17,147.50
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Second Term only (with or without Short Term)	\$17,147.50
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Short Term per credit	\$1,052.00
	* less applicable deposit

#### **FULL-TIME, RESIDENT HORIZON STUDENTS**

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#### **PAYMENT SCHEDULE**

DEPOSIT (nonrefundable)	\$400.00
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This nonrefundable deposit declares a residential student's intent to enroll for the coming term. Due within two weeks of notification of decision for new students (early January for early decision, May 1 for others); due April 1 for returning students. Credited toward the student's account.

#### **BALANCE**

Due August 11, 2014	\$23,117.50*
Due January 12, 2015	\$23,117.50

First term only (with or without Short Term)	\$23,117.50
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Second term only (with or without Short Term)	\$23,117.50
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\*less applicable deposit

## **PART-TIME, HORIZON STUDENTS**

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Tuition per credit (due at registration)	\$1,052.00
Short Term only per credit	\$1,052.00

## **FEES FOR GRADUATE STUDENTS**

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See graduate catalog on Web site.

## **FEES FOR OFF-CAMPUS PROGRAMS**

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**ROANOKE COLLEGE RECIPROCAL AGREEMENT:** Any full-time undergraduate student who enrolls in course(s) at Roanoke College, under the Hollins/Roanoke College Reciprocal Agreement (see page 6) remits all tuition to Hollins at its regular rate.

**SEVEN COLLEGE EXCHANGE:** Hollins students participating in the Seven College Exchange Program remit tuition, room, and board to Hollins at its regular rate. Charges for any special fees (music, riding, laboratory) are billed to the exchange student by the host institution at the host institution's rates. Exchange students pay a \$25 nonrefundable application fee. Students receiving financial aid are eligible to participate in the abroad or exchange programs; however, since additional expenses for students are involved, they should consult with the director of financial aid before making a commitment. Any amount of cost that exceeds Hollins' regular rate will be billed to the student.

**STUDY ABROAD:** A per term administrative fee of \$600 is applied to all students who enroll in study abroad programs during fall or spring. The fee applies to students on Hollins Abroad programs, Hollins affiliated programs, and programs sponsored by other institutions. The Hollins Abroad fee for students from other institutions is \$23,400 per term.

## **FEES FOR HOLLINS SUMMER CREDIT**

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Tuition for Hollins internship and independent study credit earned over summer term (excluding summer reading credit) is \$1,052 per credit for summer 2015.

## **SPECIAL FEES (Subject to Change)**

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**ART:** Studio art classes have additional fees based on consumable materials provided and used. The fees range from \$50 to \$300, depending on the course. Students should check with the instructor at the beginning of the term for a lab fee estimate.

**AUDIT:** \$125 per course. This is an overload fee that applies to Horizon students and full-time traditional undergraduate students taking more than 22 credits. For all other students, the cost to audit a course is the normal full-time per credit fee.

**EXTRA CREDITS:** Students must have the permission of the dean of academic services to carry fewer than 14 or more than 18 credits in any term. The tuition fee for traditional undergraduate resident and full-time day and Horizon students covers up to 22 credits per academic term. Additional credits approved by the dean of academic services and taken beyond 22 credits per term will be charged at the rate of \$1,052 per credit.

**FILM:** Fee of \$100 is required for some courses.

**GRADUATION:** \$110. Graduation fees are used to offset the costs of commencement such as programs, rentals, sound system, food service, and diplomas. This nonrefundable fee is assessed in the final year for all students being tracked for degree completion.

**GREEN FEE:** \$5 per term for full-time students.

**HOUSING:** Single room - an additional \$925 per year. Double room as a single - an additional \$3,620 per year.

**MUSIC:** The fees for one-hour private music lessons are \$435 per term. The fee for MUS 101: Beginning Classes, MUS 110: Private Study- World Music, and MUS 114: Wild String Ensemble is \$150 per term. For nonmatriculated students who enroll only for music lessons, the charge for one-hour weekly lessons is \$540 per term. During January Short Term, the charge is \$190 for four one-hour lessons. **Music fees are nonrefundable after the start of the term.**

ORIENTATION: New students are required to pay a one-time orientation fee of \$225.

PARKING (nonrefundable): \$75 per year; \$37.50 per term; \$10 for Short Term; \$10 for Summer Term. Unpaid fines for violations will be billed.

RIDING: \$1,115 per course; \$1,025 per month to board a student's horse in upper barn, which includes special feed and blanketing. Boarding fees must be paid by the semester.

	Upper Barn	Lower Barn
Due August 11, 2014 (September–December)	\$4,100	\$3,560
Due December 10, 2014 (January)	\$1,025	\$890
Due January 12, 2015 (February–May)	\$4,100	\$3,560

STUDENT GOVERNMENT ASSOCIATION: Full-time students (per year) - \$300. Part-time students (per year) - \$150.

TECHNOLOGY FEE: \$162.50 per term for full-time students. \$81.25 per term for part-time and nonresident Horizon students.

THEATRE: Some theatre classes have additional fees based on consumable materials provided and used, as well as transportation and tickets to attend theatre productions away from Hollins. These fees range from \$35 to \$185. See individual course listings for details, and check with instructor at the beginning of the term for specific amounts.

TRANSCRIPTS: \$5 per transcript.

## GENERAL POLICIES

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**BILLING: Paper bills are not mailed to students.** The online billing statement serves as the official bill of the university. Students and Authorized Users will receive e-mail notification that an electronic bill (e-bill) has been generated. Notification will be sent to a student's Hollins e-mail address and notification will be sent to an Authorized User's personal e-mail address. E-bills will be generated monthly by the 15th of each month. The e-bill provides:

- an easy to read format
- a central location for current account activity, making payments, and viewing bills
- the ability to designate a third-party (i.e. parents) to view the bill and make payments
- access to view real-time account activity and balances
- access to view previous bills

The e-bill is located in the Hollins Information System (HIS) secure portal through the Hollins QuikPAY link. It is important to recognize that the e-bill, like a mailed paper statement, is a snapshot in time. Activity on a student's account may have occurred after the bill has been generated. Therefore, it is recommended that students periodically check their account on QuikPAY.

Students can permit others to receive e-mail notifications regarding their e-bill and allow others to make electronic payments on their behalf by adding an Authorized User on QuikPAY. For further instructions and additional information regarding Hollins QuikPAY, please refer to the QuikPAY On-Line Billing & Payment User Guide located on HIS under the Hollins QuikPAY link.

Students are required to pay tuition and fees in full or have approved financial aid for any outstanding balances by the due dates. There is a charge of 3% per month after 30 days past due. In addition, a hold flag will be placed on a student's account if the balance is 30 days past due, which will prevent future registration and receipt of an official transcript and/or diploma. Students will not be admitted or allowed to return to campus until all outstanding balances are paid in full. The university reserves the right to officially withdraw students with past-due balances.

Students with a delinquent account, who are no longer attending the university, will be contacted in writing by the Business Office. Students will be expected to pay their outstanding balance in full. If a student does not respond, his/her account will be referred to a collection agency, where it may also be sent to credit bureaus for reporting purposes. The university also reserves the right to pursue legal action in order to collect the balance of the debt. If an account is placed with a collection agency, a student will be responsible to pay all collection charges, including interest and attorney fees, in addition to their outstanding balance. Once an account is placed with a collection agency, a student will no longer be able to negotiate with the university. The student must deal directly with the collection agency.

CHANGES: The university reserves the right to change fees.

HOLLINS UNIVERSITY BUDGET PAYMENT PLAN: Hollins University participates in interest-free budget payment plans, TuitionPay, offered by Higher One (Sallie Mae) and available to all full-time undergraduate students with the exception of visitors to our Hollins Abroad programs. These payment plans are administered by Higher One (Sallie Mae). Payment plan contracts are written for full-year tuition, room, and board fees only. Payments begin either June 1 or August 1 and end March 1. There is a \$55 nonrefundable fee to enroll in a payment plan. A late payment charge of 5% per month is assessed by Higher One (Sallie Mae) on balances more than 8 days past due.

Visit <https://tuitionpay.salliemae.com> for more information or to enroll or call 1-800-635-0120 to speak to a Sallie Mae specialist.

RETURNED CHECK FEE: There is a charge of \$35 for returned checks.

REGISTRATION: If a student has a hold on her account in the current academic term, the student will not be permitted to participate in registration for the following term until the hold issue(s) have been resolved. A hold can be placed on registration for the following reasons:

- failure to pay an outstanding financial balance with the Business Office
- failure to complete required paperwork in Financial Assistance
- failure to submit health and immunization records with Health and Counseling Services
- failure to declare a major with the Registrar's Office by the time a student is a junior
- failure to complete the QR Assessment by the end of a student's first term at Hollins

In addition, the housing/enrollment deposit must be paid in full by the due date in order to register for the upcoming fall term.

HOUSING DEPOSIT: Returning students who wish to participate in the housing lottery must pay their housing deposit by the due date **and** clear any holds on their accounts.

READMIT FEE: Students who withdraw from Hollins for any reason will be charged a \$100 readmit fee.

GRADUATION: The university will not issue a diploma unless bills are paid in full. If all academic requirements are met, the Board of Trustees and faculty confer degrees, finances notwithstanding. Diplomas will be held until accounts are cleared. Graduation fees are used to offset the costs of commencement such as programs, rentals, sound system, food service, and diplomas. In order for students to walk across the stage at graduation and receive a diploma, they must have successfully completed all degree requirements and be in good current financial standing.

TRANSCRIPTS: The university will not issue an academic transcript unless bills are paid in full with the exception of charges added in the last 30-day billing period. Additionally, students who hold federal loans that are in the collections process or in default will not be issued an academic transcript until satisfactory payment arrangements have been made and executed.

## REFUND POLICIES

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REFUNDS: Withdrawal from the university will result in a refund of fees paid and/or owed as follows:

WITHDRAWAL PRIOR TO FIRST CLASS MEETING DATE: A 100% refund will be made of tuition, room, board, and all fees.

TUITION: Tuition refunds to students who withdraw on or after the first day of classes each term will be made as follows:

### ***Fall Term***

90% tuition refund for withdrawal by September 18, 2014

50% tuition refund for withdrawal by September 25, 2014

25% tuition refund for withdrawal by October 16, 2014

Beginning October 17, 2014, no tuition refund

### ***Spring Term***

90% tuition refund for withdrawal by February 19, 2015

50% tuition refund for withdrawal by February 26, 2015



25% tuition refund for withdrawal by March 19, 2015  
Beginning March 20, 2015, no tuition refund

BOARD: Board will be refunded on a daily *pro rata* basis less an administrative fee (\$200 for 2014-15).

ROOM AND OTHER FEES (SGA dues, etc.): No refund under any circumstances.

SHORT TERM: No refund is made for time spent off campus during Short Term.

MISCELLANEOUS POLICIES: For students who are billed by the credit hour, tuition refunds for course withdrawals will be made according to the same schedule reported above.

Hollins reserves the right to suspend, expel, or place on administrative leave a student at any time if her conduct is unsatisfactory or if she violates the rules and regulations as set forth by the university. In the event either is necessary, there is no refund except for \$60 per month for meals, less an administrative fee (\$200 for 2014-15).

TITLE IV FEDERAL FINANCIAL AID: The Higher Education Amendments of 1998 (HEA 98) represent a major shift in the Return of Title IV Federal Financial Aid when a student withdraws from the university. This change in policy went into effect at Hollins University with the fall semester 2000. The policy governs all federal grant and loan programs (Pell, Stafford loans, SEOG, Perkins, and PLUS loans), but does not include the Federal Work Study program.

The new law assumes that a student "earns" approved (verified) federal financial aid awards in proportion to the number of days in the term prior to the student's complete withdrawal. If a student completely withdraws from school during a term, the school must calculate, according to a specific formula, the portion of the total scheduled financial assistance that the student has earned and is therefore entitled to retain, until the time that the student withdrew. If a student receives (or the university receives on the student's behalf) more assistance than she earns, the unearned funds must be returned to the Department of Education or to the Federal Stafford or parent's Federal PLUS loan lenders. If a student's charges are less than the amount earned, and a refund is due, the student may be able to receive those additional funds. Students who have not completed the verification process are ineligible to receive any financial aid.

The portion of the federal grants and loans that the student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before she withdrew. Students should contact the Office of Scholarships and Financial Assistance before withdrawing to understand the effect on their financial assistance.

## Financial Aid

Financial aid is composed of a package that contains one or more of the following: grants, scholarships, loans, and campus employment. This aid helps pay for the comprehensive fee, Student Government Association dues, and allowances, as determined by the university, for books, personal expenses, and transportation between the student's home in the United States and the Hollins campus. In addition excess aid may be used for the surcharge applicable to the abroad programs and for initiation fees for national honor organizations. All other costs, including summer expenses and transportation abroad, are the responsibility of the student and her family. Students must register for credit classes and must be enrolled at the Hollins campus, in the Hollins Abroad programs in London or Paris, or in Hollins-affiliated programs in Argentina, Cuba, Germany, Ghana, Greece, Ireland, Italy, Japan, Mexico, South Africa, Spain, or with the School for Field Studies (full time in the abroad programs). Financial aid may be awarded to Hollins students enrolled in these programs for one or two terms, depending on the program. For some programs students must submit additional financial aid forms. In most cases, Hollins institutional aid is applicable to only one abroad program. There will be no work study exchange and the students are responsible for airfare and expense money.

International students enrolled at Hollins are eligible to attend university sponsored abroad programs, except in their home countries. The conditions of the international student's grants remain the same.

Students who participate in the Seven College Exchange, the United Nations Semester, or the Washington Semester are eligible to apply only for federal aid using a consortium agreement. Such students are not eligible to receive any institutionally administered grants or scholarships, whether or not they are based on the student's demonstrated eligibility. Hollins students in attendance at schools not included in our exchange program, as well as visiting students at Hollins, are not eligible for financial aid.

Financial aid awards are contingent upon the full receipt of federal, state, and institutional funds. The Office of Scholarships and Financial Assistance reserves the right, on behalf of the university, to change and/or cancel an offer of aid due to funding, eligibility, academic status, or insufficient documentation to support the offer of aid.

Institutional grants, institutional scholarships, and state aid may only be used towards tuition costs and may not be used towards fees, room and board, or other charges.

Financial aid must be applied for every year. If your parent borrows a federal PLUS loan, you must request a credit check form annually from our office as well as complete a FAFSA.

## **FINANCIAL AID PROBATION**

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In addition to demonstrating financial eligibility and maintaining full time enrollment in credit classes each term, students must maintain satisfactory academic progress. Failure to do so will remove a student's eligibility for financial aid, as follows:

1. Students who are placed on academic probation (see page 34) for their second consecutive regular term are immediately ineligible for financial aid. This places the students on 'unsatisfactory academic progress' for financial aid. Such students may reapply after they have removed themselves from probation. Students who feel that they have extenuating circumstances may appeal this financial aid decision. Please see the Office of Scholarships and Financial Assistance for more details.
2. Students must earn sufficient credits to advance one grade level each academic year, as follows:
  - First-year students must complete 26 credits plus one Short Term
  - Sophomores must complete 58 credits plus two Short Terms
  - Juniors must complete 92 credits plus three Short Terms

If, at the end of an academic year, a student fails to advance a grade level according to the above schedule, she will be placed on financial aid probation. She will be eligible for only one additional term of financial aid unless this probation is removed. A student may remove financial aid probation in either of these ways:

1. A student may take course work during the summer at other colleges in order to make up the deficiency. The student must verify that such course work will be accepted by Hollins. Further, an official academic transcript documenting summer work must be received by the registrar at Hollins.
2. During the term of financial aid probation, a student must earn at least one-half of the credits necessary for her to advance to the required grade level by the end of that academic year. For example, assume a first-year student completed 24 credits during her first year. In order to attain junior grade level at the required time, she would need to complete 34 credits during the upcoming school year to reach the required 58 credits for junior status. Further, she would need to complete one-half, or 17, of these credits during the fall term. Failure to do so would make her ineligible for financial aid effective with the spring term.

Students who received academic scholarships will need to maintain the GPA specified below:

- Batten Scholar: 3.0
- Hollins Scholar: 2.5
- All other scholarships: 2.0

## **FINANCIAL AID APPLICATION**

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To apply for financial aid, new students must indicate they will need assistance on their admission application. They will receive an application packet containing instructions on how to file the Free Application for Federal Student Aid (FAFSA online). FAFSA forms should be completed by February 15. Returning students are encouraged to apply after they and their parents complete their tax returns but before the March 15 deadline.

If you are selected for Verification by the Federal Government, we will need signed IRS tax transcripts for you and your parent(s). As an alternative to turning in IRS tax transcripts, you may log back into your FAFSA and utilize the IRS Data Retrieval Tool for both you and your parent(s) to verify income and tax information. You will also be required to fill out a Verification Worksheet which can be found on the Hollins Information System (HIS) Web site under Financial Aid Documents and in our office. If you are selected for verification you will be notified on your SAR, via e-mail, and on your HIS account.

Full-time Virginia residents may apply for a Virginia Tuition Assistance Grant (TAG) by completing a paper TAG application by the deadline outlined on the TAG application. The TAG application is available on the State Council of Higher Education of Virginia's (SCHEV) Web site, on the Hollins Information System (HIS), and in our office. TAG awards are estimated until final state budgets are approved.

## **THE EFFECT OF WITHDRAWING OR TAKING A LEAVE OF ABSENCE**

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The Financial Assistance Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the

following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.

If a student earned more aid than was disbursed to her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins Loan
- FFEL/Direct PLUS (Graduate Student)
- FFEL/Direct PLUS (Parent)
- Pell Grant
- Federal SEOG
- Federal TEACH Grant

Please note that if you leave Hollins prior to the 60% mark of the term, you will lose any state grant funding for that semester and institutional aid will be prorated.

Federal student loans are deferred while students are enrolled at least half-time and matriculating towards a degree. Students who graduate, withdraw, take a leave of absence, are dismissed, or fall below half-time will enter into their loans' grace period. Once a grace period expires, loan payments will come due unless the student requests and qualifies for a deferment or forbearance from her lender. Student loan borrowers who cease attending at least half-time must complete federal loan exit counseling on-line or in person with a representative from the office of scholarships and financial aid.

A student who withdraws from or drops a course may need to have her financial aid package revised if her enrollment status changes (ex: full-time student who drops a course and is now considered part-time). It is the student's responsibility to inquire about the financial impact of dropping or withdrawing from a course prior to her taking action.

# Academic Regulations

Students may pursue programs of study in one of three bachelor degrees: bachelor of arts, bachelor of arts and fine arts, or bachelor of science. An average of at least C is required for all work done at Hollins or through Hollins-sponsored international programs, as well as in the major and (where applicable) minor field of study. Except in rare instances, the degree is granted only after a residence at Hollins University of at least two years, one of which is the senior year.

When a student matriculates, she follows the graduation requirements outlined in the catalog she entered under (or a later catalog if she desires to pick up the general education requirements of a later version). A student can choose a new or newly modified major or minor described in a later catalog and continue under the general education requirements of her entry catalog.

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## REQUIREMENTS FOR THE BACHELOR OF ARTS (B.A.) DEGREE

Candidates for the degree of bachelor of arts normally follow a four-year program. They are required to complete a minimum of 128 semester credits of academic work, four Short Term activities (16 Short Term credits), and two physical education courses. Included in the 128 credits are general education skills and perspectives and at least 32 credits in a major.

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## REQUIREMENTS FOR THE BACHELOR OF ARTS AND FINE ARTS (B.A./B.F.A.) DEGREE

Candidates for the degree of bachelor of arts and fine arts normally follow a four-year program. They are required to complete a minimum of 150 semester credits of academic work, four Short Term activities (16 Short Term credits), and two physical education courses. Included in the 150 credits are general education skills and perspectives and 82 credits in dance.

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## REQUIREMENTS FOR THE BACHELOR OF SCIENCE (B.S.) DEGREE

Candidates for the degree of bachelor of science normally follow a four-year program. They are required to complete a minimum of 140 semester credits of academic work, four Short Term activities (16 Short Term credits), and two physical education courses. The 140 credits are comprised of courses in the major department (biology, chemistry, environmental science, mathematics, or psychology), allied courses, general education skills and perspectives, and free electives.

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## GENERAL EDUCATION AT HOLLINS: EDUCATION THROUGH SKILLS AND PERSPECTIVES (ESP)

The general education program at Hollins comprises the intellectual perspectives and skills that a student of the liberal arts needs in order to be successful in the workplace and in life. The program stresses breadth and depth across the curriculum and is designed to be a synergistic part of the student's overall educational experience.

### General Guidelines

- Courses satisfying the various perspectives and skills are designated as such using ESP codes in the course description in the catalog and on the schedule of classes for each term. Note that some skill areas—oral communication and applied QR—can be satisfied during the January Short Term.
- Certain courses can satisfy up to one perspective and two skills (see catalog and schedule of classes for courses that can double count).
- At least four general education courses must be completed by the end of the sophomore year.
- Independent Study courses cannot be used to fulfill general education requirements (skills or perspectives).

### SKILLS

The skills component of the general education program teaches students to write successfully, reason quantitatively, express themselves effectively, and research astutely.

### Guidelines

- A course may satisfy up to two skills.
- More than one course from the same discipline may be used to satisfy the skills.
- Skill courses can be used to satisfy major and/or minor requirements.
- Specific requirements for the skill areas are listed below.

## 1. WRITING

Hollins' across-the-curriculum writing requirement allows students to develop writing skills in a variety of rhetorical situations.

Students must take the equivalent of eight credits of writing-intensive courses, four of which are to be completed before the end of the first year. Four of these credits must focus on expository writing. Some students may be required to complete a foundation course in writing (ENG 100) before enrolling in the first-year writing requirement, based on appropriate assessment by the director of the Writing Center and the dean of academic services.

### a. First-year Writing Requirement:\*

First-year students, during their first or second term at Hollins, must take a course that emphasizes the development of writing ability. ESP code is *f*.

Students whose SAT Critical Reading and Writing scores are sufficiently high, or those who have received a 4 or 5 on the Advanced Placement test in English language or in English literature, may be invited to submit written work during their first term in order to place out of this skill.

### b. Additional Writing Requirement:\*

Students must take the equivalent of four additional credits of writing at any level before they graduate. This requirement may be satisfied before, concurrently with, or after the first-year writing requirement. ESP code is *w*.

\*One of the two writing courses must be expository in nature. See the catalog and/or the schedule of classes for designated expository writing courses. ESP code is *x*.

## 2. ORAL COMMUNICATION

The ability to speak effectively in public, to make professional presentations, and to develop arguments logically for various audiences is fundamental to success in college and in one's career.

Students must take one course in oral communication by the end of the junior year or, if they have had formal training in oral communication (such as participation in a debate team), may request to take a competency test to satisfy the requirement. While this option exists, students are strongly encouraged to take an oral communication course while at Hollins.

For more information about the test, contact the dean of academic services. ESP code is *o*.

## 3. QUANTITATIVE REASONING

Quantitative reasoning is the application of mathematical concepts and skills to solve real-world problems. Students must be able to use and read quantitative data, understand quantitative evidence, and apply basic quantitative skills in order to be effective members of society. Students must take between four and eight credits of quantitative reasoning, depending on placement.

### a. Basic Quantitative Reasoning:

Students may satisfy the basic QR requirement by achieving a satisfactory score on the Quantitative Reasoning Assessment administered online over the summer before the first year or by enrolling in and successfully completing one of the following courses based on the QR Assessment score—MATH 100: Introduction to Quantitative Reasoning, MATH 105: Quantitative Reasoning in Today's World, or MATH 130: Mathematical Modeling with Precalculus. This requirement must be completed by the end of the sophomore year. ESP code is *q*.

### b. Applied Quantitative Reasoning:

Students must take one course in applied quantitative reasoning from designated courses across the curriculum. The prerequisite is successful completion of *q*. ESP code is *Q*.

## 4. INFORMATION TECHNOLOGY AND APPLIED RESEARCH TECHNIQUES

All students at Hollins will acquire a basic mastery of computer skills that are relevant to their major. In addition, all students will acquire the ability to conduct basic research for relevant information (including the ability to search and use online catalogues, indexes, and other web sources) and to evaluate the validity of retrieved information.

Computer literacy will be addressed through discipline-specific courses, and successful completion of one four-credit course (or the equivalent) that incorporates applied research techniques will be required of all students by the end of the senior year. ESP code is *r*.

## PERSPECTIVES

Perspectives are areas of knowledge that focus on the various ways in which we view and understand the world. The Hollins faculty has identified eight perspective requirements that are central to a well-rounded liberal arts education:

Aesthetic Analysis, Creative Expression, Premodern Worlds, Modern and/or Contemporary Worlds, Scientific Inquiry, Social and Cultural Diversities, Global Systems and Languages.

#### Guidelines

- Students must take the equivalent of one four-credit course in each of the perspectives except Scientific Inquiry (some Scientific Inquiry courses have a separate two-credit lab component required to fulfill the perspective) and the Languages component of the Global Systems perspective (where, depending on placement, students may need to take up to 16 credits of a language). See specific requirements under each of the perspectives below.
- In order to ensure breadth of knowledge, the eight perspective requirements must represent at least seven different disciplines.
- Students may use two courses from the perspectives toward major requirements. Perspective courses can count toward minor requirements.
- While the same course may be listed under more than one perspective in the catalog or on the schedule of classes, students may apply that course to one perspective only.
- Certain perspective courses may also satisfy up to two skill requirements (see catalog and schedule of classes for courses that can double count).

#### 1. AESTHETIC ANALYSIS

Courses in this perspective imbue students with an understanding of visual, performing, or literary arts as reflections of the cultures that produced them, and with knowledge of formal and thematic characteristics of different media and genres.

- Students must take the equivalent of one four-credit course from this perspective. ESP code is AES.

#### 2. CREATIVE EXPRESSION

Courses in this perspective teach students to engage actively in the creative process, to shape the discrete work of art within or against the relevant convention, to give and receive constructive criticism, and to provide direction and form to a creative impulse.

- Students must take the equivalent of one four-credit course from this perspective. ESP code is CRE.

#### 3. PREMODERN WORLDS

This perspective focuses on the premodern traditions that have helped to shape present cultures, and instills an understanding of both the commonalities and particularities of the human experience through the study of premodern ideas, behavior and creations.

- Students must take the equivalent of one four-credit course from this perspective. ESP code is PRE.

#### 4. MODERN AND/OR CONTEMPORARY WORLDS

This perspective focuses on the modern and/or contemporary intellectual traditions that have helped shape present cultures and instills an understanding of both the commonalities and particularities of the human experience through the study of modern and/or contemporary ideas, behaviors, and creations.

- Students must take the equivalent of a four-credit course from this perspective. ESP code is MOD.

#### 5. SCIENTIFIC INQUIRY

In this perspective, students learn to understand and apply the methodology and vocabulary of at least one physical, life, or behavioral science in order to make observations, carry out experimental protocols, understand and analyze data, and be able to draw conclusions.

- Students must take either the equivalent of one four-credit combined lecture and laboratory course or a four-credit lecture and corequisite two-credit laboratory course. ESP code is SCI.

#### 6. SOCIAL AND CULTURAL DIVERSITIES

Through an analysis of patterns of social differences in the United States, students will develop an understanding of the complexity, multiplicity, and fluidity of identities as determined by themselves and others.

- Students must take the equivalent of one four-credit course from this perspective. ESP code is DIV.

#### 7. & 8. GLOBAL SYSTEMS AND LANGUAGES

These perspectives seek to foster an understanding of the interconnectedness among diverse, contemporary world cultures.

##### Global Systems:

- Students must take the equivalent of a four-credit course designated as fulfilling the global systems component of this perspective. ESP code is GLO.

#### Language Study:

- Students are required to study, as a second language, an ancient or modern language while at Hollins. Students may go through or beyond the intermediate level of a language begun in high school. Achieving an intermediate proficiency in language entails completing either a year-long course or, where applicable, a one-semester intensive course (SPAN 121 or FREN 121). Students may also opt to achieve elementary proficiency in a language not previously studied, which involves the completion of a two-semester beginning sequence or a one-semester intensive course (SPAN 110). ESP code is LAN.

#### Ways in which placement out of language study can be achieved:

1. By scoring 4 or higher on a language or literature Advanced Placement test.
2. By achieving a score above the intermediate level on any of the language placement tests administered over the summer before the first year.
3. By being a native second-language speaker with a demonstrable ability to speak and write English (paper-based TOEFL total of 550 or above, computer-based TOEFL total of 213 or above, Internet-based TOEFL total of 80 or above, or demonstrated proficiency in college-level work in English). International students whose TOEFL scores are below 550/213/80 may fulfill the language requirement by completing ENG 100 and a first-year writing requirement course.

### PHYSICAL EDUCATION

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Two regular terms of physical education activity course work are required. One term should be taken in the first year, and students are encouraged to complete the requirement by the end of the sophomore year. No more than one activity course or varsity team sport in a single term may be taken in fulfillment of this requirement. No more than one activity at the 100 level or 300 level may be counted toward satisfying the requirement. A 200-level course may not be repeated for credit. To satisfy a term of the physical education requirement, all work must be completed within the term. These courses carry no academic credit and are graded on a pass/fail basis.

With respect to the needs of individual students, maximum practical flexibility is applied. However, it is rare that a student is excused from completing the physical education requirement. The aims of the physical education and athletics department are to foster understanding of healthful living and to help students develop physical skills which can be useful throughout life. Special fees are charged for some courses.

### SHORT TERM

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Each student is required to complete four Short Terms (16 Short Term credits) to graduate from Hollins (except in the case of transfer students who may be waived from one or two Short Terms by the Hollins registrar—see below). Short Term begins in early January and lasts four weeks. Grading is done on a basis of PD (pass with distinction), P (pass), or F (fail). First-year students may enroll in an on-campus seminar, apply for one of a limited number of competitive local internships through our Career Center, or join a Hollins-sponsored travel/study program. With the exception of the travel program participants, first-year students are required to remain in residence on campus during Short Term. Subsequent Short Term requirements may be met by taking seminars on campus or, subject to the approval of a faculty sponsor, through independent study, travel/study or internships on or off campus. Students may enroll in only one activity for credit per Short Term. Short Term credits do not count toward major requirements or general education perspective requirements (except for senior thesis or internship when required by the department). However, some on-campus seminars may satisfy the oral communication or applied quantitative reasoning requirement (see specific Short Term course listings). For more information on Short Term opportunities, see pages 192-194, or contact the Career Center for additional internship information.

The Short Term requirement for transfer students is based on the number of credits accepted by Hollins from other colleges or universities at the time of admission to Hollins. A student accepted with junior status is required to complete two Short Terms; a transfer with sophomore status is required to complete three Short Terms.

Horizon students are required to meet Short Term requirements. For more information, please see page 12.

### PROGRAM OF STUDY OPTIONS

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Hollins students may choose only one of the following options in the pursuit of a baccalaureate degree.

1. A single major
2. One single major and no more than two minors
3. A double major (no minors)

## **MAJOR**

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Every candidate for a bachelor degree is required to choose a major by the end of the sophomore year. The choice of major must be approved by the student's advisor who is chosen from among faculty in the student's desired field of study.

A major program consists of at least eight courses (32 credits) in one department or major area (see departmental listings in the course section of the catalog for specific requirements). Up to two courses may be taken off campus to count toward major requirements with prior written departmental approval. For transfer students, individual departments have the right to limit the number of courses that can transfer toward a major. A student may count no more than 60 credits from a single discipline code (e.g., ART, BIOL, BUS, CHEM) for the bachelor of arts and bachelor of science (82 credits for bachelor of arts and fine arts). Students must complete major courses for grades unless permission is granted in writing to take a course on the pass/fail grading option.

The Certificate of Major program is open to students who have already completed a bachelor degree at Hollins University and wish to pursue a second major in a subject area different from their previous major and minor. Certificate of Major students must fulfill all the requirements for the major program in residence at Hollins. A second bachelor degree is not awarded. See page 18 for how to be readmitted to Hollins.

## **MINOR**

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Students may choose a minor in most departments. Students are required to take at least five courses (20 credits) to complete a minor. Specific departmental requirements are listed in the course section of the catalog. For transfer students, individual departments have the right to limit the number of courses that can transfer toward a minor. After entry to Hollins, up to two courses may be taken off campus to count toward minor requirements with prior written approval from the chair of the minor department.

The choice of minor must be declared prior to the beginning of the senior year, and approval must be granted by both the advisor in the major and the advisor in the minor to better facilitate the advising process. Students must complete minor courses for grades unless permission is granted in writing to take a course on the pass/fail grading option.

## **INTERNSHIPS**

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Hollins students may receive academic credit for a maximum of 16 credits of internships, which can be taken during Short Term, in regular terms during the academic year, or in the summer. Because academic credit is given for internships, each must be sponsored by a faculty member. Although Hollins does not arrange internships for students, Career Center staff members help students develop résumés and cover letters and offer guidance about how to research and obtain internships.

## **NORMAL COURSE LOAD**

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The normal course load at Hollins is four courses or 16 semester credits per term. Students who want to take more than 18 credits or fewer than 14 credits in a regular term must secure the permission of the dean of academic services. Full-time students are expected to carry at least 14 credits each term. Additional credits beyond 22 in a single term will be charged an extra fee. (See Fees on page 22).

## **THREE-YEAR ACCELERATED PROGRAM**

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Hollins seeks to be responsive to students who wish to pursue an accelerated degree program that permits graduation in three years instead of four.

The program is only available to first-time, first-year students. Dual enrollment, AP, and IB credits can be applied. In the first year of the program, students must maintain a 3.25 GPA, elect a major during the second semester, and successfully complete no fewer than 40 academic credits.

Students in the accelerated program must have achieved at least a 3.0 GPA by the conclusion of the three-year program. Students should be advised that ordinarily they must complete 44 credits each year. Three Short Terms must be completed. No more than 18 semester credits of summer school work may be applied toward the three-year degree and then only with prior permission of the student's academic advisor and the registrar. Students are limited to no more than 24 credits on the pass/fail grading option.

Students who participate in this program should be aware that besides an increased workload and attendant academic pressures, a three-year undergraduate degree is not always welcomed by graduate schools. Additionally, three-year candidates risk some diminishment of the college bonding experience and of the establishment of close relationships with faculty members. Finally, Short Term internship experiences, the ability to graduate with honor, and abroad experiences may have to be compromised by students who elect to participate. Some students, however, may



decide that such potential losses are more than compensated by the monetary savings.

For additional information regarding the three-year accelerated program, contact the dean of academic services.

## **GRADES**

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Class standing and requirements for graduation are determined by a dual standard reflecting both the quantity and quality of a student's work. These are expressed in terms of credits and merit points.

Grading follows this system: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F, Y (year-long project), and AU (audit). Short Term grades are PD (pass with distinction), P (pass), and F (fail). Physical education courses are graded P (pass) or F (fail). Year-long (Y) grades may be given in senior seminars, theses, and projects in which the work continues throughout the year.

All work for a course should be completed by the end of the last day of classes except when other arrangements are made by the instructor for the class. An incomplete (I) may be assigned for work which for good reason has not been completed at the close of the term. If a grade is not submitted for the incomplete by the end of the next full term after the stated deadline, the I will be changed to an F.

Merit points per credit are computed as follows:

• A+ and A	4 merit points
• A-	3.7 merit points
• B+	3.3 merit points
• B	3 merit points
• B-	2.7 merit points
• C+	2.3 merit points
• C	2 merit points
• C-	1.7 merit points
• D+	1.3 merit points
• D	1 merit point
• D-	0.7 merit points
• F	0 merit points

The grade point average (GPA) is computed from merit points earned divided by graded credits. Hollins does not calculate or maintain class rank data on its students.

Students have the option in the first four weeks of a term of electing courses on a pass/fail basis with permission of the instructor and advisor. The grade of P (pass) is not included in the computation of the grade point average, but the grade of F (fail) does impact the grade point average with the exception of failing grades in Short Term classes and physical education activities. Students may request any course to be graded pass/fail except courses in the major and minor. Students should note that credits completed with the pass/fail grading option can affect their eligibility for term or graduation honors.

## **AUDITING A COURSE**

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Students may request to audit a course after discussing this option with the professor of the course. The faculty member sets the requirements regarding attendance and written work. Upon successful completion of the audit, a final grade of AU is recorded on the transcript. Students who fail to meet the conditions of the audit agreement will have no notification of the audit on the transcript. Audit credits do not count toward any requirements for graduation.

## **REPEATING A COURSE**

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Unless otherwise stated in the course description, a course may not be repeated for credit (although a student can audit the course). If a student fails a course, it can be repeated; however, the F remains on the record and is computed into the GPA.

## **HONOR CODE**

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In class work, as well as on examinations, students are governed by the community trust system. This system is administered by the Honor Court of the Student Government Association.

All undergraduate students at Hollins are members of the Student Government Association and share rights, privileges, and obligations of membership. The Student Government Association constitution states: The basis of life at Hollins is honor and trust; the Student Government Association shall strive to instill this. The Honor Code serves the entire association. Every member of the Student Government Association is bound by the Hollins pledge which she signs within her first six weeks at Hollins. The signing of the pledge, however, only indicates a symbolic support of this commitment. It is a total commitment of all members of the Hollins community which makes it one of honor and trust.

**Honor Code Pledge:** I pledge to conduct myself in an honorable and trustworthy manner at Hollins University by not lying, stealing, or cheating. I understand that my responsibilities to the Honor System are as follows when an Honor offense occurs.

I will:

- a. report myself to the Honor Court and/or
- b. ask another to report herself for an offense and/or
- c. report the violation to Honor Court if the student does not do so.

## **CLASS ATTENDANCE**

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Because students are responsible for the full work of the courses in which they are registered, including participation in class discussion and daily work, regular class attendance is important. Students are responsible for work missed for any reason.

The university recognizes diversity in teaching methods and does not impose a uniform class attendance policy. Instead, it directs faculty in each course to set the requirements for attendance and to communicate those requirements to the students at the beginning of each term.

## **ADDING/DROPPING COURSES**

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Students may add courses until September 10, 2014 (Term 1) and February 11, 2015 (Term 2). They may drop courses until October 1, 2014 (Term 1) and March 4, 2015 (Term 2). The drop/add deadline for Short Term 2015 is January 7.

## **CLASS STANDING**

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The minimum requirements for entering the different classes at the beginning of the first term are:

Sophomores:	at least 26 credits and completion of one Short Term;
Juniors:	at least 58 credits and completion of two Short Terms;
Seniors:	at least 92 credits and completion of three Short Terms.

## **ACADEMIC PROBATION**

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Academic probation is an official warning from the university to inform the student that she is not in good academic standing. Academic probation is invoked under one or more of the following conditions:

1. A cumulative grade point average of less than 1.8 for first-year students, 1.9 for sophomores, and 2.0 for juniors and seniors;
2. A grade point average of less than 2.0 in the major for rising seniors;
3. Two failing grades in a single term;
4. One failing grade in the term following academic probation;
5. The completion of fewer than 10 credits in a single term; this applies to full-time students;
6. Failure to complete the Short Term project.

Students placed on academic probation because of failing two or more courses, but who have class standing, are removed from probation if their work in the succeeding term is of C quality and if they have no Fs. Summer school work off campus cannot be counted toward removing academic probation except in the case of probation resulting from failure of Short Term. A failed Short Term must be replaced no later than the September following the failure.

A student who at the end of her first year is on probation and shows no evidence of ability to do satisfactory work at Hollins or who has been on probation for two regular terms will be withdrawn from the university unless there are unusual circumstances warranting special consideration.

The university reserves the right to exclude at any time students whose academic standing is unsatisfactory. A committee composed of faculty and administrators meets at the end of each term to review the records of students. Decisions are made by the committee to invoke academic probation, academic suspension, or to withdraw from the university those students whose performance is unsatisfactory. Students who have been withdrawn for academic reasons may request readmission to the university—after a minimum of two semesters away—by writing to the dean of academic services, at which time proof must be provided that all conditions of the withdrawal have been met.

## **SUMMER READING**

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With the consent of a faculty sponsor and the chair of a department, a student may pursue a course of summer reading.

An application for this program must be received by the registrar by May 15. In the following September, by passing an examination or submitting an acceptable paper, the student may receive two credits with a grade of P (pass). Summer readings will not fulfill general education or major/minor requirements. Notification of the successful completion of a summer reading must be reported to the registrar no later than September 30. Credit will not be given for more than one summer reading project in a summer.

## **TRANSFER CREDIT**

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Undergraduate students who wish to complete summer or full-term work at another college or university accredited by one of the six regional accrediting agencies of the United States should obtain prior approval from their advisor and the Hollins registrar. Only work comparable to that at Hollins in level, nature, and field will be accepted for transfer. Students must complete a Request for Approval of Courses to be Taken at Other Colleges/Universities Form and attach course descriptions for all courses they wish to take. The form must be signed by the student's advisor and by the chair of the student's major/minor department if the course is to count toward a major or minor. Up to two courses taken off campus may count toward the major and/or minor. Only 18 credits of summer work may be counted toward the degree, and no more than 12 credits may be taken in any one summer. Petition must be made to the Academic Policy Committee if a student wishes to fulfill a requirement in the Hollins ESP general education program by taking a class at another institution. Credits are granted for transfer back to Hollins with a grade of C (2.00) or higher and all such grades are recorded as a P (pass).

Graduate students should discuss transfer credit with their program director and submit requests to the manager of graduate services.

# Academic Honors

## DEPARTMENTAL HONORS

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A number of departments of the university are authorized to offer an honors program for their majors, and departmental honors are awarded annually at commencement exercises. The specific nature of departmental honors varies from department to department. The programs, which are undertaken for at least the full senior year, may involve research, internships, theses, oral or written examinations, seminars, reading programs, or any combination thereof.

Work in departmental honors carries credits, and the granting of these honors is awarded on a qualitative basis. The mere completion of a project does not automatically ensure honors. No single faculty member may grant or withhold departmental honors. Outside consultants may be invited to assist in the evaluation of an honors program when a department considers it appropriate.

Honors work is voluntary, and a student who meets the overall grade point average of 3.0 and a major GPA of 3.3 for her first three years or her second and third years may apply. With the approval of the department concerned, a student may appeal to the Academic Policy Committee for an exception to these GPAs. A department is free to decide whether or not it wishes to accept a student for honors work.

Departmental honors are offered in biology, chemistry, classical studies, communication studies, dance, economics, English, environmental studies, film, French, gender and women's studies, history, international studies, mathematics, philosophy, physics, political science, psychology, religious studies, sociology, Spanish, and theatre.

Students considering a departmental honors project should consult the appropriate department chair for details.

## GRADUATION HONORS

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To graduate with honor, a student must earn a grade point average of at least 3.50 in all work at Hollins, must complete her senior year at Hollins, and must complete a required amount of Hollins work. Three levels of recognition of honor will be awarded at graduation:

*Summa cum laude*: 3.85 with at least 112 graded credits  
(at least 84 graded credits for 3-year transfer students)

*Magna cum laude*: 3.70 with at least 112 graded credits  
(at least 84 graded credits for 3-year transfer students)

*Cum laude*: 3.50 with at least 112 graded credits  
(at least 84 graded credits for 3-year transfer students)  
(at least 56 graded credits for all other transfer students)

Graded credits are defined as those credits used in calculating the GPA. Courses with a Pass grade, Short Term credits, and courses that transfer to Hollins as a Pass are not graded credits.

### Honor in the Horizon Program

Students in the Horizon program who have fewer than 56 graded credits may still graduate with *Honor in the Horizon Program*. A student must earn a grade point average of at least 3.50 in all work taken at Hollins, must complete her senior year at Hollins, and must complete a minimum of 36 graded credits.

## CLASS HONORS

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Class honors are awarded to those members of the first-year, sophomore, and junior classes who have attained the highest and second-highest academic averages in their respective classes for the current year. These averages are based on a minimum of 14 credits carrying standard letter grades each term.

## DEAN'S LIST

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A student who earns a term grade point average of 3.50 or better with at least 14 graded credits is designated as being on the "Dean's List." The citation appears on her academic transcript for that term of achievement, and she is recognized at Honors Convocation.

# Honor Societies

**Alpha Kappa Delta:** international honor society in sociology. The society serves to promote an interest in the study of sociology, research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition.

**Alpha Psi Omega:** national theatre honor society for the purpose of providing acknowledgement to those demonstrating a high standard of accomplishment in theatre.

**Eta Sigma Phi:** national honor society for classics to stimulate interest in classical study and in the history, art, and literature of ancient Greece and Rome.

**Lambda Pi Eta:** communication honor society which recognizes, fosters, and rewards outstanding scholastic achievement. The goals of the society are to stimulate interest in the field of communication and provide an opportunity to discuss and exchange ideas.

**Omicron Delta Epsilon:** international honor society in economics. Members elected generally are economics majors or minors who demonstrate sustained excellence in their discipline.

**Omicron Delta Kappa:** national leadership honor society which honors achievements in scholarship, journalism, speech and the mass media, and the creative and performing arts.

**Phi Alpha Theta:** international honor society in history whose members are elected on the basis of excellence in the study and writing of history.

**Phi Beta Kappa:** the Hollins chapter of Phi Beta Kappa, Iota of Virginia, was established in 1962. Phi Beta Kappa, the oldest honor society in the United States, recognizes outstanding scholarship and broad cultural interests in liberal studies. To be nominated, students must be of good character and have academic records which demonstrate breadth of liberal studies including a knowledge of natural sciences, mathematics, and a foreign language. Bylaws of the chapter require that candidates be juniors or seniors, complete at least three full regular terms of work at Hollins, and be fully registered for a fourth term.

**Phi Sigma Tau:** international honor society in philosophy, created for the purpose of recognizing and honoring academic excellence in the study and teaching of philosophy.

**Pi Delta Phi:** national French honor society which recognizes excellence in the study of French language and literature. Hollins students are elected into membership through the Mu Lambda Chapter at Hollins University.

**Pinnacle:** national honor society for non-traditional students, which seeks to support leadership and scholarship in this population.

**Pi Sigma Alpha:** national honor society in political science.

**Psi Chi:** honorary society in psychology which provides academic prestige to its initiates and a congenial climate for creative development in psychology. The society is open to students of superior academic standing who have demonstrated high academic achievement and interest in psychology.

**Sigma Delta Pi:** international Hispanic honorary society which recognizes excellence in Spanish. Hollins students are inducted into membership through the Upsilon Eta chapter at Hollins University.

**Sigma Tau Delta:** the international honor society in English, confers distinction for high achievement in English language and literature, provides scholarship opportunities for students, and promotes interest in English on college campuses and their surrounding communities. Hollins students are inducted into membership through the Alpha Omicron Lambda chapter at Hollins University.

**Sigma Xi:** the Scientific Research Society is an international honor society which emphasizes the pursuit of knowledge through research in the sciences and mathematics. The Hollins chapter is one of the few authorized to name undergraduates to associate membership in Sigma Xi.

# Awards

Hollins recognizes outstanding academic achievement and leadership at Opening Convocation, the spring Honors Convocation, and at commencement exercises. Awards are described as follows:

**Alumnae Association Award for Scholastic Achievement in Athletics** is given to the athletic team with the highest cumulative grade point average for a season.

**American Chemical Society, Division of Analytical Chemistry, Undergraduate Award in Analytical Chemistry** is given to encourage and to recognize students who display an aptitude for a career in analytical chemistry.

**American Institute of Chemists Award** is given to an outstanding senior chemistry major.

**ARETE Award in Classical Studies**, sponsored by the Classical Association of the Middle, West, and South (CAMWS), is given to a junior or senior who has completed outstanding work in the field of classics in the past year.

**Nancy Ellen Couper Ault Award** is given for a superior paper on the subject of ethics, morals, or values written not specifically for this award but for class work.

**Jane Lyell Stephens Ayres Scholarship** is awarded to a rising junior or senior who has shown special ability as a writer and serious interest in publications or journalism.

**Mae Shelton Boger Award** is given to an outstanding student of French.

**Evelyn Bradshaw Award for Excellence** is given in honor of former Horizon Program Director Evelyn Bradshaw '88. The award recognizes an outstanding Horizon student who inspires others through her perseverance, positive attitude, pursuit of knowledge, and love of Hollins University.

**Alice Bull Biology Award** is given for work in biology.

**Annie Terrill Bushnell Prize** is awarded to the senior who has evidenced the finest spirit of leadership.

**Buxton, Shaw, Cornelson, Halsey Leadership Award** recognizes current students who have demonstrated outstanding leadership in academic and cocurricular life at Hollins. A good academic standing is required.

**Elizabeth Kennedy Chance Award** is given for excellence in economics.

**Gertrude Claytor Poetry Prize of the Academy of American Poets** is awarded for the best poem or group of poems.

**Sarah M. Cook International Studies Award** is given to recognize an outstanding undergraduate student majoring in International Studies.

**CRC Press Chemistry Achievement Award** is given to an outstanding first-year or sophomore student with interest in pursuing a career in chemistry.

**Faculty Award for Academic Excellence** is given to seniors with the highest and second highest academic average based on work completed during four years at Hollins (112 graded credits) or, for transfer students, on work completed in a minimum of three years at Hollins (84 graded credits).

**Herta T. Freitag Award in Mathematics** is given to a senior in mathematics who plans to teach mathematics or pursue a career field related to mathematics.

**French Language Diploma** is awarded by University of Paris–Sorbonne.

**Freya Award** established by students who wish to recognize a student who throughout her time at Hollins has remained dedicated and committed to her activities on campus in a way that provides a quiet yet vital force in our community. It is for someone who has never reached out for the spotlight and has not been recognized for her efforts formally, but has still continued to work humbly and diligently in what she does to affect our campus positively.

**Jane Cocke Funkhouser Award** is given to a junior or senior who, in addition to being a good student, is preeminent in character.

**Goethe Award of the Embassy of the Federal Republic of Germany** is awarded for special accomplishments in the study of German language and literature.

**Stephanie Mahan Hispanophile Award** is given to a senior Spanish major or minor whose enthusiasm and outstanding interest in things Hispanic most closely mirror the example set by the namesake of the award.

**Hollins Fiction Prize** is given for outstanding work in the writing of fiction.

**Nancy Penn Holsenbeck Prize in English** is given to a rising sophomore, junior, or senior English major who has demonstrated a love of and command of the English language.

**Mary D. Houska Scholarship** was established by Hollins alumnae, family, and friends to honor Mary D. Houska, professor of economics, on her retirement in 1995. Awarded to outstanding upperclass students majoring in economics who have demonstrated superior academic performance.

**James Lewis Howe Award** is given to the outstanding chemistry major.

**International Studies Award for Academic Excellence** is given to a student for outstanding work in international studies during the academic year.

**Nicole Kohn Film Award**, given in memory of Nicole Kohn '02, is awarded to a filmmaking student of exceptional promise.

**Jane Kuhn Award** is given for sound scholarship and imaginative interpretation in the field of international relations.

**Elise Deyerle Lewis Award** is given to the junior with the greatest promise in mathematics.

**Lisa Lindsey Award** is given for outstanding achievement in theatre arts.

**Mary Vincent Long Award in English** is given to a senior English major in the field of literature.

**David L. Longfellow History Prize** is awarded to the outstanding first-year student or sophomore in history.

**Marion Garrett Lunsford Music Award** is given for distinguished accomplishment in music.

**F. J. McGuigan Psychology Award** is given for excellence in education and research.

**Mexican Embassy Prize** is awarded for outstanding work in Spanish and dedication to learning about Hispanic culture.

**Frances Niederer Scholar Awards** are given to two outstanding senior art majors.

**Patricia Dowd Overall Prize** is awarded for mastery and promise in the art of teaching.

**Philosophy and Religion Award** is given for the outstanding paper dealing with ethics and values.

**Pi Sigma Alpha Award** is given to the senior with the highest grade point average in courses taken in political science.

**Andrew James Purdy Prize for Short Fiction** is awarded for an outstanding body of short fiction.

**Andrew James Purdy Merit Scholarship** in Creative Writing goes to a senior English major pursuing an honors project in short fiction or a related literary genre.

**Melanie Hook Rice Award in Creative Nonfiction** is awarded to a student who has completed or made substantial progress toward writing a book-length work of nonfiction.

**Melanie Hook Rice Award in the Novel** is awarded to a student who has either completed or made substantial progress toward writing a novel.

**Judith Gregory Smith Award** is given for excellence in the natural sciences.

**Margaret Markley Smith Award for Excellence in Art** is awarded for outstanding work by a senior in art.

**Margaret Markley Smith Award for Excellence in English** is awarded for outstanding work by a senior in English.

**The Mildred Persinger-Shocky Pilafian Award in Gender and Women's Studies** is given for excellence in academic achievement and significant contributions to social activism both within the Hollins community and beyond.

**Sociology Award** is awarded in honor of academic achievement and excellence in the application of sociological knowledge.

**Algernon Sydney Sullivan Award** is given to a senior who has shown in daily living those qualities which evince a spirit of love and helpfulness to others.

**Elizabeth Alexander Thomas Award** recognizes one or more rising sophomore, junior, or senior art history majors whose academic work in art history shows exceptional depth and promise.

**Nancy Thorp Poetry Prize** is awarded for the best undergraduate poem in the student-produced literary magazine, *Cargoes*.

**Mary Williamson Award** is given for the best study in the field of humanities.

**Wyndham Robertson Library Undergraduate Research Award** is given for the recognition of exemplary undergraduate student research projects completed in Hollins courses.

**Mary-Barbara Zeldin Award** is given for excellence in philosophy.



# Student Rights/Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education. It is the policy of Hollins University to follow those guidelines to protect the privacy of students. The following student rights are covered by the act and are afforded to all eligible students of the university:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to notify the university in writing if the student does not want any or all of the information designated as directory information to be released internally or externally.\*
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hollins University to comply with the requirements of FERPA.

The annual notification of these rights is found in the student handbook.

\*All or individual directory items may be declared confidential provided written expression is received by the dean of students' office no later than three days from the beginning of any term. Hollins designates the following as directory information:

- A. Category I --Campus Directories and Publications: Student name, class year or program, nickname, local mailing address, local residence address, local telephone number, parent name, student's permanent mailing address (usually the parent address), e-mail address, weight and height of athletes, photographs, date and place of birth, participation in officially recognized activities and sports, most recent previous school attended, field of study, dates of attendance, degree awarded and date, awards and honors, and full- or part-time status.
- B. Category II --External Requests: The university reserves the right to provide directory information to callers external to the university who request information such as confirmation of a student's attendance at Hollins, dates of attendance (if known), degree awarded and date (if known), and withdrawal date (if known).

**Social security numbers and other personally identifiable information may be used in reporting student enrollment and demographic data on mandated federal and state reports.** Effective January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which students' education records and personal identifiable information (PII) – including social security number and grades – may be accessed without the student's consent. Organizations and offices which may request student records and PII without consent include the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, and Federal and State Authorities.

The data may be used within evaluations of federal- or state-supported education programs, in connection with Statewide Longitudinal Data Systems, and as part of federal- or state-supported research studies. Federal and State Authorities must obtain certain use-restriction and data security promises from entities they authorize to receive and compile student PII. They may also track student participation in education and other programs by linking PII to additional personal information obtained from other federal and state data sources including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

# Course Description Codes

The following plan is used in numbering and listing courses:

<b>100-199:</b>	Introductory. Most courses are open to all students.
<b>200-299:</b>	Intermediate. Open to sophomores, juniors, and seniors. Open to first-year students with permission.
<b>300-399:</b>	Advanced. Open to juniors, seniors, and master of arts students in liberal studies and teaching.
<b>400-499:</b>	Advanced. Open to seniors and master of arts students in liberal studies, teaching, and master of fine arts.
<b>500-599:</b>	Graduate courses.
<b>600-699:</b>	Graduate essay/thesis/capstone.
<b>150, 250, 350:</b>	Special topics courses.
<b>290, 390:</b>	Lower-level and upper-level independent studies, which are defined as independent work directed by a member of the department and are designed to meet the interests of the student. Independent studies, which also include tutorials, are arranged by the student with the department in which the independent study is being done.
<b>399:</b>	Internships, which are arranged with an internship supervisor who evaluates the work of the student and a faculty sponsor who submits the final grade.
<b>470:</b>	Undergraduate senior capstone seminars or activities.
<b>480:</b>	Undergraduate senior thesis/project/recital.
<b>490:</b>	Undergraduate senior honors thesis/project.

*Divergence from this plan is possible with consent of the instructor, chair of the department involved, and the vice president for academic affairs.*

**101, 102:** Course numbers separated by a comma continue through the year. Some courses require that both classes must be taken to receive credit. Please check individual course descriptions.

**General Education codes:** Courses that meet the skills and perspectives are coded as follows.

## Perspective Codes

AES = Aesthetic Analysis  
CRE = Creative Expression  
DIV = Social and Cultural Diversity  
GLO = Global Systems  
LAN = Language Requirement  
MOD = Modern and/or Contemporary Worlds  
PRE = Premodern Worlds  
SCI = Scientific Inquiry

## Skill Codes

*f* = First-Year Writing Course  
*w* = Additional Writing  
*x* = Expository Writing  
*i* = Information Technology (\*for students following prior catalog requirements)  
*o* = Oral Communication  
*q* = Basic Quantitative Reasoning  
*Q* = Applied Quantitative Reasoning  
*r* = Applied Research

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Sample course listing:

<b>DEPARTMENT/NUMBER: TITLE (CREDITS)</b>	<b>Instructor</b>
Course description. Prerequisite, corequisite, or permission. Term offered. (Gen Ed codes)	

# Undergraduate Courses

## Art

### MAJORS, MINORS

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**PROFESSORS:** Kathleen D. Nolan (chair, on leave Short and Spring Terms), Robert M. Sulkin

**ASSOCIATE PROFESSORS:** Jennifer Anderson, Christina Salowey (classical studies)

**ASSISTANT PROFESSORS:** Johanna Ruth Epstein (on leave 2014-2015), Elise Schweitzer

**VISITING ASSISTANT PROFESSOR:** Genevieve Hendricks

**FRANCES NIEDERER ARTIST-IN-RESIDENCE:** Lisa Bulawsky (Spring Term)

**HOLLINS FELLOW:** Sondra Freckelton

**PART-TIME LECTURERS:** Richard Hensley, Donna Polseno, Jennifer Shamy (art education)

The art department offers majors and minors in art history and studio art.

## Art History

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The art history major offers students a knowledge of works of art in the context of the social, political, and intellectual cultures of which they are a part. Students learn to think, read, and write critically about art and to be astute interpreters of visual imagery. Art history majors progress through chronologically oriented survey courses into upper-level seminars and research projects. The program stresses individual student research and active leadership roles for students in small seminars. The art history major culminates in the senior seminar, an overview of the critical issues of the discipline, as well as in the writing of a senior paper and the public presentation of each senior's research.

The curriculum is enriched through lectures and seminars by distinguished visiting art historians as well as by the Eleanor D. Wilson Museum program. All majors are encouraged to travel. Art history majors are encouraged to pursue internships in fields such as museum work, art galleries and auction houses, arts administration, architecture, historic preservation, and interior design, fields in which many majors find employment after graduation. Hollins art history majors have a 100-percent success rate at gaining acceptance into graduate programs in these fields.

### REQUIREMENTS FOR A MAJOR IN ART HISTORY:

12 courses (44 credits)

- One studio art course (4)
- Three courses from:
  - ART 261: Ancient Art (4)
  - ART 262: Medieval Art (4)
  - ART 263: Renaissance and Baroque Art (4) **or**
  - ART 264: Modern Art (4)
- A minimum of three 300-level art history courses
- ART 420: Critical Methods of Art History (4)
- ART 471: Senior Art History Paper (2)
- ART 472: Senior Art History Symposium (2)
- Two additional courses must be chosen from 200- or 300-level art history courses, which may include ART 290/390 with prior approval from the department chair (8)
- Up to two courses from a Hollins Abroad program may be applied to the major/minor, with approval from the department chair
- A reading knowledge of French and German is strongly advised, as is the study of allied courses in history and literature

### REQUIREMENTS FOR A MINOR IN ART HISTORY:

5 courses (20 credits)

- Three courses at the 200 level in art history
- Two courses at the 300 level in art history

## **COURSES IN ART HISTORY:**

### **ART 245: MYTH AND ANCIENT ART (4)**

**Salowey**

Also listed and described as CLAS 245. Open to first-year students. Not offered in 2014-15. (f, w, x, AES, PRE)

### **ART 258: THE VISUAL ARTS IN CHINA (4)**

**Department**

This course surveys the visual arts in China from the Neolithic period (Han Dynasty) to the present. We will examine a range of media from tomb sculpture to calligraphy. Developments in painting and patronage, as well as the evolving social, intellectual, and political context, will receive special attention. No prerequisite. Not offered in 2014-15. (w, AES)

### **ART 259: ISLAMIC ART – MOSQUE, GARDEN, AND MINIATURE (4)**

**Nolan**

A survey of the visual cultures of the Islamic world, from the beginnings of Islam in the seventh century CE through the early modern period. The course focuses on architecture, paintings, ceramics, metalwork, textiles, and gardens, and the social forces that shaped their character. Lectures will alternate with class discussions and student presentations. Open to first-year students. No prerequisite. Not offered in 2014-15. (AES, PRE)

### **ART 261: ANCIENT ART (4)**

**Salowey**

This survey course examines the major styles and monuments of the civilizations of Egypt, the Near East, the Aegean, Greece, and Rome. The class explores the methodologies used to study a variety of media: architecture, sculpture, pottery, paintings, and jewelry. The readings in the course present the historical context for each period of ancient art studied. Also listed as CLAS 261. Prerequisite: q. Offered Term 1. (Q, AES, PRE)

### **ART 262: MEDIEVAL ART (4)**

**Nolan**

A survey of Western art from the end of the Roman Empire until the Renaissance. We will think about catacombs, monasteries, Vikings, the book arts, portal sculpture, Gothic Cathedrals and their stained glass, as reflections of the values of the society that produced them. Open to first-year students. Prerequisite: q. Offered Term 1. (Q, AES, PRE)

### **ART 263: RENAISSANCE AND BAROQUE ART (4)**

**Nolan**

An introduction to the art of western Europe from the 14th to the 18th centuries in its social and cultural context. We will focus on the glorious painting, sculpture and architecture of the Renaissance in Italy and northern Europe. We will meet dozens of artists and architects, some of whom are women! Open to first-year students. No prerequisite. Not offered in 2014-15. (AES, PRE)

### **ART 264: MODERN ART (4)**

**Department**

An overview of the major styles and monuments in Europe and North America from the 18th through the 20th centuries. Open to first-year students. No prerequisite. Offered Term 2. (AES, MOD)

### **ART 266: HISTORY OF PHOTOGRAPHY (4)**

**Department**

A survey of 19th- and 20th-century photography from its beginning to the present. Bodies of work by significant photographers are examined to determine how photographic artists combine aesthetic choices with subject matter to produce meaning in their work. The course covers the major movements of art photography and is offered in a slide/lecture format. Open to first-year students. Not offered in 2014-15 (AES, MOD)

### **ART 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

### **ART 314: WOMEN AND ART (4)**

**Nolan**

A seminar that examines the role that women have played in art, as subjects, patrons, artists, and critics from the Middle Ages through the 19th century. Special attention is given to professional artists like Artemisia Gentileschi and Mary Cassatt, as well as to the impact of feminism on the discipline of art history. Also listed as GWS 314. Prerequisite: sophomore standing or permission. Offered in Term 1. (w, x, AES)

**ART 317: DRESS, GENDER, AND SOCIAL IDENTITY (4)****Nolan**

This student-led seminar explores the role of dress in creating gender and social identities. The course is global in scope and broad in chronological span. Topics include the veil in Muslim society, Gandhi's khadi, and the beginnings of the "fashion system" in 19th-century Paris. Readings will come from diverse disciplines, sociology and anthropology as well as art history. Also listed as GWS 317. Prerequisite: one art history or GWS class or permission. Not offered in 2014-15. (AES, GLO)

**ART 323: ART AND IDEAS – MODERN TO CONTEMPORARY (4)****Department**

This course examines art in the context of recent theory, focusing on the interplay between art and ideas from 1912-2012. Readings in art history and critical theory form the backbone of our discussions. Assignments include oral presentations on the readings and critiques of artworks from the collection of the Taubman or the Wilson Museum from a selected methodological standpoint. Open to first-year students. Prerequisite: one 200-level art history course or permission. Not offered in 2014-15.

**ART 324: FEMINISM AND CONTEMPORARY ART (4)****Department**

This seminar explores the impact of feminism on the production, reception, and display of works of art from 1965 to the present. Topics include race, class, gender and sexual identity in feminist art, the ground-breaking efforts of feminist artists and theorists in the 1970s, and methods used by feminist artists to address key issues in women's lives. Also listed as GWS 324. Prerequisite: one art history or history course, GWS 141 or permission. Not offered 2014-15. (DIV, MOD)

**ART 328: PARIS IN THE NINETEENTH CENTURY – STUDIOS AND STYLES (4)****Department**

From the Revolution of 1789 to the Universal Exposition of 1900, this virtual tour of 19th-century Paris explores the firestorm of art movements that originated in the French capital. Academies and salons, cafés, cabarets and civic buildings will receive special attention as spaces of cultural production. Writings by novelists, poets and biographers of the time will enliven our discussions. Prerequisite: sophomore or permission. Offered Term 2. (AES, MOD)

**ART 332: ROMANESQUE ART (4)****Nolan**

A seminar that explores the dramatic expansion of church architecture, sculpture, and book art in the late 11th and early 12th centuries. Topics include pilgrimage, crusades, the renewal of monastic life and the cloister, and the role of women's spirituality. Prerequisite: one art history or history course or permission. Not offered in 2014-15.

**ART 333: GOTHIC ART – AMBITION AND FAITH (4)****Nolan**

What drove people in 12th- and 13th-century Europe to build churches that soared above their towns and pushed technology to its limits? This seminar looks at the relationship of Gothic architecture to urban society, at the stories told in sculpture, stained glass, and manuscripts, and at the role of women as patrons, audience, and subjects in Gothic art. Prerequisite: one art history or history course or permission. Not offered in 2014-15. (o, AES, PRE)

**ART 341: NORTHERN RENAISSANCE ART (4)****Nolan**

A seminar that explores the luminous paintings of northern European artists from the Limbourg Brothers through Albrecht Dürer. In addition to thinking about symbolism and devotional function, we also consider the impact of gender, patronage, market, and workshop practice. Prerequisite: one 200-level art history course or permission. Not offered in 2014-15.

**ART 345: PORTRAITURE – FACES AND PLACES (4)****Nolan**

What do people's faces tell us about them and the times they lived in? This seminar on portraiture and social identity begins with ancient Egypt and Rome, but emphasizes the wealth of Renaissance and Baroque portraiture. Topics include marriage and family portraits, ruler imagery, gender of artist and subject, self-portraits, children's portraits, and the psychology of the portrait. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (w, x, AES, MOD)

**ART 354: MARRIAGE, CHILDBIRTH, AND DEATH IN THE ITALIAN RENAISSANCE (4)****Nolan**

This lecture/seminar course examines works of art that commemorated important transitions in the lives of wealthy people in the ritualistic society of 15th-century Italy. Topics include representations of marriage, childbirth, and death in painting, sculpture, and decorative art, as well as specialized objects such as marriage chests and birth trays. Also listed as GWS 354. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (AES, PRE)

**ART 355: ADVANCED TOPICS IN ANCIENT ART – ANCIENT GREEK RELIGION THROUGH ART (4)****Salowey**

Also listed and described as CLAS 355. Prerequisite: sophomore standing or permission. Offered Term 2. (o, r, AES, PRE)

**ART 360: POST-IMPRESSIONISM FROM CÉZANNE TO VAN GOGH (4)****Department**

Post-Impressionists rejected academic guidelines and embraced personal symbolism and expression. This course examines their challenge to tradition and defenses of their own work. Other topics to be considered include the impact of mass media on the movement, the erosion of boundaries between low and high art, and representations of the exotic "Other" in the work of Gauguin and Van Gogh. Prerequisite: one art history or history course, or permission of the instructor. Not offered in 2014-15. (AES, MOD)

**ART 365: AMERICAN ART (4)****Hendricks**

An in-depth study of American painting and sculpture from the pre-Colonial period to the mid-20th century, with emphasis placed on socio-historical analysis of works of art and the work of Native American, African American, and women artists. Prerequisite: sophomore standing or permission. Offered Term 1.

**ART 371: BEHIND THE SCENES AT THE MUSEUM (4)****Department**

Ever wondered what it might be like to work in a museum? A thematically integrated approach to the study of museums and exhibition curation, this course offers intellectual and practical preparation for entry into the museum profession. Practicum study within the Wilson Museum, site visits to other museums and visits by guest speakers afford insight into today's art world. Prerequisite: one art history course or permission. Not offered in 2014-15. (o, AES)

**ART 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted at the advanced level. Application for independent study must be made with a member of the art history faculty prior to registration. Offered any term.

**ART 399: INTERNSHIP (4)****Department**

May be proposed in any term. Application must be made with faculty member prior to registration.

**ART 420: CRITICAL METHODS OF ART HISTORY (4)****Hendricks**

A student-led seminar for senior majors that examines the methodology of and critical approaches to the history of art. Prerequisite: at least six art history courses. Offered Term 1.

**ART 471: SENIOR ART HISTORY PAPER (2)****Nolan**

Students write an original research paper that demonstrates understanding of art historical research and critical methods. Weekly class meeting used to discuss topic development, research progress, and critique student work. Required for all art history majors. Prerequisite: art history major. Offered Term 1.

**ART 472: SENIOR ART HISTORY SYMPOSIUM (2)****Department**

The senior symposium is the culminating experience for all art history majors. Students will transform senior papers into a professional oral presentation through draft revision, class critiques, preparation of audiovisual aids, and rehearsal. This paper is then formally presented at the senior symposium. Required for all art history majors. Prerequisites: art history major and ART 471. Offered Term 2.

## Studio Art

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The studio art major provides students a foundation from which they can build careers as practicing artists or enter art-related fields. The major provides a curriculum that emphasizes the mastery of basic skills in a variety of media as well as conceptual development critical to continued maturation. The studio art major follows a sequence that begins with introductory courses and culminates in the completion of a year-long senior project, pieces of which are shown in the senior exhibition each spring. Studio courses are complemented by the study of art history and a strong co-curricular program that includes an active exhibition season and internship opportunities.

Exhibiting artists are frequently brought to campus to discuss their work, conduct workshops, and visit classes. In addition, the Frances Niederer Artist-in-Residence endowment brings to campus each year a nationally recognized artist who produces work while in residence and teaches a special term-long seminar.

**REQUIREMENTS FOR A MAJOR IN STUDIO ART:**

13 courses (50 credits)

- Art 100: Drawing I (4)
- Any seven studio art courses at the 200 level or higher, a minimum of two of which must come from one of the following media areas: Drawing, Printmaking, Ceramics, Sculpture, Painting, or Photography; and three of which must come from different media areas
- ART 351: Artist-in-Residence Seminar (2)
- Two courses in art history (one must be ART 264: Modern Art) (8)  
Students are encouraged to enroll in as many art history courses as scheduling allows. For studio art majors with an identified interest in a specific medium as listed below, the following is suggested (ART 264 is required for all majors):  
Drawing/Painting – ART 263: Renaissance and Baroque Art (4) **or** upper-level modern  
Printmaking – ART 263: Renaissance and Baroque Art (4)  
Ceramics – ART 261: Ancient Art (4), ART 258: The Visual Arts in China (4), **or** ART 259: Islamic Art (4)  
Sculpture – ART 261: Ancient Art (4)  
Photography – ART 266: History of Photography (4)
- ART 470: Independent Senior Research (4)
- ART 480: Senior Project (4)
- All 200-level and above studio courses may be repeated for credit, with the exception of ART 203
- It is strongly recommended that students take a studio art course each semester and have completed ART 264: Modern Art by the end of their second year of study. Students who desire advanced degrees in studio are advised to work to the 60 credit cap in the studio art major. Students studying abroad in their sophomore or junior year should be aware of the lack of studio courses offered and plan accordingly
- Note: a minimum of 24 studio art credits must be earned while attending Hollins

## **REQUIREMENTS FOR A MINOR IN STUDIO ART:**

24 credits, at least 20 of which must be completed on campus

- ART 100: Drawing I (4)
- ART 264: Modern Art (4) **or** ART 266: History of Photography (4)
- Any four additional studio art courses from a minimum of two media areas
- Note: no independent studies and all off campus courses, including Hollins Abroad courses, must be approved by the department

## **SUGGESTED COURSE OF STUDY FOR STUDENTS INTERESTED IN STILL PHOTOGRAPHY:**

The photography focus provides students a solid concentration in the various aspects of fine art photography. This course of study enables students to find and develop their vision as a photographic artist by providing a curriculum that offers a wide range of technical choices while at the same time emphasizing conceptual development. Students engage in a year-long senior project resulting in a senior exhibition. Internship opportunities in commercial photography and photography galleries/museums, as well as visits from photographers and photography exhibitions can complement the program.

26 credits:

- ART 100: Drawing I (4)
- ART 203: Introduction to Photography (4)
- ART 264: Modern Art (4)
- ART 266: History of Photography (4)
- ART 351: Artist-in-Residence (2)
- ART 470: Independent Senior Research (4) (required senior year)
- ART 480: Senior Seminar (4) (required senior year)

12 or more credits from 300 level photography courses or independent study. Recommended additional 12 credits from any Studio Art or Art History courses.

## **COURSES IN STUDIO ART:**

*Some courses in studio art have laboratory fees in addition to costs per term for personal art supplies (see Fees on page 22).*

**ART 100: DRAWING I (4)****Anderson, Schweitzer**

Drawing as a basic thinking process in the visual arts with studio exercises in varied representational modes and media. Theory and practice of graphic representation. Illustrated lectures. Evaluation by portfolio. Lab fee required. Open to first-year students. No prerequisite. Offered both terms. (CRE)

**ART 150: SPECIAL TOPIC – PHOTOGRAPHIC ELEMENTS (4)****Sulkin**

An alternative to Introduction to Photography (ART 203), this course will emphasize the creative expression that can be achieved through the most elemental photographic methods, including pinhole photography, plastic-lens photography, and smart phone photography; and will emphasize both wet darkroom and elemental Photoshop controls. May be taken in addition to ART 203. Open to first-year students. No prerequisite. Offered both terms. (CRE)

**ART 197F: FIRST-YEAR SEMINAR – STITCHED & BOUND: EXPLORATIONS IN PAPERMAKING & BOOKS (4)****Anderson**

Paper and books, which we often take for granted, have a rich history and wealth of creative potential for artists today. In this seminar we will have the hands on experience of making paper and learning how to bind books while we will also explore the role of both in other cultures and in the artist hands. We will look at rare books in the library and talk about how format transforms and creates meaning. This is a class for folks not afraid of rulers, sewing needles and getting your feet wet! Placement to be determined during the summer. Offered Term 1. (r)

**ART 200: FIGURE DRAWING/DRAWING II (4)****Anderson**

Drawing focused on the human figure emphasizing observation, proportion, and an intuitive approach to human anatomy. Students will work directly from the skeleton and models to analyze the figure. Various media will be explored along with pictorial problem solving. Evaluation by portfolio with regular outside of class assignments. Lab fee required. Prerequisite: ART 100 or permission. Not offered in 2014-15. (CRE)

**ART 203: INTRODUCTION TO PHOTOGRAPHY (4)****Sulkin**

Basic skills of camera and darkroom. Strong emphasis on use of photography as a “seeing” process. Final portfolio of personalized work. Student must furnish her own 35mm film camera; a limited number are available to be checked out. Lab fee required. No prerequisite. Offered both terms. (CRE)

**ART 213: SCULPTURE (4)****Department**

This class introduces students to a range of sculptural forms, materials, concepts, and techniques (modeling, carving, and assembling) in the context of traditional and contemporary practice. Lab fee required. Open to first-year students. Not offered in 2014-15.

**ART 216: BEGINNING WHEEL-THROWN CERAMICS (4)****Hensley, Polseno**

This beginning level ceramics class explores the techniques of making pots on the wheel. Students learn the sequences necessary to raise a simple lump of clay into a pot and begin to understand the processes of glazing and firing those pots. We discuss aesthetic, historical, and technical issues relating to wheel-thrown pottery and master the vocabulary of pottery terms and concepts. Students need to allow significant work time outside of class. Lab fee required. No prerequisite and may be repeated for credit. Offered both terms. (CRE)

**ART 217: HAND BUILDING IN CERAMICS (4)****Hensley, Polseno**

This course explores various methods of hand building with clay. We use coil building, slab building, and plaster mold making to create pottery with attention to the essentials of form and design. We learn various firing and glazing techniques and study pottery’s important role as one of the earliest and most enduring art forms. Students need to allow significant work time outside of class. No prerequisite and may be repeated for credit. Lab fee required. Offered both terms. (CRE)

**ART 224: MONOTYPE (4)****Department**

Monotype is a printmaking process in which ink is applied to a plate and then printed to paper. This course explores the many possibilities available, including multicolor printing. Experimentation and working in series with a common theme will be encouraged. Evaluation by portfolio. Lab fee required. Prerequisite: ART 100 or permission. Not offered in 2014-15. (CRE)



**ART 225: ETCHING (4)****Department**

An introduction to etching. Emphasis is on basic skill and methods to achieve line, tone, and texture as a means of expressing form. Emphasis on solving pictorial problems. Evaluation by portfolio. Lab fee required. Prerequisite: ART 100 or permission. Not offered in 2014-15. (CRE)

**ART 227: INTAGLIO PRINTMAKING ( 4)****Anderson**

Intaglio printmaking has inspired art since the 15th century and continues to be an exciting medium for visual expression. Through lectures, demonstrations, and hands-on applications, you will learn the history, techniques, and materials of traditional processes such as etching and dry point, as well as progressive techniques. Course projects encourage creative inquisitiveness, experimentation, and discovery. Lab fee required. Prerequisite: ART 100. Offered Term 1. (CRE)

**ART 230: PAINTING (4)****Schweitzer**

Methods, materials, techniques of pictorial organization, from observation, using oil paint. Emphasis is on construction of form by color. Class sessions are directed, and weekly outside paintings are required. Evaluation by portfolio. Lab fee required. No prerequisite. Open to first-year students. Offered both terms. (CRE)

**ART 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent portfolio projects in various media below the advanced level. Application with faculty member required for registration. Prerequisite: prior course experience in media required or permission. Offered any term.

**ART 303: THE MANIPULATED IMAGE – A DIGITAL APPROACH (4)****Sulkin**

In this course, particular Adobe Photoshop components will be used to explore ways that the traditional appearance of photographs is being challenged by newer technology. Projects applied to personal imagery will include the creation of grids, image layering, and stitching photographs together. Students will develop a final project based on class activities. Working knowledge of Photoshop helpful. Lab fee required. Prerequisite: ART 203. Not offered in 2014-15.

**ART 312: ALTERNATIVE PHOTOGRAPHIC PROCESSES (4)****Sulkin**

This course provides instruction in a variety of processes that involve hand-applied emulsions, including Cynotypes, Van Dyke prints, Gum Bichromate prints, and collotypes. Emphasis on use of these processes for expressive goals. Final portfolio required. Lab fee: approximately \$150. Prerequisite: ART 203 or permission. Offered Term 2.

**ART 330: ADVANCED PAINTING (4)****Schweitzer**

This course will focus on developing a personal language of form in the terms of painting. The focus will be on work in oil paint, on a large scale, with appropriate studies and related works in other media. Students will work on increasing their effectiveness at translating observations into expressive forms. Evaluation is by portfolio. Lab fee required. Prerequisite: ART 230. Offered Term 1.

**ART 347: MIXED MEDIA DRAWING (4)****Anderson**

Students will work with a combination of “non-traditional” drawing media and surfaces including: image transfers, paper cutting, stenciling, collage and sewing. Emphasis will be placed on the exploration of both conceptual and technical issues in contemporary two-dimensional art. Prerequisite: ART 100. Offered Term 2.

**ART 351: SPECIAL TOPIC – ARTIST-IN-RESIDENCE (2)****Bulawsky**

A two-credit course taught by the Frances Niederer Artist-in-Residence each year. This seminar in artistic expression changes according to the interests of the particular artist-in-residence. Lectures and/or studio work. Lab fee may be required. Prerequisite: one studio art course or art history course or permission of department. Offered Term 2.

**ART 390: INDEPENDENT STUDY (2 or 4)****Department**

Advanced independent portfolio projects in various media with departmental faculty. Lab fee required. Prerequisite: prior course experience in media required or permission. Application must be made with faculty prior to registration. Offered any term.

**ART 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**ART 470: INDEPENDENT SENIOR RESEARCH (4)****Department**

Students work independently in their studio, but in close consort with faculty to develop a personal body of work. Art must be presented during regular monthly critiques with all Studio Art faculty. The course culminates in a written

Senior Project Proposal. Preparatory course for senior project—required of seniors. Lab fee required. Offered Term 1.

**ART 480: SENIOR PROJECT (4)**

**Anderson**

Each senior will develop a coherent body of 2D or 3D work and will exhibit a selection of this work according to museum standards for her senior thesis in May. Professional practice and career development will be covered in lectures and readings. Evaluation by portfolio and exhibit. Lab fee required. Prerequisite: ART 470 or ART 473. Offered Term 2.

# Arts Management

## CERTIFICATE

The certificate in arts management from Hollins University gives students the opportunity to connect their major in one of the arts with career interests in various fields of arts management. In addition to course work in business and communications at Hollins, students will complete two internships in an area of arts management. The program concludes with a final project of the student's creation, in support of her particular area of interest within the field. Because it is a certificate program, students will be able to complete the requirements for the program through prudent choices in their general education courses and electives, thereby not adding to their total credit hours for the bachelor of arts degree. For more information, see the chair of the department in which you plan to major.

### REQUIREMENTS FOR A CERTIFICATE IN ARTS MANAGEMENT:

22 credits plus internships

- A major within the visual or performing arts: art history, studio art, dance, film, music, or theatre
- Course work in visual or performing arts from two areas outside of the major (8)
- BUS 100: Introduction to Business (4)
- ART/DANC/FILM/MUS/THEA 175: Introduction to the Study of Arts Administration (4)
- One course from the following:\*
- ART/DANC/FILM/MUS/THEA 276: Philanthropy and the Arts (4)
- BUS 228: Marketing (4)
- COMM 231: Writing for the Print Media I (4)
- COMM 244: Social Marketing and Campaigns (4)
- COMM 322: Public Relations Principles (4)
- COMM 343: Organizational Communication (4)
- Final project in the junior or senior year, registered as an independent study in the major department (2)
- Two internships in the area of arts management, one of which must be a full-term or summer internship

\*A special topics, or other relevant course, may be substituted with permission of the student's major advisor.

### COURSES IN ARTS MANAGEMENT:

#### ART 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)

Krause

What is happening behind the scenes at an art museum, an opera production, or a dance performance? This course explores the commonalities and peculiarities of the administration of various arts organizations through site visits, guest experts, and written projects such as grant proposals and strategic plans. Also listed as DANC 175, FILM 175, MUS 175, and THEA 175. No prerequisite. Not offered in 2014-15. (r)

#### ART 276: PHILANTHROPY AND THE ARTS (4)

Krause

This course is helpful to students interested in arts management as well as anyone anticipating a career in the nonprofit sector. The two major components of the course are the understanding of philanthropy in the U.S. and the attainment of skills necessary to obtain philanthropic gifts. Assignments may include grant writing, site visits, and oral presentations. Also listed as DANC 276, FILM 276, MUS 276, and THEA 276. No prerequisite. Offered Term 2.

# Batten Leadership Studies

## CERTIFICATE

The certificate in leadership studies from Hollins University gives students the opportunity to gain both practical and academic experience in leadership studies that serves as a perfect complement to any major field of study. In addition to introductory and advanced leadership seminars representing disciplines across the curriculum, students will complete courses offered through the Batten Leadership Institute (BLI), where they develop working knowledge of adaptive leadership theory and skills, as well as gain experience conducting a leadership project. The program culminates with the year-long leadership capstone course, during which students serve on the BLI advisory board, provide mentoring to beginning leadership studies students, and supervise leadership labs. The program is open to all interested undergraduates and does not require an application process.

### REQUIREMENTS FOR A CERTIFICATE IN LEADERSHIP STUDIES:

20 credits

- Introductory Leadership Seminar (4)\*
- BLI 101: Leadership Skills (4)
- BLI 201: Leadership Project (2)
- BLI 211: Leadership Experience Seminar (2)
- Advanced Leadership Seminar (4)\*
- BLI 471, BLI 472: Leadership Capstone (2, 2)

\*It is strongly recommended that students choose an introductory and advanced seminar from two different departments.

### Leadership Seminars

#### Introductory Leadership Seminars

##### Seminars open to all students:

- ART/DANC/FILM/MUS/THEA 276: Philanthropy and the Arts
- CLAS/ART 261: Ancient Art
- COMM 125: Public Speaking
- EDUC 141: Schooling in American Society
- ES/PHYS 137: Environmental Physics
- FILM 281: Video Production I
- GWS 141: Introduction to Gender and Women's Studies
- THEA 161: Acting Dynamics
- THEA 363: Directing
- HIST 212S: American Politics and Society since 1950

##### First-year Seminars (introductory):

- ENG/GWS 197F: Women/ Bodies/ Voices
- HUM 197F: The Passion for Power and the Power of Passion

#### Advanced Seminars

- BIO/ES 357: Conservation Biology
- ANTH/GWS 312: Women and Social Movements
- BUS 263: International Business
- BUS 349: Corporate Finance
- COMM 343: Organizational Communication
- DANC 340: Imaginative Thinking, Moving, Crafting
- GWS/POLS 213: Globalization and Poverty

### COURSES IN LEADERSHIP STUDIES:

#### BLI 101: LEADERSHIP SKILLS (4)

**Brothers, Hufnagel, Schnurman-Crook**

This course employs a case-in-point teaching methodology to help students both learn and experience the dynamics of adaptive leadership theory in thought and action. In this interactive, discussion-based course, students will explore issues of technical vs. adaptive leadership challenges, their relationship to authority, work avoidance, factions and

loyalties, and the compassion and collaboration at the heart of meaningful change and effective leadership. Open to first-year students. No prerequisites. Offered both terms.

**BLI 201: LEADERSHIP PROJECT (2)**

**Schnurman-Crook**

Use your leadership skills to design and implement a BLI group project and experience the life of a team. Through this collaborative experience, students will delve into the way teams function, examining elements that create success and foster dysfunction. Students will work to strengthen accountability through pointed sessions of giving and receiving meaningful peer-to-peer feedback. Open to first-year students. Prerequisite: BLI 101. Offered both terms.

**BLI 211: LEADERSHIP EXPERIENCE SEMINAR (2)**

**Brothers**

Using various models to support your experiential learning, this class is designed to expand leadership abilities by applying a systemic focus, first inward, then outward. Students will examine their own cultural experience to understand how these influences impact the construction of your values and behavior while stretching to develop a greater understanding of others in order to become fully present in the midst of conflict and try out new interventions in service to moving themselves and the group toward progress. Prerequisite: BLI 101. Offered both terms.

**BLI 471, 472: LEADERSHIP CAPSTONE (2, 2)**

**Hufnagel**

The central focus of the Capstone course is to strengthen considerably your ability to both give and receive constructive, meaningful feedback. As the year unfolds, we will work to create a supportive, resilient group of participants mutually invested in mentoring BLI 101 students in leadership lab and growing one another as mentors. Prerequisites: BLI 471: BLI 201 and 211; BLI 472: BLI 471. BLI 471 offered Term 1; BLI 472 offered Term 2.

**PROFESSOR:** Renee Godard (on leave Short and Spring Terms)

**ASSOCIATE PROFESSORS:** Rebecca Beach, C. Morgan Wilson (chair)

**ASSISTANT PROFESSOR:** Ryan Huish

**VISITING ASSISTANT PROFESSOR:** Jonathan Stoltzfus

**ADJUNCT LECTURER:** Amy White

**LABORATORY TECHNICIAN:** Cheryl Taylor

The biology major seeks to develop in its students a sense of independent inquiry into the processes of life. Core courses in the major provide all students with a solid foundation in the biological sciences (from cells to ecosystems), while upper-level courses and seminars as well as research opportunities give students the chance for specific areas of interest in biology. As well as exploring biological concepts, classes in the biology department promote the development of oral and written communication skills as well as critical thinking. Graduating seniors will have the skills to critique the primary biological literature, utilize biological instrumentation, and design and carry out biological research in several disciplines. Hollins graduates go on to graduate school, medical school, veterinary school, or other advanced training in allied health professions. Other graduates pursue a variety of careers in the biological sciences, becoming research assistants, environmental consultants, and teachers at both the elementary and secondary levels. Biology majors also occupy various technical positions in private firms and governmental agencies.

## **REQUIREMENTS FOR A MAJOR IN BIOLOGY (B.A.):**

8 courses and associated laboratories, if applicable; two semesters of senior seminar and allied courses (54–70 credits)

### **REQUIRED COURSES IN BIOLOGY:**

- Four core courses in biology and accompanying laboratories:  
BIOL 207: Ecology and BIOL 207L (4, 2)  
BIOL 220: Human Physiology and BIOL 220L (4, 2)  
BIOL 236: Molecular and Cell Biology and BIOL 236L (4, 2)  
BIOL 241: Plant Biology and BIOL 241L (4, 2)
- Four elective courses in biology at or above the 200 level (including labs, if applicable). A student may substitute one semester of BIOL 390: Independent Study, BIOL 391: Independent Research in Biology, or BIOL 480: Senior Thesis for one of the elective courses. (A student may petition the department to include one course at the 100 level among the four elective courses, if the course is taken before the student decides to major in biology.)
- BIOL 399: Biological Internship (any term)
- BIOL 471, BIOL 472: Senior Seminar (2, 2) (Those seniors engaged in student teaching are exempt from BIOL 472.)

### **REQUIRED ALLIED COURSES:**

- CHEM 101 and CHEM 102: General Chemistry (including laboratories) (4, 2) (4, 2) **or** CHEM 105: Principles of Chemistry (including laboratory) (4, 2)
- One course in mathematics or statistics (140 or above) **or** PSY 208: Analysis of Behavioral Data (4)

### **FOR STUDENTS INTERESTED IN TEACHING IN SECONDARY SCHOOLS:**

- CHEM 221 and 221L: Organic Chemistry I (4, 2)
- PHYS 151 and 151L: Physical Principles I (4, 2)
- ES/PHYS 241: Geology and Earth History (4)
- STAT 140: Introduction to Statistics or STAT 251: Statistics Methods I (4)

## **REQUIREMENTS FOR A MAJOR IN BIOLOGY (B.S.):**

8 courses and associated laboratories, if applicable; two semesters of senior seminar and allied courses (74–86 credits)

For students interested in medical school, veterinary school, or graduate programs in the health sciences or biology, the B.S. degree includes the necessary prerequisite allied courses required of most programs.

**REQUIRED COURSES IN BIOLOGY:**

- Four core courses in biology and accompanying laboratories:  
BIOL 207: Ecology and BIOL 207L (4, 2)  
BIOL 220: Human Physiology and BIOL 220L (4, 2)  
BIOL 236: Molecular and Cell Biology and BIOL 236L (4, 2)  
BIOL 241: Plant Biology and BIOL 241L (4, 2)
- Four elective courses in biology (200-level and above), three of which must be laboratory courses at the 300 level. Students pursuing a B.S. degree are encouraged to conduct independent research [either BIOL 391: Independent Research in Biology (4) or BIOL 480: Senior Thesis (4)]
- BIOL 399: Biological Internship (any term)
- BIOL 471, BIOL 472: Senior Seminar (2, 2)

**REQUIRED ALLIED COURSES:**

- CHEM 101 and CHEM 102: General Chemistry (including laboratories) (4, 2) (4, 2) **or** CHEM 105: Principles of Chemistry (including laboratory) (4, 2)
  - One course in mathematics, MATH 152: Intuitive Calculus **or** MATH 241: Calculus I **or** STAT 140: Introduction to Statistics **or** STAT 251: Statistical Methods I **or** PSY 208: Analysis of Behavioral Data (4–6)
- and**
- Two additional chemistry courses (with labs), at or above the 200 level (8–12)
  - PHYS 151/151L and PHYS 152/152L: Physical Principles I, II or PHYS 201/201L and PHYS 202/202L: Analytic Physics I, II (12)
- or**
- Four additional chemistry courses (with labs), at or above the 200 level (24)

**REQUIREMENTS FOR A MINOR IN BIOLOGY:**

6 courses and associated laboratories, if applicable (32–36 credits)

- Three core courses in biology and accompanying laboratories chosen from the following:  
BIOL 207: Ecology and BIOL 207L (4, 2)  
BIOL 220: Human Physiology and BIOL 220L (4, 2)  
BIOL 236: Molecular and Cell Biology and BIOL 236L (4, 2)  
BIOL 241: Plant Biology and BIOL 241L (4, 2)
- Three elective courses in biology at or above the 200 level (including laboratories, if applicable)

**COURSES IN BIOLOGY:****BIOL 117: ENVIRONMENTAL SCIENCE (4)****Godard**

In this lecture/laboratory course students explore how organisms, communities, and ecosystems function under natural conditions, as well as how they function under human influence. We will cover a variety of current environmental concerns in both the classroom and laboratory, including the patterns of human population growth, the extinction crisis, global warming, acid rain, water pollution, solid waste management, sustainable agriculture, and renewable energy. Also listed as ES 117. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Not offered in 2014-15. (SCI)

**BIOL 121: PLANTS AND PEOPLE – AN INTRODUCTION TO ETHNOBOTANY (4)****Huish**

This interdisciplinary course draws from the natural and social sciences to investigate plant-human interactions among diverse, ancient and contemporary world cultures. We will explore the multifaceted aspects of why ethnobotany has been termed “the science of survival.” Through the combined lecture/laboratory format of this class, we will learn fundamental principles of science through hands-on scientific observation and experimentation. Also listed as INTL 121. Not open to students who have taken BIOL 241. No prerequisite. Offered both terms. (GLO, SCI)

**BIOL 130: BIOLOGICAL SELF DEFENSE (4)****White**

This lecture/laboratory course explores how the human immune system protects us from disease and the microbial pathogens that try to breach our defenses. The outcome of this constant interaction dictates the state of human health. Topics covered will include sexually transmitted diseases, biological agents, AIDS, malaria, and other diseases of public health interest. Laboratory experiments will investigate different facets of the immune system, the ubiquity of microorganisms and antibiotic sensitivity/resistance. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Not offered in 2014-15. (SCI)

**BIOL 132: HUMAN BIOLOGY – HOW DOES MY BODY WORK? (4)****Wilson**

This lecture/laboratory course explores the basic principles and functions of the human body (such as digesting a meal, taking a breath, or fighting an infection) and puts them in the context of total body function. The aims of this course are to provide students with hands-on experience gathering physiological data, as well as with a basic knowledge of human health, which will provide them with a foundation from which they can ask informed questions of a physician about their own health and/or the health of their family members. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Not offered in 2014-15. (SCI)

**BIOL 140: HUMAN GENETICS (4)****Stoltzfus**

In this combined lecture/laboratory course we explore the science behind such issues as human cloning, genetic testing, gene therapy, forensic DNA evidence, and genetically modified foods. Students gain an understanding of how the Human Genome Project may impact their lives and get a hands-on introduction to the laboratory analyses used in these studies. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Offered Term 2. (SCI)

**BIOL 207: ECOLOGY (4)****Godard**

As one of the core courses for the biology major, students explore the structure and function of the natural world. We examine the relationships between organisms and their physical and biological environment, global patterns of climate and biological life, patterns in population dynamics, as well as structure and change in communities of organisms. Also listed as ES 207. Open to first-year students. No prerequisite. Offered Term 1. (SCI: must take lab to fulfill SCI)

**BIOL 207L: LABORATORY FOR ECOLOGY (2)****Godard**

Students explore local aquatic and terrestrial ecosystems as well as gain hands-on experience carrying out ecological research in this field laboratory course. Students will also have several opportunities to carry out their own independent research. Also listed as ES 207L. Corequisite: BIOL 207. Offered Term 1. (SCI)

**BIOL 220: HUMAN PHYSIOLOGY (4)****Wilson**

As one of the four core courses for the biology major, students explore physiological mechanisms of the human body on the cellular, tissue, organ, organ system, and whole-organism levels, with emphasis on the way in which the human body responds to various external and internal stimuli to maintain homeostasis. Open to first-year students. Prerequisite: CHEM 101 or CHEM 105 or permission. Offered Term 2. (SCI: must take lab to fulfill SCI)

**BIOL 220L: LABORATORY FOR HUMAN PHYSIOLOGY (2)****Wilson**

In this inquiry-based laboratory course, we explore many of the tools and techniques used in the study of physiological mechanisms. Students will employ hypothesis testing to explore these mechanisms and learn the essentials of scientific research and writing. Corequisite: BIOL 220. Offered Term 2. (SCI)

**BIOL 236: MOLECULAR AND CELL BIOLOGY (4)****Stoltzfus**

The diversity and complexity of different cell types found in multicellular organisms is extensive, yet all eukaryotic cells have the same basic molecular components. One of the four core courses for the biology major, this course provides an overview of cell structure, biological macromolecules, cellular reproduction, and gene structure and function. Prerequisite: CHEM 102 or CHEM 105, BIOL 220, or permission. Offered Term 2. (SCI: must take lab to fulfill SCI)

**BIOL 236L: LABORATORY FOR MOLECULAR AND CELL BIOLOGY (2)****Stoltzfus**

This project-oriented laboratory provides students with the opportunity to analyze and characterize DNA and other cellular molecules. The course is designed to give students experience with an array of molecular biological techniques. In addition, students are exposed to elements of research and experimental design in a directed framework. Corequisite: BIOL 236. Offered Term 2. (SCI)

**BIOL 241: PLANT BIOLOGY (4)****Huish**

In this course, students will gain a foundational comprehension of the structure, function, and diversity of plants, and will be challenged to build an integrated understanding of plants, from an awareness of their molecular biology to their roles in an ecosystem. We will then tap into this knowledge to engage in active learning experiences to recognize and appreciate practical applications of plant biology, including conservation, environmental sustainability, biotechnology, and the important connections of plants to society. No prerequisite. Offered Term 1. (SCI: must take lab to fulfill SCI)



**BIOL 241L: LABORATORY FOR PLANT BIOLOGY (2)****Huish**

Laboratory sessions provide a hands-on introduction to plant biology in laboratory and field settings. Investigations of plant structure, diversity, ecology, and physiology will introduce students to experimental design, data collection, and subsequent written and oral presentations of results. At least one weekend field trip will be required. Corequisite: BIOL 241. Offered Term 1. (o, SCI)

**BIOL 260: HUMAN ANATOMY (4)****Godard, Wilson**

In this course, students have the opportunity to investigate the structure of the human body through independent exploration of texts and computer-based models of human anatomy. Students will be evaluated for their understanding of each anatomical system through written tests, lab practicals, and oral exams. This self-directed course is only for students who need human anatomy as a prerequisite for professional schools. Prerequisite: BIOL 220 and BIOL 220L. Permission of instructor is required. Offered Term 1.

**BIOL 290: INDEPENDENT STUDY (2 or 4)****Department**

Tutorials based on standard primary and secondary sources or may contain an experiential component. These studies, below the advanced level, must be planned and approved in consultation with a member of the department prior to registration. Maximum of 8 credits permissible. Offered any term.

**BIOL 310: EVOLUTION AND THE HUMAN CONDITION (4)****Beach**

In this seminar students explore basic evolutionary concepts, such as natural selection, sexual selection, and population genetics and relate them to issues in human health and disease, the extinction crisis, and other impacts associated with human activity in the world. Our investigations will include an exploration of a variety of issues from the costs and benefits of aging, to the host-pathogen arms race, to the long-term viability of conservation programs for endangered species. Prerequisite: one of the four biology core courses (BIOL 207, BIOL 220, BIOL 236, or BIOL 241) or permission. Not offered in 2014-15.

**BIOL 312: MICROBIOLOGY (4)****White**

The term microorganism brings to mind the thought of disease and infection, yet plants and animals cannot exist without the many microbes in our world. This course provides a survey of microorganisms, focusing largely on the bacterial organisms and viruses that have the greatest impact on our existence. Prerequisites: BIOL 220 and BIOL 236; CHEM 102 or CHEM 105. Not offered in 2014-15.

**BIOL 312L: LABORATORY FOR MICROBIOLOGY (2)****White**

This lab concentrates on techniques for culturing, handling, and identifying microorganisms. Students also carry out independent laboratory projects during the final weeks of the semester. Corequisite: BIOL 312. Not offered in 2014-15.

**BIOL 313: INVERTEBRATE ZOOLOGY (4)****Wilson**

Invertebrates, members of the animal kingdom lacking a backbone, comprise 95 percent of the animals on Earth today. In this course students explore the anatomy, physiology, behavior, ecology, and taxonomy of this incredibly diverse group of animals. Prerequisite: BIOL/ES 207 or BIOL 220. Offered Term 1.

**BIOL 313L: LABORATORY FOR INVERTEBRATE ZOOLOGY (2)****Wilson**

This laboratory provides students the opportunity to explore the anatomy of invertebrate organisms, the environments in which they live, and the techniques used to classify them. Exercises will be conducted in both the laboratory and the field. Beyond the designated laboratory meeting times, students will be expected to participate in a weekend field trip to the Eastern Shore (VA and/or MD) in September or early October. In addition, students will be expected to participate in 1-2 other day or evening excursions to study invertebrates. The cost of rooms and meals for the weekend trip will be shared by participants (\$120-150 required). Corequisite: BIOL 313. Offered Term 1.

**BIOL 314: GENETICS (4)****Stoltzfus**

This course covers aspects of inheritance, including classical Mendelian and modern molecular genetics. Population genetics and variation will also be explored. Prerequisite: BIOL 236 or permission. Offered Term 1.

**BIOL 314L: LABORATORY FOR GENETICS (2)****Stoltzfus**

In this laboratory students gain practical experience in the techniques of both classical geneticists and molecular biologists. Laboratory investigations include breeding experiments with model organisms, as well as molecular genetic experiments using recombinant DNA methodology. Corequisite: BIOL 314. Offered Term 1.

**BIOL 315: COMPARATIVE VERTEBRATE ANATOMY (4)****Wilson**

Why are there no flying elephants? In this course we will compare the design and structure of vertebrate animals in relationship to the environments in which they evolve. We will emphasize the functional morphology of anatomical systems and major adaptive changes in the evolution of vertebrate structure. Prerequisite: BIOL 220. Not offered in 2014-15.

**BIOL 315L: LABORATORY FOR COMPARATIVE VERTEBRATE ANATOMY (2)****Wilson**

This laboratory involves detailed dissections and comparisons of organ systems in the lamprey, shark, and cat. Corequisite: BIOL 315. Not offered in 2014-15.

**BIOL 317: BIOLOGICAL PSYCHOLOGY (4)****Bowers**

Also listed and described as PSY 317. Prerequisites: PSY 141 (or permission) and BIOL 220. Not offered in 2014-15. (SCI)

**BIOL 322: DEVELOPMENTAL BIOLOGY (4)****Department**

Development from the fertilized egg to a complete adult organism requires a precisely coordinated series of events involving molecular, cellular, and organismal mechanisms. This course provides an integrative survey of animal development, with a focus on those unifying mechanisms that are common to all developing embryos. Prerequisite: BIOL 236 or BIOL 314. Not offered in 2014-15.

**BIOL 322L: LABORATORY FOR DEVELOPMENTAL BIOLOGY (2)****Department**

This laboratory is designed to give the student hands-on experience in experimental embryology. The first part of the course is devoted to techniques for handling, culturing, and manipulating invertebrate and vertebrate embryos. Students then apply these techniques in self-designed independent projects during the remaining half of the semester. Corequisite: BIOL 322. Not offered in 2014-15.

**BIOL 323: ANIMAL BEHAVIOR (4)****Godard**

Analyses of animal behavior incorporating ethological, ecological, and evolutionary perspectives. This interdisciplinary course covers the development, underlying mechanisms, adaptive value, and evolution of behavior. Also listed as PSY 323. Prerequisite: BIOL/ES 207 or BIOL 220. Not offered in 2014-15.

**BIOL 323L: LABORATORY FOR ANIMAL BEHAVIOR (2)****Godard**

Observational and experimental techniques in field and laboratory settings. The lab culminates in independent research projects. Beyond the designated laboratory meetings, students will be expected to participate in a weekend field trip to the NC coast in February to observe patterns of behavior in a number of vertebrate species. The cost of rooms and meals for the weekend trip will be shared by participants (\$120-150 required). Also listed as PSY 323L. Corequisite: BIOL 323. Not offered in 2014-15.

**BIOL 332: IMMUNOLOGY (4)****White**

This course provides an overview of the cell and molecular biology of the mammalian immune response, focusing on antibody structure and function, cells and tissues of the immune system, and the genetic basis for antibody diversity. Advances in studies of immune deficiencies, autoimmune diseases, the allergic response, transplant rejection, and cancer are also covered. Prerequisites: BIOL 220 and BIOL 236 and CHEM 101 or CHEM 105. Offered Term 2.

**BIOL 332L: LABORATORY FOR IMMUNOLOGY (2)****White**

This laboratory provides students with hands-on experience in experimental techniques used in immunology research. Laboratory methods focus on cellular, molecular, and biochemical aspects of immunology. Corequisite: BIOL 332. Offered Term 2.

**BIOL 337: ORNITHOLOGY (4)****Wilson**

Students in this course will explore the life history of birds, observe them in their natural environments, and learn to identify them by sight and sound. Students will be expected to participate in a weekend field trip to the North Carolina coast and in several other morning/evening activities. The cost of rooms and meals for the weekend trip will be shared by participants (\$120-150 required). Also listed as ES 337. Prerequisite: BIOL/ES 207 or permission. Offered Term 2.

**BIOL 350: SPECIAL TOPIC – MOLECULAR PATHOGENESIS (4)****Stoltzfus**

The molecular mechanisms of disease processes, including those caused by microbial pathogens (e.g., bacteria, viruses, and parasites) and physiological dysfunction (e.g., inflammation, malignancy, and tissue breakdown), have been the subject of biological inquiry for several decades. This literature-focused and discussion-based courses will

explore the molecular mechanisms by which pathogens and organismal processes cause disease from both the pathogen and host perspectives. Prerequisite: BIOL 236 or permission. Offered Term 1.

**BIOL 351: BIOCHEMISTRY (4)**

**Boatman**

Also listed and described as CHEM 351. Prerequisites: CHEM 222 and CHEM 222L or equivalent. Offered Term 1.

**BIOL 351L: LABORATORY FOR BIOCHEMISTRY (4)**

**Boatman**

Also listed and described as CHEM 351L. Corequisite: BIOL 351. Offered Term 1.

**BIOL 352: ADVANCED BIOCHEMISTRY (4)**

**Boatman**

Also listed and described as CHEM 352. Prerequisite: BIOL 351. Offered Term 2.

**BIOL 352L: LABORATORY FOR ADVANCED BIOCHEMISTRY (2)**

**Boatman**

Also listed and described as CHEM 352L. Corequisite: BIOL 352. Not offered in 2014-15.

**BIOL 357: CONSERVATION BIOLOGY (4)**

**Huish**

In this seminar, students will apply active learning strategies to build a conceptual foundation for conservation biology, including conservation values and ethics. Building on this foundation, we will explore the primary threats to biological conservation, including habitat degradation, overexploitation, invasive species, and biological impacts of climate change. We will then conclude with various professional approaches to solving conservation problems—how to apply this knowledge to action. Also listed as ES 357. Prerequisites: BIOL/ES 207 and 207L and permission. Offered Term 2.

**BIOL 357L: LABORATORY FOR CONSERVATION BIOLOGY (2)**

**Huish**

Laboratory activities will cultivate an understanding of real-world, hands-on conservation biology through field trips, primary research with data collection and analysis, and training on the use of professional tools and methods used by conservation biologists (e.g. Geographic Information Systems (GIS) and population viability analyses), which aid in the management and preservation of biodiversity. Corequisite: BIOL 357. Offered Term 2.

**BIOL 361: PHYSIOLOGICAL ECOLOGY (4)**

**Wilson**

Living organisms must overcome the challenges imposed by their natural surroundings to survive. This course explores the physiological mechanisms that animals (both vertebrate and invertebrate) employ to flourish in a variety of environments, both aquatic and terrestrial. Using a comparative approach in the context of evolution, students explore topics such as osmoregulation and excretion, metabolism, respiration and circulation, thermoregulation, and the neuroendocrine control of physiology and behavior. Prerequisite: BIOL 207 or BIOL 220. Not offered in 2014-15.

**BIOL 361L: PHYSIOLOGICAL ECOLOGY LAB (2)**

**Wilson**

This laboratory provides students with hands-on experience documenting and experimentally manipulating the physiological mechanisms employed by organisms in response to a variety of environmental conditions. Following introductory laboratory experiences, students design and carry out their own experiments to test questions involving a variety of physiological processes. Corequisite: BIOL 361. Not offered in 2014-15.

**BIOL 390: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**BIOL 391: INDEPENDENT RESEARCH IN BIOLOGY (4)**

**Department**

This course is intended for students conducting independent scientific research. At the beginning of the semester in which the student enrolls in this course, a proposal for the research project will be developed in consultation with the faculty supervisor. The project must involve laboratory and/or field research with significant data collection and analysis. The student will be expected to produce a formal scientific report at the conclusion of the project, which should include a review of the scientific literature relevant to the study. Registration for this course must occur before the semester in which the research is to be conducted. Prerequisites: two of the four biology core courses (BIOL 207, BIOL 220, BIOL 236, or BIOL 241). May not be taken in the second semester of the senior year without prior departmental approval. Offered any term.

**BIOL 399: INTERNSHIP (4)**

**Department**

Application must be made with faculty prior to registration. May be proposed any term.

**BIOL 471, 472: SENIOR SEMINAR (2, 2)****Wilson, Huish**

All majors are required to take this course during both terms of their senior year. During the first term, each student will prepare a portfolio summarizing her academic experiences. Additionally, during the first term students will explore and develop presentations about the primary literature. In the second term, students will choose from a number of major topics of importance and controversy and develop group presentations and lead discussions exploring these topics. Offered both terms.

**BIOL 480: SENIOR THESIS (4, 4)****Department**

Students are expected to carry out a year-long research project (includes Short Term). The research project will be summarized in a paper of publication quality. If a student's status and thesis meet the requirements for honors, then BIOL 480 will be converted to BIOL 490. Application must be made with faculty prior to registration.

**BIOL 490: SENIOR HONORS THESIS (4, 4)****Department**

Students should not register for BIOL 490. Research is initially conducted as BIOL 480: Senior Thesis. Honors status will be determined in the spring.

**PROFESSOR:** Casimir Dadak (chair)

**ASSOCIATE PROFESSOR:** Pablo Hernandez

**VISITING ASSISTANT PROFESSOR:** Kari K. Munro

**ADJUNCT LECTURERS:** Rathin Basu, Richard E. B. Foster, Lisa C. Lloyd, Jeffrey D. Strom, Demetri P. Tsanacas

The business major seeks to train its students in the analytical skills necessary for the understanding and application of theory in the various important areas of business, finance, and economics. To enhance student skills, courses have substantial writing, quantitative, and oral-presentation components. The business major has significant requirements and electives in business-related areas, drawing strengths from economics, computer science, communication, and languages. Students may follow a General Business track or choose from three optional business tracks: Finance, International, or Business Communication and Technology. The faculty actively pursues scholarly and professional work and offers a sequence of rigorous courses that prepares students for career paths and graduate school. The faculty mentors students and also provides a challenging and competitive course environment. Students who transfer to Hollins and major in business must earn at least half of the credits for the major from Hollins courses. The department does not accept on-line courses for transfer to fulfill major or minor requirements

### **REQUIREMENTS FOR A MAJOR IN BUSINESS:**

11 courses (44 credits) and one internship

#### **REQUIRED COURSES:**

- BUS 100: Introduction to Business (4)
- BUS 125: Accounting I (4)
- BUS 222: Business Law (4) **or** BUS 224: Ethical Leadership (4)
- BUS 474: Senior Seminar in Strategic Management (4)
- ECON 157: Principles of Microeconomics (4)
- ECON 158: Principles of Macroeconomics (4)
- ECON 211: Research Methods in Economics (4)

Note: STAT 140 or STAT 251 may be substituted for ECON 211.

#### **INTERNSHIP:**

- One business or business-related internship completed during any term that meets the criteria established by the department. The department must certify that the internship is business related and the faculty sponsor for this internship must be a member of the department (see BUS 399).

### **CHOOSE ONE OF THE FOLLOWING TRACKS:**

#### **GENERAL BUSINESS TRACK**

- BUS 228: Marketing (4)
- BUS 349: Corporate Finance (4)
- Any two business courses at the 200 level or above (8)

#### **FINANCE TRACK**

- BUS 203: Investments (4)
- BUS 226: Accounting II (4)
- BUS 349: Corporate Finance (4)
- One of the following:
  - BUS 266: International Finance (4)
  - BUS 275: Management of Financial Institutions (4)
  - ECON 272: Money, Credit, and Banking (4)

#### **INTERNATIONAL TRACK**

- BUS 263: International Business (4)
- BUS 266: International Finance (4)
- Completion of a second language through the intermediate level
- Two of the following, including at least one BUS course (8)

BUS 203: Investments (4)  
BUS 349: Corporate Finance (4)  
COMM 270: Intercultural Communication (4)  
ECON 265: International Trade (4)  
FREN 356: French for International Business (4)  
SPAN 355: Basic Business Spanish (4)

#### **MARKETING TRACK**

- BUS 228: Marketing (4)
- BUS 322: E-commerce (4)
- Two of the following, including at least one BUS course (8):
  - BUS/SOC 252: Organizational Behavior (4)
  - BUS 260: Business Writing and Presentation (4)
  - COMM 244: Social Marketing and Campaigns (4)
  - COMM 322: Public Relations Principles (4)

#### **REQUIREMENTS FOR A MINOR IN BUSINESS:**

6 courses (24 credits)

- BUS 100: Introduction to Business (4)
- BUS 125: Accounting I (4)
- ECON 157: Principles of Microeconomics (4)
- Two courses from the following:
  - BUS 203: Investments (4)
  - BUS 222: Business Law (4) **or** BUS 224: Ethical Leadership (4)
  - BUS 228: Marketing (4)
  - BUS 252: Organizational Behavior (4)
- One course at the 300 level or above (4)
- One business-related internship (4) (normally completed during Short Term)

#### **REQUIREMENTS FOR A MINOR IN INTERNATIONAL BUSINESS:**

6 courses (24 credits)

- BUS 100: Introduction to Business (4)
- BUS 125: Accounting I (4)
- BUS 263: International Business (4)
- BUS 266: International Finance (4)
- ECON 158: Principles of Macroeconomics (4)
- One course at the 300 level or above (4)
- One business-related internship (4) (normally completed during Short Term)

#### **COURSES IN BUSINESS:**

##### **BUS 100: INTRODUCTION TO BUSINESS (4)**

**Munro**

This is a broad survey of fundamental business concepts, such as management, marketing, human resources, and financial management and policy. General principles of business ethics and business law are also discussed. This course introduces students to the business and commercial world, while it lays the foundation for their meaningful participation in more advanced classes. Open to first-year students. No prerequisite. Offered both terms. (r, MOD)

##### **BUS 104: PERSONAL FINANCE (4)**

**Munro**

This introductory class in investments is geared primarily for non-majors. It combines basic investment theory with practical detail about financial markets and institutions. Particular attention is paid to the time value of money (compounding, discounting, and annuities), personal financial statements, equity and debt markets, mutual funds, options, real estate, and income tax. Open to first-year students. No prerequisite. Offered Term 1.

##### **BUS 125: ACCOUNTING I (4)**

**Lloyd**

A first-level course to develop a broad understanding of the ways the collection and handling of financial data serve a business enterprise. Open to first-year students. No prerequisite. Offered Term 1.

**BUS 203: INVESTMENTS (4)****Dadak**

Financial theory applied to the management of financial and other assets. This course studies debt and equity securities, derivatives, investment companies, and real estate. The theoretical focus is on pricing of assets in efficient markets. This course makes considerable use of computer software, including spreadsheets. Prerequisites: *q* and BUS 100 or BUS 104. Offered Term 2. (*Q*)

**BUS 222: BUSINESS LAW (4)****Foster**

This course provides insight into the legal environment in which firms operate. Includes contracts, negotiable instruments, agency, property concepts, and business organization. Prerequisite: BUS 100. Offered Term 1.

**BUS 224: ETHICAL LEADERSHIP (4)****Munro**

This course uses leadership theory as a lens to evaluate both ethical theory and ethical decision making in the context of business organizations. We examine theory (both ethics/philosophy and leadership) and learn to evaluate and interpret ethical decision making (through case examples) in order to arrive at a better understanding of the intertwined natures of leadership and ethical behavior and the complexities of corporate social responsibility. Open to first-year students. Prerequisite: BUS 100. Offered Term 2. (*w*, MOD)

**BUS 226: ACCOUNTING II (4)****Lloyd**

Application of basic accounting principles to cost analysis, topics in financial planning, and managerial decision making. Problems in price-level adjustment and other current issues are considered in some depth. Open to first-year students. Prerequisite: BUS 125. Offered Term 2.

**BUS 228: MARKETING (4)****Strom**

Basic principles of marketing will be examined with applications for businesses and consumers. Topics include the marketing mix of price, promotion, product, and distribution, as well as segmentation and marketing strategies. Practical applications will be studied through case analysis via videos and written cases. Prerequisites: BUS 100 and ECON 157 or permission. Offered Term 1. (*o*)

**BUS 252: ORGANIZATIONAL BEHAVIOR (4)****Munro**

This course examines the dynamics of individuals and groups in organizations and how organizations impact behavior and performance. Topics include attitudes and social perception, teamwork, communication, leadership, organizational structure, and design. Also listed as SOC 252. Prerequisite: BUS 100. Offered Term 2. (MOD)

**BUS 260: BUSINESS WRITING AND PRESENTATION (4)****Department**

Effective written and oral presentations in the business world. This course covers various forms of presentation common in business. It also examines technologies such as teleconferencing and the Internet, which enhance business interactions and decision making. Prerequisite: BUS 100. Not offered in 2014-15.

**BUS 263: INTERNATIONAL BUSINESS (4)****Dadak**

This course surveys managerial techniques used by multinational corporations. Issues related to foreign direct investment, especially financial and accounting implications, are also presented, as is the particular impact of globalization on smaller firms. Case discussions are important components of this course. Prerequisites: BUS 100 and ECON 158. Offered Term 1. (*w*, *x*, GLO)

**BUS 266: INTERNATIONAL FINANCE (4)****Dadak**

Also listed and described as ECON 266. Prerequisites: *q* and ECON 158. Not offered in 2014-15. (*w*, *x*, *o*, *Q*, GLO)

**BUS 275: MANAGEMENT OF FINANCIAL INSTITUTIONS (4)****Department**

A study of depository institutions and related financial institutions; banking laws and the regulation of banks and bank-holding companies. Financial management of banks; loans and investments; liquidity management; interest rate exposure. Prerequisites: BUS 100, BUS 125 and ECON 211. Not offered in 2014-15.

**BUS 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study below the advanced level that counts toward the business major or minor only if the student receives prior approval from the department. The independent study must be approved by the department prior to registration. Offered both terms.

**BUS 322: E-COMMERCE (4)****Basu**

This course provides a broad introduction to information technologies now available to the business organization. The objectives of this course are to study the key features of electronic commerce and how the new technologies

work, to explore the opportunities for improving managerial and commercial processes, and to identify the requirements of its optimal use. Prerequisites: BUS 100 and BUS 228. Offered Term 2.

**BUS 330: ENTREPRENEURSHIP (4)**

**Munro**

This class focuses on entrepreneurship, with particular attention to women's issues in entrepreneurship. The challenges of starting and operating a small business will be a central topic of study. Students will learn about developing and assessing ideas for entrepreneurial ventures, risk, and success strategies. Students will prepare a business plan as the major project of this course. Prerequisites: BUS 100 and BUS 125. Offered Term 1. (w, x)

**BUS 349: CORPORATE FINANCE (4)**

**Dadak**

Fundamentals of business finance, including financial analysis, forecasting, working capital management, capital budgeting, security valuation, and the cost of capital. This course makes considerable use of computer spreadsheets. Prerequisites: q and BUS 100 and BUS 125. Offered Term 1. (o, Q)

**BUS 353: TRAINING AND HUMAN RESOURCE DEVELOPMENT (4)**

**Department**

This course is divided into three sections: training, human resource development, and organizational development. Topics covered in training include needs assessment and evaluation, as well as training techniques. Human resource development focuses on staffing, current issues in HR, and professional development. Organizational development covers elements of organizational changes and the role of change agents. Prerequisite: BUS/SOC 252. Not offered in 2014-15.

**BUS 390: INDEPENDENT STUDY (2 or 4)**

**Department**

An advanced level independent study that counts toward the business major or minor only if the student receives prior approval from the department. The independent study must be approved by the department prior to registration. Offered both terms.

**BUS 399: INTERNSHIP (4)**

**Dadak**

Application must be made with faculty prior to registration. The department must certify that the internship is business related and the faculty sponsor for the internship must be a member of the department. The faculty member will also specify the academic component to the internship. May be proposed in any term.

**BUS 474: SENIOR SEMINAR IN STRATEGIC MANAGEMENT (4)**

**Dadak**

This seminar seeks to familiarize the participants with the strategic decisions that confront the modern corporation. Particularly important are questions relating to mergers and acquisitions, business-plan writing, and country risk analysis. Discussion of articles in top management journals and analysis of cases on current issues form the core of this course. Prerequisites: senior standing and permission. Offered Term 2. (o)



**PROFESSORS:** Sandy Boatman (chair Fall and Short Terms), Bansi L. Kalra (chair Spring Term, on leave Fall and Short Terms)

**ASSOCIATE PROFESSOR:** Daniel R. Derringer

**VISITING LECTURER:** Alia Clark (part-time)

**CURATOR:** Patricia Tucker

By nurturing the student's intellect and by fostering the student's growth of literacy in science and technology, the programs offered by the chemistry department prepare the student to meet the challenges of a complex global society. Facilitated by state-of-the-art instruments and by close working relationships with faculty, students receive expert theoretical and practical instruction in all fundamental areas of modern chemistry, including analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. Three program options are available: chemistry (B.A. or B.S.), chemistry with a biochemistry concentration (B.A. and B.S.), and chemistry with a business concentration (B.A. only). Depending on the program a student completes, she will be qualified for graduate study in many areas related to chemistry such as: biochemistry, environmental chemistry, chemical engineering, medicine, veterinary medicine, and pharmacy. Furthermore, any one of the three programs will prepare the student to teach chemistry at the high school level or to work in chemical industry.

## **REQUIREMENTS FOR A MAJOR IN CHEMISTRY (B.A.):**

Eight lecture courses, the associated laboratory courses, and senior research (52 credits)

- CHEM 102: General Chemistry II and CHEM 102L (4, 2) **or**  
CHEM 105: Principles of Chemistry and CHEM 105L (4, 2)
- CHEM 214: Analytical Chemistry and CHEM 214L (4, 2)
- CHEM 221: Organic Chemistry I and CHEM 221L (4, 2)
- CHEM 222: Organic Chemistry II and CHEM 222L (4, 2)
- CHEM 241: Inorganic Chemistry I and CHEM 241L (4, 2)
- CHEM 244: Inorganic Chemistry II and CHEM 244L (4, 2)
- CHEM 331: Physical Chemistry I and CHEM 331L (4, 2)
- CHEM 332: Physical Chemistry II and CHEM 332L (4, 2)
- CHEM 480: Senior Research (4)

[Laboratory numbers reflect the course number + L]

## **REQUIREMENTS FOR A MAJOR IN CHEMISTRY WITH A BIOCHEMISTRY CONCENTRATION (B.A.):**

Eight lecture courses (seven with the associated laboratory courses) and senior research (50 credits)

- CHEM 102: General Chemistry II and CHEM 102L (4, 2) **or**  
CHEM 105: Principles of Chemistry and CHEM 105L (4, 2)
- CHEM 214: Analytical Chemistry and CHEM 214L (4, 2)
- CHEM 221: Organic Chemistry I and CHEM 221L (4, 2)
- CHEM 222: Organic Chemistry II and CHEM 222L (4, 2)
- CHEM 241: Inorganic Chemistry I and CHEM 241L (4, 2)
- CHEM 331: Physical Chemistry I and CHEM 331L (4, 2)
- CHEM 351: Biochemistry and CHEM 351L (4, 2)
- CHEM 352: Advanced Biochemistry (4)
- CHEM 480: Senior Research (4)

[Laboratory numbers reflect the course number + L]

The major in chemistry and the major in chemistry with a biochemistry concentration have the following core requirements: CHEM 102 (or CHEM 105), CHEM 214, CHEM 221, CHEM 222, CHEM 241, CHEM 331, the corresponding laboratory courses, and CHEM 480: Senior Research. A student in the chemistry track is required to take CHEM 244, CHEM 332, and their associated laboratory courses. A student in chemistry with a biochemistry concentration is required to take CHEM 351 and the associated laboratory course and CHEM 352. Courses selected from among BIOL 220, BIOL 236, and BIOL 312 are strongly recommended for the biochemistry concentration. For both tracks, statistics and computer science are recommended. Students should note that calculus and calculus-based physics are required for physical chemistry. Prerequisites for any course may be satisfied by examination.

## **REQUIREMENTS FOR A MAJOR IN CHEMISTRY WITH A BUSINESS CONCENTRATION (B.A.):**

14 lecture courses and two laboratory courses (60 credits)

- CHEM 102: General Chemistry II and CHEM 102L (4, 2) **or**  
CHEM 105: Principles of Chemistry and CHEM 105L (4, 2)
  - CHEM 214: Analytical Chemistry and CHEM 214L (4, 2)
  - CHEM 221: Organic Chemistry I (4)
  - CHEM 222: Organic Chemistry II (4)
  - CHEM 241: Inorganic Chemistry I (4)
  - CHEM 331: Physical Chemistry I (4)
  - BUS 125: Accounting I (4)
  - BUS 226: Accounting II (4)
  - BUS 228: Marketing (4)
  - BUS 349: Corporate Finance (4)
  - ECON 157: Principles of Microeconomics (4)
  - ECON 158: Principles of Macroeconomics (4)
  - Two elective courses: one from chemistry (CHEM 354: Pharmaceutical Chemistry; CHEM 351: Biochemistry) and one from business/economics (CMPS 200: Microcomputers in the Business World; BUS 203: Investments; BUS 222: Business Law; BUS/SOC 252: Organizational Behavior; BUS/ECON 266: International Finance; BUS 330: Entrepreneurship—Women and Small Business; or ECON 386: Managerial Economics) (8)
  - Students are required to complete at least one internship with a chemical or pharmaceutical firm during a Short Term or during the summer. During the semester following the completion of the internship, the student must submit a written report and give an oral presentation to the chemistry faculty describing the work experience.
- [Laboratory numbers reflect the course number + L]

## **REQUIREMENTS FOR A MAJOR IN CHEMISTRY (B.S.):**

10 lecture courses (9 with associated laboratory courses), senior research, and allied courses (70 credits)

### **REQUIRED COURSES IN CHEMISTRY:**

- CHEM 102: General Chemistry II and CHEM 102L (4, 2) **or**  
CHEM 105: Principles of Chemistry and CHEM 105L (4, 2)
- CHEM 214: Analytical Chemistry and CHEM 214L (4, 2)
- CHEM 221: Organic Chemistry I and CHEM 221L (4, 2)
- CHEM 222: Organic Chemistry II and CHEM 222L (4, 2)
- CHEM 241: Inorganic Chemistry I and CHEM 241L (4, 2)
- CHEM 244: Inorganic Chemistry II and CHEM 244L (4, 2)
- CHEM 331: Physical Chemistry I and CHEM 331L (4, 2)
- CHEM 332: Physical Chemistry II and CHEM 332L (4, 2)
- CHEM 351: Biochemistry and CHEM 351L (4, 2)
- One additional 300-level course (4)
- CHEM 480: Senior Research (4)

[Laboratory numbers reflect the course number + L]

### **REQUIRED ALLIED COURSES:**

- PHYS 310: Modern Physics (4) **or** PHYS 335: Quantum Mechanics (4)
- CMPS 160: Computer Science I (4)

## **REQUIREMENTS FOR A MAJOR IN CHEMISTRY WITH A BIOCHEMISTRY CONCENTRATION (B.S.):**

9 lecture courses (8 with associated laboratory courses), senior research, and allied courses (68 credits)

### **REQUIRED COURSES IN CHEMISTRY:**

- CHEM 102: General Chemistry II and CHEM 102L (4, 2) **or**  
CHEM 105: Principles of Chemistry and CHEM 105L (4, 2)
- CHEM 214: Analytical Chemistry and CHEM 214L (4, 2)
- CHEM 221: Organic Chemistry I and CHEM 221L (4, 2)
- CHEM 222: Organic Chemistry II and CHEM 222L (4, 2)

- CHEM 241: Inorganic Chemistry I and CHEM 241L (4, 2)
- CHEM 331: Physical Chemistry I and CHEM 331L (4, 2)
- CHEM 332: Physical Chemistry II and CHEM 332L (4, 2)
- CHEM 351: Biochemistry and CHEM 351L (4, 2)
- CHEM 352: Advanced Biochemistry (4)
- CHEM 480: Senior Research (4)

#### **REQUIRED ALLIED COURSES:**

- Two courses and the associated laboratory courses from:  
 BIOL 220: Human Physiology and BIOL 220L (4, 2)  
 BIOL 236: Molecular and Cell Biology and BIOL 236L (4, 2)  
 BIOL 312: Microbiology and BIOL 312L (4, 2)  
 BIOL 314: Genetics and BIOL 314L (4, 2)  
 BIOL 322: Developmental Biology and BIOL 322L (4, 2)  
 BIOL 332: Immunology and BIOL 332L (4, 2)  
 [Laboratory numbers reflect the course number + L]

#### **REQUIREMENTS FOR A MINOR IN CHEMISTRY:**

Five courses and the associated laboratory courses (30 credits)

- Four courses at or above the 200 level
  - One additional course at any level
- (CHEM 101: General Chemistry I may not be counted among courses offered for the minor)

**ADVANCED PLACEMENT CREDITS:** A student with a score of 4 or 5 on the College Entrance Examination Board Advanced Placement Test in chemistry will receive four credits in chemistry and may enroll in CHEM 214: Analytical Chemistry, CHEM 221: Organic Chemistry I, or CHEM 241: Inorganic Chemistry I in the first year.

**RESEARCH:** All students are required to carry out supervised laboratory research. This requirement may be fulfilled in one of two ways. For students not seeking departmental honors, the requirement is Senior Short Term (see below) and one semester of CHEM 480. For students seeking departmental honors, the requirement is Senior Short Term and two semesters of CHEM 490.

**SENIOR SHORT TERM:** Students must enroll in an independent study and carry out supervised laboratory research in chemistry, biochemistry, or a closely related field. The research is usually conducted at Hollins and is usually a continuation of the work carried out in CHEM 480 or CHEM 490.

**SENIOR PRESENTATIONS:** All students must write and defend a report (a thesis in the case of students seeking departmental honors), which is based upon research carried out in the senior year (this must be completed before the end of April); furthermore, each student must make a research presentation at the Hollins University Science Seminar or at another meeting sponsored by a professional society in chemistry.

**DEPARTMENTAL HONORS:** Students who wish to apply for participation in the honors program should consult the chair of the department no later than the end of the second term of the junior year.

#### **COURSES IN CHEMISTRY:**

##### **CHEM 101: GENERAL CHEMISTRY I (4)**

**A. Clark**

Introduction to fundamental principles of chemistry with emphasis on structure behavior correlation. Open to first-year students. Not open to students who have taken Chemistry 105. No prerequisite. Offered Term 1. (SCI: must take lab to fulfill SCI)

##### **CHEM 101L: LABORATORY FOR GENERAL CHEMISTRY I (2)**

**A. Clark**

This course allows students working in the lab to make measurements, synthesize and analyze compounds, and use Microsoft Excel to analyze the data obtained from their experiments. Students use both the traditional as well as modern instruments in this course. Open to first-year students. Corequisite: CHEM 101. Offered Term 1. (SCI)

##### **CHEM 102: GENERAL CHEMISTRY II (4)**

**Derringer**

Fundamental principles of chemistry, including the study of molecular structure, chemical bonding, states of matter, thermodynamics, chemical kinetics, chemical equilibria, and electrochemistry. Open to first-year students. Not open to students who have taken CHEM 105. Prerequisite: CHEM 101. Offered Term 2. (SCI: must take lab to fulfill SCI)

**CHEM 102L: LABORATORY FOR GENERAL CHEMISTRY II (2)****Derringer**

Introduction to aspects of gases, colligative properties, chemical kinetics, equilibrium, and spectrophotometry. Open to first-year students. Corequisite: CHEM 102. Offered Term 2. (SCI)

**CHEM 105: PRINCIPLES OF CHEMISTRY (4)****Derringer**

Review of stoichiometry, equilibria, reaction rates, atomic structure, bonding, molecular structure, thermodynamics, and electrochemistry. Designed for students who have had chemistry in high school. Open to first-year students who by placement examination demonstrate that they have a working knowledge of important elementary principles of chemistry. Not open to students who have taken CHEM 101 or CHEM 102. Offered Term 1. (SCI: must take lab to fulfill SCI)

**CHEM 105L: LABORATORY FOR PRINCIPLES OF CHEMISTRY (2)****Derringer**

Introduction to selected aspects of synthesis, classical and instrumental analysis, safety, and the laboratory notebook. Open to first-year students. Prerequisite: *q*. Corequisite: CHEM 105. Offered Term 1. (Q, SCI)

**CHEM 112: ENVIRONMENTAL ANALYSIS (4)****Kalra**

This class is mainly a hands-on class. It introduces the student to some of the chemistry background, the analytical techniques, and instruments used in the chemical analysis of environmental pollutants. Meetings: Lecture 1.5 hour, lab 3 hours. Open to first-year students. Prerequisite: *q*, one to two years of high school chemistry. Also listed as ES 112. Not offered in 2014-15. (Q, SCI)

**CHEM 115: FORENSIC SCIENCE – CSI HOLLINS (4)****Boatman**

Forensic science is any science used in public, in court, or in the justice system—any science used for the purposes of the law. Forensic scientists are involved in all aspects of criminal cases; their work serves both the defense and the prosecution. The forensic scientist's goal is the even-handed use of all available information to determine the facts and, subsequently, the truth. This interdisciplinary course will explore and give students hands-on experience with many areas of scientific activity in forensics where laboratory and field investigation are important. Not intended for students majoring in biology or chemistry. Open to first-year students. Not offered in 2014-15. (o, SCI)

**CHEM 120: CHEMISTRY AND COOKING (4)****Derringer**

As Harold McGee, author of *On Food and Cooking*, a book which is arguably one of the most important treatises on the culinary arts, puts it, "[c]ooking is applied chemistry, and the basic concepts of chemistry—molecules, energy, heat, reactions—are keys to a clearer understanding of what our foods are and how we transform them." In this course we examine the nature of food and explore the fascinating changes it undergoes during cooking processes. Some attention will be given to human nutrition, and the course will have an integrated laboratory component. No prerequisite. Open to first-year students. Not offered in 2014-15. (o, SCI)

**CHEM 214: ANALYTICAL CHEMISTRY (4)****Kalra**

An introduction to the basic processes of chemical analysis and the theories that govern them. Open to first-year students. Prerequisites: CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L). Offered Term 2. (SCI: must take lab to fulfill SCI)

**CHEM 214L: LABORATORY FOR ANALYTICAL CHEMISTRY (2)****Kalra**

This course will introduce you to different analytical techniques used in the academic, industrial, and government laboratories. You will learn to separate components of a mixture and analyze them quantitatively using classical methods like gravimetry and volumetric titrations and modern instrumental techniques such as atomic absorption, FTIR, and diode array spectrophotometry. Prerequisite: *q*. Corequisite: CHEM 214. Offered Term 2. (Q, SCI)

**CHEM 221: ORGANIC CHEMISTRY I (4)****Boatman**

An introduction to structure, bonding, nomenclature, and physical properties of aliphatic and aromatic compounds, conformational analysis, stereochemistry, functional groups, and organic reactions. Prerequisites: CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L) or permission. Offered Term 1.

**CHEM 221L: LABORATORY FOR ORGANIC CHEMISTRY I (2)****Boatman**

Introduction to the procedures involved in preparing, purifying, separating, and analyzing simple organic compounds using microscale techniques. Introduction to the use of gas chromatography for qualitative and quantitative analysis and of infrared spectrophotometry for structural analysis of organic compounds. Corequisite: CHEM 221. Offered Term 1.

**CHEM 222: ORGANIC CHEMISTRY II (4)****Boatman**

Organic reactions and their mechanisms. Prerequisites: CHEM 221 and CHEM 221L. Offered Term 2.

**CHEM 222L: LABORATORY FOR ORGANIC CHEMISTRY II (2)****Boatman**

Syntheses and analyses of more complex organic compounds using microscale and small-scale techniques. Practice in developing experimental procedures. Use of gas chromatography and infrared and UV-Vis spectrophotometry in structural analysis of organic compounds. Introduction to nuclear magnetic resonance spectrometry. Corequisite: CHEM 222. Offered Term 2.

**CHEM 241: INORGANIC CHEMISTRY I (4)****Derringer**

Introduction to the structures, physical properties, and reactivities of the elements and their compounds. Both theoretical and descriptive aspects of this material will be covered. Prerequisites: CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L) or permission. Offered Term 1.

**CHEM 241L: LABORATORY FOR INORGANIC CHEMISTRY I (2)****Derringer**

Introduction to inorganic synthesis and to classical and instrumental methods of qualitative and quantitative analysis in inorganic chemistry. Corequisite: CHEM 241. Offered Term 1.

**CHEM 244: INORGANIC CHEMISTRY II (4)****Derringer**

Introduction to the chemistry of the d-block elements and their compounds. Specific topics include symmetry; structures of and bonding in complexes; reactions and reaction mechanisms of complexes; nuclear magnetic resonance, electronic absorption, and infrared spectra of complexes; organo-metallic complexes; and selected chemistry of the first-row transition elements. Prerequisites: CHEM 241 and CHEM 241L. Offered Term 2.

**CHEM 244L: LABORATORY FOR INORGANIC CHEMISTRY II (2)****Derringer**

Introduction to synthesis and analysis of complexes of first-row transition metal ions. Corequisite: CHEM 244. Offered Term 2.

**CHEM 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**CHEM 320: ADVANCED ORGANIC CHEMISTRY (4)****Boatman**

Selected topics in organic chemistry. Prerequisites: CHEM 214 and CHEM 214L; CHEM 222 and CHEM 222L. Not offered in 2014-15.

**CHEM 320L: LABORATORY FOR ADVANCED ORGANIC CHEMISTRY (2)****Boatman**

Advanced techniques of organic synthesis. Experimental design. Instrumental analysis of organic compounds. Short research project. Corequisite: CHEM 320. Not offered in 2014-15.

**CHEM 331: PHYSICAL CHEMISTRY I (4)****Kalra**

Fundamental principles of physical chemistry, including the laws of thermodynamics, study of phase equilibria and of ideal solutions. Also listed as PHYS 331. Prerequisites: PHYS 202 and PHYS 202L; CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L); MATH 242; or permission. Offered Term 2.

**CHEM 331L: LABORATORY FOR PHYSICAL CHEMISTRY I (2)****Kalra**

The experiments carried out in the lab relate to the main topics covered in the class, including heat capacities of gases, thermodynamic properties of different systems, and phase diagrams. Also listed as PHYS 331L. Corequisite: CHEM 331. Offered Term 2.

**CHEM 332: PHYSICAL CHEMISTRY II (4)****Kalra**

Thermodynamics of solutions of electrolytes and nonelectrolytes, electrochemistry, kinetic molecular theory of gases, transport properties of gases, and chemical kinetics. Also listed as PHYS 332. Prerequisites: CHEM/PHYS 331 and CHEM/PHYS 331L. Offered Term 2.

**CHEM 332L: LABORATORY FOR PHYSICAL CHEMISTRY II (2)****Kalra**

The experiments carried out in the lab relate to the main topics covered in the class, including electrochemistry, transport properties of liquids, ionic conductance, and chemical kinetics. Also listed as PHYS 332L. Corequisite: CHEM 332. Offered Term 2.

**CHEM 335: QUANTUM MECHANICS (4)****Han**

Also listed and described as PHYS 335. Not offered in 2014-15.

**CHEM 340: ADVANCED INORGANIC CHEMISTRY (4)****Derringer**

Selected topics in inorganic chemistry, including chemical and physical behavior of some of the less familiar elements, nonstoichiometric compounds, types and structures of complexions, ligand and crystal field theories. Investigation into both the factual and the theoretical aspects of inorganic chemistry that are of use or interest to the students enrolled. Prerequisites: CHEM 222 and CHEM 222L; CHEM 244 and CHEM 244L; CHEM 331 and CHEM 331L. Corequisites: CHEM 332 and CHEM 332L. Not offered in 2014-15.

**CHEM 351: BIOCHEMISTRY (4)****Boatman**

The chemical nature of biological molecules and the relationship between their structures and function; the function of carbohydrates, nucleic acids, proteins, and lipids in living systems. Introduction to metabolism. Also listed as BIOL 351. Prerequisites: CHEM 222 and CHEM 222L; or the equivalent. Offered Term 1.

**CHEM 351L: LABORATORY FOR BIOCHEMISTRY (2)****Boatman**

Experimental techniques used in biochemistry: potentiometry, centrifugation, chromatography, electrophoresis, spectrophotometry, isolation, purification, and characterization of proteins and nucleic acids, enzymology. Also listed as BIOL 351L. Corequisite: CHEM 351. Offered Term 1.

**CHEM 352: ADVANCED BIOCHEMISTRY (4)****Boatman**

Topics such as enzyme kinetics, structure-function relationships in biological molecules, bioinorganic chemistry, and the physical chemistry of biological systems will be discussed. Also listed as BIOL 352. Prerequisites: CHEM 351 and CHEM 351L. Offered Term 2.

**CHEM 352L: LABORATORY FOR ADVANCED BIOCHEMISTRY (2)****Boatman**

Study of formation and properties of lipid micelles, denaturation of proteins and protein folding; isolation and characterization of a protein obtained using techniques of recombinant DNA. Short research project. Also listed as BIOL 352L. Corequisite: CHEM 352. Not offered in 2014-15.

**CHEM 354: PHARMACEUTICAL CHEMISTRY (4)****Boatman**

Selected topics related to pharmaceuticals, their discovery, testing, regulation, and manufacture, including: structures and modes of action of the major classes of drugs; new methods used in drug discovery and development of clinically useful drugs; assessment of pharmacokinetics, pharmacodynamics, safety and efficacy of promising drug candidates; the roles of various regulatory agencies in approval and use of drugs. Prerequisite: CHEM 222 and CHEM 222L. Offered Term 2.

**CHEM 390: INDEPENDENT STUDY IN CHEMISTRY (2 or 4)****Department**

Independent study conducted at the advanced level. Experimental component is normally required. May be offered during the summer and may be repeated up to a total of three courses. Application must be made with faculty prior to registration. May be proposed in any term.

**CHEM 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**CHEM 480: SENIOR RESEARCH (4)****Department**

Open to seniors majoring in chemistry, chemistry with biochemistry concentration, and to other qualified students with permission of the department. Application must be made with faculty prior to registration.

**CHEM 490: SENIOR HONORS RESEARCH (4, 4)****Department**

Open to majors with permission of the department. Interested majors should consult the chair of the department no later than the end of the second term of their junior year. Application must be made with faculty prior to registration.

# Classical Studies

## MAJOR, MINORS

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**PROFESSORS:** George Fredric Franko, Christina Salowey

Classical studies is the multidisciplinary study of the language, literature, art, and history of ancient Greece, Rome, and their Mediterranean neighbors. Courses in Greek and Latin provide the skills to appreciate and evaluate literary masterpieces without the intermediary of a translator. Courses in Greek and Roman art, history, and literature in translation teach the responsible use of primary evidence to form sound critical judgments about the ancient world. The survey courses in Ancient Art provide a multicultural view of the ancient world, integrating a synchronous study of ancient Egypt and the ancient Near East into the student's work on Greece and Rome. The classical studies program is designed to guide a student through these paths of inquiry and to evaluate her progress by means of written assignments, evaluative exams, and oral presentations. Students who major in classical studies have gone on to graduate studies in ancient art, archaeology, and languages and have been well prepared for careers in law, museum work, and publishing.

The department offers a major in classical studies with two different concentrations, as well as minors in Latin and Greek. The concentration in classical philology emphasizes competence in the reading of Latin and/or Greek and the critical analysis of ancient literature. The concentration in ancient studies, under the direction of the student's advisor, focuses on a particular aspect of ancient art, history, philosophy, religion, or literature and provides basic training in Latin and/or Greek.

All classical studies majors are strongly encouraged to pursue programs abroad (Arcadia Center for Hellenic, Balkan and Mediterranean Studies in Athens, Intercollegiate Center for Classical Studies in Rome, travel/study in Short Term), archaeological excavations, and internships with museums.

Students who have passed Greek or Latin at the 200 level or Latin at the level of 202 or above may receive their Hollins diploma written in Latin.

### **REQUIREMENTS FOR A MAJOR IN CLASSICAL STUDIES WITH A CONCENTRATION IN ANCIENT STUDIES:**

9 courses (34 credit hours)

- At least 16 credit hours of Latin and/or Greek
- At least 8 credit hours in 300-level courses in classical studies, Latin, or Greek
- CLAS 480: Senior Thesis (2 or 4)
- The remaining credit hours will be chosen from among courses in classical studies, Latin, Greek, HIST 135: Introduction to Ancient History, PHIL 201: Ancient Philosophy, REL 117: Introduction to the Hebrew Bible, and REL 118: Introduction to the New Testament

### **REQUIREMENTS FOR A MAJOR IN CLASSICAL STUDIES WITH A CONCENTRATION IN CLASSICAL PHILOLOGY:**

9 courses (36 credit hours)

- 32 credit hours in Latin and/or Greek, with at least 8 credit hours at the 300 level
- At least 4 credit hours chosen from among classical studies courses

### **REQUIREMENTS FOR A MINOR IN LATIN:**

5+ courses (20 credit hours)

- At least 16 credit hours in Latin at the level of 201 or higher
- 4 credit hours chosen from among:
  - CLAS 138: Classical Mythology (4)
  - CLAS 241: Roman History (4)
  - CLAS 332: The Ides of March (4)
  - ART/CLAS 355: Advanced Topics in Ancient Art - Ancient Painting (4)
  - ART/CLAS 355: Advanced Topics in Ancient Art - Pompeii and Herculaneum (4)

## REQUIREMENTS FOR A MINOR IN GREEK:

5+ courses (20 credit hours)

- At least 16 credit hours in Greek
- 4 credit hours chosen from among:
  - CLAS 138: Classical Mythology (4)
  - CLAS 240: Greek History (4)
  - CLAS 245: Myth and Ancient Art (4)
  - ART/CLAS 355: Advanced Topics in Ancient Art - Ancient Greek Religion Through Art (4)
  - ART/CLAS 355: Advanced Topics in Ancient Art - Pompeii and Herculaneum (4)

## COURSES IN CLASSICAL STUDIES:

### CLAS 138: CLASSICAL MYTHOLOGY (4)

Franko

An introduction to the nature and function of myth in Greece and Rome. Readings and discussions will give an understanding of the role of myth in religion, history, politics, and social organization. The course will also introduce the various methodologies for studying myth, such as comparative, historical, psychoanalytic, structuralist, folkloric, and feminist approaches. Open to first-year students. Offered Term 2. (PRE)

### CLAS 240: GREEK HISTORY (4)

Franko

Also listed and described as HIST 240. Offered Term 1. (PRE)

### CLAS 241: ROMAN HISTORY (4)

Leedom

Also listed and described as HIST 241S. Not offered in 2014-15. (PRE)

### CLAS 245: MYTH AND ANCIENT ART (4)

Salowey

Myths from the near-eastern, Egyptian, and classical worlds are not only preserved in textual sources but also in vase paintings, architectural sculpture, carved reliefs, frescoes, and other painted media. We'll compare the artistic representations with literary sources for the mythological stories of several ancient civilizations, discuss myths known only from visual sources, learn the elements of iconography, and examine the interplay of text and image in many works of art. Also listed as ART 245. Open to first-year students. Not offered 2014-15. (f, w, x, AES, PRE)

### CLAS 261: ANCIENT ART (4)

Salowey

Also listed and described as ART 261. Offered Term 1. (Q, AES, PRE)

### CLAS 290: INDEPENDENT STUDY (2 or 4)

Department

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

### CLAS 332: THE IDES OF MARCH (4)

Leedom

Also listed and described as HIST 332. Offered Term 2. (w, x, PRE)

### CLAS 355: ADVANCED TOPICS IN ANCIENT ART – ANCIENT GREEK RELIGION THROUGH ART (4)

Salowey

Vase painting, votive reliefs and figurines, statuary, architectural sculpture, temple architecture, and altars are all essential pieces of evidence for the study of the Greek religion. This course examines the material remains in many different artistic genres for evidence of ancient Greek religious/cultic practice. Our investigations will begin in the Bronze Age and trace the growth of the established pantheon through the Dark Ages and Geometric period, but will focus on the fully developed pan-Hellenic sanctuaries (e.g., Delphi, Athens, Olympia, Eleusis, Epidauros, etc.) in the Classical and Hellenistic periods. The canonically established twelve Olympian divinities will be studied as well as hero and heroine cults, and other lesser known figures of cult. Also listed as ART 355. Prerequisite: ART/CLAS 261 or permission. Offered Term 2. (o, r, AES, PRE)

### CLAS 390: INDEPENDENT STUDY (2 or 4)

Department

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

### CLAS 399: INTERNSHIP (4)

Department

Application must be made with faculty prior to registration. May be proposed in any term.



**CLAS 480: SENIOR THESIS (2 or 4)****Department**

Students write a major research paper using primary and secondary sources. Prerequisite: senior standing. Required of senior majors. Application must be made with faculty prior to registration. Offered both terms.

**COURSES IN GREEK:****GREK 101, 102: ELEMENTARY ANCIENT GREEK (4, 4)****Salowey**

This year-long course introduces the elements of classical Attic Greek to attain a knowledge of Greek grammar and vocabulary to enhance reading ability. The readings of simple prose and poetry will introduce the cultures of Archaic, Classical, and Hellenistic Greece. Fulfills the language requirement for those students who have not previously studied Greek. Open to first-year students. Not offered in 2014-15. (LAN)

**GREK 210: PLATO (4)****Salowey**

In this second-year Greek course, we will translate one or more of the dialogues of Plato. The class will complete a thorough review of Greek grammar and syntax, expand into more advanced structures of the language, and increase vocabulary. We will also discuss Plato's philosophy and philosophical language, the problems of translation, and the intellectual atmosphere of the fifth century BCE. Prerequisite: GREK 102 or equivalent. Not offered in 2014-15. (LAN: if taken with second 200-level GREK course; PRE)

**GREK 220: HOMER (4)****Franko**

This second-year Greek course will translate selections from the *Iliad* and/or *Odyssey*. The class will learn the dialect, rhetorical devices, and meter of Homer's epic poems. Additional readings of Homer's epics in English translation will provide fodder for discussions on epic form and style, heroic values, religion and divinity in the Homeric world, and Greek mythology. Prerequisite: GREK 102 or equivalent. Offered Term 1. (LAN: if taken with second 200-level GREK course; PRE)

**GREK 230: NEW TESTAMENT (4)****Salowey**

This second-year Greek course will translate selections from the *New Testament*. The class will review Greek grammar and syntax and increase the fluency with which the student reads Greek prose. Additional readings of the *New Testament* in English will focus on historical problems of the text and difficulties in translation. Prerequisite: GREK 102 or equivalent. Not offered in 2014-15. (LAN: if taken with second 200-level GREK course; PRE)

**GREK 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**GREK 310: PLATO (4)****Salowey**

In this third-year Greek course, we'll translate one or more of the dialogues of Plato. The course meets in conjunction with GREK 210. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Not offered in 2014-15. (PRE)

**GREK 320: HOMER (4)****Department**

In this third-year Greek course, we'll translate selections from the *Iliad* and/or *Odyssey*. The course meets in conjunction with GREK 220. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Offered Term 1. (PRE)

**GREK 330: NEW TESTAMENT (4)****Salowey**

In this third-year Greek course, we'll translate selections from the *New Testament*. The course meets in conjunction with GREK 230. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Not offered in 2014-15. (PRE)

**GREK 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**GREK 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed any term.

## COURSES IN LATIN:

### **LAT 101, 102: ELEMENTARY LATIN (4, 4)**

**Franko**

This year-long course introduces the elements of the classical Latin language. Skills in grammar and syntax will lead to an ability to read continuous Latin prose as well as illuminate the workings of English vocabulary and grammar. The readings of simple prose and poetry will introduce Roman culture of the late Republican and early Imperial periods. Fulfills the language requirement for those students who have not previously studied Latin. Open to first-year students. Offered both terms. (LAN)

### **LAT 113: INTERMEDIATE LATIN (4)**

**Salowey**

This course completes a survey of advanced grammatical and syntactical issues while reviewing the basics and increasing vocabulary. The class will read unaltered Latin prose selections from such works as Petronius' *Satyricon*, Apuleius' *The Golden Ass*, Pliny's *Letters*, or the *Vulgate* that will lead to discussions of prose style, genre, and Roman cultural norms. Prerequisite: LAT 102 or equivalent. Offered Term 1. (LAN: if taken with LAT 210, 220 or 280)

### **LAT 210: ROMAN EPIC (4)**

**Salowey**

In this second-year course, students will read, analyze, and discuss selections from Vergil's *Aeneid*. The class will complete advanced study in the scansion and rhetorical devices of Latin poetry, as well as expand vocabulary and grammatical understanding. The course will also set the poem in the context of the historical and social events in Rome that inspired them as well as explore the Greek precedents for the genre of epic poetry. Prerequisite: LAT 113 or LAT 201 or equivalent. Offered Term 2. (LAN, PRE)

### **LAT 220: ROMAN LYRIC POETRY (4)**

**Department**

In this second-year course, students will read, analyze, and discuss the poetry of Catullus and Horace. The class will complete advanced study in the scansion and rhetorical devices of Latin poetry, as well as expand vocabulary and grammatical understanding. The course will also set the poems in the context of the historical and social events in Rome that inspired them as well as explore the Greek precedents for the genre of lyric poetry. Prerequisite: LAT 113 or LAT 201 or equivalent. Not offered in 2014-15. (LAN, PRE)

### **LAT 280: ROMAN NOVEL (4)**

**Department**

Petronius' *Satyricon* and Apuleius' *Metamorphoses* or *The Golden Ass* are the main representatives of the Roman novel. In this second-year course, students will read significant portions of both texts in Latin and study the stylistic and syntactical distinctions of each author. The class will also track the evolution of the genre from the Greek period into the late Roman empire with selected readings in translation. Prerequisite: LAT 113 or LAT 201 or equivalent. Not offered in 2014-15. (LAN, PRE)

### **LAT 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

### **LAT 310: ROMAN EPIC (4)**

**Salowey**

Students will read, analyze, and discuss selections from Vergil's *Aeneid*. The class will complete advanced study in the scansion and rhetorical devices of Latin poetry, as well as expand vocabulary and grammatical understanding. The course will also set the poem in the context of the historical and social events in Rome that inspired them as well as explore the Greek precedents for the genre of epic poetry. This course meets in conjunction with LAT 210. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Offered Term 2. (PRE)

### **LAT 320: ROMAN LYRIC POETRY (4)**

**Department**

Students will read, analyze, and discuss the poetry of Catullus and Horace. The class will complete advanced study in the scansion and rhetorical devices of Latin poetry, as well as expand vocabulary and grammatical understanding. The course will also set the poems in the context of the historical and social events in Rome that inspired them as well as explore the Greek precedents for the genre of lyric poetry. This course meets in conjunction with LAT 220. Prerequisite LAT 210, LAT 220, LAT 280 or equivalent. Not offered in 2014-15. (PRE)

### **LAT 330: ROMAN HISTORIANS (4)**

**Salowey**

A study of ancient historiography based upon the translation and thoughtful analysis of readings in English from three major Roman historians: Sallust, Livy, and Tacitus. To enhance our understanding of the genre and the history of the era, we shall also read selections from other ancient historians, orators, and biographers, as well as works of modern

scholarship. This course meets in conjunction with LAT 230. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Not offered in 2014-15. (PRE)

**LAT 340: MEDIEVAL LATIN (4)**

**Franko**

This course surveys Latin literature from late antiquity to the Renaissance. Readings will be chosen according to the needs and interests of students; possible subjects include: the *Vulgate*, Augustine's *Confessions*, Einhard's *Life of Charlemagne*, the letters of Abelard and Heloise, and poems from the *Carmina Burana*. The class will also study linguistic changes and teach the rudiments of paleography (the reading of ancient and medieval manuscripts). Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Offered Term 1. (PRE)

**LAT 360: ROMAN COMEDY (4)**

**Franko**

A study of the comic art of Plautus and Terence based on translation and analysis of at least two of their plays. We shall also read (in English) and discuss several more of their plays, as well as those of their Greek ancestors (Aristophanes, Menander) and modern descendants (Shakespeare, Moliere). We shall also watch several videos and examine important works of modern scholarship. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Not offered in 2014-15. (PRE)

**LAT 370: CICERO (4)**

**Salowey**

A study of the various works of the great Roman orator, statesman, and philosopher. We shall translate and analyze at least one oration plus either a philosophical work or selections from his personal letters. We shall also discuss some of his most famous works (read in English), as well as the intellectual and political climate of the later Roman Republic. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Not offered in 2014-15. (o, PRE)

**LAT 380: THE ROMAN NOVEL (4)**

**Franko**

Petronius' *Satyricon* and Apuleius' *Metamorphoses* or *The Golden Ass* are the main representatives of the Roman novel. Students will read significant portions of both texts in Latin and study the stylistic and syntactical distinctions of each author. The class will also track the evolution of the genre from the Greek period into the late Roman empire with selected readings in translation. This course meets in conjunction with LAT 280. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Not offered in 2014-15. (PRE)

**LAT 390: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**LAT 399: INTERNSHIP (4)**

**Department**

Application must be made with faculty prior to registration. May be proposed in any term.

# Communication Studies

MAJOR, MINOR

**ASSOCIATE PROFESSORS:** Vladimir Bratic, Lori J. Joseph, Christopher J. Richter, Jill Weber (on leave Short and Spring Terms)

The communication studies major is a broad-based liberal arts program, which balances theory and practice. It prepares women to be ethical leaders and professionals, innovative media practitioners and technology users, and involved citizens in a diverse society. Students who complete the major will:

- develop expertise in traditional academic skills of research, analysis, and critical reflection
- study ways that different modes of communication affect society and individuals and how communication theory is applied in specific contexts (e.g., media law, print or broadcast journalism, public speaking, international communication, organizations, etc.)
- master specific practical and professional communication skills (e.g. writing, print or broadcast journalism, public speaking, business writing, etc.)
- gain direct professional experience through internships

In consultation with an advisor, a communication studies major tailors her program of study to prepare for a career in a field such as media production, public relations, or communication in organizations, or for further study in professional or graduate school.

## REQUIREMENTS FOR A MAJOR IN COMMUNICATION STUDIES:

11 courses (44 credits)

### CORE COURSES:

- COMM 101: Introduction to Communication Studies (4)
- Two of the following method-oriented courses:
  - COMM 205: Research Methods in Communication (4)
  - COMM 208: Qualitative Research Methods (4)
  - COMM 216: Methods of Rhetorical Criticism (4)
- COMM 470: Senior Seminar (4)

### TWO COURSES (8 CREDITS) FROM GROUP I SKILLS:

- ART 203: Introduction to Photography (4)
- COMM 125: Public Speaking (4)
- COMM 222: Video Studio Processes (4)
- COMM 231: Writing for Print Media I (4)
- COMM 232: Writing for Print Media II (4)
- COMM 236: Writing for Broadcast Media (4)
- COMM 238: Argumentation and Advocacy (4)
- COMM 240: Web Design I (4)
- COMM 260: Business Communication (4)

### FIVE COURSES (20 CREDITS) FROM GROUP II, THEORY AND APPLICATION:

FOUR COURSES (16 CREDITS) MUST BE AT THE 300 LEVEL

- COMM 215: Gender and Communication (4)
- COMM/GWS 217: Rhetorical Theory - From Ancient Greece to Renaissance (4)
- COMM 220: Interpersonal Communication (4)
- COMM 234: Alternative Media (4)
- COMM 244: Social Marketing and Campaigns (4)
- COMM 270: Intercultural Communication (4)
- COMM 313: Media Criticism (4)
- COMM 315: Peace, Conflict and Media (4)
- COMM 316: Contemporary Public Communication (4)
- COMM 322: Public Relations Principles (4)
- COMM 327: Communication and Technology (4)
- COMM 343: Organizational Communication (4)
- COMM 344: Health Communication (4)
- COMM 348: Communication and Culture (4)

- COMM 361: Media Law and Policy (4)
- COMM/INTL 380: Global Communication (4)

#### **INTERNSHIP:**

Students must complete one internship in communication studies

### **REQUIREMENTS FOR A MINOR IN COMMUNICATION STUDIES:**

Students must satisfactorily complete 5 courses (20 credits) including:

- COMM 101: Introduction to Communication Studies (4)
- One course (4 credits) from Group I (Skills)
- Three additional courses (12 credits), including at least two at the 300 level selected from the Core and Group II (Theory and Application)

### **COURSES IN COMMUNICATION STUDIES:**

#### **COMM 101: INTRODUCTION TO COMMUNICATION STUDIES (4)**

**Joseph, Richter**

This course introduces students to the theories and practices of various areas of study in the field of communication. Verbal and nonverbal communication, the mass media, communication technologies, popular culture, and communication in organizations are among the topics covered. Open to first-year students. Offered both terms. (r, MOD)

#### **COMM 125: PUBLIC SPEAKING (4)**

**Weber**

Theory and practice of public speaking, including selection of content, organization of ideas, language, and delivery; practice in extemporaneous speaking; training in critical analysis through reading and listening to contemporary speeches. Open to first-year students. No prerequisite. Offered Term 1. (o)

#### **COMM 197F: FIRST-YEAR SEMINAR – ANALYZING POP CULTURE (4)**

**Bratic**

In this class we will examine the scope and importance of popular culture. We will look at historical development of popular culture and focus on its creation through mass media. We will analyze media texts (e.g. TV shows, music, films) and their meanings, and examine media consumption and the response of the audience. We will learn to interpret, evaluate and critique modern popular culture while using academic research, theories, and argument-building process. Placement to be determined during the summer. Offered Term 1. (r)

#### **COMM 205: RESEARCH METHODS IN COMMUNICATION (4)**

**Richter**

Research is the basis for the communication discipline and most careers in communication. This course introduces students to various search strategies and research methods that contribute to the study of communication, the collection of information, and the solution of practical problems. Open to first-year students. Prerequisites: q and COMM 101 or permission. Offered Term 2. (r, Q)

#### **COMM 208: QUALITATIVE RESEARCH METHODS (4)**

**Joseph**

This course introduces students to a variety of qualitative research methods used to study communication in natural settings. Students will learn how to develop research questions and choose appropriate methods to facilitate the collection, analysis and reporting of qualitative data. Major methods that will be studied include ethnography, individual and group interviewing, and textual analysis. No prerequisite. Offered Term 1.

#### **COMM 215: GENDER AND COMMUNICATION (4)**

**Joseph**

In this course we examine the constitution of gender identities through communication. We incorporate a variety of readings and exercises to facilitate our exploration of how sex status/gender is made relevant through our everyday communicative patterns. We'll examine the constitutive relationship between communication and gender in a variety of contexts such as family, friendships, romantic relationships, the workplace, and the media. Also listed as GWS 215. Open to first-year students. No prerequisite. Not offered in 2014-15. (r, DIV, MOD)

#### **COMM 216: METHODS OF RHETORICAL CRITICISM (4)**

**Weber**

A survey course of established methods and procedures of rhetorical criticism. Students will learn the basic procedures and theories of describing, analyzing, and evaluating rhetorical texts. Topics include the nature, definition, and functions of rhetoric and rhetorical criticism. Prerequisite: COMM 101 or permission. Not offered in 2014-15. (w, x)

**COMM 217: RHETORICAL THEORY - FROM ANCIENT GREECE TO THE RENAISSANCE (4) Weber**

A survey course on the origins and major developments in rhetorical theory from 5th century B.C.E. Greek society to the Renaissance period. In addition to reading Plato and Aristotle, students explore how women like Aspasia and Sappho transcended the public sphere's gendered-boundaries. Discussions consider how categories of sex/gender, race, ethnicity, class, and age both influenced men's and women's power to speak and shaped the rhetorical practices we employ today. Also listed as GWS 217. Prerequisite: sophomore standing or permission. Offered Term 1. (o, r, PRE)

**COMM 220: INTERPERSONAL COMMUNICATION (4) Weber**

The importance of understanding one's style of communication in various relationships is relevant to successful communication. Students will learn the progression of skills necessary in developing and maintaining personal relationships. Topics such as self-concept, perception, verbal/nonverbal messages, listening, and disclosing will be discussed. Open to first-year students. No prerequisite. Not offered in 2014-15.

**COMM 222: VIDEO STUDIO PROCESSES (4) Richter**

This course introduces students to basic concepts and creative processes in the video studio. Focus is on three interrelated areas: pre-production, including script writing, visualization and planning; production, including use of equipment and live multi-camera directing; and critique, including peer critique of completed assignments and critique of professionally produced videos with an eye to developing visualization and writing skills. Class meets four hours per week. Open to first-year students. No prerequisite. Offered Term 1. (CRE)

**COMM 231: WRITING FOR THE PRINT MEDIA I (4) Department**

This course offers special topics in writing for newspapers, magazines, and other print media formats. No prerequisite. Not offered in 2014-15.

**COMM 232: WRITING FOR THE PRINT MEDIA II (4) Department**

Advanced writing for the print media based on skill and knowledge developed in COMM 231. Prerequisite: COMM 231. Not offered in 2014-15.

**COMM 234: ALTERNATIVE MEDIA (4) Richter**

Students learn about the theory and practice of alternative media. The sociology of alternative media is addressed in terms of the limits of the mainstream media for political and personal expression. Various forms of alternative media, including 'zines, community access television, and Web pages are surveyed. The student's final project is an alternative media production. Open to first-year students. No prerequisite. Not offered in 2014-15.

**COMM 236: WRITING FOR BROADCAST MEDIA (4) Department**

Social media have revolutionized communication, but also underscore the continued need for precise, accurate information that's readily grasped the first time it's heard. This course, taught by an experienced broadcaster, focuses on news writing for television and radio. You will examine good and bad examples of broadcast writing to determine what makes them so, learn to convert raw information into readable copy, and also learn techniques of effective interviewing, copy editing and on-camera delivery. No prerequisite. Not offered in 2014-15.

**COMM 238: ARGUMENTATION AND ADVOCACY (4) Weber**

Students learn and apply principles of reasoned discourse and techniques of argumentation in this course. Logic, appropriate use of evidence, and addressing alternative perspectives are among topics covered. Students prepare and present written and oral arguments on controversial issues. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (o, r)

**COMM 240: WEB DESIGN I (4) Weber**

This course introduces students to the creative, social, and pragmatic uses of the Internet. Using Basic HTML code and Expression Web, students will create interactive sites that integrate text, graphics, and images. No prerequisite. Not offered in 2014-15.

**COMM 244: SOCIAL MARKETING AND CAMPAIGNS (4) Bratic, Joseph**

This class will explore the process of mass communication marketing and campaigns in contemporary society. We will examine the major theoretical concepts of social marketing and campaigning and investigate variety of public, commercial and social issues campaigns. When the class is taught in the year prior to the U.S. presidential election, presidential campaigns will be examined as case studies. Prerequisite: sophomore standing or permission. Offered Term 2. (o, MOD)

**COMM 260: BUSINESS COMMUNICATION (4)****Joseph**

This course covers writing, planning, and presentation skills needed in a variety of business settings. It addresses report and proposal writing, résumés, and cover letters as well as business meeting and special event planning. Additionally, students will learn presentational skills appropriate to different business contexts. Open to first-year students. Not offered in 2014-15. (o)

**COMM 270: INTERCULTURAL COMMUNICATION (4)****Bratic**

This course examines the diverse cultural and sociocultural customs, rules, and communication styles in multicultural interaction. Topics examined are intercultural communication theory, communication styles across different cultures, the impact of cultural difference on human interaction in business, education, and interpersonal interaction, and strategies in cross-cultural training. Not offered in 2014-15. (o, DIV, MOD)

**COMM 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**COMM 313: MEDIA CRITICISM (4)****Bratic**

A survey of critical approaches to the mass media and mass culture. The purpose of the course is to develop students' critical viewing skills by increasing awareness of the pervasiveness of the mass media in everyday life, by studying various theories of media criticism, and by doing critical analysis of the media. Prerequisite: sophomore standing or permission. Offered Term 1. (MOD)

**COMM 315: PEACE, CONFLICT AND MEDIA (4)****Bratic**

This course will examine the role of media in violent conflicts. We begin by examining the exploitation of media in times of conflict as we learn about the major concepts in propaganda studies. We then focus on new and creative ways of using media channels and techniques to advance peaceful resolution of violent conflict. Social media, soap-operas, marketing campaigns and peace journalism are examples of peace oriented media to be covered in this course. Offered Term 2. (w, x, MOD)

**COMM 316: CONTEMPORARY PUBLIC COMMUNICATION (4)****Richter**

Students learn about philosophies and realities of communication in a democratic society. Topics covered include different ways a public realm of debate has been conceptualized historically, and the nature of participation and the role of mass media in political processes in modern society. Prerequisite: COMM 101 and junior standing or permission. Offered Term 2.

**COMM 322: PUBLIC RELATIONS PRINCIPLES (4)****Joseph**

This course familiarizes students with the principles and functions of public relations. Utilizing hands-on teaching, students will learn about and apply PR principles, persuasive theory, and PR planning through the development of a PR campaign. Also covered are PR history, ethics, and development of tactics, such as press releases, brochures, and special events. Prerequisite: COMM 101 and junior standing or permission. Not offered in 2014-15.

**COMM 327: COMMUNICATION AND TECHNOLOGY (4)****Richter**

Social influences on the emergence of new communication technologies, and the way such technologies impact society, are studied in this course. The course begins with consideration of the history of technologies such as telegraph, telephone, and broadcasting. Insights from historical study are then applied in critical analysis of current and emergent communication technologies. Prerequisite: COMM 101 and junior standing or permission. Not offered in 2014-15.

**COMM 340: COMMUNICATION THEORY (4)****Joseph**

This course examines various theories that lead to a more thorough knowledge of communication perspectives and processes. It is designed to give students an understanding of the key concepts and themes that undergird communication research. Active participation from students in class discussions and presentations is emphasized. Offered Term 1.

**COMM 343: ORGANIZATIONAL COMMUNICATION (4)****Joseph**

Students examine communicative approaches to organizing—including classical/scientific management, human relations, human resources, systems, cultural, and critical theories. Specific issues in organizations such as socialization, conflict, work, and emotion, and sexual harassment will be considered from a communicative perspective. Prerequisite: COMM 101 and junior standing or permission. Offered Term 2. (MOD)

**COMM 344: HEALTH COMMUNICATION (4)****Joseph**

Health communication is an emerging specialty in the field of communication. This course is a survey of some of the concepts and theories in health communication and explores several areas, including the social construction of health and illness, patient-provider interaction, the development of health care promotion messages, and an overview of health care models and organizational structures in the U.S. Prerequisite: sophomore standing. Offered Term 2.

**COMM 348: COMMUNICATION AND CULTURE (4)****Bratic**

This course examines the relationship of communication media and popular culture. The study of popular culture reveals how people make meaning in everyday communicative interaction. Topics covered include the role of popular culture in society, cultural studies analysis, and a case study of rock and roll as a cultural form. Prerequisites: COMM 101 or permission. Offered Term 2. (DIV, MOD)

**COMM 361: MEDIA LAW AND POLICY (4)****Richter**

Students gain a basic understanding of philosophy and practice of government regulation of U.S. media. First Amendment issues, intellectual property, and differences between regulation of print and electronic media are covered. Students prepare in-depth research projects on issues such as regulation of children's television. Prerequisites: COMM 101 and junior standing or permission. Offered Term 1.

**COMM 380: GLOBAL COMMUNICATION AND MEDIA (4)****Bratic**

This course deals with the development of various international media systems and international communication. Topics include comparative analysis of U.S., British, Russian, Chinese, and other countries' media systems and the role of commercial, intergovernmental, and non-governmental organizations in shaping of global communication and critical analysis of documentary films portraying international media issues. Also listed as INTL 380. Prerequisite: sophomore standing or permission. Offered Term 1. (o, GLO, MOD)

**COMM 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration.

**COMM 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**COMM 470: SENIOR SEMINAR (4)****Weber**

In this capstone course, students draw on the knowledge and skills developed in the program to write a major research paper in a particular area of communication studies. Prerequisite: COMM 205, COMM 208, or COMM 216 and senior standing. Offered Term 1.

**COMM 490: SENIOR HONORS THESIS (4, 4)****Department**

Capstone for honors candidates, by invitation of the department. A three-term project culminating in a thesis. Application must be made with faculty prior to registration. May meet with senior seminar Term 1.



# Computer Science

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## SUPPORT COURSES

**PROFESSOR:** Edwina Spodark (French)  
**PART-TIME LECTURER:** Larry Blankenship  
**VISITING LECTURER:** Alia Clark (part-time)

### COURSES IN COMPUTER SCIENCE:

#### **CMPS 100: COMPUTERS IN SOCIETY (4)**

**Department**

Society appears on the threshold of universal computer dependence. Will this advance of society and technology cause a global revolution of social change? Can we use computers to solve human problems? Investigate these possibilities through an introduction to the science of computing. Word processing, database management, spreadsheets, and other application programs will be examined. Open to first-year students. Not offered in 2014-15. (i)

#### **CMPS 110: COMPUTER BASICS AND APPLICATIONS (2)**

**A. Clark**

An introduction to the basics of personal computers and applications including word processing, spreadsheets, graphics, presentations, Web page development, and database management. Available in both PC and MAC formats. Course is offered online and requires students to work independently. Students are required to attend one orientation session and take the final exam on campus. Open to first-year students. Offered Term 2. (i)

#### **CMPS 160: COMPUTER SCIENCE I (4)**

**Blankenship**

An introduction to computer science. Emphasis is placed on the software development life cycle (SDLC), including logical thinking, developing algorithms, and solving problems programmatically. Students will learn basic programming by studying Java used as a procedural language and learn to design, write, debug, and document programs from simple to medium complexity. Open to first-year students. Prerequisite: q. Offered Term 1. (Q)

#### **CMPS 197F: FIRST-YEAR SEMINAR - WOMEN AND TECHNOLOGY (4)**

**Spodark**

Love it or hate it, we all end up using technology. It's not just for boys, either. For as long as we have records, women have used technology. This course will allow us to explore the role of technology in the lives of women. We will also be using computer technology to expand our powers as students. New Horizon student seminar: placement to be determined during the summer. Offered Term 1. (r)

#### **CMPS 260: COMPUTER SCIENCE II (4)**

**Blankenship**

An introduction to object-oriented programming (OOP). The basic Java programming skills mastered in CMPS 160 are expanded with the introduction of OOP techniques, including inheritance, polymorphism, interfaces, and abstract classes. In addition, graphics, applets, and GUI programming are explored. Open to first-year students. Prerequisite: CMPS 160. Not offered in 2014-15.

#### **CMPS 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

# Creative Writing

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Undergraduate program: see pages 99-110.

Graduate program: see graduate catalog on Web site at [www.hollins.edu](http://www.hollins.edu).

# Dance

## MAJOR, MINOR

**ASSOCIATE PROFESSOR:** Jeffery Bullock (chair and director, M.F.A. program)

**VISITING ASSISTANT PROFESSOR:** Gina Kohler

**GUEST ARTISTS:** To be announced on [www.hollinsdance.com](http://www.hollinsdance.com)

Each year the dance program at Hollins hires numerous guest artists to be in residence during the year. These artists not only assist in teaching most all of the courses, but also set work on Hollins Repertory Dance Company members. Since the guest artist program was started in 1994, guest artists have included Lisa Race, Doug Varone and Dancers, Mark Haim, Shen Wei, Andrea Woods, John Jasperse, Neta Pulvermacher, Nicholas Leichter, Shani Collins, Miguel Gutierrez, Jesse Zaritt, Helen Simoneau, Rodger Belman, Michelle Bóule, Amanda Miller, Christopher Roman, Maurya Kerr, Yvonne Meier, and Pam Pietro. Undergraduate students have the unique opportunity to dance and engage with students in the internationally recognized Hollins University M.F.A. program.

The Hollins dance department creates an environment of learning where dance is a part of academic life and is both physically and intellectually challenging. The program seeks to provide students with the necessary skills to participate, understand, and even thrive in the world of contemporary dance. Course work and ongoing exposure to professionals and scholars in the field of modern and contemporary dance around the globe, combined with opportunities both on and off campus, prepares students to reach beyond assumed limits of understanding about dance. By taking advantage of a variety of techniques, performance experiences, and in-depth creative process studies, students are prepared to transfer skills and knowledge in a variety of ways to meet the ever-changing needs and challenges of young artists in today's world. See the student Web site at [www.hollinsdance.com](http://www.hollinsdance.com).

Serious dance students attend the American Dance Festival at Duke University to study intensively during the summer and participate in the January Short Term Intensive dance experiences in New York. These experiences range from apprenticeships with professional companies to abroad study in countries such as France or the Czech Republic.

### REQUIREMENTS FOR A MAJOR IN DANCE (B.A.):

At least 46 credits

#### STUDIO COURSES:

12 credits, with at least 8 credits from:

- DANC 225: Movement Studio II (4)
- DANC 325: Movement Studio III (4)
- Additional studio courses up to a total of 12 credits. DANC 225 and DANC 325 may be repeated for credit

#### CORE COURSES:

26 credits

- DANC 130: Performance Ensemble (6)
- DANC 237: Dance History I (4)
- DANC 239: Dance History II (4)
- DANC 240: Imaginative Thinking, Moving, and Crafting I (4)
- DANC 340: Imaginative Thinking, Moving, and Crafting II (4)
- DANC 470: Advanced Senior Seminar/Senior Project (4) **or** DANC 490: Senior Honors Project (4)

#### ELECTIVE COURSES:

- 8 credits of dance electives

### REQUIREMENTS FOR A MAJOR IN DANCE (B.A./B.F.A.):

82 credits

#### STUDIO COURSES:

- DANC 225: Movement Studio II (4)
- DANC 325: Movement Studio III (4)
- Additional studio courses up to a total of 20 credits. DANC 225 and DANC 325 may be repeated for credit

#### CORE COURSES:

- DANC 130: Performance Ensemble (6)
- DANC 237: Dance History I (4)

- DANC 239: Dance History II (4)
- DANC 240: Imaginative Thinking, Moving, and Crafting I (4)
- DANC 340: Imaginative Thinking, Moving, and Crafting II (4)
- DANC 470: Advanced Senior Seminar/Senior Project (4) **or** DANC 490: Senior Honors Project (4)

#### **ELECTIVE COURSES:**

- 14 credits of dance electives

#### **SUMMER COURSES:**

(enrollment through Duke University; for costs, see department chair)

- Summer I at the American Dance Festival (8)
- Summer II at the American Dance Festival (8)

#### **INDEPENDENT COURSE WORK:**

- 6 credits of choreographic and/or performance apprenticeship work

### **REQUIREMENTS FOR A MINOR IN DANCE:**

24 credits

- 16 credits in areas of movement studio and/or performance
- 8 credits in areas of imaginative thinking, moving, and crafting and/or dance history

### **COURSES IN DANCE:**

#### **DANC 125: MOVEMENT STUDIO 1 (4)**

**Department**

This class offers pathways to imagine the body's expressive potential and encourages naturalness and spontaneity of movement through dance. No experience necessary. May be repeated for credit. Offered Term 1. (CRE)

#### **DANC 130: PERFORMANCE ENSEMBLE (2)**

**Department**

Students must audition. The audition takes place during the first week of classes each term. Working with faculty, guest artists, and other students, members of the ensemble learn and perform selected works. Enrollment in movement studio classes is required. May be repeated for credit. Pass/fail grading only. Prerequisite: DANC 325 or permission. Not offered in 2014-15. (CRE)

#### **DANC 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)**

**Krause**

Also listed and described as ART 175. No prerequisite. Not offered in 2014-15. (r)

#### **DANC 225: MOVEMENT STUDIO II (4)**

**Department**

This class is designed to challenge and expand the performer's understanding of movement possibilities. Both Western and non-Western dance techniques will be examined. Studio training will be supported by readings and/or viewings about dance artists from around the world. Students also build an awareness through written responses to the work. May be repeated for credit. Open to first-year students. Prerequisite: DANC 125 for one term or permission. Offered Term 1. (CRE)

#### **DANC 237: DANCE HISTORY I (4)**

**Bullock**

A survey of the development of dance from its beginnings to the rise of ballet and to the revolutionary beginning of the 20th century. Open to first-year students. No prerequisite. Not offered in 2014-15. (f, w, x, r, AES, DIV)

#### **DANC 239: DANCE HISTORY AND THEORY II (4)**

**Bullock**

Intensive study of new dance/performance works and choreographers/directors who articulate and embody the 20th century dance movement, which includes the development of modern dance and the evolving ballet forms and traditions as we know them today. Open to first-year students. No prerequisite. Not offered in 2014-15. (f, w, x, r, AES)

#### **DANC 240: IMAGINATIVE THINKING, MOVING, AND CRAFTING I (4)**

**Zaritt**

Designed for students with or without previous movement training. Assignments encourage individual expression. Students begin to build a conceptual and kinesthetic awareness of creating and organizing from both traditional and nontraditional sources for expressive purposes. May be repeated for credit. Open to first-year students with strong interest in performance studies. Not offered in 2015-15. (CRE)

**DANC 250: Special Topic – Jazz Dance (4)****Bullock**

This class is designed to challenge and expand the student/performer's understanding of jazz dance movement possibilities. Multiple jazz dance styles & techniques will be examined. Studio training (structured through warm-ups, isolation exercises, exposure to jazz dance vocabulary and large jazz dance movements and combinations), will be supported by readings and/or viewings about jazz dance artists from around the world. May be repeated for credit. Open to first-year students.

**DANC 250: Special Topic – Latin Diasporic Forms (4)****Bullock**

This course explores dance and musical forms of Cuba and Latin America. Experiential learning and practice within Afro-Cuban/Latin dance and musical forms will be the central focus of this course. Relational aesthetics and performative tropes embedded within these forms will be acknowledged and experienced as students learn multiple folkloric styles. This class honors traditional dance forms and their influence on contemporary dance/music tropes. May be repeated for credit. No prerequisite.

**DANC 260: PERFORMANCE WORKSHOP (4)****Bullock, Kohler**

The group process will be explored as the class works collectively toward the creation or reconstruction of works. The group will be encouraged to focus on the interconnectedness of training, creating, and critical thought. Showings conclude the course. May be repeated for credit. Prerequisite: DANC 130, DANC 225, DANC 325 or permission. Offered both terms. (CRE)

**DANC 276: PHILANTHROPY AND THE ARTS (4)****Krause**

Also listed and described as ART 276. Offered Term 2.

**DANC 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration.

**DANC 325: MOVEMENT STUDIO III (4)****Bullock, Kohler**

This class is for advanced students. It is designed to integrate the ideas of phrasing, rhythmic clarity, and stylistic interpretation as a means of developing expressive range while moving through space. There will be strong emphasis on technical execution of movement, as well as integrating ideas of functional anatomy, kinesthetic awareness, and visualization. May be repeated for credit. Prerequisite: DANC 225 or audition. Offered both terms. (CRE)

**DANC 340: IMAGINATIVE THINKING, MOVING, AND CRAFTING II (4)****Kohler**

Extended exploration of theories, improvisations, and compositions of movement. May be repeated for credit. Prerequisite: DANC 240 or permission. Offered Term 2. (AES)

**DANC 350: SPECIAL TOPIC – BUT FIRST A SCHOOL: BALANCHINE, AMERICAN BALLET & BEYOND (4)****Bullock**

This course examines the history and development of American Ballet beginning with and focusing on the 1933 arrival of Russian-born choreographer & teacher George Balanchine to America (NYC). This course proposes to locate and explore how the choreographic work of Balanchine shaped what we call "American Ballet" – transforming and extending European ballet aesthetics and training approaches. Identified as a "genius, ballet master and iconoclast", Balanchine created an extensive neo-classical ballet repertory and developed a radical approach to ballet training that influenced the "look" and the very essence of ballet and modern dance in the twentieth century. Open to first-year students. No prerequisite. Offered Term 1.

**DANC 350: Special Topic – Repertory (4)****Bullock**

This course provides students with an opportunity to participate an extended process for creating a new dance and/or performance work that culminates in a presentation during Fall Dance (November 2014). Led by Dance Department faculty, this course concerns itself with the choreographic process; collaborative process; movement forms and performance practices as dance technique and ritual. This course will meet throughout the entire Fall term. Class meeting times (rehearsals) will be determined by Dance Department faculty teaching the course. Enrollment is by special permission only.

**DANC 390: INDEPENDENT STUDY IN DANCE (2 or 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration.

**DANC 399: INTERNSHIP (4)****Department**

May be proposed in any term. Application must be made with faculty prior to registration.

**DANC 470: ADVANCED SENIOR SEMINAR (2 or 4)****Kohler**

Seminar meets weekly as a group to discuss topics that relate directly to student projects. Original creative projects must be approved by the faculty. Creative work culminates in both written and performance work. Offered both terms.

**DANC 490: ADVANCED SENIOR SEMINAR/SENIOR HONORS PROJECT (2, 2)****Bullock**

Seminar as above. Also year-long project by invitation of the faculty.

**PROFESSORS:** Casimir Dadak (chair)

**ASSOCIATE PROFESSOR:** Pablo Hernandez

**ADJUNCT LECTURERS:** Rathin Basu, Richard E. B. Foster, Lisa C. Lloyd, Jeffrey D. Strom, Demetri P. Tsanacas

The economics major seeks to train its students in the analytical skills necessary for the understanding and application of theory in the various important areas of business, finance, and economics. To enhance student skills, courses have substantial writing, quantitative, or oral-presentation components. The faculty actively pursues scholarly and professional work and offers a sequence of rigorous courses that prepares students for career paths and graduate school. The faculty will mentor students and also provide a challenging and competitive environment in their courses. Students who transfer to Hollins and major in economics must earn at least half of the credits for the major from Hollins courses. The department does not accept on-line courses for transfer to fulfill major or minor requirements

### REQUIREMENTS FOR A MAJOR IN ECONOMICS:

10 courses (40 credits)

- ECON 157: Principles of Microeconomics (4)
- ECON 158: Principles of Macroeconomics (4)
- ECON 211: Research Methods in Economics (4)
- ECON 321: Macroeconomic Theory and Policy (4)
- ECON 386: Managerial Economics (4)
- ECON 480: Senior Seminar (4)
- Four additional ECON electives (16)

Note: STAT 140 or STAT 251 may be substituted for ECON 211.

While students majoring in economics are strongly encouraged to complete at least one internship, such an internship (ECON 399) does not count toward the major or minor in economics.

### REQUIREMENTS FOR A MINOR IN ECONOMICS:

5 courses (20 credits)

- ECON 157: Principles of Microeconomics (4)
- ECON 158: Principles of Macroeconomics (4)
- Two ECON courses at the 200 level or higher (8)
- At least one ECON course at the 300 level (4)

### REQUIREMENTS FOR A MINOR IN INTERNATIONAL ECONOMICS:

5 courses (20 credits)

- ECON 157: Principles of Microeconomics (4)
- ECON 158: Principles of Macroeconomics (4)
- Two courses from the following: (8)
  - ECON 259: International Political Economy (4)
  - ECON 265: International Trade (4)
  - ECON 266: International Finance (4)
- ECON 312: Economics of Development and Globalization or ECON 321: Macroeconomic Theory and Policy (4)

### COURSES IN ECONOMICS:

#### ECON 157: PRINCIPLES OF MICROECONOMICS (4)

**Hernandez**

Microeconomics centers on alternative ways in which individual consumers and firms address scarce resources. The course also examines how prices of goods and resources are determined under different market structures and the impact that alternative market structures bear on the welfare opportunities confronting society. This course introduces students to the logic behind standard microeconomic models and helps students develop a critical assessment of these models' premises and basic conclusions. Finally, the course explores the premises and logic

behind comparative advantage international trade. Open to first-year students. No prerequisite. Offered both terms. (MOD)

**ECON 158: PRINCIPLES OF MACROECONOMICS (4)**

**Basu**

This course covers the basic principles of macroeconomics and their applications. Among the topics covered are national income, unemployment, inflation, the workings and effectiveness of fiscal and monetary policy, and international economics. Open to first-year students. No prerequisite. Offered both terms. (MOD)

**ECON 211: RESEARCH METHODS IN ECONOMICS (4)**

**Department**

An overview of the elementary statistical methodology used in economic analysis. It covers descriptive statistics and introduces probability and probability distributions, sampling theory, hypotheses testing, correlation, and regression analysis. The focus will be on applying statistical methods to economic research. Open to first-year students. Prerequisite: ECON 157 or ECON 158. Not offered in 2014-15.

**ECON 230: ECONOMICS AND THE ENVIRONMENT (4)**

**Hernandez**

This course introduces students to conventional and unconventional views behind the interplay between the economizing problem and nature's household. Emphasis is placed on the management of natural resources from an economic standpoint. The course explores general and most urgent natural resources and environmental problems facing humanity, including: energy sources, water, agriculture, fisheries, and industrial pollution. The course addresses these environmental problems from the standard economic approach to environmental distress and the more avant-garde ecological economic approach to nature's household. Also listed as ES 230. Open to first-year students. Prerequisite: ECON 157. Not offered in 2014-15.

**ECON 241: THE ECONOMICS OF SOCIAL ISSUES (4)**

**Basu**

This course looks at a broad range of social issues, including education, health care, the environment, poverty, discrimination, inflation, unemployment, the budget deficit or surplus, and the trade deficit. Current economic trends and the political debate surrounding these issues will be analyzed. Prerequisites: *q*, ECON 157 and ECON 158. Offered Term 1. (*o*, *Q*, MOD)

**ECON 254: THE ECONOMICS OF HEALTH CARE (4)**

**Department**

This course evaluates the health care industry and looks at public policies that are designed to achieve efficiency and equity. Topics include medical cost inflation, Medicare, Medicaid, HMOs, PPOs, proposals for a national health insurance, and the social implication of the AIDS epidemic and of advances in medical technology. Open to first-year students. Prerequisites: *q* and ECON 157. Not offered in 2014-15. (*r*, *Q*, MOD)

**ECON 259: INTERNATIONAL POLITICAL ECONOMY (4)**

**Hernandez**

This course addresses modern international economic relations by paying special attention to the ideological and philosophical foundations of classical political economy. Students will be introduced to the history of economic thought as they survey the ideas of Adam Smith, John Stuart Mill, Thomas R. Malthus, and David Ricardo through the legacy of Karl Marx on the instability of capitalism. Students will examine the nature of the private and common goods, the role reserved for the Nation state in providing the latter, and the idyllic, yet problematic notion of how the pursuit of self-interest may be guided objectively towards satisfactory social outcomes. Also listed as INTL 259. Prerequisites: *q* and ECON 157 or ECON 158. Not offered in 2014-15. (*r*, *Q*, GLO, MOD)

**ECON 261: PUBLIC FINANCE (4)**

**Department**

An examination of the government's role in the economy and how public policies (taxation, expenditures, and transfer programs) affect the allocation of resources, relative prices, and welfare. Social Security, unemployment insurance, food stamps, medical care finance, tax reform, and intergovernmental relations are among the covered topics. Open to first-year students. Prerequisites: *q* and ECON 157. Not offered in 2014-15. (*r*, *Q*, MOD)

**ECON 265: INTERNATIONAL TRADE (4)**

**Hernandez**

This course addresses critical issues such as the pure theory of trade, protectionism, resource mobility, the foreign exchange market, and balance of payments disequilibria, as well as the roles played by major multilateral organizations, including the International Monetary Fund, the World Bank, and the World Trade Organization, in crafting policies aimed at promoting unrestrained trade in goods and international financial flows. These policies, however, produced mixed results in improving national welfare and students are exposed to views challenging these policies. Prerequisite: ECON 157. Offered Term 2. (GLO)

**ECON 266: INTERNATIONAL FINANCE (4)**

**Dadak**

Also listed and described as BUS 266. Prerequisites: *q* and ECON 158. Not offered in 2014-15. (*w*, *x*, *o*, *Q*, GLO)

**ECON 272: MONEY, CREDIT, AND BANKING (4)****Department**

An investigation of U.S. financial markets and the factors that determine credit conditions. The conduct of the Federal Reserve in implementing various monetary policies and the effect of those policies on the U.S. economy will be assessed. Prerequisites: *q* and ECON 158. Not offered in 2014-15. (*r*, *Q*)

**ECON 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study below the advanced level that counts toward the economics major or minor only if the student receives prior approval from the department. The independent study must be approved by the department prior to registration. Offered both terms.

**ECON 312: ECONOMICS OF DEVELOPMENT AND GLOBALIZATION (4)****Hernandez**

Development economics is concerned with increasing the material prosperity of middle- and low-income countries and of expanding the capabilities of people in the global South. Globalization is a multidimensional process characterized by the rise of information technologies that have made possible the emergence of social relations that transcend national boundaries and are increasingly independent of geographical distance. This course will explore the ways in which globalization has affected economic and political conceptions of development. Prerequisite: ECON 259, ECON 265, or ECON 266. Offered Term 2. (GLO, MOD)

**ECON 321: MACROECONOMIC THEORY AND POLICY (4)****Basu, Tsanacas**

Different theories of the determination of macroeconomic variables such as national income, unemployment, inflation, and interest rates. Special focus on major current policy issues including the government budget, the national debt, the relationship between unemployment and inflation, and the effectiveness of monetary and fiscal policy, particularly in the international context. Prerequisites: *q* and ECON 241 or ECON 272. Offered Term 2. (*Q*)

**ECON 386: MANAGERIAL ECONOMICS (4)****Hernandez**

The objective of this course is to familiarize students with basic and intermediate techniques used in the standard (neoclassical) economic approach to the study of human behavior and to introduce various analytical problems to help make more informed decisions in and beyond college. Topics covered in this course include the theory of consumer behavior, decisions under risk and uncertainty, theories of the firm, the structure of markets, and an introduction to general equilibrium theory. This course also examines the major limitations and criticisms to some of the standard theories, particularly, rational choice theory and general equilibrium analysis. Prerequisite: ECON 157. Offered Term 1.

**ECON 390: INDEPENDENT STUDY (2 or 4)****Department**

An advanced level independent study that counts toward the economics major or minor only if the student receives prior approval from the department. The independent study must be approved by the department prior to registration. Offered both terms.

**ECON 399: INTERNSHIP (4)****Dadak**

Does not count toward economics major or minor and is graded on a pass/fail basis only. Application must be made with faculty prior to registration. The department must certify that the internship is business related and the faculty sponsor for the internship must be a member of the department. The faculty member will specify the academic component to the internship. May be proposed in any term.

**ECON 480: SENIOR SEMINAR (4)****Hernandez**

The first part of this seminar deals with learning methodology in economics. Throughout the second part of the course, students will develop an individual research project that underscores both methodology and theory in economic analysis. Limited to senior economics majors. Prerequisites: ECON 211 or STAT 140 or STAT 251, and ECON 321 or ECON 386. Offered Term 1.

**ECON 490: SENIOR HONORS SEMINAR (4, 4)****Hernandez**

Students who have completed and earned an appropriate grade in Senior Seminar in Economics may be allowed to take the Senior Honors Seminar in Economics, which must be completed during the spring term. The Senior Honors Seminar in Economics should be viewed as a more rigorous extension of the project undertaken to fulfill Senior Seminar in Economics.



# Education

## TEACHER LICENSURE

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**ASSOCIATE PROFESSORS:** Anna Baynum, Rebecca Cox (director of education programs), Kristi Fowler (on leave Fall and Short Terms)

**LECTURERS:** Craig Fowler, Kristina Karnes, Lin Roberts, Jennifer Shamy, Dave Watts

Mission Statement: The purpose of human life is to serve and to show compassion and the will to help others.

~Albert Schweitzer

The undergraduate and graduate teacher education programs for initial licensure seek to prepare women and men to become competent, caring, and qualified teachers who are able to meet the educational needs of diverse populations in today's schools. From a wide range of academic work in the liberal arts to varied field experiences, students develop a strong background in both content and pedagogy. Through completion of our program, they become independent and lifelong learners as well as reflective practitioners, informed decision-makers, and constructivist educators fully prepared to meet requirements for licensure and become successful teachers.

The teacher preparation program at Hollins is for students who wish to meet licensure requirements in the Commonwealth of Virginia as well as all other states at the same time they are earning their bachelor's degree and, in the case of the five year program, their master's degree as well. The Hollins University Education Program is a member of the state-approved national accrediting body, the Teacher Education Accreditation Council (TEAC). Successful completion of the required courses will enable students to fulfill the competencies required by the Commonwealth of Virginia in order to secure a teaching license. The Virginia Department of Education requires students to pass PRAXIS I for admission into the program, or the Virginia Communications and Literacy Assessment (VCLA) and the math portion of PRAXIS I. Students must pass the Virginia Communications and Literacy Assessment (VCLA) and PRAXIS II in order to receive a teaching license; PreK–6 applicants must also complete the Reading for Virginia Educators (RVE) assessment. Notably, Hollins student teachers achieve a 100% pass rate on the PRAXIS II subject area tests, the VCLA, and the reading assessment required for licensure by the Virginia Department of Education.

In addition to regular course work, students complete an internship of 125 hours in the schools in preparation for their student teaching placement. Student teaching requires a minimum of 35 hours per week for a full semester, and 375 hours total. **All students seeking admission into the teacher education program are required to meet with a faculty member of the education department prior to enrolling in education courses other than EDUC 141.**

### COMBINED UNDERGRADUATE AND MASTER OF ARTS IN TEACHING PROGRAM:

Hollins University offers students a combined degree program that allows students to earn a bachelor of arts degree, a master of arts in teaching degree, and a Virginia teaching license in five years. In the first four years, the program integrates the education components with the requirements for the B.A., and in the fifth year students will complete remaining professional studies requirements, including the thesis, for the M.A.T. and undertake student teaching. Following is a description of the structure of the program.

### STRUCTURE OF THE COMBINED FIVE-YEAR PROGRAM:

#### First Year

- The student will meet with an education advisor during the second semester to become acquainted with the requirements for admission to the education program and discuss general education licensure requirements.
- The student will concentrate on her ESP requirements and major (if one has been selected).
- The student is strongly encouraged to begin the process of acquiring her certification through the Batten Leadership Institute.

#### Second Year

- The student will continue to work toward completion of her ESP and major requirements, mapped out for her by her major advisor.
- The student will continue to work toward completion of her general education licensure requirements.
- The student will continue to work toward her certification through the Batten Leadership Institute if she is pursuing it.
- The student can complete EDUC 141: Schooling in American Society (fall or spring) or wait until her third year to do so. Student must earn a B- or better.
- The student will take and pass PRAXIS I for admission to the education program, and submit proof of passing scores on PRAXIS I or sufficient ACT/SAT scores in place of PRAXIS I to the education department secretary.
- **Progress Checkpoint:** The student will meet with her education advisor to determine if she is likely to meet eligibility for the five-year program or if she should pursue the regular four-year licensure track.

### Third Year

- The student will complete EDUC 141: Schooling in American Society (fall or spring) if she did not do so in her second year. Student must earn a B- or better.
- The student will continue to work toward completion of her ESP and major requirements, mapped out for her by her major advisor.
- The student will continue to work toward completion of her general education licensure requirements.
- The student will pursue all further requirements for admission into the education program and apply **as an undergraduate**.
- The student will complete PSY 307: Psychology Applied to Teaching and Learning at the undergraduate level.
- **Progress Checkpoint:** The student will meet with her education advisor to review her file to ensure she is progressing satisfactorily.

### Fourth Year

- In September of the fourth year, the student will be responsible for informing the registrar she has entered her fourth year in the five year program. She should copy the e-mail to the education department secretary for inclusion in her permanent file.
- The student will complete all remaining undergraduate requirements (ESP, major, and general education requirements for licensure).
- The student will finish her certification through the Batten Leadership Institute if she is pursuing it.
- The student will complete the education internship, EDUC 399/599 (as a dual enrollment course) in the fall or spring of her fourth year. The student will register for EDUC 399 but will complete work for the course at the graduate level.
- The student will complete requirements for **admission to the graduate program** (see Admission Criteria for Hollins University Education Department). She must have a 3.0 to qualify. The student must also provide a letter of reference from a faculty member in her major attesting to her ability to successfully complete graduate level work as well as fulfilling the additional requirements for application to the M.A.T. program. If admitted, she will be admitted to the M.A.T. with advanced standing in the fall semester of her fifth year.
- Three courses will be taken dual enrollment. For the PreK–6 student, EDUC 377 and EDUC 378 will be taken dual enrollment as well as the internship, EDUC 399/599. For the secondary student, EDUC 372 and EDUC 380 will be taken dual enrollment as well as the internship, EDUC 399/599. For both elementary and secondary levels, the student will register for the 300-level course but will complete work for the course at the graduate level. (See below for Education Courses Taken for Combined Program.)
- The student will take and pass the following in order to be permitted to student teach: PRAXIS II, the VCLA, and RVE (PreK–6 only). She will submit proof of passing scores to the education department secretary prior to **November 1**.
- The student will take M.A.L.S. courses (or 300 level or above as a graduate level course with the approval of the instructor).
- **Progress Checkpoint:** The student will apply by **March 1**, for student teaching the following year, satisfying all requirements; her application will be reviewed for acceptance.
- **Progress Checkpoint:** The student will see an education advisor each semester to ensure she is on track and has satisfied all requirements for admission to the M.A.T. program.
- The student will graduate with her B.A. or B.S. degree.

### Fifth Year

- The student will be admitted to the M.A.T. program with advanced standing (three dual enrollment courses toward her graduate degree).
- The student will complete remaining course work in the professional studies sequence.
- The student will complete remaining M.A.L.S. requirements, including the social science research methods course in the fall.
- The student will complete student teaching in the spring.
- The student will be eligible for licensure if she completes student teaching with a C or better.
- The student will register for and complete a thesis/action research project over the course of the full year in order to complete the M.A.T. degree.
- The student must submit an Intent to Graduate Form by **March 1** to the manager of graduate studies.
- **Progress Checkpoint:** The student will see an education advisor each semester to ensure she is on track; she must maintain a 3.0.

## **EDUCATION COURSES TAKEN FOR COMBINED PROGRAM:**

### **PreK–6**

EDUC 141: Schooling in American Society

PSY 307: Psychology Applied to Teaching and Learning

Total: 10 graduate level courses

1. EDUC 570: Teaching Social Sciences
2. EDUC 571: Teaching Mathematics and Science
3. EDUC 577: Language Acquisition and Reading I (dual enrollment)
4. EDUC 578: Language Acquisition and Reading II (dual enrollment)
5. EDUC 599: Education Internship (dual enrollment)
6. M.A.L.S. course
7. M.A.L.S. course
8. SOSC 500C: Research Methods in Social Science
9. EDUC 600: Thesis \*
10. EDUC 600: Thesis \*

### **6–12**

EDUC 141: Schooling in American Society

PSY 307: Psychology Applied to Teaching and Learning

Total: 10 graduate level courses

1. EDUC 572: Secondary Curriculum and Instruction (dual enrollment)
2. EDUC 580: Reading in the Content Areas (dual enrollment)
3. EDUC 599: Education Internship (dual enrollment)
4. Content-specific curriculum and instructional course
5. M.A.L.S. course
6. M.A.L.S. course
7. M.A.L.S. course
8. SOSCI 500C: Research Methods in Social Science
9. EDUC 600: Thesis \*
10. EDUC 600: Thesis \*

\* Because students would be actively and intensively involved in a year-long action project/research thesis, they would register for the thesis each semester of their final year and it would count as two courses toward their requirement for 10 graduate level courses.

## **REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM:**

1. Students must have earned a grade of B- or higher in EDUC 141.
2. Students must complete an interview with the director of education programs to assess potential for leadership and effective oral language usage.
3. A writing sample is required to assess effective written language usage.
4. Students must have a letter of reference from an education faculty member; the recommendation should speak to the student's ability to become an effective teacher and will be submitted by the student's instructor for EDUC 141.
5. Students must have letters of reference from a non-education faculty member in her major. The recommendation should speak to the student's ability to become an effective teacher.
6. Students must have passing scores on the PRAXIS I test, **or** passing scores on the Virginia Communications and Literacy Assessment (VCLA) and the math portion of PRAXIS I, or sufficient SAT/ACT scores as a substitute for PRAXIS I.
7. Students must have a GPA of 2.5 or greater, which must be maintained throughout the program in education courses as well as general education courses required for licensure. Her GPA must be 3.0 in order to be eligible to transition to student teaching and/or the graduate program in the five year program.
8. Students must complete the "Application to Enroll" form.
9. Students must apply for admission to the program no later than spring term of the sophomore year. (Transfer students with sophomore or above standing must apply after one semester.)
10. Upon completion of the above requirements, a letter of acceptance will be sent to the student. Students may then register for 300-level education courses. No student will be accepted into 300-level courses until accepted into the program, though transfer students **only** may take ART 240, EDUC 348, or EDUC 377 concurrently with EDUC 141.
11. **In accordance with state regulations, students who have been convicted of a felony or who have had a teaching license revoked in any state cannot be admitted to the education program. Students who have been convicted of a misdemeanor involving drugs or alcohol should be aware the education department**

may be unable to place them for the internship and student teaching, education department faculty will be unable to recommend them for licensure, and if they self-apply their application for a teaching license may be denied by the Virginia Department of Education.

## **REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING:**

1. Candidates for student teaching must apply by March 1 of the year preceding the year in which they plan to student teach or a placement cannot be secured. Application forms may be obtained from the education department.
2. The student should be a senior or going into her fifth year in the five-year program.
3. The student must have completed all appropriate prerequisite professional and specific endorsement or subject area requirements before admission to student teaching.
4. The student must have a minimum cumulative grade point average of 3.0.
5. The student must possess the **physical and mental health** necessary to perform the tasks required for successful teaching. A background check will be required.
6. The student must file evidence from a faculty member in her major area that she is qualified for student teaching.
7. All students are required to provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.
8. All students are required to pass a PRAXIS II Specialty Area examination and submit scores to the education department prior to admission to student teaching. Registration may be completed online at [www.ets.org/praxis/](http://www.ets.org/praxis/).
9. All students are required to take and pass the Virginia Communications and Literacy Assessment and submit scores to the education department prior to admission to student teaching.
10. Students seeking endorsement in PreK-6 are required to take and pass the Reading for Virginia Educators and submit scores to the education department prior to admission to student teaching.

In addition to the requirements above, students should note the following conditions:

1. The student's course work in the education department prior to student teaching will be evaluated in terms of the student's suitability for teaching. Students may be asked to remedy any deficiencies before being allowed to student teach. If deficiencies are not remedied, students will be withdrawn from the teacher preparation program.
2. Students will be eligible for a Collegiate Professional License issued by the Virginia Department of Education upon successful completion of the education program and submission of appropriate documents. Students who earn a C- or lower in their student teaching placement will not be recommended for licensure.

## **ELEMENTARY EDUCATION (PreK-6)**

Course work requirements for meeting the approved program for Virginia licensure are listed below.

### **PROFESSIONAL STUDIES REQUIREMENTS (PreK-6):**

- EDUC 141: Schooling in American Society (4)  
(EDUC 141 is a prerequisite to all other education courses.)
- PSY 307: Psychology Applied to Teaching and Learning (4)
- EDUC 260: Teaching Science (4)  
Prerequisite: EDUC 141 and lab science course
- EDUC 370: Teaching Social Sciences (4)  
Prerequisite: EDUC 141 and U.S. history course
- EDUC 377: Language Acquisition and Reading I (4)  
Prerequisite: admission to the teacher education program
- EDUC 378: Language Acquisition and Reading II (4)  
Prerequisite: admission to the teacher education program and EDUC 377
- EDUC 399: Internship in Education (PreK-6) (4)  
Prerequisite: admission to the teacher education program and at least six education courses, one of which must be a methods course
- EDUC 470: Student Teaching (PreK-6) (12)  
Prerequisite: completed course work sequence, passing scores for all standardized tests, application, and departmental approval

**Formal application for student teaching is required by March 1 of the junior year, or March 1 of the senior year if the student is in the five-year program. Placements cannot be guaranteed if application and passing score reports are not received by the deadline.**

**GENERAL EDUCATION/SPECIFIC ENDORSEMENT REQUIREMENTS (PreK–6):**

1. HUMANITIES/ENGLISH (12 credits)
  - ENG \_\_\_\_ : any English course that meets the expository writing requirement (4)
  - ENG 242: Introduction to Children's Literature (4)
  - COMM 125: Public Speaking (4)
2. HISTORY AND SOCIAL SCIENCES (20 credits)
  - HIST 111 or 112: U.S. History Survey (4)
  - HIST 135: Introduction to Ancient History (4)
  - ECON \_\_\_\_ : any economics course (4)
  - INTL 210: World Geography or any geography course (4)
  - POLS 255: State and Local Politics (4)
3. MATHEMATICS (12 credits)
  - MATH 140: Precalculus or MATH 130: Mathematical Modeling in Today's World (4)
  - MATH 297: Teaching Mathematics or any mathematics course (4)
  - MATH \_\_\_\_ : any mathematics course (4)
4. NATURAL SCIENCES (12-18 credits)
  - SCIENCE: any science with a lab, except psychology (4–6)
  - SCIENCE: any additional sciences, except psychology (4–6)
  - SCIENCE: any additional sciences, except psychology (4–6)
5. COMPUTER SCIENCE/TECHNOLOGY (4 credits)
  - EDUC 348: Classroom Technology Integration (4)
6. FINE ARTS (6 credits)
  - ART 240: Children and Their Art (4)
  - MUS 124: Music Methods for the Elementary Teacher (2)

**SECONDARY EDUCATION (6–12)**

Course work requirements for meeting the approved program for Virginia licensure are listed below.

**PROFESSIONAL STUDIES REQUIREMENTS (6–12):**

- EDUC 141: Schooling in American Society (4)  
(EDUC 141 is a prerequisite to all other education courses.)
- PSY 307: Psychology Applied to Teaching (4)  
Prerequisite: admission to the teacher education program
- EDUC 372: Secondary Curriculum and Instruction (includes practicum) (4)  
Prerequisite: admission to the teacher education program
- EDUC 380: Reading in the Content Area (4)  
Prerequisite: admission to the teacher education program
- EDUC \_\_\_\_ : additional curriculum and instruction course specific to content area (4)
- EDUC 399: Internship in Education (4)  
Prerequisite: admission to the teacher education program and at least six education courses, at least one of which must be a methods course
- EDUC 472 or 473: Student Teaching (12)  
Prerequisites: completed course work sequence, passing scores for all standardized tests, application, and departmental approval

**Formal application for student teaching is required by March 1 of the junior year, or by March 1 of the senior year if the student is in the five-year program. Placements cannot be guaranteed if application is not received by the deadline.**

**GENERAL EDUCATION/SPECIFIC ENDORSEMENT REQUIREMENTS (6–12):**

1. HUMANITIES (8 credits)
  - Must include one course in expository writing and public speaking
2. SOCIAL SCIENCES (8 credits)
  - Must include HIST 111 or 112: U.S. History Survey and one other course

3. NATURAL SCIENCES AND MATHEMATICS (8 credits)
  - Must include one laboratory science (except psychology) and one mathematics course
4. COMPUTER SCIENCE/TECHNOLOGY (4 credits)
  - EDUC 348: Classroom Technology Integration
5. FINE ARTS (8 credits)

## **SUBJECT AREA REQUIREMENTS:**

### **1. The Humanities**

#### **English (6–12)**

Students seeking endorsement in English are required to major in English. Students should meet with an education department advisor and follow the plan articulated for them by the advisor. A list of courses is developed for the student and is subject to licensure regulations established by the Virginia Department of Education.

#### **Foreign Languages (PreK–12)**

##### **French**

Students seeking endorsement in French are required to major in French.

##### **Latin**

Students seeking endorsement in Latin are required to major in classical studies with a concentration in classical languages.

##### **Spanish**

Students seeking endorsement in Spanish are required to major in Spanish.

All students seeking endorsement in foreign language should meet with an education department advisor and follow the plan articulated for them by the advisor. A list of courses is developed for the student and is subject to licensure regulations established by the Virginia Department of Education.

### **2. The Social Sciences**

#### **History and Social Sciences (6–12)**

Students seeking endorsement in history and social sciences must major in history or political science; a minor in the other subject area is strongly recommended. Students should meet with an education department advisor and follow the plan articulated for them by the advisor. A list of courses is developed for the student and is subject to licensure regulations established by the Virginia Department of Education.

### **3. The Natural Sciences and Mathematics**

#### **Biology (6–12)**

Students seeking endorsement in biology are required to major in biology.

#### **Chemistry (6–12)**

Students seeking endorsement in chemistry are required to major in chemistry.

#### **Mathematics (6–12)**

Students seeking endorsement in mathematics are required to major in mathematics.

#### **Physics (6–12)**

Students seeking endorsement in physics are required to major in physics.

All students seeking endorsement in the natural sciences and mathematics should meet with an education department advisor and follow the plan articulated for them by the advisor. A list of courses is developed for the student and is subject to licensure regulations established by the Virginia Department of Education.

### **4. The Fine Arts**

#### **Visual Arts (PreK–12)**

Students seeking endorsement in art are required to major in studio art. Students should meet with an education department advisor and follow the plan articulated for them by the advisor. A list of courses is developed for the student and is subject to licensure regulations established by the Virginia Department of Education. In addition to the courses required of a studio art major, education students must complete ART 240: Children and Their Art and a two credit independent study in ceramics and crafts. **Please note this major requires 60 credits and must be carefully planned.**

**Music - Choral (PreK–12)**

Students seeking endorsement in choral music must major in music. Students should meet with an education department advisor and follow the plan articulated for them by the advisor. A list of courses is developed for the student and is subject to licensure regulations established by the Virginia Department of Education.

**COURSES IN EDUCATION:**

Virginia Department of Education standards and national standards met in all courses listed are enumerated in detail in the course syllabi.

**EDUC 141: SCHOOLING IN AMERICAN SOCIETY (4)****Baynum, Fowler**

Students will explore how specific social and political forces within American society have had and continue to have an impact on education. Students will investigate how schools reflect and affect the society they serve. The readings, writing assignments, and class discussions will draw from the disciplines of history, political science, economics, philosophy, and sociology. Prerequisite or corequisite to all other education courses required for teacher licensure, including internships. Students not seeking licensure must have approval of the education department before registering for the course. Open to first-year students. Offered both terms. (f, w, x, o)

**MUS 124: MUSIC METHODS FOR THE ELEMENTARY TEACHER (2)****Milam**

This course presents an overview of music as a key component of a child's education with an emphasis on the integration of music into the regular academic classroom. The desired outcome of the course is to incorporate music experiences into regular classroom instruction, both for their own sake and for extending and aiding learning in other subject areas. Prerequisite: EDUC 141. Offered Term 2.

**ART 240: CHILDREN AND THEIR ART (4)****Shamy**

This course explores philosophy, concepts, and content pertaining to children and their art. Drawing, painting, sculpture, printmaking, and crafts suitable for children are explored. Lab fee required. Prerequisite: students must be accepted in the education teacher certification program to register for this course. Offered Term 1. (CRE)

**EDUC 260: TEACHING SCIENCE (4)****Cox**

This course offers a study of concepts, strategies, and techniques for teaching science in a child-centered, inquiry-based, participatory environment. Emphasis is on integrating science across the curriculum in order to effectively teach the Virginia Standards of Learning. Students will understand the context, knowledge, skills, and processes of science applied to classroom instruction. Prerequisites: EDUC 141 and a science course. Not offered in 2014-2015. (o)

**PSY 307: PSYCHOLOGY APPLIED TO TEACHING AND LEARNING (4)****Hawkins**

This course will prepare the student to possess knowledge and understanding of human growth and development from birth through adolescence and the link between child development and instruction; develop the ability to understand children in the context of family, culture, and community; develop the ability to establish positive and collaborative relationships with all families as partners in teaching and learning; develop the ability to support families in character development through emphasis on respect, responsibility, and moral behavior; and develop the ability to support students by cooperatively working with parents and other professionals. Prerequisites: admission to the teacher education program and PSY 141. Offered Term 2.

**EDUC 343: CLASSROOM MANAGEMENT AND ORGANIZATION (4)****Fowler**

This course will explore approaches that support professionally appropriate practices, which promote positive redirection of behavior, development of social skills, and of self-discipline. Students will understand the link between classroom and behavior management as well as how students' ages must be understood in order to choose appropriate techniques to use in the classroom. Students will develop a classroom management plan to showcase their knowledge of this important skill and their ability to apply that knowledge to real classroom situations. Prerequisites: admission to the teacher education program. Not offered in 2014-15.

**EDUC 348: CLASSROOM TECHNOLOGY INTEGRATION (4)****C. Fowler, Watts**

This course focuses on the needs of practicing and pre-service classroom teachers for information to assist them as they effectively integrate technology across the curriculum. It also covers the Technology Standards for Instructional Personnel. Concepts as well as hands-on instruction will be provided. A portfolio will be required upon completion of the course. Prerequisite: EDUC 141 and sophomore standing. Offered both terms.

**EDUC 370: TEACHING SOCIAL SCIENCES (4)****Fowler**

A study of concepts, strategies, and techniques for teaching social sciences in a child-centered, cooperative, participatory environment. Emphasis is on integrating social sciences across the curriculum. Students will have an understanding of the knowledge, skills, and processes of history and the social science disciplines; understand the nature of history and the social sciences, and how the study of the disciplines assists students in developing critical thinking skills. Students will plan and deliver lessons. Observations in schools and in historical and cultural museums are required. Prerequisite: EDUC 141 and a U.S. history course. Not offered in 2014-15. (o)

**EDUC 372: SECONDARY CURRICULUM AND INSTRUCTION (6)****Cox**

This course prepares prospective secondary teachers to develop effective teaching strategies and techniques for all learners, including gifted and talented students and those with disabling conditions; create appropriate learning environments in the classroom such as how to divide students into groups, how to manage resources, and how to facilitate a community of respect; make effective decisions in planning, implementing, and assessing curriculum and instruction; articulate the specific developmental, psychological, behavioral, and social concerns of adolescents; and become more proficient in the use of technology in the classroom. Students will plan and deliver lessons. Prerequisite: admission to the teacher education program. Offered Term 1.

**EDUC 377: LANGUAGE ACQUISITION AND READING I (4)****Baynum**

This core course for understanding the teaching of reading addresses literacy development from its earliest stage to maturity. Established firmly in the understanding that reading is a language-based activity, the course addresses a linguistic and developmental approach to learning to read. Participants will focus on the skills necessary for efficient reading and critical thinking. The theory presented in this course is essential for elementary and middle school teachers. All people will be seen to develop literacy in similar patterns within variable cultural and social influences. Prerequisite: admission to the teacher education program. Offered Term 1.

**EDUC 378: LANGUAGE ACQUISITION AND READING II (4)****Baynum**

This course focuses on an approach to instruction that relies on an understanding of English orthography and the way in which all people develop as readers, writers, and spellers. This course will present assessment tools, diagnostic procedures, and conceptual/cognitive approaches to differentiated literacy instruction. Participants will extend their understanding of the five stages of literacy development and will understand how to recognize characteristics of reading, writing, spelling, and vocabulary at each level. Prerequisite: admission to the teacher education program. Offered Term 2.

**EDUC 380: READING IN THE CONTENT AREAS (4)****Baynum**

This course explores how students comprehend and learn with text and how teachers assist them in these processes. Participants will investigate the nature and meaning of comprehension, strategic teaching and learning, and will examine what it means to learn with texts. This class emphasizes the exploration, modeling, and practice of a range of comprehension strategies within the context of effective instruction. Participants will learn assessment techniques to level content area texts and match books to students appropriately. Practicum experiences with middle and high school students will provide participants with hands-on opportunities to implement conceptually based strategies that promote comprehension before, during, and after reading. Prerequisite: admission to the teacher education program. Offered Term 2.

**EDUC 399: INTERNSHIP IN EDUCATION AND CLASSROOM MANAGEMENT (4)****Cox**

An internship in education is for the purpose of acquainting the prospective teacher with classroom life and is required prior to student teaching. The student intern will work as a teacher's instructional assistant each day of the short term. The internship is designed to provide practical experience in a school setting and the opportunity for education department faculty to determine student suitability for student teaching. A minimum of 125 clock hours are required. Prerequisite: admission to the teacher education program and satisfactory completion of most education courses. Offered both terms.

**STUDENT TEACHING (12)****Baynum, Fowler, Roberts**

This capstone experience takes place in area schools. Student teaching is open to seniors with all prerequisites completed. The student should allow a minimum of 35 hours per week, exclusive of preparation time. A seminar is included that will address classroom management, diverse student populations, teacher expectations, current and legal issues in education, and other topics of interest. Prerequisite: all education and general education course work completed.

**EDUC 470: STUDENT TEACHING IN ELEMENTARY SCHOOLS: PREK-6****Department**

Offered both terms.



**EDUC 472: STUDENT TEACHING IN SECONDARY SCHOOLS: 6–12**

**Department**

Offered both terms.

**EDUC 473: STUDENT TEACHING: ART, MUSIC, OR FOREIGN LANGUAGE: PREK–12**

**Department**

Offered both terms.

# English

## MAJOR, MINORS

**PROFESSORS:** Carrie Brown (Distinguished Visiting Professor of Creative Writing), Richard H. W. Dillard (Jackson Chair in Creative Writing), Cathryn Hankla (on leave 2014-2015), Jeanne Larsen, Marilyn Moriarty, Eric Trethewey

**ASSOCIATE PROFESSORS:** T.J. Anderson, Pauline Kaldas (chair, English), Thorpe Moeckel (director, Jackson Center for Creative Writing), Julie Pfeiffer

**ASSISTANT PROFESSOR:** Elizabeth Poliner

**VISITING PROFESSOR:** C. W. Sullivan III

**VISITING ASSISTANT PROFESSOR:** April Asbury

**LOUIS RUBIN WRITER-IN-RESIDENCE:** Rebecca McClanahan (part time, Spring Term)

**LECTURER:** Brent Stevens

**TEACHING FELLOWS:** April Bacon, Joe Manning, Marissa Mazek, Martha Park

The English department provides majors and other interested students an opportunity to enhance their powers of expression through the close reading of texts, the free exchange of ideas in a supportive and demanding environment, and the production of original works of poetry, prose, and literary analysis.

Students will be challenged to improve their control of the English language and will be prepared for graduate study in literature, creative writing, and related fields, or for entering a career in which their communication skills will be prized. The department fosters an imaginative perception of experience, which can enhance the pleasure, value, and understanding that students find in literature and in living.

### LOUIS D. RUBIN, JR. SEMESTER IN CREATIVE WRITING

Hollins offers a one-semester intensive program in creative writing and modern literature every spring for undergraduate students from other institutions.

Admission to the program is competitive and requires submission of a manuscript (10 to 30 pages of poetry, fiction, or both), two letters of recommendation, preferably including one from an instructor familiar with the student's writing, and a transcript.

Visiting student writers take a full semester of course work (four 4-credit courses), including writing workshops, creative writing electives, and intermediate or advanced courses related to individual interests, at least one of which should be in 20th- and 21st-century literature. Visiting student writers pay tuition directly to Hollins, except for students from schools in the Seven College Exchange Program. Any financial aid must be provided by the home institution or from other outside sources. For further information, contact the Hollins English department.

### REQUIREMENTS FOR A MAJOR IN ENGLISH:

8–11 courses (32–44 credits), including 6 core courses

#### CORE COURSES:

- One 100-level literature course (first-year seminars in English fulfill this requirement)
- One 200-level literature course
- Four 300-level literature courses (one in each of the following areas):
  - Genre, Theory, or Transhistorical
  - Pre-17th Century
  - 17th or 18th Century
  - 19th, 20th, or 21st Century
- Senior portfolio, including a photocopy of graded analytical paper (of at least 2,000 words) written for a 300-level English course at Hollins for which the student received a grade of “B” or higher.

#### ELECTIVE COURSES:

##### NO CONCENTRATION

- Eight credits of additional English electives

It is strongly recommended that potential or declared majors take one 100-level literature course prior to taking a 300-level course, preferably during the first or sophomore year. It is also recommended that majors take ENG 223: Major British Writers I or ENG 281: United States Literature to 1860, or both, during their sophomore year. No course may be counted for fulfillment of more than one requirement. If a student attempts honors, the credits for the successful completion of that project will be applied to the credits required for the major. Upperclass women who require assistance in writing should request that short essays be assigned them in any

class in which they enroll. They may also request to work with a student writing tutor and may consult with the director of the Writing Center.

## **TWO CONCENTRATIONS**

A student can declare two concentrations, but a single course cannot count toward both concentrations. Students are reminded that only 60 credits in one department can count toward the 128 credits required for graduation. If credits in English exceed 60, then extra credits must be taken outside of the major for graduation (more than 128 credits will be needed).

### **CONCENTRATION IN CREATIVE WRITING**

20 credits from among:

- ENG 141: Fundamentals of Writing Poetry and Fiction
- ENG 142: Intermediate Creative Writing
- ENG 207, 407: Advanced Creative Writing
- ENG 208, 408: Advanced Creative Writing  
(ENG 207, 208: Advanced Creative Writing may be repeated for credit)
- ENG 210: Creative Nonfiction
- ENG 304: Advanced Expository Writing
- ENG 306: How Writing is Written
- ENG 321: Screenwriting I
- ENG 322: Screenwriting II
- ENG 323: Cinematic Adaptation
- ENG 324: Poetry in Performance
- ENG 350: Selected Special Topics courses, as determined by the director of the Creative Writing Program (this will generally apply to courses taught by the Louis D. Rubin, Jr. Writer-in-Residence)
- ENG 367: Cross-Genre and Experimental Writing
- ENG 375: Writing Out of the Multicultural Experience
- THEA 364: Playwriting
- ENG 450: Special Topic - Senior Seminar in Creative Writing
- ENG 490: Senior Honors Thesis (Creative Thesis)

### **CONCENTRATION IN MULTICULTURAL U.S. LITERATURE**

This concentration focuses on the multicultural nature of literature and the intersection of cultural identity and national identity. Courses in this area explore the literature emerging from diverse experiences related to ethnicity, class, race, religion, and sexuality. While some courses highlight the experiences of a single group and their unique struggle to formulate and express their identity, others focus on the negotiation of multiple identities within the larger context of American culture. Through this concentration, students will gain a greater understanding of the diverse and complex nature of U.S. literature.

20 credits from among:

- ENG 211: Multicultural Women Writers
- ENG 221: African American Literature
- ENG 230: The Textual Construction of Gender
- ENG 263: Holocaust Literature
- ENG 281: United States Literature to 1860
- ENG 282: United States Literature from 1860 to Present
- ENG 284: The Beat Generation
- ENG 318: Imagining Race in American Letters
- ENG 319: The Jazz Aesthetic in Literature
- ENG 320: Immigrant Literature
- ENG 324: Poetry in Performance
- ENG 342: Advanced Studies in Children's Literature
- ENG 346: Arab American Literature
- ENG 350: Special Topic - Poetry of the African Diaspora
- ENG 356: Contemporary U.S. Poetry
- ENG 375: Writing Out of the Multicultural Experience
- ENG 377: Truth Scribbled in Margins
- ENG 379: Feminist Theory

Courses taken for the concentration may count toward other requirements for the English major as long as the total number of credits in English is at least 36 (up to eight credits can be taken in departments other than English, with permission of the department).

### **CONCENTRATION IN LITERATURE AND PERFORMANCE**

This concentration pays attention to the way that meaning is performed rather than stated. Courses may or may not imply deference to an original script or text. When a script or text is involved, it functions like a musical score rather than a command, rule, or law; as such, it is enacted rather than obeyed. Performances may be embodied in different media, among them film, music, the spoken and written word, and/or the body in motion. It is assumed that every performance creates a discrete event; that there is no authority conferred on firsts, lasts, or bests; and that performances create a plurality of texts.

12 credits from among:

- ENG 284: The Beat Generation
- ENG 303: Literary History and Theory I
- ENG 307: Literary History and Theory II
- ENG 311: Origins of Poetry
- ENG 319: The Jazz Aesthetic in Literature
- ENG 321: Screenwriting I
- ENG 322: Screenwriting II
- ENG 323: Cinematic Adaptation
- ENG 324: Poetry in Performance
- ENG 332: Shakespeare and the Theatre
- ENG 333: Shakespeare's Women
- ENG 340: Shakespeare as Screenwriter
- ENG 350: Special Topic - Advanced Studies in Shakespeare
- ENG 353: Film as Narrative Art I
- ENG 354: Film as Narrative Art II
- ENG 356: Contemporary U.S. Poetry
- ENG 387: Cross-Genre and Experimental Writing

Eight credits from among:

- ART 323: Art and Ideas: Modern to Contemporary 1910-2010
- ART 365: American Art
- DANC 237: Dance History I
- DANC 239: Dance History II
- DANC 240: Imaginative Thinking, Moving, and Crafting I
- DANC 260: Performance Workshop
- DANC 340: Imaginative Thinking, Moving, and Crafting II
- FILM 272: American Cinema
- HUM 212: The French Absurd Theatre
- MUS 256: Women in Western Music
- PHIL 207: Philosophy of Art
- THEA 212: Acting Studio: Voice, Body and Text
- THEA 258: Viewpoints
- THEA 262: Non-Western Theatre
- THEA 263: History of Western Theatre I
- THEA 264: History of Western Theatre II
- THEA 364: Playwriting

(Other courses taken outside of English may count toward the concentration with permission of the department.)

Courses taken for the concentration may count toward other requirements for the English major as long as the total number of credits in English is at least 36.

### **REQUIREMENTS FOR A MINOR IN ENGLISH:**

5 courses (20 credits)

- Two courses from (8):  
ENG 223, 224: Major British Writers

- ENG 281, 282: United States Literature
- Two courses at the 300 level (8)
- One additional course at any level (4)

## **REQUIREMENTS FOR A MINOR IN CREATIVE WRITING:**

5 courses (20 credits)

- ENG 141: Fundamentals of Writing Poetry and Fiction (4)
- Additional credits from among (16):
  - ENG 142: Intermediate Creative Writing
  - ENG 207, 407: Advanced Creative Writing
  - ENG 208, 408: Advanced Creative Writing
  - (ENG 207, 208: Advanced Creative Writing may be repeated for credit)
  - ENG 210: Creative Nonfiction
  - ENG 304: Advanced Expository Writing
  - ENG 306: How Writing is Written
  - ENG 321: Screenwriting I
  - ENG 322: Screenwriting II
  - ENG 323: Cinematic Adaptation
  - ENG 324: Poetry in Performance
  - ENG 350: selected Special Topics courses, as determined by the director of the creative writing program (this will generally apply to courses taught by the Louis D. Rubin, Jr. Writer-in-Residence)
  - ENG 367: Cross-Genre and Experimental Writing
  - ENG 375: Writing Out of the Multicultural Experience
  - THEA 364: Playwriting

### **The English department has established the following prerequisites for upper-level courses:**

- Creative writing courses: The prerequisites for ENG 207, 407 and ENG 208, 408: Advanced Creative Writing are ENG 141: Fundamentals of Writing Poetry and Fiction and ENG 142: Intermediate Creative Writing, or permission; the prerequisite for ENG 142 is ENG 141 or permission.
- 200-level English courses other than creative writing: The prerequisite is at least one semester of college work, including a writing requirement course, or permission of the instructor. Students are strongly encouraged to take a 100-level literature course before enrolling in a 200-level course.
- 300-level English courses: Sophomore standing or higher; previous course work in English at the 100 and 200 level is strongly encouraged. Sophomores wishing to enroll in 300-level courses are strongly advised to consult with the instructor before registration.

## **COURSES IN ENGLISH:**

### **ENG 100: EXPOSITORY WRITING (4)**

**Stevens**

Designed to make students conscious of, comfortable with, and proficient in all stages of composing from invention to drafting and revision to editing. Frequent short writing assignments and a workshop format give students constant practice in producing and analyzing expository prose. Enrollment by placement or permission. Offered Term 1. (o)

### **ENG 117: CHILDBIRTH AND WOMEN'S WRITING (4)**

**Pfeiffer**

An introduction to literary and interdisciplinary study as well as college writing. We will analyze birth stories as literary and cultural metaphors in the texts of authors such as Anne Bradstreet, Kate Chopin, Helene Cixous, Louise Erdrich, Shulamith Firestone, Julia Kristeva, Toni Morrison, Adrienne Rich, and Fay Weldon. Also listed as GWS 117. No prerequisite. Not offered in 2014-15. (f, w, x)

### **ENG 123: CONTEMPORARY LITERATURE OF EXILE (4)**

**Department**

This interdisciplinary and writing-intensive course explores the rhetorical and literary construction of exile and immigration. What do we mean when we talk of being in exile? How are speaking, reading, and writing themselves states of exile? Possible texts: W.E.B. Dubois, Gloria Anzaldua, Monique Thuy-Dung Truong, Langston Hughes, Julia Alvarez, and Lone Star. No prerequisite. Not offered in 2014-15. (f, w, x, AES, DIV)

### **ENG 129: MONSTERS AND MARVELS (4)**

**Moriarty**

Both monsters and marvels are deviations from a norm or standard that is called "natural." Frequently it is the case that the word nature or natural implies a system of values or norms. Deviations from this norm—whether horrible

(monsters) or wonderful (marvels)—offer an insight into the basis of values which form the norm. Readings will include *The Odyssey*, *Frankenstein*, and *The Metamorphosis*. No prerequisite. Offered Term 2. (f, w, x, AES)

**ENG 141: FUNDAMENTALS OF WRITING POETRY AND FICTION (4) Bacon, Manning, Mazek, Park**

Fundamentals of writing poetry and fiction; discussion of student work and of the creative process; readings in contemporary poems and short stories. Frequent conferences with the instructor. Open to first-year students. No prerequisite. Offered both terms. (f, w, o, CRE)

**ENG 142: INTERMEDIATE CREATIVE WRITING (4)**

**Moeckel, Poliner, Sharp**

The writing of poetry, nonfiction, and fiction; intermediate level. Includes discussion of student work and work by classic and contemporary writers. Frequent conferences with the instructor. Prerequisite: ENG 141. Offered both terms. (f, w, CRE)

**ENG 150: SPECIAL TOPIC – FOLK AND FAIRY TALES (4)**

**Asbury**

Fairy Tales provide a rich treasure-trove for critical and creative exploration. In this course, we will examine stories with their roots in oral tradition, as well as the literary tales inspired by and entwined with them. We will also examine different critical approaches to analyzing these tales, the interplay of oral and literary traditions, and modern creative work in a variety of genres. Offered Term 2.

**ENG 150: SPECIAL TOPIC - LITERARY JOURNEYS: OR, THERE AND BACK AGAIN (4)**

**Larsen**

There, and back again: Who are we when we travel? What might we encounter, how are we changed, what about the folks back home? A reading-intensive, writing-intensive course that examines how people and their stories move among cultures around the globe. Texts in many genres from Argentina, Canada, China, Greece, Ireland, Italy, Japan, Russia, St. Lucia, Trinidad, the U.K., and the U.S. Offered Term 1. (f, w, x, AES)

**ENG 151: CLOSE READING, CRITICAL WRITING (4)**

**Department**

An introduction to literary studies at the college level. This is a course about how important stories and ideas are reanimated across genre, time, and cultures. Along the way you will experience your own transformation as a reader, thinker, and writer. This course meets the 100-level literature course requirement for potential majors, but all are welcome. No prerequisite. Not offered in 2014-15. (f, x, AES)

**ENG 152: THE CHILD'S IMAGINATION – CHILDREN IN LITERATURE (4)**

**Pfeiffer**

An exploration of the role(s) of the child in literature with a special focus on the significance of the imagination. Texts include *Jane Eyre*, *Anne of Green Gables*, *The Little Prince*, and *My Name is Asher Lev*. Assignments include weekly papers and oral presentations. No prerequisite. Not offered in 2014-15. (f, w, x, AES, MOD)

**ENG 160: EXTREME FICTIONS (4)**

**Department**

U.S. culture loves to take life to the extreme. From “extreme sports” to “extreme surgery,” our society consistently rejects moderation and embraces excess. This interdisciplinary and writing-intensive course will apply this phenomenon to the nation’s print and popular culture, examining works that are “extreme” in some way: extremely long or short, popular or obscure, serious or nonsensical. We will explore the impact that these various forms of excess have on narrative content, aesthetic value, and artistic merit. Open to first-year students. No prerequisite. Not offered in 2014-15. (f, w, x, AES)

**ENG 165: EXPLORING THE HARLEM RENAISSANCE (4)**

**Anderson**

The Harlem Renaissance was a major period in American intellectual and artistic life. African Americans began to create literature that expressed a new found sense of self-determination and self-awareness. The period represented a fertile out-pouring of creative work that articulated a new vision for the 20th century. It brought together the voices of writers like Langston Hughes, Jean Toomer, and Zora Neale Hurston, along with painters like Aaron Douglass, sculptors like Sargent Johnson, and musicians like Duke Ellington and Louis Armstrong. The primary goal of this course is to introduce students to various rhetorical and stylistic methods that these writers and artists used to examine issues of nationalism, gender, racism, and economic disparity. Open to first-year students. No prerequisite. Not offered in 2014-15. (f, w, x, AES, DIV)

**ENG 168: NOVELS WE ALL SHOULD HAVE READ (4)**

**Trethewey**

This course focuses on a selection of memorable novels by major writers of the 19th and 20th centuries. Emphasis will be placed on a conscientious reading of texts with the aim of enhancing aesthetic appreciation and understanding the moral issues that the novels convey. Attention will be paid to the development of a critical vocabulary and an understanding of the historical contexts in which the texts were written. No prerequisite. Offered Term 1. (f, w, x, AES)

**ENG 174: INTERNATIONAL WOMEN'S VOICES (4)****Kaldas**

This course explores the diversity of women's voices and experiences through contemporary literature and film. Discussions will focus on how women respond to the forces of culture, language, politics, gender, and national identity. Readings and films will include a variety of work from Africa, Asia, the Middle East, and Latin America. Also listed as GWS 174. Open to first-year students. No prerequisite. Not offered in 2014-15. (f, w, x, AES, GLO)

**ENG 197F: FIRST-YEAR SEMINAR – MOTHERS AND DAUGHTERS IN LITERATURE AND FILM (4)****Poliner**

The mother-daughter relationship, whether it is a simple, loving one, or one comprised of a more complicated mixture of emotions, is typically central to a woman's life. In this course we will explore how this relationship has been depicted in literature, as well as in several films. A close reading of the selected literature, and a close viewing the films, will generate the foundation for student discussions, writing, and research. Also listed as GWS 197F. Placement to be determined during the summer. Offered Term 1. (f, w, x, r, AES)

**ENG 197F: FIRST-YEAR SEMINAR – WOMEN/ BODIES/ VOICES (4)****Pfeiffer**

This class works from the premise that "knowledge is power" to the conclusion that self-knowledge leads to personal and community empowerment. Reading from a feminist perspective, we'll think about how literature helps us better understand ourselves and our communities. Course texts include fairy tales, stories, essays, and novels by authors such as Margaret Atwood, Eve Ensler, Charlotte Perkins Gilman, Barbara Kingsolver, Robin McKinley, and Peggy Vincent. Also listed as GWS 197F. Placement to be determined during the summer. Offered Term 1. (f, w, x, r, AES)

**ENG 207, 208: ADVANCED CREATIVE WRITING (2, 2) Brown, Kaldas, Larsen, Poliner, Trethewey**

A seminar in creative writing. May be repeated for credit. Seniors, with permission, may elect this course for four credits (ENG 407, ENG 408) each term during the senior year. Prerequisites: ENG 141 and ENG 142, or permission. Offered both terms. (w, CRE)

**ENG 210: CREATIVE NONFICTION (4)****Kaldas**

This course focuses on the writing of creative nonfiction, including personal essays as well as nonfiction about nature, sport, and culture. Students will develop their writing through the process of sharing their work with others, reading a variety of authors, experimenting with new ways of writing, responding to each other's work, and focusing on revision. The course is open to beginning as well as advanced nonfiction writers. Prerequisite: sophomore standing or permission. Offered Term 1. (w, CRE)

**ENG 211: MULTICULTURAL WOMEN WRITERS (4)****Kaldas**

This course focuses on the work of 20th-century women writers whose work explores issues of culture, ethnicity, and American identity. Issues discussed include how each character struggles to create a sense of female identity within the often conflicting influences of family and American culture; how authors respond to stereotypes of their cultural heritage; and how they depict the history of their group within the larger context of American history. Also listed as GWS 211. Prerequisite: one semester of college work or permission. Not offered in 2014-15. (w, x, AES, DIV)

**ENG 221: AFRICAN AMERICAN LITERATURE (4)****Anderson**

This survey course will focus on African American literature from the 1920s to the present. Topics include the Harlem Renaissance, the Black Arts Movement, and black women writers. We will examine the various ways the black experience has been depicted in poetry, fiction, and drama, as we discuss issues of aesthetics, community, and gender. Prerequisite: one semester of college work or permission. Offered Term 1. (DIV, MOD)

**ENG 223: MAJOR BRITISH WRITERS I (4)****Moriarty**

An introduction to the dominant metaphors, structures, and themes of English Medieval and Renaissance literature as they are embodied in selected works of Chaucer, Shakespeare, Milton, and Pope. Prerequisite: one semester of college work or permission. Offered Term 1. (AES)

**ENG 224: MAJOR BRITISH WRITERS II (4)****Asbury**

An introduction to British poetry, fiction, and prose nonfiction of the Romantic, Victorian, and Modern periods. Prerequisite: one semester of college work or permission. Not offered in 2014-15. (w, x, MOD)

**ENG 225: MODERN SOUTHERN WRITERS (4)****Department**

An examination of several important writers, including such writers as William Faulkner, Zora Neale Hurston, Flannery O'Connor, Carson McCullers, Eudora Welty, Tennessee Williams, and Walker Percy. Prerequisite: one semester of college work or permission. Not offered in 2014-15.

**ENG 230: THE TEXTUAL CONSTRUCTION OF GENDER (4)****Moriarty**

Beginning with the premise that sex (biological difference) differs from gender (the significance attributed to sexual difference), this course historically and thematically surveys various models of gender construction. Readings are drawn from the classics, the Bible, Freud, and contemporary writers. Prerequisite: one semester of college work or permission. Not offered in 2014-15.

**ENG 242: INTRODUCTION TO CHILDREN'S LITERATURE (4)****Sullivan**

An introduction to traditional and contemporary classics. This course provides a foundation both in the history and interpretation of children's literature and in the practical implications of book selection and censorship. Also listed as GWS 243. Prerequisite: one semester of college work or permission. Offered Term 1. (w, x, AES)

**ENG 248: BUDDHIST LITERATURE - EAST AND WEST (4)****Larsen**

Novels, poems, films, and literary nonfiction (U.S., China, Japan, Germany, England, Korea, Tibet) written in light of Mahayana Buddhist teachings. Close readings in the contexts of diverse cultural re-inscriptions of a global system of practice and understandings. Topics include art as delusion, emptiness, paradise, the road to awakening, and blue mountains walking. No background in Buddhism required. Prerequisite: one semester of college work or permission. Not offered in 2014-15. (AES, GLO)

**ENG 250: SPECIAL TOPIC – WORLD LITERATURE II (4)****Asbury**

An introduction to literature beyond the English and American traditions. Readings from the 19th century to the present will emphasize literary techniques, structures, and themes, as well as the cultural and historical context of these works. Prerequisite: one semester of college work or permission. Offered Term 2.

**ENG 251: 19TH-CENTURY BRITISH NOVEL (4)****Pfeiffer**

Studies in selected 19th-century novelists from the heirs of Richardson and Fielding to the precursors of Modernism. Authors will include Austen, Shelley, the Brontës, Trollope, Thackeray, Dickens, Hardy, James, and others. Prerequisite: one semester of college work or permission. Not offered in 2014-15.

**ENG 252: MODERN BRITISH NOVEL (4)****Department**

Studies in the 20th-century British novel, featuring work by Hardy, Joyce, Conrad, Woolf, Forster, Waugh, Greene, and others. Prerequisite: one semester of college work or permission. Not offered in 2014-15.

**ENG 263: HOLOCAUST LITERATURE (4)****Moriarty**

This course considers the way that various writers attempted to create meaning from their experience of the Holocaust. We consider the role of memory/memorial and the use of literary genres and devices as ways writers impose form on an experience that, by its nature, is unrepresentable. Readings include the work of Primo Levi, Viktor Frankl, and Art Spiegelman. Prerequisite: one semester of college work or permission. Not offered in 2014-15.

**ENG 273: STUDIES IN LYRIC POETRY (4)****Larsen**

How do poets work, and play, with words? Close readings of selected poems by traditional and contemporary writers; training in the analysis of poetry useful to writers and other students interested in studying literature and to anyone else who wishes to learn the rules of the game of poetry. The course will focus on British and American poetry and will conclude with a consideration of a few influential poets from China and Japan. Prerequisite: one semester of college work or permission. Not offered in 2014-15.

**ENG 281: UNITED STATES LITERATURE TO 1860 (4)****Asbury**

In this course we examine literature written from the initial colonization of the land that would eventually become the United States until the outbreak of the Civil War that would threaten to destroy it. Through our reading of sermons, poems, novels, essays, stories, lectures, and political treatises, we investigate how the concept of "American" gradually became attached to the concept of "nation" during this era. Prerequisite: one semester of college work or permission. Offered Term 1. (w, x, AES, DIV)

**ENG 282: UNITED STATES LITERATURE FROM 1860 TO PRESENT (4)****Anderson**

The development of prose and poetry in the U.S. from the Civil War to the present, including the schools of regionalism, realism, and naturalism in fiction, the emerging African American literary tradition, and the growing multicultural nature of U.S. literature in the 20th century, along with the development of Modernism and post-Modernism. Prerequisite: one semester of college work or permission. Offered Term 2. (o, AES, MOD)



**ENG 284: THE BEAT GENERATION (4)****Anderson**

This course explores the creative work of a unique and racially diverse group of artists and musicians who gathered primarily around the cosmopolitan cities of New York and San Francisco during the 1950s and 1960s. This group of Bohemian intellectuals revolutionized art and introduced a new way of seeing America. The course focuses on the origins of the "Beat Movement" by examining the work of Bob Kaufman, Jack Kerouac, Allen Ginsberg, Diane DiPrima, William Burroughs, Amiri Baraka (LeRoi Jones), and several others. Prerequisite: one semester of college work or permission. Not offered in 2014-15. (DIV)

**ENG 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty and department chair prior to registration. Offered any term.

**ENG 303: LITERARY HISTORY AND THEORY I (4)****Moriarty**

This course offers an opportunity to examine philosophical, historical, literary, and theoretical writings. The course will focus on the issue of representation from classical to poststructural thought. We will consider mimetic and expressive views of representation as well as the postmodern crisis in representation. Also listed as PHIL 303. Prerequisite: sophomore standing or permission. Offered Term 1. (MOD)

**ENG 304: ADVANCED EXPOSITORY WRITING (4)****Kaldas**

The writing of nonfiction prose with an overview of the essay as a literary genre. Students will read, analyze, and write autobiographical and personal essays, informational, persuasive, and exploratory essays, with focus on voice, purpose, and style. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (w, x)

**ENG 306: HOW WRITING IS WRITTEN (4)****Hankla**

An exploration of the creative process of poetry and fiction writing. The course will include readings of literature and works by writers on their art and craft, writing assignments, and discussion of student work. Prerequisite: ENG 207 or ENG 208. Not offered in 2014-15. (w, AES, MOD)

**ENG 307: LITERARY HISTORY AND THEORY II (4)****Moriarty**

This course offers a focused look at the different schools of contemporary theory. It is intended to deepen the student's knowledge in literary theory and to serve as a methods course preparing students for graduate study. Also listed as PHIL 307. Prerequisites: ENG 303 and junior standing or permission. Not offered in 2014-15.

**ENG 310: CHAUCER (4)****Department**

A consideration of the pilgrimage as controlling metaphor in the *Canterbury Tales*. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (w, x, AES, PRE)

**ENG 311: ORIGINS OF POETRY (4)****Larsen**

Love songs, hymns, tribal traditions, the urge to syng cuckow: What preceded poets of Shakespeare's time, and what did they miss out on? What happens when a poem's language changes—or is changed? What's the source of a writer's lyric impulse? We'll read poems first written in Old, Middle, and Early Modern English, and some brought over from Latin, Hebrew, and Greek. Texts from China, Sumer, and Japan will allow transcultural triangulation. Prerequisite: at least one 100- or 200-level literature course in English. Not offered in 2014-15. (AES, PRE)

**ENG 313: LITERATURE OF THE RENAISSANCE (4)****Moriarty**

This course examines the creation of political, textual, and rhetorical authority in (primarily) English works of prose, drama, and poetry. After examining the way that the earth was conceived in classical and new world writings, we consider the role of politics and princes, reading Machiavelli's *The Prince* for its advice as well as its rhetorical construction, and put it up against Webster's *The Duchess of Malfi*. Lovers, like political subjects, are often supplicants, so we read the poetry of the period, focusing on the sonnet tradition and the use of the blazon. Prerequisite: junior standing or permission. Offered Term 2. (AES, MOD)

**ENG 314: SEMINAR IN JANE AUSTEN (4)****Pfeiffer**

A study of the complete works of Jane Austen, including her unfinished and juvenile works as well as her published novels. Our analysis will be enriched by appeals to the historical context of the "long 18th century" as well as readings in the extensive critical commentary on Austen's work. Prerequisite: junior standing or permission. Offered Term 2. (w, x, o)

**ENG 315: DANTE (4)****Asbury**

Dante's *Divine Comedy* in translation. Analysis of the figurative mode of perception in the *Inferno* and the *Purgatorio* with an introduction to the *Paradiso*. Prerequisite: sophomore standing or permission. Offered Term 1. (PRE)

**ENG 317: MEDIEVAL LITERATURE (4)****Asbury**

This course surveys secular and sacred medieval literature with attention given to the role of the female subject, both as the writing subject and as the written object. Readings may include *The Showings of Julian of Norwich*, *The Book of Margery Kempe*, as well as selections from Chaucer and medieval drama. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 318: IMAGINING RACE IN AMERICAN LETTERS (4)****Trethewey**

Given that the United States is a multiracial, multicultural country, it is important for members of different groups to understand something of the historical dynamics of their interactions with others. The aim of the course is to introduce students to various literary expressions of how race and race relations have been conceived in this country throughout its history, with particular attention paid to relations between African American citizens and those of European ancestry. My hope is that students will come to a clearer understanding of the complexities implicit in racial interactions in the past and present. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (w, x, AES, DIV)

**ENG 319: THE JAZZ AESTHETIC IN LITERATURE (4)****Anderson**

This course explores the development of literature (poetry, fiction, autobiography, etc.) that employs a "jazz aesthetic." The philosophical/aesthetic role that jazz improvisation has played in the development of Modernist and Post-Modernist critique will also be examined. Artists discussed include Charles Mingus, Jack Kerouac, Bob Kaufman, Amiri Baraka, Nathaniel Mackey, Miles Davis, Anthony Braxton, Jayne Cortez, and several others. The course entails the development of a creative and critical portfolio of jazz-inspired writing. Prerequisite: junior standing or permission; English majors must have completed both a 100-level and a 200-level literature course in English. Offered Term 1. (AES, DIV)

**ENG 320: IMMIGRANT LITERATURE (4)****Kaldas**

This course focuses on the literature of immigrants in the United States from the early 1900s to the present. Students will explore the varied and complex experiences of immigrants from different cultural backgrounds. Discussion issues include: the way in which the process of immigration disrupts one's sense of identity, the struggle between alienation and assimilation, and the concept of home. Written requirements will consist of several papers and a final creative/critical project. The course is conducted as a discussion seminar, with emphasis on student participation. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (AES, DIV)

**ENG 321: SCREENWRITING I (4)****Marshall**

An intensive hands-on course in the art of writing for the screen—for beginners and for writers experienced in other genres (fiction, poetry, and creative nonfiction). Screenings, writing exercises, and workshop-style critiques comprise the course. Also listed as FILM 321. Prerequisite: sophomore standing or permission. Offered Term 1. (w, CRE)

**ENG 322: SCREENWRITING II (4)****Marshall**

An intensive course in screenwriting in which students go through the various stages of developing and writing a feature-length film script, from outline to treatment to presentation and group critiques to finished screenplay, including the analysis of previously produced screenplays and films. Also listed as FILM 322. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Offered Term 2. (CRE)

**ENG 323: CINEMATIC ADAPTATION (4)****Dillard**

Students will go through the entire process (from analysis of the story to outline to treatment to screenplay) of adapting a work of fiction for the screen. The course also includes close study of works of fiction that have previously been adapted for the cinema, as well as the resulting screenplays and films. Also listed as FILM 323. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 324: POETRY IN PERFORMANCE (4)****Anderson**

This course examines the aesthetics of textual performance as it has been applied to the performative aspect of poetry. Students will develop methods of critiquing and perform a broad range of aesthetic expression that incorporates poetry with other media. Poets to be discussed include Jayne Cortez, Ed Sanders, and several others. This course is a composite seminar/practicum. Prerequisite: junior standing or permission. Offered Term 2. (o, CRE, MOD)

**ENG 325: ROMANTIC POETRY (4)****Trethewey**

A study of the major British Romantic poets, including, among others, Blake, Wordsworth, Coleridge, Keats, and Shelley. Prerequisite: sophomore standing or permission. Offered Term 1.

**ENG 330: 17TH- AND 18TH-CENTURY LITERATURE (4)****Asbury**

An exploration of the aesthetic range of Restoration drama, including the political poetry, and its engagement with cultural transformations in England. Important Restoration adaptations of the genre include the appearance of women on stage and as authors. The course concludes with the 18th century as the Age of Satire. Prerequisite: sophomore standing or permission. Offered Term 2. (AES, MOD)

**ENG 331: SHAKESPEARE'S ROME (4)****Moriarty**

Tudor historians linked the dim history of Britain to that of Rome. Republic, empire, myth—what did Rome, and romanitas, mean to Shakespeare? Influenced by Ovid and Plutarch as well as the British chronicle histories, Shakespeare located several tragedies in the Roman world and portrayed a Roman presence in *Cymbeline*. We will examine the political and aesthetic use of romanitas in select plays and *The Rape of Lucrece*. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 332: SHAKESPEARE AND THE THEATRE (4)****Moriarty**

Plays that reflect on their own artfulness, characters that examine their thoughts and behavior as acting, or plays-within-the-play that reflect/refract the action of the main play are considered metadrama. In this course we will examine theatrical self-awareness in select plays of Shakespeare (*Hamlet* and *Henry IV Part I* among others) and related metadramatic works, including Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*. We will also view some films. Prerequisite: sophomore standing or permission. Offered Term 2. (PRE)

**ENG 333: SHAKESPEARE'S WOMEN (4)****Moriarty**

An examination of the way female characters in Shakespeare's comedies and tragedies perform, expand, subvert, or question their social roles. Attention will be given to Shakespeare's creating and theatricalizing a female role, the political implications of dynastic marriage, female access to power through language and self-creation, and women's relationship to nature. Genre will also be a category of analysis. Prerequisite: junior standing or permission. Offered Term 1. (AES, MOD)

**ENG 335: MILTON (4)****Pfeiffer**

An analysis of *Paradise Lost*. We will use close readings of the poem's language, structure, and themes to understand Milton's epic as a literary masterpiece; we will consider literary responses to the poem as a means of determining the epic's cultural significance. Prerequisite: junior standing or permission; English majors must have completed both a 100-level and a 200-level literature course in English. Not offered in 2014-15. (w, x, o)

**ENG 336: SHAKESPEARE'S TRAGEDIES (4)****Department**

This course examines the structure and theme of tragedy in Shakespeare's plays. Works to be read include *Hamlet*, *Macbeth*, *Othello*, *King Lear*, and *Antony and Cleopatra*. Prerequisite: junior standing or permission. Not offered in 2014-15. (AES)

**ENG 337: 17TH-CENTURY POETRY (4)****Department**

An in-depth study of the poetry of the 17th century with a special focus on the metaphysical poets, including Donne, Herbert, Vaughan, and Marvel, and the cavalier poets, including Jonson, Herrick, and Lovelace. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 339: 18TH-CENTURY BRITISH NOVEL (4)****Department**

An examination of the cultural background and development of the novel in English with some attention to the sentimental and gothic genres. Close reading of Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Fanny Burney, Ann Radcliffe, and Matthew Gregory Lewis. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 340: SHAKESPEARE AS SCREENWRITER (4)****Dillard**

"Shakespeare," according to Orson Welles, "would have made a great movie writer." This course will examine a number of Shakespeare's plays and his collaboration across the centuries with important filmmakers. Considerable attention will be paid to the nature of Shakespearean drama and contemporary cinema as well as the nature of collaboration and the question of "purity" of imaginative texts. Also listed as FILM 340. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 342: ADVANCED STUDIES IN CHILDREN'S LITERATURE (4)****Pfeiffer**

Close study of various topics in children's literature. Recent topics have included the tomboy character and gender and girls fiction. Also listed as GWS 342. Prerequisites: junior standing or permission; English majors must have completed both a 100-level and a 200-level literature course in English. Offered Term 2. (w, x, AES, MOD)

**ENG 343: THE MODERN NOVEL I (4)****Dillard**

An examination of how the mystery story has become one of the primary literary forms for deconstruction and reconstruction in the modern novel. After a study of the sources of the form in the Bible, Sophocles, and Poe, the course moves on to novels by such writers as Agatha Christie, Dashiell Hammett, William Faulkner, Alain Robbe-Grillet, Vladimir Nabokov, Chester Himes, and Friedrich Dürrenmatt. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 344: THE MODERN NOVEL II (4)****Department**

A study of modern British and European novels (in translation), including works by Milan Kundera, Joseph Conrad, Albert Camus, André Malraux, Christa Wolf, Herman Brock, and others. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 345: ARAB WOMEN WRITERS (4)****Kaldas**

This course focuses on the literature of Arab women whose writing engages the political and cultural transformations taking place in the Middle East. Particular attention is paid to how these writers confront the restrictions and expectations placed upon Arab women. Issues raised for discussion include Arab women's struggle for independence in both domestic and economic spheres, women's participation in political struggles, and conflicts between modernization and tradition. Also listed as GWS 345. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (AES, GLO)

**ENG 346: ARAB AMERICAN LITERATURE (4)****Kaldas**

This course begins with an introduction to the history of the first Arabs to immigrate to the U.S. and their process of adaptation. Moving to the contemporary period, students read a variety of literature by Arab Americans, looking at how these writers have expressed the ways in which Arab Americans have crossed geographical and cultural boundaries, their relationship to their homeland, and their evolving identity in the U.S. Written requirements consist of a series of short papers and a final creative/critical project. The course is conducted as a discussion seminar with emphasis on student participation. Prerequisite: sophomore standing or permission. Offered Term 2. (AES, DIV)

**ENG 347: STUDIES IN SHORT FICTION (4)****Poliner**

Selected readings in the short story from masters to recent innovators, with attention to stories by women and the contemporary short-short story. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (w, x, AES, MOD)

**ENG 350: SPECIAL TOPIC –WIT AND WISDOM IN 18TH CENTURY BRITISH LITERATURE (4)Asbury**

A survey of British literature from the 18th century at its most incisive. We will examine the evolution of the English novel, as well as biting satire and penetrating criticism, from authors such as Pope, Defoe, Swift, and Fielding. Offered Term 1.

**ENG 350: SPECIAL TOPIC – WRITER-IN-RESIDENCE: KEEP IT MOVING: LITERARY GEAR SHIFTS, KEY CHANGES, SPINNING PLATES (4)****McClanahan**

This multi-genre course focuses on examining and creating texts that engage both writer and reader through the use of structural, rhetorical, and linguistic shifts. Students will identify and discuss gear-shift techniques used in selections of fiction, nonfiction, and poetry (including varying discourse modes, syntactic structures, sounds and rhythms, pacing, narrative stance, and point of view) and then write and revise original works that use similar techniques. Prerequisite: ENG 207 or ENG 208 or permission. Offered Term 2.

**ENG 353: FILM AS A NARRATIVE ART I (4)****Dillard**

Films of Alfred Hitchcock as moral, aesthetic, and psychological narratives with particular attention to the development of his cinematic style in relation to his concerns throughout his cinematic career. Such films as *The 39 Steps*, *Sabotage*, *Shadow of a Doubt*, *Notorious*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Birds*, *Marnie*, *Frenzy*, *Family Plot*. Also listed as FILM 353. Prerequisite: sophomore standing or permission. Offered Term 1.

**ENG 354: FILM AS A NARRATIVE ART II (4)****Dillard**

Films of Federico Fellini as moral, aesthetic, and psychological narratives with particular attention to the development of his cinematic style in relation to his concerns throughout his cinematic career. Such films as *The White Sheik*, *I Vitelloni*, *La Strada*, *Nights of Cabiria*, *La Dolce Vita*, *8½*, *The Temptation of Dr. Antonio*, *Juliet of the Spirits*, *Toby Dammit*, *Fellini Satyricon*, *I Clowns*, *Amarcord*, *Ginger and Fred*, *Intervista*. Also listed as FILM 354. Prerequisite: sophomore standing or permission. Offered Term 2.

**ENG 355: MODERN BRITISH AND AMERICAN POETRY (4)****Trethewey**

Intensive study of poetry written or first influential in the first half of the 20th-century. Such authors as Emily Dickinson, Gerard Manley Hopkins, Ezra Pound, Walt Whitman, T.S. Eliot, William Butler Yeats, Wallace Stevens, William Carlos Williams, and Marianne Moore. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 356: CONTEMPORARY U.S. POETRY (4)****Anderson**

Contemporary American poetry and its roots. A study of the origins and the present modes and voices of poetry in North America, with emphasis on works written since World War II. We will consider the lives of poets in our times, the issues that have mattered to them, and the ways they have found to make art from words. Prerequisite: sophomore standing or permission. Offered Term 1.

**ENG 367: CROSS-GENRE AND EXPERIMENTAL WRITING (4)****Hankla**

An examination of and practice in forms of writing that straddle the worlds of fiction/poetry, image/word, fiction/nonfiction, including graphic memoir and fictional (auto)biography. Students will write prose poetry, flash fiction, and other experimental forms, while considering selected works by Gertrude Stein, Lydia Davis, Jamaica Kincaid, James Tate, Michael Ondaatje, Alison Bechdel, and many others. Prerequisite: ENG 207 or ENG 208. Not offered in 2014-15. (w)

**ENG 375: WRITING OUT OF THE MULTICULTURAL EXPERIENCE (4)****Kaldas**

This is a literature and creative writing course. Readings will focus attention on particular issues, such as perception and stereotypes, gender expectations, and cultural conflicts. Assignments will be creative, encouraging students to bring the issues raised in the literature into their own work. Students can write from their specific background, paying particular attention to ethnic, national, and regional identity, economic class, sexual orientation, etc. Prerequisite: ENG 207 or ENG 208 or permission. Offered Term 2. (CRE, DIV)

**ENG 377: TRUTH SCRIBBLED IN MARGINS - UNCONVENTIONAL WRITING BY WOMEN (4)****Hankla**

A study of modern and contemporary works by American women of diverse ethnicities who eschew conventional content and form to challenge the boundaries of both. This literature often addresses tabooed subjects and blurs traditional genre lines. Such authors as Gertrude Stein, Adrienne Rich, Audre Lorde, Margaret Atwood, Kathy Acker, Maxine Hong Kingston, Ai, and others will be studied. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (w, AES, DIV)

**ENG 379: FEMINIST THEORY (4)****Department**

This course looks at key movements and concerns of contemporary feminist theory. Issues of gender, race, and class are examined across first-, second-, and third-wave feminism. The final unit for the course looks at queer theory and its relationship to earlier existentialist feminist writing. Also listed as GWS 379. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 382: ADVANCED STUDIES IN AMERICAN LITERATURE - GRAPHIC NOVELS (4)****Department**

This course will explore the growing new genre of graphic narratives. We will consider such issues as the interplay of word and image and the question of audience. Our reading list will place special emphasis on graphic narratives that have a relationship with autobiography, family history, and memoir. Possible texts include *Fun Home*, *Maus*, and *Persepolis*. Also listed as GWS 382. Prerequisite: sophomore standing. Not offered in 2014-15. (w, x, AES, DIV)

**ENG 385: VICTORIAN LITERATURE (4)****Department**

Major writers of the Victorian period, with some attention to the relations between literary art and intellectual and social issues of the time. Readings include nonfiction prose as well as fiction and poetry; Emily Brontë, Matthew Arnold, George Eliot, Charles Dickens, John Henry Newman, and others. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**ENG 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study at advanced level. Application for independent study must be made a term prior to registration. Approval of faculty advisor and department chair is required. Prerequisite: sophomore standing or permission. Offered any term.

**ENG 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**ENG 407, 408: ADVANCED CREATIVE WRITING (SENIOR OPTION) (4)****Brown, Kaldas, Larsen,  
Poliner, Trethewey**

A four-credit seminar in creative writing for seniors only. Prerequisites: ENG 141 and ENG 142, or permission. Offered both terms. (w, CRE)

**ENG 450: SPECIAL TOPIC – SENIOR SEMINAR IN ENGLISH LITERATURE (4)****Pfeiffer**

This course is designed as a capstone seminar for senior English majors and minors. Students will be introduced to a variety of advanced research techniques, write a major essay in an area of English literature of their choosing, and reflect on post-graduate plans. Please consult with instructor prior to registering to discuss your research project. Prerequisite: senior standing and permission of the instructor. Offered Term 1.

**ENG. 450: SPECIAL TOPIC – SENIOR SEMINAR IN CREATIVE WRITING (4)****Larsen**

An intensive capstone seminar for English majors in the writing of imaginative literature. Each student will pursue a semester-long project, to be determined in consultation with the instructor. Readings will include both students' original work and texts on the creative process. Students are expected to have taken at least three courses in Creative Writing beyond ENG 142. Prerequisite: senior standing and permission of the instructor. Offered Term 2.

**ENG 484, 584: ADVANCED STUDIES IN POETRY (4)****Larsen**

An intensive exploration of poetry, focusing on contemporary writers from the U.S. Can poetry really matter? How does it mean now? Is craft dead, murderous, of the essence? How do past poets speak through/against/around writers of our time? Is aesthetic progress possible? What are the orthodoxies, transgressions, blunders of the age? Open to creative writing M.F.A. students, and senior English majors with permission of instructor. Not offered in 2014-15.

**ENG 485, 585: ADVANCED STUDIES IN THE NOVEL (4)****Dillard**

Studies in the form of the novel, ranging throughout the history of the novel. Close readings of a variety of novels with an effort to determine the demands of the form and ways in which it has been and can be developed. Open to creative writing M.F.A. students, and senior English majors with permission of instructor. Not offered in 2014-15.

**ENG 486, 586: ADVANCED STUDIES IN CREATIVE NONFICTION (4)****Trethewey**

This is a course on the literary form that has come to be known as "Creative Nonfiction." We will read and discuss various modes of writing about personal experience and the aesthetic and ethical issues raised by such writing. Written assignments will include discursive prose, as well as students' original creative nonfiction. Open to creative writing M.F.A. students, and senior English majors with permission of instructor. Offered Term 2.

**ENG 487, 587: ADVANCED STUDIES IN SHORT FICTION (4)****Poliner**

Close readings of representative stories past and present that define or defy our expectations for the form. Attention to building a vocabulary for discussion and to the analysis of technique and structure. Open to creative writing M.F.A. students, and senior English majors with permission of instructor. Offered Term 1.

**ENG 490: SENIOR HONORS THESIS (4, 4)****Department**

A year-long (Fall, Short, and Spring Terms) study culminating in a substantial critical or creative manuscript. Prerequisite: senior standing and invitation from the department based on the student's previous academic work. Application must be made with faculty prior to registration.

# Environmental Studies

## Environmental Science

MAJOR, MINOR

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**PROFESSORS:** Renee Godard (biology, on leave Short and Spring Terms), Bansi Kalra (chemistry, on leave Fall and Short Terms), Annette Sampon-Nicolas (French and international studies)

**ASSOCIATE PROFESSORS:** Jon D. Bohland (international studies), LeeRay Costa (gender and women's studies), Pablo Hernandez (economics), Christina Salowey (classical studies), Morgan Wilson (director, biology), Thorpe Moeckel (English)

**ASSISTANT PROFESSORS:** Jeanette Barbieri (political science), Ryan Huish (biology)

**AFFILIATED FACULTY:** Sandy Boatman (chemistry), Bonnie Bowers (psychology), Julie M. Clark (mathematics and statistics), Casimir Dadak (business), James Patrick Downey (philosophy), Lori J. Joseph (communication studies), Edward A. Lynch (political science), Jong Oh Ra (political science), Darla Schumm (religious studies), Susan L. Thomas (political science)

The field of environmental studies/environmental science (ES) explores the relationship between humans and the environment. To fully understand the causes and consequences of environmental problems, and to acquire skills for developing potential solutions, an interdisciplinary approach that draws on the natural and social sciences, as well as the arts and humanities, is required. The environmental studies program offers two degree pathways for students to explore the field.

The B.A. degree in environmental studies provides students, through the core curriculum, with a background in environmental issues from scientific, cultural, historical, and societal perspectives. With this grounding, B.A. students may then explore the field through a wide distribution of elective courses in environmental studies and affiliated programs. Thus, the B.A. degree provides students significant flexibility in selecting courses that fit their interests.

The B.S. degree is more focused on developing scientific and quantitative skills which students can use to approach environmental problems at the most fundamental of levels. The Hollins ES program is distinguished by its experiential component, which requires all majors (B.A. and B.S.) to be involved in an internship or service project that pertains to their field of interest within the interdisciplinary approach of environmental studies. In addition, our affiliation with the School for Field Studies allows both B.A. and B.S. students the opportunity to study abroad and to receive major elective (and in some instances core) credit for the courses taken in this program.

### REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL STUDIES (B.A.):

12 courses (minimum of 46 credits) and Experiential Component

#### CORE COURSES (7):

- ES 117: Environmental Science (4)
- ECON 157: Principles of Microeconomics (4)
- ES 207: Ecology and ES 207L (4, 2)
- ES 234: Environmental Politics and Policy (4) **or** SFS course: Policy and Socioeconomic Values
- ES 357: Conservation Biology (4) **or** SFS Principles of Resource Management
- ES 470: Senior Seminar in Environmental Studies (4)

#### FIVE ADDITIONAL COURSES

- One course must be at 300 level and three courses must be at 200 level or higher
- Two courses must be ES, the other three can come from ES or affiliated courses listed below

#### EXPERIENTIAL COMPONENT

- All students must complete an experiential component, which consists of a related internship, service project, or completion of the Hollins Outdoor Leadership certificate.

#### ENVIRONMENTAL STUDIES COURSES

- ES/CHEM 112: Environmental Analysis
- ES/PHYS 121: Introduction to Oceanography and Hydrogeology (4)
- ES/PHYS 137: Environmental Physics (4)
- ES/PHIL 182: Environmental Ethics (4)
- ES/INTL 197F: Consuming French Culture (4)
- ES/INTL 210: World Geography (4)
- ES/ANTH/GWS 219: Food, Culture, and Social Justice (4)

- ES/INTL 220: Globalization and Local Responses (4)
- ES/PHYS 221: Survey of Physics and the Environment (4)
- ES/ECON 230: Economics and the Environment (4)
- ES/POLS 235: Feeding Frenzy (4)
- ES/PHYS 241: Geology and Earth History (4)
- ES 250: Special Topic in Environmental Studies (2–4) (may be taken more than once for credit)
- ES/INTL 304: Geography of Global Environment (4)
- ES/INTL 305: Cultural Geography and Landscape Studies (4)
- ES/BIOL 337: Ornithology (4)
- ES 352: Topics in Human Geography (4)
- ES 390: Independent Study (2 or 4) \*
- ES 480: Senior Thesis \*
- ES 490: Senior Honors Thesis \*
- Four elective courses are also available through the Hollins affiliated School for Field Studies. For more information see page 10 or contact Renee Godard
- \* A student may apply up to two semesters of ES 390, ES 480, and ES 490 toward her elective courses.

## **AFFILIATED COURSES:**

### **DIVISION I**

- PHIL 181: Contemporary Moral Issues (4)
- PHIL 252: Ethics (4)

### **DIVISION II**

- ANTH 145: Introduction to Anthropology (4)
- ANTH/GWS 312: Women and Social Movements Around the Globe (4)
- BUS 224: Business Ethics (4)
- COMM 125: Public Speaking (4)
- COMM 231: Writing for the Print Media I (4)
- COMM 238: Argumentation and Advocacy (4)
- COMM 322: Public Relations Principles (4)
- ECON 241: Economics of Social Issues (4)
- ECON/INTL 259: International Political Economy (4)
- ECON 265: International Trade (4)
- ECON 312: Economics of the Third World (4)
- GPS 121: Foundations of Social Justice (4)
- GWS 250: Special Topic - Ecofeminism (4)
- GWS/INTL 252: Gender and Globalization (4)
- GWS/POLS 213: Globalization and Poverty (4)
- INTL 120: Introduction to International Studies (4)
- INTL/POLS 302: Comparative Urbanism (4)
- INTL 303: Geopolitics (4)
- INTL 307: International Tourism (4)
- POLS 118: Controversial Issues in American Politics (4)
- POLS 226: International Law (4)
- POLS 363: Constitutional Law (4)
- SOC 133: Social Problems in Global Perspectives (4)

### **DIVISION III**

- BIOL/INTL 121: Plants and People (4)
- BIOL 236/236L: Cell and Molecular Biology (6)
- BIOL 241/241L: Plant Biology (6)
- BIOL 312/312L: Microbiology (6)
- BIOL 313/313L: Invertebrate Zoology (6)
- BIOL/PSY 323/323L: Animal Behavior (6)
- BIOL/ES 337: Ornithology (4)
- CHEM 214/214L: Analytical Chemistry (6)
- CHEM 221/221L and 222/222L: Organic Chemistry I and II (6, 6)
- PSY 208: Research Statistics (4)
- STAT 251: Statistical Methods I (4)



## REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL SCIENCE (B.S.):

17 courses plus related laboratories (62-76 credits) and Experiential Component

### CORE COURSES (7):

- ES 117: Environmental Science (4)
- ECON 157: Principles of Microeconomics (4)
- ES 207: Ecology (4) and ES 207L (4, 2)
- ES 234: Environmental Politics and Policy (4) **or** SFS course: Policy and Socioeconomic Values
- ES 357: Conservation Biology (4) **or** SFS Principles of Resource Management
- ES 470: Senior Seminar in Environmental Studies (4)

### ADDITIONAL SCIENCE/MATH COURSES (9)

- CHEM 101/101L and 102/102L (12) **or** CHEM 105/105L (6)
- ES/PHYS 137: Environmental Physics (4)
- PSY 208: Research Statistics (4) **or** STAT 251: Statistical Methods (4)
- MATH 250: Special Topic - Modeling the Environment (2)
- Four additional science courses from the following: BIOL 241/241L: Plant Biology (6); BIOL 236/236L: Cell and Molecular Biology (6); BIOL 312/312L Microbiology (6); BIOL 313/313L Invertebrate Zoology (6); BIOL 323/323L Animal Behavior (6); BIOL 337: Ornithology (4); CHEM 214/214L: Analytical Chemistry (6); CHEM 221/221L: Organic Chemistry I (6); CHEM 222/222L Organic Chemistry II (6); ES/PHYS 241: Earth History and Geology (4); School for Field Studies courses: SFS Directed Research (4); SFS Regional Ecology (4); SFS Resource Management (4); one semester of ES 390/480

### ADDITIONAL ENVIRONMENTAL STUDIES COURSE (1)

- One course from the following: ES/PHIL 182: Environmental Philosophy (4); ES/INTL 210: World Geography (4); ES/ANTH/GWS 219: Food, Culture and Social Justice (4); ES/INTL 220: Globalization and Local Response (4); ES/ECON 230: Economics and the Environment (4); ES/INTL 304: Geography of Global Environment (4); ES/INTL 305: Cultural Geography and Landscape Studies (4); SFS Policy and Socioeconomic Values (4)

### EXPERIENTIAL COMPONENT

- All students must complete an experiential component, which consists of a related internship, service project, or completion of the Hollins Outdoor Leadership certificate.

## REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES:

7 courses (26 credits)

- ES 117: Introduction to Environmental Studies (4)
- ES 207: Ecology (4) and ES 207L (4, 2)
- ES/POLS 234: Environmental Politics and Policy (4)
- Three additional courses from the list of environmental studies elective courses or affiliated courses.

## COURSES IN ENVIRONMENTAL STUDIES:

### ES 112: ENVIRONMENTAL ANALYSIS (4)

**Kalra**

Also listed and described as CHEM 112. Prerequisite: *q*, one to two years of high school chemistry. Not offered in 2014-15. (Q, SCI)

### ES 117: ENVIRONMENTAL SCIENCE (4)

**Godard**

This lecture/laboratory core course for ES majors explores how organisms, communities, and ecosystems function under natural conditions, as well as how they function under human influence. We will cover a variety of current environmental concerns in both the classroom and laboratory, including the patterns of human population growth, the extinction crisis, global warming, acid rain, water pollution, solid waste management, sustainable agriculture, and renewable energy. Also listed as BIOL 117. Open to first-year students. No prerequisite. Not offered in 2014-15. (SCI)

### ES 121: INTRODUCTION TO OCEANOGRAPHY/HYDROGEOLOGY (4)

**Department**

Also listed and described as PHYS 121. Open to first-year students. Prerequisite: *q*. Not offered in 2014-15. (Q, SCI)

**ES 137: ENVIRONMENTAL PHYSICS (4)****Gentry**

Noncalculus-based general physics that supports the B.S. degree in Environmental Science. This course covers thermal physics of living systems, thermal and fluid physics of the atmosphere, and electromagnetic theory of light, radioactivity, and electrical power generation and transmission. Prerequisite: MATH 140. Also listed as PHYS 137. Open to first-year students. Offered Term 1. (SCI)

**ES 182: ENVIRONMENTAL ETHICS (4)****Downey**

Also listed and described as PHIL 182. Open to first-year students. No prerequisite. Not offered in 2014-15.

**ES 197F: (4) FIRST-YEAR SEMINAR – CONSUMING FRENCH CULTURE (4)****Sampon-Nicolas**

Food is a window into the culture and values of any society, and for the French, food and culture are inseparable. This course explores the idea and reality of French cuisine through critical reflection on culinary history and related socio-economic conditions. Issues explored include: the influence of immigration on France's cuisine and culture; French and E.U. agro-food policies; food security, gleanings, pact against food waste; organic and local foods in schools. Also listed as INTL 197F. Placement to be determined during the summer. Offered Term 1. (o, r)

**ES 207: ECOLOGY (4)****Godard**

As one of the core courses for the environmental studies major, we will explore the structure and function of the natural world. We will examine the relationships between organisms and their physical and biological environment, global patterns of climate and biological life, patterns in population dynamics, as well as structure and change in communities of organisms. Also listed as BIOL 207. Open to first-year students. No prerequisite. Offered Term 1. (SCI: must take lab to fulfill SCI)

**ES 207L: ECOLOGY LAB (2)****Godard**

We will explore local aquatic and terrestrial ecosystems as well as gain hands-on experience carrying out ecological research in this field laboratory course. Students will also have several opportunities to carry out their own independent research. Also listed as BIOL 207L. Corequisite: ES 207. Offered Term 1. (SCI)

**ES 210: WORLD GEOGRAPHY (4)****Bohland**

This course examines the methods of geography applied to global issues, patterns and linkages in the arrangement of human physical resources, mapping and elements of spatial analysis, and area studies. Also listed as INTL 210. Open to first-year students. Offered Term 2. (GLO, MOD)

**ES 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4)****Costa**

Also listed and described as ANTH/GWS 219. Prerequisite: sophomore standing. Not offered in 2014-15. (DIV)

**ES 220: GLOBALIZATION AND LOCAL RESPONSES (4)****Barbieri**

Also listed and described as INTL 220. Open to first-year students. Prerequisite: q. Not offered in 2014-15. (Q, GLO)

**ES 221: SURVEY OF PHYSICS AND THE ENVIRONMENT (4)****Department**

Also listed and described as PHYS 221. Open to first-year students. Prerequisites: q and ES 117. Not offered in 2014-15. (Q)

**ES 230: ECONOMICS AND THE ENVIRONMENT (4)****Department**

Also listed and described as ECON 230. Open to first-year students. Prerequisite: ECON 157. Not offered in 2014-15.

**ES 234: ENVIRONMENTAL POLITICS AND POLICY (4)****Barbieri**

Also listed and described as POLS 234. Open to first-year students. Prerequisite: q. Offered Term 1. (Q, GLO)

**ES 235: FEEDING FRENZY - GLOBAL FOOD POLITICS, SECURITY, AND SUSTAINABILITY (4)****Barbieri**

Also listed and described as POLS 235. Open to first-year students. Prerequisite: q. Not offered in 2014-15. (o, Q, GLO)

**ES 241: GEOLOGY AND EARTH HISTORY (4)****Gentry**

Planet Earth's development as an integrated physical, chemical, and biological system over the past 4.6 billion years. Topics include: the origins of the solar system, Earth, and Moon; forces driving Earth's chemical and geological differentiation; plate tectonics; origins of life and humans; Earth's system dynamics; humans as geological agents; and Earth's climate system. Also listed as PHYS 241. Prerequisite: q. Offered Term 2. (SCI)

**ES 304: GEOGRAPHY OF GLOBAL ENVIRONMENT (4)****Bohland**

Also listed and described as INTL 304. Open to first-year students with permission. No prerequisite. Not offered in 2014-15.

**ES 305: CULTURAL GEOGRAPHY AND LANDSCAPE STUDIES (4)****Bohland**

Also listed and described as INTL 305. Open to first-year students with permission. No prerequisite. Not offered in 2014-15.

**ES 337: ORNITHOLOGY (4)****Wilson**

Also listed and described as BIOL 337. Prerequisite: ES 207 and 207L. Offered Term 2.

**ES 357: CONSERVATION BIOLOGY (4)****Huish**

Also listed and described as BIOL 357. Prerequisites: BIOL/ES 117 or BIOL/ES 207 and 207L. Offered Term 2.

**ES 357L: CONSERVATION BIOLOGY LAB (4)****Huish**

Also listed and described as BIOL 357L. ES majors are strongly encouraged to take this laboratory course. Corequisite: ES 357. Offered Term 2.

**ES 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**ES 470: SEMINAR IN ENVIRONMENTAL STUDIES (4)****Godard**

Students in this capstone course tie together the various academic perspectives that form their major by exploring common readings and presenting (30-45 minutes) on a relevant topic of interest. In addition, each student prepares a portfolio (paper, course summaries, internship summaries, c.v., résumé) summarizing her academic experience. Students will also explore career options in the ES field as well as graduate school opportunities. This course is intended for senior ES majors and minors. Offered Term 1.

**ES 480: SENIOR THESIS (4)****Department**

Students must undertake a research project investigating a specific aspect of environmental studies. Students must consult with the ES director in the spring semester of junior year and if approved, research would traditionally be carried out during Fall and Short Terms.

**ES 490: SENIOR HONORS THESIS (4, 4)****Department**

Offered to qualified ES majors. Students must consult with the ES director in the spring semester of the junior year. If approved, the research project is completed over Fall, Short, and Spring Terms. Departmental honors will be awarded only if the research project is successfully defended to a panel of ES faculty members.

**PROFESSOR:** Richard H.W. Dillard (English)

**ASSOCIATE PROFESSOR:** Amy Gerber-Stroh (chair)

**VISITING ASSISTANT PROFESSOR:** Matthew Marshall

The film major provides a thorough grounding, balancing instruction in the creation of films and videos with courses in the history, aesthetics, and cultural import of these arts. The culmination of the major is a senior project consisting of a creative and/or research project. The major can be applied to careers in film and television, the visual arts, teaching, advertising, public relations, publishing, and others.

## REQUIREMENTS FOR A MAJOR IN FILM:

11 courses (44 credits)

- FILM 171: Introduction to Film as Art (4)
- FILM 271: World Cinema (4) **or** FILM 272: American Cinema (4)
- FILM 280: Film Production I (4) **or** FILM 281: Video Production I (4)
- Seven additional film courses:
  - At least two from the 300 level
  - Can include FILM 390: Independent Study (2 or 4)
- FILM 480: Senior Project (4)

## REQUIREMENTS FOR A MINOR IN FILM:

5 courses (20 credits)

- Two courses from:
  - FILM 171: Introduction to Film as Art (4)
  - FILM 271: World Cinema (4)
  - FILM 272: The American Cinema (4)
- FILM 280: Film Production I (4) **or** FILM 281: Video Production I (4)
- Two additional 300-level courses (can include FILM 390: Independent Study)

## COURSES IN FILM:

### FILM 171: INTRODUCTION TO FILM AS ART (4)

**Marshall**

An introduction to the art of narrative film, including dramatic and visual elements, theme and focus, acting, and directorial style. Topics also covered include the materials and methods of filmmaking, the major styles and genres of film, and the relationship of film to theatre and literature. Open to first-year students. No prerequisite. Offered both terms. (AES, MOD)

### FILM 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)

**Krause**

What is happening behind the scenes at an art museum, an opera production, or a dance performance? This course explores the commonalities and peculiarities of the administration of various arts organizations through site visits, guest experts, and written projects such as grant proposals and strategic plans. Also listed as ART 175. Not offered in 2014-15. (r)

### FILM 197F: ORGANIC FILMMAKING

**Gerber-Stroh**

This seminar will concentrate on the concept of “sustainable filmmaking” by exploring ways of creating films that are environmentally friendly and less reliant on fossil fuels. The class will produce group film projects that incorporate new materials and try different production methods to lessen the carbon footprint needed to make and show films. Filmmaking strategies will include following a “green filmmaking manifesto” that lists criteria for reducing resources, using the electric-free Bolex 16mm camera with its spring-loaded motor, and producing a short group film using cell phones. Course work will consist of film shooting assignments, research techniques, oral case study presentations, critique sessions and screenings. \$100 lab fee. Placement to be determined during the summer. Offered Term 1. (o, r, CRE)

**FILM 271: WORLD CINEMA (4)****Gerber-Stroh**

A survey of international film. Concentrating on each film in its own right, as well as its representation of a specific regional form, students study the global influences and innovations of cinema as an artistic medium. Open to first-year students. No prerequisite. Offered Term 2. (AES, MOD)

**FILM 272: AMERICAN CINEMA (4)****Marshall**

The course is a basic introduction to filmmaking in the U.S. Viewing a broad range of films from classic Hollywood to the visionary experimental to socially dynamic documentaries and independent films, students will discover new ways of appreciating American cinema. Open to first-year students. No prerequisite. Not offered in 2014-15. (AES, MOD)

**FILM 276: PHILANTHROPY AND THE ARTS (4)****Krause**

Also listed and described as ART 276. Offered Term 2.

**FILM 280: FILM PRODUCTION I (4)****Gerber-Stroh**

An intensive, hands-on beginner's course in 16mm filmmaking. Students produce their own individual films, including a final project. The course consists of screenings, discussions, instruction, and critique. Students learn equipment usage, exposure, stock processing, lighting and cinematography, concept development, and the full range of editing modes. Prerequisite: sophomore standing or higher recommended. \$100 lab fee. Offered Term 1. (CRE)

**FILM 281: VIDEO PRODUCTION I (4)****Gerber-Stroh, Marshall**

An intensive, hands-on beginner's course in digital video making. Students work on their own individual projects, including a final project. The class covers the basic skills for making a short digital narrative, documentary, or experimental from concept development to finished piece. Course format includes screenings, discussions, technical instruction, and critique. Open to first-year students. No prerequisite. Offered both terms. (CRE)

**FILM 285: ANIMATION (4)****Gerber-Stroh**

An intensive, hands-on introduction to film animation. Students work individually to produce a series of animated films, including a final project. Students learn both traditional and experimental techniques for the construction of motion from successive single-frame images. All basic aspects of 2-D and 3-D animated filmmaking are covered. Limited enrollment. Prerequisite: FILM 280 or permission. \$100 lab fee. Not offered in 2014-15.

**FILM 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**FILM 321: SCREENWRITING I (4)****Marshall**

An intensive hands-on course in the art of writing for the screen—for beginners and for writers experienced in other genres (fiction, poetry, and creative nonfiction). Screenings, writing exercises, and workshop-style critiques comprise the course. Also listed as ENG 321. Prerequisite: sophomore standing or permission. Offered Term 1. (w, CRE)

**FILM 322: SCREENWRITING II (4)****Marshall**

An intensive course in screenwriting in which students go through the various stages of developing and writing a feature-length film script, from outline to treatment to presentation and group critiques to finished screenplay, including the analysis of previously produced screenplays and films. Also listed as ENG 322. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Offered Term 2. (CRE)

**FILM 323: CINEMATIC ADAPTATION (4)****Dillard**

Students will go through the entire process (from analysis of the story to outline to treatment to screenplay) of adapting a work of fiction for the screen. The course also includes close study of works of fiction that have previously been adapted for the cinema, as well as the resulting screenplays and films. Also listed as ENG 323. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**FILM 334: DIRECTING FOR FILM (4)****Gerber-Stroh**

This advanced film course concentrates on directing cameras, actors, and inspiring artistic leadership and vision. The course introduces methodologies that stimulate visual creativity and stress image as the fundamental element of cinematic expression. Students also learn analysis of script and character for the purposes of directing actors. Exercises include rehearsals, script breakdowns, blocking, casting, composition and working on set. Prerequisites: FILM 280 or FILM 281 or permission. Offered Term 2.

**FILM 340: SHAKESPEARE AS SCREENWRITER (4)****Dillard**

"Shakespeare," according to Orson Welles, "would have made a great movie writer." This course will examine a number of Shakespeare's plays and his collaboration across the centuries with important filmmakers. Considerable attention will be paid to the nature of Shakespearean drama and contemporary cinema as well as the nature of collaboration and the question of "purity" of imaginative texts. Also listed as ENG 340. Prerequisite: sophomore standing or permission. Not offered in 2014-15.

**FILM 353: FILM AS A NARRATIVE ART I (4)****Dillard**

Films of Alfred Hitchcock as moral, aesthetic, and psychological narratives with particular attention to the development of his cinematic style in relation to his concerns throughout his cinematic career. Such films as *The 39 Steps*, *Sabotage*, *Shadow of a Doubt*, *Notorious*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *North by Northwest*, *Psycho*, *The Birds*, *Marnie*, *Frenzy*, *Family Plot*. Prerequisite: sophomore standing. Also listed as ENG 353. Prerequisite: sophomore standing. Offered Term 1.

**FILM 354: FILM AS A NARRATIVE ART II (4)****Dillard**

Films of Federico Fellini as moral, aesthetic, and psychological narratives with particular attention to the development of his cinematic style in relation to his concerns throughout his cinematic career. Such films as *The White Sheik*, *I Vitelloni*, *La Strada*, *Nights of Cabiria*, *La Dolce Vita*, *8½*, *The Temptation of Dr. Antonio*, *Juliet of the Spirits*, *Toby Dammit*, *Fellini Satyricon*, *I Clowns*, *Amarcord*, *Ginger and Fred*, *Intervista*. Prerequisite: sophomore standing. Also listed as ENG 354. Prerequisite: sophomore standing or permission. Offered Term 2.

**FILM 360: REEL POLITICS – FILM IN CHINA (4)****Barbieri**

Also listed and described as POLS 360. Open to first-year students. Offered Term 2. (w, x, AES)

**FILM 362: RUSSIAN CINEMA (4)****Marshall**

Russia has contributed immeasurably to the advancement of cinema as an art form. This course introduces the student to the major figures in Russian cinema such as Vertov, Eisenstein, Pudovkin and Tarkovsky, covering pre-revolutionary through the Post-Soviet periods. The chosen films will be discussed from aesthetic, historical and ideological points of view. No prerequisite. Offered Term 1.

**FILM 372: IMAGES OF WOMEN IN FILM (4)****Gerber-Stroh**

An examination of the diverse representations of women in the movies throughout film history. Students also investigate how cinematic imagery shapes perceptions and expectations of women in real life. Topics include feminist film theory, the women's movement, gender roles, identity, body politics and other issues that stem from images of women in cinema. Also listed as GWS 372. Prerequisite: prior film course or permission. Not offered in 2014-15. (AES, MOD)

**FILM 373: DOCUMENTARY FILM AND TELEVISION (4)****Gerber-Stroh**

An overview of the development of documentary film and a survey of documentary styles. Topics include the nature of propaganda, the social function of documentaries, and an examination of the rhetoric of visual communication. Prerequisite: prior film course or permission. Not offered in 2014-15.

**FILM 374: FILM AND CENSORSHIP (4)****Marshall**

A survey of motion picture censorship, with attention to the evolution and scope of controversial subject matter in movies and how motion pictures shape as well as reflect our perception of morality. Prerequisite: prior film course or permission. Not offered in 2014-15. (AES, MOD)

**FILM 380: FILM AND VIDEO PRODUCTION II (4)****Gerber-Stroh**

An intensive intermediate 16mm and video course that focuses on enhancing cinematic and sound design skills to improve the creative synthesis of image and sound. Students learn various techniques including field recording, lighting, and mixing, as well as advanced methods in cinematography and nonlinear editing. Students work individually to produce one film or video over the course of the semester. Prerequisite: FILM 280 or FILM 281. Limited enrollment. \$100 lab fee. Not offered in 2014-15. (CRE)

**FILM 390: INDEPENDENT STUDY (2 or 4)****Department**

Individual project at the advanced level in a specialized field of film research or production. Permission of department chair required prior to registration. Offered both terms.

**FILM 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**FILM 480: SENIOR PROJECT (4)**

One course required for all film majors.

**Department****FILM 490: SENIOR HONORS PROJECT (4)**

Continuation of project or thesis from Fall Term. Offered Short Term and Term 2 to qualified seniors.

**Department**

# First-year Seminars

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All first-time, first-year students must enroll in a first-year seminar in the Fall Term. These seminars are designed to improve student learning at a critical early stage in the undergraduate experience, offer a unique class bonding experience based on academic excellence, and introduce students to a number of general education skills and perspectives (see pages 28-31). All of the seminars share the same pedagogical goals, allowing students to participate in a common learning experience in their first term at Hollins.

What follows is a list of the seminars for the Fall 2014, along with the general education requirements they fulfill. These classes are open only to first-time, first-year students who will make their seminar selection over the summer prior to arriving at Hollins. For course descriptions, please refer to the individual department listings in this catalog.

- **ART 197F: Stitched and Bound: Explorations in Papermaking and Books** (*r*)
- **COMM 197F: Analyzing Pop Culture** (*r*)
- **ENG/GWS 197F: Mothers and Daughters in Literature and Film** (*f, w, x, r, AES*)
- **ENG/GWS 197F: Women/ Bodies/ Voices** (*f, w, x, r, AES*)
- **ES/INTL 197F: Consuming French Culture** (*o, r*)
- **FILM 197F: Organic Filmmaking** (*o, r, CRE*)
- **HIST 197F: Earliest Christianity** (*f, w, x, r, PRE*)
- **HUM 197F: The Passion for Power and the Power of Passion** (*f, w, x, r, GLO*)
- **MATH 197F: Games, Puzzles and Logic** (*o, r*)
- **MUS 197F: Taking the Crooked Road Through Virginia's Musical Heritage** (*o, r, AES*)
- **PHIL 197F: Biff! Bam! Kapow!: The Philosophy of Superheroes** (*f, w, x, r*)
- **PSY 197F: Positive Psychology: The Science of Happiness** (*f, w, x, r*)

Horizon students who are taking college courses for the first time, or who have been out of formal education for a number of years, are encouraged to enroll in a special seminar designed for them. This course is restricted to Horizon students and will focus on developing certain skill areas that will help you succeed academically.

- **CMPS 197F: Women and Technology: Discovering Your Inner Geek** - Open only to Horizon students. (*r*)



**PROFESSORS:** Jean Fallon (Berry Professor of Liberal Arts), Annette E. Sampon-Nicolas, Edwina Spodark  
**LANGUAGE ASSISTANT:** TBD

The French major at Hollins incorporates the rich cultural past of France and the French-speaking world, while bringing to light the tremendously dynamic present of all French-speaking peoples and cultures of the 21st century. By focusing on French language and cultural life, both historical and contemporary, on the global world, using literature, non-fiction, film, and a wide variety of multi-media strategies, our students are prepared to engage in the world as global citizens.

The French major at Hollins strives to give students a strong foundation in all aspects of French language and culture. Students graduating with a major in French from Hollins will be able to express themselves articulately in oral and written French, understand and appreciate cultures and values of the French-speaking world, and exhibit analytical skills.

Hollins French majors are well prepared for careers in fields such as education, business, marketing, government, or tourism. They will also have the solid academic background necessary for graduate school in French, or international business, among other fields. An opportunity for internships reinforces the experiential side of the French major.

A French major can complete her degree requirements by taking courses that focus on language and literature, or on business, international relations, and current events. Another track of study leads to certification to teach French at the secondary school level.

## **REQUIREMENTS FOR A MAJOR IN FRENCH:**

9 courses (36 credits) above the 100 level

- FREN 271: French Culture and Civilization (4) **or** FREN 274: The Francophone World (4)
- FREN 376: Advanced French Grammar (4)
- Three electives at the 200 or 300 level (12)
- Three electives at the 300 level (12), at least one of which must be a literature course
- Senior Seminar or Thesis (4) (invitation by the department is necessary for senior thesis)

Senior majors must demonstrate that they express themselves articulately in oral and written French, understand and appreciate cultures and values of the French-speaking world, and exhibit analytical skills by either completing FREN 470 or writing and defending a senior thesis.

The French department requires that all French majors spend at least one semester, and preferably one year, in Paris on the Hollins Abroad program. Under extenuating circumstances, students can appeal this requirement to the Academic Policy Committee.

Majors are required to take at least one 300-level course during their senior year. We strongly recommend that senior majors take a course each semester of their senior year.

Only independent studies approved by the chair of the department will count toward the major. It is recommended that students round out the French major with complementary courses in appropriate areas such as art, business, economics, history, philosophy, and political science. A language placement test determines each student's placement in French language courses. Qualified first-year students may enter at the 200 level or above. All new students who want to take French classes at any time during their years at Hollins must plan to take the French Placement Test when it is offered during orientation and the first days on campus.

## **REQUIREMENTS FOR A MINOR IN FRENCH:**

6 courses (24 credits)

- Four or more courses at the 200 level or above
- At least two courses at the 300 level

## **FRENCH HOUSE**

La Maison Française is intended especially for practice in speaking French. A native French graduate student resides in the house, aiding in conversation and facilitating use of French at mealtimes. Students who reside in the French House for a semester and participate in activities receive one credit (FREN 231 or FREN 232). French Club also gives students the opportunity to participate in a variety of French cultural events. All students living in the

French House must be enrolled in at least one French course each semester during their residence, unless French Department members approve otherwise.

## **COURSES IN FRENCH:**

*Unless otherwise specified in the course listing, all courses are conducted in French. French literature courses emphasize, in a comprehensive approach, the relationship of literature to the historical, political, cultural, artistic, and philosophical events and trends of the respective centuries.*

### **FREN 101, 102: ELEMENTARY FRENCH (4, 4)**

**Fallon, Spodark**

A year-long introduction to the basic elements of the French language. Students will study major vocabulary categories, verb tenses, and other fundamental components of French grammar. All four language skills of listening, speaking, reading, and writing will be covered using internet and various audio-visual multi-media resources, and weekly conversation groups with a French assistant. Prerequisite: No more than three units of high school French, or departmental placement test. Fulfills the language requirement for those students who have not studied French previously. Offered both terms. (LAN)

### **FREN 111, 112: INTERMEDIATE FRENCH (4, 4)**

**Fallon**

A year-long systematic review of the fundamentals of French language. Students will review the basic elements of French grammar and expand their communicative abilities by acquiring a higher functional level of grammar competence and vocabulary acquisition. All four language skills of listening, speaking, reading, and writing will be covered using internet and various audio-visual multi-media resources, and weekly conversation groups with a French assistant. Prerequisite: FREN 102 or equivalent, or departmental placement test. Fulfills the language requirement for those students who have previously studied French. Offered both terms. (LAN)

### **FREN 117, 118: ADVANCED INTERMEDIATE FRENCH (4, 4)**

**Sampon-Nicolas**

A year-long course featuring training in listening comprehension, speaking, reading and writing, using internet and various audio-visual multi-media and weekly conversation groups with a French assistant. Study of French life and culture with an emphasis on contemporary France. Strongly recommended for students planning on going on the Hollins Abroad–Paris program. Prerequisite: FREN 102 or equivalent, or departmental placement test. Fulfills the language requirement for those students who have previously studied French. Offered both terms. (LAN)

### **FREN 121: ACCELERATED INTERMEDIATE FRENCH (4)**

**Sampon-Nicolas**

This course is an expansion of verbal and writing skills. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the language requirement for those who have previously studied French. Prerequisite: departmental placement test. Not offered in 2014-15. (LAN)

### **FREN 203: ADVANCED INTENSIVE PRACTICES OF SPOKEN FRENCH (2)**

**Fallon**

This two-credit course is offered to students who have progressed beyond the level of intermediate French. Students will identify individual problem areas in their spoken French, which they will strengthen through the study of elements of French phonetics and conversational French. Prerequisite: 200-level course or placement test into 200 level. Not offered in 2014-15.

### **FREN 218: A FRENCH CHILDHOOD (4)**

**Sampon-Nicolas**

Sleeping Beauty, Cinderella, and Tintin are all French in origin. In this course students are immersed in the magical and imaginative literary world of French children. Through the study of fairy tales, the Countess de Ségur's novels for young girls, as well as contemporary novels for adolescents, students will learn how childhood has changed for French children from the 17th century to the 21st century. Prerequisite: FREN 112, FREN 118, FREN 121 or departmental placement in a 200-level course. Not offered in 2014-15.

### **FREN 231, 232: CONVERSATIONAL FRENCH (1, 1)**

**Fallon**

One credit per term is awarded to students who live in the French House. To receive credit with a grade of P (pass), students are required to participate in regular events with residents of the French House. A maximum of two credits are allowed during the four years at Hollins. Prerequisite: student must live in the French House and be enrolled in an intermediate French course or have departmental permission. Offered both terms.

### **FREN 261: TOPICS IN FRENCH I (4)**

**Fallon**

Development of conversational and writing skills through discussion and analysis of an aspect of French literature, language, society, or culture. The topic changes from year to year. The focus this time is French Pop music.

Prerequisite: FREN 112, FREN 118, FREN 121 or departmental placement in a 200-level course. May be repeated for credit with a different topic. Not offered in 2014-15. (MOD)

**FREN 262: TOPICS IN FRENCH II (4)**

**Sampon-Nicolas**

Development of reading, writing, conversational, and analytical skills through discussion and analysis of a variety of subject matter in French literature, language, society, or culture. The topic changes from year to year. Prerequisite: FREN 112, FREN 118, FREN 121 or departmental placement in a 200-level course. May be repeated for credit with a different topic. Not offered in 2014-15. Offered Term 2. (o, AES, MOD)

**FREN 271: FRENCH CULTURE AND CIVILIZATION (4)**

**Sampon-Nicolas**

An introduction to the history, geography, literature, art, political, economic, and social aspects of France from the beginning of French culture to the present. Open to first-year students. Prerequisite: FREN 112, FREN 118, FREN 121 or departmental placement in a 200-level course. Offered Term 1. (GLO, MOD)

**FREN 272: THE GOURMET CULTURE OF FRANCE (4)**

**Sampon-Nicolas**

At the heart of the French national consciousness is an appreciation for food that perhaps more than any other feature defines this nation. What is it about the geography, history, and culture of the French people that has made for such a rich culinary tradition? This course is a voyage of exploration into the culture, art, evolution, and invention of French cuisine through the ages. Prerequisite: FREN 112, FREN 118, FREN 121 or departmental placement in a 200-level course. Not offered in 2014-15.

**FREN 274: THE FRANCOPHONE WORLD (4)**

**Sampon-Nicolas**

An introduction to geography, history, literature, and art in French-speaking countries of Québec, Northern and Western Africa, the Pacific, and the Caribbean, as well as an overview of their social, political, and economic importance through the examination of contemporary Francophone literary texts, articles, and films. Open to first-year students. Prerequisite: FREN 112 or FREN 118, FREN 121 or departmental placement in a 200-level course. Not offered in 2014-15. (o, GLO, MOD)

**FREN 290: INDEPENDENT STUDY (2 or 4)**

**Fallon, Sampon-Nicolas**

Independent study conducted below the advanced level. Application must be made with and approved by faculty prior to registration. Offered any term.

**FREN 301: SHAKING UP THE OLD WORLD (4)**

**Fallon**

This course will examine classics of French writers and thinkers from medieval through pre-Revolutionary France whose texts struggled with questions about God, sex, government, rebellion, man's place in the universe and whether women could share it. Students will read a variety of genres by male and female authors, and will study the evolution of those genres, as well as some of the Classical models on which the French works were based. Prerequisite: 200-level French course or permission. Not offered in 2014-15. (AES, PRE)

**FREN 302: ROMANCE, REALISM AND BEYOND (4)**

**Fallon**

After the French Revolution, the succeeding generations struggled with alternating visions of their government and social organization, ideas reflected in French artistic and literary creations after the Revolution. Students will study major works of fiction, and film where ideas about loneliness, exile and separation are prominent in the search for meaning in a modern world fractured by political issues, war, and creative differences. Prerequisite: 200-level French course or permission. Offered Term 1. (AES, MOD)

**FREN 306: FRENCH LITERATURE OF THE RENAISSANCE (4)**

**Fallon, Spodark**

Masterpieces of French prose and poetry of the 16th century by major literary figures with emphasis on the social, political, and artistic backgrounds of the time. Prerequisite: 200-level course or permission. Not offered in 2014-15. (o, PRE)

**FREN 335: SEVENTEENTH-CENTURY FRENCH LITERATURE (4)**

**Fallon**

Masterpieces of French prose, drama, and poetry of the 17th century by major literary figures with emphasis on the social, political, and artistic backgrounds of the time. Prerequisite: 200-level course. Not offered in 2014-15. (o, AES, MOD)

**FREN 345: NINETEENTH-CENTURY FRENCH LITERATURE (4)**

**Fallon**

Masterpieces of French theatre, prose, and poetry of the 19th century with emphasis on the social, political, and artistic backgrounds of the time. Prerequisite: 200-level course. Not offered in 2014-15. (o, AES, MOD)

**FREN 346: TWENTIETH-CENTURY FRENCH LITERATURE (4)****Sampon-Nicolas**

Masterpieces of French theatre, prose, and poetry of the 20th century with emphasis on the social, political, and artistic backgrounds of the time. Prerequisite: 200-level course or permission. Not offered in 2014-15.

**FREN 350: SPECIAL TOPIC – NATIONALITY AND IDENTITY (4)****Fallon**

Nationality and identity issues in contemporary French film. A look at images of French identities and nationality as seen in French films through political, historic and cultural contexts in the filmed representations of past, present and future France. Prerequisite: a 200-level course or permission. Offered Term 2.

**FREN 356: FRENCH FOR INTERNATIONAL BUSINESS (4)****Sampon-Nicolas**

Study of business French with an emphasis on international trade. Students develop their linguistic skills while focusing on marketing, shipping, and import/export concepts. Students also study the role of the Francophone world in the current world economy. Prerequisites: a 200-level course, or permission. Not offered in 2014-15. (o, GLO)

**FREN 368: NATURE AND THE ENVIRONMENT (4)****Sampon-Nicolas**

In this course we explore the role of nature and the environment in modern poetry, fiction, essays, and articles of French and Francophone writers. This course uses an interdisciplinary approach and incorporates personal experiences in nature, fiction, and poetry, as well as nonfiction texts dealing with environmental issues. Prerequisite: 200-level French course or permission. Not offered in 2014-15. (o, GLO, MOD)

**FREN 374: ADVANCED CONVERSATION AND COMPOSITION (4)****Department**

Intensive practice in speaking and writing French. Emphasis will be on current events in France and Europe. Prerequisite: 200-level course or permission. Not offered in 2014-15. (o)

**FREN 375: FRENCH FILM (4)****Fallon**

An examination of French cinema in relation to literary, philosophical, social, psychological, and cultural issues. Prerequisite: 200-level course or permission. Not offered in 2014-15.

**FREN 376: ADVANCED FRENCH GRAMMAR (4)****Sampon-Nicolas**

Comprehensive review of French grammar with emphasis on recurrent grammar problems in second-language learning. Intensive practice in language analysis and written French. Prerequisite: 200-level course or permission. Offered Term 2.

**FREN 380: PREPARATION FOR CERTIFICAT PRATIQUE DE LANGUE FRANÇAISE (2)****Department**

Preparation for the Certificat Pratique de Langue Française, a worldwide French examination rewarded with a diploma from the Sorbonne. Passing the examination counts as one means of demonstrating the skills that senior majors must exhibit before leaving Hollins. Prerequisite: 300-level course or permission from instructor. Not offered on campus. Available for Hollins Abroad students in Paris on request and in consultation with Paris program director.

**FREN 388: TEACHING FOREIGN LANGUAGES (4)****Spodark**

An examination of language classroom techniques and methodologies of the national standards for foreign language meaning, and of assessment techniques for foreign language skills. Students study pedagogical models (Total Physical Response, the Monitor Model, Rational Direct Method, Communicative Competence, the Proficiency Movement, etc.), and develop individualized approaches for the elementary and secondary level. Students demonstrate practical applications of pedagogical models, review articles on techniques and ideas, receive hands-on training in video, audio, CD-ROM, and Internet resources, and complete a final project on a methodological topic. Taught in English, with examples in other languages. Also listed as GRMN 388 and SPAN 388. Prerequisite: junior or senior standing. Offered Term 2. (i)

**FREN 390: INDEPENDENT STUDY (2 or 4)****Fallon, Sampon-Nicolas**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**FREN 399: INTERNSHIP (4)****Fallon, Sampon-Nicolas**

Application must be made with faculty prior to registration. May be proposed in any term.

**FREN 420: PREPARATION FOR DIPLÔME D'ÉTUDES FRANÇAISES AND DIPLÔME SUPÉRIEUR D'ÉTUDES FRANÇAISES (2)****Department**

Preparation for the Diplôme d'Études Françaises and the Diplôme Supérieur d'Études Françaises, worldwide advanced French examinations rewarded with diplomas from the Sorbonne. Successful completion of the Premier

Degré counts as one means of demonstrating the skills that senior majors must exhibit before leaving Hollins. Prerequisite: FREN 380. Not offered on campus. Available for Hollins Abroad students in Paris on request and in consultation with Paris program director.

**FREN 470: SENIOR SEMINAR (4)**

**Fallon**

A capstone experience and culminating academic achievement for French majors and minors. The topic changes each year. The topic this year is nationality and identity issues in contemporary French film. Students are introduced to investigative techniques and research tools necessary for the completion of a major paper in French or Francophone cultures or literatures. Prerequisite: senior standing or permission. Offered Term 2. (AES, MOD)

**FREN 480: SENIOR THESIS (4)**

**Fallon, Sampon-Nicolas**

A research paper based upon an inquiry into a specific area of French language, literature, or civilization. Prerequisite: Senior standing and permission of instructor. Application must be made with faculty prior to registration. Invitation by the department is necessary for senior thesis. Offered both terms upon consultation with department. May count for major credit.

**FREN 490: SENIOR HONORS THESIS (4, 4)**

**Fallon, Sampon-Nicolas**

Offered to qualified French majors. Research begins during First Term, continues during Short Term, and is completed during Second Term. Prerequisite: senior standing and permission. Invitation by the department is necessary for senior thesis. Offered upon consultation with department. Application must be made with faculty prior to registration. May count for major credit.

# Gender and Women's Studies

MAJOR, MINOR

**PROFESSOR:** LeeRay Costa (director, John P. Wheeler Professor of anthropology and gender and women's studies, on leave Short and Spring Terms)

**ASSOCIATE PROFESSOR:** Susan Thomas (gender and women's studies, political science)

**AFFILIATED FACULTY:** Sandy Boatman (chemistry), Amy Gerber-Stroh (film), Michael Gettings (philosophy), Cathryn Hankla (English, on leave 2014-2015), Lori Joseph (communication studies), Pauline Kaldas (English), Andrew Matzner (adjunct, gender and women's studies), Kathleen Nolan (art), Rachel Nuñez (history, on leave 2014-2015), Julie Pfeiffer (English), Elizabeth Poliner (English), Christina Salowey (classical studies), Darla Schumm (religious studies), Shari Valentine (sociology), Jill Weber (communication studies, on leave Short and Spring Terms)

Gender and women's studies is an interdisciplinary program that examines how systems of oppression/resistance and privilege operate. It is designed to provide students with an understanding of the importance of gender as a category of analysis, and its intersects with race/ethnicity, class, age, sexual identity, and (dis)ability.

Women's lives today are increasingly shaped by global transformations in work, technology, politics, and popular culture resulting in profound changes in gender roles and expectations. Gender and women's studies explores these issues in both national and global contexts.

The gender and women's studies faculty is dedicated to creating an environment that fosters critical thinking, supports student activism, and emphasizes faculty/student and peer mentoring. Students are encouraged to question conventional wisdom and to participate actively in their education.

Gender and women's studies helps prepare students for a variety of careers. Women interested in law, education, politics, business, and the arts will be well prepared by the gender and women's studies major. Understanding the importance of gender in society helps women to have successful careers and lives and to promote social justice and gender equity.

## REQUIREMENTS FOR A MAJOR IN GENDER AND WOMEN'S STUDIES:

10 courses (40 credits)

Working closely with an advisor from the gender and women's studies program, each major will complete four core courses in gender and women's studies, supplemented by six additional courses from the list of gender and women's studies or affiliated courses. At least three of these courses should be at the 200 level or above, and an additional course at the 300 level or above. Each major will complete at least one internship in gender and women's studies, and this internship may be completed during the Short Term.

### CORE COURSES IN GENDER AND WOMEN'S STUDIES (16):

- GWS 141: Introduction to Gender and Women's Studies (4)
- One course from the following:
  - GWS 211: Multicultural Women Writers (4)
  - GWS 213: Globalization and Poverty (4)
  - GWS 223: Women in Buddhism (4)
  - GWS 242: Anthropology of Gender and Sexuality (4)
- GWS 338: Survey of Feminist Thought (4)
- GWS 470: Seminar in Gender and Women's Studies (4)

### SIX ADDITIONAL COURSES (24):

- Six additional courses from the list of gender and women's studies or affiliated courses

### GENDER AND WOMEN'S STUDIES COURSES

- GWS 117: Childbirth and Women's Writing (4)
- GWS 174: International Women's Voices (4)
- GWS 197F: Mothers and Daughters in Literature and Film (4)
- GWS 203: Women and The Law (4)
- GWS 208: Gender, Ethnicity, and Class (4)
- GWS 209: Feminist Philosophies (4)
- GWS 211: Multicultural Women Writers (4)
- GWS 213: Globalization and Poverty (4)
- GWS 215: Gender and Communication (4)
- GWS 217: Rhetorical Theory (4)

- GWS 218: Global Gayz - The Lesbian/Gay Movement for Equality (4)
- GWS 219: Food, Culture, and Social Justice (4)
- GWS 220: Life Histories/Self-Narratives (4)
- GWS 222: Women in Ancient and Medieval Europe (4)
- GWS 223: Women in Buddhism (4)
- GWS 225: Gender and Women's History in Early Modern Europe (4)
- GWS 226: Gender and Women's History in Modern Europe (4)
- GWS 242: Anthropology of Gender and Sexuality (4)
- GWS 243: Introduction to Children's Literature (4)
- GWS 250: Special Topic - Ecofeminism (4)
- GWS 252: Gender and Globalization (4)
- GWS 310: The Body and Sexuality in European History (4)
- GWS 312: Women and Social Movements Across the Globe (4)
- GWS 314: Women and Art (4)
- GWS 317: Dress, Gender, and Social Identity (4)
- GWS 318: Sexual Ethics (4)
- GWS 324: Feminism and Contemporary Art (4)
- GWS 334: Gender and Imperialism (4)
- GWS 362: Spiritual Activism (4)
- GWS 338: Survey of Feminist Thought (4)
- GWS 342: Advanced Studies in Children's Literature: American Girls' Fiction (4)
- GWS 345: Arab Women Writers (4)
- GWS 354: Marriage, Childbirth, and Death in the Italian Renaissance (4)
- GWS 372: Images of Women in Film (4)
- GWS 480, 490: Senior Thesis (4-8) or (4/4, 4)

### **INTERNSHIPS**

An experiential component will also be required of each major. This consists of an internship or service project (two or more credits each, or one Short Term) carried out in the junior or senior year. The experiential component is an integral part of the program. Each student will work under the sponsorship of a faculty member of the gender and women's studies program to design an experience that will augment her course work and provide valuable experience that may lead to further career or educational opportunities. Short Term interns may also be expected to participate in a biweekly discussion group with other gender and women's studies interns. At the end of the placement, the student will submit a written summary and interpretation of her field experience.

### **REQUIREMENTS FOR A MINOR IN GENDER AND WOMEN'S STUDIES:**

6 courses (24 credits) and an internship

- GWS 141: Introduction to Gender and Women's Studies (4)
- One of the following:
  - GWS 211: Multicultural Women Writers (4)
  - GWS 213: Globalization and Poverty (4)
  - GWS 223: Women in Buddhism (4)
  - GWS 242: Anthropology of Gender and Sexuality (4)
- GWS 338: Survey of Feminist Thought (4)
- An internship in gender and women's studies
- In designing her program, a minor works closely with an advisor in gender and women's studies to select elective courses (12 credits) from the list in the catalog, which allow her to develop critical perspective in one area of interest without losing the interdisciplinary focus of the program
- Minors are also strongly encouraged to enroll in GWS 470 (4)

### **COURSES IN GENDER AND WOMEN'S STUDIES:**

#### **GWS 117: CHILDBIRTH AND WOMEN'S WRITING (4)**

**Pfeiffer**

Also listed and described as ENG 117. Open to first-year students. No prerequisite. Not offered in 2014-15. (f, w, x)

#### **GWS 141: INTRODUCTION TO GENDER AND WOMEN'S STUDIES (4)**

**Costa**

This course includes topics such as origins of patriarchy, history of women's rights movements, theories of women's oppression, the social construction of gender, literary representations of women, women and industrialization, family

and sexuality, feminist approaches to science, and the female experience as a force for social change. Open to first-year students. No prerequisite. Offered Term 1. (DIV)

**GWS 174: INTERNATIONAL WOMEN'S VOICES (4)**

**Kaldas**

Also listed and described as ENG 174. Not offered in 2014-15. (*f, w., x, AES, GLO*)

**GWS 197F: FIRST-YEAR SEMINAR – MOTHERS AND DAUGHTERS IN LITERATURE AND FILM (4)**

**Poliner**

The mother-daughter relationship, whether it is a simple, loving one, or one comprised of a more complicated mixture of emotions, is typically central to a woman's life. In this course we will explore how this relationship has been depicted in literature, as well as in several films. A close reading of the selected literature, and a close viewing of the films, will generate the foundation for student discussions, writing, and research. Also listed as ENG 197F. Placement to be determined during the summer. Offered Term 1. (*f, w, x, r, AES*)

**GWS 197F: FIRST-YEAR SEMINAR – WOMEN/ BODIES/ VOICES (4)**

**Pfeiffer**

This class works from the premise that "knowledge is power" to the conclusion that self-knowledge leads to personal and community empowerment. Reading from a feminist perspective, we'll think about how literature helps us better understand ourselves and our communities. Course texts include fairy tales, stories, essays, and novels by authors such as Margaret Atwood, Eve Ensler, Charlotte Perkins Gilman, Barbara Kingsolver, Robin McKinley, and Peggy Vincent. Also listed as ENG 197F. Placement to be determined during the summer. Offered Term 1. (*f, w, x, r, AES*)

**GWS 203: WOMEN AND THE LAW (4)**

**Thomas**

This course examines how women have been treated by wielders of the power of the law. Using constitutional and statutory case law, the course investigates women's reproductive rights, sexuality and family law, equal employment, woman battering, pornography, hate speech, and sexual exploitation. Also listed as POLS 203. Open to first-year students. No prerequisite. Offered Term 2. (DIV)

**GWS 208: GENDER, ETHNICITY, AND CLASS (4)**

**Thomas**

Also listed and described as POLS 208. Open to first-year students. No prerequisite. Offered Term 1. (DIV, MOD)

**GWS 209: FEMINIST PHILOSOPHIES (4)**

**Gettings**

Also listed and described as PHIL 208. Open to first-year students with permission. Not offered in 2014-15.

**GWS 211: MULTICULTURAL WOMEN WRITERS (4)**

**Kaldas**

Also listed and described as ENG 211. Not offered in 2014-15. (*w, x, AES, DIV*)

**GWS 213: GLOBALIZATION AND POVERTY (4)**

**Thomas**

This course is an introduction to the current debates about poverty and inequality within and between countries in this age of globalization. It looks at the causes and consequences of globalization, for example, the losses by women, children, and men in status, freedom, safety, education, and their diminished access to the basic needs of food, housing, and health care. We also examine how and why wealthy nations have failed to notice, let alone assist, the millions of people trapped in absolute poverty. How do nations, and individuals in them, justify their belief that they have no moral responsibility to help people in poverty? Also listed as POLS 213. Open to first-year students. Offered Term 2. (GLO)

**GWS 215: GENDER AND COMMUNICATION (4)**

**Joseph**

Also listed and described as COMM 215. Not offered in 2014-15. (*r, DIV, MOD*)

**GWS 217: RHETORICAL THEORY - FROM ANCIENT GREECE TO THE RENAISSANCE (4)**

**Weber**

Also listed and described as COMM 217. Offered Term 1. (*o, r, PRE*)

**GWS 218: GLOBAL GAYZ - THE LESBIAN AND GAY MOVEMENT FOR CIVIL RIGHTS (4)**

**Thomas**

This course examines the global movement for lesbian and gay civil rights. It introduces students to an interdisciplinary body of research, which focuses on contemporary sites of contention, for example the right of lesbians and gays to define what counts as a marriage or family. Other topics include: legal status of lesbians and gays around the globe, the extent of state-sponsored homophobia and heterosexism in the world, the differences among gay and lesbian movements in both form and objectives, and existing protections against hate crimes. Also listed as POLS 218. Open to first-year students. No prerequisite. Not offered in 2014-15. (GLO)

**GWS 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4)**

**Costa**

Also listed and described as ANTH/ES 219. Not offered in 2014-15. (DIV)



**GWS 220: LIFE HISTORIES/ SELF-NARRATIVES (4)****Costa**

Also listed and described as ANTH 220. Prerequisite: ANTH 145, GWS 141 or SOC 110. Not offered in 2014-15. (r, DIV)

**GWS 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)****Nuñez**

Also listed and described as HIST 222. Not offered in 2014-15. (w, x, PRE)

**GWS 223: WOMEN IN BUDDHISM (4)****Schumm**

Also listed and described as REL 223. Not offered in 2014-15. (r, GLO)

**GWS 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4)****Nuñez**

Open to first-year students. Also listed and described as HIST 225. Not offered in 2014-15. (w, x, PRE)

**GWS 226: GENDER AND WOMEN'S HISTORY IN MODERN EUROPE (4)****Nuñez**

Open to first-year students. Also listed and described as HIST 226S. Not offered in 2014-15. (w, x, r, MOD)

**GWS 242: ANTHROPOLOGY OF GENDER AND SEXUALITY (4)****Costa**

Also listed and described as ANTH 242. Not offered in 2014-15. (DIV)

**GWS 243: CHILDREN'S LITERATURE (4)****Sullivan**

Also listed and described as ENG 242. Prerequisite: one semester of college work or permission. Not offered in 2014-15. (w, x, AES)

**GWS 250: SPECIAL TOPIC – AMERICAN WOMEN TO 1865 (4)****Donnally**

This course will explore women's experiences in America from 1500 to 1865. Topics will include the ways in which women have shaped American politics, economics, society, and culture. Also listed as HIST 250. No prerequisite. Offered Term 1.

**GWS 250: SPECIAL TOPIC – AMERICAN WOMEN SINCE 1865 (4)****Donnally**

Also listed and described as HIST 250. No prerequisite. Offered Term 2.

**GWS 250: SPECIAL TOPIC – ECOFEMINISM (4)****Valentine**

This course examines domination of gender, class, race and the environment as an interconnected, historical and global matrix. Utilizing the theories and activism of feminism, deep ecology and critical race theory, the course highlights both the problems and solutions in the gendered degradation of the natural world. We examine the consequences of this embedded gendered, racial and class system for individuals, communities and the global collective as well as the impact on other species and natural resources. Open to first-year students. No prerequisite. Also listed as SOC 250. Offered Term 1.

**GWS 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**GWS 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)****Nuñez**

Also listed and described as HIST 310. Not offered in 2014-15. (w, x, MOD)

**GWS 312: WOMEN AND SOCIAL MOVEMENTS ACROSS THE GLOBE (4)****Costa**

In this course we examine voluntary forms of collective action known as social movements from an interdisciplinary perspective. Our emphasis is on women and the ways they have organized on their own and together with men at the local, national, regional, and global levels, both within and across difference. We look at movements organized around human rights, peace and war, race and ethnicity, sexuality, the environment, and development and capitalism in a variety of locales. Also listed as ANTH 312. Prerequisites: ANTH 145 or GWS 141 or SOC 110 and junior or senior standing. Offered Term 1. (o, GLO)

**GWS 314: WOMEN AND ART (4)****Nolan**

Also listed and described as ART 314. Offered Term 1. (w, x, AES)

**GWS 317: DRESS, GENDER, AND SOCIAL IDENTITY (4)****Nolan**

Also listed and described as ART 317. Prerequisite: one art history or GWS course or permission. Not offered in 2014-15. (AES, GLO)

**GWS 318: SEXUAL ETHICS (4)****Schumm**

Also listed and described as REL 318. Offered Term 2. (o, DIV)

**GWS 324: FEMINISM AND CONTEMPORARY ART (4)****Department**

Also listed and described as ART 324. Prerequisites: one art history or history course or permission. Not offered in 2014-15. (DIV, MOD)

**GWS 334: GENDER AND IMPERIALISM (4)****Nuñez**

Also listed and described as HIST 334. Prerequisite: sophomore standing. Not offered in 2014-15. (w, x, MOD)

**GWS 338: SURVEY OF FEMINIST THOUGHT (4)****Thomas**

This course provides an intensive study of the various theories which form the conceptual base for feminism (among these are liberal, radical, Marxist, and postmodern—to name a few). It provides a critique of traditional intellectual and research frameworks that have omitted women's perspectives and experiences and looks in detail at the intersections of gender with race, class, sexuality, and culture. Prerequisite: GWS 141 and one other 200-level gender and women's studies course. Offered Term 1. (o, DIV)

**GWS 342: ADVANCED STUDIES IN CHILDREN'S LITERATURE (4)****Pfeiffer**

Also listed and described as ENG 342. Offered Term 2. (w, x, AES, MOD)

**GWS 345: ARAB WOMEN WRITERS (4)****Kaldas**

Also listed and described as ENG 345. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (AES, GLO)

**GWS 362: SPIRITUAL ACTIVISM (4)****Costa**

In this course we: a) consider the meanings and roles of spirituality in social justice movements, b) explore theories and practices of social transformation rooted in love, compassion and liberation, and c) investigate how notions of difference and radical interconnectedness inform spiritual activism. Readings will emphasize the work of Gloria Anzaldúa, Audre Lorde, Layli Maparyan, Jaqui Alexander, Anna Louise Keating, and more. Also listed as REL 362. Not offered in 2014-15.

**GWS 354: MARRIAGE, CHILDBIRTH AND DEATH IN THE ITALIAN RENAISSANCE (4)****Nolan**

Also listed and described as ART 354. Not offered 2014-15. (AES, PRE)

**GWS 372: IMAGES OF WOMEN IN FILM (4)****Gerber-Stroh**

Also listed and described as FILM 372. Prerequisite: prior film course or permission. Not offered in 2014-15. (AES, MOD)

**GWS 379: FEMINIST THEORY (4)****Department**

Also listed and described as ENG 379. Not offered in 2014-15.

**GWS 382: ADVANCED STUDIES IN AMERICAN LITERATURE – GRAPHIC NOVELS (4)****Department**

Also listed and described as ENG 382. Prerequisite: sophomore standing. Not offered in 2014-15.

**GWS 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**GWS 399: INTERNSHIPS (2 or 4)****Department**

Application must be made with faculty prior to registration. May be proposed any term.

**GWS 470: SEMINAR IN GENDER AND WOMEN'S STUDIES (4)****Costa**

"Feminist journeys" is the theme of this capstone course. Students examine feminism as a journey, both historically and politically, and in their own lives as feminists and gender and women's studies majors/minors through the method of autoethnography. The course goal is to integrate the personal and political in innovative and creative ways. Students play a significant role in shaping the class and complete a major final creative project in the medium of their choice. Prerequisites: GWS 141, GWS 338, and senior standing. Offered Term 1.

**GWS 480: SENIOR THESIS (4)****Department**

A research paper based upon inquiry into a specific issue within gender and women's studies. Students must consult with GWS advisor in the spring semester of junior year. Research begins during Fall Term and ends Short Term.

**GWS 490: SENIOR HONORS THESIS (4, 4)****Department**

Offered to qualified gender and women's studies majors. Students must consult with GWS advisor in the spring semester of junior year. Research is completed over Fall, Short, and Spring Terms.

**INSTRUCTOR:** Elisa Grosch (adjunct instructor)

Students enrolled in German courses will attain appropriate levels of proficiency in the four language skills (reading, writing, speaking, and aural comprehension) and will become familiar with German cultural heritage. Students also have a study abroad opportunity at the Ludwigsburg University of Education in Germany. See the International Programs Web site for more details.

### **COURSES IN GERMAN:**

#### **GRMN 101, 102: ELEMENTARY GERMAN (4, 4)**

**Grosch**

This yearlong course is an introduction to the German language, with emphasis on listening-comprehension, speaking, reading, and writing. Not open to students who entered with two or more units in German. Open to first-year students. No prerequisite. Fulfills the language requirement for those students who have not previously studied German. Offered both terms. (LAN)

#### **GRMN 111, 112: INTERMEDIATE GERMAN (4, 4)**

**Grosch**

Continuation of GRMN 101–102. This yearlong course is a systematic refinement and review of German language skills. Open to first-year students. Prerequisites: Two or more years of German in high school, GRMN 102 or equivalent, or placement. Fulfills the language requirement for those students who have previously studied German. Offered both terms. (LAN)

#### **GRMN 388: TEACHING FOREIGN LANGUAGES (4)**

**Spodark**

An examination of language classroom techniques and methodologies of the national standards for foreign language meaning, and of assessment techniques for foreign language skills. Students study pedagogical models (Total Physical Response, the Monitor Model, Rational Direct Method, Communicative Competence, the Proficiency Movement, etc.), and develop individualized approaches for the elementary and secondary level. Students demonstrate practical applications of pedagogical models, review articles on techniques and ideas, receive hands-on training in video, audio, CD-ROM, and Internet resources, and complete a final project on a methodological topic. Taught in English, with examples in other languages. Also listed as FREN 388 and SPAN 388. Prerequisite: junior or senior standing. Prerequisite: junior or senior standing. Offered Term 2. (i)

# Global Politics and Societies

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**PROFESSORS:** Edward A. Lynch (political science), Jong Oh Ra (political science, chair global politics and societies)

**ASSOCIATE PROFESSORS:** Jon D. Bohland (international studies and political science) Susan L. Thomas (political science, gender and women's studies), Darla Schumm (religious studies)

**ASSISTANT PROFESSOR:** Jeanette Barbieri (political science, international studies)

**VISITING ASSISTANT PROFESSOR:** Shari Valentine (sociology)

**VISITING LECTURER:** Kelly Derrick (adjunct, religious studies)

The Global Politics and Societies (GPS) department includes four separate major programs of study in sociology, religious studies, political science, and international studies and one minor program of study in social justice. Each of the programs uses an interdisciplinary approach with some shared courses and collaborative teaching based on the common research and teaching interests of faculty members. The social justice minor challenges students to think about power, inequality, diversity, and justice in local, national, and global contexts. For information about major programs of study, see requirements listed under the subject area of the major.

## REQUIREMENTS FOR A MINOR IN SOCIAL JUSTICE:

5 courses (20 credits)

- GPS 121: Foundations of Social Justice (4)
- Four additional courses from the list of affiliated courses below. (16)  
Each of the four elective courses should be from a different discipline. Only one course can be at the 100-level and one course must be at the 300-level.

## AFFILIATED COURSES:

- ANTH/ES/GWS 219: Food, Culture, and Social Justice
- ANTH/GWS 312: Women & Social Movements Across the Globe
- COMM 250: Special Topic - The People Speak: Voices of Dissent
- COMM 250: Special Topic - Social Media and Activism
- COMM 270: Intercultural Communication
- COMM 315: Peace, Conflict and Media
- COMM 322: Public Relations Principles
- COMM/INTL 380: Global Communication and Media
- ENG 320: Immigrant Literature
- ENG/GWS 345: Arab Women Writers
- ENG 346: Arab American Literature
- ES/INTL 220/POLS 221: Globalization and Local Responses
- ES/POLS 235: Feeding Frenzy – Global Food Politics, Security, and Sustainability
- ES/INTL 304: Geography of the Global Environment
- GWS/POLS 208: Gender, Ethnicity, and Class
- GWS/POLS 213: Globalization and Poverty
- GWS/POLS 218: Global Gayz – The Lesbian and Gay Movement for Civil Rights
- GWS/REL 318: Sexual Ethics
- GWS/REL 350: Special Topic - Spiritual Activism
- HIST 221: Civil Rights Movement in America
- HIST 266S: Dissent and Reform in American History
- INTL/POLS 332: Currents of Marxist Thought
- POLS 104: Political Theory
- POLS 131: Introduction to Feminist Political Thought
- POLS 214: Media and Politics
- POLS 225: Conquest
- POLS 226: International Law
- POLS 311: Controversial Issues in American Politics
- POLS 363: Constitutional Law
- REL 150: Special Topic - Disability, Religion, and Ethics
- REL 126: Introduction to Religion in a Global Context
- SOC 234: Social Problems

- SOC 260 :Race, Class, and Gender – A Reflexive Approach
- SOC 350: Special Topic - Social Movements and Collective Behavior
- SOC 350: Special Topic - Sociology of Sexualities

## **COURSES IN GLOBAL POLITICS AND SOCIETIES:**

### **GPS 121: FOUNDATIONS OF SOCIAL JUSTICE (4)**

**Schumm**

This course will introduce students to the theoretical and historical foundations of many contemporary movements primarily concerned with some aspect of social justice. The class will also explore links and contrasts between important bodies of thought including but not limited to: critical race theory, disability studies, feminism, queer and trans\* studies, postcolonial theories, indigenous studies, and neo-Marxism. Open to first year students. No prerequisite. Offered Term 1.

### **GPS 214: QUALITATIVE METHODS (4)**

**Valentine**

This course will emphasize tools in the qualitative social scientist's research toolkit. Students will gain in-depth understanding of and hands on training with interviewing, fieldwork, focus groups, unobtrusive methods, content analysis, case studies, auto-ethnography, and narrative analysis. Prerequisite: sophomore standing and one 100 and 200 level GPS program course or permission. Offered Term 1.

### **GPS 216: RESEARCH METHODS IN SOCIAL SCIENCES (4)**

**Ra**

Study of the nature, requirements, and procedures in the Social sciences with emphasis on the applied skill in critical analysis of published scholarly works. Epistemological topics in concept formation, hypothesis generation, and theory construction. Corequisite: GPS 216L or permission. Offered Term 2. (w, x, SCI: If taken with 216L).

### **GPS 216L: LABORATORY FOR RESEARCH METHODS IN SOCIAL SCIENCES (2)**

**Ra**

This course explores varieties of social science research, both quantitative and qualitative: experiments, field experiments, sample surveys with emphasis on data collection, organization and processing, statistical analysis, participant observation, narrative analysis, interview techniques, unobtrusive measures, focus groups, and research write-up. Prerequisite: q. Corequisite: GPS 216 or permission. Offered Term 2. (w, x, Q, SCI)

### **GPS 470: SENIOR SEMINAR (2)**

**Department**

This course will focus on the transition from undergraduate work to the "real world." Students will reflect on the culmination of their learning in their respective majors and assess their work skills and interests. Emphasis will be placed on career planning and graduate and professional school preparation. Not offered in 2014-15.

### **GPS 480: SENIOR THESIS (4)**

**Barbieri, Bohland**

Students will write an integrative thesis, to be co-directed by faculty from the GPS department. The thesis will be written during the fall semester of the senior year. Offered Term 1.

# History

## MAJOR, MINOR

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**PROFESSORS:** Joe W. Leedom (Ruth Alden Doan Endowed Chair in History)

**ASSOCIATE PROFESSOR:** Peter F. Coogan (chair), Rachel M. Nuñez (Batten Chair in the History of Women, on leave 2014-2015)

**VISITING ASSISTANT PROFESSOR:** Jennifer Donnally

By a conventional definition, history is the study of change over time. In fact, it's more subtle than that: historians use evidence to discuss (and debate) what we know about the past. And because using evidence to prove a point is a very useful skill, history is one of the most common majors for those who want careers in law, business, and government.

At Hollins, the history major is designed to give you breadth and depth. Students take classes in both United States and world history; and in their senior year all students write a thesis. The senior thesis is your chance to become an expert in a particular field. Working with two professors, you develop a topic, investigate sources, and write your conclusions. While the thought of a 50-page research paper may appear daunting, every course in the department helps prepare you to use primary sources, to define historical questions, and to write expository essays.

### REQUIREMENTS FOR A MAJOR IN HISTORY:

9 courses (36 credits)

- One 200-level proseminar (designated by S after course number)
- Two seminars at the 300 level (except as noted in course description)
- HIST 480: Senior Thesis Seminar
- Five additional history electives (any level)

Normally a student will complete a proseminar before enrolling in a seminar. A student is expected to complete one proseminar and one seminar before she enters her senior year. A student who specializes in the history of one geographical area is required to take at least three courses outside that area, including one proseminar or seminar. History majors are encouraged to take allied courses in language, literature, art, philosophy, economics, political science, sociology, and geography.

### REQUIREMENTS FOR A MINOR IN HISTORY:

5 courses (20 credits)

- One 200-level proseminar (designated by S after the course number)
- At least one course at the 300 level (except as noted in course description)
- Three additional history courses

Courses for the minor must cover at least two geographical areas (for example, Europe and the United States, or Asia and Europe)

### COURSES IN HISTORY:

#### HIST 111: CREATING THE AMERICAN NATION (4)

Donnally

American history from the contact of Native, African, and European peoples to the Civil War and Reconstruction, focusing on the development of a relatively democratic political system, experiments in living with and in a diverse population, and the emergence of the American economic system. An introductory course for building further study, a complete review for those not continuing in the field, and a course designed to meet teacher licensure requirements. Open to first-year students. No prerequisite. Offered Term 1. (f, w, x, DIV, MOD)

#### HIST 112: RISE OF MODERN AMERICA (4)

Donnally

American history from Reconstruction to the present, focusing on the evolution of the modern American state, the development of a diverse society, and the nature and process of social change. An introductory course for building further study, a complete review for those not continuing in the field, and a course designed to meet teacher licensure requirements. Open to first-year students. No prerequisite. Offered Term 2. (f, w, x, DIV, MOD)

**HIST 113: INTRODUCTION TO MEDIEVAL HISTORY (4)****Leedom**

A rock-'em, sock-'em romp through 1,000 years without a bath. We'll weep at the fall of Rome, applaud the coronation of Charlemagne, scratch our heads in bewilderment at the Investiture Controversy, and thank God we got to the Renaissance. The course is an introduction to the main elements of the European Middle Ages, from the fall of Rome to the Renaissance. We'll look at the economy, society, politics, and culture of medieval Europe, paying particular attention to such issues as the transition from ancient to medieval, church-state tensions, the rise of feudal monarchy, and the cultural conflicts of the late Middle Ages. Offered Term 2. (w, x, PRE)

**HIST 114: MODERN EUROPE (4)****Núñez**

This course surveys European history from the late 18th century to the present. Topics include the French and Industrial revolutions; new ideologies of liberalism, socialism, nationalism, and imperialism; the two world wars; the emergence of totalitarian regimes; and new problems of identity centered around decolonization and immigration. Open to first-year students. Not offered in 2014-15. (f, w, x, GLO, MOD)

**HIST 115, 116: ASIAN HISTORY SURVEY (4, 4)****Department**

A survey of the major civilizations of Asia, covering India, China, Japan, Korea, and Southeast Asia. Early developments in government, ethics, religion, society, and culture will be emphasized in the first semester; economic integration into world markets, industrialization, and social and political modernization in the second semester. Open to first-year students. Not offered in 2014-15. (HIST 115: o, PRE; HIST 116: o, GLO, MOD)

**HIST 125: INTRODUCTION TO AFRICAN HISTORY (4)****Leedom**

An introduction to some of the main turning points and problems in African history. This course covers such issues as Mediterranean Africa in antiquity, the influence of Islam, and European contact and colonialism, decolonization, and post-colonial Africa. Open to first-year students. Not offered in 2014-15. (f, w, x, GLO)

**HIST 135: INTRODUCTION TO ANCIENT HISTORY (4)****Leedom**

An introduction to the history of ancient Mesopotamia, Egypt, Greece, and Rome. The course focuses on the intellectual and cultural achievements that have helped form the foundations of our world, as well as the individual accomplishment of ancient societies. Open to first-year students. Not offered in 2014-15. (PRE)

**HIST 150: SPECIAL TOPIC – MAKING OF THE MODERN MIDDLE EAST (4)****Coogan**

This class examines the major factors which have shaped the history of the Middle East in the twentieth century. The main focus will be on the politics and diplomacy of the region, but economic and social history will be integrated as necessary. Offered Term 1.

**HIST 155: HITLER AND THE HOLOCAUST (4)****Coogan**

This course examines the causes, conduct, and consequences of the Holocaust, from the perspective of perpetrators, victims, and bystanders. Open to first-year students. No prerequisite. Not offered in 2014-15. (GLO, MOD)

**HIST 160: NEW RELIGIOUS MOVEMENTS (4)****Department**

This course offers a historical perspective on the emergence of new religions in the United States in the 19th and 20th centuries. Beginning with a brief look at some 19th-century movements, such as the Latter-day Saints (Mormons) and Millennial Dawn (Jehovah's Witnesses), we then look at several kinds of new religious movements in the 20th century. Topics may include: urban religions among African Americans, New Age movements, Branch Davidians, and Heaven's Gate. An emphasis on writing allows students to explore topics of their choice. Also listed as REL 160. Open to first-year students. Not offered in 2014-15. (f, w, x, DIV, MOD)

**HIST 197F: FIRST-YEAR SEMINAR – EARLIEST CHRISTIANITY (4)****Leedom**

This seminar examines the earliest history of Christianity, from its origins as a small, persecuted religion in first century Palestine to its acceptance by the Roman state in the reign of Constantine. The seminar begins with an attempt to understand Jesus – and the writings about Jesus – in their historical context: what can we know about Jesus, his followers, and their beliefs? How did these beliefs become codified into Christian orthodoxy, and what beliefs (and scriptures) were rejected? How did the early Christians create an organized framework for their beliefs – a church – and how did they codify what it meant to be a Christian? Placement to be determined during the summer. Offered Term 1. (f, w, x, r, PRE)

**HIST 203S: NATIONS, STATES, AND VIOLENCE (4)****Núñez**

Though we may assume that the division of the world into distinct nations is a natural occurrence, this form of organization emerged only in the past two and a half centuries. Why did nationalism emerge, when, and where did it



transpire? How did it supplant older forms of community? Do nationalists give voice to already existing nations? Or do they create nations where they did not exist before? By examining the emergence and development of nationalism in several different settings, we will explore the great variety of nationalist ideologies while also drawing comparisons between them. Open to first-year students. Not offered in 2014-15. (w, x, GLO, MOD)

**HIST 205S: ENGLAND TO 1688 (4)**

**Leedom**

A chronological treatment of such topics as Tudor government and society, the Reformation and Elizabethan England. Prerequisite: sophomore standing or permission. Offered Term 2. (w, x, r, PRE)

**HIST 211S: AMERICAN POLITICS AND SOCIETY, 1900–1950 (4)**

**Coogan**

An examination of the forces shaping American politics in the first half of the 20th century, including progressivism, women's suffrage, the two world wars, the Great Depression, and the beginning of the Cold War. Not offered in 2014-15. (o, DIV, MOD)

**HIST 212S: AMERICAN POLITICS AND SOCIETY SINCE 1950 (4)**

**Coogan**

An examination of the forces shaping American politics since 1950, including the Cold War, differing theories of economic growth and social responsibility, Vietnam, the Great Society, and the Reagan Revolution. Offered Term 2.

**HIST 214: ISSUES IN CONTEMPORARY AMERICAN HISTORY (4)**

**Coogan**

Historical origins and evolution of contemporary American political and social issues. Topics covered change each term but might include immigration, affirmative action, civil rights, civil liberties, gay rights, abortion, and gun control. This course emphasizes the historical roots of these issues rather than the current debate. Not offered in 2014-15. (o, DIV, MOD)

**HIST 215: THE OLD SOUTH (4)**

**Department**

The origins of southern distinctiveness in the colonial period; the diversity of antebellum southern life; southern women and families, black and white; the South and the Civil War. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (DIV, MOD)

**HIST 216: THE NEW SOUTH (4)**

**Department**

The South from Reconstruction to the 1980s, including different visions of the South in the late 19th century, industrialization, urbanization, and changes in race relations. Did southern distinctiveness persist into the late 20th century? Prerequisite: sophomore standing or permission. Not offered in 2014-15. (DIV, MOD)

**HIST 217: THE AMERICAN CIVIL WAR (4)**

**Coogan**

This course will examine the causes, conduct, and consequences of the bloody civil war that tore apart the American nation and people in the middle of the nineteenth century. Subjects covered will include the nature of slavery and its role in the war, both the Union and Confederate homefronts, the strategic choices made by both sides, and the war's legacies. Offered Term 2.

**HIST 221: CIVIL RIGHTS MOVEMENT IN AMERICA (4)**

**Coogan**

This course examines the origins, nature, and consequences of the struggle for civil rights in 20th-century America. Topics covered include the nature of segregation, the origins, goals, and tactics of grass roots organizations, the roles of local and national leadership, and the effects of the movement on American society. Not offered in 2014-15. (DIV, MOD)

**HIST 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)**

**Núñez**

This course explores women's lives from ancient Greece through the late Middle Ages, as well as shifting understandings of gender during this period (roughly 600 BCE to 1400 CE). Themes will include: views of women in classical philosophy, medical understandings of sexual difference, motherhood, women's legal status, women's roles in the development of Christianity and the early Church, women religious, images of women in art and literature, and models of queenship. Also listed as GWS 222. Open to first-year students. No prerequisite. Not offered in 2014-15. (w, x, PRE)

**HIST 223S: AMERICAN FOREIGN POLICY SINCE THE 1890S (4)**

**Coogan**

A survey covering the increasing involvement of the U.S. in world affairs. American economic, diplomatic, and military policies are considered. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (o)

**HIST 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4) Nuñez**

This course surveys both the experiences of women in early modern Europe and the ways gender structured notions of power and identity in this period. Topics include understandings of sexual difference, family life and organization, sexuality, midwifery, witchcraft, women and religion, women artists and intellectuals, and "queenship." Open to first-year students. Also listed as GWS 225. Not offered in 2014-15. (w, x, PRE)

**HIST 226S: WOMEN IN MODERN EUROPE (4)****Nuñez**

Explores women's lives in Europe from the late 18th century through the mid-20th century. Topics include: the birth of feminism during the Enlightenment and the French Revolution; industrialization and women's relationship to work; the domestic ideal; masculinity; prostitution; women's involvement in empire; the world wars; the impact of ideologies of liberalism, nationalism, socialism, and fascism on women and women's roles in these movements; and second-wave feminism. Also listed as GWS 226. Open to first-year students. Not offered in 2014-15. (w, x, r, MOD)

**HIST 228: JAPAN IN THE MODERN WORLD (4)****Department**

Survey of economic, political, and social developments since the middle of the 19th century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world. Open to first-year students. Not offered in 2014-15. (GLO, MOD)

**HIST 240: GREEK HISTORY (4)****Franco**

A history of the Greeks from the Bronze Age to the Roman conquest. Special emphasis is given to the golden age of Athens, focusing on the democratic system, the interplay between foreign and domestic politics, social and economic developments, and outstanding cultural achievements. Other topics include The Trojan War, the Spartan state, women in Greek society, the origins of historiography, the empire of Alexander the Great, and the diffusion of Greek ideas. Also listed as CLAS 240. Offered Term 1. (PRE)

**HIST 241S: ROMAN HISTORY (4)****Leedom**

A survey of Roman history from the foundation of the city to the fall of the Roman empire. Special emphasis will be placed on the social and political changes leading to the collapse of the Republic; on the growth and development of Christianity in the Roman empire; and on the transition from the ancient world to medieval Europe. Most readings will be taken from Roman sources, which will also provide an opportunity to investigate some of the vivid personalities of Roman history. Open to first-year students. Also listed as CLAS 241. Not offered in 2014-15. (PRE)

**HIST 242S: THE MIDDLE AGES, 300–1300 (4)****Leedom**

The context and content of the medieval world from the fall of Rome to the emergence of secular monarchies. Prerequisite: *q*. Open to first-year students. Offered Term 1. (w, x, r, Q, PRE)

**HIST 243S: THE RENAISSANCE (4)****Leedom**

An examination of the society and culture of Europe after 1300, with special investigation of the nature of the Renaissance and the transition from medieval to modern. Prerequisite: *q* and sophomore standing or permission. Not offered in 2014-15. (w, x, r, Q, PRE)

**HIST 250: SPECIAL TOPIC – AMERICAN WOMEN'S HISTORY TO 1865 (4)****Donnally**

This class examines women's shared experiences as they defined their place within the family, the community, and the state. What did the concept of "womanhood" mean in America from its settlement through the Civil War. Also listed as GWS 250. Offered Term 1.

**HIST 250: SPECIAL TOPIC – AMERICAN WOMEN'S HISTORY SINCE 1865 (4)****Donnally**

This class examines women's shared experiences as they defined their place within the family, the community, and the state. What did the concept of "womanhood" mean in America from the end of the Civil War to the present. Also listed as GWS 250. Offered Term 2.

**HIST 255S: AMERICAN SOCIAL HISTORY (4)****Department**

Studies in the lives of American people, the movements and institutions in which they organized and acted, and the processes of social change in which they participated. Topics range from Puritans to Progressives, from urban workers to southern farmers. Prerequisite: *q*. Not offered in 2014-15. (Q, MOD)

**HIST 266S: DISSENT AND REFORM IN AMERICAN HISTORY (4)****Department**

Reformers and their challengers to dominant ideas, ideologies, and institutions. Topics will be chosen from both early and later American history, such as Puritan dissent, abolitionism, Populism. Not offered in 2014-15.

**HIST 267S: AMERICAN RELIGION TO 1860 (4)****Department**

A historical study of religious groups, movements, ideas, and lives from European settlement to the mid-19th century. Topics include Puritanism, slave religion, the separation of church and state, and the emergence of new religious groups in colonial North America and the early United States. Also listed as REL 267. Prerequisite: sophomore standing or permission. Not offered in 2014-15. (w, x, DIV, MOD)

**HIST 268S: AMERICAN RELIGION 1860–2000 (4)****Department**

A historical study of religions, religious ideas, religious movements, and the relationship between religion and society in the U.S. since the mid-19th century. Topics include immigrants and their religions, fundamentalism and pentecostalism, religious movements among African Americans, the rise of the religious right, and New Age spiritual movements. Also listed as REL 268. Not offered in 2014-15. (w, x, DIV, MOD)

**HIST 271: REVOLUTION AND WAR IN VIETNAM (4)****Coogan**

A survey covering the birth of revolutionary nationalism and the end of Japanese and French colonialism in Southeast Asia; the origins of American involvement and the search for a military strategy; the nature of Vietnamese government in both North and South Vietnam; the political, social, and economic effects of the war in both Vietnam and the United States; and the roots and consequences of North Vietnamese victory. No prerequisite. Not offered in 2014-15. (MOD)

**HIST 283S: HISTORY OF INTERNATIONAL RELATIONS (4)****Coogan**

A historical survey of relations between nations from 1900 to 1945, focusing on changes in the balance of power, the diplomacy of imperialism, and the origins of the First and Second World Wars. Not offered in 2014-15. (MOD)

**HIST 286S: THE NUCLEAR ERA (4)****Coogan**

An examination of the history of international relations since 1945. Topics covered will include the origins of the Cold War, the diplomacy of postwar reconstruction, the effects of nuclear weapons and attempts to limit their production and use, the process of decolonization, and the collapse of the Soviet Union. Offered Term 1. (o, GLO, MOD)

**HIST 290: INDEPENDENT STUDY (2 or 4)****Department**

Individual projects below the advanced level arranged with history faculty members. Offered both terms.

**HIST 298: REVOLUTIONARY FRANCE: FROM THE GUILLOTINE TO DE GAULLE (4)****Nuñez**

A survey of French history from the ancient regime to the present, including political, social, and cultural developments. The course begins with the absolutism of Louis XIV and continues through the Enlightenment, the French Revolution, Napoleon, and the two world wars of the 20th century, ending with De Gaulle and Mitterrand. Open to first-year students. Not offered in 2014-15. (w, x, MOD)

**HIST 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)****Nuñez**

This seminar explores shifting views of the body, sexuality, and gender in Europe from the ancient world to the present. What does it mean to undertake a "history of the body?" What is the relationship between the body, gender, and sexuality? Topics may include: changing understandings of anatomy and sexual difference, torture, witch hunts, midwifery, prostitution, venereal disease, pornography, cross-dressing, homosexuality, and intersections of the body and sexuality with race and class. Also listed as GWS 310. Prerequisites: sophomore standing and a 200-level course in history or gender and women's studies. Not offered in 2014-15. (w, x, MOD)

**HIST 317: PRESIDENTIAL CHARACTER AND LEADERSHIP (4)****Coogan**

This seminar examines the relationship between character and leadership through an analysis of American presidents, their wives, and their opponents during the 20th century. Readings will be drawn from the theoretical literature on leadership as well as from presidential memoirs, biographies, and monographs. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15.

**HIST 318: AMERICAN COLONIAL HISTORY (4)****Department**

A study of early American society with emphasis on religion, intellectual life, labor systems, family life, and colonial personalities. Opportunity for individual research. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15. (w, x, DIV, MOD)

**HIST 327: EARLY CHRISTIANITY (4)****Leedom**

This course looks at the history of early Christianity. We will examine the origins of Christianity and its expansion within the Roman Empire, looking at the problems of conversion and persecution; the creation of a church; and the organization of Christian doctrine. We will also examine the many struggles to establish a satisfactory relationship

between the church and a Christian state; and we will end with a look at the Reformation and its comprehensive critique of the Roman church. Also listed as REL 327. Prerequisite: sophomore standing or permission of the instructor. Not offered in 2014-15. (PRE)

**HIST 328: ANTEBELLUM UNITED STATES (4)**

**Department**

The United States from about 1815 to 1860, including such themes as slavery, industrialization, the emergence of modern political parties, and the causes of the Civil War. Prerequisite: 200-level seminar or permission. Not offered in 2014-15. (w, x, DIV, MOD)

**HIST 331: MEDIEVAL SOCIETY (4)**

**Leedom**

This seminar examines and explores the main outlines of western European medieval society: church, government, economy, and culture. We will discuss the central institutions, the main outlines of conflict and tension, and the sources of cultural stability in the European Middle Ages. Specific topics will include medieval women, education, the legacy of the Roman Empire, the birth of common law, and the growth of representative government. Finally, we will look at the legacy of the Middle Ages and its influence on later European history and civilization. Not offered in 2014-15. (w, x, PRE)

**HIST 332: THE IDES OF MARCH (4)**

**Leedom**

This seminar investigates the causes and consequences of the assassination of Caesar, the fall of the Roman Republic, and the genesis of the Roman Empire. We will read contemporary works by and about the great characters of the age—Caesar, Brutus, Cicero, Antony, Cleopatra, Augustus—as well as later commentaries from Tacitus to Shakespeare. Prerequisite: 200-level proseminar or permission. Also listed as CLAS 332. Offered Term 2. (w, x, PRE)

**HIST 334: GENDER AND IMPERIALISM (4)**

**Nuñez**

This course explores both how imperial ideologies were gendered and how empire provided an arena in which gender norms could be rethought. Topics include European women's experiences in the empire as wives, missionaries, and travelers; empire as a space for sexual transgression; and the role of gender in decolonization movements. Prerequisite: sophomore standing, and a 200-level course in history or GWS. Also listed as GWS 334. Not offered 2014-15. (w, x, MOD)

**HIST 338: TUDOR AND STUART ENGLAND (4)**

**Leedom**

Tudor and Stuart England! The drama! The romance! Elizabeth I! Puritans! Plagues, fires, usurpations, rebellions, civil wars! This course will examine the two dynasties that moved England from a medieval kingdom to a modern state. The emphasis of the course is on social developments and the associated political and religious problems that followed, but we will also look at both economic and cultural change. The Tudor-Stuart era was the most politically revolutionary in the history of the three British kingdoms, and this seminar will discuss and evaluate those changes. Prerequisite: junior standing or previous history course. Open to first-year students with permission. Not offered 2014-15. (w, x, PRE)

**HIST 341: 18TH CENTURY EUROPE – ENLIGHTENMENT AND REVOLUTION (4)**

**Nuñez**

This course examines of the most transformative periods in Western history, that of the Enlightenment and French Revolution. In the first part of the course, we will explore the multi-faceted nature of Enlightenment thought, including new conceptions of rights, critiques of absolutism, and new ways of organizing knowledge as well as other important developments in 18th century society, including the rise of the public sphere, the emergence of consumer culture, and demographic changes. In the second part of the course, we will turn our attention to the French Revolution and to its relationship to the Enlightenment. Though our focus will be on France, we will also consider important developments in other parts of Europe. Not offered in 2014-15. (w, x)

**HIST 344: WAR (4)**

**Coogan**

A seminar on the causes, conduct, and consequences of armed conflict, both internal and international, from Homer to the Persian Gulf. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15. (w, x, GLO)

**HIST 349: WORLD HISTORY TO 1500 (4)**

**Department**

This course covers the material required for elementary and middle school teacher certification in world history: neolithic cultures and the transition to river civilizations in Egypt and Mesopotamia; classical Greece and Rome, China, and India; the rise of Islam, medieval and Renaissance Europe, and Byzantium; early African and American civilizations, up to and including the Spanish conquest of the New World. This course does not count as a seminar for the history major. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15. (PRE)

**HIST 350: SPECIAL TOPIC –SOCIAL MOVEMENTS IN AMERICAN HISTORY (4)****Donnally**

A study of the way in which social movements have changed American society, focusing on leadership, organization, and tactics. Offered Term 2

**HIST 352: THE AMERICAN REVOLUTION (4)****Department**

A study of the events and issues of the American Revolution era, including the social, intellectual, and political origins of the Revolution, fighting the War for Independence, women in the Revolution era, and the development of the United States Constitution. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15. (w, x, MOD)

**HIST 355: TWENTIETH-CENTURY EUROPE (4)****Department**

In this seminar we examine the splendors and horrors of European history from 1914 to the present. Topics covered include World War I and II, the rise of communism in Russia, the rise of fascism in Italy and Germany, and the Spanish civil war in the 1930s. After 1945, the focus will shift to the “other” Europe—eastern Europe—and how its peoples lived under, rebelled against, and survived the Soviet-dominated regimes that finally collapsed in 1989. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15.

**HIST 356: TWENTIETH-CENTURY AMERICA (4)****Coogan**

A seminar on American political and social history from 1900 to the present. Topics covered will include the origin and evolution of reform movements (progressivism, women’s rights, civil rights), the effects of war and economic change, and major shifts in political alignments. Prerequisite: 200-level proseminar or permission. Offered Term 1. (w, x)

**HIST 358: EUROPEAN SOCIAL HISTORY (4)****Leedom**

A seminar treatment of the main themes of European social history: sex, families, household, property. The implications of economic and social development on political history are an integral part of the course. Major turning points in social history—the origins of capitalism, industrialization—get full treatment, but the basic goal is to contribute to an awareness of underlying unities across the centuries and the problems and organization of daily life in Europe. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15. (w, x, GLO, MOD)

**HIST 360: THE SECOND WORLD WAR (4)****Coogan**

Reading, discussion, and research into the most cataclysmic war in modern history. Topics covered include origins of the war in both Europe and Asia; the leadership of Hitler, Stalin, Churchill, Roosevelt, Mao, and others; the causes, conduct, and consequences of the Holocaust; the birth and first use of atomic weapons; and the effects of the war on empires and civilizations around the globe. Not offered in 2014-15. (w, x, GLO, MOD)

**HIST 364: THE COLD WAR (4)****Coogan**

A study of the influence of domestic and foreign policy on Soviet-American relations in the years since World War II. Prerequisite: 200-level proseminar or permission. Not offered in 2014-15. (w, x, GLO, MOD)

**HIST 368: AMERICA IN A DANGEROUS WORLD (4)****Coogan**

A research seminar on the evolution of American foreign relations from the founding fathers to the war on terror. Class will consist entirely of reading and discussion on the major themes and problems in America’s relations with foreign cultures and countries. Written work will consist entirely of a significant research paper, which will be done in stages throughout the term. Prerequisites: sophomore standing and a 200-level proseminar. Not offered in 2014-15. (w, x, MOD)

**HIST 390: INDEPENDENT STUDY (2 or 4)****Department**

Individual projects at the advanced level arranged with history faculty members. Offered both terms.

**HIST 399: INTERSHIPS (2 or 4)****Department**

May be proposed in either term.

**HIST 480: SENIOR THESIS (4)****Leedom**

Students write a major research paper using primary sources during the first term. Prerequisite: 300-level seminar or permission. Application must be made with faculty prior to registration. Offered Term 1.

**HIST 490: SENIOR HONORS THESIS (4, 4)****Department**

For honors candidates, senior seminar is two terms (plus Short Term), culminating in a major paper. Decisions on departmental honors are made at the conclusion of the project. Students should not register for HIST 490. Offered Term 2.

# Hollins Abroad

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Hollins Abroad–London and Hollins Abroad–Paris are international learning programs offering students the opportunity to develop a broad understanding of historic and contemporary British or French society and culture. All courses are taught by expert local faculty, and the curriculum of each program is designed to take advantage of the city's unique cultural resources. Field trips to museums, theatres, and sites of architectural, historic, or political significance are an important part of the course work. Participation in a Hollins Abroad program provides valuable preparation for students seeking careers with international businesses, with cultural, educational, or service organizations, or with government agencies.

Students in all disciplines may participate in Hollins Abroad, and courses on both programs may count toward a student's major, minor, and perspectives in the general education program. The programs are open to sophomores and juniors with a cumulative grade point average of at least 2.5 (3.0 preferred for Paris). Students enrolling in Hollins Abroad–Paris should have completed at least two terms of intermediate French at the college level or the equivalent. Students may enroll in a Hollins Abroad program for one or two terms. Students wishing to enroll for two terms in Hollins Abroad–Paris or –London; undertake an internship; enroll in a class at London Metropolitan University or London South Bank University, a Paris university, or The Place must have a cumulative GPA of 3.0 or higher at the time of admission to the program.

## HOLLINS ABROAD–LONDON

### **ART 240L: ENGLISH ARCHITECTURE (4)**

This course aims to teach students how to describe and critique architecture through a chronological study of buildings from the first Anglo-Saxon churches up to the great engineering projects of the 19th century. Sites visited include the Tower of London, Westminster Abbey, and Greenwich. Offered Term 2. (AES)

### **ART 241L: MEDIEVAL ENGLISH ARCHITECTURE (4)**

A study of the development of architecture in England from the first stone buildings of the Anglo-Saxons to the completion of King's College Chapel, Cambridge, in the early 16th century. Study through slide lectures and site visits focuses on the surviving buildings, cathedrals, and castles themselves, as well as on the patrons who commissioned them. Offered Term 1. (AES, PRE)

### **ART 280L: LONDON GALLERIES – AN INTRODUCTION TO MODERN AND CONTEMPORARY EUROPEAN ART (4)**

A study of the main developments in European art from 1850 to 2000, focusing on works in the London galleries. Visits are made to the National Gallery, Tate Gallery, Courtauld Gallery, and relevant current exhibitions. Movements studied include Impressionism, Post-Impressionism, Fauvism, Cubism, Surrealism, Abstraction, and aspects of 20th-century British art. Hollins students can take both this course and ART 264 for credit. Offered both terms. (AES, MOD)

### **COMM 235L: MEDIA IN BRITAIN (4)**

This course looks at issues around the British media, with visits to working editors and journalists, artists, and television producers. The course covers production, ownership and control, genres and stereotyping, reception theory, and media regulation. We place British media in their European context and analyze the differences and similarities between U.S. and British media forms. Offered Term 2. (GLO, MOD)

### **ENG 310L: SHAKESPEARE AS DRAMATIST (4)**

A study of up to six plays currently in production in London and Stratford-upon-Avon. Close attention is paid to theme, structure, language, and characterization, together with questions of production, direction, and performance. In seminar discussions, all Shakespeare's dramatic skills are considered. In addition, there are short lectures designed to place the plays in their theatrical and historical content. Offered both terms. (AES, MOD)

### **HIST 200L: BRITISH HISTORY SURVEY (4)**

This course aims to provide students with a broad knowledge of British history from the middle of the 18th century to the middle of the 20th century. The lectures will follow a chronological path through the main political and social developments that changed Britain between 1760 and 1950 and will be complemented by a series of field trips in London. Offered Term 1. (MOD)

**HIST 202L: HISTORY OF ENGLAND THROUGH THE MIDDLE AGES (4)**

This course traces the development of the city of London through the Middle Ages, outlining its expansion and growing importance in national and international affairs. The themes of political, military, economic, social, cultural, and religious life will be followed in the Roman, Anglo-Saxon, and Norman periods, the High and Late Middle Ages, and a final look to the early modern period. Weekly visits. Offered Term 2. (PRE)

**POLS 200L: CONTEMPORARY BRITAIN (4)**

This course begins with an examination of the principal institutions and behavior patterns of British politics, including the structure of government and the interaction of voters, parties, and leaders. Then we address several current or controversial issues which have a marked impact on the political world in Britain, including the Monarchy, the media, nationality, religion, class, and Britain's role in the European Union. Field trips include visits to Parliament and other relevant sites. Offered both terms. (GLO, MOD)

**THEA 270L: THE LONDON STAGE (4)**

This is a survey of what London has to offer theatrically. Students attend and discuss one play per week. By the end of the course students should have an outline knowledge of the history of English theatre and a critical appreciation of drama as a contemporary art form. Offered both terms. (AES)

**INTERNSHIP (4 or 6)**

Internships with a Member of Parliament (MP) and in fields including business, management, law, media, public relations, marketing, education, arts management, theatre, fashion, sports management, community action, and many others are available. Internships in London can also be arranged in the summer before, after, or independent of a term on Hollins Abroad. There is a separate fee for placement and housing for internships undertaken in the summer. Offered both terms.

*Qualified Hollins Abroad—London students may also enroll in a course at London Metropolitan University, London South Bank University or The Place (dance)—see page 7.*

**HOLLINS ABROAD—PARIS**

*All courses are taught in French and are open to all students in the program unless otherwise noted.*

**ART 320P: IMPRESSIONISM AND POST-IMPRESSIONISM (4)**

This course begins with a review of the evolution of French painting and artistic life during the second half of the 19th century. A study of the Impressionist and Post-Impressionist movements and their influence on succeeding generations of artists follows. Emphasis is on training of the eye and direct contact with works of art. Guided museum visits. Offered Term 1. (AES, MOD)

**ART 340P: 20TH-CENTURY FRENCH ART (4)**

This course undertakes an analysis of the questions addressed by the artists of major French movements during the 20th century. Emphasis is on the Avant-Garde to 1914, Surrealism, various forms of abstraction, New Realism, Art/Attitude, and more recent hybrid genres. Guided or assigned visits to museums and temporary exhibits. Offered Term 2. (AES, MOD)

**ART 360P: ARCHITECTURE OF PARIS (4)**

A thematic survey of Parisian architecture from the Roman era to the present. Individual monuments and their architectural idiosyncrasies are studied in their historical and sociological contexts, with emphasis on urban development. Guided visits to monuments and sites. Offered both terms. (AES)

**ECON 210P/314P: INTRODUCTION TO EUROPEAN INTERNATIONAL RELATIONS (4)**

This course focuses on current European political and economic debates, reviews the history and ongoing evolution of the European Union, and analyzes the current challenges it faces. Also listed as POLS 240P/313P. Individual assignments will vary accordingly. Offered Term 1. (GLO, MOD)

**FILM/FREN 220P: FRANCE/USA – A TRANSATLANTIC PERSPECTIVE ON CINEMA (4)**

An introduction to film criticism, analyzing the relationship between artistic creation and film technique. The common theme will be how the city of Paris is portrayed in French films by directors including Renoir, Carne, Godard, and Truffaut, and in representative Hollywood films. Offered both terms. (AES, MOD)

**FREN 303P: FRENCH WRITTEN EXPRESSION (4)**

Intensive training in French oral expression. Acquisition of vocabulary, intensive study of phonetics, oral practice emphasizing the comprehension of daily language. Must be taken in conjunction with FREN 304P. Prerequisite: four terms of college-level French or the equivalent. Offered both terms. (LAN)

**FREN 304P: FRENCH ORAL EXPRESSION (4)**

Intensive training in French oral expression. Acquisition of vocabulary, intensive study of phonetics, oral practice emphasizing the comprehension of daily language. Must be taken in conjunction with FREN 303P. Prerequisite: four terms of college-level French or the equivalent. Offered both terms. (LAN)

**FREN 311P: ADVANCED FRENCH WRITTEN AND ORAL EXPRESSION (4)**

This course refines the student's ability to express him/herself in French, both in writing and orally. By the end of the course, the student should have mastered a variety of ways to express time, purpose, condition, consequence, and contradiction and should be able to discriminate without hesitation between the uses of tenses and moods. Prerequisite: five terms of college-level French or the equivalent and appropriate performance on the placement test. Offered both terms.

**FREN 321P: ADVANCED FRENCH COMPOSITION (4)**

This advanced course enables students to refine their skills in written French in a variety of ways, including in literary critiques, essays, and business French. Prerequisite: six semesters of college-level French or the equivalent, and appropriate performance on the placement test. Offered Term 2.

**FREN 330P: PARISIAN THEATRE SCENE (4)**

This course introduces students to the Parisian stage in its variety and exposes them to six plays of the French repertory. As much as possible, the plays chosen are representative of a major period or trend in the history of French theatre. The course can be taken for credit more than once as the plays studied depend on what is currently in production in Paris and are different each term. Open to students who place into FREN 311P. Also listed as THEA 330P. Offered both terms. (AES, MOD)

**FREN 351P: PARIS IN 19TH- AND 20TH-CENTURY FRENCH LITERATURE (4)**

A study of how French novelists and poets see and describe the great social and cultural changes that Paris underwent during the 19th and early 20th centuries. Study focuses on the city as protagonist in the literary works of the period. Accompanied visits to monuments or sites described in the works studied. Open to students who place into FREN 311P. Offered Term 2. (AES, MOD)

**FREN 353P: NOVELISTS AND AUTOBIOGRAPHY IN THE 20TH CENTURY (4)**

This course studies the relationship between life as it is remembered and its reshaping in writing, that is, the interaction between reality and literary creation. Authors are chosen based on their literary impact on 20th-century writing. Open to students who place into FREN 311P. Offered Term 1. (MOD)

**FREN 399P: INTERNSHIP (4)**

Internships in law firms, art galleries, businesses, and schools can be arranged for full-year students who have developed fluency in French and are in their second term in Paris. A research paper on a topic related to the internship is required. Offered Term 2 for academic year students only.

**INTL 230P: FRANCE AND AFRICA, BETWEEN HISTORY AND MEMORY (4)**

This course focuses on the historical relationship between France and its former colonies. It also puts an emphasis on the current and hot challenges France faces: diversity, multiculturalism, immigration, and minorities, in a cross cultural perspective with the States. Visits to Musée du Quai Branly and Cité de l'Immigration organized. Offered both terms.

**POLS 210P/312P: CONTEMPORARY FRANCE (4)**

This course introduces students to the particularities of French society and of the nation's political, social, and economic forces and institutions. Special emphasis is put on the French political system under the Vth Republic. France's role in Europe is also analyzed. Offered Term 2. (GLO, MOD)

**POLS 240P/313P: INTRODUCTION TO EUROPEAN INTERNATIONAL RELATIONS (4)**

Also listed and described as ECON 210P/314P. Students taking this course for political science credit must do all their papers and projects on topics in political science. Offered Term 1. (GLO, MOD)



**THEA 330P: PARISIAN THEATRE SCENE (4)**

Also listed and described as FREN 330P. Offered both terms. (AES, MOD)

**INDEPENDENT STUDIES/FRENCH UNIVERSITY COURSES (2 or 4)**

Students with very advanced French skills, appropriate performance on the placement test, and permission of the director, may enroll in an independent study/tutorial in French or in their major field in conjunction with a course offered at the Sorbonne or other Paris university. Offerings vary by term. Offered both terms.

**INDEPENDENT STUDIES/APPLIED ARTS (2 or 4)**

Independent studies in studio art, photography, dance, and voice can be arranged on an individual basis at institutes in Paris for students majoring in those subjects. Must be approved at time of enrollment. Offered both terms.

**JANUARY TERM (4)**

The four-week January Term is required of all Hollins University students and optional for all others who participate in Hollins Abroad–Paris for the full calendar or academic year. January Term course options include internships, supervised independent studies, intensive French language courses at the Institut de Touraine, and other learning experiences either in Paris, elsewhere in France, or occasionally, in other French-speaking countries. Each student's plan is arranged in consultation with the director and must have her approval.

# Honors Program

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The Hollins University Honors Program seeks to enhance the student learning experience by providing a challenging and engaging learning opportunity for especially motivated students. The program is designed to attract students who are intrigued by the idea of working in depth on interdisciplinary projects. Students in the Honors Program complete a four-semester sequence of two-credit seminars focused on planning and executing collaborative and individual scholarly and/or creative projects. The program differs from departmental honors by introducing research opportunities early in a student's academic career.

In order to remain in the Honors Program, students must earn a grade of B or higher in each seminar while maintaining a minimum cumulative GPA of 3.3. Upon completion of the program, students will receive the Honors Program designation on their transcript. For more information on the Honors Program, please contact the dean of academic services.

## **COURSES IN HONORS PROGRAM:**

### **HNRS 101: IDEAS (2)**

**Salowey, Sulkin**

In this first of four seminars, students will be asked to identify an interdisciplinary idea that provides a stimulating topic for academic inquiry and to form collaborative groups. Students will then modify and advance the idea to produce a research proposal and plan of action that will come to fruition in HNRS 102. The seminar encourages creative inquiry by asking students to not only develop but also challenge ideas. Students will examine a variety of research tools and methodologies, and will explore different modes for presenting research results. The seminar will also introduce techniques and technologies for effective collaboration. Open to first-year students. Registration by application only. Offered Term 1.

### **HNRS 102: INQUIRY (2)**

**Salowey, Sulkin**

In this second of four seminars, student groups will execute the research projects proposed at the end of HNRS 101. As groups engage in the process of investigation and discovery - producing results or encountering obstacles - the seminar will provide a forum for progress reports, critique, and problem solving. Groups will be provided additional instruction in research processes, collaborative methods, and interdisciplinary connections as needs occur. The results of all projects will be presented in the annual Student Conference, held in May. Open to first-year students. Registration by application only. Prerequisite: HNRS 101. Offered Term 2.

### COURSES IN HUMANITIES:

#### **HUM 197F: FIRST-YEAR SEMINAR – THE PASSION FOR POWER AND THE POWER OF PASSION (4)**

**Ridley**

Power and passion are forces that have led human beings to act in extreme and extraordinary ways throughout history. This course will focus on a number of extraordinary women in Latin America who have, without receiving due credit, changed the course of history with their passion for life, love, and power. Placement to be determined during the summer. Offered Term 1. (*f, w, x, r, GLO*)

#### **HUM 212: THE FRENCH ABSURD THEATRE (4)**

**Fallon**

This course focuses on the French Absurd Theatre. Students receive a brief introduction to the existentialist movement and explore the links between the existentialist and absurd literary productions. Background information includes study of French literary precursors and social conditions in France. Students study works in English translation of Camus, Sartre, Beckett, Genet, Ionesco, and Adamov. Open to first-year students. Not offered in 2014-15. (*MOD*)

#### **HUM 213: FRANCE AND THE FRENCH - CONTEXTS IN CULTURAL UNDERSTANDING (4)**

**Spodark**

This course offers a multimedia examination of socio-cultural contrasts between France and the U.S. Students use video, audio, CD-ROM, print, and Internet resources coupled with computer applications (Word, Excel, PowerPoint, Front Page, and Access) to investigate and discuss representative situations and cultural artifacts that illuminate the differences between the French and American experiences. Open to first-year students. Prerequisite: *q*. Not offered in 2014-15. (*i, Q, GLO, MOD*)

#### **HUM 215: AMERICANS IN PARIS (4)**

**Fallon**

This course focuses on American writers who lived and wrote in France during the end of the 19th century and early part of the 20th century. Students read and analyze works written by U.S. authors during their stay in France to learn how the French environment shaped their artistic perspectives. Additional study is given to the culture and society of France from 1880–1945. Conducted in English. Open to first-year students. Not offered in 2014-15. (*o, MOD*)

#### **HUM 310: FRENCH LITERATURE IN TRANSLATION (4)**

**Fallon**

This course, conducted in English, introduces students to selected works of French literature. We study translations of novels and plays in their literary and cultural contexts, giving attention to women characters and texts by women writers, and to translation issues. Topics include self-interest and self-awareness, travel and escape, power and passion, and the individual's role in society. Writers may include Racine, Molière, Madame de Lafayette, Claire de Duras, Balzac, Flaubert, Proust, Gide, Colette, Ionesco, Camus, Marguerite Duras, or Djébar. Not offered in 2014-15. (*o, AES, MOD*)

# Interdisciplinary Major

## MAJOR

An interdisciplinary major enables a student to construct from two or more disciplines a course of study not available through one department. The student works out her program with two advisors who must be in different departments. For more information, contact the dean of academic services.

The interdisciplinary major consists of at least eight courses, including a course in research methods from one of the disciplines (or an equivalent introduction to sources and a coordinating tutorial chosen in consultation with the student's two advisors) and one 300-level independent study that addresses the interdisciplinary major field of study. The major in addition requires one internship related to the area of interest. The following restrictions will apply in all cases: 1) no more than two 100-level courses will count toward the major; 2) no more than two independent studies may count toward the major; and 3) at least four 300-level courses must be included in the major.

By the end of the senior year, all interdisciplinary majors will submit a capstone portfolio to the chair of the program for evaluation. The capstone portfolio must contain the following:

- 1) a cover page with the student's name, class year, major title, description of the major, and names of advisors
- 2) a description of career goals and plans
- 3) a resume and cover letter
- 4) a list of the courses taken for the major, including each course number, title, and description of how the course supports the interdisciplinary major
- 5) a graded research paper from the 300-level independent study (or other 300-level course in the major)
- 6) a description of the internship required for the major
- 7) the evaluation form from the supervisor of the required internship related to the major program of study
- 8) the academic work required by the faculty sponsor of the internship
- 9) a personal essay evaluating the internship related to the major program of study with respect to the student's future career or education goals

Graduating senior majors will meet with the chair of the interdisciplinary program to review their portfolios in the last full week of classes prior to graduation.

Possible subjects for interdisciplinary majors include a period, an idea, or a set of problems: work on the Renaissance in English, history, art, and music; work on human freedom in philosophy, psychology, sociology, and political science. With an interdisciplinary major, the possibilities are limited only by the student's imagination.

Hollins students have worked on such interdisciplinary majors as the following sample programs:

### **MEDIA PRODUCTION AND DESIGN**

An exploration of the art of graphic design incorporating the skills of communication and uses of media in culture, photography and digital manipulation.

Courses completed in fulfillment of the interdisciplinary major requirements:

- COMM 231: Writing for the Print Media
- COMM 235L: Media in Britain (*taken at Hollins Abroad-London*)
- ART R261E: Graphic Design Reproduction (*taken at Roanoke College through reciprocal agreement*)
- ART 306: Digital Photography
- ART 350: Special Topic – Mixed Media Drawing
- COMM 361: Media Law and Policy
- COMM 390: I.S. – Research Methods
- COMM 542: New Media and Network Society

### **HISPANIC STUDIES**

A course of study to profoundly analyze the cultures, writing and politics of Spain and Latin America.

Courses completed in fulfillment of the interdisciplinary major requirements:

- POLS 103: Modern Comparative Politics
- COMM 270: Intercultural Communication
- SPAN 236: Spanish Culture and Civilization
- SPAN 238: Latin American Culture and Civilization
- POLS 304: Geopolitics
- POLS 337: Seminar in U.S. Foreign Policy
- SPAN 348: Twentieth-Century Latin American Literature
- SPAN 375: Advanced Spanish Grammar

# International Studies

MAJOR, MINOR

**PROFESSORS:** Edward A. Lynch (political science), Kathleen Nolan (art history, on leave Short and Spring Terms), Annette E. Sampon-Nicolas (French)

**ASSOCIATE PROFESSORS:** Jon D. Bohland (chair), Vladimir Bratic (communication studies), Peter Coogan (history), LeeRay Costa (anthropology and gender and women's studies, on leave Short and Spring Terms), Pablo Hernandez (economics), Darla Schumm (religious studies)

**ASSISTANT PROFESSORS:** Jeanette Barbieri (political science)

The major in international studies is an interdisciplinary program combining courses in the social sciences, humanities, arts, and sciences. Themes present throughout the program include globalization, development, national and transnational identities, migration, diaspora, global conflicts and peacekeeping, post-colonialism, international relations, space and place, and environmental and foreign policy. Studies focus on the evolution of cultural, aesthetic, political, economic, and diplomatic relations among nations and peoples. In order to fulfill the major requirements, students must spend at least a semester studying abroad, take a foreign language beyond the intermediate level, and write a senior thesis on a topic with an international focus. Many of our students also pursue course work in a second major, combining their interdisciplinary focus in international studies with that of another disciplinary field such as political science, economics, business, foreign language, history, or religion. The major serves as good preparation for careers in international service and business, non-governmental organizations, foreign service, the Peace Corps, and for pursuing additional graduate work in the humanities and social sciences.

The goals of the program are to combine academic theory and course work with practice-based research and fieldwork in international studies. The goals are:

1. To introduce students to themes of interdependence and globalization of cultures and world economic and political systems.
2. To develop critical students capable of understanding and analyzing international studies from a variety of diverse theoretical frameworks including post-colonialism, feminism/gender, race and class, post-structuralism, materialism/marxism, space and place, identity politics, and environmental risk and sustainability.
3. To give students first-hand experience of a non-U.S. culture through the Hollins semester abroad program and to develop language skills beyond the intermediate level.
4. To develop research and analytical skills through the intellectual and creative challenge of the senior thesis project.

## REQUIREMENTS FOR A MAJOR IN INTERNATIONAL STUDIES:

12 courses (48-50 credits)

Working closely with an advisor from the international studies program, each major will complete six core courses in international studies, supplemented by one semester of language at the 200 level, a Short Term, full semester, or approved academic summer experience abroad, and take five additional courses from the list of approved international studies or affiliated courses. The department chair will be responsible each semester for drafting and maintaining a list of approved electives that fill each concentration. At least three of the electives should be at the 200 level or above, with one course required at the 300 level. Up to 12 credits of elective courses may be taken at universities abroad, with prior written departmental approval. Electives chosen from the major should cover at least two of the following general concentrations:

- politics
- cultural affairs
- business and economics

Students who are double majors in INTL and another department offering a senior thesis may substitute a thesis in their other major for INTL 480, provided the following requirements are met:

- permission of other department
- the thesis has a substantial cross-cultural, international, or multiethnic dimension
- the thesis is co-directed by members of two different departments
- the student participates in a senior thesis class involving peer workshops, either in the INTL department or in the other major
- the student adds an extra INTL elective at the 300 level

It is highly recommended that Introduction to International Studies 120 and World Geography 210 be taken during the first four semesters of study.

**CORE COURSES IN INTERNATIONAL STUDIES (24-26):**

- INTL 120: Introduction to International Studies (4)
- INTL/ES 210: World Geography (4)
- GPS 214 Qualitative Methods (4) **or**  
GPS 216 Research Methods in Social Sciences and 216L (4, 2)
- INTL/ES 220/POLS 221: Globalization and Local Responses (4) **or**  
INTL/ECON 259 International Political Economy (4) **or**  
INTL/COMM 380 Global Communication and Media (4)
- GPS 480: Senior Thesis Seminar (4) **or** GPS 490: Senior Honors Thesis Seminar (4, 4)
- POLS 102: International Relations (4)

**FIVE ADDITIONAL INTERNATIONAL STUDIES OR AFFILIATED COURSES (20)****ONE SEMESTER OF LANGUAGE AT 200 LEVEL (4):**

- Language: One semester beyond the intermediate level (4)

**STUDY ABROAD:**

- A Short Term, full semester, or approved summer academic experience abroad

**REQUIREMENTS FOR A MINOR IN INTERNATIONAL STUDIES:**

6 courses (24 credits)

- Four core courses and two from the list of international studies courses or affiliated courses

**CORE COURSES:**

- INTL 120: Introduction to International Studies (4)
- INTL/BIOL 121: Plants and People (4)
- INTL/ES 210: World Geography (4)
- INTL/ES 220/POLS 221: Globalization and Local Responses (4)
- INTL Electives: 8 credits of courses from Affiliated Courses in the Social Sciences or Science or from Affiliated Courses in the Arts and Humanities

**LANGUAGE:**

- Two semesters at the intermediate level

**AFFILIATED COURSES:**

- ANTH/ES/GWS 219: Food, Culture, and Social Justice
- ANTH/GWS 242: Anthropology of Gender and Sexuality
- ART 262: Medieval Art
- ART 263: Renaissance and Baroque Art
- BIOL/INTL 121: Plants and People
- BUS/ECON 266: International Finance
- COMM/INTL 380: Global Communication and Media (may also serve as core globalization course)
- COMM 270: Intercultural Communication
- DANC 250: Special Topic - Dancing the Diaspora
- ECON 265: International Trade
- ECON/INTL 259: International Political Economy (may also serve as core globalization course)
- ENG 150: Special Topic – International Women's Voices
- ENG 313: Literature of the Renaissance
- ENG 317: Medieval Literature
- ENG 320: Immigrant Literature
- ES/POLS 234: Environmental Politics/Policy
- FILM/POLS 360: Reel Politics: Film in China
- FREN 274: The Francophone World
- FREN 365: French for International Business
- GWS/PHIL 209: Feminist Philosophies
- GWS/POLS 213: Globalization and Poverty
- GWS/POLS 218: Global Gayz – Lesbian and Gay Movement
- GWS/HIST 225: Women in Early Modern Europe
- GWS/HIST 334: Gender and Imperialism

- GWS 338: Survey of Feminist Thought
- GWS/REL 350: Special Topic – Spiritual Activism
- HIST 114: Modern Europe
- HIST 155: Hitler and the Holocaust
- HIST 223S: American Foreign Relations since 1890
- HIST 243: The Renaissance
- INTL/POLS 160: Model United Nations
- INTL/ES 220/POLS 221: Globalization and Local Response (may also serve as core globalization course)
- INTL/POLS 332: Currents of Marxist Thought
- MUS 180: Intro to Music of Latin American
- PHIL 275: Asian Philosophy
- POLS 103: Modern Comparative Politics
- POLS 337: Seminar in US Foreign Policy
- REL 126: Introduction to Religion in a Global Context
- REL 218: Buddhist Traditions
- SOC 350: Special Topic – Political Sociology
- SPAN 238: Latin American Culture and Civilization
- THEA 263: History of Western Theatre I
- THEA 264: History of Western Theatre II

## **COURSES IN INTERNATIONAL STUDIES:**

### **INTL 120: INTRODUCTION TO INTERNATIONAL STUDIES (4)**

**Barbieri**

Offers a multidisciplinary perspective, drawn from the fine arts, humanities, and social sciences, to our understanding of nations and cultures of the world. Topics and geographical focus will change yearly depending on the instructor. Open to first-year students. Also listed as POLS 150. Offered Term 1. (o, GLO, MOD)

### **INTL 121: PLANTS AND PEOPLE – AN INTRODUCTION TO ETHNOBOTANY (4)**

**Huish**

Also listed and described as BIOL 121. Open to first-year students during Term 2 only. Offered both terms. (GLO, SCI)

### **INTL 160: MODEL UNITED NATIONS (2)**

**Lynch**

We study the history and functions of the U.N., as well as the current major political, social, and economic issues. The course focuses on preparation for Hollins' delegations to the American Model U.N. Conference in Chicago, which is held the weekend before Thanksgiving. Participation is required for all class members. The course may be taken more than once since the countries and issues change from year to year. Also listed as POLS 160. Open to first-year students. Offered Term 1. (o, GLO)

### **INTL 197F: FIRST-YEAR SEMINAR –CONSUMING FRENCH CULTURE (4)**

**Sampon-Nicolas**

Food is a window into the culture and values of any society, and for the French, food and culture are inseparable. This course explores the idea and reality of French cuisine through critical reflection on culinary history and related socio-economic conditions. Issues explored include: the influence of immigration on France's gastronomy, French and EU agro-food policies, GMO bans, food security, gleaning, national pact against food waste, organic and local food in schools. Also listed as ES 197F. Placement to be determined during the summer. Offered Term 1. (o, r)

### **INTL 210: WORLD GEOGRAPHY (4)**

**Bohland**

The methods of geography applied to global issues. Emphasis placed on regional geographic analysis and the complexity of world politics. Also listed as ES 210. Open to first-year students. No prerequisite. Offered Term 2. (GLO, MOD)

### **INTL 220: GLOBALIZATION AND LOCAL RESPONSES (4)**

**Barbieri**

Analyses of international issues and systems based on social science perspectives and methodologies, including statistics. Topics are drawn from the following: trade, finance, and development; diplomacy, terrorism and security; technology and communication; demographics and immigration; energy and transportation; and the global environment. Also listed as ES 220 and POLS 221. Open to first-year students. Prerequisite: q. Not offered in 2014-15. (Q, GLO)

**INTL 259: INTERNATIONAL POLITICAL ECONOMY (4)****Department**

Also listed and described as ECON 259. Prerequisites: *q* and ECON 157 or ECON 158. Open to first-year students. Not offered in 2014-15. (*r*, Q, GLO, MOD)

**INTL 290: INDEPENDENT STUDY (2 to 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**INTL 302: COMPARATIVE URBANISM (4)****Bohland**

This course introduces the complex issues that continue to face a society that is increasingly urban and integrated into the world economy. The structures of our urban society and the relationships of those to cities around the world are critical issues of contemporary society. The "Urban World" is tremendously diverse and so the course introduces and explores many aspects of city life from a range of perspectives: cultural, economic, political, social, and environmental. After discussing some basic concepts of urbanism and public policy, the course focuses on specific case studies introducing the complex and cultural forces shaping cities throughout the world. Also listed as POLS 302. Not offered in 2014-15. (GLO, MOD)

**INTL 303: GEOPOLITICS (4)****Bohland**

This course serves as an introduction to contemporary geopolitical issues of globalization, sovereignty, nationalism, war, legitimacy, and hegemony. Key issues include: the nature and production of political sovereignty, the intersection between the nation and new global forms of government, the future of cosmopolitan democracy, the roots of geopolitical thinking, and the role of the U.S. within the world system as global "imperial" hegemon. The goals of the course are to highlight key geopolitical issues present within international affairs and for students to develop their own views informed by analysis of course readings and classroom discussions. Also listed as POLS 304. Open to first-year students with permission. Offered Term 1. (GLO, MOD)

**INTL 304: GEOGRAPHY OF GLOBAL ENVIRONMENT (4)****Bohland**

This course introduces students to the complex issues related to the environment within contemporary society and global political discourse. Discussion topics include conceptions of nature, science-nature interactions, evaluation of environmental "risks" within globalization, environmental racism, negotiation of environmental agreements, and the future of green politics at the transnational level. Student papers and projects will be centered on environmental issues present within their local communities or Southwestern Virginia. Also listed as ES 304. Open to first-year students with permission. Not offered in 2014-15.

**INTL 305: CULTURAL GEOGRAPHY AND LANDSCAPE STUDIES (4)****Bohland**

This course introduces the student to the study of culture and landscape interpretation within modern geography. The course examines cultural processes and how they interact and construct the world we inhabit. After introducing a number of key themes and theoretical perspectives that will recur throughout the semester, we will be looking at cultural processes present within different geographical examples. In each of these cases we highlight popular cultural aspects such as sports, music, television and film, literature, etc. Also listed as ES 305. Open to first-year students with permission. Not offered in 2014-15.

**INTL 307: INTERNATIONAL TOURISM (4)****Bohland**

In this course we examine tourism and travel from a number of methodological and theoretical perspectives. We'll analyze a number of different types of tourism, including ecotourism, the sex trade, heritage tourism, beach vacations, cruising, dark/macabre tourism, and the "grand tour." The goal of this course is to inform and critique, to situate ourselves as critical tourists in order to examine the impact all tourists have on local forms of culture and on the natural environment. Offered Term 2. (MOD)

**INTL 332: CURRENTS OF MARXIST THOUGHT (4)****Bohland**

In this seminar, we examine important theoretical contributions within classic and contemporary Marxism/structuralism. The roots of Marxist theory are explored through our readings of Karl Marx, Friedrich Engels, Vladimir Lenin, Rosa Luxemburg, Antonio Gramsci, Max Horkheimer, Theodore Adorno, Herbert Marcuse, Walter Benjamin, Raymond Williams, Richard Hoggart, Stuart Hall, and Guy DeBord before we move to contemporary neo-Marxist work and its intersections within the fields of geography, urban studies, international relations, gender studies, development and globalization studies, and environmental studies. Does Marxism still hold out legitimate possibility as a political project or is it only useful now as a critique of global neo-liberalism? What insight does Marxist theory offer students of international relations and economics? Also listed as POLS 332. Open to first-year students with permission. Not offered in 2014-15.



**INTL 380: GLOBAL COMMUNICATION AND MEDIA (4)****Bratic**

Also listed and described as COMM 380. Prerequisite: sophomore standing or permission. Offered Term 1. (o, GLO, MOD)

**INTL 390: INDEPENDENT STUDY (2 to 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**INTL 490: SENIOR HONORS THESIS (4, 4)****Department**

A student may be invited to write her thesis for departmental honors. For honors candidates, the thesis is a Fall Term, Short Term, and Spring Term project.

# Japanese

**LANGUAGE COURSES**

**INSTRUCTOR:** Yasuko Kumazawa (part time)

Students in elementary and intermediate Japanese courses will be introduced to Japanese civilization and culture and will develop proficiency in listening, speaking, reading, and writing in Japanese. Students in elementary Japanese will begin to master hiragana and katakana, and students in intermediate Japanese will develop their skills in kanji.

Students have a study abroad opportunity through our exchange program with Kansai Gaidai in Osaka, Japan. Please see the International Programs Web site for additional information.

**COURSES IN JAPANESE:****JPN 101, 102: ELEMENTARY JAPANESE (4, 4)****Kumazawa**

This year-long course is an introduction to listening comprehension, speaking, reading, and writing Japanese. In addition to an introductory textbook, students will work with language CDs and DVDs and texts in Japanese drawn from popular media and traditional literature. Fulfills the language requirement for those students who have not previously studied Japanese. Offered both terms. (LAN)

**JPN 111, 112: INTERMEDIATE JAPANESE (4, 4)****Kumazawa**

This is a year-long continuation of JPN 101–102 with increased emphasis on reading Japanese texts and using an expanded vocabulary in speaking and writing. Prerequisite: JPN 102 or placement. Fulfills the language requirement for those students who have previously studied Japanese. Offered both terms. (LAN)

**JPN 250: SPECIAL TOPIC – ADVANCED INTERMEDIATE JAPANESE I (4)****Kumazawa**

Students will develop fluent language skills: speaking, listening, reading, and writing with increased emphasis on building up knowledge of elementary- and intermediate- level vocabulary, expressions, sentence patterns, and Kanji through literal information. Prerequisite: JPN 112 or study abroad in Japan, or permission. Offered Term 1.

**JPN 250: SPECIAL TOPIC –ADVANCED INTERMEDIATE JAPANESE II (4)****Kumazawa**

A continuation of Advanced Intermediate Japanese I. See description above. Prerequisite: JPN 112, JPN 250 from Term 1, after study abroad in Japan, or permission. Offered Term 2.

# Mathematics & Statistics\*

MAJOR, MINOR

**PROFESSOR:** Caren L. Diefenderfer (chair)

**ASSOCIATE PROFESSORS:** Julie M. Clark (on leave Short and Spring Terms)

**VISITING LECTURER:** Alia Clark (part-time), Erin Levering

The study of mathematics is motivated by its intrinsic beauty as well as its applicability to everyday life. Mathematics promotes a strengthening of critical and analytical problem-solving skills.

A student graduating with a mathematics major from Hollins will be a logical thinker who is well educated in major areas of mathematics (calculus, linear algebra, statistics, algebra, and analysis), in the application of mathematical concepts to problem solving, and in the development and communication of applied and theoretical mathematics. A recent survey of mathematics majors shows careers as bankers, teachers, defense analysts, actuaries, and programmers; and graduate school placements in mathematics, forensic science, medicine, and law.

\*Note: Hollins does not offer a major or minor in statistics.

## REQUIREMENTS FOR A MAJOR IN MATHEMATICS (B.A.):

13 courses (40–42 credits)

- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- MATH 246: Laboratories in Mathematical Experimentation (2)
- MATH 255: Methods of Matrices and Linear Algebra (4)
- MATH 310: A Transition to Advanced Mathematics (4)
- MATH 316: Several-Variable Calculus (4)
- MATH/STAT 350: Special Topic courses (8) (at least 4 courses required) including:
  - At least one special topic course in algebra
  - At least one special topic course in analysis
  - Two additional special topic courses
- MATH 471: Mathematics Seminar (2)
- MATH 490 (2, 2) **or** MATH 480 (2 and Short Term) **or** MATH 472 (2) as determined in consultation with members of the department
- STAT 251: Statistical Methods (4)

A student is exempted from MATH 241 and MATH 242 if she can demonstrate to the department's satisfaction her knowledge of the course(s).

## REQUIREMENTS FOR A MAJOR IN MATHEMATICS (B.S.):

19 courses (64–70 credits)

### REQUIRED COURSES IN MATHEMATICS AND STATISTICS:

- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- MATH 246: Laboratories in Mathematical Experimentation (2)
- MATH 255: Methods of Matrices and Linear Algebra (4)
- MATH 310: A Transition to Advanced Mathematics (4)
- MATH 316: Several-Variable Calculus (4)
- MATH/STAT 350: Special Topic courses (12) (at least 6 courses required) including:
  - At least one special topic course in algebra
  - At least one special topic course in analysis
- MATH 471: Mathematics Seminar (2)
- MATH 490 (2, 2) **or** MATH 480 (2 and Short Term) **or** MATH 472 (2) as determined in consultation with members of the department
- STAT 251: Statistical Methods (4)

A student is exempted from MATH 241 and MATH 242 if she can demonstrate to the department's satisfaction her knowledge of the course(s).

**REQUIRED ALLIED COURSES:**

- Two courses (with laboratories) above the 200 level\* from at least two of the following departments: biology, chemistry, computer science, or physics **or** four courses (with laboratories) above the 200 level\* from the departments of biology, chemistry, or physics
- \* or CHEM 105/105L: Principles of Chemistry or CMPS 160: Computer Science I

**REQUIREMENTS FOR A MINOR IN MATHEMATICS:**

5 courses (20 credits)

- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- MATH 246: Laboratories in Mathematical Experimentation (2)
- MATH 255: Methods of Matrices and Linear Algebra (4) **or** STAT 251: Statistical Methods (4)
- MATH 310: A Transition to Advanced Mathematics (4)

**PLACEMENT IN MATHEMATICS AND STATISTICS COURSES:**

A diagnostic/placement examination is required as a prerequisite for initial enrollment in any one of the following courses: MATH 130, MATH 140, MATH 152, MATH 241, STAT 140 and STAT 251.

**COURSES IN MATHEMATICS:****MATH 100: INTRODUCTION TO QUANTITATIVE REASONING (4)****A. Clark, Levering**

This course is for students who need practice in applying fundamental mathematical skills (algebra, graphing, geometry, data analysis, and linearity) to real-life applications. The goal of the course is to develop the quantitative skills that promote problem solving with confidence. Open to first-year students. Prerequisite: appropriate score on placement exam. Offered both terms. (q)

**MATH 105: QUANTITATIVE REASONING IN TODAY'S WORLD (4)****A. Clark**

This course focuses on the application of mathematics to the students' personal and social issues. It is designed to prepare students for the mathematics they will encounter in other college classes, particularly in the social and natural sciences such as problem solving, financial management, and growth. The course provides students with critical thinking and quantitative reasoning skills needed to understand major issues in life. It develops students' ability to reason with quantitative information necessary to achieve success in a career. Open to first-year students. Prerequisite: appropriate score on placement exam. Offered both terms. (q)

**MATH 130: MATHEMATICAL MODELING WITH PRECALCULUS (4)****J. Clark**

Emphasis is on the application of algebra, precalculus, and mathematical models to many exciting real world problems in art, music, business, economics, statistics, and biology and other sciences. Recommended for prospective teachers and non-mathematicians. Open to first-year students. Prerequisite: appropriate score on placement exam. Offered Term 1. (q)

**MATH 140: PRECALCULUS (4)****Levering**

An exciting study of precalculus involving the application of functions and mathematical models to real-world problems in the natural sciences as well as art, music, business, economics, and the social sciences. Provides a minimal preparation for the calculus sequence. Recommended for prospective teachers. Open to first-year students. Prerequisites: q and appropriate score on placement exam. Offered Term 2. (Q)

**MATH 152: INTUITIVE CALCULUS (4)****Department**

Ideas and techniques of the one-variable calculus required to solve problems in a variety of disciplines. Concepts are presented from a geometric or intuitive point of view. Open to first-year students. Prerequisites: q and MATH 130 (or higher), or MATH 105 and permission, or an appropriate score on placement exam. Not offered in 2014-15. (Q)

**MATH 197F: GAMES, PUZZLES AND LOGIC (4)****Diefenderfer**

Games, puzzles and logic provide us with much pleasure and enjoyment. In this seminar we will analyze problem solving strategies and determine which games do and do not have winning strategies. We will consider games and puzzles of Martin Gardner (His puzzles appeared in Scientific American for 30 years.), Sam Lloyd (Game of 15) and Raymond Smullyan (Knights and Knaves), as well as present day board games (Blokus), card games (Set, Blackjack), and newspaper favorites (e.g. Sudoku, Kakuro, and Cryptograms). The goals of this seminar are to

strengthen our problems solving abilities and to show how the analysis of puzzles and games can lead us to important ideas in logic, mathematics, and brain development.

**MATH 211: SYMBOLIC LOGIC (4)**

**Gettings**

Also listed and described as PHIL 211. Open to first-year students with permission. Prerequisite: *q*. Offered Term 1. (Q)

**MATH 241, 242: CALCULUS I, II (6, 4)**

**Levering**

The calculus of real functions of one real variable with emphasis on application of concepts to real world problems. Calculus I: functions, limits, continuity, the derivative, and applications of the derivative. Calculus II: antiderivatives, integrals, applications of the integral, improper integrals, sequences, and series. Open to first-year students. Prerequisites: for MATH 241: *q* and MATH 140 or an appropriate score on placement exam; for MATH 242: MATH 241. MATH 241 meets daily. Offered consecutive terms. (Q)

**MATH 246: LABORATORIES IN MATHEMATICAL EXPERIMENTATION (2)**

**J. Clark**

A course in mathematical discovery. Students “do” mathematics by designing mathematical experiments, obtaining mathematical results, analyzing data, and making mathematical conjectures. Topics include fractals, cryptography, function iteration and chaos, strategy of games, and graph theory. Prerequisite: MATH 241. Not offered in 2014-15.

**MATH 255: METHODS OF MATRICES AND LINEAR ALGEBRA (4)**

**Diefenderfer**

Properties of matrices; methods of finding an inverse; matrix equations and solutions; characteristic roots, important matrix forms; applications in social and physical sciences. Prerequisites: *q* and one college mathematics course above MATH 140 and permission. Offered Term 2. (Q)

**MATH 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**MATH 297: TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOLS (4)**

**Levering**

Concepts of mathematics taught in the elementary and middle schools and some techniques for teaching these concepts. Attention will be given to problems that students have in learning and understanding mathematics. Prerequisite: *q*. Offered Term 1.

**MATH 298: TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS (2)**

**Department**

Pedagogical content knowledge, curricula development, and the NCTM standards of learning, classroom organization, methodologies, monitoring student progress, assessment and evaluation, resources and technology, professional growth, and approaches to teaching algebra, geometry, trigonometry, and analysis. Prerequisite: MATH 241. Not offered in 2014-15.

**MATH 310: A TRANSITION TO ADVANCED MATHEMATICS (4)**

**Diefenderfer**

An introduction to the standard methods of mathematical proof and their validity. Methods of proof are examined in detail and examples of each method are analyzed carefully. The emphasis is on enhancing students' ability to write and understand mathematical proofs. Prerequisite: MATH 241 or permission. Offered Term 2.

**MATH 316: SEVERAL-VARIABLE CALCULUS (4)**

**Diefenderfer**

The calculus of functions of several real variables: vector spaces; differentiation of vector functions; partial derivatives; maxima and minima; and multiple integrals. Prerequisites: MATH 242 and MATH 255 or permission. Offered Term 1.

**MATH 350: SPECIAL TOPIC – MATHEMATICS OF GAMBLING (2)**

**Diefenderfer**

This course will introduce and develop the important, elegant, and surprisingly elementary mathematics that is needed to analyze gambling and gaming. Topics will include probability, mathematical expectation, permutations, combinations, the binomial distribution and selected ideas from game theory. We will investigate the games of roulette, backgammon, craps, and others, depending on student interest. Emphasis will be on the reasoning behind the games. Prerequisite: MATH 241. Offered Term 1.

**MATH 350: SPECIAL TOPIC – CRYPTOLOGY (2)**

**Diefenderfer**

Cryptology is the study of cryptography and cryptanalysis. Cryptography is the art of writing secret codes and cryptanalysis is the art of revealing secret codes. Students will explore the mathematical methods and theory for enciphering messages and the mathematical challenges involved in deciphering messages. Topics will include

monoalphabetic and polyalphabetic substitution ciphers, as well as more advanced and contemporary methods (e.g., linear, matrix, quadratic). Prerequisite: MATH 246 or permission. Offered Term 2.

**MATH 390: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**MATH 399: INTERNSHIPS (2 or 4)**

**Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**MATH 471: MATHEMATICS SEMINAR – TOPICS IN GEOMETRY (2)**

**Diefenderfer**

Select and current topics in the mathematical sciences. Emphasis is on written and oral communication of mathematical ideas. Senior mathematics majors complete a mathematics portfolio based on select assignments from previous mathematics and statistics courses. Other seniors and junior majors may enroll with permission. Not offered in 2014-15.

**MATH 472: MATHEMATICS SEMINAR (2)**

**Diefenderfer**

In this course students have an opportunity to explore advanced and/or new mathematical topics. Students may suggest projects to departmental faculty for their approval and guidance. Students will present completed projects at the end of the semester. Offered both terms.

**MATH 480: SENIOR THESIS (2)**

**Department**

An extensive research project to be carried out over one semester and Short Term. Open to qualified senior mathematics majors. Prerequisite: MATH 471. Offered Term 2.

**MATH 490: SENIOR HONORS (2, 2)**

**Department**

Open to majors with permission. Required both regular terms and Short Term. Interested majors should consult with the chair of the department no later than the end of the second term of their junior year. Application must be made with faculty prior to registration.

**COURSES IN STATISTICS:**

**STAT 140: INTRODUCTION TO STATISTICS (4)**

**J. Clark**

Topics are methods of description, measures of location and dispersion, simple linear regression, normal distributions, sampling distributions, interval estimation, and significance tests of proportions. Applications in both physical and social sciences. Use of a statistical computer package required. Open to first-year students. Prerequisite: *q*. Offered Term 1. (Q)

**STAT 251: STATISTICAL METHODS I (4)**

**J. Clark**

Statistical inference for surveys and controlled experiments. Use of a statistical computer package required. Measures of central tendency and dispersion, normal, binomial, and t-distributions; Fisher's exact test, sampling distributions; estimation and significance testing; analysis of variance; linear regression and correlation and commonly used transformations. Prerequisite: *q* and appropriate score on placement exam, or one course in college mathematics above MATH 140. Offered Term 1. (Q)

**STAT 252: STATISTICAL METHODS II (2 or 4)**

**J. Clark**

Bootstrapping, multiple regression, inference for regression, analysis of variance, nonparametric tests, logistic regression, time series, and experimental design as time permits. Prerequisite: STAT 251. Not offered in 2014-15.

**PROFESSOR:** Judith Cline (chair)

**ASSISTANT PROFESSOR:** Shelbie Wahl-Fouts (Director of Choral Activities)

**ASSISTANT PROFESSOR:** William Krause (part time)

**ADJUNCT LECTURERS:** Barbara J. Mackin, Michael Milam

The Hollins music department allows students a wide range of options for study and performance. The music major provides a thorough preparation in performance, music theory, and music history within the context and breadth of Hollins' liberal arts tradition. Committed students in the music major will find themselves well prepared for graduate study and flexible enough to pursue many career avenues. Non-majors may declare a music minor or may choose simply to participate in some of the many opportunities offered by the department. Students with no musical background as well as those who have previously been serious music students will find opportunities to explore their musical potential.

### REQUIREMENTS FOR A MAJOR IN MUSIC:

46–58 credits: 30–34 course credits, 12 private study credits, and 4–8 ensemble credits

- MUS 129: Introduction to Sight Singing and Ear Training (2)
- MUS 132: Music Theory I - Western Music Fundamentals (4)
- MUS 133: Music Theory II - Structure and Harmony (4)
- MUS 153: History of Western Music through the Late Baroque Period (4)
- MUS 154: History of Western Music from the Classical Period to the Present (4)
- MUS 232: Music Theory III - Advanced Structure and Chromatic Harmony (4)
- MUS 233: Music Theory IV - 20th–21st Century Practices (4)
- Plus two music department courses at or above the 200 level, excluding MUS 310 and 480 and other courses included in the major concentration requirements (4-8)
- Private study in voice or the instrument of major: four credits in MUS 101-110: Private Study and four credits in MUS 310: Advanced Private Study (8)
- Plus four credits in MUS 480: Senior Recital or Senior Project (MUS 480 must be approved by the music faculty during the last semester of the junior year). A senior project might consist of a research paper or original compositions (4)
- Plus four semesters for credit in ensemble of major area (4-8)
- Music majors concentrating in vocal performance must take MUS 130: Lyric Diction (4)
- Music majors concentrating in keyboard studies must take MUS 251: Piano Pedagogy and MUS 252: Piano Literature (2, 2)
- All music majors must undertake sufficient piano study to pass a keyboard skills proficiency examination. The department recommends the student satisfy this requirement by successfully completing MUS 102: Private Study - Piano Proficiency Class.

### REQUIREMENTS FOR A MINOR IN MUSIC:

6 courses (22 credits) plus four credits in private study

- MUS 129: Introduction to Sight Singing and Ear Training (2)
- MUS 132: Music Theory I - Western Music Fundamentals (4)
- MUS 133: Music Theory II - Structure and Harmony (4)
- MUS 153: History of Western Music through the Late Baroque Period (4)
- MUS 154: History of Western Music from the Classical Period to the Present (4)
- One additional music course at or above the 200 level (4)
- Private study: MUS 101-110 and/or MUS 310 (at least four credits)

### CERTIFICATE IN PIANO TEACHING

Pianists declaring a music major or minor may fulfill at the same time additional requirements which earn, along with the bachelor of arts degree, the Hollins University Certificate in Piano Teaching. A listing of these requirements is available from the music department. The Piano Teaching Certificate program is also open to students not pursuing the bachelor's degree.

## PRIVATE STUDY SEMESTER EVALUATIONS

At the end of each term, some students demonstrate their progress in private study through a brief audition for the music faculty. Evaluations are required of: (1) students enrolled in MUS 310: Advanced Private Study; (2) first-term seniors preparing for a recital in MUS 480: Senior Recital/Project; (3) M.A.L.S. or C.A.S. students receiving graduate credit for music lessons MUS 510; and (4) students who anticipate declaring a major in music, as an opportunity for faculty to advise them on the feasibility of completing the major. This evaluation for potential music majors occurs during the sophomore year and prior to declaration of the major.

## MUSIC ENSEMBLES

Students may participate in a variety of ensembles, including the Hollins University Concert Choir (MUS 111), Chamber Singers (MUS 112), the Valley Chamber Orchestra (MUS 113), Wild Strings: String Ensemble (MUS 114), Winds of the Blue Ridge (MUS 115), and World Music (MUS 110). For information, contact the department chair.

## PRACTICE TEACHING

Students who have completed or are enrolled in Piano Pedagogy (MUS 251, MUS 252) may undertake supervised teaching under the auspices of the Hollins Academy of Music.

## RECITALS

Students appear frequently in public recitals. Numerous music events, including those by faculty and visiting artists, are open to the public each year.

## HOLLINS ACADEMY OF MUSIC

Founded in 1959, the Hollins Academy of Music offers private study to area residents of all ages. Students have the opportunity to study with teachers of the highest caliber, and also have the opportunity to perform in recital on the university's premier Steinway grand pianos.

## CREATIVE EXPRESSION (CRE) PERSPECTIVE

**A total of four CRE credits is required to fulfill the Creative Expression Perspective** as part of Hollins' ESP General Education requirements. Multiple music department offerings carry one or two CRE credits per term, including MUS 111: Concert Choir, MUS 113: Valley Chamber Orchestra, and MUS 101-110: Private Study. To earn credit through these courses, students must take at least two consecutive semesters of study in the same specific area – for example, two semesters of voice study, two semesters of flute, two semesters of Concert Choir. (Students who complete MUS 101: Private Study - Beginning Class Piano may earn credit toward the CRE Perspective by taking a semester of MUS 102: Private Study - Piano Proficiency Class immediately following MUS 101.)

When planning how best to fulfill the CRE perspective, note that enrollment in certain ensembles and private study classes cannot be guaranteed. For example, membership in the Chamber Singers is granted by audition; Beginning Class Piano enrollments are limited due to the size of the teaching lab; and instruction in areas offered by part-time faculty may not be available in every instrument each semester.

## COURSES IN MUSIC:

### MUS 101–110: PRIVATE STUDY (1 or 2)

### Department

Private lessons in voice or instrumental music. Open to all students. No prerequisite. May be repeated for credit. Offered both terms. **Additional course fee required. Please see Fees (page 22 for specific charges. Additional course fees are non-refundable after the start of the term.** (CRE: see notes above)

MUS 101: Private Study - Beginning Classes (see description below)

- Piano
- Guitar

MUS 102: Private Study - Piano Proficiency (2 credits, see description below)

MUS 103: Private Study - Keyboard

- Piano
- Organ
- Harpsichord

MUS 104: Private Study - Strings

- Cello
- Guitar
- Violin/Fiddle

- Bass guitar
- Ukulele
- Banjo
- Viola
- Folk harp
- Other

**MUS 105: Private Study - Winds**

- Clarinet
- Flute
- Oboe
- Saxophone
- Trumpet
- Bassoon
- Other

**MUS 106: Private Study - Percussion**

- Drum set
- Latin drums
- African drum
- Other

**MUS 107: Private Study - Voice**

**MUS 108: Private Study - MIDI Techniques**

**MUS 110: Private Study – Other**

- Composition
- World Music

**MUS 101: PRIVATE STUDY – BEGINNING CLASS PIANO (1)**

**Mackin**

Beginning Class Piano is an introduction to technical and musical aspects of playing the piano, taught in a group setting through use of an electronic piano laboratory. Intended for those who have no previous study in piano. No prerequisite. Offered both terms. (CRE: see notes above)

**MUS 101: PRIVATE STUDY – BEGINNING CLASS GUITAR (1)**

**Krause**

Beginning Class Guitar is ideal for those interested in learning the fundamentals of the guitar. Students will attain a technique suitable for both classical and popular styles through the study of chords, right hand “finger style,” reading music, and basic music theory on the fret board. No prerequisite. Offered upon demand. (CRE: see notes above)

**MUS 102: PRIVATE STUDY – PIANO PROFICIENCY CLASS (2)**

**Mackin**

Successful completion of this course satisfies the requirement for piano proficiency for music majors. Students will prepare compositions and learn keyboard skills including technical exercises (scales, chords, arpeggios), reading from a lead sheet, transposition, and sight reading. Prerequisite: permission of instructor. Not offered in 2014-15. (CRE: see notes above)

**MUS 111: CONCERT CHOIR (2)**

**Wahl-Fouts**

The Hollins University Concert Choir is a treble-voice chorale of students from across campus, open to all majors and departments, with no audition. This ensemble performs regularly throughout the year, singing music from a wide variety of musical styles and genres. This choir will focus on healthy vocal technique and the development of comprehensive choral musicianship through the performance experience. Open to first-year students. Offered both terms. (CRE: see notes above)

**MUS 112: CHAMBER SINGERS (1)**

**Wahl-Fouts**

The Hollins University Chamber Singers is a select choral ensemble, singing advanced repertoire from a variety of musical styles and genres. It is open to students from all majors and departments, by audition. This ensemble performs regularly on-campus throughout the year, as well as on- and off-campus for university functions, run-out concerts, and community outreach events. Auditions are held at the beginning of each semester. Open to first-year students. Prerequisite: audition. Corequisite: MUS 111. Offered both terms.

**MUS 113: VALLEY CHAMBER ORCHESTRA (1)**

**Felty, McClure**

Valley Chamber Orchestra is a community orchestra in residence on the Hollins University campus. It is open through audition to Hollins students, who may participate for credit or as a volunteer orchestra member for no credit. The orchestra presents one concert each semester in duPont Chapel. Prerequisite: audition. Contact the chair of the music department for more information. May be repeated for credit. Offered both terms. (CRE: see notes above)



**MUS 114: WILD STRINGS – STRING ENSEMBLE (1)****Rudolph**

Wild Strings String Ensemble is a group class devoted to the exploration, rehearsal, and performance of music for string ensemble. Students participating should have intermediary skills on violin, viola, violoncello, bass, or piano. Open to first-year students. No prerequisite. Course fee. May be repeated for credit. Offered upon demand.

**MUS 115: WINDS OF THE BLUE RIDGE (1)****Felty**

Winds of the Blue Ridge is a community wind ensemble in residence on the Hollins University campus. Students may register and receive credit for participation in this select wind ensemble, or may participate as volunteer ensemble members for no credit. Repertoire for the ensemble includes advanced compositions for wind ensemble and traditional repertoire for the concert band. Prerequisite: audition. Contact the chair of the music department for more information. May be repeated for credit. Offered both terms.

**MUS 129: INTRODUCTION TO SIGHT SINGING AND EAR TRAINING (2)****Wahl-Fouts**

With the completion of this course, students will have learned the skills to: 1) write out the music that they hear [ear training], and 2) audiate and sing out loud the music that they see [sight singing]. Basics such as solfege, dictation, and interval recognition will allow students to comprehend music and develop their independence as musicians. Students will utilize the MIDI Lab for individual and classroom work. No previous musical experience required. Offered Term 1.

**MUS 130: LYRIC DICTION (4)****Cline**

In this course the student will study the proper stage pronunciations of French, German, Italian, and Latin, utilizing the International Phonetic Alphabet (IPA). This course is designed to meet the needs of the singer studying the standard vocal repertoire. Open to first-year students. No prerequisite. Offered Term 1.

**MUS 131: INTRODUCTION TO AMERICA'S MUSIC (4)****Cline**

This course is an introduction to the story of music in the United States, from the early works of the 1500s to the jazz and rock that enliven the turn of the millennium. Students will be introduced to the widely varied influences on music in America, from Native American songs and chants to the continuing traditions introduced by immigrants to North America. The three areas of folk, popular, and classical music will be set in their historical and social context, as well as demonstrating the interaction that form the whole of American music. Open to first-year students. No prerequisite. Not offered in 2014-15. (r, AES)

**MUS 132: MUSIC THEORY I - WESTERN MUSIC FUNDAMENTALS (4)****Mackin**

Introduction to pitch and rhythm notation in Western music; the major-minor key system, with a survey of modes and other scale forms; intervals, triads, basic harmonic concepts; texture; melodic structure. Pre/corequisite: MUS 129. Not offered in 2014-15. (AES)

**MUS 133: MUSIC THEORY II - STRUCTURE AND HARMONY (4)****Mackin**

Study of harmonic practice in Western tonal music through analysis and part writing, including triad function, seventh chords, modulation, and secondary chords; introduction to simple part forms. Prerequisite: MUS 132 or permission. Not offered in 2014-15. (AES)

**MUS 141: OPERA SCENES WORKSHOP (4)****Cline**

Production and presentation of scenes from light opera. Students prepare and perform selected scenes from the operatic repertoire appropriate to their level of vocal development and training. Performances will be on campus and at various schools and care facilities. Students must be concurrently enrolled in MUS 107 or MUS 310 or MUS 480. Not offered in 2014-15.

**MUS 153: HISTORY OF WESTERN MUSIC THROUGH THE LATE BAROQUE PERIOD (4)****Krause**

A chronological survey of Western European music before 1750. Representative works illustrate the development of musical forms and styles, as well as performance practices. Open to first-year students. Students should have had prior music experience. Offered Term 1. (r, AES)

**MUS 154: HISTORY OF WESTERN MUSIC FROM THE CLASSICAL PERIOD TO THE PRESENT (4)****Krause**

A chronological survey of Western European and American music from 1750 through the early 20th century. Representative works illustrate the development of musical forms and styles, as well as performance practices. Open to first-year students. Students should have had prior music experience. Offered Term 2. (r, AES)

**MUS 163: AMERICAN MUSICAL THEATRE (4)****Wahl-Fouts**

A critical review of musical theatre from the 18th century to present. Styles, forms, and social and artistic significance are discussed. Open to first-year students. No prerequisite. Also listed as THEA 163. Offered Term 1. (AES)

**MUS 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)****Krause**

What is happening behind the scenes at an art museum, an opera production, or a dance performance? This course explores the commonalities and peculiarities of the administration of various arts organizations through site visits, guest experts, and written projects such as grant proposals. Also listed as ART 175, DANC 175, FILM 175, and THEA 175. No prerequisite. Not offered in 2014-15. (r)

**MUS 180: THE MUSIC OF LATIN AMERICA (4)****Krause**

The study of music in Latin America lends itself to a broad, interdisciplinary approach. The interaction between indigenous traditions and the musical cultures of Europe and Africa is expressed through innumerable genre, from cathedral masses to rural festivals and urban dance halls. This course is a historical and geographical survey. No prerequisite. Not offered in 2014-15. (r, AES, GLO)

**MUS 181: MUSIC OF SPAIN (4)****Krause**

What makes Spanish music so distinct among European traditions? As a bridge between Africa and Europe, Spain possesses a diverse folklore that encompasses Arabic, Jewish, Celtic, Gypsy, and Latin strains. As a colonial superpower, return voyages enriched Spain's culture with music and dance of the Americas and beyond. Drawing upon these sources, composers through the centuries created a wealth of music for theater, chorus, ballet, orchestra, piano, guitar, and worship services. This course will trace Spain's music from the medieval court of Alfonso the Wise to Paco de Lucia's contemporary fusion of flamenco and jazz. Open to first-year students. No prerequisite. Not offered in 2014-15. (r, AES)

**MUS 197F: FIRST-YEAR SEMINAR – TAKING THE CROOKED ROAD THROUGH VIRGINIA'S MUSICAL HERITAGE(4)****Krause**

The Crooked Road refers to the region between the Blue Ridge Mountains and the coal fields of the Cumberland Mountains. The music found there speaks of every aspect of mountain life – coal mining, farming, dancing, describing love and loss, recounting the Civil War, enduring poverty, building railroads and expressing spirituality and faith. We will explore this heritage through class projects and by traveling to attend live performances, visit instrument makers and interview musicians. Placement to be determined during the summer. Offered Term 1. (o, r, AES)

**MUS 229: SIGHT-SINGING AND EAR-TRAINING II (2)****Wahl-Fouts**

Students will increase their expertise in solfege, dictation, and interval recognition to progress further in their independence as musicians. The main goal of the course is for students to acquire the skills to sing the music that they see, and write out the music that they hear. Course content will cover simple and compound rhythms, as well as major and minor (natural, harmonic, and melodic) tonalities. The course will utilize the MIDI Lab for individual and classroom work. Open to first-year students. Prerequisite: MUS 129. Offered Term 2.

**MUS 232: MUSIC THEORY III - ADVANCED STRUCTURE AND CHROMATIC HARMONY (4)****Mackin**

Study of chromatic musical materials, with harmonic analysis of Western music through the late 19th century, along with an introduction to larger forms. Prerequisites: q and MUS 133. Offered Term 1. (Q, AES)

**MUS 233: MUSIC THEORY IV - 20TH-21ST-CENTURY PRACTICES (4)****Mackin**

A survey of representative 20th- and 21st-century techniques and styles, from post-Romanticism and atonality to minimalism and recent eclecticism. Special analytical approaches appropriate to these styles are introduced. Prerequisite: MUS 232. Offered Term 2. (AES)

**MUS 251: PIANO PEDAGOGY (2)****Mackin**

A study of methods and materials for teaching piano to students from childhood through adulthood. Topics include an examination of principles from educational psychology and their practical application in the teaching process, pedagogy for older beginners, and group piano techniques. Prerequisite: instructor permission. Not offered in 2014-15.

**MUS 252: PIANO LITERATURE (2)****Mackin**

A survey of the major works written for solo keyboard from Bach and Scarlatti to the present. Open to first-year students. Not offered in 2014-15.

**MUS 253: VOCAL PEDAGOGY AND LITERATURE (4)****Cline**

Students will explore the repertoire of classical vocal literature, including the German lied, the French mélodie, and art songs in English. We will also study the anatomy of speech production and the applications of choosing vocal literature for appropriate teaching purposes. Prerequisite: two semesters of vocal performance study. Not offered in 2014-15. (AES)

**MUS 254: THE OPERA (4)****Cline**

A general survey of the opera, its music, history, and production styles, with emphasis on the composer's ability to realize drama in music. No prerequisite. Offered Term 2.

**MUS 256: WOMEN IN WESTERN MUSIC (4)****Cline**

This course presents contributions of selected women to various areas of music (composition, performance, and teaching) in Europe and North America. Discussions and special projects explore the role of women in Western art traditions, jazz, and folk music—from composers-philosophers-artists Hildegard of Bingen (12th century) to Laurie Anderson (20th century). Open to first-year students. No prerequisite. Not offered in 2014-15. (AES)

**MUS 272: CONDUCTING (4)****Wahl-Fouts**

Introduction to conducting techniques, including beat patterns, musical terminology, leadership skills, baton technique, and score preparation. Applicable to both choral and instrumental settings. Prerequisite: MUS 132 or permission. Not offered in 2014-15.

**MUS 276: PHILANTHROPY AND THE ARTS (4)****Krause**

This course is helpful to students interested in arts management as well as anyone anticipating a career in the nonprofit sector. The two major components of the course are the understanding of philanthropy in the U.S. and the attainment of skills necessary to obtain philanthropic gifts. Assignments may include grant writing, site visits, and oral presentations. Also listed as ART 276, DANC 276, FILM 276, and THEA 276. No prerequisite. Offered Term 2.

**MUS 290: INDEPENDENT STUDY (2 or 4)****Department**

Individual independent studies below the advanced level arranged with members of the music faculty. Permission of music faculty member required prior to registration. Offered both terms.

**MUS 310: ADVANCED PRIVATE STUDY (2)****Department**

Private lessons in vocal or instrumental music or composition at an advanced level. Open to a student who has declared a music major or minor and to other advanced students. Permission of the music department is required prior to registration. Offered both terms.

**MUS 372: ADVANCED CONDUCTING (2)****Wahl-Fouts**

A continuation of MUS 272. Prerequisite: MUS 272 or permission. Offered Term 2.

**MUS 390: INDEPENDENT STUDY (2 or 4)****Department**

Individual independent studies at the advanced level arranged with members of the music faculty. Permission of music faculty member required prior to registration. Offered both terms.

**MUS 399: INTERNSHIPS (4)****Department**

May be proposed in any term.

**MUS 433, 434: COMPOSITION (2 to 4)****Department**

Independent study or small group seminar in compositional techniques and styles. Prerequisite: permission of instructor. Offered upon demand.

**MUS 435: ORCHESTRATION (2)****Department**

Independent study or small group seminar in techniques and applications of arranging music for instrumental ensembles. Prerequisite: permission of instructor. Offered upon demand.

**MUS 480: SENIOR RECITAL/PROJECT (2, 2)****Department**

The senior recital or project must be approved by the music faculty during the last semester of the junior year. A senior project might consist of a research paper or original compositions. Prerequisite: senior standing. Offered both terms.

**ASSOCIATE PROFESSORS:** James Patrick Downey, Michael Gettings

The Hollins University philosophy major undertakes 1) to instruct students in the history of philosophy, 2) to train students in logic, critical thinking, the techniques of philosophical reasoning and writing, and 3) to engage students with the essential issues in philosophy and a variety of other vitally important topics in philosophy. All philosophy majors share a common core of courses. Through specific menus of requirements, minors, also, are ensured a balanced program of courses. Both majors and minors are guided through a progressive sequence of courses through stipulated course requirements. Introductory courses are offered at both the 100 and 200 levels. Majors are required to complete two 300-level courses. The accomplishments of graduating students are evaluated through a capstone senior seminar. Departmental honors may be achieved when approved by the faculty, through the writing of an honors thesis.

## **REQUIREMENTS FOR A MAJOR IN PHILOSOPHY:**

9 courses (36 credits)

- Four core courses (16 credits) from:  
PHIL 201: Ancient Philosophy (4)  
PHIL 202: Early Modern Philosophy (4)  
PHIL 211: Symbolic Logic (4)  
PHIL 470: Senior Seminar (must be 4 credits)
- Five additional PHIL courses (20 credits), two courses must be at the 300 level

NOTE: PHIL 110 or PHIL 120 (not both) and PHIL 181 or PHIL 182 (not both) may count for the major. Only one independent study course may substitute for a 300-level course in the major. PHIL 303 or PHIL 307 (not both) may count towards the major.

## **REQUIREMENTS FOR A MINOR IN PHILOSOPHY:**

6 courses (22 credits)

- Three courses (12 credits) from:  
PHIL 110: Introduction to Philosophy (4) **or** PHIL 120: Critical Thinking (4)  
PHIL 181: Contemporary Moral Issues (4) **or** PHIL 182: Environmental Ethics (4)  
PHIL 201: Ancient Philosophy (4)  
PHIL 202: Early Modern Philosophy (4)  
PHIL 211: Symbolic Logic (4)
- Two additional PHIL courses (8)  
NOTE: Only one independent study may be substituted for a course
- PHIL 470: Senior Seminar (2 credits) (Students minoring in philosophy will not be required to write a seminar paper.)

## **REQUIREMENTS FOR A MINOR IN PHILOSOPHY WITH A CONCENTRATION IN ETHICS:**

6 courses (22 credits)

- PHIL 120: Critical Thinking (4) **or** PHIL 170: Philosophy and Star Trek (4)
- PHIL 252: Ethics (4)
- Two courses (8 credits) from:  
PHIL 181: Contemporary Moral Issues (4)  
PHIL 182: Environmental Ethics (4)  
PHIL 253: Biomedical Ethics (4)  
PHIL 254: Social and Political Philosophy (4)  
BUS 224: Business Ethics (4)
- One more course at the 200 or 300 level in PHIL (4)
- PHIL 470: Senior Seminar (2)

## **COURSES IN PHILOSOPHY:**

### **PHIL 110: INTRODUCTION TO PHILOSOPHY (4)**

**Department**

This course is a general introduction to the main themes and problems in the academic study of philosophy. It covers a number of areas and authors so that the student gets some idea of the discipline as a whole. Open to first-year students. No prerequisite. Not offered in 2014-15. (*f, w*)

### **PHIL 120: CRITICAL THINKING (4)**

**Downey**

An introduction to the skills and methods required for careful determination of whether we should accept, reject, or suspend judgment about claims. Students learn to identify and assess arguments. Logic and analytical writing skills are intensively increased. Open to first-year students. No prerequisite. Offered Term 1. (*f, w, x*)

### **PHIL 170: PHILOSOPHY AND STAR TREK (4)**

**Downey**

Introduction to philosophy, examining issues in metaphysics, ethics, and epistemology. No prior knowledge of Star Trek or philosophy required. Can androids and computers be persons—capable of thought? This relates to what we are: soul or matter, free-willed or determined, moral agents or non-responsible robots. Is time travel possible? How do we know what is real? Open to first-year students. No prerequisite. Not offered in 2014-15.

### **PHIL 181: CONTEMPORARY MORAL ISSUES (4)**

**Gettings**

Philosophic analysis of current moral problems (e.g., medical ethics, abortion, euthanasia, capital punishment, and business ethics). Emphasis on the clarification of issues and competing lines of argument. Open to first-year students. No prerequisite. Not offered in 2014-15. (*f, w*)

### **PHIL 182: ENVIRONMENTAL ETHICS (4)**

**Downey**

This seminar applies classical and modern moral theories to environmental issues. It includes philosophical examination of current ecological theory as it relates to environmental science. Central topics include population growth, animal rights, environmental degradation, conservation of the biosphere, and responsibilities to future generations. Also listed as ES 182. No prerequisite. Not offered in 2014-15.

### **PHIL 197F: FIRST-YEAR SEMINAR – BIFF! BAM! KAPOW!: THE PHILOSOPHY OF SUPERHEROES (4)**

**Gettings**

In this class we'll consider thorny philosophical questions by looking at how they arise in the lives of superheroes. We'll scour comic books, TV shows and movies to find stories of superheroes that address questions of good and evil, moral responsibility, personal identity, the relationship between the individual and the state, human nature, and what it takes to be a superhero. We'll learn how these questions also apply to the lives of ordinary individuals, and we will explore special bonus content: Supervillains! Placement to be determined during the summer. Offered Term 1. (*f, w, x, r*)

### **PHIL 201: ANCIENT PHILOSOPHY (4)**

**Downey**

This course deals with the beginnings of Western philosophy among the Greeks, the great classical figures—Socrates, Plato, and Aristotle—and their successors, the stoics and epicureans. Although the perspective is mainly historical, considerable attention is paid to philosophical and practical issues such as the ultimate nature of the world, the nature of human beings, human happiness, and the nature of society. Open to first-year students. Offered Term 1. (PRE)

### **PHIL 202: EARLY MODERN PHILOSOPHY (4)**

**Downey**

Study of the philosophical systems of important 17th- and 18th-century philosophers, including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to first-year students. Offered Term 2. (MOD)

### **PHIL 207: PHILOSOPHY OF ART (4)**

**Gettings**

Philosophical thinking about the creation and evaluation of art is called aesthetics. In this course, art works of every form—literary, plastic, musical, dramatic, and cinematic—are considered with a view to examining such questions as definition of art, standards of assessment, and moral issues facing the artist, audience, and the state. Open to first-year students. Offered Term 2. (AES)

### **PHIL 208: FEMINIST PHILOSOPHIES (4)**

**Gettings**

This course offers students a comprehensive introduction to some of the important theories and texts produced by feminist philosophers over the past few hundred years. The course addresses liberal, Marxist, socialist, psychoanalytic, existentialist, and postmodern feminisms; it examines questions concerning equality, patriarchy,

essentialism, gender, and mothering, as well as claims about the special moral and cognitive capacities of women or the feminine. Also listed as GWS 209. Open to first-year students. Not offered in 2014-15.

**PHIL 211: SYMBOLIC LOGIC (4)**

**Gettings**

Study of the concepts in sound reasoning. Course goals include the basic grasp of three logics (propositional, Aristotelian, and predicate), and familiarity with the metatheory of propositional logic. Also listed as MATH 211. Open to first-year students with permission. Prerequisite: *q*. Offered Term 1. (*Q*)

**PHIL 220: ZOMBIES AND CONSCIOUSNESS (4)**

**Downey**

You and I have conscious experience--we know what it is like to feel, to see, to smell. Could a computer possibly know that, or must computers be "in the dark," lacking conscious experience? Couldn't there even conceivably be a fully functional human brain/body (just like yours or mine) that was merely a consciousness-less machine? A metaphysical zombie. The answers to these, and related, questions bear on the question "Is consciousness just a physical process, or something else?" the contemporary heir to the traditional question "What are we: our bodies, or souls?" No prerequisite. Not offered in 2014-15.

**PHIL 223: PHILOSOPHY OF FICTION (4)**

**Gettings**

In this class we will be looking at a variety of theories of fiction, each of which attempts to answer a number of questions, including: What is a fictional character? Is there such a thing as truth in fiction? How do we as readers and writers of fiction relate to the fictional worlds of stories? How is it that the plight of a character in a novel, while make-believe, can evoke very real emotions? Open to first-year students. Not offered in 2014-15. (AES)

**PHIL 252: ETHICS (4)**

**Gettings**

This course is a comparative and critical study of some of the major theories in the area of moral philosophy on basic conceptions that bear upon human conduct: the nature of morality and immorality, the standards of evaluation of right and wrong, and the relationship between morality and happiness. In applying moral reasoning, the course also investigates areas of moral controversy such as life and death, discrimination, and others. Open to first-year students. Offered Term 1.

**PHIL 253: BIOMEDICAL ETHICS (4)**

**Gettings**

In this course we explore ethical issues in medicine and biotechnology. Topics covered may include the ethics of abortion, euthanasia, physician-assisted suicide, stem cell research, cloning, the treatment of permanently comatose or vegetative patients, human and animal research, and the distribution of health care. Discussions of these topics involve our notions of a person, justice, consent, privacy, rights, and duties. Special emphasis is placed on the variety of ethical approaches to these questions. Open to first-year students. Offered Term 2.

**PHIL 254: SOCIAL AND POLITICAL PHILOSOPHY (4)**

**Downey**

Among the most important questions facing social-political thinkers today is that of the nature and purpose of government. In this course, we will examine the thought of ancient, medieval, early modern, and more contemporary thinkers in order to begin developing an answer to this question. Thinkers addressed will include Plato, Aristotle, Aquinas, Locke, Rousseau, Madison, Marx, and Goldman. Also listed as POLS 254. Not offered in 2014-15.

**PHIL 272: PHILOSOPHY OF RELIGION (4)**

**Downey**

Philosophers have studied the nature of religious faith and the language and rituals used to express it. They have also been concerned with finding rational grounds for justifying religious faith, proposing arguments and counter arguments. This course introduces the students to these concerns as well as the social and political issues surrounding religious dogma. Also listed as REL 272. Not offered in 2014-15.

**PHIL 275: ASIAN PHILOSOPHY (4)**

**Downey**

This course examines the metaphysics (theories of reality), the epistemologies (theories of knowledge), the ethics and the logics of the philosophical-religious systems of Hinduism, Buddhism, Zen Buddhism, and Taoism. Some attention is given to their historical developments and practices. In addition, they will be compared to the views of Plato and other western philosophers. Readings include primary sources and contemporary analyses. No prerequisite. Offered Term 2. (GLO, PRE)

**PHIL 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**PHIL 303: LITERARY HISTORY AND THEORY I (4)****Moriarty**

Also listed and described as ENG 303. Prerequisite: sophomore standing or permission. Offered Term 1. (MOD)

**PHIL 304: 19TH-CENTURY CONTINENTAL PHILOSOPHY (4)****Gettings**

In this course, the central figures of 19th-century philosophy are introduced through a focused study of their principal texts and common concerns. Authors addressed include Hegel, Schopenhauer, Kierkegaard, Marx, Nietzsche, and Freud. We address questions concerning each author's view of human nature, truth, history, the self, culture, and the individual's relationship to society. Prerequisite: PHIL 202, PHIL 252, or permission. Not offered in 2014-15.

**PHIL 307: LITERARY HISTORY AND THEORY II (4)****Moriarty**

Also listed and described as ENG 307. Prerequisites: PHIL 303 and junior standing or permission. Not offered in 2014-15.

**PHIL 316: 20TH-CENTURY CONTINENTAL PHILOSOPHY (4)****Department**

Twentieth-century Europe has experienced an explosion of philosophical movements. We examine theories of existentialism, phenomenology, post-structuralism, and deconstruction. Authors addressed include Husserl, Heidegger, Sartre, Foucault, Lyotard, and Derrida. Prerequisite: PHIL 201, PHIL 202, PHIL 304, or permission. Not offered in 2014-15.

**PHIL 320: THEORY OF KNOWLEDGE (4)****Downey**

Course material includes any of the following topics in the study of knowledge: definitions of knowledge, the problem of induction, skepticism about an external world, skepticism about other minds, and a prior knowledge. Questions raised include "What does it mean to know?", "Can we know anything about the future?", "Is there a world external to my mind?", and "Does all knowledge come from experience?". Recent literature on these topics will be emphasized. Prerequisites: PHIL 201 and PHIL 202 or permission. Offered Term 2. (MOD)

**PHIL 321: METAPHYSICS (4)****Downey**

Course material includes any of the following topics in metaphysics: free will and determinism, the mind-body problem, the nature of consciousness, the philosophy of time and space, realism and anti-realism, and the nature of being. Questions raised include "What is the nature of time?", "What fundamental kinds of being does reality include?", "Are we genuinely free to choose our actions or is free will merely an illusion?", and "Am I a body, a soul, or something else?". Recent literature on these topics will be emphasized. Prerequisites: PHIL 201 and PHIL 202 or permission. Not offered in 2014-15. (MOD)

**PHIL 380: GREAT THINKERS IN PHILOSOPHY – WITTGENSTEIN (4)****Downey**

An intensive study of the philosophy of Ludwig Wittgenstein, arguably the most influential philosopher of the 20th century, and among the greats of all time. We will begin with issues in philosophy of logic and language taken up by Frege and Russell before Wittgenstein. Then we read Wittgenstein's *Tractatus Logico-Philosophicus*, which answers these issues. Then his *Philosophical Investigations*. Both works revolutionized philosophy and profoundly affected other disciplines. We also read Ray Monk's fine biography of Wittgenstein, in order to understand the relationships between his personal life and his philosophy. Offered Term 1. (MOD)

**PHIL 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**PHIL 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed any term.

**PHIL 470: SENIOR SEMINAR (2 or 4)****Gettings**

An annual seminar of discussion and research focused on the presentation and criticism of original essays. Required of senior majors and minors; not open to others except with permission. Offered Term 2.

**PHIL 490: SENIOR HONORS THESIS (4, 4)****Department**

Required both regular terms and Short Term. Theses are evaluated and decisions made in Term 2. Open only to qualified philosophy majors. Does not count toward major requirements.

# Physical Education, Athletics, and Hollins Outdoor Program (HOP)

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**ATHLETIC DIRECTOR AND CHAIR:** Bill Mannino

**ATHLETIC TRAINER:** Kelly Creasey

**BASKETBALL:** Jim Phillips, Head Coach

**GOLF:** Bill Mannino, Instructor and Head Coach

**LACROSSE:** Danielle O'Leary, Instructor and Head Coach

**OUTDOOR PROGRAM:** Jon Guy Owens, Director

**RIDING:** Nancy Peterson, Director; Elizabeth Courter, Associate Head Coach; Sandy Gerald, Head Coach; Elise Roschen, Assistant to the Director and Stable Manager

**SOCCER:** Robin Ramirez, Instructor and Head Coach

**SWIMMING:** Jonathan Raines, Instructor and Head Coach

**TENNIS:** Brian Kastner, Instructor and Head Coach

**VOLLEYBALL:** William Shook, Instructor and Head Coach

**INSTRUCTORS:** April Ackerman, Becky Swanson, Christopher Ragone, Richard Waggoner

## **Two regular terms of physical education course work are required for graduation.**

One term should be taken in the first year with the encouragement of completing the requirement by the end of the sophomore year. No more than one activity course or varsity team sport in a single term may be taken in fulfillment of this requirement. No more than one activity at the 100 level or 300 level may be counted toward satisfying the requirement. A 200-level course may not be repeated for credit. To satisfy a term of the physical education requirement, all work must be completed within the term. These courses carry no academic credit and are graded on a pass/fail basis. All courses are offered to first-year students as well as the Hollins community.

With respect to the needs of individual students, maximum practical flexibility is applied. However, it is rare that a student is excused from completing the physical education requirement. Independent study is only approved in cases of medical necessity or unavoidable circumstances. The aims of this department are to foster understanding of healthful living and to help students develop physical skills which can be useful throughout life. Special fees are charged for some courses.

## **THE HOLLINS OUTDOOR LEADERSHIP CERTIFICATE (HOLC)**

The Hollins Outdoor Leadership Certificate is designed for women at Hollins who are interested in outdoor leadership. The goal of the program is to provide training for women leaders in adventure recreation. The certification process includes components of the Wilderness Education Association's National Standards Program, Leave No Trace trainer certification, Wilderness First Aid, leadership hours completed with the Hollins Outdoor Program (HOP) and course work. This is a two-year process when each woman will have the capability to learn and develop her decision making, technical skills, and personal outlook through hands-on experience. Each woman who completes the HOLC program will graduate with at least two nationally recognized certifications and necessary experience if she wishes to pursue an education or career in outdoor leadership.

## **WILDERNESS EDUCATION ASSOCIATION NATIONAL STANDARDS COURSE**

This is a 30-day outdoor leadership course concentrated in the southeastern United States. The course typically consists of four distinct activity components. Students will first experience a five-day technical caving school utilizing the expansive cave systems of Southwest Virginia. A whitewater canoeing clinic/trip will be held on the Chattooga River, a wild and scenic river of South Carolina/Georgia. Students will transition to the final portion of the course held at the Pisgah National Forest of North Carolina. Students will participate in a seven-day rock-climbing clinic in the Cedar Rock area and finish the course with a backpacking expedition. The teaching curriculum is based on the Wilderness Education Association's 18-point curriculum.

## **COURSES IN PHYSICAL EDUCATION:**

### **PHED 110: ROCK CLIMBING**

**Owens**

An introduction to rock climbing emphasizing responsible climbing techniques, belaying, and safety systems. Also included will be the metaphorical and psychological aspects of climbing. Practical experience will be at the Hollins climbing wall and other local climbing gyms. Fee: \$15 for gear. Offered both terms.



**PHED 113: WILDERNESS ADVENTURE SPORTS****Owens**

This course introduces basic techniques necessary in the outdoor activities of hiking, bouldering, caving, and rock climbing. Field trips are expected on weekends. Open to first-year students. Fee: approximately \$20 for gear and land use. Not offered in 2014-15.

**PHED 114: ORIENTEERING****Department**

Orienteering is the sport of navigation with a map and compass. Participation may at first glance seem simple: navigate through a series of points using a compass and a map, with the fastest time the “winner.” In this course students learn about reading maps and compasses. There can be an opportunity to make maps as well. The courses will start simply and build as the class develops their personal skills. Students may take opportunity to visit sites off campus to hone their skills. Not offered in 2014-15.

**PHED 115: BASIC FISHING****Mannino, Owens**

Students will have the opportunity to learn and have hands-on experience with reels, rods, and more—knots—casting—what fish like to eat—lure, bait, and fly-fishing—basic safety—catch and release vs. cut, clean, and eat! The class will include field trips to streams and rivers. There is a course fee and a Virginia fishing license is required. Offered Term 1.

**PHED 119: CONDITIONING FOR OUTDOOR FITNESS****Owens**

Training and conditioning can help improve performance in outdoor-based adventure activities. This course begins with an individual assessment of students’ conditioning. Then, using a variety of techniques, including weight training, core strengthening, aquatics, and cardiovascular training, students will develop personal workout plans that enhance their enjoyment and performance in outdoor activities. Offered Term 1.

**PHED 120: HEALTH AND WELLNESS****Shook**

An introductory course of wellness, general fitness, and lifestyle management. Topics included are wellness, physical fitness, cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, nutrition, weight management, stress, and cardiovascular health. The concepts will help with healthy life-long decisions. Activities include weight training, jogging, walking, and other physical activities. There will be discussion days and activity days. Offered Term 2.

**PHED 121: LIFETIME SPORTS****Shook**

This course is designed to introduce students to sports that they can participate in for a lifetime. Students will gain an understanding that being physically active in their life will enhance overall wellness and improve their quality of life. The sports will include badminton, tennis, and ultimate frisbee. This course introduces lifetime sports so students may continue their education by taking the next level class or start to play on their own. Offered Term 1.

**PHED 127: GOLF FOR BUSINESS****Mannino**

This class examines business and leadership as it is applied to conducting business through the game of golf. Students will practice driving, the approach, and all components of the short game. Students will learn not only the nuances of the games’ fundamentals but also the nuances of entertaining clients and doing business, as well as developing a business plan to host your own golf tournament. The course will follow the PGA of America’s curriculum. Not offered 2014-15.

**PHED 202: BEGINNING SWIMMING****Raines**

This course is for those individuals who have a “healthy respect” (fear) of the water or would just like to learn to swim. Basic water orientation, safety skills, and introduction to propulsion on the front and back. Offered Term 1.

**PHED 203: WATER AEROBICS****Department**

The purpose of this course is to introduce participants to the techniques and principles involved in an aquatic aerobic workout—movement and exercises in the water to tone, shape, and build the cardiovascular system—with a goal of working toward a lifetime personal program. Not offered in 2014-15.

**PHED 204: DEVELOPMENTAL SWIMMING****Raines**

The purpose of this course is to establish an awareness of swimming as a possible lifetime personal program based on individual needs and desires. Participants should be comfortable in the water and be able to move in some manner in the prone position and on the back. Diving and safety skills will be covered. The class will work toward a cardiovascular workout that is individually designed. Offered both terms.

**PHED 205: AEROBIC FITNESS****Department**

This course introduces class participants to the mechanics of aerobic fitness activities, including the benefits to the musculoskeletal system and cardiovascular capabilities. Class activities may include traditional aerobics, step aerobics, power walking, kickboxing, circuit and interval training, and core strength development. Safety guidelines, exertion rate, and training expectations will be incorporated into the course structure to ensure a safe and beneficial exercise experience. Not offered in 2014-15.

**PHED 206: DEEP WATER AEROBICS****Raines**

Aerobic conditioning in deep water. Warm-up and cool-down portions will be conducted in shallow water. The remaining exercises are in deep water or suspended body positions. Flotation exercise belts are worn; however, individuals need to be very comfortable in deep water. Flexibility, stretching, and core strength will also receive attention. Offered Term 2.

**PHED 207: BEGINNING GOLF****Mannino**

The student will learn the quarter swing, half swing, full swing, and techniques of chipping and putting. Introduction to the rules of courtesy on the course and the basic rules of golf. Offered Term 2.

**PHED 208: BEGINNING TENNIS****Kastner**

The student will be taught the basic strokes of tennis: forehand, backhand, serve, overheads, volleys, and lob. Rules of play along with match play will be introduced. Offered both terms.

**PHED 209: FUNDAMENTALS OF LACROSSE****O'Leary**

Introductory course working on the basic skills, rules, and history of lacrosse. Topics covered include cradling, passing, catching, ground balls, and cutting. Students will also experience positions and the role of each position on the field. The history of the game and how the women's game has changed throughout the years will also be examined. Offered Term 2.

**PHED 212: INTERMEDIATE ROCK CLIMBING****Owens**

This class is designed to teach the skills necessary to set up and facilitate outdoor rock-climbing trips. Participants learn top rope-anchoring systems and advanced knots and hitches and their uses. The course also covers safety standards and site management for working with groups, as well as workouts to improve individual technique, strength, and endurance. Course fee: \$40. Not offered in 2014-15.

**PHED 214: BADMINTON****Kastner, Shook**

Introductory course teaching students the basic skills and strategies involved in playing the game of badminton. Rules of play along with match play will be introduced. Offered both terms.

**PHED 216: DIET AND CONDITIONING****O'Leary**

Introductory course teaching students about various conditioning/fitness methods and nutrition that will enable them to make healthy, educated lifetime decisions. Students are involved in many activities, including walking, jogging, roller blading, weight training, and many other activities and games. Offered Term 1.

**PHED 217: GOLF II****Mannino**

Learn the swing for golf, techniques of chipping, pitching, sand trap explosion, and putting. Introduction to strategies, rules of the game, and courtesy on the course. Open to students with prior experience or satisfactory completion of PHED 207. Offered Term 2.

**PHED 218: TENNIS II****Kastner**

Learn the strokes of tennis (forehand drive, backhand drive, serve, net volley, and lob) and strategies of singles and doubles play. Open to students with prior experience or satisfactory completion of PHED 208. Offered Term 2.

**PHED 223: WEIGHT TRAINING****Waggoner**

Introductory course teaching students how to train with Nautilus and free-weight equipment in a safe, effective, and enjoyable way so that they will want to continue to train for the rest of their lives. Students are able to develop their own personal training program based on their individual needs or desires. Offered both terms.

**PHED 227: ADVANCED CONDITIONING****Ramirez**

An advanced conditioning class that emphasizes four main areas: strength training mainly through free weights, core/abdominal strengthening, footwork, agility and quickness conditioning, and flexibility. This class allows the student to focus on multiple areas of conditioning and learn lifelong fitness values. Offered both terms.

**PHED 228: STRENGTH AND TONE****Ramirez**

This course utilizes the fundamentals of core, weight, and resistance training to promote muscle and strength development. Building on traditional strength-training methodology, this course introduces participants to the benefits of cross training, antagonistic work, and balance. Instruction will be given on proper form and implementation, appropriate repetitions, and safety guidelines. Offered both terms.

**PHED 231: KICKBOXING****Department**

This course provides a learning environment where class participants can gain an understanding of their personal fitness level. Class participants utilize the mechanics of fitness activities borrowing from aerobics, martial arts, and boxing. Students examine the benefits to the musculoskeletal system and cardiovascular responses. The course provides class participants with a structured class environment that allows them to engage in a positive fitness experience. Not offered in 2014-15.

**PHED 232: CHALLENGE EDUCATION ACTIVITIES****Owens**

An introduction to personal challenge/discovery activities, including group initiatives, cooperative games, trust exercises, and a high ropes course. Activities will involve physical and psychological risk and challenge. Students will develop the competencies to facilitate adventure activities for groups through active participation, leadership, and understanding group dynamics. Fee: approximately \$15 fee for equipment use. Not offered in 2014-15.

**PHED 233: PILATES****Department**

This course introduces class participants to the mechanics of strength, flexibility, and conditioning. Class activities incorporate dance, traditional Pilates movements, and fitness techniques. Participants will gain knowledge of how these activities encourage core strength development, balance, and flexibility. Safety guidelines and fitness principles will be examined to promote a well-rounded exercise program. Not offered in 2014-15.

**PHED 234: BACKPACKING AND WILDERNESS CAMPING****Owens**

An introduction to lifetime leisure skills emphasizing environmentally sound backpacking and camping practices. We will learn a variety of technical skills: selection of proper clothing and layering systems, backpacking foods and preparation, safe travel techniques in a group, use of camp stoves, low-impact camping, and developing physical stamina. Open to first-year students. Fee: approximately \$33 fee for permits and food while camping. Offered Term 2.

**PHED 235: SOCCER I****Ramirez**

This course introduces participants to the sport of soccer. An emphasis will be on playing the game. Major topics such as rules of the game and skills used to play the game will be covered. A brief history of soccer and an introduction to the structure of the game as a global sport are also areas of focus. Each student will develop and complete a soccer-related project. No prerequisite. Offered Term 1.

**PHED 236: ADVANCED AEROBICS****Department**

This course provides a challenge for individuals wanting to advance their cardiovascular capabilities along with toning and strengthening. The course includes all types of aerobic activity including high-low impact, interval, step, kickboxing, boot camp, etc. Strength and tone exercise is also incorporated into the content. Course participants should be currently active. Not offered in 2014-15.

**PHED 237: INTRODUCTION TO CHINESE KEMPO-KARATE****Owens, Ragone**

In this exciting class, students will receive a structure introduction to Chinese Kempo-Karate that will conclude with the opportunity to earn a purple belt (first rank). The primary goals of the course are to teach practical self-defense and to increase physical fitness and self-confidence in a safe and engaging environment. Each class will feature moves specifically designed to develop speed, power, flexibility, stamina, and balance. There is a course fee and required attire. Offered Term 1.

**PHED 238: LIFEGUARD INSTRUCTOR****Department**

This course prepares individuals to become American Red Cross lifeguard instructors. Prerequisites: completion of the lifeguard training (PHED 248) and water safety instructor (PHED 244) course. Book fee required. Not offered in 2014-15.

**PHED 239: LIFETIME WELLNESS ACTIVITIES****Department**

This course is designed to introduce activities to last a lifetime. Students will gain an understanding that being physically active in life will enhance the six dimensions of wellness and improve quality of life. Activities include walking, rock climbing, swimming, tennis, soccer, and more. Not offered in 2014-15.

**PHED 244: WATER SAFETY INSTRUCTOR****Raines**

The purpose of this instructor course is to train instructor candidates to teach American Red Cross swimming and water safety courses. The instructor course covers planning and organizing courses, information and skill development sessions, and practice teaching. Although not required, lifeguard training (PHED 248) is a recommended prerequisite. Book fee required. Offered Term 2.

**PHED 247: TAI CHI FOR HEALTH****Ackerman**

Tai chi can be described as an exercise consisting of slow, relaxed movements that help us develop internal and external balance and harmony, improve circulation, fitness level, as well as increased oxygen to our bodies. The moves are practiced in a slow controlled fashion that builds strength as well as balance and relaxes the body and clears the mind. Regular practice of tai chi slowly, yet measurably, improves one's overall fitness and harmony. The intent of the course is to teach students a form that will be beneficial throughout life, which will in turn provide many health and peaceful returns. Offered both terms.

**PHED 248: LIFEGUARD TRAINING****Raines**

The purpose of the lifeguard training course is to teach the skills and knowledge needed to prevent and respond to aquatic emergencies. The course content and activities prepare lifeguard candidates to recognize emergencies, respond quickly and effectively to emergencies, and prevent drowning and other incidents. The course leads to American Red Cross certification. Prerequisite: intermediate or advanced swimming skills. Book fee required. Offered Term 1.

**PHED 249: LEVEL I HATHA YOGA****Swanson**

In this yoga class students will learn beginner-level hatha yoga, which combines breathing techniques (Pranayama), postures (asanas), relaxation, and meditation. The main goals will be to learn and understand the benefits of these various aspects of hatha yoga and how they can be incorporated into a lifestyle promoting well-being, as well as application for stress management (handling the effects of stress or preventing its occurrence). Weekly classes will consist of partial discussion along with experiential practices and complete hatha yoga classes, which are designed to integrate body, mind, breath, and spirit. Offered Term 1.

**PHED 254: BEGINNING VOLLEYBALL****Shook**

The student will be taught the basic skills of volleyball, including; serving, passing, attacking, digging, and blocking. Students will also learn the basic rules and scoring involved with recreational play. Offered Term 1.

**PHED 257: CHINESE-KEMPO KARATE II****Owens, Ragone**

In this continuation of the first course, students will have the opportunity to progress from purple to the rank of blue belt. This course will continue to develop physical stamina and endurance with exciting workouts geared towards the refinement of strikes, throws, pressure points, and chokes with addition of more advance techniques that continue the focus on self-defense. Prerequisite: PHED 237. Offered Term 2.

**PHED 261: CORE TRAINING****O'Leary**

An introductory course that will teach students the basic fitness components involved with core training, balance, and flexibility. Core training will not only incorporate the abdominal muscles, but will also focus on the primary back muscles involved. Balance and flexibility components will be emphasized in both stationary and movement based activities. Students will learn safety, proper technique, and lifetime implementation. Offered both terms.

**PHED 265: SOCCER II****Department**

This course offers a more in-depth study of the game than Soccer I. Students will study the history and the development of soccer in the United States. Tactics and match analysis will be covered. Students will study coaching methodology and complete a coaching project. Prerequisite: PHED 235 or permission or instructor. Offered Term 2.

**PHED 269: LEVEL II HATHA YOGA****Swanson**

This course will provide the student with a hatha yoga practice that is focused on increasing strength, flexibility, focus/concentration, balance, and peaceful, relaxed energy to take into the rest of your day. We will build on the fundamentals from Level I in order to develop and sustain a personal as well as beneficial class practice. Prerequisite: PHED 249. Offered Term 2.

**PHED 290: INDEPENDENT STUDY (0 to 2)****Department**

Independent study arranged with and approved by the physical education faculty. Offered any term. Independent studies will be approved to fulfill physical education activity requirements only in cases of medical necessity or unavoidable circumstances.

## **RIDING**

The courses in riding include instruction for beginning, intermediate, and advanced riders. Emphasis in the riding program is placed on riding and showing hunters. The program includes cross-country ride and hunter shows throughout the state. Riding courses are offered each term and are open to all students. Students should register for the course appropriate to their individual skill levels. Offered both terms.

### **PHED 240: RIDING FOR REGISTRATION ONLY**

This is an administrative designation for registration in riding until a student is placed into the appropriate level. Offered both terms.

### **PHED 241: BEGINNING RIDING**

The basics are taught in this course. This course starts the rider from the beginning; however, the rider who can trot or who may be learning to canter may be included. Offered both terms.

### **PHED 242: INTERMEDIATE I RIDING**

Required skills: must be able to control a quiet horse at a walk, trot, and canter. Jumping: It is not necessary to have previous experience, but jumping skills will be included in the course. Offered both terms.

### **PHED 243: INTERMEDIATE II RIDING**

Required skills: must be able to control a horse at a walk, trot, and canter. Jumping: Must have elementary jumping background and be able to jump small courses. Offered both terms.

### **PHED 251: ADVANCED I RIDING**

Required skills: must be able to walk, trot, and canter a horse correctly. Must be able to jump a 2' 6" course with some showing experience. Offered both terms.

### **PHED 252: ADVANCED II RIDING**

Required skills: must have had considerable show ring experience but not have shown competitively at 3' 6" and/or not have won an AHSA Medal or Maclay. ISHA Intermediate Riders. Offered both terms.

### **PHED 253: ADVANCED III RIDING**

Restricted level: for those who have had considerable show ring experience at the 3' 6" level (in the junior hunters or equitation) and/or who have won a Medal or a Maclay. IHSA Open Riders. Exceptions must be approved by the instructor. Offered both terms.

## **VARSITY SPORTS**

Hollins University is a member of the ODAC and NCAA Division III. We compete locally as well as regionally. Tryouts are open to all interested students. Student athletes practice/compete five to six days a week in individual sport seasons.

**PHED 300: VARSITY BASKETBALL**

**PHED 325: VARSITY GOLF**

**PHED 330: VARSITY LACROSSE**

**PHED 340: VARSITY RIDING**

**PHED 345: VARSITY SOCCER**

**PHED 360: VARSITY SWIMMING**

**PHED 370: VARSITY TENNIS**

**PHED 380: VARSITY VOLLEYBALL**

**Phillips**

**Mannino**

**O'Leary**

**Peterson, Courter, Gerald**

**Ramirez**

**Raines**

**Kastner**

**Shook**

**PROFESSOR:** Bansi Kalra (chemistry, on leave Fall and Short Terms)

**VISITING ASSISTANT PROFESSORS:** Brian Gentry (chair), Carlos Vargas-Alvarez

“Look deeply into nature and you will understand everything better,” said Albert Einstein. Students of physics at Hollins understand the truth of this maxim. Through their investigations of laws that underlie reality, they gain a greater appreciation not only of our universe, but also their relationship to it.

In physics courses at Hollins, you’ll engage the ideas of Newton and Hamilton, Maxwell and Einstein, among many others. You’ll find that wrestling with tough questions and exploring the limits of what is known about the world is the physicist’s stock-in-trade and that there is a joy in understanding nature that comes from truly seeing it for the first time.

Classes are intimate: upper-division classes typically have 3-4 students and lower-division courses have 10-15. We place great value on nurturing each student’s development as a physical thinker. In physics courses at Hollins you’ll find yourself challenged and closely supported and nurtured as you mature in your physical reasoning.

## **REQUIREMENTS FOR A MAJOR IN PHYSICS:**

10 courses and their corresponding laboratories (48 credits)

- PHYS 201, 201L: Analytical Physics I, Lab (4, 2)
- PHYS 202, 202L: Analytical Physics II, Lab (4, 2)
- PHYS 301: Classical Mechanics (4)
- PHYS 302: Electromagnetism (4)
- PHYS 310: Modern Physics (4)
- PHYS 331, 331L: Physical Chemistry I, Lab (4, 2)
- PHYS 332, 332L: Physical Chemistry II, Lab (4, 2)
- PHYS 335: Quantum Mechanics (4)
- PHYS 470: Physics Research Seminar (4)
- PHYS 480: Senior Thesis (4) or PHYS 490: Senior Honors Thesis (4, 4)

Proficiency in mathematics is required for all physics major courses. Courses in statistics and computer science are highly recommended. The Short Term in the senior year is normally devoted to research in physics or a closely related field. Prerequisites for any course may be satisfied by examination.

A student with a score of 4 or 5 on the College Entrance Examination Board (CEEB) Advanced Placement Test in physics will receive four credits in physics and may be permitted to enroll in PHYS 201, 202 during their first year. Prospective majors and minors and majors who wish to apply for participation in the Honors Program should consult the chair of the department.

## **REQUIREMENTS FOR A MINOR IN PHYSICS:**

5 courses and the corresponding laboratories (24–28 credits) from:

- PHYS 201, 201L: Analytical Physics I, Lab (4, 2)
- PHYS 202, 202L: Analytical Physics II, Lab (4, 2)
- PHYS 301: Classical Mechanics (4)
- PHYS 302: Electromagnetism (4)
- PHYS 310: Modern Physics (4)
- PHYS 331, 331L: Physical Chemistry I, Lab (4, 2)
- PHYS 332, 332L: Physical Chemistry II, Lab (4, 2)
- PHYS 335: Quantum Mechanics (4)

For all laboratories offered in the physics department, the corresponding lecture course is a corequisite or prerequisite.

## **COURSES IN PHYSICS:**

### **PHYS 101: INTRODUCTION TO ASTRONOMY (4)**

**Vargas-Alvarez**

A course in astronomy dealing with the physical principles and scientific investigation of objects in our solar system, galaxy, and universe. The course will emphasize the study of stars, star systems, cosmology, and relativity; and how

knowledge is acquired of celestial objects to develop models of our universe. Will include observations of the night sky. Open to first-year students and the nonscientist. No prerequisite. Offered Term 1. (SCI)

**PHYS 108: BASIC ELECTRONICS (4)**

**Department**

A course that combines a lecture and lab approach. Basic electronic concepts, static electricity to solid-state electronics will be taught in lectures. Analog and digital circuit fundamentals will be emphasized in the laboratory sections. Open to first-year students. No prerequisite. Not offered in 2014-15. (SCI)

**PHYS 121: INTRODUCTION TO OCEANOGRAPHY/HYDROGEOLOGY (4)**

**Department**

In this course we discuss the principles of physical, chemical, biological, and geological oceanography and hydrogeology. The course explores the dynamics and evolution of the oceans/ocean basins. Also, the course examines the occurrence, characteristics, movement, quality, development, and contamination of the Earth's water systems. These principles will be applied to water pollution, toxic waste, deforestations, soil erosion, biodiversity, and global warming. Also listed as ES 121. Prerequisite: *q*. Open to first-year students. Not offered in 2014-15. (Q, SCI)

**PHYS 137: ENVIRONMENTAL PHYSICS (4)**

**Gentry**

Noncalculus-based general physics that supports the B.S. degree in Environmental Science. This course covers thermal physics of living systems, thermal and fluid physics of the atmosphere, and electromagnetic theory of light, radioactivity, and electrical power generation and transmission. Prerequisite: MATH 140. Also listed as ES 137. Open to first-year students. Offered Term 1. (SCI)

**PHYS 150: HOW THINGS WORK – SAILING AND SKY DIVING (4)**

**Department**

This interactive course studies the motion of objects through a hands-on, inquiry-based method for non-scientists, centering on the phenomena of sailing and sky diving. There is little formal lecturing, instead concepts are developed by direct experimentation. Open to first-year students. Prerequisite: *q*. Offered Term 2. (Q)

**PHYS 151, 152: PHYSICAL PRINCIPLES I, II (4, 4)**

**Vargas-Alvarez**

Noncalculus-based general physics with an emphasis on problem-solving, primarily intended for science and pre-medical students. PHYS 151 covers Newtonian mechanics, thermal physics, fluid physics, and wave motion. Topics in PHYS 152 include electricity, magnetism, DC/AC circuits, light and optics, special relativity, and quantum physics. Open to first-year students. Prerequisite: MATH 140. PHYS 151 offered Term 1. PHYS 152 offered Term 2. (SCI: must take lab to fulfill SCI)

**PHYS 151L, 152L: PHYSICAL PRINCIPLES I, II LAB (2, 2)**

**Department**

Open to first-year students. Prerequisite: *q*. Corequisite: PHYS 151 or 152. PHYS151L offered Term 1. PHYS 152L offered Term 2. (Q, SCI)

**PHYS 201, 202: ANALYTICAL PHYSICS I, II (4, 4)**

**Gentry**

A rigorous calculus-based introduction to classical mechanics, gravitation, and electricity and magnetism. Open to first-year students with advanced placement. Prerequisites: *q* and MATH 241 and 242 but may be taken concurrently with permission. PHYS 201 offered Term 1. PHYS 202 offered Term 2. (SCI: must take lab to fulfill SCI)

**PHYS 201L, 202L: ANALYTICAL PHYSICS I, II LAB (2, 2)**

**Gentry**

Open to first-year students with advanced placement. Prerequisite: *q*. Corequisite: PHYS 201 or 202. PHYS201L offered Term 1. PHYS 202L offered Term 2. (Q, SCI)

**PHYS 221: SURVEY OF PHYSICS AND THE ENVIRONMENT (4)**

**Department**

This course explores physics concepts and their connectedness to society and environmental issues. Topics include fossil fuel and nuclear energy, alternative energy sources, energy efficiency, climate change, earth's water systems, biodiversity, and others. Also listed as ES 221. Open to first-year students. Prerequisites: *q* and ES 117. Not offered in 2014-15. (Q)

**PHYS 241: GEOLOGY AND EARTH HISTORY (4)**

**Gentry**

Planet Earth's development as an integrated physical, chemical, and biological system over the past 4.6 billion years. Topics include: the origins of the solar system, Earth, and Moon; forces driving Earth's chemical and geological differentiation; plate tectonics; origins of life and humans; Earth's system dynamics; humans as geological agents; and Earth's climate system. Also listed as ES 241. Open to first-year students. Prerequisite: *q*. Offered Term 2. (SCI)

**PHYS 290: INDEPENDENT STUDY (2 or 4)****Department**

Individual study, reading, and either experimental or theoretical investigation of a physics-related topic below the advanced level. Each course occupies one term and may be offered during the summer. Up to three courses in the sequence may be taken for credit.

**PHYS 301: CLASSICAL MECHANICS (4)****Department**

An extension of PHYS 201/202. Topics include Newton's Laws, the simple harmonic oscillator, the central force problem, multi-particle system (coupled oscillators), rotation of rigid bodies, mechanics of continuous media, and the mechanics of Lagrange and Hamilton. Prerequisite: PHYS 201. Not offered in 2014-15.

**PHYS 302: ELECTROMAGNETISM (4)****Department**

Intermediate-level electricity, magnetism, and the Maxwell equations of the electromagnetic field. Topics include charged-particle trajectories, the theorems of Gauss and Stokes, vector calculus, Poynting vector, wave and polarization phenomena, and electromagnetic interactions with matter. Prerequisite: PHYS 202. Not offered in 2014-15.

**PHYS 310: MODERN PHYSICS (4)****Department**

Twentieth-century development in physics: relativity theory, the nature of space and time, the equivalence of mass and energy, introductory quantum theory, the particle nature of light, the wave nature of electrons, atomic and molecular structure, and the structure of the nucleus. Prerequisites: PHYS 201 and PHYS 202. Offered Term 2.

**PHYS 331, 332: PHYSICAL CHEMISTRY I, II (4, 4)****Kalra**

Also listed and described as CHEM 331, 332. Offered Term 2.

**PHYS 331L, 332L: PHYSICAL CHEMISTRY I, II LAB (2, 2)****Kalra**

Also listed and described as CHEM 331L and 332L. Offered Term 2.

**PHYS 335: QUANTUM MECHANICS (4)****Department**

A rigorous introduction to the principles of quantum mechanics. Solutions of the Schrodinger equation, harmonic oscillator, and hydrogen atom. Operator methods are introduced and used to compose both orbital angular momentum and spin. Various approximation schemes will be studied. Also listed as CHEM 335. Prerequisites: PHYS 301, PHYS 302, or PHYS 331, PHYS 332; MATH 254, MATH 255, and MATH 316 or the equivalents are advised as preparation. Not offered in 2014-15.

**PHYS 390: INDEPENDENT STUDY (2 or 4)****Department**

Individual study, reading, and either experimental or theoretical investigation of a physics-related topic at the advanced level. Each course occupies one term and may be offered during the summer. Up to three courses in the sequence may be taken for credit.

**PHYS 399: INTERNSHIP (4)****Department**

May be proposed in any term.

**PHYS 470: PHYSICS RESEARCH SEMINAR (4)****Department**

A participatory seminar course examining current research areas in physics. Required of senior physics majors; other junior and senior science majors may enroll with permission. All course members will present and defend their physics-related research. A critical term paper is required. Prerequisite: junior or senior standing.

**PHYS 480: SENIOR THESIS (4)****Department**

A research paper of publication quality based upon research in physics, or a physics-related field, undertaken for one term plus Short Term during the senior year. Required of all senior physics majors.

**PHYS 490: SENIOR HONORS THESIS (4, 4)****Department**

By invitation of the department. Application must be made with faculty prior to registration. Required both regular terms and Short Term.



# Political Science

MAJOR, MINOR

**PROFESSORS:** Edward A. Lynch, Jong Oh Ra (chair Global Politics and Societies)

**ASSOCIATE PROFESSORS:** Jon D. Bohland, Susan L. Thomas

**ASSISTANT PROFESSOR:** Jeanette Barbieri

The political science major emphasizes the relationship between politics in theory and politics in action. The major has four areas of focus: international relations, comparative politics, political theory, and American politics. In addition, students can, with the guidance of their departmental advisor, opt to develop a special interest, such as the American judicial system or politics of the developing world. Political science is an excellent preparatory major for those planning to pursue careers in such fields as law, journalism, international business, or public service.

## REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE:

10 courses (42 credits)

- GPS 216: Research Methods (4)
- GPS 216L: Research Methods Lab (2)
- Three courses from the American focus (12)
- Three courses from the international focus (12)
  - Three of the above six courses must be chosen from:
    - POLS 101: American Government (4)
    - POLS 102: International Relations (4)
    - POLS 103: Modern Comparative Politics (4)
    - POLS 104: Political Theory (4)
    - POLS 131: Introduction to Feminist Political Thought (4)
- Two courses from among 300-level courses in addition to above (8)
- Senior Thesis, honors or non-honors (or one additional 300-level course) (4)

Courses satisfying the American politics focus within the political science major are labeled (A) at the end of the respective course descriptions. Courses satisfying the international relations focus within the major are labeled (I). A few courses are labeled (A or I) because they contain material from both focus areas. These courses can be used to satisfy either area of focus.

## PREREQUISITES

Courses at the 100 level, and some at the 200 level, are open to all students. Students who wish to take other courses at the 200 or 300 level should have taken at least one of the following courses: POLS 101, POLS 102, POLS 103, POLS 104 or POLS 131 or received permission from the instructor. In addition, courses in economics, history, sociology, philosophy, psychology, and computer science are strongly recommended.

## REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE:

5 courses (20 credits)

- No more than one course at the 100 level
- Two or more courses at the 200 level
- At least two courses at the 300 level
  - (Two courses are required in the American and three in international focus or three courses in the American and two in international)

## COURSES IN POLITICAL SCIENCE:

### POLS 101: AMERICAN GOVERNMENT (4)

Ra

The American myth of individualism, the cyber-generated sense of impatience and the attendant inability for deferred gratification, the Internet world of individuation and disaggregation, rising income gaps, increasing demographic diversity, limited upward social and economic mobility, atrophying social groups, educational inequality, and increasing activism on the part of women - how do these and other factors influence the structure, function, and interaction of the elements of the American political system, and the actions and responsibilities of the president, Congress, the courts, and the voters, some of them with shrill voices of dissent? Open to first-year students. Offered Term 1. (A) (MOD)

**POLS 102: INTERNATIONAL RELATIONS (4)****Lynch**

An introductory course to familiarize students with major concepts and problems of the international political system. Open to first-year students. Offered Term 2. (I) (o, GLO, MOD)

**POLS 103: MODERN COMPARATIVE POLITICS (4)****Barbieri**

The first part of this course examines the basic concepts used in comparative politics (e.g., political culture, political actors, political decision making, political performance, etc.). The second part of the course uses these concepts to analyze the politics in various country case studies. Open to first-year students. No prerequisite. Offered Term 2. (I) (f, w, GLO, MOD)

**POLS 104: POLITICAL THEORY (4)****Lynch**

An examination of some of the political theories that have influenced Western civilization from Aristotle through Marx and into the present. This course will offer first-year students and sophomores an opportunity to practice their critical analysis and writing skills. Not recommended for juniors and seniors. Not offered in 2014-15. (A or I) (o)

**POLS 118: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)****Ra**

An in-depth examination of selected issues of controversy in American politics today—e.g., capital punishment, abortion, gun control, school violence, voucher system, electoral college, campaign finance, PACs, mass media, term limits, faith-based governmental initiatives, health policy, environmental policy, energy policy, and politics and morality. Open to first-year students. No prerequisite. Offered Term 2. (A) (MOD)

**POLS 131: INTRODUCTION TO FEMINIST POLITICAL THOUGHT (4)****Thomas**

Feminism refers to several movements aimed at establishing and defending equal political, economic, and social rights for women, lesbians, transgendered people, and people of color, among other groups of people commonly discriminated against. Feminist thought emerged from these feminist movements; it aims to understand inequality and oppression, providing critiques of sociopolitical power relations. Themes explored in this class will include discrimination, objectification, oppression, heterosexual domination, reproductive politics, male dominance, and sexual violence. Open to first-year students. No prerequisite. Offered Term 2. (I)

**POLS 160: MODEL UNITED NATIONS (2)****Lynch**

Also listed and described as INTL 160. Open to first-year students. Offered Term 1. (o, GLO)

**POLS 203: WOMEN AND THE LAW (4)****Thomas**

This course examines how women have been treated by wielders of the power of the law. Using constitutional and statutory case law, the course investigates women's reproductive rights, sexuality and family law, equal employment, woman battering, pornography, hate speech, and sexual exploitation. Also listed as GWS 203. Open to first-year students. No prerequisite. Offered Term 2. (A) (DIV)

**POLS 206: CRIMINAL JUSTICE SYSTEM (4)****Department**

A study of the criminal justice system at work in the courtroom setting, emphasizing the relationship between substantive criminal law, criminal procedure, and the law of evidence. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (A)

**POLS 208: GENDER, ETHNICITY, AND CLASS (4)****Thomas**

Survey of the history, theories, and recent research integrating these key concepts for modern society; explores gender, ethnic, and class political participation, movement politics and empowerment; gender, ethnicity, and class policy and law. Also listed as GWS 208. Open to first-year students. No prerequisite. Offered Term 1. (A) (DIV, MOD)

**POLS 210: ETHNICITY, NATIONALISM, AND CONFLICT IN COMPARATIVE PERSPECTIVE (4)****Barbieri**

From Turkey to Darfur to Spain to Chiapas, ethnic conflict represents the most common expression of large-scale political violence within and across states. This course explores themes and conceptual issues of identity, ethnicity, and nationalism from a comparative perspective. Examining case studies where ethnicity and nationalism variously fuel popular support of political regimes or genocide will contextualize the ways that these socio-political constructs create difference between groups. Open to first-year students. No prerequisite. Not offered in 2014-15. (I) (o, r, GLO)

**POLS 213: GLOBALIZATION AND POVERTY (4)****Thomas**

This course is an introduction to the current debates about poverty and inequality within and between countries in this age of globalization. It looks at the causes and consequences of globalization, for example, the losses by women, children, and men in status, freedom, safety, education, and their diminished access to the basic needs of food, housing, and health care. We also examine how and why wealthy nations have failed to notice, let alone assist,

the millions of people trapped in absolute poverty. How do nations, and individuals in them, justify their belief that they have no moral responsibility to help people in poverty? Also listed as GWS 213. Open to first-year students. Offered Term 2. (A) (GLO)

**POLS 214: MEDIA AND POLITICS (4)**

**Ra**

What role do the media play in the process of governance - the so-called "fourth estate" of the print and broadcast media and now the "fifth estate" that includes the internet world and blogosphere? How do they influence and are influenced by the government? How do they shape the beliefs and policies of elected and appointed government officials, citizen political socialization and ultimately elections, campaigns, and all that concerns the relationship between the government and its citizenry? Exploration of these and other issues through videos, movies, lectures, and discussions. Open to first-year students. Offered Term 1. (A) (f, w, x, MOD)

**POLS 217: POLITICS OF THE MIDDLE EAST (4)**

**Department**

The history and politics of the Middle East. Special emphasis given to the cultural background of various countries of the region as well as nationalism, the Arab-Israeli conflict, and the politics of oil. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (I) (GLO, MOD)

**POLS 218: GLOBAL GAYZ – THE LESBIAN AND GAY MOVEMENT FOR CIVIL RIGHTS (4)**

**Thomas**

This course examines the global movement for lesbian and gay civil rights. It introduces students to an interdisciplinary body of research that focuses on contemporary sites of contention, especially the right of lesbians and gays to define what counts as a marriage or family (i.e. civil marriage, adoption rights, insemination rights). Other topics include: the legal status of lesbians and gays around the globe, current criminal sanctions for being gay or lesbian, and existing protections against all forms of heterosexism. The political, historical, legal, and social dimensions of the struggle for civil rights will be addressed. Also listed as GWS 218. Open to first-year students. No prerequisite. Not offered in 2014-15. (A or I) (GLO)

**POLS 221: GLOBALIZATION AND LOCAL RESPONSES (4)**

**Barbieri**

Also listed and described as INTL 220. Open to first-year students. Prerequisite: q. Not offered in 2014-15. (Q, GLO)

**POLS 225: CONQUEST (4)**

**Lynch**

Students will analyze examples of forcible imposition of political power, from the ancient Romans to modern dictators. Making other people accept political authority is difficult, especially when power is seized. We will not focus on the military exploits of dictators or conquerors, but rather what happens when the fighting is over. How did Caesar conquer Gaul? How did Europeans conquer so much of the world in the 19th century? Can one person really rule a modern nation-state? Through lectures, class discussions and individual research, we will address these and related questions. Prerequisite: one 100-level POLS course or permission. Not offered in 2014-15.

**POLS 226: INTERNATIONAL LAW (4)**

**Lynch**

This course introduces the student to the basic concepts, both traditional and conjectural, of international law and its study. We will do this both by reading and discussing texts on politics and international legal relations, and by discussing current international political issues. Classes are a mix of lecture, discussion, and respectful debate. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered Term 2. (o, GLO, MOD)

**POLS 234: ENVIRONMENTAL POLITICS AND POLICY (4)**

**Barbieri**

This course introduces environmental politics from a grassroots, state, and international perspective. We analyze social movements, policymaking, patterns of consumption, developmental imperatives, and political culture. Among the key issues we examine are: the role of community, scientific, bureaucratic, media, and industry interests in shaping environmental discourse and policy. Close inspection of conditions such as car culture and fast food will help us understand the complexity of formulating uniform international environmental policy. Also listed as ES 234. Open to first-year students. Prerequisite: q. Offered Term 1. (A or I) (Q, GLO)

**POLS 235: FEEDING FRENZY – GLOBAL FOOD POLITICS, SECURITY, AND SUSTAINABILITY (4)**

**Barbieri**

This course examines relations between the food industry and government at both the global and national level, as well as social movements surrounding food. Analysis of production and consumption of food in a global context, alongside the regulatory regimes that help structure the food industry and its market, provides a lens on the interconnectedness of hunger, the ecosystem, nutrition, science, policymaking, and inequality. Also listed as ES 235. Prerequisite: q. Open to first-year students. Not offered in 2014-15. (A or I) (o, Q, GLO)

**POLS 240: POLITICS OF THE EUROPEAN UNION (4)****Department**

This course explores the primary issues, actors, and dynamics that shape the politics of the European Union. Specifically, it examines the history of European integration, theories of integration, the structure of the EU, the Union's decision-making process, and the challenges faced by the Union. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104. Not offered in 2014-15. (I) (MOD)

**POLS 247: PARTIES, ELECTIONS, AND POLITICAL BEHAVIOR (4)****Ra**

Political activities and behavior of individuals and groups in regard to electoral processes. Emphasis on the American experience but includes comparisons with other systems. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Open to first-year students. Not offered in 2014-15. (A)

**POLS 250: SPECIAL TOPIC – INTEREST GROUPS AND LOBBYING (4)****Ra**

In this course, we address the following issues: Where, if any, do interest groups belong in the founders' design of democratic governance? Were they conceived as a necessary component of American government? Are they necessary today? How did they develop? What are their functions? What kinds of interest groups are there? What is the interaction between the traditional and social media? And their bearing on interest groups? What is their role in elections? What is their role in public policy formation, both domestic and foreign? Open to first-year students. Offered Term 1.

**POLS 250: SPECIAL TOPIC – LATIN AMERICAN POLITICS (4)****Lynch**

This course is designed to introduce the student to the most important issues in Latin American politics. It will be divided into three sections. In the first, we will examine the roots of Latin American politics by looking at the history of some major Latin American state. Second, we will discuss some general features of the region. Third, we will see how Latin American leaders have acted recently, through a series of country studies. Offered Term 1. (I)

**POLS 254: SOCIAL AND POLITICAL PHILOSOPHY (4)****Downey**

Also listed and described as PHIL 254. Not offered in 2014-15.

**POLS 255: STATE AND LOCAL GOVERNMENT (4)****Lynch**

Structure and functions of state governments in the federal system. Cooperation and conflict between levels of government. Problems of constitutional law, of decision making and administration, of political power and resources. Viability of state government today and proposals for reform. Open to first-year students with permission. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (A)

**POLS 256: CONGRESS AND THE PRESIDENCY (4)****Thomas**

In this course we examine the relationship between the legislative and executive branches of government at the national level. Topics of study include, among others, how laws are made in a hyper-partisan era, the constitutional powers and historical development of Congress and the presidency, the legislature's role in overseeing the executive branch, how the recent rise in partisan politics within national institutions has affected congressional-presidential relations, as well as the influence of lobbies on legislative and executive branches of government. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (A)

**POLS 268: POLITICAL SOCIALIZATION OF CHILDREN (4)****Ra**

How do children come to learn, if they do, about the idea of government and politics: the principles, institutions, and the incumbents? Do they internalize or reject the notion that "all people, women and men, are created equal?" How about their attitudes and beliefs about the structure of government and the politicians in it? What explains the lack of uniformity of their learning process and learned outcome? What visible and not-so-visible factors—family, peer group, school, media, and the like—may influence the different ways in which children receive the cues and clues about government and politics. Open to first-year students. Not offered in 2014-15. (A or I) (MOD)

**POLS 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**POLS 302: COMPARATIVE URBANISM (4)****Bohland**

Also listed and described as INTL 302. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (GLO, MOD)

**POLS 303: CONTEMPORARY EUROPEAN POLITICS (4)****Lynch**

This seminar examines contemporary issues in European politics. Special attention is given to political issues in the United Kingdom, France, Germany, and Italy. The issues vary depending upon events in Western Europe, but such topics as European integration and ethnic nationalism are representative. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (I) (GLO, MOD)

**POLS 304: GEOPOLITICS (4)****Bohland**

Also listed and described as INTL 303. Open to first-year students with permission. Offered Term 1. (GLO, MOD)

**POLS 310: SEMINAR IN AMERICAN GOVERNMENT (4)****Ra**

A study of the American national government, including the philosophical foundation; the making of the U.S. Constitution; public opinion, voting, and elections; parties and interest groups; the presidency; Congress; and the Supreme Court. Open to first-year students with permission. Prerequisites: *q* and POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2014-15. (A) (*w, x, o, Q, MOD*)

**POLS 311: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)****Ra**

An in-depth analysis of the political, legal, economic, social, and ethical aspects of selected issues of controversy in American politics today [e.g. senate filibuster (unanimous consent), legislative-judicial conflict, religion and politics, electoral college, abortion, gun control, capital punishment]. Prerequisite: POLS 101 or permission. Not offered in 2014-15. (A) (*w, x, o, MOD*)

**POLS 315: ANGER, TERRORISM, AND REVOLUTION (4)****Lynch**

Investigation of some of the causes of revolutions and political violence. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2014-15. (I)

**POLS 332: CURRENTS OF MARXIST THOUGHT (4)****Bohland**

Also listed and described as INTL 332. Open to first-year students with permission. Not offered in 2014-15.

**POLS 334: SEMINAR IN INTERNATIONAL RELATIONS (4)****Lynch**

Study of major problems in international politics in the contemporary world. The examination of problems of international security and conflict resolution in the nuclear age, of the use of force in international relations, of uneven economic development around the world, and of the global environmental crisis. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (I)

**POLS 337: SEMINAR IN U.S. FOREIGN POLICY (4)****Lynch**

A seminar that examines the content and conduct of U.S. foreign policy in different regional contexts. For example, U.S. policy in Latin America and the Middle East. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Offered Term 1. (A or I)

**POLS 338: NATIONAL SECURITY POLICY (4)****Lynch**

In-depth study of the concept of national security and the instruments used to pursue national security as a policy. For example, the relationship of arms control and national security and the use of containment in pursuit of national security. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (A or I)

**POLS 345: AMERICAN VOTING BEHAVIOR (4)****Ra**

Study of psychological, social, and economic influences affecting current American voting behavior. Consideration is given to suggested reforms in existing voting procedures. Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Not offered in 2014-15. (A) (*w, x, MOD*)

**POLS 360: REEL POLITICS – FILM IN CHINA (4)****Barbieri**

This course introduces Chinese politics through a series of feature films of the Maoist era to the current “Sixth Generation” filmmaker productions. Taking several films as key texts, we’ll explore issues of national, cultural, and gender identities, the relationship between art and ideology, censorship, the politics of film production, and the significance of internationally marketed films for state projections of China’s “soft power.” By comparing how films produced at different times revise history, depict state-society relations, or take positions in the debates of the time in which they were produced, we’ll situate these narrative accounts in Chinese politics of the recent past and present. Also listed as FILM 360. Open to first-year students. Offered Term 2. (*w, x, AES*)

**POLS 363: CONSTITUTIONAL LAW (4)****Thomas**

In this course we will read and analyze constitutionally based arguments and court decisions resolving cases about the powers and limits of government in the United States. We will pay attention to fundamental concepts (i.e., executive power, judicial review, equal protection of the law, and federalism), as well as current applications and debates related to these fundamental concepts (e.g., Internet privacy, same-sex marriage, immigration, warrantless wiretapping, campaign finance, and environmental regulation). Prerequisite: POLS 101, POLS 102, POLS 103, POLS 104, POLS 131 or permission. Offered Term 1. (A)

**POLS 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**POLS 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**POLS 450: DEPARTMENTAL SCHOLAR PROGRAM (4)****Department**

Designated for senior honors majors only, the invited departmental scholar may undertake one of the following: jointly designing a course and/or teaching it with a faculty supervisor of her choice; assisting the faculty supervisor with a research project that bears relevance to her area of interest; or proposing an extension of her honors thesis by engaging in specialized readings. This program is by invitation only.

**POLS 490: SENIOR HONORS THESIS (4, 4)****Department**

Offered to qualified political science majors. Research begins during first term, continues through Short Term, and is completed during second term. GPA requirements: 3.33 in political science and 3.0 overall. Application must be made with faculty prior to registration.

## Pre-Law

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**ADVISORS:** Jong Oh Ra (political science), Joe Leedom (history), Michael Gettings (philosophy), Kari Munro (business)

Law schools seek students with strong liberal arts backgrounds reflecting quality performance. There is no set pattern of courses for a pre-law student, but students will find courses that emphasize reading, comprehension, analysis, and writing useful. Courses that may prove particularly useful include: ECON 158, ECON 241, ECON 261, and ECON 321; GWS 141 and GWS 203; PHIL 120 and PHIL 211; POLS 101, POLS 118, POLS 214, POLS 216, POLS 268, POLS 310, POLS 345, and POLS 363; and SOC 215, SOC 242, and SOC 260. History, mathematics, English, and science courses, particularly physics and chemistry, are also suggested.

# Pre-Medicine

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**ADVISORS:** Sandra Boatman (chemistry), Rebecca Beach (biology)

Medical schools seek broadly educated applicants who have a solid foundation in the natural sciences, strong analytical and communication skills, and extensive experience in the health professions in the form of employment, volunteer work, and/or internships. The following courses correspond to the academic requirements for admission to most medical schools: BIOL 220 and BIOL 236; CHEM 101 and CHEM 102 or CHEM 105 and CHEM 214; CHEM 221 and CHEM 222; PHYS 151 and PHYS 152 or PHYS 201 and PHYS 202 (all including laboratories). In addition, most schools require or strongly recommend some college-level mathematics (typically MATH 140). A few require MATH 241 and computer science, as well as one or two semesters of English. First-year students who wish to enter medical school in the fall following graduation from Hollins are strongly encouraged to enroll in either biology or chemistry and mathematics during their first semester. Students should consult the Medical School Admissions Requirements (published by the Association of American Medical Colleges) for the requirements and recommendations of specific medical schools.

# Pre-Nursing

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**ADVISOR:** Rebecca Beach (biology)

An articulation agreement has been established with Jefferson College of Health Sciences (JCHS) in Roanoke, Virginia for Hollins students seeking career opportunities in the field of nursing. Each year, JCHS will grant priority admission to a maximum of five qualified Hollins students into the Accelerated Bachelor of Science in Nursing (B.S.N.) program. Hollins students with a grade point average of at least 2.7 (first tier admission requires a minimum 3.0 GPA) who have completed their baccalaureate degree (in any field) and completed the following prerequisite courses (each with a grade of “C” or above) are eligible to apply:

- PHIL 253 (preferred), PHIL 182 or PHIL 252
- STAT 140, STAT 251, or PSY 208
- BIOL 220/220L, BIOL 260, and BIOL 312/312L
- PSY 141 and PSY 351
- Nutrition taken at JCHS during Short Term

Required course work for the Accelerated B.S.N. program will be completed at JCHS over four terms (fall, spring, summer, fall) after confirmation of the Hollins baccalaureate degree. The annual application deadline for priority admission is January 31.

# Pre-Veterinary

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**ADVISORS:** Rebecca Beach (biology), Sandra Boatman (chemistry)

Requirements for admission to veterinary school can vary greatly from program to program. The following courses correspond to the academic requirements for admission to most veterinary schools: BIOL 220 and BIOL 236; CHEM 101 and CHEM 102 or CHEM 105 and CHEM 214; CHEM 221 and CHEM 222; PHYS 151 and PHYS 152 or PHYS 201 and PHYS 202 (all including laboratories). In addition, most schools require one or two semesters of mathematics (usually MATH 140 and MATH 241; some require STAT 140), and two semesters of English. Some veterinary schools also require one or two semesters of biochemistry (BIOL/CHEM 351), and nearly all recommend additional courses in biology, including microbiology (BIOL 312), genetics (BIOL 314), and comparative anatomy (BIOL 315). First-year students who wish to enter veterinary school in the fall following graduation from Hollins are strongly encouraged to enroll in biology and either chemistry or mathematics during their first semester. Students should consult the Veterinary Medical School Admissions Requirements (published by the Association of American Veterinary Medical Colleges) for the requirements and recommendations of specific veterinary schools.

# Psychology

MAJOR, MINOR

**PROFESSORS:** Bonnie B. Bowers, George W. Ledger (chair)

**ASSOCIATE PROFESSORS:** Richard L. Michalski

**ASSISTANT PROFESSOR:** Tiffany A. Pempek

The core program in psychology emphasizes the learning of representative knowledge in content areas that constitute modern psychology, with particular concentration on the research methods and the scientific roots of psychology. Areas of focus chosen by the student emphasize the integration of psychology with other disciplines (i.e., neuroscience, biology, ethology, statistics, and education) and provide course work relevant to her interest as well as to her career and/or graduate study goals.

## REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY (B.A.):

12 courses (45-49 credits)

### CORE COURSES:

- PSY 141: Introduction to Psychological Science (4)
- PSY 205: Research Design (4) and PSY 205L: Laboratory for Research Design (1)
- PSY 208: Research Statistics (4)
- PSY 425: History and Systems of Psychology (4)
- Two additional Psychology courses at the 200 or 300 level (8)

### AREA COURSES: (20 credits)

Students are required to take one course from each of the five areas listed below:

- Abnormal & Clinical:
  - PSY 342: Principles of Abnormal Behavior (4)
  - PSY 351: Behavior Disorders of Childhood (4)
  - PSY 352: Applied Behavior Analysis (4)
- Biological & Comparative:
  - PSY 215: Motivation and Emotion (4)
  - PSY 272: Evolutionary Psychology (4)
  - BIOL/PSY 317: Biological Psychology (4)
  - BIOL/PSY 323, 323L: Animal Behavior (4, 2)
- Developmental:
  - PSY 144: Child Psychology (4)
  - PSY 237: Children and Media (4)
  - PSY 351: Behavior Disorders of Childhood (4)
- Learning, Memory, Cognition:
  - PSY 202, 202L: Learning (4, 2)
  - PSY 318: Human Memory (4)
  - PSY 319: Cognition (4)
  - PSY 346: Intelligence (4)
- Social & Personality:
  - PSY 204: Social Psychology (4)
  - PSY 272: Evolutionary Psychology (4)
  - PSY 273: Psychology of Human Sexuality (4)
  - PSY 363: Personality Psychology (4)

PSY 141 or its equivalent is a prerequisite for all courses in the department except as noted. A score of 4 or 5 on the Advanced Placement Psychology exam will substitute for credit for PSY 141.

## REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY (B.S.):

18-19 courses (69-73 credits)

### REQUIRED COURSES IN PSYCHOLOGY:

#### CORE COURSES:

- PSY 141: Introduction to Psychological Science (4)
- PSY 205: Research Design (4) and PSY 205L: Laboratory for Research Design (1)



- PSY 208: Research Statistics (4)
- PSY 210: Research Practicum (4)
- PSY 425: History and Systems of Psychology (4)
- PSY 290/390: Independent Study (4) or PSY 490: Senior Honors Thesis (8)
- Two additional Psychology courses at the 200 or 300 level (8)

**AREA COURSES:** (20 credits)

Students are required to take one course from each of the five areas listed above.

**REQUIRED ALLIED COURSES:**

- 16 additional credits in biology, chemistry, mathematics, statistics, and/or physics (at least one course with a lab, 200 level or above recommended) chosen in consultation with advisor

**REQUIREMENTS FOR A MINOR IN PSYCHOLOGY:**

5 courses (20 credits)

- PSY 141: Introduction to Psychological Science (4)
- Four additional psychology courses at the 200 level or above (16)

**COURSES IN PSYCHOLOGY:**

**PSY 141: INTRODUCTION TO PSYCHOLOGICAL SCIENCE (4)**

**Michalski, Pempek**

Survey of major topic areas in modern psychology and terminology of the discipline, giving students a more complete understanding of themselves and others. Discussion of topics such as the debate over nature and nurture, human development, physiological psychology, social psychology, and several other major areas within psychology, and discussions of the implications of findings within these areas on cultural products. We will explore these topics through lectures, lab exercises, and assignments. Open to first-year students. Offered both terms. (SCI)

**PSY 144: CHILD PSYCHOLOGY (4)**

**Pempek**

Focuses on the definition and understanding of processes basic to the development of complex human behaviors. Particular attention to the powerful developmental factors during the first 12 years of life and their relevance for later behavior. Open to first-year students. No prerequisite. Offered Term 1.

**PSY 197F: POSITIVE PSYCHOLOGY: THE SCIENCE OF HAPPINESS**

**Pempek**

In this course, students will explore the field of positive psychology – the scientific study of strengths and virtues. They will reflect on factors that affect happiness and learn skills for enhancing their own positive experience. Students will also gain an understanding of psychological research methods and contemporary research findings on positive psychology. Placement to be determined during the summer. Offered Term 1. (f, w, x, r)

**PSY 202: LEARNING (4)**

**Department**

In-depth study of classical and operant conditioning principles including reinforcement, extinction, punishment, and stimulus control in humans as well as other organisms. Not open to first-year students. Prerequisite: PSY 141. Corequisite: PSY 202L. Course fee required. Not offered in 2014-15. (SCI)

**PSY 202L: LABORATORY FOR LEARNING (2)**

**Department**

This laboratory covers fundamental principles of operant conditioning, including superstitious behavior, positive reinforcement, extinction, interval and ratio schedules, stimulus discrimination and generalization, secondary reinforcement, and chaining. Each student conducts eight experiments using a white rat that she is assigned at the beginning of the semester. In addition to completing all laboratory experiments, each student has the responsibility of caring for her rat on a daily basis. Lab fee required. Corequisite: PSY 202. Not offered in 2014-15. (SCI)

**PSY 204: SOCIAL PSYCHOLOGY (4)**

**Michalski**

This course addresses the foundations of modern social psychology; social interactions and social processes; nature and characteristics of social groupings; types of social groupings; social change and stability; and development and change of attitudes. The course will also have practical application as found in current research on group influences and reactions in experimental and natural settings. Prerequisite: PSY 141. Offered Term 2.

**PSY 205: RESEARCH DESIGN (4)****Pempek**

Basic research provides the central subject matter for the sciences. Students are introduced to the fundamentals of research methods used in psychology. Topics covered include experimental design, techniques of experimental control, data analysis, and report preparation. Students design and present a comprehensive research proposal. Prerequisite: PSY 141. Corequisite: PSY 205L. Offered Term 1. (r)

**PSY 205L: LABORATORY FOR RESEARCH DESIGN (1)****Bowers**

This lab offers practical applications of concepts covered in the lecture course. Topics covered include locating and critiquing primary research articles, basics of scientific writing with an emphasis on AP A style, data collection, analysis, and interpretation, reliability and validity analysis, and professional presentation fundamentals. The lab must be taken in the same term as the lecture course. Corequisite: PSY 205. Offered Term 1.

**PSY 208: RESEARCH STATISTICS (4)****Bowers**

Students gain hands-on experience in selecting, calculating, and interpreting results of the statistical tests most commonly used in behavioral research. The course covers basic statistical concepts, concentrating on using statistics to test research hypotheses. Emphasis is placed on learning to choose an appropriate statistical test for a given research design. Prerequisite: q. Offered both terms. (Q)

**PSY 210: RESEARCH PRACTICUM (4)****Bowers**

This seminar-based course focuses on the development of skills necessary to conduct valid, reliable research in the behavioral sciences. In addition to text-based materials in research techniques, the course provides each student the opportunity to design, conduct, and present the results of a full-scale research project on the subject of her choice. Prerequisites: PSY 205 and PSY 208. Offered Term 2. (SCI)

**PSY 215: MOTIVATION AND EMOTION (4)****Bowers**

Physiological bases of motivation and emotion, basic systems such as aggression and sex, emotional expression, and the roles of learning, cognition, and social factors in human motivation and emotion. Prerequisite: PSY 141. Offered Term 1.

**PSY 237: CHILDREN AND MEDIA (4)****Pempek**

This course addresses theoretical and developmental issues related to children's media use. Topics covered include: the history of children's media; how children use, understand, and react to media; the cognitive, social, and health effects of media on children; and the use of research to inform media production and policy. Open to first-year students. No prerequisite. Offered Term 2.

**PSY 250: SPECIAL TOPIC – APPLIED RESEARCH STATISTICS (4)****Bowers**

Students will receive hands-on experience in collecting data to be analyzed using the most common statistical tests used in psychological and biological research. Topics to be covered: data transformations, Pearson r correlation, t tests, ANOVA (particularly versions of factorial ANOVA), Chi Square tests, and simple/multiple regression analysis. Students pursuing thesis or independent research may use their data sets for analysis. Prerequisite: PSY 208. Offered Term 2.

**PSY 272: EVOLUTIONARY PSYCHOLOGY (4)****Michalski**

This course examines evolutionary psychology including a brief historical review of key themes in psychology and evolutionary biology. Concepts and principles of human evolution will be developed in the context of classic and contemporary issues in social psychology, cognitive psychology, developmental psychology, and personality psychology. Topics covered include problems of survival, long-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and social dominance. Prerequisite: PSY 141. Offered Term 2.

**PSY 273: PSYCHOLOGY OF HUMAN SEXUALITY (4)****Michalski**

This course is an overview of the scientific study of human sexual thoughts, feelings, and behavior. This course will place emphasis on future directions for research on human sexuality. Topics include developmental and social perspectives of sexual thought and behavior, sexual motivation and arousal, and more specific topics include sexual interests across the menstrual cycle, mate preferences, and infidelity. Prerequisite: PSY 141. Offered Term 2. (w, x, o)

**PSY 290: INDEPENDENT STUDY IN PSYCHOLOGY (2 or 4)****Department**

An opportunity to explore lower-level topics within psychology of special interest to a student. Students may suggest programs of reading, laboratory, research, or clinical activity to individual faculty for their approval and guidance. Offered any term.

**PSY 317: BIOLOGICAL PSYCHOLOGY (4)****Bowers**

Relationships between behavior and underlying physiological mechanisms are examined. Basic anatomy of the nervous system, characteristics of sensory systems, neuro- and endocrine-interactions, and neural developmental processes are discussed. This course has an integrated laboratory component. Also listed as BIOL 317. Prerequisite: PSY 141. Not offered in 2014-15. (SCI)

**PSY 318: HUMAN MEMORY (4)****Ledger**

An in-depth survey of the field of cognitive psychology. Information processing, perception, memory development, and models of human memory. Topics also covered: language development, reading, language comprehension, semantics, decision making, judgment, reasoning, problem solving, and current computer applications of cognitive advances. Prerequisites: PSY 141. Offered Term 2. (SCI)

**PSY 319: COGNITION (4)****Ledger**

This course will cover the major approaches to the scientific study of human thinking from the information-processing and connectionist perspectives. Topics include: perception, attention, memory, knowledge, language, reasoning, creativity, intelligence, and problem solving. Prerequisite: PSY 141. Offered Term 1.

**PSY 323: ANIMAL BEHAVIOR (4)****Godard**

Also listed and described as BIOL 323. Not offered in 2014-15.

**PSY 323L: LABORATORY FOR ANIMAL BEHAVIOR (2)****Godard**

Also listed and described as BIOL 323L. Not offered in 2014-15.

**PSY 342: PRINCIPLES OF ABNORMAL BEHAVIOR (4)****Ledger**

A study of the psychosocial, sociocultural, and biological aspects of behavior disorders. Major topics include anxiety and psychosomatic disorders, schizophrenia, and the affective disorders. Prerequisite: PSY 141. Offered Term 2.

**PSY 346: INTELLIGENCE (4)****Ledger**

This course covers the major theoretical perspectives on the development of intelligence in humans. Topics will include: the evolution of intelligence, animal intelligence, major intelligence theories, intelligence research, testing, and artificial intelligence. There will be hands-on laboratories on techniques in intelligence research and the major intelligence tests will be covered. Prerequisite: PSY 141. Offered Term 2. (SCI)

**PSY 350: SPECIAL TOPIC – CHILDREN'S THINKING (4)****Pempek**

This course examines cognitive development from infancy through childhood. Major theories addressing the development of children's knowledge and reasoning skills are discussed and evaluated. Examples of topics covered include the development of memory, perception, language, and symbolic reasoning as well as children's understanding of mind, space, number, and biology. Prerequisite: PSY 141; PSY 144 recommended. Offered Term 2.

**PSY 351: BEHAVIOR DISORDERS OF CHILDHOOD (4)****Ledger**

An examination of the theories, characteristics, etiology, and treatment of the major categories of behavior disorders that affect children and adolescents. Topics include autism, hyperactivity, school phobia, mental retardation, anxiety, aggression, substance abuse, schizophrenia, sexual behavior problems, and antisocial behavior. Prerequisite: PSY 141. Offered Term 1. (DIV)

**PSY 352: APPLIED BEHAVIOR ANALYSIS (4)****Department**

Examination of the use of behavioral and cognitive strategies for the treatment of specific problems and disorders. Topics include theory and techniques of anxiety reduction, prevention and control of depression, self-control, and modification of maladaptive behavior. Prerequisites: PSY 202 and PSY 205. Not offered in 2014-15.

**PSY 363: PERSONALITY PSYCHOLOGY (4)****Michalski**

Personality is a very broad field of study. It refers to the set of enduring psychological traits within individuals that influence their interactions with, and their adaptations to, different environments. This course introduces students to the history of personality psychology and the research and applications of personality science. This course also

introduces students to biological, cognitive, intrapsychic, and social factors that influence personality. Prerequisite: PSY 141. Offered Term 1.

**PSY 390: INDEPENDENT STUDY IN PSYCHOLOGY (2 or 4)**

**Department**

An opportunity to explore advanced topics within psychology of special interest to a student. Students may suggest programs of reading, laboratory, research, or clinical activity to individual faculty for their approval and guidance. Offered any term.

**PSY 399: INTERNSHIP IN PSYCHOLOGY (4)**

**Department**

Students participate in applied psychological programs at institutions or with psychologists in private practice in the Roanoke area. Emphasis is on direct, intensive experience with the application of psychological principles in practical circumstances. Application with faculty required prior to registration. Offered both terms.

**PSY 425: HISTORY AND SYSTEMS OF PSYCHOLOGY (4)**

**Ledger**

A comprehensive overview of the history of psychology, including early philosophical roots, the “schools” of psychology, and major branches of modern psychology with emphasis on important studies in each area. Prerequisite: senior psychology major or permission from the instructor. Offered Term 1. (MOD)

**PSY 490: SENIOR HONORS THESIS (4, 4)**

**Department**

An extensive research project to be carried out over both regular terms and Short Term. A research proposal and literature review is due at the end of Term 1. Students will complete an APA-style thesis and present their projects at the Division III Science Seminar in Spring Term. Open to qualified senior psychology majors. Application with faculty is required prior to registration.

# Religious Studies

MAJOR

**ASSOCIATE PROFESSOR:** Darla Schumm (chair)

**AFFILIATED FACULTY:** James Patrick Downey (philosophy), Michael E. Gettings (philosophy)

**VISITING LECTURER:** Kelly Derrick (adjunct)

The religious studies major allows students to engage religious issues with other disciplines in the Global Politics and Societies (GPS) department: International Studies, Political Science, and Sociology. The shape of the religion major offers critical understandings of religion as community and individual enterprise, especially as religion relates to other human endeavors in GPS and other allied fields. Its focus is in the world's major religions, their rituals, beliefs, texts, and ethical systems, as well as the various social, political, and cultural contexts that shape, and are in turn shaped by, religious communities and beliefs.

The religious studies major provides excellent training in cultural literacy. It offers a broad background for graduate school in religious studies, ministerial studies, international studies, or programs in other allied fields. Its broadest appeal will be to those who wish to engage and integrate their study of several different fields of study, and to understand religious community and spirituality in their incarnations across many disciplines and cultures.

## REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES:

11 courses (42 credits)

### CORE COURSES:

- REL 126: Introduction to Religions in a Global Context (4)
- Two of the following:
  - REL 212: Christian Traditions (4)
  - REL 217: Islamic Traditions (4)
  - REL 218: Buddhist Traditions (4)
  - REL 219: Jewish Traditions (4)
  - REL 250: Native American Religions (4)
- REL 340: Theories of Religion (4)
- GPS 214: Qualitative Methods (4) **or** GPS 216: Research Methods in Social Sciences (4)
- GPS 470: Senior Seminar (2)
- GPS 480: Senior Thesis (4) or an Internship (4)

### ELECTIVE COURSES:

- Two additional 200 or 300 level Religious Studies courses (8)
- Two courses from one of the other GPS programs of study (International Studies, Political Science, Sociology), one at the 100-level and one at the 200 or 300 level (8)

## COURSES IN RELIGIOUS STUDIES:

### REL 117: INTRODUCTION TO THE HEBREW BIBLE (4)

Derrick

A Biblical study of the identity, faith, and history of Israel through a survey of drama, story, and event. This course broadly samples the law, prophets, and writings, in view of histories of interpretation, ritual, practices, and symbol systems. In addition, the course will provide an introduction to methods of exegesis, and to historical and literary criticism. Open to first-year students. No prerequisite. Offered Term 1. (*f*, *w*, PRE)

### REL 118: INTRODUCTION TO THE NEW TESTAMENT (4)

Derrick

A survey of the early Christian writings and their interpretation. This course explores selected gospels, epistles, and writings in their historical context. Attention is paid to the development of historical Christian identity and community, liturgical practices and symbols, major themes, as well as to the history of interpretation of New Testament texts. The course also provides an introduction to exegesis, and to historical and literary criticism. Open to first-year students. No prerequisite. Not offered in 2014-15. (*f*, *w*, *x*, *o*, DIV, PRE)

### REL 126: INTRODUCTION TO RELIGION IN A GLOBAL CONTEXT (4)

Schumm

Does religion matter? A brief scan of world events tells us that it does. This course introduces students to the study of religion in its cultural and historical contexts. It aims to familiarize students with the multi-faceted role of religion in the world including examination of social, economic, historical, political, and ethical factors. Open to first-year students. No prerequisite. Offered both terms.

**REL 130: JESUS AND MARY MAGDALENE IN LITERATURE AND FILM (4)****Schumm**

The figures of Jesus of Nazareth and Mary Magdalene have captured the imagination of artists, writers, and filmmakers. Because the gospel accounts differ from one another and leave many questions unanswered regarding these two figures, the subsequent portrayals of them vary widely. This course will explore some of these portrayals in modern literature and film, sampling such artists as Paul Park, Denys Arcand, and Pier Paolo Pasolini. Open to first-year students. Offered Term 2. (w, x, MOD)

**REL 140: DISABILITY, RELIGION AND ETHICS (4)****Schumm**

Religious teachings and practices help to establish cultural standards for what is deemed “normal” human physical and mental behavior and to establish a moral order for the healthy body and mind. Religion also plays an important role in determining how persons with disabilities are treated or mistreated in a given historical cultural context. Thus, this class will critically examine how religions represent, theologize, theorize, and respond to disability. Open to first-year students. Not offered in 2014-15. (DIV)

**REL 160: NEW RELIGIOUS MOVEMENTS (4)****Department**

Also listed and described as HIST 160. Open to first-year students. Not offered in 2014-15. (f, w, x, DIV, MOD)

**REL 212: CHRISTIAN TRADITIONS (4)****Derrick**

The many sects of Christianity have repeatedly attempted to reinterpret the origins of the tradition in ways which provide a new or “reformed” framework for a community. The course examines not only the history of early Christianity, but also a selection of such reinterpretations and of Christians’ responses to other cultures with whom they coexist. Prerequisite: REL 109, REL 117, or REL 118 recommended. Offered Term 2. (o, DIV, MOD)

**REL 215: WOMEN IN JUDAISM, CHRISTIANITY, AND ISLAM (4)****Schumm**

This course involves a critical analysis of women, sex, and gender issues in the religious traditions of Judaism, Christianity, and Islam. We examine the androcentric history of each monotheistic tradition. Although the principal focus of this course is not comparative in design, we discuss similarities and differences between the experiences of women in these religions in the antiquated and modern contexts. No prerequisite. Not offered in 2014-15.

**REL 217: ISLAMIC TRADITIONS (4)****Schumm**

The early community of Muslims at Medina is explicitly understood to be a model for the ideal Islamic polity. Struggles to define the relationship between religious and political leadership and community in these early years established problems and precedents that remain issues in Islam even today. The course examines the early community and follows some of these issues of Islamic self-identity into the present. Open to first-year students. Prerequisite: REL 109 recommended. Not offered in 2014-15. (o, GLO, PRE)

**REL 218: BUDDHIST TRADITIONS (4)****Schumm**

This course examines the origins and modern manifestations of the Buddhist tradition. We trace the global development and transmission of Buddhism from its roots in ancient India to China, Japan, Southeast Asia, Tibet, and the United States. Close attention is given to philosophical and religious texts, ritual practices, meditational techniques, religious and cultural art forms, and ethical implications. Written work as well as oral presentations are required. Open to first-year students. Not offered in 2014-15. (o, GLO, MOD)

**REL 219: JEWISH TRADITIONS (4)****Schumm**

Through the lens of the foundational communities in Palestine and the diaspora, we will view some of the basic issues in the definition of Jewish self-identity: exile and return, sacrifice and study, cultural assimilation, and the physical and spiritual “lands” of Israel. Prerequisite: REL 109 or REL 117 recommended. Offered Term 1. (o, DIV, MOD)

**REL 223: WOMEN IN BUDDHISM (4)****Schumm**

This course critically examines the role, status, and contributions of women throughout Buddhist history. Students examine the role women played in the formation of Buddhism and how significant texts, important teachings, and influential figures portray women. Students explore how modern female practitioners understand their contributions to the tradition and how the role of women differs within various branches of Buddhism. Also listed as GWS 223. Not offered in 2014-15. (r, GLO)

**REL 250: SPECIAL TOPIC – INDIGENOUS SPIRITUAL PRACTICE (4)****Valentine**

This course explores spiritual tenets and practices of indigenous peoples through both historical and contemporary lenses looking at indigenous peoples from across the globe and examining the role of spiritual practice in the

continuity, culture and resistance of indigenous peoples. The course will utilize theories and processes from the sociology of religion. Also listed as SOC 250. No prerequisite. Offered Term 2.

**SOC 250: SPECIAL TOPIC – RELIGION, IDENTITY AND SOCIAL LIFE (4)**

**Bracey**

This course analyzes religion as it relates to a range of social identities. After reviewing sociological theories of religion, the class considers how trends in religious practice intersect with systems of inequality around the globe. Potential topics include: cis-women's empowerment in conservative Jewish and Islamic traditions; religious adaptations and antiracism in the African Diaspora; queer participation in Eastern traditions; and transnational Christian evangelicalism. Also listed as REL 250. Open to first year students. No prerequisite. Offered Term 1.

**REL 267: AMERICAN RELIGION TO 1860 (4)**

**Department**

Also listed and described as HIST 267S. Not offered in 2014-15. (w, x, DIV, MOD)

**REL 268: AMERICAN RELIGION 1860–2000 (4)**

**Department**

Also listed and described as HIST 268S. Not offered in 2014-15. (w, x, DIV, MOD)

**REL 272: PHILOSOPHY OF RELIGION (4)**

**Downey**

Also listed and described as PHIL 272. Not offered in 2014-15.

**REL 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**REL 318: SEXUAL ETHICS (4)**

**Schumm**

In this course we explore the intersections between sexuality, gender, religion, and ethics. We examine how religious communities articulate moral and ethical responses to a variety of issues pertaining to sexual ethics such as abortion, homosexuality, sex work, transgenderism, sexual assault, abuse, violence, etc. Discussions explore how questions of power, race, gender, and privilege affect the discourse around sexual ethics. A critical component of the course is to allow students to apply the theoretical material they learn in class in a concrete and practical way. Each student is required to participate in a service-learning project with a community-based organization that actively addresses issues that relate to sexual ethics. Also listed as GWS 318. Prerequisite: junior standing. Offered Term 2. (o, DIV)

**REL 327: EARLY CHRISTIANITY (4)**

**Leedom**

Also listed and described as HIST 327. Prerequisite: sophomore standing or permission of the instructor. Not offered in 2014-15. (PRE)

**REL 340: THEORIES OF RELIGION (4)**

**Schumm**

This course examines the historical development and modern understanding of the academic study of religion. The focus of our inquiry will be the problems of methodology implicit in the study of religion. The course draws upon a variety of disciplines whose methods have built the secular study of religion, including anthropology, sociology, literary criticism, feminist theory, and ritual theory. We examine traditional as well as alternative methodological approaches, including perspectives that attend to issues of race, gender, and class. We'll read and discuss concrete examples of how these various theories and methods are applied when studying the world's major religious traditions. Prerequisite: two religion courses, one at the 200 level. Not offered in 2014-15.

**REL 362: SPIRITUAL ACTIVISM (4)**

**Costa**

Also listed and described as GWS 362. Not offered in 2014-15.

**REL 390: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered both terms.

**REL 399: INTERNSHIP (4)**

**Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**REL 490: SENIOR HONORS THESIS (4, 4)**

**Department**

Senior religious studies majors with strong academic records may apply to work for honors recognition by presenting a thesis proposal to the faculty of the department. This project is completed over Fall, Short, and Spring Terms. Prerequisite: senior religious studies major. Application with faculty must be made prior to registration.

# Short Term

## SEMINARS, TRIPS

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Since 1968, Short Term, a four-week period in January, has been a valuable component of the Hollins curriculum. While Short Term has undergone many changes over the years, its basic premise is to provide opportunities that are not normally available during the Fall and Spring Terms. The Short Term also provides students with a distinctive model for learning by emphasizing a focused approach to study. It serves as an avenue for the university to inject fresh courses, programs, and approaches to education into the curriculum.

Short Term offers a rich mixture of programs. Students can choose from one of the following activities that each carry four Short Term credits.

- On-campus seminars
- Travel/study programs
- Supervised internships with businesses or organizations
- Independent study projects
- Senior theses and projects
- Courses from other colleges on a similar calendar

**First-year students may enroll in an on-campus seminar, apply for one of a limited number of competitive local internships through our Career Center, or join a Hollins-sponsored travel/study program. With the exception of the travel program participants, first-year students are required to remain in residence on campus during Short Term.**

## SEMINARS

Students may enroll in any one of the seminars listed below. This seminar series has been designed to investigate new issues or to look at traditional subjects in innovative ways. Complete descriptions (including fees and prerequisites) are located on the Hollins Web site, [www.hollins.edu](http://www.hollins.edu), under Academics, Short Term. The Short Term courses listed below may change and are only a sample of the final offerings.

### SEM 1069: LEARNING NAVIGATION SKILLS

**Derringer**

After you've taken this course, you'll never lose your way again. You'll not only learn to read maps, you'll also learn to navigate using a compass, sextant, and GPS technology. The large and beautiful Hollins campus will be your playground and laboratory. And if this is not enough to convince you to take the course, consider this: Every student will have the opportunity to participate in an exciting capstone experience, a cross-country flight in a light aircraft. In aviation terms, a cross-country flight is a flight between two airports that are at least 50 nautical miles apart. If you choose to participate in the capstone experience, you will do the navigation planning for your flight, and then make the trip with the professor in a plane he co-owns. Costs: TBA.

### SEM 1095 - EXPANDING HORIZONS: ACKNOWLEDGING THE CONTINUUM OF SELF

**McCormick**

This course is an experiential exploration for women who are creating their own leadership roles. We will take a hands-on approach to identifying leadership behaviors and effective communication skills, and explore related concepts such as decision making and change management. A significant portion of the course will be devoted to identifying each student's particular personality temperaments, understanding and appreciating the contrasting temperaments of others, and learning how to use these qualities to become an effective leader and team member. The course is designed to include many experiential activities including a variety of interactive exercises, journaling, participating in a Hollins Outdoor Program adventure, and meeting with a diverse group of women leaders.

### SEM 1098: SNAKES: SCIENCE, SUPERSTITION, & SOCIETY

**Bowers**

Snakes both fascinate and repel. They have remarkable diversity: from the almost toothless egg eating snakes to the Gaboon viper with two-inch long fangs, from the tiny worm snake to the massive reticulated python. Their ability to survive effectively with a limbless body represents a marvelous evolutionary achievement. Snakes have had a profound impact in many cultures; they are representatives of the highest deity as well as of the greatest evil. In the course, we'll explore the many facets of snake biology and mythology. We will study snake diversity, anatomy, and behavior and will have the opportunity to make observations on living snakes. Each student will complete an individual project on snakes that can be primarily artistic or research-related.

### SEM 1140: THE GLOBAL GAME: FUTBOL, POLITICS, AND CULTURE

**Bohland**

This seminar is an introduction to the global importance of the sport of football (soccer to Americans, Canadians, and Aussies). Why does this simple game inspire passion and violence in diverse peoples throughout the world? It is intended as both a primer to the game for those students with little background in the history, culture, and even the rules of the sport as well as a critical examination of the "seedy underbelly" of the world's game. Topics include



hooliganism and Ultra groups, “Soccernomics”, sectarian and nationalist intersections, American exceptionalism, and much more.

#### **SEM 1188: SMART WOMEN: THE FEMALE SCIENTIST IN FILM**

**Gentry**

This course will explore the portrayal of female scientists in movies. We will examine and discuss the particular scientific disciplines and specialties of these women and how this relates to their particular roles. In the first two weeks of the course we will watch films from the 1950s. In the post war era many female scientists were portrayed. The third week showcases female scientists from the seventies and eighties. The final week portrays scientists in the 90s. We will discuss the development of these characters in each of these decades and relate this to changes in both scientific developments as well as societal changes as more women moved into various scientific fields (e.g. the portrayal of female physicists). We will examine the many stereotypes of scientists (smart, nerdy, etc.) and how these apply to women in different social eras.

#### **SEM 1189: THE LOVE STORY**

**Caldwell**

This course will examine the love story. Through exposure to stories in various formats (print, audio, and film), from various cultures and time periods, we will formulate theories about the elements that comprise a love story. Films will include the works of Ang Lee (*Sense and Sensibility*, *Brokeback Mountain*); print work will mostly draw from *My Mistress's Sparrow is Dead*; audio will be novels and podcasts focused on the works of writers such as Edwidge Danticat and Tobias Wolff. The goal is to take different mediums and ask ourselves: what, if anything, unites our ideas about the love story? Using these ideas, students will build a single project in the medium of their choosing based on or related to a work encountered in class. These projects will be submitted for peer and instructor evaluation at the end of class.

#### **SEM 1190: RETURN TO TINKER CREEK: FOLLOWING THE PILGRIM'S PATH**

**Huber**

This course is an investigation of voice through style and will be reading and writing intensive. Discussion will focus on close readings of Anne Dillard's work and an exploration of the Hollins campus (we will be going outside.) Fundamental bookmaking will be incorporated into creative responses.

#### **SEM 1191: WOMEN TAKE ON THE WORLD: WOMEN'S TRAVEL WRITING**

**Preus**

This course will examine travel and place-based writing by both women and men in order to unpack ideas about women's experiences with travel and learn techniques for travel-writing in general. Although we will focus on writing by women, we will read travel essays by men in order to compare and contrast. The course will also spend time discussing the importance of place in writing and the philosophies that stem from a “vagabond” lifestyle—a lifestyle that can be employed across the globe or at home. Students will learn ways in which to make a place and its experiences vivid to readers and will experiment with re-creating their own sense of time and awareness in order to deliberately move through places (either familiar or strange) and experience them for all they are worth. Students will complete writing exercises based on memory and field trips and will compile these along with an extended narrative or “travel essay” as a final portfolio.

### **TRAVEL/STUDY PROGRAMS**

The travel/study programs listed are dependent on sufficient enrollment. Students must contact the instructor at the earliest possible date to express an interest and to learn details about schedules and costs. First-year students may apply to some programs, but every student must be 18 years of age to participate in a travel/study program. Complete descriptions (including fees, dates, and prerequisites) are located on the Hollins Web site, [www.hollins.edu](http://www.hollins.edu), under Academics, Registrar.

#### **TRIP 1004: SPANISH IN SEVILLE**

**Miller**

The Center for Cross-Cultural Studies in Seville, Spain, offers a January Term program which can be taken either on its own or in conjunction with study at the center for the Spring Term. The January Term offers intensive courses in intermediate and advanced Spanish and media and politics in the Franco era. Estimated cost is \$3,200 plus airfare. Application deadline: October 15.

#### **TRIP 1006: FRENCH IN TOURS**

**Miller**

A four-week intensive French language course at the Institut de Touraine. The institute is affiliated with l'Université de Tours in the Loire Valley and enrolls students from all over the world. This program can be undertaken on its own or as preparation for Spring Term on the Hollins Abroad–Paris program. Estimated cost is \$3,000 plus airfare. Application deadline: October 15.

### **TRIP 1020: WORTH SEEING: TRAVELOGUES AND TRANSLATIONS OF GREECE & TURKEY**

**Richter, Salowey**

The areas known today as Greece and Turkey share a long, complicated relationship which has found expression in myth, art, history and the writing of travelers. This travel-study course explores the links by introducing you to the geography of the region, the impressions of select travelers, and the art, culture, and archaeological remains of various historic civilizations: the Greeks, Romans, Byzantines, and Ottomans, as well as the modern cultures of Greece and Turkey. You will also participate in creation of our own multi-media travelogue of our adventures. Sites visited will include but not be limited to Athens, Delphi, Olympia, and Mycenae in Greece, and Izmir, Ephesus, Troy, Gallipoli and Istanbul in Turkey.

### **TRIP 1023: FIELD DANCE STUDY AND PERFORMANCE**

**Bullock**

This Short Term dance course affords students the opportunity to study dance and research performance practices off-site from Hollins University's campus. Students can determine site specific locations for intensive dance studio classes, workshops, seminars and/or include a thorough mapping for attending and researching a series of dance performances. Past site specific locations have included: The American Dance Festival (ADF) Winter Intensive (New York City), Movement Research: MELT Workshops (New York City), and international study abroad programs with the Dance Department (Berlin & Dresden, Germany). Prerequisite: all proposals for study must be approved by the Department Chair.

### **TRIP 1041: JAPANESE CULTURE: CLASSICAL AND MODERN**

**Kumazawa**

The objective of the course is to experience the essence of Japanese culture, art, tradition and life-style in two ancient capitals, Nara & Kyoto, and the current capital, Tokyo, where Japanese Emperors have been lived at each Imperial Palace about for 1300 years. During the trip, students will visit the most famous, representative arts of each historical era at Buddhist temples, Shinto shrines, castles, Imperial palaces and villas, theaters, festivals and museums in the two ancient capitals, Nara and Kyoto, in addition to Tokyo. Students will study both classical and modern Japanese culture, as well as learn how to enjoy Japanese Art and how to discover the aesthetic elements of Japanese tradition, religion and life-style.

### **INDEPENDENT STUDY**

Independent study is an opportunity to explore topics within an academic discipline or area of special interest to the student. Independent study proposals must be discussed with the faculty member directing the study. Application with faculty required prior to registration. Study below the advanced level is numbered 290, and study at the advanced level is numbered 390.

### **INTERNSHIPS**

An internship is a learning opportunity in which the student gains supervised practical experience with a business or organization. Internships can be beneficial in many ways: a good internship can provide the student with specific skills, give her insights into many professions, introduce her to the rigors of the workplace, and allows her to measure her own abilities against the demands of a given profession.

See pages 16 and 32 for a more complete description of Hollins internship opportunities and regulations. This information is also available on the Web site under Academics and Library, Internships, and Student Life/Career Center. The following academic departments/programs have specific Short Term internship guidelines: art, biology, communication studies, computer science, economics and business, education, English, French, gender and women's studies, German, history, physical education/athletics, physics, political science, psychology, sociology, Spanish, theatre, and veterinary medicine.

The Hollins Abroad-London internship program arranges Short Term internships for students in a variety of fields. Fee for internship placement and housing. For more information, see the director of international programs.

# Sociology & Anthropology\*

## MAJOR

**ASSOCIATE PROFESSOR:** LeeRay M. Costa (John P. Wheeler Professor of anthropology and gender and women's studies, on leave Short and Spring Terms)

**VISITING ASSISTANT PROFESSOR:** Shari Valentine

Students who enroll in sociology courses can expect to acquire greater knowledge and an appreciation of social behavior in human groups, organizations, and societies. Sociology students also develop an understanding of social and cultural diversity, the relationship between the individual and society, and social inequality based on race, class, and gender.

\*Note: Hollins does not offer a major or minor in anthropology.

## REQUIREMENTS FOR A MAJOR IN SOCIOLOGY:

12 courses (44 credits)

### CORE COURSES:

- SOC 110: Introduction to Sociology: Perspectives and Methods (4)
- SOC 227: Social Theory (4)
- GPS 214: Qualitative Methods (4)
- GPS 216: Research Methods in Social Sciences and GPS 216L (4, 2)
- GPS 470: Senior Seminar (2)
- GPS 480: Senior Thesis (4) or an Internship (4)

### ELECTIVE COURSES:

- Four additional Sociology courses, two at the 200 level and two at the 300 level (16)
- GPS 121: Foundations of Social Justice (4) **or**  
One 200 or 300 level course from one of the other GPS programs of study (International Studies, Political Science, Religious Studies (4)

## COURSES IN SOCIOLOGY:

### SOC 110: INTRODUCTION TO SOCIOLOGY – PERSPECTIVES AND METHODS (4) Department

An introduction to the field of sociology and its major concepts, theoretical perspectives, and methods of inquiry. The study of human groups, organizations, and societies and their impact on human behavior. Emphasis on the evolution and diversity of human societies. Open to first-year students. No prerequisite. Offered Term 1. (DIV)

### SOC 113: INTRODUCTION TO SOCIOLOGY – INDIVIDUAL IN SOCIETY (4) Department

An introduction to sociology that focuses on the individual's experience of society. Topics of interest will include the formation of personal identity, gender issues, inequality, and the relationship between humanity and technology. Open only to first-year students. No prerequisite. Not offered in 2014-15.

### SOC 215: SOCIOLOGICAL SOCIAL PSYCHOLOGY AND MICROSOCIOLOGY (4) Department

The study of the individual in relation to the social world. The course will focus on personality development, social influence, and the social psychology of gender. Other topics of special interest include attitude formation and change, and the nature of human memory. Not offered in 2014-15. (DIV)

### SOC 227: SOCIAL THEORY (4) Department

Focuses on significant contributions to social theory during the last two centuries. The first section of the course will attend to pre-World War II social theory. The second section will attend to developments since World War II. Open to first-year students. Prerequisite: SOC 110 or SOC 113. Offered Term 2. (w, x, MOD)

### SOC 231: HISTORY OF MODERN SOCIAL THOUGHT (4) Department

This course offers students a historical overview of the development of social theory. Focus on how great social theorists of the past interpreted their own societies, and how their theories became forces for social change. Impact of historical theories and theorists on current perspectives of the social order and of human nature. Open to first-year students with permission. Not offered in 2014-15.

**SOC 234: SOCIAL PROBLEMS (4)****Valentine**

What are social problems and who gets to identify them? What historical, social, political, or global circumstances cause social problems? How do the perceptions of problems and solutions vary cross-culturally? Both global and U.S. social problems will be considered in this course. A wide range of social problems such as globalization, social inequality, access to health care, systems of education, reproductive rights, the environment, human trafficking, or other issues may be discussed in this course. Open to first-year students. No prerequisite. Not offered in 2014-15.  
(w, x)

**SOC 246: THE MODERN INDIVIDUAL THROUGH LITERATURE AND FILM – INDIVIDUALISM, IDENTITY, AND ALIENATION (4)****Department**

Through the examination of selected literary works and films, we will seek to gain a better understanding of the individual's quest for identity in modern/postmodern mass society. What forces combine to construct personal identity in a social world where the influence of family and community continue to decline? Not offered in 2014-15.

**SOC 250: SPECIAL TOPIC – ECOFEMINISM (4)****Valentine**

This course examines domination of gender, class, race and the environment as an interconnected, historical and global matrix. Utilizing the theories and activism of feminism, deep ecology and critical race theory, the course highlights both the problems and solutions in the gendered degradation of the natural world. We examine the consequences of this embedded gendered, racial and class system for individuals, communities and the global collective as well as the impact on other species and natural resources. Also listed as GWS 250. Open to first-year students. No prerequisite. Offered Term 1.

**SOC 250: SPECIAL TOPIC – INDIGENOUS SPIRITUAL PRACTICE (4)****Valentine**

This course explores spiritual tenets and practices of indigenous peoples through both historical and contemporary lenses looking at indigenous peoples from across the globe and examining the role of spiritual practice in the continuity, culture and resistance of indigenous peoples. The course will utilize theories and processes from the sociology of religion. Also listed as REL 250. No prerequisite. Offered Term 2.

**SOC 250: SPECIAL TOPIC – RELIGION, IDENTITY AND SOCIAL LIFE (4)****Bracey**

This course analyzes religion as it relates to a range of social identities. After reviewing sociological theories of religion, the class considers how trends in religious practice intersect with systems of inequality around the globe. Potential topics include: cis-women's empowerment in conservative Jewish and Islamic traditions; religious adaptations and antiracism in the African Diaspora; queer participation in Eastern traditions; and transnational Christian evangelicalism. Also listed as REL 250. Open to first year students. No prerequisite. Offered Term 1.

**SOC 252: ORGANIZATIONAL BEHAVIOR (4)****Munro**

Also listed and described as BUS 252. Prerequisite: BUS 100. Offered Term 2. (MOD)

**SOC 260: RACE, CLASS, AND GENDER - A REFLEXIVE APPROACH (4)****Department**

This course addresses central concepts, theories, and empirical findings found in the sociological literature on structured social inequality. Emphasis is on historical and contemporary U.S. society. Considerable attention is devoted to examining the intersections between issues of cultural diversity and individual biographical experience. Open to first-year students with permission. No prerequisite. Offered Term 2. (DIV, MOD)

**SOC 281: GROUP DYNAMICS (4)****Department**

Study of structure and process in small-group relationships; group development and role formation; decision-making processes; power and conflict in group relationships; control of the individual by the group. Not offered in 2014-15.

**SOC 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**SOC 315: THE COMMUNITY – IN SEARCH OF THE AMERICAN DREAM (4)****Department**

An examination of contemporary social, political, cultural, and economic issues and trends impacting communities. This course provides a forum for the analysis of social conditions that produce problems and solutions in communities and organizations in contemporary American society. Prerequisite: SOC 121 or permission. Not offered in 2014-15.

**SOC 337: COMMUNICATION, SOCIETY, AND INDIVIDUAL IDENTITY (4)****Department**

In this class we will study the self as a social construction of dominant societal means of communication. The focus will be on the manner in which all communication, from interpersonal to mass media, affects individual identity development. Consideration of the specific effect will be on personal identity of the ascendancy of electronic media. Prerequisites: sophomore standing and SOC 110, SOC 113, SOC 132 or permission. Not offered in 2014-15.

**SOC 350: SPECIAL TOPIC – GLOBAL SOCIAL MOVEMENTS (4)****Valentine**

This course examines resistance efforts and activism from locations around the globe applying both social movement theory and social justice paradigms to explore commonalities and distinctions of activism in local and global contexts. We investigate variations of framing, identity, claims, counter resistance and determinations of success and failure on issues such as environmental degradation, violence, women's rights, land and religion. No prerequisite. Offered Term 2.

**SOC 350: SPECIAL TOPIC – RACE AND LAW (4)****Valentine**

This course will center on the historical and contemporary implications causes and consequences of race and the law in the United States. Using sociological, historical and legal methods and theories, the course will uncover the impact of race, and the intersections of race with gender and class, on various groups. The course will examine the social, political and economic effects of structural and legal components on individuals and groups. The student will learn to recognize, analyze and discuss both verbally and in writing the various dimensions of race and law present in aspects of U.S. society. No prerequisite. Offered Term 1. (DIV)

**SOC 390: INDEPENDENT STUDY (2 or 4)****Department**

Individual project work at the advanced level with a member of the sociology department. Application must be made with faculty prior to registration. Offered any term.

**SOC 399: INTERSHIPS (4)****Department**

Application must be made with faculty prior to registration. May be proposed in any term.

**SOC 470: SOCIOLOGY SENIOR SEMINAR (4)****Valentine**

This course is intended to help senior majors envision the range of ways to put their sociological training to good use, with emphasis on enhancing the sociological imagination; identifying various venues, including careers, where they might use sociology daily; applying sociological knowledge and skills to the "real world"; and facilitating the transition from sociology major to practicing sociologist. Prerequisites: SOC 227 and SOC 358. Offered Term 2.

**SOC 490: SENIOR HONORS THESIS (4, 4)****Department**

Senior sociology majors with strong academic records may apply to work for honors recognition by presenting a thesis proposal to the faculty of the department. Work is completed over a full year (Fall, Short, and Spring Terms). Decisions on awards of departmental honor are made at the conclusion of the project. Application must be made with faculty prior to registration.

**COURSES IN ANTHROPOLOGY:****ANTH 145: INTRODUCTION TO ANTHROPOLOGY (4)****Costa**

A beginning course in cultural anthropology, its theory, method, and areas of study. Using films, lectures, and discussion, this course undertakes a cross-cultural exploration of cultural beliefs, practices, and their meanings in a variety of contemporary social contexts. Emphasis will be placed on applying anthropological insights to students' experiences in the U.S. Open to first-year students. No prerequisite. Not offered in 2014-15. (f, w, x, DIV)

**ANTH 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4)****Costa**

Explores the meanings of food and food-related practices in various cultural contexts in relation to structures of power and inequality including those shaped by race, ethnicity, gender, class, nationality, and geography. All students will participate in a community partnership project with a local food organization and volunteer a minimum of 20 hours during the semester. Also listed as ES/GWS 219. Prerequisite: sophomore standing. Not offered in 2014-15. (DIV)

**ANTH 220: LIFE HISTORIES/ SELF-NARRATIVES (4)****Costa**

This course acquaints students with the theory and method of life histories and self-narratives. Students critically examine these concepts, while exploring epistemology, difference, and feminist interpretations of narrative theory. Readings are drawn from diverse cultural and historical contexts. Methodologically, students learn to organize and

conduct life history interviews, transcribe, and present them in written form. Also listed as GWS 220. Prerequisite: ANTH 145, GWS 141, or SOC 110. Not offered in 2014-15. (r, DIV)

**ANTH 242: ANTHROPOLOGY OF GENDER AND SEXUALITY (4)**

**Costa**

This course surveys anthropological approaches toward gender and sexuality from the 1920s to the present. We consider how gender and sexuality are constructed in specific historical and cultural contexts, including Pacific Island societies, Africa, Asia, Europe, and the Americas. Key issues to examine include essentialism/constructivism, non-normative sexualities, genital cutting, intersex, and transgenderism. Also listed as GWS 242. Prerequisite: ANTH 145, GWS 141, GWS 197F, or SOC 110. Not offered in 2014-15. (DIV)

**ANTH 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Individual project work below the advanced level with a member of the sociology department. Application must be made with faculty prior to registration. Offered any term.

**ANTH 312: WOMEN AND SOCIAL MOVEMENTS AROUND THE GLOBE (4)**

**Costa**

In this course we examine voluntary forms of collective action known as social movements from an interdisciplinary perspective. Our emphasis is on women and the ways they have organized on their own and together with men at the local, national, regional, and global levels, both within and across difference. We look at movements organized around human rights, peace and war, race and ethnicity, sexuality, the environment, and development and capitalism in a variety of locales. Also listed as GWS 312. Prerequisites: ANTH 145, GWS 141, or SOC 110, and junior or senior status. Offered Term 1. (o, GLO)

**ANTH 390: INDEPENDENT STUDY (2 or 4)**

**Department**

Individual project work at the advanced level with a member of the sociology department. Application must be made with faculty prior to registration. Offered any term.

# Spanish

## MAJOR, MINOR

**PROFESSOR:** Alison Ridley (Elisabeth Lineberger Ramberg Professor of Modern Languages, chair Modern Languages)

**ASSISTANT PROFESSOR:** Ángel Díaz Miranda

**INSTRUCTORS:** Ellen Burch

**LANGUAGE ASSISTANT:** Maria Neirotti

A student majoring in Spanish at Hollins will be able to express herself articulately in oral and written Spanish, understand and appreciate the cultures and values of the Spanish-speaking world, and exhibit strong analytical skills. Spanish majors are prepared for careers in a variety of fields such as business, marketing, government, international relations, and education. They also have the solid academic background necessary to enroll in graduate programs in Hispanic studies. Our faculty members offer a diverse curriculum in language, literature, and Hispanic cultures, as well as business and special topics courses. During Short Term many majors and minors carry out internships, travel abroad, or undertake independent studies.

Spanish majors are required to study abroad in a Spanish-speaking country. Hollins has an exchange program with the Universidad de Las Américas in Puebla, México (see page 10), and affiliated programs in Argentina, Puerto Rico, Cuba, and three sites in Spain: Seville, Alicante, and Barcelona, through Spanish Studies Abroad (see page 10). These programs offer students a wide variety of courses in literature, culture, political science, international relations, business, and history. Internships may be arranged at the Argentina and Spain sites.

### SPANISH HOUSE, SPANISH LANGUAGE ASSISTANT, AND SPANISH CLUB

*La Casa Hispánica* is a residence for students interested in Spanish and in Hispanic cultures. Each year a native Spanish speaker (usually a Fulbright scholar) comes to Hollins through the Institute of International Education to live in *La Casa* and to teach conversation skills to students in elementary, intermediate, and advanced language classes. This graduate student, who is an invaluable cultural resource, facilitates communication in Spanish and assists students in learning about Hispanic cultures. When active, the Spanish Club organizes and sponsors on-campus events such as film festivals, *tertulias*, and *tapas* nights. Membership is open to all hispanophiles on campus.

### REQUIREMENTS FOR A MAJOR IN SPANISH:

8 courses (32 credits) above the 100 level

- SPAN 236: Spanish Culture and Civilization (4) **or** SPAN 238: Latin-American Culture and Civilization (4)
- SPAN 251: Survey of Spanish Literature I (4)
- SPAN 252: Survey of Spanish Literature II (4) **or** SPAN 266: Survey of Latin-American Literature (4)
- Minimum of four 300- or 400-level courses (16)
- One Spanish elective (4)
- One study abroad experience in a Spanish-speaking country
- Submit an e-portfolio of major work at the end of the last semester before graduation

### REQUIREMENTS FOR A MINOR IN SPANISH:

6 courses (24 credits) above the 100 level

- SPAN 251: Survey of Spanish Literature I (4)
- SPAN 252: Survey of Spanish Literature II (4) **or** SPAN 266: Survey of Latin-American Literature (4)
- At least two 300- or 400-level courses (8)
- Two electives at the 200, 300, or 400 level (8)

A language test given before fall orientation determines placement in Spanish courses. Qualified first-year students may take courses at the 200 level or above.

It is recommended that students round out the Spanish major with complementary courses in areas such as art, history, economics, business, and non-Hispanic languages and literature.

All majors must take at least one 300- or 400-level course during the senior year; 300-level literature courses and SPAN 470 may be taken more than once for credit, provided the content is different. Only independent studies approved by the chair of the modern languages department will count toward the major or minor. SPAN 388: Teaching Foreign Languages, does not count toward the Spanish major or minor because it is taught in English.

Students graduating with a major in Spanish will be able to: 1) express themselves articulately in oral and written Spanish; 2) demonstrate in-depth knowledge and understanding of at least one Hispanic culture; and 3) develop

critical thinking skills in a second language. Senior majors will demonstrate they have achieved these three goals in one of the following ways: 1) by completing the Senior Seminar (SPAN 470), handing in a senior portfolio, and having an exit interview; or 2) by writing and defending a senior thesis, handing in a senior portfolio, and having an exit interview.

## **COURSES IN SPANISH:**

### **SPAN 101, 102: ELEMENTARY SPANISH (4, 4)**

**Burch**

This year-long course is an introduction to conversational Spanish, Hispanic cultures, writing, and grammar. In addition to three hours per week in class, students practice conversational skills for one hour each week with the language assistant. No previous Spanish required. Fulfills the language requirement for those who have not studied Spanish previously. Offered both terms. (LAN)

### **SPAN 110: ACCELERATED ELEMENTARY SPANISH (4)**

**Díaz Miranda**

This elementary-level course condenses one year of Spanish into one semester and is designed for students who have studied Spanish previously but who need a comprehensive review of grammar and vocabulary at the introductory level. Students will learn about Hispanic cultures through readings, films, discussions, and events associated with Hispanic and Latino Heritage Month. In addition to traditional class time, students spend one hour each week with our Spanish language assistant. Fulfills the language requirement for those who have not studied Spanish previously. Prerequisite: placement or permission. Offered term 1. (LAN)

### **SPAN 111, 112: INTERMEDIATE SPANISH (4, 4)**

**Díaz Miranda**

This year-long course is a review of grammar, an expansion of verbal and writing skills, and includes reading of literary selections. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the language requirement for those who have previously studied Spanish. Prerequisite: placement, SPAN 101 and SPAN 102, SPAN 120, or permission. Offered both terms. (LAN)

### **SPAN 121: ACCELERATED INTERMEDIATE SPANISH (4)**

**Ridley**

This course is a review of grammar, an expansion of verbal and writing skills, and includes reading of literary selections. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the language requirement for those who have previously studied Spanish. Prerequisite: placement, excellent performance in SPAN 101 and SPAN 102, SPAN 110, or permission. Offered both terms. (LAN)

### **SPAN 231: CONVERSATION AND COMPOSITION (4)**

**Díaz Miranda**

Focus on writing and speaking skills at an advanced level. Hispanic culture will be highlighted in course materials, student presentations, and writing assignments. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Offered Term 2. (o, GLO)

### **SPAN 236: SPANISH CULTURE AND CIVILIZATION (4)**

**Ridley**

An introduction to the geography, history, art, literature, and society of Spain. Student research will result in two brief papers and two oral presentations. Quizzes are also given. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Offered Term 1. (o, MOD)

### **SPAN 238: LATIN AMERICAN CULTURE AND CIVILIZATION (4)**

**Department**

An introduction to the geography, history, and cultures of Latin America, as well as an overview of its social, political, and economic importance. Student research results in one substantial oral presentation, several short presentations, and a final project. Prerequisites: *q* and placement, SPAN 112, SPAN 121, or permission. Not offered in 2014-15. (o, Q, GLO)

### **SPAN 250: SPECIAL TOPIC – “NOCTURNIDAD Y VUELO”: SURVEY OF MODERN HISPANIC LITERATURE (4)**

**Díaz Miranda**

This course offers an introduction to the literary and cultural production of Spain and Latin America, from the XVIII to the XX century, situating cultural products of the Hispanic world in their contexts of creation and consumption. Students will read and analyze literary texts (short stories, essays, poems) as well as visual works (paintings and films). The emphasis of the course is transatlantic and interdisciplinary. The discussions will focus on both the points of overlap and the divergences between the thought and culture of Latin America and Spain. Prerequisite: SPAN 112, SPAN 121, placement, or permission. Offered Term 1.



**SPAN 250: SPECIAL TOPIC –HIP HOP: AMERICAS (4)****Díaz Miranda**

This course provides an introduction to the study of minoritarian American cultural production as it is traversed by the problematic aspects and the politics of ethnicity and identity in America after the Civil Rights Generation of the 1960s. This course will examine historical and cultural accounts of both African-American and Latino/a voices in Hip Hop. Latinos/as historically have been marginalized and remain outside of the racial-binary discourse constructed in the United States. Hip Hop culture reproduces this erasure. As these voices are incorporated into our study of Hip Hop music, dance, movies, and street art, students will understand how crucial the Latino/a presence has been in Hip Hop cultural productions. After establishing these facts, the course will move into the analysis of new trends in Hip Hop music and culture produced and consumed in Latin America, Spain and the United States. Prerequisite: SPAN 112, SPAN 121, placement, or permission. Offered Term 2.

**SPAN 251: SURVEY OF SPANISH LITERATURE I (4)****Department**

A study of major literary works and authors from the 11th through the 17th centuries. Representative works include *El poema de Mío Cid*, *El libro de buen amor*, *La Celestina*, *Lazarillo de Tormes*, and *Don Quijote*. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2014-15. (PRE)

**SPAN 252: SURVEY OF SPANISH LITERATURE II (4)****Department**

A study of major literary works and authors from the 19th century to the present. Representative authors include Espronceda, Bécquer, Galdós, Unamuno, and García Lorca. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2014-15. (MOD)

**SPAN 266: SURVEY OF LATIN AMERICAN LITERATURE (4)****Department**

Readings from the colonial period through the present. Representative authors include Sor Juana Inés de la Cruz, Echeverría, Martí, Darío, Rulfo, Borges, and Cortázar. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2014-15. (MOD)

**SPAN 290: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

**SPAN 306: SPANISH LITERATURE OF THE GOLDEN AGE (4)****Department**

Each time this course is offered, a different genre, theme, or author is studied. Prerequisite: 200-level survey course or permission. Not offered in 2014-15.

**SPAN 346: TWENTIETH-CENTURY SPANISH LITERATURE (4)****Department**

Each time this course is offered, a different genre, theme, or author is studied. Prerequisite: 200-level survey course or permission. Not offered in 2014-15.

**SPAN 348: TWENTIETH-CENTURY LATIN AMERICAN LITERATURE (4)****Department**

Each time this course is offered, a different genre, theme, or author is studied. Prerequisite: 200-level survey course or permission. Not offered in 2014-15.

**SPAN 350: SPECIAL TOPIC – SPANISH AMERICAN WOMEN THROUGH LITERATURE, ART, AND FILM (4)****Ridley**

In this course we will study prominent women in the arts in Spanish America from the beginning of the 20th century to the present day. Important literary figures will include Julia de Burgos, Rosario Ferré, Gabriela Mistral, Alfonsina Storni, Isabel Allende, Laura Esquivel, Rosario Castellanos, Elena Poniatowska, Daisy Zamora, and Marjorie Agosín. Movie and documentary directors will include: María Luisa Bemberg, Claudia Llosa, Lucrecia Martel, and Lourdes Portillo. Important visual artists will include Frida Kahlo, Remedios Varo, Leonora Carrington, and Violeta Parra. Prerequisite: a 200-level literature or culture course, placement, or permission. Offered Term 1.

**SPAN 355: BASIC BUSINESS SPANISH (4)****Department**

Introduces basic business principles and commercial terminology. Students will learn how to read, write, and translate standard business letters and forms, and how to prepare a curriculum vitae. Most importantly, students learn to interact in the business world of another culture. Prerequisites: q and at least one 200-level course or permission. Not offered in 2014-15. (o, Q, GLO)

**SPAN 375: ADVANCED SPANISH GRAMMAR (4)****Department**

In addition to a comprehensive review of Spanish grammar, students will be introduced to some of the more complex points of the Spanish language. Topics will include syntax, morphology, and lexicon. Open to first-year students with permission. Prerequisite: at least one 200-level course or permission. Not offered in 2014-15.

**SPAN 388: TEACHING FOREIGN LANGUAGES (4)****Spodark**

An examination of language classroom techniques and methodologies of the national standards for foreign language meaning, and of assessment techniques for foreign language skills. Students study pedagogical models (Total Physical Response, the Monitor Model, Rational Direct Method, Communicative Competence, the Proficiency Movement, etc.), and develop individualized approaches for the elementary and secondary level. Students demonstrate practical applications of pedagogical models, review articles on techniques and ideas, receive hands-on training in video, audio, CD-ROM, and Internet resources, and complete a final project on a methodological topic. Taught in English, with examples in other languages. Also listed as GRMN 388 and FREN 388. Prerequisite: junior or senior standing . Does not count as a 300-level course in the Spanish major or minor. Offered Term 2. (I)

**SPAN 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

**SPAN 399: INTERNSHIP (4)****Department**

Application must be made with faculty prior to registration. May be proposed for any term.

**SPAN 470: SENIOR SEMINAR (4)****Ridley**

This seminar provides a capstone experience for Spanish majors and minors. It affords an in-depth study of a particular writer or theme and fosters analytical skills through discussion and writing. At the end of the semester, students will organize a colloquium. Prerequisite: senior standing or permission. Offered Term 2.

**SPAN 480: SENIOR THESIS (4)****Department**

Students have the option of writing a thesis, which will be directed by the department. The thesis serves as a capstone experience. Prerequisite: senior majors or minors. Application must be made with faculty prior to registration. Offered both terms.

**SPAN 490: SENIOR HONORS THESIS (4, 4)****Department**

A student may be invited to write a thesis for departmental honors. For honors candidates the thesis spans the academic year and culminates in a substantial thesis and a formal defense. By invitation.

**ASSOCIATE PROFESSOR:** Ernest Zulia (chair)

**ASSISTANT PROFESSOR:** Todd Ristau

**LECTURERS:** Maryke Barber, Kerry Morgiewicz, Amanda Phillips, Ginger Poole, Amanda Quivey, Jennifer Ruhland

**TECHNICAL DIRECTOR:** John Forsman

**GUEST ARTISTS:** Ann Courtney, Elyse Day Hart, Julie Hunsaker, Felice Proctor, Jessica Redish, John Sailer

While the theatre program at Hollins University is production oriented, our goals are addressed both on stage and in the classroom. Students are encouraged to participate fully in every aspect of theatre production, including acting, design, directing, stage management, and technical production. At the same time, classroom work provides a solid foundation in history, theory, aesthetics, and technique. Across the spectrum of the program, three complementary processes—the individual creative process, the collaborative process, and the critical/analytical process—are developed and nurtured within each student. This approach provides a solid foundation for those wishing to pursue graduate level work in theatre, professional theatre apprenticeships, or professional theatre work. It also prepares students for any environment where creative problem solving, collaboration, and research/analysis skills are valued. The major and minor are also highly compatible with dance, English, film, history, philosophy, communication studies, leadership, and other majors.

## **REQUIREMENTS FOR A MAJOR IN THEATRE:**

14 courses (48 credits)

### **CORE REQUIREMENTS: (36)**

- THEA 113: Script Analysis (4)
- THEA 151: Stagecraft (4)
- THEA 160: Performance and Production Workshop (1 or 2)
- THEA 161: Acting Dynamics (4)
- THEA 250: Special Topic - Design/Technology (2)
- THEA 250: Special Topic - Performance (2)
- THEA 252: Scene Design (4) **or** THEA 253: Lighting Design (4) **or** THEA 255: Costume Design (4)
- THEA 263: History of Western Theatre I (4)
- THEA 264: History of Western Theatre II (4)
- THEA 470: Senior Seminar (2) **and** THEA 480: Senior Project (2)  
**or** THEA 490: Senior Honors Project (2, 2)

### **THREE COURSES (12) FROM:**

- THEA 251: Drafting (4)
- THEA 252: Scene Design (4)
- THEA 255: Costume Design (4)
- THEA 261: Contemporary Scene Study (4)
- THEA 361: Classical Scene Study (4)
- THEA 363: Directing (4)
- THEA 364: Playwriting (4)

## **REQUIREMENTS FOR A MINOR IN THEATRE:**

7 courses (24 credits)

- THEA 113: Script Analysis (4)
- THEA 151: Stagecraft (4)
- THEA 160: Performance and Production Workshop (2)
- THEA 161: Acting Dynamics (4)
- THEA 250: Special Topic (2)
- THEA 252: Scene Design (4) **or** THEA 253: Lighting Design (4) **or** THEA 255: Costume Design (4)
- THEA 263: History of Western Theatre I (4) **or** THEA 264: History of Western Theatre II (4)

## **COURSES IN THEATRE:**

### **THEA 113: SCRIPT ANALYSIS (4)**

**Ristau**

Introduction to script analysis techniques from the varying perspectives of designers, directors, actors, and playwrights. Through the examination of several plays, students learn to analyze a theatrical script for production. Open to first-year students. No prerequisite. Offered Term 1. (AES)

### **THEA 151: STAGECRAFT - WOMEN WITH POWER TOOLS (4)**

**Forsman**

An introduction to technical theatre, emphasizing the development of basic knowledge and craftsmanship necessary for scenery construction, stage lighting, and backstage crew assignments. Students will gain practical lab experience through work on the semester project. Intended primarily for first-year students and sophomores, with preference to theatre majors for whom it is required. Course fee is required. Prerequisites: *q* and permission of instructor. Lab fee: \$75-100. Offered Term 1. (Q, CRE)

### **THEA 156: THEATRE APPRECIATION (4)**

**Zulia**

Emphasizes the appreciation and evaluation of theatre in production. The course examines, at the introductory level, the functions of playwrights, actors, directors, and designers in the production process. Students are required to attend several evening performances (which may extend beyond designated class time) and to view theatre productions on videotape. Lab fee for theatre tickets. Open to first-year students. No prerequisite. Lab fee: \$150-185. Offered Term 2. (AES)

### **THEA 157: THEATRICAL DESIGN – THROUGH THE LOOKING GLASS (4)**

**Quivey**

This introductory course will take you through the visual landscape of theatre design. Explore the processes, technologies, and aesthetics of costume, scenery, and lighting design through historical and contemporary theatre practice. Enjoy the collaborative process with fellow students as you enter the world of the play through visual imagery to create production elements that reflect a cohesive artistic vision inspired by the script. Open to first-year students. No prerequisite. Lab fee: \$75-100. Not offered in 2014-15.

### **THEA 160: PERFORMANCE AND PRODUCTION WORKSHOP (1 or 2)**

**Forsman, Zulia**

Departmental workshop. Open to students interested in working in any phase of the semester theatre production. Work may include acting, set construction, lighting, sound, box office, stage management, etc. May be repeated for credit. Students must come to auditions and be assigned a role (either on stage or backstage) before registering for THEA 160 credit. Theatre faculty determine amount of registered credit. Open to first-year students. Offered both terms. (CRE)

### **THEA 161: ACTING DYNAMICS (4)**

**Department**

An introduction to the craft of acting from the perspective of freeing the creative spirit. This approach involves exercises in movement, voice, and imagination with an emphasis on improvisation and class participation, plus monologue and scene work. This course is intended to assist the student in tapping her own creativity and to open the student to a broader awareness of the art of acting. Open to first-year students. No prerequisite. Offered Term 1. (CRE)

### **THEA 163: AMERICAN MUSICAL THEATRE (4)**

**Wahl-Fouts**

A critical review of musical theatre from the 18th century to present. Styles, forms, and social and artistic significance are discussed. Open to first-year students. No prerequisite. Also listed as MUS 163. Offered Term 1. (AES)

### **THEA 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)**

**Krause**

Also listed and described as ART 175. Not offered in 2014-15. (*r*)

### **THEA 210: STAGE MAKEUP (4)**

**Quivey**

This is a studio course in which students get hands-on experience at how to manipulate the materials of stage makeup on the canvas of a human face. Projects include age, injuries, animals, and fantasy characters among others. Students may also work with latex prosthetics. Lab fee: \$50-90. Open to first-year students. Not offered in 2014-15. (CRE)

### **THEA 212: ACTING STUDIO – VOICE, BODY, AND TEXT (4)**

**Department**

In this studio course, students will build their actor's toolbox as they learn to develop and integrate their physical and vocal instruments through various theatre techniques. Skills will be synthesized into a final showcase performance.

This class enhances the work of dancers, actors, singers, poets, and anyone who stands before an audience. No prerequisite. Open to first-year students. Not offered in 2014-15. (CRE)

**THEA 235: COSTUME CONSTRUCTION (4)**

**Department**

The costume shop is often thought of as the heart of a theatre. This fun, hands-on course will provide an introduction to equipment, procedures, and personnel in the design and execution of costumes for theatrical productions. Course will teach basic construction techniques with a series of projects, each building in difficulty and using a different patterning approach. There will be as much hands-on practice as possible, as this is a craft learned by doing. Quality garments will be produced utilizing machine and manual industry sewing and pattern and draping techniques. Open to first-year students. No prerequisite. Offered Term 1.

**THEA 245: ADVANCED THEATRE TECHNOLOGIES (4)**

**Forsman**

Designed as an expansion of Theatre 151, Advanced Theatre Technologies will focus on filling the gap between theatrical design and its implementation. This course will also serve to expose students to creative technical solutions to design challenges in theatre. Areas of focus include use of video projectors, lighting, sound, computers, q-lab and scenic automation equipment. Lab fee" \$100. Open to first-year students. Prerequisite: THEA 151. Offered Term 2.

**THEA 247: MUSICAL THEATRE PERFORMANCE WORKSHOP (4)**

**Morgiewicz, Zulia**

Musical theatre performance styles will be explored and presented in a musical review at the end of the semester in the studio lab theatre. Each student will study performance techniques, then learn, polish, and perform two solos from Broadway musicals, as well as choreography in the style of prominent choreographers. Additional written and research work required. Special lab fee required. Open to first-year students. No prerequisite. Not offered in 2014-15. (CRE)

**THEA 249: DESIGN LAB (2)**

**Department**

Students work closely with the set, lighting, or costume designer, helping to produce the design for the current semester's production and assisting with the design/planning for the next production. Duties/projects may include painting, shopping, crafts, attending fittings or rehearsals, researching images, sketching, and more. Prerequisite: sophomore standing and permission of department chair. May be repeated for credit (course limit of three). Not offered in 2014-15.

**THEA 251: DRAFTING FOR THE THEATRE (4)**

**Forsman**

Designed to teach the basic principles and practices of executing technical drawings as they relate to scenic and lighting design. Prerequisite: permission of instructor. Lab fee: \$75. Not offered in 2014-15.

**THEA 252: SCENE DESIGN (4)**

**Quivey**

Students will engage in the processes used in designing environments for production of theatrical texts. Script-based projects include development of graphics skills such as drafting, rendering techniques, and model making, as well as concept development and collaboration. No prerequisite. Lab fee: \$50-70. Not offered in 2014-15. (o, CRE)

**THEA 253: LIGHTING DESIGN (4)**

**Courtney**

Students examine the potentials and problems of theatrical lighting through lab exploration with standard industry equipment. These studies are applied to script-based design projects that include development of all the technical support information needed to produce a design. Prerequisite: q. Lab fee: \$40-60. Offered Term 1. (Q, CRE)

**THEA 255: COSTUME DESIGN (4)**

**Department**

Students study the special challenges of designing costumes for the stage, focusing on character analysis and the potentials of different fabrics. Development of graphics skills include figure drawing, rendering techniques, and collage. No prerequisite. Lab fee: \$50-100. Offered Term 2. (o, CRE)

**THEA 256: PROPS CRAFTING (2)**

**Quivey**

Learn the tricks of the trade for creating properties for the stage. Students learn to think creatively to see items not only for their intended uses, but for the possibilities of what they could become. Projects include creating imitation stained glass, building and upholstering furniture, painting faux finishes, turning trash into treasures, and more. Prerequisite: THEA 151 or permission of instructor. Lab fee: \$75-100. Not offered in 2014-15. (CRE)

**THEA 257: TECHNICAL THEATRE LAB (2)**

**Forsman**

Under guidance of the theatre technical director, students take on leadership roles for the semester production. Opportunities include: assistant technical director, stage manager, and master electrician. Prerequisite: sophomore

standing and permission of department chair. May be repeated for credit (course limit of three). Lab fee: \$25-60. Not offered in 2014-15.

**THEA 258: VIEWPOINTS (2)**

**Department**

Study, practice, and application of the Viewpoints technique, which includes a training discipline for performers, a technique for improvisation, a process for collaborative creativity, a tool for staging, and a language for communication among artists. The Viewpoints offer a method for performers to exercise all muscles—physical, imaginative, and emotional—resulting in increased observational abilities and responsiveness. Open to first-year students. No prerequisite. May be repeated for credit. Not offered in 2014-15. (CRE)

**THEA 259: SCENE PAINTING (4)**

**Department**

A studio class in which students study and practice the basic techniques used in theatrical scene painting. Students are expected to develop an understanding of these techniques, as well as how to combine them effectively on advanced projects. Topics range from basic brush techniques, to paint-mixing skills and ratios, to color matching from primary sources, to exercises in graphic layout on the large scale. Prerequisite: q. Lab fee: \$100-130. Not offered in 2014-15. (Q, CRE)

**THEA 261: CONTEMPORARY SCENE STUDY (4)**

**Poole**

Using the work done in Acting Dynamics and/or Script Analysis as a foundation, this course focuses on the analysis of contemporary scenes and characters, and on performance techniques used to bring those analyses to life on stage. Daily scene work. Prerequisite: THEA 113 or THEA 161. Offered Term 2. (o, CRE)

**THEA 262: NON-WESTERN THEATRE (4)**

**Barber**

Students explore major historical and contemporary theatre forms that have as their basis something other than Greek and Roman foundations. Topics include drama from the African continent, India, China, and Japan. No prerequisite. Offered Term 2. (r, AES, GLO)

**THEA 263: HISTORY OF WESTERN THEATRE I (4)**

**Ristau**

A survey of the history of the theatre from its origins to the 18th century, including the study of the dramatic literature of each period. Open to first-year students. No prerequisite. Offered Term 1. (r, AES, PRE)

**THEA 264: HISTORY OF WESTERN THEATRE II (4)**

**Ristau**

A survey of the history of the western theatre from the late 19th century to the present, focusing primarily on trends from the 20th century, and including the study of a broad range of dramatic literature. Open to first-year students. No prerequisite. Not offered in 2014-15. (r, AES, MOD)

**THEA 276: PHILANTHROPY AND THE ARTS (4)**

**Krause**

Also listed and described as ART 276. No prerequisite. Offered Term 2.

**THEA 290: INDEPENDENT STUDY (2 or 4)**

**Department**

Independent study below the advanced level. Application with faculty approval required for registration. Offered any term.

**THEA 361: CLASSICAL SCENE STUDY (4)**

**Department**

An advanced acting class focusing on period styles and an actor's approach to the classics. Scene study includes the plays of Ancient Greece, Shakespeare, Moliere, and the Restoration. Prerequisite: THEA 261. Not offered in 2014-15. (CRE)

**THEA 363: DIRECTING (4)**

**Zulia**

An introduction to the creative and aesthetic challenges faced by the director. Included are an examination of the director's relationship to the text, the actor, and the audience. The approach is both theoretical and practical, involving reading, class exercises, papers, and attendance at theatre events. The work culminates in the directing of a one-act play as a final project. Prerequisites: THEA 252 and THEA 261. Offered Term 1. (CRE)

**THEA 364: PLAYWRITING (4)**

**Ristau**

An introductory workshop in the creation and development of scripted material for the stage. Each week students explore a different theatrical element through written exercises. Each student's work culminates in the writing of a one-act or full-length play. Students also read selected contemporary plays that provide models for meeting the challenges inherent in writing for the stage. Prerequisite: THEA 113, THEA 263, THEA 264 or permission. Offered Term 2. (w, CRE)

**THEA 390: INDEPENDENT STUDY (2 or 4)****Department**

Independent study at the advanced level. Application with faculty approval required for registration. Offered any term.

**THEA 470: SENIOR SEMINAR (2)****Zulia**

Senior theatre majors shape and define their individual creative visions and explore marketing tools to promote that vision within the theatre industry. Offered Term 1.

**THEA 480: SENIOR PROJECT (2)****Zulia**

Senior theatre majors are required to enroll for a project in the senior year. Prerequisite: THEA 470. Offered Term 2.

**THEA 490: SENIOR HONORS PROJECT (2, 2)****Zulia**

Juniors with a 3.0 average in the major or by invitation of the faculty may apply for an honors project to be completed in the senior year during Term 1, Short Term, and Term 2. Corequisite: THEA 470.

**ALPHA PSI OMEGA**

The Drama Association consists of student actors, directors, designers, and technicians who seek to stimulate dramatic activities on campus and to assist in the staging of all departmental workshops and major productions as well as productions of visiting dramatic groups. The Drama Association offers an opportunity for involvement in the theatrical events and stage works of all types to all interested members of the Hollins community. Apprenticeship is available to every person expressing an interest in the organization, and membership is earned by subsequent work on productions.

# University Courses

## SUPPORT COURSES

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### **UNIV 210: UNIVERSITY PUBLICATION – *HOLLINS COLUMNS* (1 or 2)**

**Department**

Work on the staff of *Hollins Columns* for elective credit only. Students may repeat this course (combined with UNIV 220) for a maximum of eight credits while at Hollins. Pass/fail grading only. Not offered in 2014-15.

### **UNIV 220: UNIVERSITY PUBLICATION – *SPINSTER* (1 or 2)**

**Department**

Work on the staff of the *Spinster* for elective credit only. Students may repeat this course (combined with UNIV 210) for a maximum of eight credits while at Hollins. Pass/fail grading only. Not offered in 2014-15.

### **UNIV 230: RESPONDING TO STUDENT WRITING – TUTORING THEORY AND PRACTICE (2)Stevens**

Designed to help students develop an understanding of one-on-one writing tutorials through research and hands-on experience. Students read and write about the dynamics of tutoring writing across the curriculum and examine relevant scholarship in composition, writing center theory, and writing across the curriculum. Observation of tutoring sessions is an integral part of the course. Prerequisite: sophomore standing and permission. Offered Term 2.

### **UNIV 240: TUTORING THEORY AND PRACTICE FOR QUANTITATIVE REASONING ACROSS THE CURRICULUM (2)**

**Levering**

This course provides concepts, strategies, and techniques for reinforcing quantitative reasoning skills on an individual basis. The goal is to provide potential tutors with the necessary tools and understanding to assist students in overcoming their fear of mathematics. Observation of tutoring sessions, as well as hands-on tutoring experience is a vital part of the course. Prerequisite: permission. Offered Term 2.

### **UNIV 260: UNIVERSITY PUBLICATION – HUTV (2)**

**Simpkins**

Students will learn how to run the HUTV studio. They will plan, develop, and present on-air variety programming. No experience necessary! Students may repeat this course for a maximum of eight credits while at Hollins. Pass/fail grading only. Open to first-year students. Offered both terms.



# Faculty 2014-15

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**JENNIFER D. ANDERSON**, Associate Professor of Art; B.F.A., East Tennessee State University; M.F.A., The University of Georgia. 2010.

**T. J. ANDERSON III**, Associate Professor of English; B.A., University of Massachusetts; M.F.A., University of Michigan; Ph.D., State University of New York–Binghamton. 1998.

**APRIL ASBURY**, Visiting Assistant Professor of English; B.A., Emory & Henry College; M.A., Hollins College; M.F.A., Spalding University. 2012.

**JEANETTE BARBIERI**, Assistant Professor of Political Science; B.A., Hampshire College; M.A., University of London; M.A., Ph.D., University of Southern California. 2007.

**RATHIN BASU**, Assistant Professor of Business (part time); B.S., M.S., University of Calcutta; M.A., Ohio University; Ph.D., Virginia Tech. 2000.

**ANNA BAYNUM**, Associate Professor of Education; B.A., Guilford College; M.Ed., Ph.D., University of Virginia. 2006.

**REBECCA L. BEACH**, Dean of Academic Services and Associate Professor of Biology; B.S., University of Arizona; M.S., University of Connecticut–Storrs; Ph.D., University of Texas at Austin. 1994.

**JACK BEAL**, Fellow of Hollins University; attended College of William and Mary, School of the Art Institute of Chicago, University of Chicago; D.Litt., Hollins College. 1993.

**LAWRENCE C. BECKER**, Fellow of Hollins University; B.A., Midland College; M.A., Ph.D., University of Chicago. 1965.

**LARRY BLANKENSHIP**, Lecturer in Computer Science (adjunct); A.S., Southwest Virginia Community College; B.S., B.A., Virginia Tech; M.A.L.S., Hollins University. 2005.

**SANDRA BOATMAN**, Professor of Chemistry; B.A., Rice University; Ph.D., Duke University. 1967.

**JON DONALD BOHLAND**, Associate Professor in International Studies; B.A., James Madison University; M.A., Syracuse University; Ph.D., Virginia Tech. 2001.

**BONNIE B. BOWERS**, Professor of Psychology; B.A., Ph.D., University of Tennessee. 1992.

**GLENN E. BRACEY, II**, Visiting Instructor of Sociology; B.A., University of Florida; M.S. and Ph.D. candidate, Texas A&M University. 2014-2015 only.

**VLADIMIR BRATIC**, Associate Professor of Communication Studies; B.A., Palacky University; M.A., Ph.D., Ohio University. 2006.

**PATRICIA BROKKEN**, University Registrar and Director of Institutional Research; B.A., Coe College. 2014.

**CARRIE BROWN**, Distinguished Chair in Creative Writing; B.A., Brown University; M.F.A., University of Virginia. 2012.

**JEFFERY NORMAN BULLOCK**, Associate Professor of Dance and Director of M.F.A. in Dance; M.F.A., University of Iowa. 2004.

**LISA BULAWSKY**, Frances Niederer Artist-in-Residence; B.A., University of California, Santa Cruz; M.F.A., University of Kansas. 2014-2015 only.

**ELLEN BURCH**, Visiting Instructor of Spanish (adjunct); B.S. and M.S., University of Wyoming; M.A., Indiana University. 2010.

**JULIE M. CLARK**, Associate Professor of Mathematics and Statistics; B.S., Davidson College; M.S., Ph.D., University of Virginia. 2001.

**ALIA HUANG CLARK**, Visiting Professor of Chemistry, Mathematics and Statistics, and Computer Science; B.A., Hollins University; M.A. and Ph.D., Purdue University. 2014-2015 only.

**JUDITH A. CLINE**, Professor of Music; B.Mus., Drake University, M.Mus., University of Southern California, Ph.D., Washington University. 1992.

**PETER F. COOGAN**, Associate Professor of History; B.A., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill. 1988.

**LEERAY COSTA**, John P. Wheeler Professor of Gender and Women's Studies; B.A., University of California, San Diego; M.A., New York University; Ph.D., University of Hawaii at Manoa. 2001.

**REBECCA R. COX**, Associate Professor of Education; B.A., Earlham College; M.A., Ph.D., Indiana University. 2002.

**CASIMIR DADAK**, Professor of Finance and Economics; M.A., Academy of Economics; Ph.D., Fordham University. 1999.

**KELLY DERRICK**, Visiting Lecturer in Religion (adjunct); B.A., University of Virginia; M.Div., Lutheran Theological Southern Seminary. 2011.

**DANIEL R. DERRINGER**, Associate Professor of Chemistry; B.A., Kalamazoo College; Ph.D., Purdue University. 1990.

**ANGEL M. DIAZ MIRANDA**, Assistant Professor of Spanish; M.A., University of Connecticut; Ph.D., Emory University. 2014.

**CAREN L. DIEFENDERFER**, Professor of Mathematics; A.B., Dartmouth College; M.A., Ph.D., University of California, Santa Barbara. 1977.

**RICHARD H. W. DILLARD**, Susan Gager Jackson Professor of Creative Writing and Professor of English; B.A., Roanoke College; M.A., Ph.D., University of Virginia. 1964.

**JENNIFER M. DONNALLY**, Visiting Assistant Professor of History; B.A., University of Kansas; M.A. and Ph.D., University of North Carolina at Chapel Hill. 2014.

**JAMES PATRICK DOWNEY**, Associate Professor of Philosophy; B.A., M.A., Ph.D., University of Virginia. 1995.

**JOHANNA RUTH EPSTEIN**, Assistant Professor of Art; B.A., Oberlin College; M.A., Ph.D., New York University Institute of Fine Arts. 2008.

**JEAN M. FALLON**, Berry Professor of Liberal Arts and Professor of French; B.A., Bridgewater College; M.A., Ph.D., University of Virginia. 1990.

**RICHARD E. B. FOSTER**, Lecturer in Business (adjunct); B.A., Gettysburg College; J.D., Marshall-Wythe School of Law, College of William and Mary. 1989.

**KRISTI STROUD FOWLER**, Associate Professor of Education and Director of Education Programs; B.A., M.Ed., Ph.D., University of Virginia. 2001.

**GEORGE FREDRIC FRANKO**, Professor of Classical Studies; B.A., College of William and Mary; M.A., Ph.D., Columbia University. 1993.

**SONDRA FRECKELTON**, Fellow of Hollins University; attended School of the Art Institute of Chicago; D.Litt., Hollins College. 1993.

**BRIAN GENTRY**, Visiting Assistant Professor of Physics; B.S., Temple University; Ph.D., University of Leipzig, Germany. 2013.

**AMY GERBER-STROH**, Associate Professor of Film; B.A., Pennsylvania State University; M.F.A., California Institute of the Arts. 2007.

**MICHAEL E. GETTINGS**, Associate Professor of Philosophy; B.S., College of William and Mary; M.A., C. Phil., Ph.D., University of California–Santa Barbara. 1999.

**RENEE DENISE GODARD**, Janet W. Spear Chair in Biology and Professor of Biology; B.S., Guilford College; Ph.D., University of North Carolina at Chapel Hill. 1994.

**PATRICIA “TRISH” WEBB HAMMER**, Vice President for Academic Affairs and Professor of Mathematics; B.S., M.S., Ph.D., Virginia Tech. 1990.

**CATHRYN HANKLA**, Professor of English; B.A., M.A., Hollins College. 1982.

**GENEVIEVE HENDRICKS**, Visiting Assistant Professor of Art, B.A., University of Pennsylvania; M.A. and Ph.D., New York University. 2014.

**RICHARD HENSLEY**, Lecturer in Art (adjunct); B.F.A., Kansas City Art Institute; M.F.A., Rhode Island School of Design. 2004.

**PABLO HERNANDEZ**, Associate Professor of Economics; B.A., Universidad de las Américas; M.A., Ph.D., University of Notre Dame. 2007.

**RYAN D. HUISE**, Assistant Professor of Biology; A.S., Utah Valley University; B.S., Brigham Young University; M.Phil., Ph.D., City University of New York. 2009.

**LORI J. JOSEPH**, Associate Professor of Communication Studies; B.A., Montana State University–Billings; M.A., Ph.D., University of Kansas. 2000.

**PAULINE KALDAS**, Associate Professor of English; B.A., Clark University; M.A., University of Michigan; Ph.D., State University of New York–Binghamton. 1999.

**BANSI L. KALRA**, Professor of Chemistry; B.Sc., M.Sc., Panjab University; Ph.D., University of Saskatchewan. 1980.

**GINA KOHLER**, Visiting Assistant Professor of Dance and Assistant Director of the MFA Dance Program; B.F.A., Kent State University; M.F.A., Hollins University. 2014.

**WILLIAM C. KRAUSE**, Associate Professor of Music (part time); B.A., Santa Clara University; M.M., University of Southern California; Ph.D., Washington University. 2004.

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**JEANNE LARSEN**, Professor of English; B.A., Oberlin College; M.A., Hollins College; Ph.D., University of Iowa. 1980.

**GEORGE W. LEDGER**, Professor of Psychology; B.A., Edinboro University of Pennsylvania; M.A., Ph.D., University of Notre Dame. 1982.

**JOE W. LEEDOM**, Ruth Alden Doan Endowed Chair in History and Professor of History; B.A., University of Wyoming; Ph.D., University of California, Santa Barbara. 1981.

**ERIN LEVERING**, Visiting Lecturer of Mathematics and Director of the Quantitative Reasoning Center; B.S. and M.A.Ed., Virginia Polytechnic and State University. 2012.

**LISA C. LLOYD**, Lecturer in Business (adjunct); B.S., M.S., Virginia Tech. 2004.

**EDWARD A. LYNCH**, Professor of Political Science; B.A., St. Joseph's University; M.A., Ph.D., University of Virginia. 1991.

**BARBARA J. MACKIN**, Lecturer in Music (adjunct); B.Mus., M.Mus., University of Alberta, Edmonton. 2003.

**WILLIAM MANNINO**, Acting Director of Athletics and Chair of Physical Education Department, Head Golf Coach and Instructor of Physical Education; B.A., Temple University. 2007.

**MATTHEW MARSHALL**, Visiting Assistant Professor of Film; A.A., Nassau Community College; B.L.S., University of Mary Washington; M.A.L.S., M.F.A., Hollins University. 2011.

**REBECCA MCCLANAHAN**, Louis D. Rubin Writer-in-Residence; B.A., California State University; M.A.T. and Ph.D., University of South Carolina. 2014-2015 only.

**RICHARD MICHALSKI**, Paula Pimlott Brownlee Associate Professor of Psychology; B.A., Ph.D., Florida Atlantic University. 2004.

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**THORPE MOECKEL**, Associate Professor of English, Director of Graduate Program and Undergraduate Sequence in Creative Writing, and Director of The Jackson Center for Creative Writing; B.A., Bowdoin College, Brunswick; M.F.A., University of Virginia. 2005.

**MARILYN F. MORIARTY**, Professor of English; B.A., M.A., University of Florida, Gainesville; Ph.D., University of California–Irvine. 1992.

**KARI K. MUNRO**, Visiting Assistant Professor of Business; B.A., University of California; J.D., University of Virginia School of Law; M.A., University of Michigan; Masters of Laws candidate, Duke University School of Law. 2013.

**KATHLEEN D. NOLAN**, Professor of Art; B.A., Vanderbilt University; M.A., Ph.D., Columbia University. 1985.

**RACHEL MARIE NUÑEZ**, Associate Professor of History and Batten Chair; B.A., Rice University; M.A., Ph.D., Stanford University. 2008.

**JONATHAN GUY OWENS**, Director of Hollins Outdoor Program and Instructor of Physical Education; B.S., Western Carolina University; M.S., Radford University. 2001.

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**ELIZABETH POLINER**, Assistant Professor of English; A.B., Bowdoin College; J.D., University of Virginia School of Law; M.F.A., American University. 2008.

**DONNA POLSENO**, Lecturer in Art (adjunct); B.F.A., Kansas City Art Institute; M.A.T., Rhode Island School of Design. 2004.

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**ROBIN L. RAMIREZ**, Head Soccer Coach and Instructor of Physical Education; B.S., Fordham University. 2014.

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**ALISON J. RIDLEY**, Elisabeth Lineberger Ramberg Professor of Spanish; B.A., M.A., Ph.D., Michigan State University. 1991.

**TODD RISTAU**, Assistant Professor of Theatre and Director of M.F.A. Program in Playwriting; B.A., M.F.A., University of Iowa; M.A., Hollins University. 2006.

**CHRISTINA A. SALOWEY**, Professor of Classical Studies; B.S., B.A., Muhlenberg College; M.S., Rensselaer Polytechnic Institute; M.A., Tufts University; M.A., Ph.D., Bryn Mawr College. 1996.

**ANNETTE SAMPON-NICOLAS**, Professor of French; Diplôme Supérieur de Français, Université de Lille; B.S., M.A., Ph.D., University of Wisconsin–Madison. 1985.

**DARLA SCHUMM**, Associate Professor of Religious Studies; B.A., Goshen College; M.A., Pacifica School of Religion; M.A., Ph.D., Vanderbilt University. 2001.

**ELISE SCHWEITZER**, Assistant Professor of Art; B.F.A., University of Pennsylvania; M.F.A., Indiana University. 2013.

**JENNIFER SHAMY**, Lecturer in Education (adjunct); B.A., University of Wisconsin–Madison; M.A.T., Hollins University. 2002.

**MEIGHAN L. SHARP**, Visiting Instructor of English (adjunct); B.A., Linfield College; M.Ed., University of South Carolina; M.F.A., Hollins University. 2014-2015 only.

**WILLIAM SHOOK**, Head Volleyball Coach and Instructor of Physical Education; B.S., University of Maryland. 2012.

**EDWINA SPODARK**, Professor of French; B.A., Northern Illinois University; M.A., Marquette University; Ph.D., Northwestern University. 1982.

**JONATHAN D. STOLTZFUS**, Visiting Assistant Professor of Biology; B.S., Messiah College; Ph.D. candidate, University of Pennsylvania. 2013.

**ROBERT M. SULKIN**, Professor of Art; B.A., University of North Carolina at Chapel Hill; M.A., M.F.A., University of Iowa. 1980.

**SUSAN L. THOMAS**, Associate Professor of Political Science and Gender and Women's Studies; B.A., California State Polytechnic University; M.A., Ph.D., University of California, Riverside. 1995.

**ERIC TRETHEWEY**, Professor of English; B.A., Kentucky State University; M.A., University of New Orleans; Ph.D., Tulane University. 1985.

**DEMETRI P. TSANACAS**, Lecturer in Business (adjunct); B.A., Montclair State College; M.A., Rutgers State University; Ph.D., Rutgers Graduate University. 2007.

**SHARI VALENTINE**, Visiting Instructor of Sociology; B.S. and M.A., University of Houston Clear Lake; Ph.D. candidate, Texas A&M University. 2013.

**CARLOS A. VARGAS-ALVAREZ**, Visiting Assistant Professor of Physics; B.S., University of Puerto Rico; M.S., San Diego University; Ph.D., University of Wyoming. 2014-2015 only.

**RICHARD WAGGONER**, Sports Information Director and Instructor of Physical Education; B.B.A., Roanoke College. 2006.

**SHELBY L. WAHL-FOUTS**, Director of Choral Activities and Assistant Professor of Music; B.M.A., DePauw University; M.M., Butler University; D.A., Ball State University. 2010.

**JILL M. WEBER**, Associate Professor of Communication Studies; A.A., McHenry County College; B.A., Ripon College; M.A., Ph.D., Pennsylvania State University. 2008.

**AMY S. WHITE**, Lecturer in Biology (adjunct); B.S., James Madison University; M.S., Medical College of Virginia. 2001.

**C. MORGAN WILSON**, Associate Professor of Biology; B.S., Hampden-Sydney College; M.S., Virginia Tech; Ph.D., University of Mississippi. 2002.

**ERNEST ZULIA**, Associate Professor of Theatre; B.A., SUNY-Geneseo; M.F.A., Northwestern University. 2005.

*Date after degree(s) indicates first year at Hollins*

## Faculty Emeriti

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**JAMES B. ALLEN**, Professor of Computer Science Emeritus; B.S., U.S. Military Academy; M.S., Johns Hopkins University; M.S.B.A., Boston University; M.S., Polytechnic University.

**JOHN W. ATWELL, JR.**, Professor of Russian and History Emeritus; B.A., Washington and Lee University; M.A., University of Washington; Ph.D., Princeton University.

**MARJORIE T. BERKLEY**, Professor of Physical Education Emerita; B.S., Madison College; M.S., University of Tennessee.

**JACQUES BOSSIERE**, Professor of French Emeritus; Licence-es-Lettres; Diplome d'Études Supérieures; B.Th., Catholic University of Paris; Docteur-es-Lettres, Laval University.

**KAY R. BROSCART**, Professor of Sociology Emerita; B.S., Kent State University; M.P.H., M.A., Ph.D., Yale University.

**CLAUDE CAUJOLLE**, Professor of French and Linguistics Emeritus; B.A., M.A., Ph.D., Pennsylvania State University.

**LILLIAN P. COOPER**, Assistant Librarian Emerita; A.B., University of Colorado; B.S. in L.S., University of Denver.

**JOHN M. CUNNINGHAM**, Professor of English Emeritus; B.A., Southern Methodist University; M.A., Ph.D., Duke University.

**NANCY DAHLSTROM**, Professor of Art Emerita; B.F.A., State University of New York at Buffalo; M.F.A., Ohio University.

**JOHN DIERCKS**, Professor of Music Emeritus; B.Mus., Oberlin College; M.Mus., Eastman School of Music; Ph.D., University of Rochester.

**RUTH ALDEN DOAN**, Professor of History Emerita; B.A., Princeton University; M.A., Ph.D., University of North Carolina.

**THOMAS L. EDWARDS**, Professor of Economics Emeritus; B.A., Berea College; M.A., Ph.D., Claremont Graduate School.

**HELENE FEYDY**, Lecturer in French and Director of Hollins Abroad–Paris Emerita; Baccalaureat, Licence-es-Lettres, D.E.S., Agregation, University of Paris.

**SALLY S. GARBER**, Professor of Mathematics Emerita; B.A., Hollins College; M.Ed., University of Virginia.

**F. HARRIET GRAY**, Professor of Biology Emerita; B.S., Chatham College; M.A., Mount Holyoke College; Ph.D., The Ohio State University.

**BERNARD GAUCI**, Professor of Economics Emeritus; B.A., University of Malta; M.A., Ph.D., University of New Hampshire.

**JUERGEN F. FLECK**, Professor of Economics Emeritus; B.A., Eberhard-Karls University; M.A., Ph.D., State University of New York–Stony Brook.

**RANDALL K. FLORY**, Professor of Psychology Emeritus; B.A., Illinois Wesleyan University; Ph.D., Arizona State University.

**NANCY R. HEALY**, Assistant Professor of Computer Science Emerita; B.A., Randolph-Macon Woman's College; M.A.L.S., Hollins College.

**ROBERT H. HANSEN**, Professor of Computer Science Emeritus; B.A.E., New York University; M.S., Air Force Institute of Technology; M.S., Virginia Tech.

**MARY D. HOUSKA**, Professor of Economics Emerita; B.S., Simmons College; Ph.D., Massachusetts Institute of Technology.

**W. CHANNING HOWE**, Treasurer Emeritus; A.B., M.B.A., Harvard University.

**KENNETH C. JACOBS**, Professor of Physics Emeritus; B.S., Massachusetts Institute of Technology; Ph.D., California Institute of Technology.

**ELIZABETH L. KEYSER**, Professor of English Emerita; B.A., Willamette University; M.A., Ph.D., Claremont Graduate School; M.L.S., University of California, Berkeley.

**JANICE KNIPE**, Professor of Art Emerita; B.A., B.Ed., Western Washington State University; M.F.A., University of Minnesota.

**ANNE LAIDLAW**, Professor of Classics Emerita; A.B., Bryn Mawr College; A.M., Ph.D., Yale University.

**JAMES LELAND**, Professor of Music Emeritus; B.Mus., Oberlin College; M.Mus., D.Mus., Northwestern University.

**PAULA LEVINE**, Professor of Dance Emerita; A.B., Brooklyn College; A.M., Bennington College.

**LAWRENCE "WAYNE" MARKERT**, University Professor and Professor of English Emeritus; B.A., University of Baltimore; M.A., Johns Hopkins University; B.Phil., D.Phil., University of Oxford.

**PHYLLIS L. MELLINGER**, Instructor of Mathematics Emerita; B.S., M.S., Millersville State College.

**CHARLES MORLANG, JR.**, Professor of Biology Emeritus; B.S., City College of New York; Ph.D., Columbia University.

**HENRY NASH**, Professor of Political Science Emeritus; B.A., Haverford College; M.A., University of Pennsylvania; Ph.D., New York University.

**HENNING H. NOUNEBERG**, Lecturer in French and Director of Hollins Abroad–Paris Emeritus; Cand. Mag. (French, German), University of Copenhagen.

**WILLIAM P. NYE**, Professor of Sociology Emeritus; B.S., Tufts University; M.A., Ph.D., New School University.

**FRANK P. O'BRIEN**, Professor of English Emeritus; B.A., Fordham University; M.A., New York University; Ph.D., Trinity College Dublin.

**WAYNE G. REILLY**, Professor of Political Science Emeritus; A.B., Middlebury College; M.A., Trinity College; Ph.D., University of Pittsburgh.

**THERESIA E. REIMERS**, Elisabeth Lineberger Ramberg Professor of German Emerita; A.B., A.M., Ph.D., Stanford University.

**WILLIAM W. RITTER, JR.**, Professor of Spanish Emeritus; B.S., A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

**WILLIAM JAY SMITH**, Professor of English Emeritus; B.A., M.A., Washington University; Litt.D., New England College.

**ANDRE SPIES**, Professor of History Emeritus; B.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill.

**ROBERTA A. STEWART**, Professor of Chemistry Emerita; B.S., University of New Hampshire; A.M., Ph.D., Smith College.

**CLAUDE C. THOMPSON**, Professor of Mathematics Emeritus; B.S., M.S., Oklahoma State University.

**JANE TUMAS-SERNA**, Professor of Communication Studies Emerita; B.A., University of Illinois; M.F.A., Ph.D., Ohio University.

**LANETTA T. WARE**, Professor of Physical Education Emerita; B.S., Westhampton College; M.S., Smith College.

**RONALD L. WEBSTER**, Professor of Psychology Emeritus and Director of Hollins Communications Research Institute; A.B., University of Maine; A.M., Ph.D., Louisiana State University.

**DAVID G. WEINMAN**, Professor of Statistics Emeritus; B.S., M.A., Marquette University; Ph.D., Arizona State University.

**WILLIAM G. WHITE**, Professor of Art Emeritus; B.F.A., Philadelphia College of Art; M.F.A., Tyler School of Art, Temple University.

**LESLIE V. WILLETT**, Professor of Education Emerita; B.A., M.A.L.S., Hollins College; Ed.D., Virginia Tech.

**PAUL J. WOODS**, Professor of Psychology Emeritus; B.S., Union College; M.S., Ph.D., University of Connecticut.

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ELIZABETH GOODMAN PRITCHARD '80, Atlanta, Georgia  
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NATASHA TRETHEWEY M.A., '91, Atlanta, Georgia  
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ALEXANDRA TROWER '86, New York, New York  
WILLIAM C. WILEY M.A. '74, Midlothian, Virginia

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WALTER RUGABER, Meadows of Dan, Virginia  
KAY MASSEY WEATHERSPOON '54, Charlotte, North Carolina



# Administrative Offices

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Office of the President	President	<p><b>NANCY OLIVER GRAY</b> B.A., Vanderbilt University; M.Ed., North Texas State University. 2005.</p> <p><b>BROOK DICKSON</b>, Executive Assistant, Secretary of Board B.A., Hollins College. 1995.</p>
Academic Affairs	Vice President	<p><b>PATRICIA “TRISH” HAMMER</b> B.A., M.A., Ph.D., Virginia Tech. 1990.</p>
	Dean of Academic Services	<p><b>REBECCA L. BEACH</b> B.S., University of Arizona; M.S., University of Connecticut; Ph.D., University of Texas. 1994.</p>
	Athletics	<p><b>BILL MANNINO</b>, Acting Director and Head Golf Coach &amp; Instructor of Physical Education B.A., Temple University. 2007.</p>
	Children's Literature	<p><b>AMANDA COCKRELL</b>, Director B.A., M.A., Hollins College. 1992.</p>
	Hollins Abroad – London	<p><b>SARA LEVINE</b>, Director B.A., University of Westminster; M.Sc., London School of Economics. 1983.</p>
	Rutherford Director of Hollins Abroad – Paris	<p><b>AUDREY STAVREVITCH</b>, Director B.A., M.A., M.Phil., Nanterre University; M.A., Sorbonne Nouvelle. 2005.</p>
	International Programs	<p><b>LAUREN MILLER</b>, Acting Director B.A., University of Toledo; M.A., American University. 2012.</p>
	University Librarian	<p><b>LUKE VILELLE</b> B.J., University of Missouri-Columbia; M.L.I.S., University of Pittsburgh. 2007.</p>
	Quantitative Reasoning	<p><b>ERIN LEVERING</b>, Director B.S., M.Ed., Virginia Tech. 2012.</p>
	University Registrar and Director of Institutional Research	<p><b>PATTY BROKKEN</b> B.A., Coe College. 2014.</p>
Student Affairs	Eleanor D. Wilson Museum	<p><b>TBD</b>, Director</p>
	Writing Center	<p><b>BRENT STEVENS</b>, Director B.A., University of North Carolina at Chapel Hill; M.A., Hollins University; Ph.D., University of South Carolina. 2009.</p>
	Dean of Students	<p><b>PATTY O'TOOLE</b> B.A., M.Ed., John Carroll University. 2006.</p>

Student Affairs (cont.)	Career Center	<b>ASHLEY GLENN</b> , Director B.S., High Point University. 2009.
	Camp Younts Chaplain	<b>JENNY CALL</b> B.S., College of William & Mary; M.Div., Baptist Theological Seminary. 2011.
	Cultural and Community Engagement	<b>JERI SUAREZ</b> , Associate Dean B.A., M.A., Florida State University. 1986.
	Health and Counseling Services	<b>PHYLLIS J. ISAACS</b> , Director B.S.N., University of Maryland; M.S.A., Central Michigan University. 2010.
	Housing and Residence Life	<b>NICKIE SMITH</b> , Director and Assistant Dean of Students B.A., Pomona College; M.Ed., University of Southern California. 2008.
	Student Activities and Organizations	<b>DOUG SMITH</b> , Director B.A., Penn State University; M.A., Indiana University of Pennsylvania. 2013.
Enrollment and Marketing	Vice President	<b>STEFANIE D. NILES</b> B.A., University of Virginia; M.Ed., Indiana University; Ph.D., University of Pennsylvania. 2011.
	Admission	<b>NIKKI JOHNSON WILLIAMS</b> , Director B.A., M.A.L.S., Hollins University. 2004.
	Horizon Program	<b>MARY ELLEN APGAR</b> , Director and Coordinator of Transfer Recruitment B.A., Hollins University. 2012.
	Scholarships and Financial Assistance	<b>MARY JEAN SULLIVAN</b> , Director B.S., Virginia Tech; M.B.A., Shenandoah University. 2010.
	Marketing	<b>JEAN C. HOLZINGER</b> , Executive Director B.A., University of Wyoming; M.A.L.S., Hollins University. 1993.
	Public Relations	<b>JEFFREY HODGES</b> , Director B.S., James Madison University; M.A.L.S., Hollins University. 2001.
Finance and Administration	Vice President	<b>KERRY J. EDMONDS</b> B.B.A., Roanoke College; M.B.A., Virginia Tech. 1994.
	Controller	<b>STEPHANIE HONTS</b> B.S., Virginia Tech. 2009.
	Dining Services	<b>LEE MCMILLAN</b> , Director B.S., Mansfield University. 2014.
	Facilities Management	<b>TBD</b> , Director
	Hollins Store	<b>KAREN CALLAWAY</b> , Supervisor

Finance and Administration

(cont.)

Director of Human  
Resources and  
Title IX Coordinator

**ALICIA H. GODZWA**  
B.A., Penn State University. 2003.

Security

**DAVID CARLSON**, Chief  
Alamo Community College. 2000.

Special Programming

**CHRISTINE POWELL**, Director  
B.S., M.S., Virginia Tech. 2003.

Technology

**CAROL REED**, Chief Information Officer  
A.S., National Business College; B.S., Liberty  
University. 1996.

Institutional  
Advancement

Vice President

**AUDREY STONE**  
B.A., Regis College; M.A., Penn State University. 2014.

Alumnae Relations

**ANNA MONCURE**, Director  
B.A., Hollins University. 2012.

# May 2014 Graduates

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*Graduates with the Degrees of Bachelor of Arts, Bachelor of Art and Fine Arts, and Bachelor of Science*  
 DEGREE OF BACHELOR OF ARTS UNLESS OTHERWISE NOTED

NISHU ACHARYA, *Chabahil, Kathmandu, Nepal*  
 MELISSA LEIGH ADAMSKI,  *Mooresville, North Carolina*  
 SUZANNE ELIZABETH ALLISON, B.S., *Roanoke, Virginia*  
 CHESLEY MARGARET AMMERMAN, B.S., *Roanoke, Virginia*  
 JENNA DAWN ELLEN ANDERSON, *Blacksburg, Virginia*  
 ELIZABETH ANN AVILA, *Alexandria, Virginia*  
 GABRIELLE LANAE AWUMA, *Bakersfield, California*  
 NICOLE DANIELLE BAPTISTE, B.S., *East Windsor, New Jersey*  
 BETHNY ANN BARRETT, *Rogers, Arkansas*  
 VICTORIA RENEE BAUERS, *Spotsylvania, Virginia*  
 ANDREA LEIGH BELAND, *Floyd, Virginia*  
 KRISTIN NICOLE BELL, *Newberg, Oregon*  
 SABRINA DAWN BILLINGS, *Roanoke, Virginia*  
 MARIA ALBANA BOURKE, *Cordoba, Argentina*  
 MAGGIE BOWMAN, *New Castle, Virginia*  
 JENNIFER KATHERINE BROSCART, *Roanoke, Virginia*  
 JENNIFER KATHLEEN BROWN, *Roanoke, Virginia*  
 MEGHAN MAUREEN BROWN, *Roanoke, Virginia*  
 KATHERINE MARIE BURKE, *San Diego, California*  
 CASEY ELIZABETH BURNS, *Hampden Sydney, Virginia*  
 RACHEL KATHLEEN CARLETON, *Plainfield, Illinois*  
 EMILY KRISTA CATEDRAL, *Woodbridge, Virginia*  
 ELIZABETH WING-YEE CHENG, B.S., *Virginia Beach, Virginia*  
 BRANDI NOELLE CHESNE, *Hammond, Louisiana*  
 CLAIRE PATRICIA COPEN, *Keller, Texas*  
 KIMBERLY FAYE CORNELLY, *Roanoke, Virginia*  
 CARRIE ELIZABETH-ANNE COX, *Altavista, Virginia*  
 MEAGHAN LAUREAT CROWLEY, *Littleton, Colorado*  
 IRIS ESTELA CRUZ ROMERO, *Silver Spring, Maryland*  
 SAMANTHA DAWN CUNNINGHAM, *Roanoke, Virginia*  
 LEILANI MARIE DADE, *Franklin County, Virginia*  
 KATHERINE POWERS DALTON, *Blacksburg, Virginia*  
 ALEXIS BIANCA DAVIS, *Nashville, Tennessee*  
 BRIANNE ELIZABETH DORT, *Spotsylvania, Virginia*  
 CATHERINE ELIZABETH DOSS, *Madison Heights, Virginia*  
 MICHELLE NICOLE DOUGLAS, *Chesapeake, Virginia*  
 MARGARET BERNICE DWYER, *Norwich, Vermont*  
 KACEE DANIELLE EDDINGER, *Colorado Springs, Colorado*  
 GLORIA JEAN FENNELL, *Lexington, Virginia*  
 LAKEN DANIELLE FIZER, *Roanoke, Virginia*  
 DANIELLE JASMINE FRANKLIN, *Chesapeake Beach, Maryland*  
 KRISTA MARCHÉ FREEMAN, *Roanoke, Virginia*  
 CATHERINE ANNE FUJIWARA, *Lexington, Virginia*  
 MEGAN DANIELLE GILMORE, *Roanoke, Virginia*  
 MELINDA SUE GIVEN, *Roanoke, Virginia*  
 MORGAN ELIZABETH GOAD, *Roanoke, Virginia*  
 GRACE MARIE GORSKI, *Canton, Ohio*  
 CATHERINE WORRELL GRAHAM, *Christiansburg, Virginia*  
 MEGAN ELIZABETH GROSHOLZ, *Marcellus, New York*  
 EMMA SCOTT HANES, *Fredericksburg, Virginia*  
 ABIGAIL ROSE HARGREAVES, *Derry, New Hampshire*

TERRAKAH MONÉT HAROLD, *Bowie, Maryland*  
 HAIRUO HE, B.S., *Chengdu, Sichuan*  
 ‡ CATHERINE MARIE HENSLEY, *Virginia Beach, Virginia*  
 AMELIA CLAIRESE HOBGOOD, *Tulsa, Oklahoma*  
 JESSICA SYDNEY JACKSON, *Fredericksburg, Virginia*  
 MACKENZIE DANIELLE JACKSON, *Fredericksburg, Virginia*  
 MEREDITH KRISTINE JACKSON, *Fredericksburg, Virginia*  
 STEPHANIE NICOLE JACKSON, *Fredericksburg, Virginia*  
 MAHARIA NICKY JOHN, *Brooklyn, New York*  
 KATHARINA ANN JOHNSON, *Sachse, Texas*  
 MARISSA SUSAN JOHNSON, *Hatboro, Pennsylvania*  
 NATALIE LEASEANA JOHNSON, *Dallas, Texas*  
 KAYLA ANNE JONES, *Emporia, Virginia*  
 TAYLER RYANNE JORDAN, *Fredericksburg, Virginia*  
 SARAH JEAN KNOX, B.S., *Bedford, Virginia*  
 HILLARY KATHERINE KURSH, *Eastlake, Ohio*  
 SARAH ROSE LANDAUER, *Santa Fe Springs, California*  
 LEAH KATHERINE LANGHEIM, *Roanoke, Virginia*  
 JENNIFER LANT, *Salem, Virginia*  
 ALEIGHSHA MARIA LATIMER, *Warrenton, Virginia*  
 VICTORIA DANIELLE LEDFORD, *Roanoke, Virginia*  
 MEGAN BROOKE LENHERR, *Lewisburg, West Virginia*  
 SYMPHONI MACHERE LIPSCOMB, *Augusta, Georgia*  
 YULANDRA YUVETTE LIVINGSTON, *Roanoke, Virginia*  
 REBECCA MARIE LOGAN, B.S., *Hurricane, West Virginia*  
 SHIORI MAKINO, *Fukuoka, Japan*  
 KARISSA LYNN MARTINEZ, *Redlands, California*  
 MOLLY ROSE MCCAMBRIDGE, *Baltimore, Maryland*  
 LISA JEANNE MCDILDA, *Hardy, Virginia*  
 KATHERINE BRENAE MELTON, *Wytheville, Virginia*  
 LAUREN ASHLEY MENDENHALL, *Greenville, North Carolina*  
 AZRA MEZIT, *Mostar, Bosnia-Herzegovina*  
 ABIGAIL EGAN MINOR, *Muncy, Pennsylvania*  
 KAREN ELENA MONTOYA, *Delicias, Mexico*  
 SILVIA PRISCILA MONTOYA, *Delicias, Mexico*  
 EVA NDUKU MUTISO, *Nairobi, Kenya*  
 JESSICA LYNN NEWBERNE, *Blacksburg, Virginia*  
 CORINNE RUTH NICHOLSON, *Takoma Park, Maryland*  
 RACHEL ELIZABETH O'CONNELL, *McLean, Virginia*  
 MARAN CATHERINE O'NEILL, B.S., *Bedford, Virginia*  
 † CECELIA LEE PARKS, *Bridgewater, Virginia*  
 RANDI LYNN PEDROZA, *Las Vegas, Nevada*  
 ASHANTI CIARA PERRISH, *Dumfries, Virginia*  
 LAURA PINEDA-FISCHER, *Saint Cloud, Minnesota*  
 DANIELLE NICOLE POPE, *Saint Hedwig, Texas*  
 DEBORAH MARIE PYLE, *Daleville, Virginia*  
 KAYLA MICHELLE RACEY, *Strasburg, Virginia*  
 GABRIELLE SKADBERG RADER, *San Antonio, Texas*  
 PARIDHI RANA, *Kathmandu, Nepal*  
 NYSSA CHRISTIAN REAGAN, *Memphis, Tennessee*  
 JASMINE BRIEANNA REAVES, *Vacaville, Georgia*

CYNTHIA NOEMI ROMERO, *Alexandria, Virginia*  
 RACHEL AHAVA ROSENFELD, *Overland Park, Kansas*  
 ‡ REBECCA LEIGH ROWE, *Wills Point, Texas*  
 LUCY FRANCES SCHWARTZMAN, *Glen Ridge, New Jersey*  
 CHRISTINA LEE SHELTON, *Roanoke, Virginia*  
 MARISSA CHANTEL SHELTON, B.S., *Richmond, Virginia*  
 PALLIJA SHRESTHA, *Kathmandu, Nepal*  
 ASYA LYNNE SIMONS, *Chesterfield, Virginia*  
 DESIREE KIRSTEN SMITH, *Barboursville, Virginia*  
 CHRISTINE JOY SOMERSETT, *Portola Valley, California*  
 GABRIELLA SOTO-LEMUS, *Bradenton, Florida*  
 ALLISON LEE SPAULDING, *Sewanee, Tennessee*  
 BRITTANY DOROTHY STEPHENSON, *Jacksonville, Florida*  
 TRUDY VICTORIA ELIZABETH STEVENS, *Virginia Beach, Virginia*  
 MOLLY REGINA TAHMASEB, *Greensboro, North Carolina*  
 ALISHA KAY THOMAS, *Safford, Arizona*  
 NAOMI RUTH THOMPSON, *Chester, New York*  
 TOREY HUNTER THOMPSON, *Minneapolis, Minnesota*  
 ROSALIND LEONI WAIWAI, *Fieldale, Virginia*  
 KATHERINE AMANDA WARD, *Raleigh, North Carolina*  
 WANYANG WEI, *Shenzhen, China*  
 ANGELA LEE WELCH, *Daleville, Virginia*  
 MORGAN WOOD, *Frederick, Maryland*  
 CHANCI LYNN WRIGHT, *Eden, Texas*  
 KINDRA RAE WYATT, *Salem, Virginia*

‡ *First Faculty Award for Academic Excellence*

‡ *Second Faculty Award for Academic Excellence*

### *Graduates with Master of Fine Arts Degree*

MOLLY JEAN BENNETT, *Fair Oaks, California*  
 EMMA RIEHLE BOHMANN, *Minneapolis, Minnesota*  
 GERALD GORDON COLLOM, *Philadelphia, Pennsylvania*  
 CHRISTOPHER JOHN COOK, *Daleville, Virginia*  
 SHEILA KATHRYN ELLIOTT, *Boulder, Colorado*  
 ROBERTO MICHELE FARRUGGIA, *New City, New York*  
 ERIN IRENE FOREMAN-MURRAY, *Mansfield, Pennsylvania*  
 HAZEL KAYE FOSTER, *Grand Rapids, Michigan*  
 STEPHANIE ANN FOSTER, *San Francisco, California*  
 TYLER SHANE GALLIMORE, *Floyd, Virginia*  
 JASON DOUGLAS HARKLERODE, *Green Bay, Wisconsin*  
 LINDA MICHELLE HARLOW, *Waleska, Georgia*  
 JAMES ROBERT HAVENS, *Buffalo, New York*  
 DANIEL ARTHUR RUSSELL KELLY, *Greenville, South Carolina*  
 GRANT MORGAN KITTRELL, *Fernandina Beach, Florida*  
 COLIN CHRISTOPHER LEE, *Owensboro, Kentucky*  
 TAMAR LEVI, *Brighton, Massachusetts*  
 WENDY MARIE MARTIN, *Arroyo Grande, California*  
 BRITTANY ANNE MCBRIDE, *Durham, North Carolina*  
 CHANTELE DEBRA LYNN MEYER, *Eugene, Oregon*  
 RYAN CHRISTOPHER NEIGHBORS, *Salina, Oklahoma*  
 AMANDA CATHERINE PAULEY, *Elliston, Virginia*  
 VICTORIA CLARICE PIONTEK, *Mill Valley, California*  
 ROBERT CRAIG PLOWMAN, *Halifax, Nova Scotia, Canada*  
 TRACY LYNNE ROBERTS, *New Castle, Virginia*  
 CHRISTOPHER CHAD RUNYON, *Roanoke, Virginia*

THOMAS MICHAEL SHOEMAKER, *Nashville, Tennessee*  
 RHEA ASHLEY SMITH, *Little Rock, Arkansas*  
 JERRY WAYNE WELLS, *Charity, Virginia*  
 VIRGINIA LEE WOOD, *Wake, Virginia*

### *Graduates with Master of Arts Degree*

MICHELE HAGEMAN DECAMP, *New Bern, North Carolina*  
 SARAH ELIZABETH JACKSON, *Spokane, Washington*  
 SUZANNE ROSE MILLER, *Roanoke, Virginia*  
 MACKENZIE SHANNON VANOVER, *Winchester, Virginia*  
 CHRISTYL NOEL WATTERS, *Albuquerque, New Mexico*

### *Graduates with Master of Arts in Teaching Degree*

MARY KATHLEEN BULLEN, *Roanoke, Virginia*  
 ELIZABETH MEGHANN HAMMOND, *Roanoke, Virginia*  
 MELISSA LEIGH HUBBARD, *Chantilly, Virginia*  
 CRYSTAL DAWN JOHNSON, *Ferrum, Virginia*  
 NICOLE ANN MITCHEM-PRY, *Roanoke, Virginia*  
 VIRGINIA YOUNG PATRICK, *Roanoke, Virginia*  
 REBECCA LEIGH STROUD, *Salem, Virginia*  
 REAGAN THOMAS TAYLOR, *Roanoke, Virginia*

### *Graduates with Master of Arts in Liberal Studies Degree*

DEBORAH GREY BASHAM, *Roanoke, Virginia*  
 AMANDA KAY COLLINS, *Salem, Virginia*  
 TINA MICHELLE COSTINE, *Pittsylvania County, Virginia*  
 JOYCE WEAVER EARL, *Buchanan, Virginia*  
 KIMBERLY RENÉE HARANZO, *Roanoke, Virginia*  
 COURTNEY LEE HORNER, *Hot Springs, Virginia*  
 ANNE PATRICIA ISOE, *Kobe, Japan*  
 JEFFREY PATRICK KENNARD, *Roanoke, Virginia*  
 KRISTINE SORENSEN LAGUZZA, *Roanoke, Virginia*  
 CHARLES ALLAN LOCKETT, JR., *Richmond, Virginia*  
 SADIE CASSELL NAVE, *Roanoke, Virginia*  
 MICHELE LYNN NIKKEL, *Roanoke, Virginia*  
 RORY MICHAEL O'CONNOR, *Norfolk, Virginia*  
 KRISTIE ANNA PAXTON, *Roanoke, Virginia*  
 SAMANTHA LYNN POLITO, *Roanoke, Virginia*  
 SARA ANN POWELL, *Roanoke, Virginia*  
 LAURA JANE RAMSBURG, *Roanoke, Virginia*  
 MARCIA THOM-KALEY, *Lynchburg, Virginia*  
 BARBARA ZINT TUCK, *Radford, Virginia*  
 MICHELE MURPHY VINEYARD, *Salem, Virginia*  
 HANNAH ELIZABETH ZOLLARS, *Fieldale, Virginia*

### *October 1, 2013 Graduates*

LAURYL MAE ANGLIN, M.A.T., *Roanoke, Virginia*  
CHIN-SANG CISSIE NG BARNETT, M.A.L.S., *Hong Kong*  
DAWN MARIE BAZEMORE, M.F.A., *Aston, Pennsylvania*  
HEART HETTINGER BENNER, M.A.L.S., *Charlottesville, Virginia*  
KRISTEN WITT BRAY, M.A.T., *Roanoke, Virginia*  
ERICA ELAINE BUECHNER, M.F.A., *San Diego, California*  
DAVID EARLE CESLER, M.F.A., *Louisville, Kentucky*  
KARA CHELLU DAVIS, M.F.A., *San Francisco, California*  
JESSICA HELEN FONTAINE, M.A., *Thompson, Connecticut*  
KATHRYN UNVERZAGT GODDARD, M.A., *Cleveland Heights, Ohio*  
YULIA GRAY, M.F.A., *Northfield, Ohio*  
KEVIN JERMAINE GUY, M.F.A., *Fort Worth, Texas*  
MORGAN MICHELE HAYES, M.F.A., *Fort Atkinson, Wisconsin*  
JOSEPH HINE, M.A.T., *Philipsburg, Pennsylvania*  
SEA YOUNG LEE, M.F.A., *Tampa, Florida*  
ROXANNE DENISE LYST, M.F.A., *Philadelphia, Pennsylvania*  
LESLIE ANN MAIETTA, M.F.A., *Aberdeen, New Jersey*  
SHARON M. MIRTAHERI, M.A.L.S., *Salem, Virginia*  
TAMMY JANE NERENBERG, M.A.L.S., *Roanoke, Virginia*  
AMALIA LYDIA SELLE, M.A., *Chattanooga, Tennessee*  
ROYAL SHIREE, M.F.A., *Lynchburg, Virginia*

# University Calendar\* 2014-15

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## FALL TERM 2014

New students check in	Sun., Aug. 31
New student orientation	Mon.–Sat., Sep. 1-6
Returning students arrive	Mon.–Tues., Sep. 1-2
Labor Day	Mon., Sep. 1
Class registration and add/drop	Tues., Sep. 2
Opening Convocation, 4:30 p.m.	Tues., Sep. 2
Fall classes begin	Wed., Sep. 3
Last day to add a class	Wed., Sep. 10
Fall graduation date	Wed., Oct. 1
Last day to declare pass/fail/audit	Wed., Oct. 1
Last day to drop a class	Wed., Oct. 1
Fall Break (no classes)	Thurs.–Fri., Oct. 9-10
Board of Trustees meetings	Thurs.–Sat., Oct. 16-18
Family Weekend	Fri.–Sun., Oct. 24-26
Short and Spring Term advising	Mon.–Fri., Nov. 3-7
Short and Spring Term registration	Begins Mon., Nov. 10
Thanksgiving Break (no classes)	Mon.–Fri., Nov. 24-28
Last day of fall classes	Thurs., Dec. 11
Reading day	Fri., Dec. 12
Fall Term examinations	Sat.–Wed., Dec. 13-17
Winter Break begins	Thurs., Dec. 18
Grades due	Mon., Dec. 22

## SHORT TERM 2015

Short Term begins	Mon., Jan. 5
Last day to add/drop	Wed., Jan. 7
Martin Luther King, Jr. Day (classes in session)	Mon., Jan. 19
Short Term ends	Fri., Jan. 30
Off-campus activities (e.g., internships, travel)	Calendar may vary
Grades due for Short Term seminars	Fri., Feb. 6
Grades due for internships & independent studies	Mon., Feb. 23

## SPRING TERM 2015

Class registration and add/drop	Tues., Feb. 3
Classes begin	Wed., Feb. 4
Last day to add a class	Wed., Feb. 11
Presidents' Day (classes in session)	Mon., Feb. 16
Founder's Day Convocation, 4:30 p.m.	Thurs., Feb. 19
Board of Trustees meetings	Thurs.–Sat., Feb. 19-21
Last day to declare pass/fail/audit	Wed., Mar. 4
Last day to drop a class	Wed., Mar. 4
Spring Break (no classes)	Mon.–Fri., Mar. 23-27
Fall Term advising	Mon.–Fri., Apr. 13-17
Fall Term class registration	Begins Mon., Apr. 20
Honors Convocation, 4:30 p.m.	Tues., Apr. 28
Last day of spring classes	Tues., May 12
Reading day	Wed., May 13
Spring Term examinations	Thurs.–Mon., May 14-18
Grades due for graduating students	Tues., May 19
Commencement exercises, 10 a.m.	Sun., May 24
Grades due for non-graduating students	Mon., May 25
Memorial Day	Mon., May 25
Board of Trustees meetings	Wed.–Fri., May 27-29
Reunion '15	Fri.–Sun., May 29-31

## SUMMER TERM 2015

Summer Term begins	Mon., June 22
Independence Day (classes in session)	Thu., July 4
Summer Term ends	Fri., July 31
Grades due	Mon., Aug. 10

\* Dates are subject to change at the discretion of the university.

# Index

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## A

- Abroad programs
  - fees 22
  - financial aid 25
  - Argentina 8
  - Cuba 8
  - Germany 8
  - Ghana 9
  - Greece 9
  - Ireland 9
  - Italy 9
  - Japan 10
  - London 7, 142-143
  - Mexico 10
  - other 11
  - Paris 8, 143-145
  - Puerto Rico 10
  - School for Field Studies 10
  - South Africa 10
  - Spain 11
- Academic
  - awards 38-40
  - calendar 213
  - class attendance 34
  - class standing 34
  - courses 43-208
  - grades 33
  - honor societies 37
  - probation 34
  - records 41
  - regulations 28-35
  - support programs 14-16
  - writing assistance 14
- Accelerated program, three-year 32
- Accreditation 3
- Add/drop policy 34
- Administrative offices 217-219
- Admission guidelines 17-19
- Adult studies
  - see Horizon program
- Advanced Placement 18
- Alpha Kappa Delta 37
- Alpha Psi Omega 37, 207
- Anthropology courses 197-198
- Application deadlines 17
- Art (art history, studio art) 43-50
  - fees 22
- Arts Management Certificate 5, 51
- Articulation Agreements 5, 17
- Athletics
  - see Physical education and athletics
- Audits 22, 33
- Awards 38-40

## B

- B.A. requirements 4, 28
- B.A./B.F.A. requirements 4, 28
- B.S. requirements 4, 28
- Batten Leadership Studies 52-53
- Biology 54-60
- Board of Trustees 216
- Business 61-64

## C

- Calendar 223
- Career Center 14
- Center for Learning Excellence
  - Writing Center 14
  - Quantitative Reasoning (QR) Center 14
- Certificate
  - of Advanced Studies 5
  - of Arts Management 5, 51
  - of Major 18, 32
  - in Leadership Studies 5, 52-53
  - Outdoor Leadership 68
- Chemistry 65-70
- Children's literature
  - graduate program 5
  - see also graduate catalog on Web
- Class attendance 34
- Classical studies 71-75
- Class standing 34
- Cocke, Charles Lewis 2-3
- Communication studies 76-80
- Computer science 81
- Counseling
  - see student handbook
- Course description codes 42
- Course load, student 32
- Courses 43-208
- Creative writing
  - English graduate program 5
  - see also graduate catalog on Web
  - Louis D. Rubin, Jr. Semester 6, 98
- Credits
  - extra 22
  - transfer 35

## D

- Dance 82-85
  - graduate program 5
  - see also graduate catalog on Web
- Dean's List 36
- Degree
  - options 28
  - requirements
    - B.A. 28
    - B.A./B.F.A. 28
    - B.S. 28
- Deposit, enrollment 20-21
- Disabilities
  - see Learning accommodations
  - see also student handbook
- Drama
  - see Theatre
- Dual enrollment 18

## E

- Early decision 17
- Economics 86-88
- Education 89-97
  - graduate program 5
  - see also graduate catalog on Web
- Edward Via College of Osteopathic Medicine 5



## **E** continued

Eleanor D. Wilson Museum 14  
English 98-110  
    graduate program 5  
    see also graduate catalog on Web  
Enrollment deposit 20-21  
Entrance requirements 17  
Environmental Studies 111-115  
Eta Sigma Phi 37  
Exchange program 5, 2  
Expenses  
    see Fees  
Extra credits 22

## **F**

Faculty 209-213  
    emeriti 213-215  
Family Educational Rights and Privacy Act (FERPA) 41  
Fees 20-23  
Federal Financial Aid, Title IV 26  
Film 116-119  
    fees 22  
Financial aid 25-27  
First-year Seminars 120  
French 121-125

## **G**

Gender and Women's Studies 126-131  
General education codes 42  
General education program  
    Skills 28-29  
    Perspectives 29-31  
German 132  
Global Politics and Societies 133-134  
Government  
    see Political science  
Grades 33  
Graduate programs 5  
    see also graduate catalog on Web  
Graduates, 2013 220-222  
Graduation fee 22  
Greek courses 73  
Green fee 22

## **H**

Health and counseling services 15  
History 135-141  
Hollins Abroad 7, 142-145  
    see also Abroad programs  
Hollins University  
    about 2-3  
    accreditation 3  
    history 2  
Honor  
    awards 38-40  
    Code 33  
    societies 37  
Honors  
    class 36  
    departmental 36  
    graduation 36  
    program 146  
Horizon program  
    advising 12  
    Evelyn Bradshaw Award for Excellence 12  
    fees 20-22

## **H** continued

Horizon program  
    honors 12, 36  
    housing 12  
    mentor program 13  
    orientation 13  
    Pinnacle 12, 37  
    scholarships 13  
  
Housing  
    deposit 20-21, 24  
    single fees 22  
Humanities courses 147

## **I**

Incomplete grades 33  
Infirmary  
    see Health and counseling services  
Information systems and technologies 15  
Information technology skill 29  
Insurance  
    see health and counseling services  
Interdisciplinary major 148  
International  
    Baccalaureate 19  
    learning programs  
        see Abroad programs  
    Secondary 13-Year Program 19  
    students, admission 18  
    studies 149-153  
Internships 16, 32

## **J**

Japanese 153  
Jefferson College of Health Sciences, nursing 5, 183

## **L**

Lambda Pi Eta 37  
Language requirement 31  
Latin courses 74-75  
Learning  
    accommodations 15  
    objectives 4  
Liberal studies  
    graduate program 5  
    see also graduate catalog on Web  
Library, Wyndham Robertson 15-16  
Loans 26  
London program 7, 142-143

## **M**

Majors 4, 32  
Master of arts programs 5  
    see also graduate catalog on Web  
Mathematics and statistics 154-157  
Minor 32  
Mission of the university 2  
Monterey Institute of International Studies 6  
Museum, Eleanor D. Wilson 14  
Music 158-163  
    fees 22, 157

## **N**

Non-degree seeking students 19  
Nursing, Jefferson College of Health Sciences 5, 183

## **O**

Offices, administrative 217-219  
Omicron Delta Epsilon 37  
Omicron Delta Kappa 37  
Oral communication 29  
Orientation fee 23  
Organizations  
    see student handbook  
Outdoor Leadership certificate 168

## **P**

Paris program 8, 143-145  
Parking fee 23  
Pass/fail 33  
Perspectives, general education 29-31  
Phi Alpha Theta 37  
Phi Beta Kappa 37  
Philosophy 164-167  
Phi Sigma Tau 37  
Photography  
    see Art  
Physical education and athletics 31, 168-173  
Physics 174-176  
Pi Delta Phi 37  
Pinnacle 12, 37  
Pi Sigma Alpha 37  
Political science 177-182  
Pre-  
    law 182  
    medicine 183  
    nursing 183  
    veterinary 183  
Probation  
    academic 34  
    financial aid 26  
Programs of study 4  
    Options 31  
Psi Chi 37  
Psychology 184-187

## **Q**

Quantitative reasoning (QR) 29  
    Center 14

## **R**

Readmission 18  
    fee 24  
Refunds 24-25  
Religious studies 189-191  
Riding fees 23  
Roanoke College Reciprocal Agreement 6, 22  
Robertson (Wyndham) Library 15-16  
Rubin, Louis D., Jr. Semester in Creative Writing 6, 98

## **S**

Scholarships 26  
    Horizon program 13  
Screenwriting and film studies  
    graduate program 5  
    see also graduate catalog on Web  
Seven College Exchange Program 5, 22  
Short Term 31, 192-194  
    Independent study 194  
    Internships 185  
    Seminars 192-193  
    Travel/study programs 193-194

## **S** continued

Sigma Delta Pi 37  
Sigma Tau Delta 37  
Sigma Xi 37  
Skills, general education 28-29  
Social Justice 132  
Sociology 195-197  
Spanish 199-202  
Special academic programs 5-6  
Sports, varsity 173  
Statistics courses 157  
Student  
    /faculty ratio 3  
    Government Association fee 23  
    rights/education records 41  
    teaching 92, 96-97  
Students, non-degree seeking 19  
Studio art  
    see Art department  
Study abroad  
    fees 22  
    programs 7-11  
Summer  
    credit 22  
    reading 34-35

## **T**

Teacher graduate program 5  
    see Education  
    see also graduate catalog on Web  
Technology fee 23  
Theatre 203-207  
    Fees 23  
Three-year accelerated program 32  
Transcripts 23-24  
Transfer  
    credits 35  
    request for approval 35  
    students 17  
Trustees, Board of 216  
Tuition and fees 20-25

## **U**

University courses 208  
    see also student handbook

## **W**

Washington semester 6  
Writing  
    Center 14  
    requirement 29  
Wilson (Eleanor D.) Museum 14  
Wyndham Robertson Library 15-16