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University Calendar 2019-2020

(Dates subject to change at the discretion of the university)

Fall Term

New Students Check-In	Sat. Aug 31
New Student Orientation	Sat. Aug 31-Sat. Sept 7
Returning Students Arrive	Sun-Mon: Sept 1-2
Faculty Meeting	Mon: Sept 2
Labor Day	Mon: Sept 2
Class Registration & Drop/Add	Tues: Sept 3
Opening Convocation	Tues: Sept 3
Fall Classes Begin	Wed: Sept 4
Last Day to Add a Class	Wed: Sept 11
Fall Graduation Date	Tues: Oct 1
Last Day to Declare P/F/AU	Wed: Oct 2
Last Day to Drop w/out W grade	We: Oct 2
Census Date	Thurs: Oct 3
Fall Break (no classes)	Thurs-Fri: Oct 17-18
Board of Trustees Meeting	Thurs-Sat: Oct 24-26
Last Day to Withdraw from a Class	Wed: Oct 30
Family Weekend	Fri-Sun: Nov 1-3
Short/Spring Term Advising	Mon-Fri: Nov 4-8
Spring Term Registration	Begins Mon: Nov 11
Thanksgiving Recess (no classes)	Mon-Fri: Nov 25-29
Last Day of Fall Classes	Thurs: Dec 12
Reading Day	Fri: Dec 13
Fall Term Examinations	Sat-Wed: Dec 14-18
Winter Break Begins	Thurs: Dec 19
Grades Due	Sat: Dec 21

Short Term

Short Term Begins	Mon: Jan 6
Last Day to Drop/Add	Wed: Jan 8
Martin L. King Jr. Day (classes in session)	Mon: Jan 20
Short Term Ends	Fri: Jan 31
Grades due for short term seminars	Fri: Feb 7
Grades due for internships, ind. studies	Mon: Feb 24

Spring Term

Registration & Drop/Add	Tues: Feb 4
Classes Begin	Wed: Feb 5
Last Day to Add a Class	Wed: Feb 12
Presidents' Day (classes in session)	Mon: Feb 17
Hollins Day Convocation	Thurs: Feb 20
Board of Trustees Meeting	Thurs-Sat: Feb 20-22
Last Day to Declare P/F/AU	Wed: Mar 4
Last Day to Drop w/out W grade	Wed: Mar 4
Spring Recess (no classes)	Mon-Fri: Mar 23-27
Last Day to Withdraw from a Class	Wed: Apr 8
Fall Term Advising	Mon-Fri: Apr 20-24
Fall Term Registration	Begins Mon: Apr 27
Honors Convocation	Tues: May 5
Last Day of 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
Grades Due for Non-Graduating Students	Thurs: May 21
Commencement	Sun: May 24
Memorial Day	Mon: May 25
Board of Trustees Meeting	Wed-Fri: May 27-29
Reunion	Fri-Sun: May 29-31

Summer Term

Summer Term Begins	Mon: Jun 15
Independence Day (classes in session)	Sat: Jul 4
Summer Term Ends	Fri: Jul 24
Grades Due	Mon: Aug 3

HOLLINS

AN OVERVIEW

Hollins enrolls approximately 800 students, 676 in its undergraduate programs for women and 129 in coeducational graduate studies. Thirty-eight states and more than 20 countries are represented in the student body.

Students enjoy Hollins' challenging and supportive academic environment and its focus on personal contact. In preparing students for career excellence in the physical 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. Undergraduates may choose from 28 majors with 13 concentrations and 28 minors.

Hollins has long been recognized for the many highly regarded writers it has produced. This includes four Pulitzer Prize winners (Mary Wells Knight Ashworth, Henry Taylor, Annie Dillard, and Natasha Trethewey), and achievement that has earned Hollins the nickname "Pulitzer U." Other well-known writers who have attended Hollins are beloved children's book creator Margaret Wise Brown; Kiran Desai, the youngest-ever winner of the Man Booker Prize; and bestselling authors Elizabeth Forsythe Hailey, Beth Macy, and Lee Smith.

Hollins' distinctions include a renowned graduate creative writing program; writer- and artist-in-residence programs; a January Short Term that enables students to pursue internships in careers around the globe, participate in travel/study programs, or focus intensely on an unusual course or project; one of the oldest study abroad programs in the country; a first-year seminar program; the Batten Leadership Institute, a program that offers executive-level training to undergraduates; and the Institute for Entrepreneurial Learning, which provides students with the resources needed to develop an entrepreneurial outlook across all disciplines.

Hollins' first coeducational graduate program was established in 1958. Today, a number of graduate programs serve men and women who want a graduate degree from a nationally recognized liberal arts university. These include the M.A. and M.F.A. in children's literature; M.F.A. in children's book writing and illustrating; M.F.A. in creative writing; M.F.A. in dance; M.A. in liberal studies; M.F.A. in playwriting; M.A. in teaching and learning; teaching licensure and M.A. in teaching; M.A. in screenwriting and film studies and M.F.A. in screenwriting; and certificate programs in advanced studies, children's book illustration, new play directing, and new play performance.

Hollins' 475-acre campus is located in Roanoke, Virginia, a metropolitan area of nearly 313,000 people set in the heart of the Blue Ridge Mountains. The Appalachian Trail and the Tinker Creek Greenway Hollins Trailhead connector to Carvins Cove Nature Reserve are minutes away. There are 20 colleges and universities within a 60-mile radius of Roanoke.

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

Hollins was initially established in 1842 as Valley Union Seminary, a coeducational college. Ten years later, the male department was eliminated and the school became the Female Seminary at Botetourt Springs, an institution for women. In 1855, the school was renamed Hollins Institute in recognition of generous benefactors John and Ann Hollins. Hollins Institute became Hollins College in 1910 and Hollins University in 1998.

Charles Lewis Cocke, who devoted his life to “the higher education of women in the South” during an era when many women were denied the opportunity to earn a college degree, was named principal and business manager of Valley Union Seminary in 1846. Cocke went on to earn designation as the school’s founder because the institution would not have survived without his leadership during financial crises, disease epidemics, the Civil War, and other challenges over the course of 55 years. 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 young men.” Thus it was that Hollins dedicated itself early in its history to academic excellence for women and high standards of achievement.

Others played an important role in Hollins’ institutional history. The school was founded during a time in America when slavery regrettably existed, especially in the South. Men and women worked at Hollins before and during the Civil War as enslaved people. Hollins remains grateful to members of what was known at the time as the Oldfields Community, who, along with its founder, helped Hollins become the institution it is today.

HOLLINS

TODAY

Hollins has continued throughout its 177-year history 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 800 undergraduates and graduate students from 38 states and more than 20 countries. The student/faculty ratio is ten to one; 87 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 28 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. There are many opportunities for independent study, undergraduate research, and study abroad. Hollins has 69 full-time faculty, of which 98 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: 404-679-4500, at <http://www.sacscoc.org> to award degrees at the bachelor’s and master’s levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Hollins University. 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 31.

BACHELOR OF ARTS (B.A.)

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	English (with optional concentrations)
Art, Studio	• Multicultural U.S. Literature
Biology	• Literature and Performance
Business (with tracks)	• Creative Writing
• Entrepreneurship	Environmental Studies
• Finance	Film
• General	French
• International	Gender and Women's Studies
Chemistry (with optional concentrations)	History
• Biochemistry	Interdisciplinary
• Business	International Studies
Classical Studies (with concentrations)	Mathematics
• Ancient Studies	Music
• Classical Philology	Philosophy
Communication Studies	Political Science
Creative Writing	Psychology (with optional concentration)
Dance	• Clinical and Counseling Skills
Economics (with tracks)	Public Health
• General	Religious Studies
• Applied	Sociology
Education (<i>While Hollins does not offer a major in education, a complete sequence of courses in education leading to teacher preparation and licensure is offered.</i>)	Spanish
	Theatre

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

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.)

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 (with optional concentration in biochemistry), environmental science, mathematics (with optional concentration in data science), and psychology.

LEARNING OBJECTIVES

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; the master of arts in teaching and learning (M.A.T.L.); 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; and 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.

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

CERTIFICATE IN ARTS MANAGEMENT

Hollins offers a certificate in arts management for students majoring or minoring 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 55.

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 56-57.

SEVEN COLLEGES 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 success.

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 success.

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 six qualified Hollins students into the Accelerated Bachelor of Science in Nursing (B.S.N.) program, three for admission in the fall and three for admission in the spring. Hollins students with a grade point average of at least 3.2 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 200 for more information and a listing of prerequisites.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

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 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.

MUSICAL THEATRE PERFORMANCE CERTIFICATE

Completing this certificate allows a student to accumulate and apply the skills necessary to participate in the world of the musical theatre stage. It provides each participant with the fundamentals necessary to audition and perform at the academic, amateur, and professional levels based on proficiency and talent. Through applied learning, the student will be able to function in an audition, rehearsal, and performance situation with a basic understanding of the music, acting, and dance skills required to succeed. The curriculum consists of courses from the departments of Music, Theatre, and Dance (see page 176 for details).

ROANOKE COLLEGE RECIPROCAL AGREEMENT

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

Hollins offers a one-semester intensive program in creative writing and modern literature for undergraduate students from other institutions. For more information, see page 102.

WASHINGTON SEMESTER

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. Nearly 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 over 60 years. Today Hollins offers international study opportunities through the Hollins Abroad program in London and through affiliated and exchange programs in 20 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 the 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 possibly two terms except as noted. There is a \$650 administrative fee for each term spent abroad (see Fees on page 24). Students may apply to study abroad in their sophomore (depending on the program) or junior year. However, juniors will receive priority for available spaces. All students must meet individual program requirements, and spaces are competitive 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 be 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, through the International Programs Office, 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. Please contact the study abroad office for information on grading and grade scale conversions for courses taken abroad through an affiliated program.

HOLLINS ABROAD LONDON

Hollins University directs an international study program of its own — Hollins Abroad London. This program enrolls students from Hollins and from other colleges and universities around the country. The program offers 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. Hollins Abroad London has a full-time resident director.

Students with a cumulative GPA of 2.5 or higher are eligible to apply to participate in the Hollins Abroad program. The Hollins Abroad London program is open to sophomores, juniors, and seniors with permission (as noted above).

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 151-152. Hollins Abroad London students may also enroll in a course at London South Bank University or Queen Mary University of London if they are science majors. 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 South Bank University offers a wide range of courses in business, the humanities, and the social sciences.

Hollins Abroad London also offers internships in business, government, non-governmental organizations, 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 South Bank University. Internships are an option for second semester sophomores and juniors.

Hollins-Affiliated Study Abroad Programs and Exchanges

ARGENTINA

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. Space is limited and admission is competitive.

CUBA

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 homestays.

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. Space is limited and admission is competitive, with Spanish majors and minors receiving priority.

GERMANY

Through a direct exchange program with the Pädagogische Hochschule Ludwigsburg (Ludwigsburg University of Education), Hollins students are encouraged to study for either semester or full academic year at Ludwigsburg. Situated approximately 20 km north of Stuttgart, the capital of Baden Württemberg. Ludwigsburg, with its 90,000 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 in English include, but are not limited to: education, geography, history, politics, music and math. All levels of German language instruction are offered to international students. Student apartments are located on campus and house most international students as well as many German students. The program requires an overall GPA of 3.0.

GHANA

Through a cooperative agreement, Hollins students can enroll for one 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. Space is limited and admission is competitive.

GREECE AND ITALY – CLASSICAL STUDIES

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

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

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 or Università degli Studi Roma Tre in Rome. 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. 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. Space is limited and admission is competitive.

JAPAN

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.

PUERTO RICO

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. Space is limited and admission is competitive, with Spanish majors and minors receiving priority.

SCHOOL FOR FIELD STUDIES

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—Australia (Rainforest Studies), Bhutan (Himalyan Studies), Cambodia/Vietnam (The Living Mekong), Chile (Coastal Climate Change in Patagonia), Costa Rica (Marine Resource Studies), Kenya (Water and Wildlife), Panama (Tropical Island Biodiversity and Conservation Studies), Tanzania (Wildlife Management Studies and Public Health), Peru (Biodiversity and Development in the Amazon), and Turks and Caicos Islands (Sustainable Development 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

Hollins students may enroll for one semester at two 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 University of Cape Town (UCT) and University of the Western Cape. 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 the Western Cape played a unique role in the struggle against apartheid, and Archbishop Desmond Tutu was once its chancellor. Academic strengths are liberal arts and humanities. English is the teaching language at both of these universities.

Housing varies from university residence halls to student apartments at both 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. As with all Arcadia programs, space is limited and admission is competitive.

SPAIN

Through Hollins’ affiliations with Spanish Studies, 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 intensive Spanish language courses with 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. Space is limited and admission is competitive, with Spanish majors and minors receiving priority.

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, and can point you to a number of online resources.

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 of age apply to Hollins through the Horizon Program. In addition, women who do not meet the age requirement but are a guardian of a dependent child or veteran of military service 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 fall regular term. (New students who enroll for the spring semester cannot participate in the preceding Short Term.) Given these facts, 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 an approved 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 2019-20 of \$1,233.

If a Horizon student previously attended college(s), they are required to submit an official transcript from every college attended. The university registrar will evaluate official transcripts and provide a transfer credit evaluation. For more information on transferring credits to Hollins, please refer to page 20.

ACADEMIC ADVISING

As a Hollins student, each Horizon student will have an academic advisor to help her take advantage of Hollins' many academic and co-curricular opportunities. Entering students are assigned advisors who are selected from among the trained faculty and administration. 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.

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 recipient, nominated by her peers and Hollins faculty and staff, is selected by a committee of faculty and staff. The chosen student will have her name engraved on a plaque which will remain at the university.

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 40.

PINNACLE

Horizon students with at least a 3.0 GPA and second semester junior standing are invited to apply to Pinnacle, a national honor society for nontraditional students that seeks to support leadership and scholarship. Pinnacle applications are reviewed and members selected by a committee of faculty and staff.

HOUSING FOR HORIZON STUDENTS

Student Affairs is committed to providing housing for Horizon students who would like to live on campus. University housing 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 \$6,965 for a term (\$13,930 for the year). Standard single rooms cost an additional \$500 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 2019-20 Student Handbook or contact the Student Affairs Office.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

The state's VTAG grant (estimated at \$3,270 for the 2019-20 academic year) is offered to full-time Virginia residents. 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. Horizon students may be eligible for need-based grants, work study positions, and student loans based on the information on their FAFSA (Free Application for Federal Student Aid, completed annually). Horizon students who transfer to Hollins are eligible for transfer scholarships (please refer to page 27 for more information). In addition, Horizon students may be eligible for academic scholarships.

The following scholarships are designated specifically for Horizon students (apply annually):

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. Preference is given to students transferring with an associate's degree.

Nicolas A. Apgar Memorial Horizon Student Scholarship, established by Mr. and Mrs. Jonathon M. Apgar and Nancy Apgar Olson. The purpose of the award is to recognize and provide financial tuition assistance to the Horizon student in her senior year with the highest GPA of all students with senior standing in the Horizon Program.

GUIDES

The Horizon Guide Program was established to help new adult students make a smooth transition into college life. The Horizon Guide Program for new Horizon students offers one-on-one support for students who are adapting to the experience of an adult student at Hollins. Each new Horizon student is assigned a Horizon Guide, a returning Horizon student who volunteers to help the new student adapt to life as a Horizon student. Prior to orientation, each Guide reaches out to her assigned new student(s). Following this interaction, Guides and new students participate in the new student orientation consisting of presentations, a campus tour and other activities designed to ease the transition of new students and to provide the opportunity for Guides and new students to get acquainted.

ORIENTATION

New students are required to participate in the mandatory 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

See pages 22-27 for a complete Tuition and Fees breakdown.

Academic Support Programs

CENTER FOR CAREER DEVELOPMENT AND LIFE DESIGN

Complementing the capacities students gain from an exemplary liberal arts education, the Hollins Career Center offers comprehensive career development, including educational workshops and mentoring/networking events involving alumnae, employers, and other industry experts, such as the annual Career Connections Conference and HireHollins: Employer Talent Showcase. Our programs highlight the innovative mindset and transferable skills that ensure ongoing employability while encouraging our graduates to envision and lead lives of consequence.

Career Center advisors can administer self-assessment inventories, offer career/life design coaching, and teach the wide range of skills relevant to identifying employment opportunities and applying or interviewing for jobs effectively. Interactive online resources include the Career Center's jobs and internships database, Handshake, which is available to all students and alumnae, along with the Big Interview web-based interview practice site. A videoconferencing area for interviews is available by appointment, along with a Business Boutique to lend attire appropriate for interviews and conferences. The Myer-Briggs Type Indicator and Strong Interest Inventory assessments are available for a nominal fee. All other services are provided free of charge.

The Career Center is located on the first floor of West on Front Quad and is open Monday through Friday, 8:30am-4:30pm. For an appointment, email careercenter@hollins.edu or call 540-362-6364. For more information, resources, and workshop/event scheduling, see the Career Center's home page at <http://careercenter.hollins.edu>.

CENTER FOR LEARNING EXCELLENCE

The R. Lowell Wine Center for Learning Excellence, located on the first floor of Wyndham Robertson Library, is comprised of the Writing Center and the Quantitative Reasoning (QR) Center.

The Center for Learning Excellence provides academic assistance to students 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 fan fiction.

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 Today@Hollins under Academics. Walk-ins are welcome but appointments are encouraged, especially during midterms and finals. Appointments can also be made by phone or through email at thewritingcenter@hollins.edu

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. The current schedule is available at the Center or on the QR Center web page located on Today@Hollins under Academics. Students may walk in, call extension 6387 for an appointment, or request an appointment online. If additional times are required, please contact the director of quantitative reasoning.

Additional tutors trained in certain high-need subject areas are also available. Each year the subject areas to be covered will be reviewed by the dean of academic success, and these additional tutors are trained each spring semester and serve at least one academic year. Their primary focus is to support higher enrollment introductory level courses and serve as an additional resource for students to succeed in those courses. Since these tutors support specific courses, their hours and availability is listed in the course syllabi each semester, and their hours are posted in the Center for Learning Excellence.

A general peer academic mentor is also available in the Center, with both drop-in hours and appointments. The peer academic mentor assists students with time management, avoiding procrastination, setting and achieving clear academic goals and planning large-scale projects. The peer academic mentor also holds periodic workshops for groups. The hours for the peer academic mentor are posted in the Center for Learning Excellence and on my.hollins.edu. For more information about the Peer Academic Mentor or the subject area tutors, please contact the office of academic success at extension 6333 or dean@hollins.edu.

ELEANOR D. WILSON MUSEUM

The Eleanor D. Wilson Museum is named after Eleanor D. Wilson '30, an actress, director, and artist who was determined to make it possible for her beloved Hollins to have a world-class art museum. Founded in 2004, the museum is a climate-controlled, secure facility with three interconnected galleries totaling approximately 4000 square feet of exhibition space located on the first floor of the Richard Wetherill Visual Arts Center. The museum is a vital, welcoming, and accessible resource for object-based, hands-on learning opportunities to enrich Hollins and the greater Roanoke community. Whether you want to pursue scholarship or enjoy new ways of looking at art, we hope to see you in the museum.

Each year, EDWM presents 10-15 exhibitions including shows organized in-house and traveling exhibits from regional arts organizations and nationally recognized institutions. The museum collaborates with departments across the university campus to present exhibitions featuring the senior studio art majors, the Frances Niederer Artist-in-Residence, the Women Working with Clay Symposium, the M.F.A. Dance program, and the M.F.A. Children's Illustration program. The museum's supplementary programs include tours, lectures, workshops, gallery talks, and classroom instruction. A J-term internship is available for first-year students; additional internship and volunteer opportunities are available for upper-class and graduate students throughout the year. The professional museum staff is involved in teaching a class every other year on behind-the-scenes museum practicum and work with student curators in organizing an exhibition from concept to installation.

The museum's growing permanent collection includes over 1500 objects ranging from ancient to contemporary in a variety of media. The Eleanor D. Wilson Museum is open to the public every day except Mondays and is available to Hollins classes anytime by appointment.

HEALTH AND COUNSELING SERVICES

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 ten free sessions per academic year.

Health and Counseling Services is staffed with a director/nurse, an adult practice nurse practitioner, a medical assistant, two 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 TECHNOLOGY

The purpose of the Information Technology department 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 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 three to five years is used to keep ahead of the ever-changing and increasing demand of hardware and software.

As a Hollins student, your computer and other network devices 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 10 and Macintosh operating systems. Most computer labs are available to students 24-hours per day, seven days per week during each semester. All computer labs, dorms, and printers 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 the library. Scanning of documents to a thumb drive or personal network drive or email is also available from both lab computers and printers. Our Internet connection also allows the Hollins community to send and receive email, exchange documents, and share a wealth of resources including: library databases and catalogs, academic research, and worldwide websites. 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 the Moodle learning management system.

Our computer labs and help desk support are staffed with trained student assistants and full-time 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 department's home page at <http://it.press.hollins.edu>.

LEARNING ACCOMMODATIONS

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

WYNDHAM ROBERTSON LIBRARY

The Wyndham Robertson Library, a winner of the ACRL's prestigious 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 resources, including books, journals, films, rare items, and archival materials. In addition, Hollins shares a book and DVD collection with the library at Roanoke College to expand our offerings. You can easily search all materials, including items at Roanoke College, using OneSearch on the library's homepage. Items from Roanoke College may be requested through OneSearch and will be available to pick up the next business day. 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 the annual Undergraduate Research Awards and hosts an online collection of material produced by students, faculty, and staff in the 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 for one-on-one research appointments with students, and via email or chat. 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 there are numerous computers on each floor and two networked printers. The Center for Learning Excellence, which includes the Writing Center and the Quantitative Reasoning Center, assists students with coursework on the first floor of the library. 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 Greenberry's Coffee, where busy researchers can grab coffee and snacks in the evening. Or visit the Hollins Room – a beautiful 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 insights into many professions, introduce students to the rigors of the workplace, develop specific skills, 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 the academic year or in the summer (for either 4 or 2 credits), as well as during Short Term (4 credit option only). While internships are expected to be completed in a single semester and may not be repeated with the same employer unless responsibilities are significantly different, an internship of extended duration may be registered over two consecutive terms with 2 credits registered each term. Workshops and professional staff at the Center for Career Development and Life Design offer guidance about how to research and obtain internships and ensure workplace readiness. In addition to every student's capacity to independently arrange internships for academic credit, Hollins

offers a First-Year internship program in Roanoke and, through generous alumnae commitments, premier Signature internships during the January short term.

Recent Signature internship organizations include The American Health Care Association, Atlanta Botanical Garden, Centers for Disease Control, Day One New York, The Economic Club of New York, Estée Lauder, The Library of Congress, American Psychological Association, the International Spy Museum, Merritts Creek Veterinary Center, The Phillips Collection, Rockefeller University, and UNC Press.

Recent First-Year internship organizations in the Roanoke Valley include Angels of Assisi, Blue Ridge Literacy, Boyd Pearman Photography, Inc., Bradley Free Clinic, Carilion Clinic – Marketing and Communications, Community School, Taubman Museum of Art and the Mill Mountain Theatre.

Independently arranged internships include The American Shakespeare Center, Old Dominion Athletic Conference, the GLBT Historical Society, Carilion, National D-Day Memorial Foundation, the Office of Senator Tim Kaine and Sentara Healthcare.

Several of Hollins' study abroad programs also 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 152 and Short Term listings on page 215.

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

Hollins uses a modified rolling admission system. The recommended deadline to apply is February 1 (later applications will be accepted if space is available). The application deadline for consideration for the full-tuition Batten Scholarship is in the month of January, with the specific date selected by the Office of Admission based on the date of Distinguished Scholars Weekend competition. The deadline to submit an application for consideration for the full-tuition The Secular Society Scholarship is December 1st. The admission committee begins application evaluation when all credentials have been received. Notification letters are mailed beginning in mid-September and candidates must reply by May 1. Early Decision candidates must submit their applications by November 1 and will be notified of the committee's decision by November 15. 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 15.

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

An applicant's high school curriculum should consist of a minimum of 16 academic units in the five core academic subjects, including four in English, and at least three units in each of the following areas: mathematics, second language, social studies, and science. Students who have fewer than three units in any of these areas should have additional units of study in another core subject.

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. While an unofficial transcript can be accepted to make an admission decision, an official transcript is required upon enrollment.
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. While a self-reported SAT or ACT score is acceptable for admission, a verified score report is required upon enrollment.
4. Secondary school report or a recommendation written by the college counselor or other school official.
5. While not required, an interview is recommended.
6. Evidence of high school graduation or successful completion of the GED is required prior to enrollment.

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.

INTERNATIONAL STUDENTS

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.

All international candidates must submit the following credentials:

1. A completed application form, including the admission essay;
2. Official copies of academic records, including a transcript. If applying as a first-year student, a standard transcript from the secondary school is acceptable. If applying as a transfer student from an international college or university, a transcript evaluation completed by a foreign credential evaluation service must be sent to Hollins. Suggested foreign educational credential service providers are listed on the Hollins website.
3. The International Student Certification of Finances Form and Bank Statement
4. One letter of recommendation from a teacher or guidance counselor at her school, or a Secondary School Report.
5. If applying as a transfer student, a College Official's Report.
6. Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) score. Hollins requires a minimum TOEFL total score of 550 (paper based) or 80 (internet based), or a score of 6.5 on the IELTS. Required if a student comes from a country where English is not the official language. TOEFL or IELTS will be waived if a score of 610 of the SAT evidence-based reading and writing section or a score of 26 or higher on the ACT English Section is achieved.
7. A scanned copy of her passport identification page with her application.

Complete information about applying is located on the Hollins University website at www.hollins.edu/admission/international-students/

POLICY ON DUAL ENROLLMENT

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 submitted to Hollins;
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

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. A score of four or five on an Advanced Placement Language Examination other than English will exempt the student from the language requirement at Hollins. Students who score a four or five on an English Language or Literature Advanced Placement Examination may be invited to submit written work during their first term in order to place out of the first-year writing requirement. Advanced Placement scores may also help to place a student in higher-level classes in certain disciplines. Specific questions should be addressed to the office of the dean of academic success.

INTERNATIONAL BACCALAUREATE

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

Transfer credits will be considered for international students who have completed a 13-year secondary school curriculum (A-Levels). 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.

MILITARY CREDIT

Transfer credits will be considered for work completed by our military service members as designated on the Joint Services Transcript and recommended by The American Council on Education. This work includes courses completed at community college and on military bases as well as successful completion of DANTES (Defense

Activity for Non-Traditional Education Support) funded examinations: CLEP (College Level Examination Program) and DSST (DANTES Subject Standardized Test). Transfer credit will be considered if Hollins offers a comparable course. No more than 64 credits shall be awarded.

CLEP EXAMINATIONS

Transfer credits will be considered for CLEP (College Level Examination Program) on an individual basis for examinations if Hollins offers a comparable course. No more than 64 credits shall be awarded.

NON-DEGREE SEEKING STUDENTS

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."

READMISSION TO HOLLINS

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 Success, Hollins University, 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 26 for readmit fee.

CERTIFICATE OF MAJOR

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.

STUDENTS WITH AN EARNED BACHELOR DEGREE

A student who has completed a bachelor degree from another regionally-accredited institution will be considered a transfer student, 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. The student must select a different major to complete than that of her previous degree. All policies for transfer students will apply.

TRANSFER STUDENTS

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 a maximum of 64 credits from a regionally accredited community college or junior college. Hollins transfer students are required to complete two years and 40 credits at Hollins. All senior year requirements must be completed at Hollins.

Hollins accepts the completion of the Virginia Community College System (VCCS) Transfer Module (38 credits). A description of the transfer module can be obtained from the Hollins registrar's webpage.

Transfer candidates must submit the following credentials:

1. A completed application form, including the admission essay.
2. Official transcripts from every high school and college you have attended.
3. A College Official's Report (available on the university's website) from the most recent college you attended.
4. An official copy of your SAT or ACT score report. This will be waived if a student has completed two years at a college or university (the equivalent to eight transferable courses, totaling 32 credit hours as assessed through our Transfer Credit Evaluation).
5. Letter of recommendation will be accepted, but are not required. This may be waived if you have completed two years of college.

INTERNATIONAL TRANSFER STUDENTS

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 University. An evaluation of the transcript (completed by a foreign credential evaluation service) must also be sent to Hollins. 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.

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	\$39,360.00
Room and Board	\$13,930.00
Student Government Association Fee	\$300.00
Technology Fee	\$340.00
Green Fee	\$10.00
Comprehensive Fee	\$53,940.00
Mailbox Fee	\$60.00
Single room extra charge	\$1,000.00
Tinker single room extra charge	\$525.00

PAYMENT SCHEDULE

DEPOSIT (nonrefundable) \$400.00

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 2 for returning students. Credited toward the student's account.

BALANCE

Due August 12, 2019	\$26,970.00*
Due January 10, 2020	\$26,970.00

Single term only (with or without Short Term)	\$26,970.00
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* less applicable deposit

Nonresident (Day) Students

FULL-TIME DAY STUDENTS

Tuition for full academic year	\$39,360.00
Student Government Association Fee	\$300.00
Technology Fee	\$340.00
Green Fee	\$10.00
	\$40,010.00

PAYMENT SCHEDULE

DEPOSIT (nonrefundable) \$200.00

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 12, 2019	\$20,005.00*
Due January 10, 2020	\$20,005.00

Single term only (with or without Short Term)	\$20,005.00
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* less applicable deposit

PART-TIME DAY STUDENTS

Tuition per credit (due at registration):	\$1,233.00
Short Term only per credit:	\$1,233.00

Horizon Students

FULL-TIME, NONRESIDENT HORIZON STUDENTS

14–22 credits per term \$19,920.00 per term

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 12, 2019	\$19,920.00*
Due January 10, 2020	\$19,920.00

Single term only (with or without Short Term)	\$19,920.00
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Short Term per credit	\$1,233.00
* less applicable deposit	

FULL-TIME, RESIDENT HORIZON STUDENTS**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 12, 2019	\$26,970.00*
Due January 10, 2020	\$26,970.00

Single term only (with or without Short Term)	\$26,970.00
*less applicable deposit	

PART-TIME, HORIZON STUDENTS

Tuition per credit (due at registration)	\$1,233.00
Short Term only per credit	\$1,233.00

FEES FOR GRADUATE STUDENTS

See graduate catalog on Web site.

FEES FOR OFF-CAMPUS PROGRAMS

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 \$650 is applied to all students who enroll in study abroad programs during fall or spring. The fee applies to students on Hollins Abroad program, Hollins affiliated programs, and programs sponsored by other institutions. The Hollins Abroad fee for students from other institutions is \$27,295 per term.

FEES FOR HOLLINS SUMMER CREDIT

Offerings for summer credit are limited to summer reading, internships, or independent studies. (Hollins Abroad London does offer limited coursework, contact the International Programs Office for details.)

INDEPENDENT STUDY: Tuition for Hollins independent study credit earned over summer term (excluding summer reading credit) is \$1,233 per credit for summer 2019.

SUMMER INTERNSHIP: Students who are registered as full-time students in the spring term may register for a 2-credit summer internship with no charge. Students may also register for a 4-credit summer internship and the tuition charge is \$500.00.

SUMMER READING: Students who are registered as full-time students in the spring term may register for the 2-credit summer reading with no tuition charge.

SPECIAL FEES (Subject to Change)

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 success 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 success and taken beyond 22 credits per term will be charged at the rate of \$1,233 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 \$1,000 per year. Tinker single room – an additional \$525 per year. Double room as a single - an additional \$4,225 per year.

MUSIC: The fees for one-hour private music lessons are \$445 per term. The fee for MUS 101: Beginning Classes, MUS 110: Private Study- World Music, MUS 114: Wild String Ensemble, and MUS 116 Appalachian Music Ensemble is \$150 per term. For non-matriculated students who enroll only for music lessons, the charge for one-hour weekly lessons is \$550 per term. During January Short Term, the charge is \$195 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: \$1,195 per course; \$600 per month to board a student's horse, which includes special feed and blanketing. Boarding fees must be paid by the semester.

Due August 12, 2019 (September–December)	\$2,400
Due December 10, 2019 (January)	\$600
Due January 10, 2020 (February–May)	\$2,400

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

TECHNOLOGY FEE: \$170 per term for full-time students. \$85 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: \$10 per transcript.

GENERAL POLICIES

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 Nelnet Enterprise 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 Nelnet Enterprise.

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 Nelnet Enterprise. For further instructions and additional information regarding Nelnet Enterprise, please refer to the Nelnet Enterprise On-Line Billing & Payment User Guide located on HIS under the Nelnet Enterprise 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. By federal law, students for whom the Veteran's Administration has not yet paid tuition and fees for their veteran's benefits under the Post 9/11 GI Bill® (Chapter 33) or Vocational Rehabilitation and Employment Services (Chapter 31) are not subject to the university's usual holds, restrictions, or late fees for such monies.

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 NELNET CAMPUS COMMERCE TUITION PAYMENT PLAN: Hollins University offers undergraduate students an interest-free monthly payment plan by term administered through Nelnet Campus Commerce. There is a \$25 per term nonrefundable enrollment fee. For more information visit www.MyCollegePaymentPlan.com/hollins. To enroll visit Nelnet Enterprise online billing portal on My.Hollins for students and through <https://online.campuscommerce.com> for authorized payers.

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) has 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 submit required paperwork for return following medical leave of absence
- failure to complete the QR Assessment by the end of a student's first term at Hollins
- failure to complete the language 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.

ENROLLMENT DEPOSIT: Returning students who wish to participate in the housing lottery must pay their enrollment 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

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 19, 2019

50% tuition refund for withdrawal by September 26, 2019

25% tuition refund for withdrawal by October 17, 2019

Beginning October 18, 2019, no tuition refund

Spring Term

90% tuition refund for withdrawal by February 20, 2020

50% tuition refund for withdrawal by February 27, 2020

25% tuition refund for withdrawal by March 19, 2020

Beginning March 20, 2020, no tuition refund

BOARD: Board will be refunded on a daily pro rata basis less an administrative fee (\$200 for 2019-20).

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 2019-20).

TITLE IV FEDERAL FINANCIAL AID: The Higher Education Act dictates the Return of Title IV Federal Financial Aid policy when a student withdraws from the university. The policy governs all federal grant and loan programs (Pell, Direct Stafford loans, SEOG, and PLUS loans), but does not include the Federal Work Study program.

The 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 Direct 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 FAFSA 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.

POLICY ON RETURN OF UNEARNED TA FUNDS TO THE DOD –GOARMY: In accordance with the Department of Defense regulations, the University is required to return unearned TA funds for students on a proportional basis that have received TA funds and drop or withdraw from a course prior to completing 60% of the course. Once a student has completed at least 60% of the course for which the TA funds were approved, the student is considered to have earned 100% of the TA funds. If a service member stops attending due to a military service obligation, the University will work with affected service members to identify solutions that will not result in a student debt for the returned portion.

The University's schedule for Return of Unearned TA:

Before or during Week 1-2	100% return
During Weeks 3-4	75% return
During Weeks 5-7	50% return
During Week 8-9	40% return (60% of course completed)
During Weeks 10-14	0% return

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 program in London, or in Hollins-affiliated programs in Argentina, Cuba, Germany, Ghana, Greece, Ireland, Italy, Japan, Paris, 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.

Commuter students studying abroad should plan on the additional cost of room and board while they are overseas. Non-residential students who may qualify for additional loan eligibility based on the expense of room and board while they are overseas should consult with the Office of Scholarships and Financial Assistance months in advance.

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. When determining both financial aid eligibility and full-time status for financial aid purposes, only courses that are required for a student's undergraduate degree are counted.

Institutional grants and scholarships 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, your parent must request a credit check form annually from our office and you must complete a FAFSA.

FINANCIAL AID PROBATION

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 37) for their second consecutive regular term are immediately ineligible for financial aid. This places the students on 'unsatisfactory academic progress' probation status 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 once. 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

Sophomores must complete 58 credits

Juniors must complete 92 credits

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 or the GPA referenced in your Batten letter from Admissions

Hollins Scholar: 2.5

All other scholarships: 2.0

FINANCIAL AID APPLICATION

To apply for financial aid, new students must indicate they will need assistance on their admission application. They will receive information 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 reapply before the March 15 priority 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. Additionally, non-filers may be required to submit proof from the IRS that tax returns were not filed for a particular year. 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. Students and their parents must maintain Virginia residency to continue to qualify for this award.

THE EFFECT OF WITHDRAWING OR TAKING A LEAVE OF ABSENCE

The Office of Scholarships and Financial Assistance 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 180 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loan
- Subsidized Direct Stafford Loan
- Direct PLUS (Graduate Student)
- Direct PLUS (Parent)
- Federal Pell Grant
- Federal SEOG
- Federal TEACH Grant
- Iraq & Afghanistan Service 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 Assistance.

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. Students who do not successfully complete and pass at least one class (ex: receive all failing grades for a semester) may be considered unofficially withdrawn for Title IV federal aid purposes if the student did not participate in academically related activities at the end of that semester. Students who unofficially withdraw and who earned federal financial aid will have a Return of Title IV Aid Calculation performed and may lose some federal aid eligibility for that semester.

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 2.00 (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. The student carries the primary responsibility of ascertaining that all graduation requirements are met.

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.

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.

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.

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. The basic quantitative reasoning skill (q) and the language requirement (LAN) 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 success.

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 success. ESP code is *o*.

3. QUANTITATIVE REASONING

Quantitative reasoning is the application of mathematical concepts and skills to solve real-world problems. In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence, and in applying basic quantitative skills to the solution of real-life problems. 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. Native second-language speakers may demonstrate this ability in any of the following ways:
 - a. TOEFL total of 550 or above (paper-based), 213 or above (computer-based), or 80 or above (internet-based);
 - b. demonstrated proficiency in college-level work in English;
 - c. IELTS score of 6.5 or higher;
 - d. SAT evidence-based reading and writing section score of 610 or higher;
 - e. ACT English section score of 26 or higher;
 - f. Having completed three or more years of secondary school education with all instruction in English.

PHYSICAL EDUCATION

Two regular terms of physical education course work are required for graduation. One term must be a physical well-being course completed before the end of the student's third semester. All 100-level and 200-level Physical Education courses are physical well-being courses, with the exception of Riding courses (PHED 240, 241, 242, 243, 251, 252, 253), PHED 212, 237, 257, and 263. Students are encouraged to complete both requirements 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

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 and must be enrolled. 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 214-217 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

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

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). After entering Hollins, 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). To graduate, a student must complete at least 68 credits outside the major discipline for the bachelor of arts or bachelor of art and fine arts degree or 80 credits outside the major discipline for the bachelor of science degree. Individual courses may count for more than one major, minor or certificate requirement. Students must complete major courses for grades unless permission is granted in writing by the chair of the appropriate department 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 20 for how to be readmitted to Hollins.

MINOR

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

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

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 success. Full-time students are expected to carry at least 14 credits each term. Students residing in university housing must maintain full-time status as a condition of residency unless an exception has been approved by the director of housing and residence life. Additional credits beyond 22 in a single term will be charged an extra fee. (See Fees on page 24).

THREE-YEAR ACCELERATED PROGRAM

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 success.

CLASS STANDING

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.

GRADES

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 grade of I will be changed to an F. In a situation where a student receives the grade of W in an abroad course because she ceases to attend a class or did not attend the final examination, that student will receive a grade of F on her Hollins transcript.

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 and permission may be granted by the instructor except for a course 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.*

ADDING/DROPPING/WITHDRAWING FROM COURSES

Students may add courses until September 11, 2019 (Term 1) and February 12, 2020 (Term 2) – first week of the regular term. They may drop courses until October 2, 2019 (Term 1) and March 4, 2020 (Term 2) – the fourth week

of the regular term. The drop/add deadline for Short Term 2020 is January 8, 2020. Students may withdraw from a course from October 3 until October 30, 2019 (Term 1) and from March 5 until April 08, 2020 (Term 2).

A student may drop a class or declare pass/fail/audit through the first four weeks of a regular term. Dropping a class removes the class from the attempted credits on the transcript and no grade is recorded.

After the first four weeks of the term and through the eighth week, a student may withdraw from a course(s). The student will receive a grade of W on her transcript for any course from which she withdraws during this period and this withdrawal does not affect her GPA. The student will need to complete a withdrawal form which can be obtained from the registrar's office. This form requires the signatures of the course instructor, the academic advisor, the athletic director if the student participates in intercollegiate sports, the dean of academic success and the director of financial aid. Through this signature process the student will be advised on the impact her withdrawal has on full-time status, academic progress and financial aid.

After eight weeks, a student may request a medical withdrawal with proper medical documentation to be submitted and approved by the dean of academic success. This normally constitutes a withdrawal from all classes. Exceptions to this policy may be considered on a case-by-case basis by the dean of academic success. Grades will be assigned as either WP (withdrawn – passing and no impact on GPA) or WF (withdrawn – failing with impact on GPA) per faculty input to the dean of academic success.

Short term policy follows the same rules as above, with appropriately abbreviated add, drop and withdrawal periods.

Courses from which a student withdraws (grade of W, WP, or WF) do not meet skills, perspectives or major/minor requirements nor is credit earned.

ACADEMIC PROBATION

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 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 success, at which time proof must be provided that all conditions of the withdrawal have been met.

CLASS ATTENDANCE

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.

REPEATING A COURSE

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.

AUDITING A COURSE

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. Students may elect to audit a course within the first four weeks of the regular term (within the drop period).

SUMMER READING

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. The pass/fail grade is due from the faculty sponsor no later than September 30. Credit will not be given for more than one summer reading project in a summer.

TRANSFER CREDIT

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 Transfer Course Approval 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).

HONOR CODE

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.

GRADUATION REQUIREMENTS SUMMARY

- Total semester credits required by degree programs see page
 - Bachelor of Arts: 128
 - Bachelor of Science: 140
 - Bachelor of Arts and Fine Arts: 150
- 2.0 cumulative grade point average
- 2.0 grade point average in the major(s) (and minors(s))
- Short Term activities: 4 (16 short term credits, short term credits are not counted toward the semester credit requirement) see pages 34 and 214-217
- Physical education activity courses: 2 taken in separate terms (one of which must include a well-being designation: h) see page 34
- At least one major: all major requirements must be completed – see page 35 and departmental descriptions beginning page 46
- General Education: Education through Skills and Perspectives (ESP) see pages 31-34
 - Skills
 - x expository writing
 - w additional writing – one writing course should be taken in the first year (f)
 - o oral communication
 - q basic quantitative reasoning
 - Q applied quantitative reasoning
 - r applied research
 - Perspectives – must be represented by at least seven different departments
 - AES aesthetic analysis
 - CRE creative expression
 - PRE premodern worlds
 - MOD modern and/or contemporary worlds
 - SCI scientific inquiry
 - DIV social and cultural diversities
 - GLO global systems
 - LAN language study

Note: A course may count for one perspective and up to 2 skills. Students may count up to two perspectives toward major requirements

- A student may count no more than 60 credits from a single department 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). To graduate, a student must complete at least 68 credits outside the major discipline for the bachelor of arts or bachelor of arts and fine arts degree or 80 credits outside the major discipline for the bachelor of science degree.

Academic Honors

DEPARTMENTAL HONORS

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, 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

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

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

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." All coursework for the term must be completed and grades submitted to the office of the registrar by the 15th of the month following the end of the term in order for a student to be eligible for the Dean's List. The citation appears on the student's 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.

Chi Alpha Sigma: to recognize outstanding academic achievement by intercollegiate varsity letter winners.

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.

Kappa Delta Pi: the international honor society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. Hollins students are elected into membership through the Alpha Iota Rho Chapter at Hollins University.

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.

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 in a field related to mathematics.

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.

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.

J.F. Maddox Foundation Award for Excellence in French is awarded annually to a student who has demonstrated superior achievement in French.

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.

Daniel M. Murphy Prize for Spanish is presented to a student of Spanish who, following Dan's example, exhibits on a daily basis a profound love of the Spanish language and a dedication to learning about and teaching others about Hispanic cultures and literatures.

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.

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.

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:

100-199:	Introductory. Most courses are open to all students.
200-299:	Intermediate. Open to sophomores, juniors, and seniors. Open to first-year students with permission.
300-399:	Advanced. Open to juniors, seniors, and master of arts students in liberal studies and teaching.
400-499:	Advanced. Open to seniors and master of arts students in liberal studies, teaching, and master of fine arts.
500-599:	Graduate courses.
600-699:	Graduate essay/thesis/capstone.
150, 250, 350:	Special topics courses.
290, 390:	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.
399:	Internships, which are arranged with an internship supervisor who evaluates the work of the student and a faculty sponsor who submits the final grade.
470:	Undergraduate senior capstone seminars or activities.
480:	Undergraduate senior thesis/project/recital.
490:	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.

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

<i>f</i>	=	First-Year Writing Course
<i>w</i>	=	Additional Writing
<i>x</i>	=	Expository Writing
<i>o</i>	=	Oral Communication
<i>q</i>	=	Basic Quantitative Reasoning
<i>Q</i>	=	Applied Quantitative Reasoning
<i>r</i>	=	Applied Research

Wellness physical activity course

h

Sample course listing:

DEPARTMENT/NUMBER: TITLE (CREDITS)

Course description. Prerequisite, corequisite, or permission. Term offered.

(Gen Ed codes)

Instructor

Undergraduate Courses

Art

MAJORS, MINORS

PROFESSORS: Kathleen D. Nolan, Christina Salowey (classical studies)

ASSOCIATE PROFESSORS: Elise Schweitzer (on leave 2019-20)

ASSISTANT PROFESSOR: Genevieve Hendricks

VISITING ASSISTANT PROFESSORS: Andrea Martens, Paulo Morales, Claire Stankus

FRANCES NIEDERER ARTIST-IN-RESIDENCE: Jeff Schmuki (spring term)

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

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 197F: FIRST-YEAR SEMINAR - DESIGNING WOMEN (4)

Hendricks

The built environment – the human-made surroundings in which we live, work, and play – is shaped in important ways by ideas about gender and sexuality. This course will move among architecture, design, and urban planning to study the work of female architects and designers, and to consider why architecture remains among the most male-dominated of all the professions. Along the way, we will consider topics such as women's confinement to the domestic sphere and identification with the home; public and private realms; the organization of sexuality in the city; the feminist utopian spatial imagination; and the evolution of women's spaces for reading and writing. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (f, w, x, r)

ART 245: MYTH AND ANCIENT ART (4)

Salowey

Also listed and described as CLAS 245. Open to first-year students. Offered Term 2. (f, w, x, AES, PRE)

ART 250: SPECIAL TOPIC: GREEN BY DESIGN: SUSTAINABLE ARCHITECTURE AND THE ENVIRONMENT (4)

Hendricks

This course will explore Sustainable Architecture in the broadest sense: from the micro level of materials and technology, through the scale of buildings, to the macro level of urban form and suburbanization. We will examine how environmentalism has informed architectural discourses, and how discourses on the built environment and urbanism have in turn impacted environmentalism globally. We will look at not only how the notion of Sustainable Architecture is conceptualized, interpreted and implemented at varying scales, but also how we might push the frontiers of knowledge toward new directions and dimensions. These new dimensions should challenge us to be conscious of resource use, ecological balance and minimizing environmental impacts, as well as the competing logistics of Green Buildings. Also listed as ES 250. Open to first-year students. No prerequisites. Offered Term 2. (MOD, GLO).

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 2019-20. (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 2019-20. (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. Open to first-year students. Prerequisite: q. Not offered in 2019-20. (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 2. (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. Offered Term 1. (AES, PRE)

ART 264: MODERN ART (4)

Hendricks

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 1. (AES, MOD)

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

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 2019-20. (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. Not offered in 2019-20. (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: Sophomore standing or permission. Not offered in 2019-20. (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 2019-20.

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

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: sophomore standing or permission. Offered Term 2. (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 standing or permission. Not offered in 2019-20. (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: sophomore standing or permission. Not offered in 2019-20.

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: sophomore standing or permission. Not offered in 2019-20. (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: sophomore standing or permission. Offered Term 1.

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 2019-20. (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 2019-20. (AES, PRE)

ART 355: ADVANCED TOPICS IN ANCIENT ART (4)**Salowey**

Also listed as CLAS 355. Prerequisite: ART/CLAS 261 or permission. Not offered in 2019-20. (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 2019-20. (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. Not offered in 2019-20. (AES, DIV)

ART 371: BEHIND THE SCENES AT THE MUSEUM (4)**Nolan, Culligan**

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: sophomore standing or permission. Offered Term 2. (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)**Nolan**

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

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 any 200-level photography courses
- 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 Film Photography (4) or ART 207: Photographic Elements
- 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:

NOTE: Some courses in studio art have laboratory fees in addition to costs per term for personal art supplies (see Fees on page 24).

ART 100: DRAWING I (4)

Martens, Stankus

Drawing informs all the visual disciplines. This class focuses on drawing as an end of its own as and as a way of planning for any creative endeavor. Students will complete studio exercises in varied representational modes and media and so will learn how drawing is about seeing, feeling and thinking through mark making. Illustrated lectures. Evaluation by portfolio. Lab fee required. Open to first-year students. No prerequisite. Offered both terms. (CRE)

ART 200: FIGURE DRAWING/DRAWING II (4)

Schweitzer

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 2019-20. (CRE)

ART 203: INTRODUCTION TO FILM PHOTOGRAPHY (4)

Morales

This introductory level course emphasizes the basic skills of camera and darkroom, and the use of photography as a "seeing" process. Students will produce a final portfolio of personalized work. Though cameras are available on a check out basis, students are encouraged to provide their own 35mm film camera; a limited number are available to be checked out. Lab fee required. No prerequisite. Open to first-year students. Offered both terms. (CRE)

ART 207: PHOTOGRAPHIC ELEMENTS (4)

Department

This introductory 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 term two in addition to ART 203 and ART 209. Open to first-year students. Not offered in 2019-20. (CRE)

ART 209: SMART PHONE PHOTOGRAPHY (4)

Department

Smart Phone Photography is an introductory level course that uses a smart phone as the camera. Emphasis is on seeing-learning to use the screen to see the world with an emphasis on formal elements that over time will give poetic expression to both external and internal realities. The course begins in gray scale and eventually will include color, multiple image projects, the basics of Photoshop, ink jet printing, and specialized apps. Students will share and comment on work in online websites and communities. A final portfolio will provide students the opportunity to create a technically consistent, conceptually based body of work of their own design. Lab Fee (inks and ink jet paper). Open to first-year students and may be taken in addition to ART 207 and ART 203. Not offered in 2019-20. (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 2019-20.

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. Open to first-year students. 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 modeling, coil building, slab building, and plaster mold making to create pottery and sculptural objects 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 work time outside of class. No prerequisite and may be repeated for credit. Lab fee required. Open to first-year students. 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 2019-20. (CRE)

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

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. Not offered in 2019-20. (CRE)

ART 228: RELIEF PRINTMAKING (4)**Department**

Relief printmaking is a centuries old process used by artists today for its bold and graphic quality. In this class we will begin with simple and direct processes and then develop our skills into more complex and larger scale approaches. We will carve wood, linoleum and MDF and will also look at examples of relief prints throughout history. Open to first-years. Prerequisite: ART 100. Not offered in 2019-20.

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

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 250: SPECIAL TOPIC: DOCUMENTARY PHOTOGRAPHY (4)**Morales**

What is a documentary image? How do viewers read, decode, and understand photographs? In this course, students will photograph, research, and investigate documentary subjects of their own choice as well as examine issues of photojournalism, access, and ethics. Readings, slide lectures, and class discussions supplement group critiques of on-going work. Lab fee required. Some photographic experience helpful, but no prerequisite. Open to first-year students. Offered Term 2.

ART 250: SPECIAL TOPIC: INTRODUCTION TO DIGITAL PHOTOGRAPHY (4)**Morales**

Through photographing weekly, in-class demonstrations, lectures, and critique, students will engage in the problems of digital photographic production and seeing. The course focuses on the technical and aesthetic issues of producing, editing, and printing digitally captured files. Students will leave this course with the following four things: 1) a comprehensive understanding of digital camera exposure, 2) a working knowledge of digital workflow in Adobe Lightroom, Camera Raw and Photoshop, 3) the skills to produce prints, and 4) an in-progress body of photographic work. Though a limited number of cameras will be available to be checked out short term, students are encouraged to provide their own digital cameras with manual controls and the ability to produce raw files. Lab fee required. No prerequisite. Open to first-year students. Offered Term 1.

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 312: ALTERNATIVE PHOTOGRAPHIC PROCESSES (4)**Morales**

This course provides instruction in a variety of processes that involve hand-applied emulsions, including Cyanotypes, Salted paper prints, and Gum Bichromate prints. Emphasis on use of these processes for expressive goals. In addition to these processes, students will learn how to make inkjet negatives. Final portfolio required. Lab fee: approximately \$175. Prerequisite: Any photography course including short term. Offered term 2.

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

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 2.

ART 335: THE MANIPULATED IMAGE – A DIGITAL APPROACH (4)**Department**

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: Any photography course including short term. Not offered in 2019-20. (CRE)

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

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 1.

ART 351: ARTIST-IN-RESIDENCE: CREATING PUBLIC ART (2)**Schmuki**

A two-credit course taught by the Frances Niederer Artist-in-Residence each year. This course will explore a variety of approaches to creating public art including types of socially engaged art, public intervention, guerilla art, monuments, wall works, performances, video, and sculpture. We will examine the processes, history, and role of contemporary public art through a collaborative project that involves the broader community and transcends the gallery setting. 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 376: PAPER, PRINT, BOOK (4)**Martens**

Paper and books, which we often take for granted, have a rich history and wealth of creative potential for artists today. In this class, we will have the hands-on experience of making paper and learning how to bind books while also exploring the role of both in other cultures and in the artist's 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! Offered Term 1. (CRE)

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)**Stankus**

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)**Stankus**

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. Offered Term 2.

The certificate in arts management from Hollins University gives students the opportunity to connect their major or minor in one of the arts with career interests in various fields of arts management. In addition to course work, 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 of intended major or minor.

REQUIREMENTS FOR A CERTIFICATE IN ARTS MANAGEMENT:

18 credits plus internships

- A major or minor within the visual or performing arts: art history, studio art, dance, film, music, or theatre
- BUS 100: Introduction to Business (4)
- ART/DANC/FILM/MUS/THEA 175: Introduction to the Study of Arts Administration (4)
- Two courses (8 credits) from the following:*
- ART/DANC/FILM/MUS/THEA 276: Philanthropy and the Arts (4)
- BUS 125: Principles of Financial Accounting (4)
- BUS 224: Ethical Leadership (4)
- BUS 228: Customer Acquisition (4)
- BUS 252: Organizational Behavior (4)
- BUS 330: Entrepreneurship (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 or minor department (2)
- Two internships in the area of arts management, either short-term or full-term

*A special topics, or other relevant course, may be substituted with permission of the student's major/minor 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. Offered Term 2. (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. Not offered in 2019-20.

The Batten Leadership Institute (BLI) offers classes to build leadership skills that emphasize feedback, conflict, negotiation, decision-making, change, and team dynamics. There is no application process and all students are encouraged to enroll in a leadership class. Students may choose to continue to pursue a certificate in leadership studies to complement any major. Students may begin the program by taking either BLI 210 or 220.

CERTIFICATE IN LEADERSHIP STUDIES

6 Classes

The Certificate in Leadership Studies prepares students through a foundation of education, skill-building and individual development, with an emphasis on practical application across systems. Through experiential opportunities, discussions in class, and time with invited guests, students customize their own goals according to their style and aspirations for effectively engaging in the world in a meaningful way.

REQUIREMENTS FOR A CERTIFICATE IN LEADERSHIP STUDIES:

- BLI 210: Conflict, Feedback and Change (4 credits) (offered both terms)
- BLI 220: Decision Making For Individuals and Teams (4 credits) (offered both terms)
- BLI 471, BLI 472: Leadership Capstone (2 credits fall, 2 spring)
- Two Leadership Seminars (4 credits each – see list below)

REQUIRED COURSES IN LEADERSHIP STUDIES:

BLI 210: CONFLICT, FEEDBACK AND CHANGE (4)

Schnurman

This course employs an understanding of conflict, change, negotiation, feedback and leadership theories. A strong emphasis is on awareness of self with students identifying their own areas for development. Open to first-year students. No prerequisites. Offered both terms.

BLI 220: DECISION-MAKING STRATEGIES FOR TEAMS AND PROJECTS (4)

Schnurman

This course offers tools and strategies for decision-making, team functioning and project design. Students will develop a project from design to implementation, to benefit an identified population (ex: animals, adults, children, etc.). Content also incorporates a contextual understanding of culture and values across organizational systems. No prerequisites. Offered both terms.

BLI 471, 472: THE ART OF NEGOTIATION AND FEEDBACK IN SUPERVISION (2, 2)

Schnurman

This course grows skills across two semesters (2 credits each term) and offers a choice of two possible experiences for students to pursue. Mentoring students in other levels of the program and refining those support skills, while incorporating relevant reading and content, is a typical path. An alternate path available for students is to propose a discipline-specific topic and identify a leadership theory or model to apply in a unique way. These students work individually with the instructor to develop drafts towards submission of their work to an identified publication of interest. In both tracks, students are invited to engage in reflective experiences as they develop timelines and collect pertinent data in preparation for plans beyond graduation. Prerequisites: BLI 210. 471 offered Term 1. 472 offered Term 2.

LEADERSHIP SEMINARS (2 from list)

First-year seminars

ECON 197F: Incompatibles? Economics, Nature and Globalization

HIST 197F: History Rocks

HUM 197F: Passion for Power, Power for Passion

PSY 197F: Positive Psychology: The Science of Happiness

Seminars open to all students

ANTH//ES/GWS 219: Food, Culture and Social Justice

ART/CLAS 261: Ancient Art

ART/DANC/FILM/MUS/THEA 175: Introduction to the Study of Arts Administration

ART/DANC/FILM/MUS/THEA 276: Philanthropy and the Arts

ART/CLAS 355: Advanced Topics in Ancient Art - Pompeii and Herculaneum

BIOL/ES 357: Conservation Biology

BIOL 471: Senior Seminar
 BUS 100: Introduction to Business
 BUS 224: Ethical Leadership
 BUS 252: Organizational Behavior
 BUS 263: International Business
 BUS/ECON 266: International Finance
 BUS 349: Corporate Finance
 BUS 474: Senior Seminar in Strategic Management
 COMM 225: Public Speaking
 COMM 238: Argumentation and Advocacy
 COMM 270: Intercultural Communication
 COMM 316: Contemporary Public Communication
 COMM 327: Communication and Technology
 COMM 343: Organizational Communication
 DANC 240: Imaginative Thinking: Moving and Crafting I
 DANC 260: Performance Workshop and Critique
 DANC 340: Imaginative Thinking, Moving and Crafting II
 ECON 386: Managerial Economics
 EDUC 141: Schooling in American Society
 ENG 142: Folk and Fairy Tales
 ENG 333: Shakespeare's Women
 ENG 358: Literature of the African Diaspora
 ES/ INTL 210: World Geography
 ES/PHYS 225: Energy and the Environment
 ES/POLS 234: Environmental Politics and Policy
 ES 470: Environmental Studies Capstone Seminar
 FILM 281: Video Production
 FILM 334: Directing for Film
 GWS 141: Introduction to Gender & Women's Studies
 GWS 209/PHIL 208: Feminist Philosophies
 GWS/HIST 225: Women in Early Modern Europe
 GWS 226/HIST 226S: Gender and Women's History in Modern Europe
 GWS/HIST 334: Sex and Race in the Age of Empire
 HIST 155: Hitler and the Holocaust
 HIST 203S: Nations, States, and Violence
 HIST 212S: American Politics and Society Since 1950
 HIST 214: Issues in Contemporary American History
 HIST 221: Civil Rights Movement in America
 HIST 271: Revolution and War in Vietnam
 HIST 317: Presidential Character and Leadership
 HIST 318: American Colonial History
 HIST 368: America in a Dangerous World
 INTL/POLS 262: Government and Politics in Africa
 POLS/INTL 332 Currents of Marxist Thought
 LAT 227: Epistolary Latin
 PHYS 201/202: Analytical Physics I & II
 POLS 102: Introduction to International Relations
 POLS 200L: Contemporary Britain
 POLS 255: Conquest
 POLS/SOC 323: Small Cities Studio
 PSY 215: Motivation and Emotion
 PSY 250: Counseling Theory/Technique
 SPAN 327: Hispanic Women
 THEA 161: Acting Dynamics
 THEA 363: Directing

PROFESSOR: Renee Godard, C. Morgan Wilson (chair)

ASSOCIATE PROFESSORS: Rebecca Beach,

ASSISTANT PROFESSOR: Mary Jane Carmichael, Elizabeth Gleim

VISTING ASSISTANT PROFESSOR: Rupert Cutler

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 to focus on 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; one semester of senior seminar and allied courses (54–70 credits)

REQUIRED COURSES IN BIOLOGY:

- Three 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)
- Five elective courses in biology at or above the 200 level (including labs, if applicable). A student may substitute one semester of BIOL 390, BIOL 391, or BIOL 480 for one of the elective courses. (A student may petition the department to include one course at the 100 level among the five elective courses, if the course is taken before the student decides to major in biology.)
- BIOL 399: Biological Internship (any term)
- BIOL 471: Senior Seminar (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 or statistics (140 or above) or PSY 208: Research Statistics (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)

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.

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

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

REQUIRED COURSES IN BIOLOGY:

- Three 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)

- Five upper-level elective courses in biology 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 or BIOL 480(4)]
- BIOL 399: Biological Internship (any term)
- BIOL 471: Senior Seminar (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/statistics from the following: MATH 152, MATH 241, STAT 140, STAT 251, or PSY 208(4-6). Note that Math 140 is the pre-requisite course for PHYS 151/151L below.

And one of the following:

- Two additional chemistry courses (with labs), at or above the 200 level (8-12) **AND** PHYS 151/151L and PHYS 152/152L or PHYS 201/201L and PHYS 202/202L **OR**
- Four additional chemistry courses (with labs), at or above the 200 level (24)

REQUIREMENTS FOR A MINOR IN BIOLOGY:

Five courses and associated laboratories, if applicable (20-24 credits)

- Two 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)
- Three elective courses in biology at or above the 200 level (including laboratories, if applicable)

COURSES IN BIOLOGY:

BIOL 117: ENVIRONMENTAL SCIENCE (4)

Carmichael, Gleim

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. Offered both terms. (SCI)

BIOL 130: DEFENSE AGAINST FOREIGN AGENTS (4)

Department

This lecture/laboratory course will explore how the human immune system protects us from diseases and the pathogens that are constantly trying to breach this system. The outcome of this delicate balance dictates the state of human health. Topics covered will include infectious diseases, cancer, 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 2019-20. (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 2019-20. (SCI)

BIOL 133: MARINE ECOLOGY (2)

Godard, Wilson

Students in this course will examine the ecology of marine ecosystems. Additionally, they will learn to recognize and identify characteristics and behavior of more than 100 marine species. This course is only open to students that will be participating in The Caribbean Environment Short Term course. Students will be enrolled by instructor. Offered Term 1.

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

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 1. (SCI)

BIOL 207: ECOLOGY (4)**Gleim, 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)**Gleim, 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)**Carmichael, Wilson**

As one of the three 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)**Carmichael, 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)**Beach**

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 three 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 1. (SCI: must take lab to fulfill SCI)

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

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 1. (SCI)

BIOL 250: SPECIAL TOPIC: ONE HEALTH: LINKING HUMAN, ANIMAL, AND ENVIRONMENTAL HEALTH (4)**Gleim**

Nearly two-thirds of all human infectious diseases are transmissible to animals and vice versa. One Health is a world-wide movement which focuses on the intersectionality of human, animal, and environmental health and how interdisciplinary efforts can be made to better study and solve these problems. This seminar-based course will take a case study approach to explore concepts and approaches integral to One Health. Key diseases and issues related to human, animal, and environmental health for which this approach could or has been utilized will be explored along with its associated peer-reviewed literature. This course is specifically targeted towards pre-health, pre-vet, and public health students, along with students interested in field biology and environmental science. Also listed as ES 250. Pre-requisites: BIOL/ES 207/207L, BIOL 236/236L, or permission. Offered Term 2.

BIOL 250: SPECIAL TOPIC: JUNIOR BIOLOGY SEMINAR (2)**Carmichael**

This course will introduce sophomore and junior biology majors to career options available in the field of biology. Topics will include careers in biology, the role of internships, graduate school application process (including human and animal medicine graduate programs), resume writing, and developing skills for interviews. This course is graded as pass-fail and is only open to biology majors with sophomore or junior standing or permission of the instructor. Offered Term 1.

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)**Department**

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 three biology core courses (BIOL 207, BIOL 220, BIOL 236) or permission. Not offered in 2019-20.

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

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. Offered Term 2.

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

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. Offered Term 2.

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 (Thursday - Sunday) to the Virginia Institute of Marine Science Eastern Shore Laboratory in late September. 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 (\$150-200 required). Corequisite: BIOL 313. Offered Term 1.

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

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. Not offered in 2019-20.

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

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. Not offered in 2019-20.

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 2019-20.

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 2019-20.

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

Also listed and described as PSY 317. Prerequisites: PSY 141 (or permission) and BIOL 220. Offered Term 1.

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

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. Offered Term 2.

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

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. Offered term 2.

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. Offered Term 2.

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

Observational and experimental techniques in field and laboratory settings. The lab culminates in independent group research projects. Beyond the designated laboratory meetings, there may be one day-long field trip to observe patterns of behavior in other species. The cost for this trip will be shared by participants. Also listed as PSY 323L. Corequisite: BIOL 323. Offered Term 2.

BIOL 328: FIELD VERTEBRATE ZOOLOGY (4)**Godard**

In this lecture/lab course, we will use vertebrates as our focus as we explore issues of evolution, ecology, physiology, behavior and conservation as well as develop skills associated with studying vertebrates in the field. Beyond the scheduled classes, students are required to participate in a 3 day weekend field trip to the Eastern Shore of Virginia to study avian biodiversity as well as several evening excursions to examine patterns of amphibian biodiversity. Course fee of \$150-200 is required. Prerequisite: BIOL/ES 207 or permission from instructor. Also listed as ES 328. Prerequisite: BIOL/ES 207 or permission. Not offered in 2019-20.

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

This seminar-style course is intended to provide an in-depth analysis of the cell and molecular biology of the human immune system, 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. Not offered in 2019-20.

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

This laboratory will provides students with hands-on experience on classical experimental techniques used in the field of immunology research. Laboratory methods will focus on molecular and biochemical aspects of immunology. Corequisite: BIOL 332. Not offered in 2019-20.

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

With nearly 10,000 recognized species, the taxonomic class Aves is one of the most diverse groups of animals on earth. In this lecture course students will explore the anatomy, physiology, behavior, taxonomy, evolution, and life history of birds. Prerequisite: BIOL/ES 207 or permission from instructor. Also listed as ES 337. Prerequisite: BIOL/ES 207 or permission. Offered Term 2.

BIOL 337L: LABORATORY FOR ORNITHOLOGY (2)**Wilson**

Students in this field laboratory 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 either the North Carolina coast or Eastern Shore of Virginia) and in several other morning/evening

activities. The cost of rooms and meals for the weekend trip will be shared by participants (\$150-200 required). Corequisite: BIOL 337. Also listed as ES 337. Prerequisite: BIOL/ES 207 or permission. Offered Term 2.

BIOL 341: PLANT BIOLOGY (4)

Gleim

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. Also listed as ES 341. Prerequisite: BIOL 207. Not offered in 2019-20.

BIOL 341L: LABORATORY FOR PLANT BIOLOGY (2)

Gleim

Laboratory sessions will provide hands-on experiences in laboratory and field settings. A significant portion of the lab will be field-based, with time being spent learning to identify native and common invasive plants, with particular focus on woody species. Students will conduct a multi-week research project and present their findings. Also listed as ES 341L. Co-requisite: BIOL 341. Not offered in 2019-20.

BIOL 351: BIOCHEMISTRY (4)

Nguyen

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 CHEM 351. Prerequisites: CHEM 222 and CHEM 222L; or the equivalent. Offered Term 1.

BIOL 351L: LABORATORY FOR BIOCHEMISTRY (2)

Nguyen

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

BIOL 352: ADVANCED BIOCHEMISTRY (4)

Nguyen

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

BIOL 352L: LABORATORY FOR ADVANCED BIOCHEMISTRY (2)

Nguyen

Also listed and described as CHEM 352L. Corequisite: BIOL 352. Offered Term 2.

BIOL 357: CONSERVATION BIOLOGY (4)

Gleim

In this course, 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 also explore how to apply this knowledge through learning about and utilizing various professional approaches used to solve conservation problems. Students will also be expected to participate in a weekend field trip to Front Royal Virginia & Washington D.C. to explore conservation biology research and efforts occurring at the Smithsonian. Course fee of \$150-200 required. Also listed as ES 357. Prerequisites: BIOL/ES 207 and 207L or permission. Offered Term 1.

BIOL 357L: LABORATORY FOR CONSERVATION BIOLOGY (2)

Gleim

Laboratory activities will cultivate an understanding of real-world, hands-on conservation biology through completing a multi-week research project that will involve experimental design and methodology development, use of various field techniques to collect data, analysis and interpretation of data, and presentation of research findings. In addition, students will be trained to use common professional tools and methods, including geographic information systems (specifically ArcGIS), which aid in the management and preservation of biodiversity. Corequisite: BIOL 357. Offered Term 1.

BIOL 364: BIOGEOCHEMISTRY: AN ANALYSIS OF GLOBAL CHANGE (4)

Carmichael

Much like the human body, the Earth's climate and ecological systems have been finely tuned to maintain homeostasis. In the human body, this occurs via feedback loops and exchange between major organ systems. In the Earth's climate and ecological systems, this balance is maintained by the flow of energy and materials. Biogeochemistry is the study of this flow of energy and materials within the Earth's planetary system. In this course, we will cover processes that control the cycling of C, N, and P and other biochemical elements in terrestrial and aquatic systems, with special emphasis placed on the coupling between human and natural systems. Topics include the origin of Earth and the development of elemental cycles, the Earth as a chemical system, the biogeochemical cycling of elements in the atmosphere, lithosphere, and biosphere, the global cycles of H₂O, C, N and P, and the expanding human footprint on biogeochemical processes. Prerequisites: CHEM 101/102 or CHEM 105, BIOL 207 or BIOL/ES 117. Also listed as ES 364. Offered Term 1.

BIOL 364L: BIOGEOCHEMISTRY LABORATORY (2)**Carmichael**

The biogeochemistry laboratory will introduce students to common analytical techniques used to assess the biogeochemical transformation of nutrients in the environment. Co-requisite: BIOL 364. Also listed as ES 364L. Offered Term 1.

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 three biology core courses (BIOL 207, BIOL 220, or BIOL 236). 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: SENIOR SEMINAR (2)**Beach**

All majors are required to take this course during the fall term of their senior year. Students in this capstone course will draw upon course content from their major to explore common readings and present on a relevant topic of interest. In addition, each student will prepare a portfolio summarizing her academic experiences (to include a curriculum vitae, resume, and cover letter, as well as summaries of coursework and skills attained, internships and abroad experiences). Offered Term 1.

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

PROFESSOR: Casimir Dadak (on leave 2019-2020)

ASSOCIATE PROFESSOR: Pablo Hernandez (chair)

PROFESSOR OF PRACTICE-BUSINESS: Karen Messer-Bourgoin

VISITING ASSISTANT PROFESSOR: Peter Chiappetta

ADJUNCT LECTURERS: Rathin Basu, Rose Hagen, Judith Ann Runyon, Stacey Seltzer, Jeffery D. Strom

The business major seeks to educate students, within the context of liberal arts, in the analytical skills necessary for the understanding of the global economy, the impact of economic policies on individuals and enterprises, and the interactions between economics, politics, societies and the private sector. 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, communication, and languages. Students may follow a General Business track or choose from three optional business tracks: Finance, International, or Entrepreneurship. 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 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.

REQUIREMENTS FOR A MAJOR IN BUSINESS:

13 courses (52 credits) and one 4-credit internship

REQUIRED COURSES:

- BUS 100: Introduction to Business (4)
- BUS 125: Principles of Financial Accounting (4)
- BUS 222: Business Law (4) or BUS 224: Ethical Leadership (4)
- BUS 226: Principles of Managerial Accounting (4)
- BUS 228: Customer Acquisition (4)
- BUS 349: Corporate Finance (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)
- **INTERNSHIP:** One 4-credit 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:

ENTREPRENEURSHIP TRACK

- BUS 244: Introduction to Entrepreneurship (4)
- BUS 364: Advanced Topics in Entrepreneurship (4)
- One of the following (4):
 - BUS 252: Organizational Behavior (4)
 - BUS 322: E-commerce (4)
 - BUS 327: Cost Accounting (4)

FINANCE TRACK

- BUS 203: Investments (4)
- BUS 327: Cost Accounting (4)
- One of the following (4):
 - BUS 266: International Finance (4)
 - BUS 275: Management of Financial Institutions (4)
 - ECON 272: Money, Credit, and Banking (4)

GENERAL BUSINESS TRACK

- Any three of the following of which one must be at the 300 level (12):

BUS 203: Investments
 BUS 244: Introduction to Entrepreneurship
 BUS 252: Organizational Behavior
 BUS 263: International Business
 BUS 266: International Finance
 BUS 322: E-Commerce
 BUS 327: Cost Accounting
 BUS 353: Training and Human Resources Development

INTERNATIONAL TRACK

- BUS 263: International Business (4)
- BUS 266: International Finance (4)
- Completion of a second language through the intermediate level
- One of the following (4):
 - BUS 203: Investments (4)
 - COMM 270: Intercultural Communication (4)
 - ECON 265: International Trade (4)
 - FREN 356: French for International Business (4)
 - SPAN 355: International Commerce in the Hispanic World (4)

REQUIREMENTS FOR A MINOR IN BUSINESS:

6 courses (24 credits) and one 4-credit internship

- BUS 100: Introduction to Business (4)
- BUS 125: Principles of Financial Accounting (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: Customer Acquisition (4)
 - BUS 252: Organizational Behavior (4)
- One BUS 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) and one 4-credit internship

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

REQUIREMENTS FOR A MINOR IN ENTREPRENEURSHIP:

6 courses (24 credits) and one 4-credit internship

- BUS 100: Introduction to Business (4)
- BUS 125: Principles of Financial Accounting (4)
- BUS 244: Introduction to Entrepreneurship (4)
- BUS 228: Customer Acquisition (4)
- BUS 364: Advanced Topics in Entrepreneurship (4)
- One of the following (4):
 - BUS 226: Principles of Managerial Accounting (4)
 - BUS 322: E-Commerce (4)
- One business-related internship (4) (normally completed during Short Term)

COURSES IN BUSINESS:

BUS 100: INTRODUCTION TO BUSINESS (4)

Messer-Bourgoin, Chiappetta

This is a broad survey of fundamental business concepts, such as management, marketing, human resources, entrepreneurship 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 worlds, while providing the foundation for meaningful participation in more advanced classes. Open to first-year students. No prerequisite. Offered both terms. (r, MOD)

BUS 104: PERSONAL FINANCE (4)

Department

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, real estate, and income tax. Open to first-year students. No prerequisite. Not offered in 2019-20.

BUS 125: PRINCIPLES OF FINANCIAL ACCOUNTING (4)

Hagen

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 both terms.

BUS 203: INVESTMENTS (4)

Chiappetta

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, 104 or 125 Offered Term 2. (Q)

BUS 222: BUSINESS LAW (4)

Department

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. Not offered in 2019-20.

BUS 223: BUSINESS LAW AND ETHICS (4)

Department

This course provides insight into the legal environment in which firms operate including contracts, negotiable instruments, agency, property concepts, and business organization. We also explore 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. Prerequisite: BUS 100. Not offered in 2019-20. (Initial offering 2020-21)

224: ETHICAL LEADERSHIP (4)

Strom

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: PRINCIPLES OF MANAGERIAL ACCOUNTING (4)

Runyon

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: CUSTOMER ACQUISITION (4)

Messer-Bourgoin

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

BUS 244: INTRODUCTION TO ENTREPRENEURSHIP (4)

Messer-Bourgoin, Seltzer

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 topic of study. Students will learn about developing and assessing ideas for entrepreneurial ventures, risk, and success strategies. Students will prepare a Lean Product

Plan as the major project of this course. Prerequisites: BUS 100 and BUS 125. Not offered in 2019-20. (Initial offering 2020-21; to replace BUS 330. Students may take BUS 244 or BUS 330, not both.)

BUS 252: ORGANIZATIONAL BEHAVIOR (4)

Strom

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. Prerequisite: BUS 100. Offered Term 1. (MOD)

BUS 263: INTERNATIONAL BUSINESS (4)

Department

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. Not offered in 2019-20. (w, x, GLO)

BUS 266: INTERNATIONAL FINANCE (4)

Chiappetta

Globalized economy offers tremendous profit opportunities, but also exposes firms to various types of risk. The course explains how to benefit from the former and how to avoid and limit the latter. Students learn how monetary and fiscal policies adopted by different nations influence the outcomes. Students also explore how different legal, tax, and accounting standards and principles create problems and present opportunities to improve financial performance of multinational corporations. Also listed and described as ECON 266. Prerequisites: q and ECON 158. Offered Term 1. (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 2019-20.

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 any term.

BUS 322: E-COMMERCE (4)

Messer-Bourgoin

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 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 327: COST ACCOUNTING (4)

Department

The course examines concepts, procedures and techniques underlying a cost accounting system that managers use in their decision-making processes, controlling, and performance reporting. Topics include cost measurement and cost control, as well as management control systems, inventory costing, activity-based and job costing. Students master CVP (cost-volume-profit) analysis, planning and control methods, budgeting and responsibility accounting, flexible budgeting and variance analysis. Prerequisites: BUS 100, BUS 125, and BUS 226. Not offered in 2019-20. (Initial offering 2020-21)

BUS 330: ENTREPRENEURSHIP (4)

Messer-Bourgoin

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 lean product plan as the major project of this course. Prerequisites: BUS 100 and BUS 125. Offered Term 2. (w, x) (Final offering in spring 2020, to be replaced by BUS 244. Students may take BUS 330 or BUS 244, not both.)

BUS 349: CORPORATE FINANCE (4)

Chiappetta

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 100 and BUS 252. Not offered in 2019-20.

BUS 364: ADVANCED TOPICS IN ENTREPRENEURSHIP (4)**Messer-Bourgoin**

Students learn how to acquire the knowledge, skills and attitudes needed to sustain growth and successful business expansion, as well as how to respond to challenges that emerge in the marketplace. We identify issues that provide early signs of potential business failure and study strategies leading to workable remedies. Through the analysis of case studies students are exposed to sound judgment and best practices enhancing business performance. Prerequisites: BUS 100, BUS 125, BUS 226, and BUS 244. Not offered in 2019-20. (Initial offering 2020-21)

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 any term.

BUS 399: INTERNSHIP (2 or 4)**Messer-Bourgoin**

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)**Chiappetta**

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: Bansi L. Kalra

ASSOCIATE PROFESSOR: Daniel R. Derringer (chair)

ASSISTANT PROFESSOR: Son Nguyen

CURATOR: Department

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 modern 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: Principles of Financial Accounting (4)
- BUS 226: Principles of Managerial Accounting (4)
- BUS 228: Customer Acquisition (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 (BUS 203: Investments; BUS 222: Business Law; BUS 252: Organizational Behavior; BUS/ECON 266: International Finance; BUS 330: Entrepreneurship; 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)

Kalra

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)

Kalra

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)

Department

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)

Department

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**

This one-semester course in general chemistry is designed for students who have had chemistry in high school. It is open to students who by placement examination demonstrate that they have a good working knowledge of important principles of chemistry. Topics include stoichiometry, equilibria, reaction rates, atomic structure, bonding, molecular structure, thermodynamics, and electrochemistry. Open to first-year students. Not open to students who have taken CHEM 101 or CHEM 102. Prerequisite: satisfactory score on the Chemistry Placement Test or permission. 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. Corequisite: CHEM 105. Offered Term 1. (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. Not offered in 2019-20. (Q, 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. Corequisite: CHEM 214. Offered Term 2. (SCI)

CHEM 221: ORGANIC CHEMISTRY I (4)**Nguyen**

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)**Nguyen**

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 2.

CHEM 222: ORGANIC CHEMISTRY II (4)**Nguyen**

Organic reactions and their mechanisms. Prerequisites: CHEM 221 and CHEM 221L. Offered Term 2.

CHEM 222L: LABORATORY FOR ORGANIC CHEMISTRY II (2)**Nguyen**

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. Not offered in 2019-20.

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. Not offered in 2019-20.

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)**Nguyen**

Selected topics in organic chemistry. Prerequisites: CHEM 214 and CHEM 214L; CHEM 222 and CHEM 222L. Not offered in 2019-20.

CHEM 320L: LABORATORY FOR ADVANCED ORGANIC CHEMISTRY (2)**Nguyen**

Advanced techniques of organic synthesis. Experimental design. Instrumental analysis of organic compounds. Short research project. Corequisite: CHEM 320. Not offered in 2019-20.

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 1.

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 1.

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)**Yonker**

Also listed and described as PHYS 335. Offered Term 2.

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 2019-20.

CHEM 351: BIOCHEMISTRY (4)**Nguyen**

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)**Nguyen**

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)**Nguyen**

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)**Nguyen**

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. Offered Term 2.

CHEM 354: PHARMACEUTICAL CHEMISTRY (4)**Department**

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. Not offered in 2019-20.

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.

PROFESSORS: George Fredric Franko (chair, philosophy & classics), 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 guides a student through these paths of inquiry by strengthening critical thinking, writing, and oral communication skills and by developing an understanding of the premodern perspective. 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 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 113 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 130: Literature and Thought in Ancient Greece
 - 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 130: LITERATURE AND THOUGHT IN ANCIENT GREECE (4)

Franko

We shall read and discuss outstanding and influential works from archaic, classical, and Hellenistic Greece, including selections from such authors as Homer, Sappho, Sophocles, Aristophanes, Herodotus, and Plato. We shall examine the defining qualities of different genres (epic, lyric, tragedy, comedy, history, philosophy, biography) and the social context to which the authors responded. Open to first-year students. Not offered in 2019-20. (f, w, x, PRE)

CLAS 138: CLASSICAL MYTHOLOGY (4)

Department

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. Not offered in 2019-20. (PRE)

CLAS 197F: FIRST-YEAR SEMINAR – THE GREAT (AND NOT SO GREAT) GREEK TRAGEDIES (4)

Franko

This first-year seminar engages students in the study of the unique nature and enduring significance of Greek tragedy. Students read tragedies by Aeschylus, Sophocles, Euripides, and Shakespeare, as well as related texts on the theory of tragedy, including Aristotle's Poetics. Various productions on DVD and field trips will enhance the study of these plays. Also listed as THEA 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r, AES, PRE)

CLAS 240: GREEK HISTORY (4)

Franko

Also listed and described as HIST 240. Not offered in 2019-20. (PRE)

CLAS 241: ROMAN HISTORY (4)

Department

Also listed and described as HIST 241S. Not offered in 2019-20. (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. Offered Term 2. (f, w, x, AES, PRE)

CLAS 261: ANCIENT ART (4)

Salowey

Also listed and described as ART 261. Not offered in 2019-20. (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 311: ENVIRONMENTAL HISTORY OF THE ANCIENT MEDITERRANEAN (4)

Salowey

Humans have never existed in isolation but have had an awareness of and lived intertwined with the complex natural world that surrounds them. This is as true for the ancient societies in Mesopotamia, Egypt, Greece, and the Roman Empire, as it is for our contemporary world. Ancient mythologies, literature, theology, philosophy, and art give expression to the attitudes about nature. Farmsteads, urban centers, religious sanctuaries... and garbage pits preserve evidence of human alterations to their environment. New scientific and archaeological methods aid in

exploring the adaption forces on ancient inhabitants by earthquakes, floods, eruptions, landslides, and climate changes. This course introduces the essential primary and secondary sources, and research methods for discovering the destructive and successful ways humans have lived in the ancient Mediterranean, and explores and critiques a variety of case studies from across the region. Also listed and described as ES 311. Offered Term 1. (PRE)

CLAS 314: ROMAN HISTORY & SHAKESPEARE (4)

Franko

Historians both establish facts about the past and interpret those facts by constructing narratives that reveal causes and effects tied to individual personalities and collective social factors. Shakespeare is one of the most sensitive and perceptive interpreters of Roman history, and Rome provided him with some of his best material. We will read, view, and discuss three of Shakespeare's Roman plays (*Coriolanus*, *Julius Caesar*, *Antony & Cleopatra*). Our study of the ancient sources will extend beyond the texts of Plutarch, Livy, and other authors to include the contextual epigraphic, archaeological, and numismatic records. Our dual goals are to understand modern study of ancient history and to evaluate Shakespeare as an early modern interpreter of Roman history for the page and stage. Offered Term 2. (PRE)

CLAS 332: THE IDES OF MARCH (4)

Department

Also listed and described as HIST 332. Not offered in 2019-20. (w, x, PRE)

CLAS 342: GREEK & SHAKESPEAREAN TRAGEDY

Franko

Intensive study of exemplary tragedies from Aeschylus (*Oresteia* trilogy), Sophocles (*Oedipus* plays), Euripides (*Medea*, *Hecuba*, *Electra*), and Shakespeare (*Hamlet*, *Macbeth*, *Lear*). Topics will include: justice, revenge, and murder; the development of tragedy in classical Athens and early modern England; the effects of ancient and modern staging conditions and practices; the role of tragedy as reflector and generator of social tensions; the portrayal of gender in tragedy; the place of Aristotle's *Poetics* as a touchstone for the evaluation of the tragic genre; ideas of tradition, reception, and confluence among authors and audiences. Videos and live performances will enhance our exploration beyond the scripts. Not offered in 2019-20. (AES, PRE)

CLAS 355: ADVANCED TOPICS IN ANCIENT ART (4)

Salowey

Also listed as ART 355. Prerequisite: ART/CLAS 261 or permission. Not offered in 2019-20. (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. 101 offered Term 1; 102 offered Term 2. (LAN)

GREK 210: PLATO (4)

Franko

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 2019-20. (LAN: if taken with second 200-level GREK course; PRE)

GREK 220: HOMER (4)**Salowey**

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 2019-20. (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)**Franko**

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 2019-20. (PRE)

GREK 320: HOMER (4)**Salowey**

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 2019-20. (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. 101 offered Term 1; 102 offered Term 2. (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 equivalent. Not offered in 2019-20. (LAN, PRE)

LAT 220: ROMAN LYRIC POETRY (4)**Franko**

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 equivalent. Not offered in 2019-20. (LAN, PRE)

LAT 227: EPISTOLARY LATIN (4)**Salowey**

If the surviving correspondence of Pliny or Cicero is a reliable witness, the Romans were prodigious letter writers. This course will read and analyse the published letters of the more illustrious Romans named above, and letters that survive on papyri and wooden tablets, such as the famed Vindolanda letters. The study of the epistolary genre reveals details of daily life, personal relationships, and political bickering as well as colloquialisms and unusual language. Letters will be studied as a mode of communication, historical documents and literary vehicles. Prerequisite: LAT 113 or equivalent. Offered Term 2. (LAN, PRE)

LAT 280: ROMAN NOVEL (4)**Franko**

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 equivalent. Not offered in 2019-20. (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. Not offered in 2019-20. (PRE)

LAT 320: ROMAN LYRIC POETRY (4)**Franko**

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 2019-20. (PRE)

LAT 327: EPISTOLARY LATIN (4)**Salowey**

This course will read and analyse the published letters of illustrious Romans, and letters that survive on papyri and wooden tablets, such as the famed Vindolanda letters. Letters will be studied as a mode of communication, historical documents and literary vehicles. The course meets in conjunction with LAT 227. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Offered Term 2. (PRE).

LAT 330: ROMAN HISTORIANS (4)**Franko**

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. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Not offered in 2019-20. (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. Not offered in 2019-20. (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. Offered Term 1. (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 2019-20. (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 2019-20. (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 (on leave spring term), Lori J. Joseph, Christopher J. Richter (chair)
VISITING ASSISTANT PROFESSOR: Alane Presswood

Communication is the process through which we create and share meaning. In the major, students study about this process in a variety of contexts, including relationships, media, organizations, the public sphere and global cultures. In consultation with an advisor, a communication studies major tailors a program of study to prepare for a career in a field such as media production, journalism, public relations, communication in organizations, or for further study in graduate or professional school. Students who complete the major:

- will understand the centrality of communication to our everyday personal and professional lives;
- develop expertise in traditional academic skills of research, analysis, application and critical reflection;
- master specific practical and professional communication skills, e.g. writing, public speaking and digital production;
- gain direct professional experience through internships;
- will be prepared for lives as ethical leaders, professionals, and involved citizens.

REQUIREMENTS FOR A MAJOR IN COMMUNICATION STUDIES:

11 courses (44 credits)

CORE COURSES:

- COMM 101: Introduction to Communication Studies (4)
- COMM 225: Public Speaking (4)
- COMM 205: Research Methods in Communication (4)
- COMM 340: Communication Theory (4)
- COMM 470: Senior Seminar (4)

In addition to the core, majors must take two classes from the 200 level, three classes from the 300 level and one course of their own choice.

200 level courses:

- COMM 208: Qualitative Research Methods (4)
- COMM 215/GWS 215: Constructing Gender (4)
- COMM/GWS 217: Rhetorical Theory - From Ancient Greece to Renaissance (4)
- COMM 222: Video Studio Processes (4)
- COMM 231: Writing for Print Media I (4)
- COMM 236: Writing for Broadcast Media (4)
- COMM 238: Argumentation and Advocacy (4)
- COMM 244: Social Marketing and Campaigns (4)
- COMM 248: Click Here for Change: Social Media and Social Activism (4)
- COMM 270: Intercultural Communication (4)

300 level courses:

- COMM 313: Media Criticism (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: Pop Culture (4)
- COMM 350: Special Topic: Event Planning and Management (4)
- COMM 361: Media Law and Policy (4)
- COMM 372: Visual Culture (4)
- COMM/INTL 380: Global Communication (4)

INTERSHIP:

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)
- Two courses (8 credits) from 200 level
- Two additional courses (8 credits), from the 300 level.

COURSES IN COMMUNICATION STUDIES:**COMM 101: INTRODUCTION TO COMMUNICATION STUDIES (4)****Bratic, Joseph**

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. No prerequisites. Offered both terms. (r, MOD)

COMM 197F: FIRST YEAR SEMINAR - NEW COMMUNICATION REVOLUTION: MIND-READING ROBOTS ARE COMING! (4)**Bratic**

Previous communication revolutions like the invention of spoken language, written word or mass communication changed the way we lived our lives. In this class we will study Digital Revolution and engage in predicting its possible outcomes. We will hypothesize whether the new mode of communication such as mind-reading can realistically be achieved in the near future. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

COMM 197F: FIRST YEAR SEMINAR – HOW TO WATCH TV (4)**Richter**

Television is changing. Delivery systems now offer up to 300 channels. Screens are bigger, with better images, yet we watch more TV on portable devices. Aspects of television also remain unchanged. Programming is formulaic and predictable, the industry is dominated by a few companies, and we spend too much time watching it. This course will challenge how you watch and think about TV. You will learn about television aesthetics, the television industry changing technologies and television effects. You will also develop skill in video production, library research and oral communication. Offered Term 1. Placement to be determined during the summer. (o, r, MOD)

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. Not offered in 2019-20.

COMM 215: CONSTRUCTING GENDER (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 2019-20. (r, DIV, MOD)

COMM 216: METHODS OF RHETORICAL CRITICISM (4)**Presswood**

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: sophomore standing or permission. Not offered in 2019-20. (w, x)

COMM 217: RHETORICAL THEORY - FROM ANCIENT GREECE TO THE RENAISSANCE (4)**Presswood**

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 2. (o, r, PRE)

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. Not offered in 2019-20. (CRE)

COMM 225: PUBLIC SPEAKING (4)

Presswood

The theory and practice of public speaking, including selection of content, organization of ideas, language, and delivery; practice in extemporaneous speaking; training in critical analysis is provided through reading and listening to contemporary speeches. Open to first-year students. No prerequisite. May not be taken for credit by students who have already completed COMM 125. Offered Term 1. (o)

COMM 231: WRITING FOR THE PRINT MEDIA (4)

Department

This course offers special topics in writing for newspapers, magazines, and other print media formats. No prerequisite. Not offered in 2019-20.

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 2019-20.

COMM 238: ARGUMENTATION AND ADVOCACY (4)

Presswood

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. Offered Term 2. (o, r)

COMM 244: SOCIAL MARKETING AND CAMPAIGNS (4)

Bratic

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. Not offered in 2019-20. (o, MOD)

COMM 248: CLICK HERE FOR CHANGE: SOCIAL MEDIA AND SOCIAL ACTIVISM (4)

Bratic

This course explores the history and development of social media activism, focusing on the opportunities and challenges of this new phenomenon. Students will examine case studies of social media activism during the last presidential elections, the Arab Spring, the WikiLeaks affair, the Black Lives Matter movement and other recent cases. Additionally, each student will complete a research project about a current social activism effort. Not offered in 2019-20. (f, w, x, r)

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 2019-20. (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. Not offered in 2019-20. (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. Not offered in 2019-20.

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. Offered Term 2.

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. Offered Term 1.

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. Not offered in 2019-20.

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 1. (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: POP 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. Prerequisite: sophomore standing. Not offered in 2019-20. (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. Not offered in 2019-20.

COMM 372: VISUAL CULT(URE) (4)**Richter**

Some images go viral. Others do not. Why? Can fear or irony be expressed, or power inequalities between groups be expressed or justified without spoken or written language? If so, how? We address these and related questions in this course, which focuses on the symbolic use of images and objects, especially in current day, Western cultural contexts. Specifically, you will learn basic theories of visual communication from Cultural Studies, Rhetoric and other

academic perspectives, apply the theories by analyzing/critiquing images and objects, learn some hands-on techniques for designing persuasive images, and create your own persuasive visuals. Offered Term 2.

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. Offered any term.

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)

Richter

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

Computer science course descriptions are listed in the Mathematics, Statistics & Computer Science section of the catalog: see page 167.

Creative Writing

Undergraduate program: see pages 102-116.

Graduate program: see graduate catalog on Web site at www.hollins.edu.

ASSOCIATE PROFESSOR: Jeffery Bullock (chair and director, M.F.A. program)

VISITING ASSISTANT PROFESSOR: Rebekah Chappell, Tara Masimer (spring term)

RESIDENT ARTIST: James Sudbury

TEACHING FELLOW: Carlos Ledesma

GUEST ARTISTS: To be announced on www.hollins.edu/academics/majors-minors/dance-major/guest-artists-and-companies-in-residence/

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, Renee Robinson, Shani Collins, Miguel Gutierrez, Jesse Zaritt, Helen Simoneau, Rodger Belman, Michelle Bóule, Christopher Roman, Amanda Miller, 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. Students prepare to reach beyond assumed limits of understanding about dance through 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. 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.

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.

Students desiring to obtain the BA/BFA Dance degree attend the American Dance Festival at Duke University or serve as Arts Administrative and Production interns in the Hollins University MFA in Dance Program during the summer. They may also participate in the January Short Term Intensive dance experiences in New York. These experiences range from apprenticeships with professional companies to study abroad 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

MUSICAL THEATRE PERFORMANCE CERTIFICATE

Completing this certificate allows a student to accumulate and apply the skills necessary to participate in the world of the musical theatre stage. It provides each participant with the fundamentals necessary to audition and perform at the academic, amateur, and professional levels based on proficiency and talent. Through applied learning, the student will be able to function in an audition, rehearsal and performance situation with a basic understanding of the music, acting and dance skills required to succeed. The curriculum consists of courses from the departments of Music, Theatre and Dance (see page 177 for details).

COURSES IN DANCE:

DANC 125: MOVEMENT STUDIO 1 (4)

Ledesma

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)

Bullock

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. Offered Term 1. (CRE- 4 credits required for CRE)

DANC 165: MUSICAL THEATRE DANCE STYLES (2)

Kendrick

This studio course will expose students to various dance styles often found in musical theatre choreography, including jazz, ballet, and tap. Students will learn basic techniques, while acquiring a vocabulary and awareness of the styles frequently used in musical theatre. Also listed as MUS 165 and THEA 165. Open to first-year students. Not offered in 2019-20.

DANC 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)**Krause**

Also listed and described as ART 175. No prerequisite. Offered Term 2. (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 2. (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. Offered Term 1 in rotation with DANC 239: Dance History II. Not offered in 2019-20. (f, w, x, r, AES, DIV)

DANC 239: DANCE HISTORY AND THEORY II (4)**Chappell**

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. Offered Term 1 in rotation with DANC 237: Dance History I. Offered Term 1. (f, w, x, r, AES)

DANC 240: IMAGINATIVE THINKING, MOVING, AND CRAFTING I (4)**Department**

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. Offered Term 2. (CRE)

DANC 260: PERFORMANCE WORKSHOP (4)**Bullock**

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 Term 1. (CRE)

DANC 276: PHILANTHROPY AND THE ARTS (4)**Krause**

Also listed and described as ART 276. Not offered in 2019-20.

DANC 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.

DANC 325: MOVEMENT STUDIO III (4)**Bullock, Chappell, Visiting Guest Artists**

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)**Department**

Extended exploration of theories, improvisations, and compositions of movement. May be repeated for credit. Prerequisite: DANC 240 or permission. Not offered in 2019-20. (AES)

DANC 350: SPECIAL TOPIC: PROCESS & PERFORMANCE (4)**Department**

This work may be a part of the Fall Dance or Spring Dance Concert (to be determined). Enrollment by special permission only. Offered both terms.

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. Offered any term.

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)**Chappell**

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 Term 2.

DANC 490: ADVANCED SENIOR SEMINAR/SENIOR HONORS PROJECT (2, 2)**Chappell**

Seminar as above. Also year-long project by invitation of the faculty.

PROFESSORS: Casimir Dadak (on leave 2019-2020)

ASSOCIATE PROFESSOR: Pablo Hernandez (chair)

PROFESSOR OF PRACTICE-BUSINESS: Karen Messer-Bourgoin

ADJUNCT LECTURERS: Rathin Basu, Rosie Hagen, Judith A. Runyon, Stacey Seltzer, Jeffery D. Strom

The economics major seeks to train its students in the analytical and dialectical skills necessary for the understanding and application of theory in the various important areas of economics, business, finance, and related disciplines, including international studies and environmental studies. To enhance student skills, courses have substantial writing, quantitative and 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 mentors students and provides a rigorous and rewarding 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. Introduction to Business (BUS 100) does not count for credit toward the major or minor.

Students pursuing a major in economics are strongly encouraged to complete at least one internship; however, such an internship (ECON 399) does not count toward the major.

REQUIREMENTS FOR A MAJOR IN ECONOMICS

GENERAL TRACK:

10 courses (40 credits)

- ECON 157: Principles of Microeconomics (4)
- ECON 158: Principles of Macroeconomics (4)
- ECON 211: Research Methods in Economics and Business (4)
- ECON 321: Macroeconomic Theory and Policy (4)
- ECON 386: Managerial Economics (4)
- ECON 480: Senior Seminar (4)
- Four additional ECON electives (16)

APPLIED ECONOMICS TRACK:

11 Courses (44 credits)

REQUIRED COURSES:

- 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 in Economics (4)
- BUS 125: Principles of Financial Accounting (4)
- BUS 203: Investments (4)

ELECTIVE COURSES:

- Three of the following:
 - BUS 226: Principles of Managerial Accounting (4)
 - BUS 349: Corporate Finance (4)
 - BUS/ECON 266: International Finance (4)
 - ECON 272: Money, Credit, and Banking (4)
 - MATH 241: Calculus I (6)
 - STAT 251: Statistical Methods I (4)

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. (o, GLO, 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)

Hernandez

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. Offered Term 2. (o, r, MOD)

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 2019-20. (o, r, GLO, MOD)

ECON 241: THE ECONOMICS OF SOCIAL ISSUES (4)

Department

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. Not offered in 2019-20. (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 2019-20. (*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. Offered Term 1. (*o*, *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 2019-20. (*r*, *Q*, MOD)

ECON 265: INTERNATIONAL TRADE (4)**Basu**

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. (*o*, *r*, GLO, MOD)

ECON 266: INTERNATIONAL FINANCE (4)**Chiappetta**

Globalized economy offers tremendous profit opportunities, but also exposes firms to various types of risk. The course explains how to benefit from the former and how to avoid and limit the latter. Students learn how monetary and fiscal policies adopted by different nations influence the outcomes. Students also explore how different legal, tax, and accounting standards and principles create problems and present opportunities to improve financial performance of multinational corporations. Also listed and described as BUS 266. Prerequisites: *q* and ECON 158. Offered Term 1. (*w*, *x*, *o*, *Q*, GLO)

ECON 272: MONEY, CREDIT, AND BANKING (4)**Chiappetta**

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. Offered Term 2. (*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 any term.

ECON 312: ECONOMICS OF DEVELOPMENT AND GLOBALIZATION (4)**Basu**

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. Prerequisites: BUS/ECON 266 and ECON/INTL 259. Not offered in 2019-20. (*o*, GLO, MOD)

ECON 321: MACROECONOMIC THEORY AND POLICY (4)**Basu**

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 158. Offered Term 1. (*Q*)

ECON 386: MANAGERIAL ECONOMICS (4)**Department**

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 2. (o, MOD)

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 any term.

ECON 399: INTERNSHIP (4)**Messer-Bourgoin**

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: senior standing and department permission. 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. Prerequisites: ECON 480 and department permission.

Education

TEACHER LICENSURE

ASSOCIATE PROFESSORS: Anna Baynum (chair, director of education programs), Rebecca Cox

ASSISTANT PROFESSOR: Teri Wagner

Mission Statement: The purpose of human life is to serve and to show compassion and the will to help others.
~Albert Schweitzer

The undergraduate teacher education program for initial licensure seeks to prepare women 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 learners, as well as reflective practitioners, informed decision-makers, and constructivist educators fully prepared to meet requirements for licensure. The Hollins University Education Program is a member of the state-approved national accrediting body, the Council for the Accreditation of Educator Preparation (CAEP).

The teacher preparation program at Hollins is for students who wish to meet teacher licensure requirements in the Commonwealth of Virginia. For a Virginia teaching license, students need to complete education courses in addition to the requirements for a major.

To Begin the Teacher Licensure Program:

Students should register for EDUC 141: Schooling in American Society the first semester they are on the Hollins campus. This course is a prerequisite for all other education courses. It will provide students with an overview of topics in education and will require students to complete field experiences at the elementary and/or secondary level. Students must pass EDUC 141 with a B- or better to be considered for admission into the Education program.

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 beyond EDUC 141: Schooling in American Society.

Teaching Endorsement Options:

Completing requirements for licensure is similar to a double major, so students must plan early to simultaneously complete a major and licensure requirements. The teacher preparation program at Hollins University offers the following endorsements:

- **Elementary education** (preK-6): suggested majors are Psychology, Environmental Studies, English, or History.
- **Secondary education** (6-12, preK-12): a major should be the same as the endorsement area
 - Biology (6-12)
 - Chemistry (6-12)
 - English (6-12)
 - Foreign languages: French, Spanish, Latin (preK-12)
 - History and social science (6-12)
 - Mathematics (6-12)
 - Visual arts (preK-12).

Students should meet with an Education department advisor and their major department advisor each semester and follow the recommended plan of studies articulated for them by their advisors. A timeline of courses will be carefully developed for students and will be influenced by licensure regulations established by the Virginia Department of Education.

Program Options:

The Hollins teacher preparation program offers two routes to teacher licensure:

Option 1: a Bachelor of Arts (B.A.) and a teaching licensure (the 4 year program)

Option 2: a Bachelor of Arts (B.A.), a teaching license, and a Master of Arts in Teaching degree (M.A.T., the 5 year program)

OPTION 1: Bachelor's Degree (B.A.) with Teacher Licensure (4 year program)

At Hollins, students complete licensure requirements in addition to their major. Generally, the first year will look the same for four year and five programs. The Education Department recommends the following sequence of courses starting fall semester of a student's first year.

FOR STUDENTS INTERESTED IN ELEMENTARY LICENSURE (PreK-6)

Suggested majors are Psychology, Environmental Studies, English, or History.

First Year:

Fall semester

- 1) EDUC 141: Schooling in American Society (f, w, x, o) (requirements for admission to the program covered here)
- 2) First year seminar (r)
- 3) PSY 144: Child Psychology
- 4) Math course (depends on math placement)
- 5) PHED

Spring semester

- 1) English (x)
- 2) EDUC 260: Teaching Science (o)
- 3) Math course (depends on math placement)
- 4) Geography or US history
- 5) PHED

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 300-level courses)
- **PSY 144:** Child Psychology (4)
- **EDUC 260:** Teaching Science (4)
- **EDUC 370:** Teaching Social Sciences (4)
Prerequisite: EDUC 141
- **EDUC 377:** Language Acquisition and Reading I (4)
- **EDUC 378:** Language Acquisition and Reading II (4)
Prerequisite: EDUC 377
- **EDUC 399:** Internship in Education (PreK–6), 125 hrs.
Prerequisite: admission to the teacher education program and at least four education courses, one of which must be a methods course. This course is taken during short-term and counts as a short-term for undergraduates.
- **EDUC 470:** Student Teaching (PreK–6) (12), 375 hrs.
Prerequisite: completed course work sequence, passing scores for all standardized tests, application, and departmental approval.

GENERAL EDUCATION/ESP/SPECIFIC ENDORSEMENT REQUIREMENTS (PreK–6):

1. **ENGLISH:** composition, oral communication, and literature or meet licensure competencies
ENG ____: any English course that meets the expository writing requirement
ENG ____: any literature course
COMM 225: Public Speaking or any oral communication course
2. **HISTORY:** American history and world history or meet licensure competencies. **SOCIAL SCIENCES** shall include geography, civics, politics, economics, Teaching Social Sciences methods course, or meet licensure competencies
HIST ____: any American history course
HIST ____: any world history course
ECON ____: any economics course
INTL ____: any geography course

3. MATHEMATICS: algebra, geometry, probability and statistics, and Teaching Elementary Mathematics methods course or meet licensure competencies

MATH ____: any algebra course

MATH ____: any probability and statistics course

MATH 397: Teaching Mathematics in the Elementary and Middle Schools

4. NATURAL SCIENCES: three different science discipline courses and a Teaching Science methods course or meet competencies

SCIENCE: any science with a lab, except psychology

SCIENCE: any additional science, except psychology, in a second discipline

SCIENCE: any additional science, except psychology, in a third discipline

EDUC 260: Teaching Science

5. COMPUTER SCIENCE/TECHNOLOGY: meet licensure competencies

EDUC 348: Classroom Technology Integration

6. FINE ARTS: meet licensure competencies

Any fine arts course

FOR STUDENTS INTERESTED IN SECONDARY LICENSURE (6–12)

Students should try to overlap courses required for a secondary endorsement with the Hollins requirements for a major.

Secondary education: a major should be similar to the endorsement area

- Biology (6-12)
- Chemistry (6-12)
- English (6-12)
- Foreign languages: French, Spanish, Latin (preK-12)
- History and social science (6-12)
- Mathematics (6-12)
- Visual arts (preK-12).

First Year

Fall semester

- 1) EDUC 141: Schooling in American Society (*f, w, x, o*) (requirements for admission to the program covered here)
- 2) Math course (depends on math placement)
- 3) First year seminar (*r*)
- 4) PSY 144: Child Psychology
- 5) PHED

Spring semester

- 1) EDUC 348: Classroom Technology Integration
- 2) English (*x*)
- 3) Math course (depends on math placement)
- 4) Major or elective
- 5) PHED

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
(EDUC 141 is a prerequisite to all other education courses.)
- **PSY 144:** Child Psychology
- **EDUC 348:** Classroom Technology Integration
- **EDUC 372:** Secondary Curriculum and Instruction
- **EDUC 380:** Reading in the Content Area

- **EDUC ____**: additional curriculum and methods of instruction course specific to content area
- **EDUC 399**: Internship in Education, 125 hrs.
Prerequisite: Passing scores on all standardized tests for licensure, application, and department approval for admission to the teacher education program and at least four education courses. At least four successfully completed education courses, one of which must be a methods course. This course is taken during short-term and counts as a short-term for undergraduates.
- **EDUC 472 or 473**: Student Teaching, 375 hrs.
Prerequisites: completed course work sequence, passing scores for all standardized tests, application, and departmental approval

OPTION 2: Bachelor of Arts, Teacher License, and M.A.T. (5 year program)

The first year will look the same as a Bachelor's Degree and a Teaching License (the 4 year program).

2nd Year

Students will take courses toward licensure, courses that meet ESP requirements, and courses toward a major. Students should meet with an Education advisor and a major advisor to stay on track.

3rd Year

Students will take two 300 level courses as dual enrollment, meaning the student will register for them as an undergraduate, but will complete requirements for graduate credit (as noted on the syllabus). Once admitted to the M.A.T. program, these courses will "roll-over" to count toward a master's degree. Students should meet with an Education advisor and a major advisor to stay on track.

4th Year

Students will take courses toward licensure, courses that meet ESP requirements, and courses toward a major. Students will take an additional dual enrollment course and up to three M.A.L.S./graduate courses. During the spring of this year, prospective teacher candidates should apply for **Student Teaching** and to the **Master of Arts in Teaching (M.A.T.)** program. Students will graduate with a Bachelor of Arts in the selected major at the end of this semester. Students should meet with an education advisor and a major advisor to stay on track.

5th Year

Prospective M.A.T. students will begin the 5th year with up to 24 graduate credits (3 dual enrollment and 3 M.A.L.S. courses). In the fall and short-term, graduate students will complete all Education courses and any other courses needed for the M.A.T. In the spring, students will complete student teaching. Also in the spring, students will apply for a teaching license and graduate with a M.A.T. degree.

SUGGESTED TIMELINE

- Register for EDUC 141: Schooling in American Society.
- Take the Virginia Communications & Literacy Assessment (VCLA). Registration for the VCLA may be completed at www.va.nesinc.com

Please submit all application materials and test scores to Donna Martin, the Education administrative secretary, Turner, Rm. 142, dmartin@hollins.edu.

REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM:

1. Candidates must have earned a grade of B- or higher in EDUC 141: Schooling in American Society.
2. Candidates must complete a Teacher Education Application. Application forms may be obtained from Donna Martin, Education administrative secretary, Turner, Rm. 142, dmartin@hollins.edu.
3. Candidates must submit a teaching philosophy writing sample from EDUC 141.
4. Candidates must submit a completed reference form from her EDUC 141 education faculty member.
5. Candidates must submit a completed reference form from a non-education faculty member in her major.
6. Candidates must have passing scores on the Virginia Communications and Literacy Assessment (VCLA).
7. Candidates 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 level in the five year program.
8. Candidates must schedule a meeting with an Education advisor either at the elementary or secondary level to plan Education courses beyond EDUC 141. Contact Donna Martin, Administrative Assistant for the Education Department, dmartin@hollins.edu.
9. Students must apply for admission by October 1st prior to the internship and student teaching semester.

10. Upon completion of the above requirements, a letter of acceptance will be sent to the student.
11. In accordance with state regulations, students who have been convicted of a felony or 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, and will be unable to recommend them for licensure. If students in this particular situation 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 Donna Martin, Administrative Assistant for the Education Department, dmartin@hollins.edu.
2. Candidates must have completed all appropriate prerequisite professional and specific endorsement or subject area requirements before admission to student teaching.
3. Candidates must have a minimum cumulative grade point average of 3.0 in all Education courses.
4. Candidates are required to provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.
5. Candidates 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/.
6. Candidates are required to take and pass the Virginia Communications and Literacy Assessment (VCLA) and submit scores to the department prior to admission to student teaching if not previously furnished at program acceptance.
7. Candidates seeking endorsement in PreK-6 are required to take and pass the Reading for Virginia Educators (RVE) and submit scores to the education department prior to admission to student teaching. Registration for the RVE can be completed at www.va.nesinc.com.

In addition to the requirements above, students should note the following conditions:

1. Students' course work in the education department prior to student teaching will be evaluated in terms of the students' 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.

Student teaching requires a minimum of 35 hours per week for a full semester, and 375 hours total. Students are discouraged from securing employment during student teaching, as it is a full time commitment.

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.

COURSES IN EDUCATION:

EDUC 141: SCHOOLING IN AMERICAN SOCIETY (4)

Baynum, Cox

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 co-requisite 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)

ART 240: CHILDREN AND THEIR ART (4)

Department

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. Not offered in 2019-20. (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. Open to first year students. Offered Term 1. (o)

EDUC 306: METHODS FOR TEACHING SECONDARY SCHOOL WRITING (4)**Baynum**

Participants will investigate writing purposes and focus on effective teaching using mentor texts. Practicum experiences with students at the secondary level will provide participants with opportunities to focus on specific discourse in the context of writing. As part of the coursework, participants will be required to work with students weekly to implement evidence-based instructional writing strategies and teaching techniques. Participants will create lessons demonstrating the opportunity for students to write for different purposes and submit student work-samples/artifacts which coincide with the lessons. *Virginia Department of Education standards and national standards met in this course are enumerated in detail in the course syllabus.* Prerequisites: English major. Offered Term 1.

PSY 307: PSYCHOLOGY APPLIED TO TEACHING AND LEARNING (4)**Wagner**

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: EDUC 141. Not offered in 2019-20.

EDUC 343: CLASSROOM MANAGEMENT AND ORGANIZATION (4)**Wagner**

This course focuses on preparing teachers to effectively integrate technology into curricula and instruction and use technology to collect and analyze data to improve teaching and learning. Students will apply theoretical models of technology integration to lesson planning, learn to implement national standards into pedagogy, and develop products that reflect their developing skills. In addition, students will develop the framework for their e-Portfolio, which they will continue to enhance throughout their coursework in the education program. Open to first year students second semester. Not offered in 2019-20.

EDUC 348: CLASSROOM TECHNOLOGY INTEGRATION (4)**Wagner**

This course focuses on preparing teachers to effectively integrate technology into curricula and instruction and use technology to collect and analyze data to improve teaching and learning. Students will apply theoretical models of technology integration to lesson planning, learn to implement national standards into pedagogy, and develop products that reflect their developing skills. In addition, students will develop the framework for their e-Portfolio, which they will continue to enhance throughout their coursework in the education program. Open to first year students second semester if admitted to the teacher education program. Offered both terms.

EDUC 370: TEACHING SOCIAL SCIENCES (4)**Wagner**

This course offers a study of concepts, strategies, and techniques for teaching social sciences in a child-centered, cooperative, and 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. Open to first year students second semester if admitted to the teacher education program. Prerequisite: EDUC 141. Offered Term 1. (o)

EDUC 372: SECONDARY CURRICULUM AND INSTRUCTION (4)**Cox**

This course prepares prospective secondary teachers to develop effective teaching strategies and techniques for all learners; 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. 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. 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. 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. Offered Term 2.

EDUC 399: INTERNSHIP IN EDUCATION AND CLASSROOM MANAGEMENT**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. Prerequisite: admission to the teacher education program and satisfactory completion of most education courses. Offered Short Term. A minimum of 125 clock hours are required.

STUDENT TEACHING (12)**Department**

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: admission to the teacher education program and satisfactory completion of all education courses.

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 OR FOREIGN LANGUAGE: PREK–12**Department**

Offered both terms.

English & Creative Writing*

MAJORS, MINORS

PROFESSORS: T.J. Anderson, Karen E. Bender (Distinguished Visiting Professor of Creative Writing), Richard H. W. Dillard, Cathryn Hankla (chair English & creative writing), Pauline Kaldas, Marilyn Moriarty, Julie Pfeiffer

ASSOCIATE PROFESSORS: Thorpe Moeckel (Susan Gager Jackson Chair in Creative Writing), Elizabeth Poliner (director, Jackson Center for Creative Writing), Jessie van Eerden

ASSISTANT PROFESSOR: Michelle De Groot

VISITING ASSISTANT PROFESSOR: Matthew K. Burnside, Rebecca Rosen

LOUIS RUBIN WRITER-IN-RESIDENCE: Patricia Spears Jones (part time, Spring Term)

LECTURER: Brent Stevens

VISITING LECTURER: Sydney Tammarine

TEACHING FELLOWS: Jonathan Pyner, Kelly Stephenson, Jennifer Sutherland

The English & Creative Writing 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.

*Note: Hollins offers a concentration in creative writing with the English major as well as a major and minor in creative writing.

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 Jackson Center for Creative Writing at Hollins.

REQUIREMENTS FOR A MAJOR IN ENGLISH:

8–11 courses (32–44 credits), including 6 core courses

CORE COURSES and Requirements:

- 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; no course may be counted toward more than one requirement.):
 - Genre, Theory, or Transhistorical
 - Pre-17th Century
 - 17th or 18th Century
 - 19th, 20th, or 21st Century

ELECTIVE COURSES:

NO CONCENTRATION

- Eight credits of additional English electives

The English department recommends 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. We also recommend that majors take ENG 223: Major British Writers I or ENG 281: American Literature to 1860, or both, during their sophomore year.

If a student attempts honors, the credits for the successful completion of that project will be applied to the credits required for the major.

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, 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 308: Reading and Writing Memoir
- ENG 321: Screenwriting I
- ENG 322: Screenwriting II
- ENG 323: Cinematic Adaptation
- ENG 324: Poetry in Performance
- ENG 351: Writer in Residence (topics vary year to year)
- ENG 367: Cross-Genre & Experimental Writing
- ENG 375: Writing Out of the Multicultural Experience
- ENG 407, 408: Advanced Creative Writing: Senior Option
- ENG 490: Senior Honors Thesis (Creative Thesis)
- THEA 364: Playwriting
- ENG 350: Fiction Technique (other Special Topics as determined by the director of the Jackson Center for Creative Writing)

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 220: Early African American Literature: Race and Rebellion, Slavery and Song
- ENG 221: African American Literature
- ENG 230: The Textual Construction of Gender
- ENG 250: Special Topics (as approved by the chair)
- ENG 263: Holocaust Literature
- ENG 281: American 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 330: 17th & 18th Century Literature
- ENG 346: Arab American Literature
- ENG 356: Contemporary U.S. Poetry
- ENG 358: Literature of the African Diaspora
- ENG 373: The Black Aesthetic Movement
- ENG 375: Writing Out of the Multicultural Experience

- ENG 379: Feminist Theory
- ENG 382: Advanced Studies in American Literature: Gothic America: Monsters, Madness and the Macabre
- ENG 350: Special Topics (as approved by the chair)

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 353: Film as Narrative Art I
- ENG 354: Film as Narrative Art II
- ENG 356: Contemporary U.S. Poetry
- ENG 367: Cross-Genre and Experimental Writing
- ENG 373: The Black Aesthetic Movement in Literature
- ENG 350: Special Topics (as approved by the chair)

Eight credits from among:

- ART 323: Art and Ideas: Modern to Contemporary 1910-2010
- ART 365: American Art
- DANC 237: Dance History I
- DANC 335: Movement Studio III
- 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
- 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 284: Writer as Performer
- 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 200-level ENG literature courses (8)

Two 300-level ENG literature courses (8)

- One additional ENG literature course at any level (4)

REQUIREMENTS FOR A MAJOR IN CREATIVE WRITING:

46 or 50 credits

The Creative Writing major is designed to guide students through the process of making imaginative writing in the context of explorative reading from diverse perspectives and aesthetics. Students will have the opportunity to work in multiple genres and the flexibility to select literature courses to complement their interests and aspirations. Whether a student settles into one genre or a hybrid for her senior project (see below), she will bring her knowledge and analysis of other genres, forms, and human experience to bear. Such work provides invaluable preparation in developing keen verbal and analytical skills, as well as a compassionate and true compass for navigating successful lives.

- ENG 141: Fundamentals of Writing Poetry and Fiction
- ENG 142: Intermediate Creative Writing
- Three semesters of 207 or 208: Advanced Creative Writing Seminar
- Two 100- or 200-level literature courses
- One course in art, dance, music, theater, or film
- Three 300- or 400-level ENG courses, at least two of which must be in literature prior to 1900
- One additional 4-credit ENG course at the 200-, 300-, or 400-level
- ENG 407, 408, or Senior Honors Thesis in CW

Senior Creative Portfolio: resume, brief statement of post-grad plans, 25 pages of revised poetry (at least 6 pages) and prose (at least 12 pages of fiction and/or nonfiction), eight one-page responses to department-sponsored readings and Q&A's, *and* a one-page statement on the student's editorial or internship experience in a related field.

Creative Writing majors are encouraged to work as readers or editors on one of the department's student literary publications or complete one ST internship in a related field, such as publishing or nonprofit literary arts in preparation for completion of their Senior Portfolios.

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, 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 308: Reading and Writing Memoir
 - ENG 321: Screenwriting I
 - ENG 322: Screenwriting II
 - ENG 323: Cinematic Adaptation
 - ENG 324: Poetry in Performance
 - ENG 351: 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
 - ENG 407, 408: Advanced Creative Writing: Senior Option
 - THEA 364: Playwriting

ENG 350: Fiction Technique (other Special Topics as determined by the director of the Jackson Center for Creative Writing)

The English and creative writing department has established the following prerequisites for upper-level courses:

- Creative writing courses: The prerequisites for ENG 207 and ENG 208: 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. The prerequisite for ENG 407 or 408: Advanced Creative Writing, Sr. option is ENG 207 or 208 and senior standing.
- 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. Students with AP scores in English of 4 or 5 may enroll in a 200-level ENG course with permission but are encouraged to take a 100-level course of their choice. FYS in the English and Creative Writing Department fulfill the 100-level requirement for the English or Creative Writing major.
- 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.
- Advanced courses may have individual prerequisites as noted with their descriptions.

Hollins Abroad Courses: English 310L (Hollins Abroad London Program): Shakespeare as Dramatist fulfills either the pre-17th century area or the Genre, Theory, or Transhistorical area. Students may also use one pre-approved creative writing course taken abroad toward the creative writing concentration. No other off-campus substitutions are allowed in fulfillment of 300-level area requirements for the major. Pre-approved literature courses taken abroad can count as an elective for the major and can be used to fulfill the 200-level literature requirement.

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.

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 2019-20. (*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 2019-20. (*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 that form the norm. Readings will include *The Odyssey*, *Frankenstein*, and *Jurassic Park*. No prerequisite. Not offered in 2019-20. (*f, w, x, AES*)

ENG 132: FOLK AND FAIRY TALES (4)

Burnside

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. No Prerequisite. Offered Term 2. (*f, w, x, AES*)

ENG 141: FUNDAMENTALS OF WRITING POETRY AND FICTION (4) Pyner, Stephenson, Sutherland, Tammarine

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) Bender, Burnside, van Eerden

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 151: CLOSE READING, CRITICAL WRITING: FOUR BY SHAKESPEARE (4) De Groot

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. Topics in literature vary from term to term. Focus Spring 2020: This course aims to provide students with a basic toolkit for studying literature through close examination of four plays by Shakespeare. Students will learn basic grammar, rhetorical devices, and general theoretical approaches to serve as a basis for close reading and critical writing. This course meets the 100-level literature course requirement for potential majors, but all are welcome. No prerequisite. Offered Term 2. (f, w, 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 2019-20. (f, w, x, AES, MOD)

ENG 162: IMAGINARY CITIES FROM PLATO TO PRATCHETT (4) De Groot

Close examination of the phenomenon of fantastical cities in western literature, starting in Atlantis and ending in contemporary sci-fi. "Unreal" cities are battlegrounds for very real questions about community, justice, and the soul. Close reading and writing-intensive. Texts start with Plato and the Bible and include medieval poetry, *The Emerald City of Oz*, the comic *Astro City*, and Italo Calvino. No prerequisite. Students who have taken ENG 197F: Imagined Cities may not enroll. Not offered in 2019-20. (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. Offered Term 2. (f, w, x, AES, DIV)

ENG 167: BLAZING NEW WORLDS: WOMEN IN SCIENCE FICTION (4) Department

Science fiction is a fun genre, but underlying the fantasy is unease about our own world and anxiety about what is to come in the future. The texts for this course are written by women and deal with issues of gender, race, and sexual orientation, as well as with the moral difficulties women face in an increasingly technological society. No prerequisite. Not offered in 2019-20. (f, w, x, AES, DIV)

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. No prerequisite. Offered Term 1. (f, w, x, AES, GLO)

ENG 197F: FIRST YEAR SEMINAR: CONTEMPORARY AMERICAN WOMEN WRITERS: RECKONING WITH THE PAST (4) Rosen

Ghosts, memories, recoveries: these are the subjects and objects of contemporary Native American and African American women writers who wrestle with the past. In this class, we will explore how these writers reflect on the ways that gender, race, and identity have shaped their histories, and how they employ a variety of rhetorical strategies and literary techniques. Throughout the semester, we will practice close reading by analyzing texts

produced across many genres, including poetry, short stories, the novel, literary criticism, oratory, autobiography, and creative nonfiction. Students will refine their critical thinking skills through writing assignments that ask them to make argumentative claims. Also listed and described as GWS 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (*f, r, w, x, AES*)

ENG 197F: FIRST-YEAR SEMINAR – EDIBLE POETRY (4)

Moeckel

Close reading and discussion of poems that deal with food, its gathering, preparation, sharing, and eating. Poems by Roethke, Hongo, Espada, Neruda, Rich, Gluck, Li-Young Lee, Tracy K. Smith, Wendell Berry, Langston Hughes, Frank O'Hara, and those of many other authors will be explored. As we encounter these works in reading, class, in our essays, and through experiential means, we will focus on form (page as plate), subject, tradition, meaning, and making. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (*r*)

ENG 207, 208: ADVANCED CREATIVE WRITING (2, 2)

**Bender, Burnside, Hankla, Kaldas,
Poliner, van Eerden**

A seminar in creative writing. May be repeated for credit. Prerequisites: ENG 141 and ENG 142, or permission. Offered both terms. (*w, CRE*- 4 credits required for 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. Offered Term 2. (*w, x, AES, DIV*)

ENG 220: EARLY AFRICAN AMERICAN LITERATURE: RACE AND RESISTANCE, SLAVERY AND SONG (4)

Department

This course is a survey of African American literature from its early vernacular traditions to the Harlem Renaissance. Students will be exposed to a range of genres, including fiction, poetry, drama, autobiography, and nonfiction. In this course, we will examine how this tradition explores a diverse body of ideas, which nonetheless coalesce around preoccupations with identity, freedom, and mobility. Prerequisite: one semester of college work or permission. Not offered in 2019-20. (*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. Not offered in 2019-20. (*DIV, MOD*)

ENG 223: MAJOR BRITISH WRITERS I (4)

Moriarty

This course will survey British literature from the medieval to the early modern period. We will read the work of Geoffrey Chaucer, Christopher Marlowe, William Shakespeare, and others. Prerequisite: one semester of college work or permission. Offered Term 1. (*AES*)

ENG 224: MAJOR BRITISH WRITERS II (4)

Pfeiffer

An introduction to British poetry, fiction, and prose nonfiction of the Romantic, Victorian, and Modern periods. Prerequisite: one semester of college work or permission. Offered Term 2. (*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 2019-20.

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, Foucault, and contemporary writers including David H. Hwang, Alice Walker, Jeffrey Eugenides, and Maxine Hong Kingston. Prerequisite: one semester of college work or permission. Offered Term 1. (AES, PRE)

ENG 242: INTRODUCTION TO CHILDREN'S LITERATURE (4)**De Groot**

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. Not offered in 2019-20. (w, x, AES)

ENG 248: BUDDHIST LITERATURE - EAST AND WEST (4)**Department**

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 2019-20. (AES, GLO)

ENG 250: SPECIAL TOPIC: NATIVE AMERICAN POETRY AND FICTION (4)**Rosen**

In this course, we will read texts written by Native American writers in English from the nineteenth through twenty-first centuries. This class will also serve as an introduction to Native American and Indigenous Studies approaches to reading literature, and to discussing the concepts of identity and sovereignty. Authors include Zitk'ala-Šá, Mourning Dove, D'Arcy McNickle, Ray Young Bear, and Tommy Orange. Prerequisite: one semester of college work or permission. Offered Term 1. (x, w)

ENG 250: SPECIAL TOPIC: READING NARRATIVES IN MEDICINE (4)**Rosen**

In this course, we'll engage with the growing fields of Literature and Medicine and the Medical Humanities. Discussion topics include disease narratives, the role of African American medical experts in the spread of inoculation, and gendered perceptions of illness. Authors include Louisa May Alcott, Walt Whitman, Charlotte Perkins Gilman, the ACT UP collective, Leslie Jamison, and Esmé Wei-jun Wang. Prerequisite: one semester of college work or permission. Offered Term 2. (x, w)

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 2019-20.

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 2019-20.

ENG 273: STUDIES IN LYRIC POETRY (4)**Department**

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 2019-20.

ENG 275: SPECULATIVE FICTION AND ITS LITERARY ANCESTORS (4)**De Groot**

This course considers the nature of the modern publishing category "speculative fiction" and its roots in long traditions of fantastical storytelling. We will read modern examples of science fiction, fantasy, horror, and magical realism alongside analogues in ancient, medieval, and Renaissance literature. Possible themes include golem stories, grail quests, journeys to the stars, and fairy tale motifs. Prerequisite: one semester of college work or permission. Offered Term 1. (AES)

ENG 281: AMERICAN LITERATURE TO 1860 (4)**Rosen**

Questions of identity have dominated the thoughts and discourse of those who live on this continent. In this course, we will explore the roles of race, gender, class, and ethnicity in the development of American literature and how various visions of America have complemented, cohered, and competed with each other from the oral traditions of

Native Americans up to 1860. Prerequisite: one semester of college work or permission. Offered Term 2. (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. Not offered in 2019-20. (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. Offered Term 2. (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. Not offered in 2019-20. (MOD)

ENG 304: ADVANCED EXPOSITORY WRITING (4)

Kaldas

This course focuses on writing nonfiction prose with an overview of expository writing as a literary genre. Students will read, analyze, and write exploratory, research-based essays, articles, and creative criticism with focus on voice, audience, and style. Prerequisite: sophomore standing or permission. Not offered in 2019-20. (w, x)

ENG 306: HOW WRITING IS WRITTEN (4)

Hankla

This course includes readings in fiction, poetry, memoir, and writing process theory as well as writing assignments cast under the influence of the writers whose works we will be studying. We will consider works by a variety of writers while asking questions such as, How does art generate other art? Are authors actually acts of imagination much like their works (and characters)? Is criticism a form of autobiography? What happens to our selves/identities when we imagine? Prerequisite: ENG 207 or 208. Not offered in 2019-20. (w, AES)

ENG 307: LITERARY HISTORY AND THEORY II (4)

Moriarty

This course offers a focused look at different schools of theory: the theory and function of metaphor and performative language from classical to contemporary thought, emphasizing the latter. Prerequisite: Sophomore standing. Also listed as PHIL 307. Not offered in 2019-20.

ENG 308: READING AND WRITING MEMOIR (4)

Kaldas

This course will give students the opportunity to tell their own stories by working on a longer creative nonfiction project, which may be composed of a single work or shorter interrelated pieces. The process of writing will be enhanced by our reading and analyzing longer memoirs with special attention to structure, development, and voice. Class time will be divided between discussion of literary works and student writing. Prerequisite: ENG 210 or permission. Not offered in 2019-20. (AES, CRE)

ENG 310: CHAUCER: THE CANTERBURY TALES (4)

De Groot

Close examination of Chaucer's 14th-century story collection, *The Canterbury Tales*. Themes include ideas of character and community; gender; genre; religion and secularity. We will read the poem in Chaucer's own dialect, but no prior knowledge of the Middle Ages or Middle English is expected. Prerequisite: sophomore standing or permission. Not offered in 2019-20. (w, x, AES, PRE)

ENG 311: ORIGINS OF POETRY (4)

Department

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 2019-20. (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. Not offered in 2019-20. (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. Not offered in 2019-20. (w, x, o)

ENG 315: DANTE (4)

De Groot

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 2. (PRE)

ENG 317: THE LITERATURE OF MEDIEVAL ENGLAND (4)

De Groot

Survey of medieval literature in England, with emphasis on multilingualism, the mutual influence of sacred and secular themes, and the relationship between interiority and community. Instruction in reading Chaucer's dialect of Middle English will be provided. Texts include *Beowulf*, the *Lais of Marie de France*, *Sir Gawain and the Green Knight*, and Julian of Norwich's *Revelation of Love*. Prerequisite: sophomore standing or permission. Offered Term 1. (AES, PRE)

ENG 318: IMAGINING RACE IN AMERICAN LETTERS (4)

Department

The focus of this class may shift from year to year. Despite popular images of America as a "melting pot" of races and ethnicities, our institutions, values, and practices have often tried to maintain spatial and social distance between groups defined as racially different. This course will explore the ways in which American literature has transgressed those boundaries or found other ways to imagine life across cultural lines in the nineteenth century. Prerequisite: sophomore standing or permission. Not offered in 2019-20. (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 the "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. Offered Term 2. (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: junior standing or permission. Not offered in 2019-20. (AES, DIV)

ENG 321: SCREENWRITING I (4)

Department

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. Not offered in 2019-20. (w, CRE)

ENG 322: SCREENWRITING II (4)**Dillard**

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. Not offered in 2019-20. (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: ENG/FILM 321, ENG/FILM 323, or permission. Not offered in 2019-20.

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. Not offered in 2019-20. (o, CRE, MOD)

ENG 325: ROMANTIC POETRY (4)**Department**

A study of the major British Romantic poets, including, among others, Blake, Wordsworth, Coleridge, Keats, and Shelley. Prerequisite: sophomore standing or permission. Not offered in 2019-20.

ENG 328: 19TH-CENTURY WOMEN WRITERS (4)**Pfeiffer**

This course relies on close reading and feminist criticism to explore key nineteenth-century novels and poems. We will use Gilbert and Gubar's pivotal book, *Madwoman in the Attic*, as a starting point for asking questions about the restrictions placed on women writers in the nineteenth century, the literary strategies they used to escape these restrictions, and the evolution of feminist literary theories. Texts may include work by Jane Austen, Mary Shelley, Charlotte Brontë, George Eliot, Louisa May Alcott, and Emily Dickinson. Also listed as GWS 328. Prerequisite: sophomore standing; English majors must have completed at least one 100-level or 200-level literature course in English. Offered Term 1. (w, x, AES)

ENG 330: 17TH- AND 18TH-CENTURY LITERATURE (4)**Department**

In this course, we will study transatlantic Anglophone literature of the seventeenth and eighteenth centuries. Over the course of the semester, students will close-read poetry, prose, drama, periodicals, and other forms produced by the cultures and conflicts of Atlantic world societies. Prerequisite: sophomore standing or permission. Not offered in 2019-20. (w, x, 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 2019-20.

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. Not offered in 2019-20. (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. Also listed as REL 335. Prerequisite: junior standing or permission. Not offered in 2019-20. (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 2019-20. (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 2019-20.

ENG 339: 18TH-CENTURY BRITISH NOVEL (4)**De Groot**

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. Prerequisite: sophomore standing or permission. Not offered in 2019-20.

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 2019-20.

ENG 342: ADVANCED STUDIES IN CHILDREN'S LITERATURE: AMERICAN GIRLS' FICTION (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, and Chester Himes. Prerequisite: sophomore standing or permission. Not offered in 2019-20.

ENG 344: THE MODERN NOVEL II (4)**Department**

A study of modern British and European novels (in translation), including works by such writers as Milan Kundera, Joseph Conrad, Albert Camus, André Malraux, Christa Wolf, Herman Brock, and others. Prerequisite: sophomore standing or permission. Not offered in 2019-20.

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: junior standing or permission. Not offered in 2019-20. (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: junior standing or permission. Offered Term 1. (AES, DIV)

ENG 347: STUDIES IN SHORT FICTION (4)

Department

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 2019-20. (w, x, AES, MOD)

ENG 350: SPECIAL TOPIC: MILTON AND HIS LITERARY AFTERLIFE (4)

De Groot

Milton's *Paradise Lost* revolutionized literature in both content and form, picking up where Virgil and Dante left off to offer a religious epic for the modern world. The poem also inspired other writers to bold poetic innovations of their own. We'll examine Milton's work and then look at its impact on writers like William Blake, Mary Shelley, and Phillip Pullman. Prerequisite: sophomore standing. Offered Term 1.

ENG 350: SPECIAL TOPIC: WOMEN'S VOICES IN THE MIDDLE AGES (4)

De Groot

Popular accounts of medieval women often reduce them to stereotypes: virgins, whores, queens, victims. This class aims to revise those simple narratives by centering women's own voices as they created the genres in which they wrote and developed vernacular theologies that claimed authority directly from God. Texts include *Book of the City of Ladies*, *Book of Margery Kempe*, and *Silence*. Prerequisite: sophomore standing. Offered Term 2.

ENG 350: SPECIAL TOPIC: THE SEDUCTION NARRATIVE IN THE ATLANTIC WORLD (4)

Rosen

This class examines the evolution of the seduction narrative, and how this genre reflects cultural beliefs about the role of young women in changing societies. We will pay attention to how Atlantic World slavery and colonization shape its messages about self-determination, violence, romance, and consent, while always appealing to its audience. Authors include Aphra Behn, Eliza Haywood, Samuel Richardson, Susanna Rowson, and Jane Austen. Also listed as GWS 350. Prerequisites: sophomore standing. Offered Term 2. (x, w)

ENG 351: WRITER-IN-RESIDENCE: THE FUTURE IS NOW?: POETRY THAT RESPONDS TO WHITMAN'S "DEMOCRATIC VISTAS" (4)

Spears Jones

In 1870, Walt Whitman wrote a powerful essay, "Democratic Vistas," positioning poetry at the core of American political culture. By critiquing Whitman's vision, and considering the work of a range of contemporary poets, students' work as poets and scholars will help to define what America has made of Whitman's vision. Topic and genre varies each year in accordance with the writer-in-residence. May be repeated for credit. Prerequisite: ENG 142 and sophomore standing or permission. Offered Term 2.

ENG 353: FILM AS A NARRATIVE ART I: INGMAR BERGMAN (4)

Dillard

A study of films by directors such as Sir Alfred Hitchcock, Ingmar Bergman, and Roman Polanski as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relation to concerns throughout their careers. Subject: Films of Ingmar Bergman such as *The Seventh Seal*, *Wild Strawberries*, *The Magician*, *Through a Glass Darkly*, *Winter Light*, *The Silence*, *Persona*, *Hour of the Wolf*, *Shame*, *Cries and Whispers*, *Fanny and Alexander*. Prerequisite: sophomore standing or permission of instructor. Also listed as FILM 353. Offered Term 1.

ENG 354: FILM AS A NARRATIVE ART II: VAL LEWTON (4)

Dillard

This course focuses on a study of films by directors such as Federico Fellini, Akira Kurosawa, Stanley Kubrick, and Orson Welles, as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relation to concerns throughout their careers. Subject: The poetic horror films produced at RKO in the 1940s by Val Lewton. Films include: *Cat People*, *I Walked with a Zombie*, *The Leopard Man*, *The Seventh Victim*, *The Ghost Ship*, *he Curse of the Cat People*, *Mademoiselle Fifi*, *Isle of the Dead*, *The Body Snatcher*, and *Bedlam*. Also listed as FILM 354. Prerequisite: Sophomore standing or permission of instructor. Offered Term 2.

ENG 355: MODERN BRITISH AND AMERICAN POETRY (4)

Department

Read writers who made new poetries: Intensive study of poems written or first influential in the first half of the 20th century. Such authors as: Emily Dickinson, H.D. [Hilda Doolittle], T.S. Eliot, Ezra Pound, William Butler Yeats, Ann Spencer, Wallace Stevens, William Carlos Williams, Hart Crane, Robert Hayden, Stevie Smith. Prerequisite: sophomore standing or permission. Not offered in 2019-20.

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. Not offered in 2019-20.

ENG 358: LITERATURE OF THE AFRICAN DIASPORA (4)

Anderson

This course examines the African continent in the imagination of diasporic writers and the politics of identity. The course explores how these writers have reclaimed or reinvented an understanding of African culture and history within a Western context. The course addresses the development of a literature that establishes a discourse rooted in the trauma of the Middle Passage and the struggle for justice. Writers included are: Aimé Césaire (Martinique), M. NourbeSe Philip (Tobago), Grace Nichols (Guyana), Kamau Brathwaite (Barbados), Amiri Baraka (USA), and others. Prerequisite: sophomore standing or permission of instructor. Not offered in 2019-20. (AES, GLO)

ENG 367: CROSS-GENRE AND EXPERIMENTAL WRITING (4)

Burnside

An examination of and practice in forms of writing that straddle and/or blend poetry/prose, image/word, fiction/nonfiction, memoir/essay, and points between, including conceptual art, graphic memoir and fictional (auto)biography. Students will write poetry, flash fiction, fictional memoir, and experiment with redacted texts, altered books, and invented forms, while considering a range of 20th and 21st c. authors. Prerequisite: ENG 207 or ENG 208. Offered Term 1. (w)

ENG 373: THE BLACK AESTHETIC MOVEMENT IN LITERATURE (4)

Anderson

Referred to as the cultural wing of the Black Power Movement, The Black Arts/Black Aesthetic Movement (1960s-1970s) remains one of the most innovative and controversial movements in modern and contemporary African-American literature. This cultural movement sought to integrate and infuse Pan-Africanist and radical politics as a means of challenging the "traditional" means of creative expression. As the aesthetic counterpart of the Black Power Movement, this aesthetic movement gave birth to artists' circles, writers' workshops, drama and dance groups, as well as new publishing ventures. The resultant work was both didactic and explosive and had a profound impact on college campuses and African American communities. This course examines the work of several of the movement's principal theorists and writers: Toni Cade Bambara, Larry Neal, Sun Ra, Amiri Baraka, Sonia Sanchez, Audre Lorde, etc. Prerequisite: sophomore standing or permission. Not offered in 2019-20.

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: junior standing or permission. Offered Term 2. (CRE, 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 2019-20.

ENG 382: ADVANCED STUDIES IN AMERICAN LITERATURE - GOTHIC AMERICA: MONSTERS, MADNESS, AND THE MACABRE (4)

Department

American authors have long experimented with the languages of horror and terror to produce the national literary style we call American Gothic fiction. In this course, we will explore how this literature stages the deepest fears and anxieties in American culture from the revolution to the end of the nineteenth century. Prerequisite: Sophomore standing or permission of instructor. Not offered in 2019-20. (w, x, AES, DIV)

ENG 385: VICTORIAN LITERATURE (4)

Rosen

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 2019-20.

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 (SR OPTION) (4) **Bender, Burnside, Hankla, Kaldas
Poliner, van Eerden**

A four-credit seminar in creative writing for seniors only. Prerequisites: ENG 207 or ENG 208, or permission. Offered both terms. (w, CRE)

ENG 482: ADVANCED SEMINAR IN ENGLISH LITERATURE (4)**De Groot**

What is the purpose of literary criticism? The pleasure? Why write about what we read? This seminar builds on the skills you have developed as careful readers and thoughtful writers and guides you through the process of writing an extended essay. 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. Prerequisite: Open to senior English majors with permission of instructor. Not offered in 2019-20.

ENG 484, 584: ADVANCED STUDIES IN POETRY (4)**Hankla**

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 and creative writing majors with permission of instructor. Offered Term 1.

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 and creative writing majors with permission of instructor. Offered Term 2.

ENG 486, 586: ADVANCED STUDIES IN CREATIVE NONFICTION (4)**Moeckel**

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 and creative writing majors with permission of instructor. Not offered in 2019-20.

ENG 487, 587: ADVANCED STUDIES IN SHORT FICTION (4)**Bender**

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 and creative writing majors with permission of instructor. Not offered in 2019-20.

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

MAJORS, MINOR

PROFESSORS: Renee Godard (biology, director), LeeRay Costa (gender and women's studies), Bansi Kalra (chemistry), Edward A. Lynch (political science), Christina Salowey (classical studies), Annette Sampon-Nicolas (French, international studies), Morgan Wilson (biology)

ASSOCIATE PROFESSORS: Jon D. Bohland (international studies), Pablo Hernandez (economics), Thorpe Moeckel (English)

ASSISTANT PROFESSORS: Mary Jane Carmichael (biology), Brian Gentry (physics), Elizabeth Gleim (biology)

AFFILIATED FACULTY: Vladimir Bratic (communication studies), Bonnie Bowers (psychology), Julie M. Clark (mathematics and statistics), Casimir Dadak (business), James Patrick Downey (philosophy), Lori J. Joseph (communication studies), Darla Schumm (religious studies)

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/PHYS 121: Introduction to Oceanography and Hydrogeology (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/ECON 230: Economics and the Environment (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 305: Cultural Geography and Landscape Studies (4)

- ES/BIOL 337/337L: Ornithology (4, 2)
 - ES/BIOL 328: Field Vertebrate Zoology (4)
 - ES/BIOL 341/341L: Plant Biology (4, 2)
 - 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)
- REL 168: Introduction to Religion from Global Context (4)
- REL 218: Buddhist Traditions (4)

DIVISION II

- ANTH 145: Introduction to Anthropology (4)
- BUS 224: Ethical Leadership (4)
- COMM 225: Public Speaking (4)
- COMM 231: Writing for the Print Media I (4)
- COMM 238: Argumentation and Advocacy (4)
- COMM 322: Public Relations Principles (4)
- COMM 380: Global Communication & Media (4)
- ECON 241: Economics of Social Issues (4)
- ECON/INTL 259: International Political Economy (4)
- ECON 265: International Trade (4)
- ECON 312: Globalization and Development (4)
- GPS 121: Foundations of Social Justice (4)
- GWS/INTL 252: Gender and Globalization (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 234: Social Problems (4)

DIVISION III

- BIOL 236/236L: Cell and Molecular Biology (6)
- BIOL 312/312L: Microbiology (6)
- BIOL 313/313L: Invertebrate Zoology (6)
- BIOL/PSY 323/323L: Animal Behavior (6)
- BIOL/ES 341/341L: Plant Biology (6)
- 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 and ES 357L (4,2) 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)
- PHYS 151/151L and PHYS 152/152L: Physical Principals I and II (12) **or** PHYS 201/201L and PHYS 201/201L Analytical Physics I and II (12)
- PSY 208: Research Statistics (4) **or** STAT 251: Statistical Methods (4)
- STAT 324: Data Wrangling with R (2)
- Three additional science courses from the following: 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/ES 328: Field Vertebrate Zoology; ES/BIOL 337/337L: Ornithology (6); BIOL/ES 341/341L: Plant Biology (6); 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); ES/PHYS 250: Wind, Weather, Water; ES 350: Biogeochemistry (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 Ethics (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 305: Cultural Geography and Landscape Studies (4); ES/CLAS 250: Environmental History of Ancient Greece; 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 117: ENVIRONMENTAL SCIENCE (4)

Carmichael, Gleim

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. Offered both terms. (SCI)

ES 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 PHYS 121. Open to first-year students. Prerequisite: q. Not offered in 2019-20. (Q, SCI)

ES 133: MARINE ECOLOGY (2)

Godard, Wilson

Students in this course will examine the ecology of marine ecosystems. Additionally, they will learn to recognize and identify characteristics and behavior of more than 100 marine species. This course is only open to students that will be participating in The Caribbean Environment Short Term course. Students will be enrolled by instructor. Offered Term 1.

ES 182: ENVIRONMENTAL ETHICS (4)**Lowney**

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 pollution, global warming, population growth, animal rights, environmental degradation, conservation of the biosphere, and responsibilities to future generations. You are encouraged to think for yourself logically about these and other environmental philosophical issues. Also listed as PHIL 182. Open to first-year students. No prerequisite. Not offered in 2019-20.

ES 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 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. Open to first-year students only. Placement to be determined during the summer. Offered Term 1. (o, r, GLO)

ES 207: ECOLOGY (4)**Gleim, 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)**Gleim, 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**

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 ANTH/GWS 219. Prerequisite: sophomore standing. Not offered in 2019-20. (DIV)

ES 220: GLOBALIZATION AND LOCAL RESPONSES (4)**Department**

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 INTL 220/POLS 221. Open to first-year students. Prerequisite: q. Not offered in 2019-20. (Q, GLO)

ES 225: ENERGY AND THE ENVIRONMENT (4)**Gentry**

This course will examine the physics of energy with a focus on human energy use and production and their effect on the environment. It will utilize the physical concepts of work, energy, and power with applications from electricity and magnetism and thermodynamics to provide an understanding of the challenges faced in implementing ecologically and economically sustainable energy. Not open to first-years. Prerequisite: ES 117 or PHYS 151 or PHYS 201. Also listed as PHYS 225. Not offered in 2019-20.

ES 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 ECON 230. Open to first-year students. Prerequisite: ECON 157. Not offered in 2019-20. (o, r, GLO, MOD)

ES 234: ENVIRONMENTAL POLITICS AND POLICY (4)

Department

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 POLS 234. Open to first-year students. Prerequisite: q. Not offered in 2019-20. (A or I) (Q, GLO)

ES 241: EARTH HISTORY AND GEOLOGY (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. Open to first-year students. Also listed as PHYS 241. Offered Term 2. (SCI)

ES 250: SPECIAL TOPIC: HISTORICAL AND CURRENT PERSPECTIVES ON ENVIRONMENTAL POLICY IN THE U.S

Department

This course provides an overview of historical and current U.S. environmental policy. Students will explore the context in which major environmental laws have emerged in the U.S., with a focus on those governing air and water pollution, maintenance of biodiversity and endangered species, and the protection of natural resources. In addition, this course will also explore policies relevant to climate change and the intersection of environmental policy with social justice through the lens of local environmental issues (e.g. Mountain Valley Pipeline). This course will be taught by Diana Christopulos, Ph.D., local environmental advocate and historian, and Rupert Cutler, Ph.D., former U.S. Assistant Secretary of Agriculture and wildlife biologist. Students taking this course may substitute it for the core requirement of ES 234. Offered Term 2.

ES 250: SPECIAL TOPIC: ONE HEALTH: LINKING HUMAN, ANIMAL, AND ENVIRONMENTAL HEALTH (4)

Gleim

Nearly two-thirds of all human infectious diseases are transmissible to animals and vice versa. One Health is a world-wide movement which focuses on the intersectionality of human, animal, and environmental health and how interdisciplinary efforts can be made to better study and solve these problems. This seminar-based course will take a case study approach to explore concepts and approaches integral to One Health. Key diseases and issues related to human, animal, and environmental health for which this approach could or has been utilized will be explored along with its associated peer-reviewed literature. This course is specifically targeted towards pre-health, pre-vet, and public health students, along with students interested in field biology and environmental science. Also listed as BIOL 250. Pre-requisites: BIOL/ES 207/207L, BIOL 236/236L, or permission. Offered Term 2.

ES 250: SPECIAL TOPIC: GREEN BY DESIGN: SUSTAINABLE ARCHITECTURE AND THE ENVIRONMENT (4)

Hendricks

This course will explore Sustainable Architecture in the broadest sense: from the micro level of materials and technology, through the scale of buildings, to the macro level of urban form and suburbanization. We will examine how environmentalism has informed architectural discourses, and how discourses on the built environment and urbanism have in turn impacted environmentalism globally. We will look at not only how the notion of Sustainable Architecture is conceptualized, interpreted and implemented at varying scales, but also how we might push the frontiers of knowledge toward new directions and dimensions. These new dimensions should challenge us to be conscious of resource use, ecological balance and minimizing environmental impacts, as well as the competing logistics of Green Buildings. Also listed as ART 250. Open to first-year students. No prerequisites. Offered Term 2. (MOD, GLO).

ES 271: POLITICS OF THE WORLD'S OCEANS (4)

Lynch

This course is designed to introduce the student to the most important contentious issues, including environmental issues, concerning the world's oceans. Since human beings learned to travel great distances across the seas, they have found themselves in conflict over bases, colonies and resources, and also over the handling of environmental issues related to the exploitation of the resources. We will begin by looking at the early European presence in the Atlantic, Indian and Pacific Oceans, and how international law and the international political system sought to handle those conflicts. We will move on to current issues concerning the oceans, from fishing to cruising. Open to first-years. Also listed as POLS 271. Not offered in 2019-20. (MOD, GLO)

ES 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.

ES 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 INTL 305. Open to first-year students with permission. No prerequisite. Offered Term 2.

ES 311: ENVIRONMENTAL HISTORY OF THE ANCIENT MEDITERRANEAN (4)**Salowey**

Humans have never existed in isolation but have had an awareness of and lived intertwined with the complex natural world that surrounds them. This is as true for the ancient societies in Mesopotamia, Egypt, Greece, and the Roman Empire, as it is for our contemporary world. Ancient mythologies, literature, theology, philosophy, and art give expression to the attitudes about nature. Farmsteads, urban centers, religious sanctuaries... and garbage pits preserve evidence of human alterations to their environment. New scientific and archaeological methods aid in exploring the adaptations forces on ancient inhabitants by earthquakes, floods, eruptions, landslides, and climate changes. This course introduces the essential primary and secondary sources, and research methods for discovering the destructive and successful ways humans have lived in the ancient Mediterranean, and explores and critiques a variety of case studies from across the region. Also listed and described as CLAS 311. Offered Term 1. (PRE)

ES 328: FIELD VERTEBRATE ZOOLOGY (4)**Godard**

In this lecture/lab course, we will use vertebrates as our focus as we explore issues of evolution, ecology, physiology, behavior and conservation as well as develop skills associated with studying vertebrates in the field. Beyond the scheduled classes, students are required to participate in a 3 day weekend field trip to the Eastern Shore of Virginia to study avian biodiversity as well as several evening excursions to examine patterns of amphibian biodiversity. Course fee of \$150 is required. Prerequisite: BIOL/ES 207 or permission from instructor. Also listed as BIOL 328. Prerequisite: BIOL/ES 207 or permission. Not offered in 2019-20.

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

With nearly 10,000 recognized species, the taxonomic class Aves is one of the most diverse groups of animals on earth. In this lecture course students will explore the anatomy, physiology, behavior, taxonomy, evolution, and life history of birds. Also listed as BIOL 337. Prerequisite: ES 207 and 207L. Offered Term 2.

ES 337L: LABORATORY FOR ORNITHOLOGY (2)**Wilson**

Students in this field laboratory 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 either the North Carolina coast or Eastern Shore of Virginia) and in several other morning/evening activities. The cost of rooms and meals for the weekend trip will be shared by participants (\$150-200 required). Also listed as BIOL 337L. Corequisite: BIOL/ES 337. Prerequisite: BIOL/ES 207 or permission. Offered Term 2.

ES 341: PLANT BIOLOGY (4)**Gleim**

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. Also listed as BIOL 341. Prerequisite: BIOL/ES 207. Not offered in 2019-20.

ES 341L: LABORATORY FOR PLANT BIOLOGY (2)**Gleim**

Laboratory sessions will provide hands-on experiences in laboratory and field settings. A significant portion of the lab will be field-based, with time being spent learning to identify native and common invasive plants, with particular focus on woody species. Students will conduct a multi-week research project and present their findings. Also listed as BIOL 341L. Co-requisite: BIOL/ES 341. Not offered in 2019-20.

ES 357: CONSERVATION BIOLOGY (4)**Gleim**

In this courser, 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 also explore how to apply this knowledge through learning about and utilizing various professional approaches used to solve conservation problems. Students will also be expected to participate in a weekend field trip to Front Royal Virginia & Washington D.C. to explore conservation biology research and efforts occurring at the Smithsonian. Course fee of \$150-200 required. Also listed as BIOL 357. Prerequisites: BIOL/ES 207 and 207L or permission. Offered Term 1.

ES 357L: LABORATORY FOR CONSERVATION BIOLOGY (2)**Gleim**

Laboratory activities will cultivate an understanding of real-world, hands-on conservation biology through completing a multi-week research project that will involve experimental design and methodology development, use of various field techniques to collect data, analysis and interpretation of data, and presentation of research findings. In addition, students will be trained to use common professional tools and methods, including geographic information systems (specifically ArcGIS), which aid in the management and preservation of biodiversity. Also listed as BIOL 357L. Corequisite: BIOL 357. Offered Term 1.

ES 364: BIOGEOCHEMISTRY: AN ANALYSIS OF GLOBAL CHANGE (4)**Carmichael**

Much like the human body, the Earth's climate and ecological systems have been finely tuned to maintain homeostasis. In the human body, this occurs via feedback loops and exchange between major organ systems. In the Earth's climate and ecological systems, this balance is maintained by the flow of energy and materials. Biogeochemistry is the study of this flow of energy and materials within the Earth's planetary system. In this course, we will cover processes that control the cycling of C, N, and P and other biochemical elements in terrestrial and aquatic systems, with special emphasis placed on the coupling between human and natural systems. Topics include the origin of Earth and the development of elemental cycles, the Earth as a chemical system, the biogeochemical cycling of elements in the atmosphere, lithosphere, and biosphere, the global cycles of H₂O, C, N and P, and the expanding human footprint on biogeochemical processes. Prerequisites: CHEM 101/102 or CHEM 105, BIOL 207 or BIOL/ES 117. Also listed as BIOL 364. Offered Term 1.

ES 364L: BIOGEOCHEMISTRY LABORATORY (2)**Carmichael**

The biogeochemistry laboratory will introduce students to common analytical techniques used to assess the biogeochemical transformation of nutrients in the environment. Co-requisite: ES 364. Also listed ad BIOL 364L. Offered Term 1.

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 399: INTERNSHIP (4)**Department**

Application must be made with faculty prior to registration. May be proposed in 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: Zachary Ingle

The film major provides a thorough grounding in the field, balancing instruction in film and video production with courses in the history, aesthetics, and cultural import of these arts. The major culminates in a senior capstone consisting of a filmmaking, research, or screenplay project. Skills developed in the Film major can be applied to careers in film and television, the visual arts, advertising, journalism, public relations, publishing, teaching, 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)
- FILM 272: American Cinema (4)
- FILM 280: Film Production (4) **or** FILM 281: Video Production (4)
- Six additional film courses:
At least two from the 300 level
Can include FILM 390: Independent Study (2 or 4)
- FILM 480: Senior Project (4) **or** FILM 490 Senior Honors 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: American Cinema (4)
- FILM 280: Film Production (4) **or** FILM 281: Video Production (4)
- Two additional 300-level courses (can include FILM 390: Independent Study)

COURSES IN FILM:

FILM 171: INTRODUCTION TO FILM AS ART (4)

Ingle

An introduction to the art of narrative film and how dramatic and visual elements, including editing, cinematography, set design, sound, and performance, create meaning. Topics also covered include the materials and methods of film making, the major styles and genres of film, and film's relationship to history. 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. Offered Term 2. (r)

FILM 197F: FIRST-YEAR SEMINAR - CELLPHONE CINEMATOGRAPHY (4) Gerber-Stroh

In today's world, our bodies have adapted to a new appendage that daily affects/reflects our modern lives. Is this the work of evolution? Perhaps! As you may have guessed, it's one of the most precious devices we hold in our hands, our phones. Smartphones, now an integral physical and mental extension of ourselves, have also given us two extra eyes: two tiny lenses that help us express ourselves in new and interesting ways. This course explores the innate "up-close-and-personal" characteristic of cellphone filmmaking while also experimenting with its flexible, compact size. Students produce cellphone videos throughout the semester and learn basic skills for making short digital films from concept development to finished piece. Course format includes screenings, discussions, technical instruction, and critique. A smartphone that records video is required for the class. Open to First-Years only. Placement to be determined during the summer. Offered Term 1. (o, r, CRE)

FILM 233: HORROR FILMS (4)**Ingle**

In this course, we will examine the form and politics of the horror film, as well as consider its status as a self-referential genre that deconstructs both its own conventions and film spectatorship itself. Films under study may include *Psycho*, *Halloween*, *The Shining*, *Scream*, and *Get Out*, with readings from Carol Clover among others. Also listed as GWS 233. Offered Term 1.

FILM 250: JAPANESE CINEMA (4)**Ingle**

The history of Japanese cinema explored chronologically. Auteurs such as Ozu, Kurosawa, Mizoguchi, and Miyazaki will be studied, as well as some of the major genres: samurai, kaiju, yakuza, pink films, and anime. No prerequisite. Offered Term 2.

FILM 271: WORLD CINEMA (4)**Ingle**

This course will examine the cinemas and media industries of several countries across the globe. These may include, but are not limited to, France, Spain, Germany, Sweden, Denmark, Finland, Russia, Romania, Italy, Japan, China, Iran, Israel, Nigeria, Senegal, Mali, Brazil, Mexico, Argentina, and Cuba. Film screenings will supplement the pertinent issues of national identity, as well as historical and contemporary political issues. This course will also focus on the key filmmakers, genres, and movements. Open to first-year students. No prerequisite. Offered Term 2. (AES, MOD)

FILM 272: AMERICAN CINEMA (4)**Ingle**

The course is a basic introduction to cinema in the U.S. Viewing a broad range of films from classical Hollywood to the visionary experimental to socially dynamic documentaries and independent films, students will discover new ways of understanding how the terms of "American" and "cinema" define one another. Open to first-year students. No prerequisite. Offered Term 1. (AES, MOD)

FILM 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. No prerequisite. Also listed as ART 276. Not offered in 2019-20.

FILM 280: FILM PRODUCTION (4)**Gerber-Stroh**

An introductory production course concentrating on the art of 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. Open to first-year students. Sophomore standing recommended. No prerequisite. \$100 lab fee. Offered Term 1. (CRE)

FILM 281: VIDEO PRODUCTION (4)**Gerber-Stroh**

A comprehensive 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 extensive, introduction to the art of creating animation. Students work individually to produce a series of short 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, 281, or permission of instructor. Offered Term 2. (CRE)

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)**Department**

An introductory course in the art of writing screenplays—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. Not offered in 2019-20. (w, CRE)

FILM 322: SCREENWRITING II (4)**Department**

An intermediate 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. Not offered in 2019-20. (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 2019-20.

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. Not offered in 2019-20.

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 2019-20.

FILM 353: FILM AS A NARRATIVE ART I: INGMAR BERGMAN (4)**Dillard**

A study of films by directors such as Sir Alfred Hitchcock, Ingmar Bergman, and Roman Polanski as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relation to concerns throughout their careers. Subject: Films of Ingmar Bergman such as *The Seventh Seal*, *Wild Strawberries*, *The Magician*, *Through a Glass Darkly*, *Winter Light*, *The Silence*, *Persona*, *Hour of the Wolf*, *Shame*, *Cries and Whispers*, *Fanny and Alexander*. Prerequisite: sophomore standing or permission of instructor. Also listed as ENG 353. Offered Term 1.

FILM 354: FILM AS A NARRATIVE ART II: VAL LEWTON(4)**Dillard**

This course focuses on a study of films by directors such as Federico Fellini, Akira Kurosawa, Stanley Kubrick, and Orson Welles, as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relation to concerns throughout their careers. Subject: The poetic horror films produced at RKO in the 1940s by Val Lewton. Films include: *Cat People*, *I Walked with a Zombie*, *The Leopard Man*, *The Seventh Victim*, *The Ghost Ship*, *he Curse of the Cat People*, *Mademoiselle Fifi*, *Isle of the Dead*, *The Body Snatcher*, and *Bedlam*. Also listed as ENG 354. Prerequisite: Sophomore standing or permission of instructor. Offered Term 2.

FILM 362: RUSSIAN CINEMA (4)**Department**

Russia has contributed immeasurably to the advancement of cinema as an art form. This course is an introduction 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. Not offered in 2019-20.

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. Offered Term 2. (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 2019-20.

FILM 374: FILM AND CENSORSHIP (4)**Department**

A survey of motion picture censorship with a global scope, this course centers on the evolution of controversial subject matter in movies and how motion pictures shape and reflect cultural perceptions of morality. Prerequisite: prior film course or permission. Not offered in 2019-20. (AES, MOD)

FILM 380: ADVANCED FILM & VIDEO PRODUCTION (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 for students using 16mm film. Not offered in 2019-20. (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 any term.

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)**Department**

One course required for all film majors.

FILM 490: SENIOR HONORS PROJECT (4)**Department**

Continuation of project or thesis from Fall Term. Offered Short Term and Term 2 to qualified seniors.

First-year Seminars

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 31-34). 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 Fall 2019, 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: Designing Women (*f, w, x, r*)

CLAS/THEA 197F: The Great (and Not So Great) Greek Tragedies (*r, AES, PRE*)

COMM 197F: How to Watch TV (*o, r, MOD*)

COMM 197F: New Communication Revolution: Mind-Reading Robots are Coming! (*r*)

ENG 197F: Edible Poetry (*r*)

ENG/GWS197F: Contemporary American Women Writers (*f, w, x, r, AES, MOD*)

ES/INTL 197F: Consuming French Culture (*o, r, GLO*)

FILM 197F: Cellphone Cinematography (*o, r, CRE*)

GWS 197F: bell hooks: rage, love, and creating beloved community (*o, r, DIV*)

HIST 197F: What is a Nation? (*f, w, x, r, MOD, GLO*)

HUM 197F: Bodies and Identities: Crime and Literature in Latin America (*r*)

MUS 197F: Taking the Crooked Road Through Virginia's Musical Heritage (*o, r, AES*)

PHIL 197F: Biff! Bam! Kapow!: The Philosophy of Superheroes (*r*)

POLS 197F: Supreme! (*r*)

PROFESSORS: Annette E. Sampon-Nicolas (on leave spring term), Edwina Spodark

VISITING ASSISTANT PROFESSOR: Jeanne Jégousso

LANGUAGE ASSISTANT: Estelle Taconnat

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. 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 take the French Placement Test given before fall and spring orientations.

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)

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 previously studied French. 101 offered Term 1; 102 offered Term 2. (LAN)

FREN 110: ACCELERATED ELEMENTARY FRENCH (4)

Sampon-Nicolas

This elementary-level course condenses one year of French into one semester and is designed for students who have studied French previously but who need a comprehensive review of grammar and vocabulary at the introductory level. In addition to traditional class time, students spend one hour each week with our French Language assistant. Prerequisite: placement or permission. Not offered in 2019-20. (LAN)

FREN 111, 112: INTERMEDIATE FRENCH (4, 4)

Jégousso

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 FREN 110, or departmental placement test. Fulfills the language requirement for those students who have previously studied French. 111 offered Term 1; 112 offered Term 2. (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. Not offered in 2019-20. (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. Offered Term 1. (LAN)

FREN 203: ADVANCED INTENSIVE PRACTICES OF SPOKEN FRENCH (2)

Department

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: FREN 112, FREN 118, FREN 121, or departmental placement in a 200-level course. Open to first-year students. Not offered in 2019-20.

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. Open to first-year students. Not offered in 2019-20.

FREN 231, 232: CONVERSATIONAL FRENCH (1, 1)

Jégousso

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)**Jégousso**

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 topic this year is: From the Caribbean to the Indian Ocean: a Survey of Literary Journals in French. In this course, we will focus on literary journals written in French from the Caribbean and the Indian Ocean from the 19th to the 21st century. We will read and discuss articles of prominent authors (such as Aimé Césaire, Suzanne Césaire, Édouard Glissant, Jacques Roumain, Nathacha Appanah...) and learn how literary journals played an essential role in the emergence of new types of literatures. Throughout the years, they became a unique space of expression for writers born in Martinique, Haiti, Guadeloupe, the Republic of the Comoros, and Mauritius as well as a counter discourse to French cultural imperialism. Class and discussion will be conducted in French. Open to first-year students who are placed by the department in a 200-level course. Prerequisite: FREN 112, FREN 118, or departmental placement in a 200-level course. Offered Term 1. (o, MOD)

FREN 262: TOPICS IN FRENCH II (4)**Jégousso**

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 topic this year is Haïti Chérie: An Introduction to Haitian Literature and Culture. This course is designed to help students have a better understanding of Haiti's literature and culture. Starting with the first Haitian novel, *Le gouverneur de la rosée* by Jacques Roumain, we will explore several important problematics in the field of Haitian studies including but not limited to: memory and History, the representation of the Haitian revolution, Haitian spiritual beliefs, ecopoetics, and Haiti relations with the rest of the Americas. Throughout the course students will be exposed to different aspects of Haitian culture through documentaries, music, films, short stories and novels. Prerequisite: FREN 112, FREN 118, FREN 121, or departmental placement in a 200-level course. Open to first-year students. May be repeated for credit with a different topic. Offered Term 2. (o, MOD)

FREN 271: FRENCH CULTURE AND CIVILIZATION (4)**Jégousso, 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. Open to first-year students. Not offered in 2019-20. (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. Open to first-year students. Not offered in 2019-20.

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. Open to first year students. Not offered in 2019-20. (o, GLO, MOD)

FREN 290: INDEPENDENT STUDY (2 or 4)**Jégousso, 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 345: NINETEENTH-CENTURY FRENCH LITERATURE (4)**Department**

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 2019-20. (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 2019-20.

FREN 350: SPECIAL TOPIC: FROM THE CARIBBEAN TO THE INDIAN OCEAN (4)**Jégousso**

From the Caribbean to the Indian Ocean: a Survey of Literary Journals in French. In this course, we will focus on literary journals written in French from the Caribbean and the Indian Ocean from the 19th to the 21st century. We will

read and discuss articles of prominent authors (such as Aimé Césaire, Suzanne Césaire, Édouard Glissant, Jacques Roumain, Nathacha Appanah...) and learn how literary journals played an essential role in the emergence of new types of literatures. Throughout the years, they became a unique space of expression for writers born in Martinique, Haiti, Guadeloupe, the Republic of the Comoros, and Mauritius as well as a counter discourse to French cultural imperialism. Class and discussion will be conducted in French. Prerequisite: a 200-level course. Offered Term 1. (o, MOD)

FREN 350: SPECIAL TOPIC: HAITI CHERIE: AN INTRODUCTION TO HAITIAN LITERATURE AND CULTURE (4) Jégousso

The topic this year is: Haïti Chérie: An Introduction to Haitian Literature and Culture. This course is designed to help students have a better understanding of Haiti's literature and culture. Starting with the first Haitian novel, *Le gouverneur de la rosée* by Jacques Roumain, we will explore several important problematics in the field of Haitian studies including but not limited to: memory and History, the representation of the Haitian revolution, Haitian spiritual beliefs, ecopoetics, and Haiti relations with the rest of the Americas. Throughout the course students will be exposed to different aspects of Haitian culture through documentaries, music, films, short stories and novels. Prerequisite: 200-level course. Offered Term 2. (o, MOD)

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: q, a 200-level course, or permission. Not open to first-year students. Not offered in 2019-20. (o, Q, 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 2019-20. (o, GLO, MOD)

FREN 374: ADVANCED CONVERSATION AND COMPOSITION (4) Sampon-Nicolas

Intensive practice in speaking and writing French. The theme will be *Writing the City* in France and French speaking countries. Prerequisite: 200-level course or permission. Not offered in 2019-20. (o)

FREN 375: FRENCH FILM (4) Jégousso

An examination of French cinema in relation to literary, philosophical, social, psychological, and cultural issues. Prerequisite: 200-level course or permission. Not offered in 2019-20.

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. Not offered in 2019-20.

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 1.

FREN 390: INDEPENDENT STUDY (2 or 4) Jégousso, 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) Jégousso, Sampon-Nicolas

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

FRENCH 470: SENIOR SEMINAR (4)**Sampon-Nicolas**

A capstone experience and culminating academic achievement for French majors and minors. The topic changes each year. This year's topic is Franco-Asian Cultural Encounters. This course studies the cultural contacts between French and Asian writers, film makers, and artists who have chosen to write in French or to make films in France. Following an overview of French presence in Asia, we will examine the socio-historical context of Franco-Asian contact through literary, artistic, and cinematographic cultural productions. Among the works studied will be novels, poetry, paintings of François Cheng, Fabienne Verdier, Anna Moï, Kim Lefèvre, Amélie Nothomb, Dai Sijie, and Tran Anh Hung. This course takes an interdisciplinary approach which encourages students to delve into areas of research which include politics, literature, history, and the arts. Students are introduced to investigative techniques and research tools necessary for the completion of a major paper in French or Francophone cultures or literatures. Successful completion of this course counts as one means of demonstrating the skills that senior majors must exhibit before leaving Hollins. Prerequisite: Senior French majors or permission. Offered Term 1. (o, AES, GLO)

FREN 480: SENIOR THESIS (4)**Jégousso, 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)**Jégousso, 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, anthropology and gender and women's studies)

AFFILIATED FACULTY: Courtney Chenette (political science), Kelly Derrick (adjunct, religious studies), Amy Gerber-Stroh (film), Michael Gettings (philosophy), Genevieve Hendricks (art history), Lori Joseph (communication studies), Pauline Kaldas (English), Andrew Matzner (adjunct, gender and women's studies), Rachel Nelson (adjunct, theatre), Kathleen Nolan (art), Rachel Nuñez (history), Julie Pfeiffer (English), Rebecca Rosen (English), Darla Schumm (John P. Wheeler Professor of Religious Studies), Jennifer Turner (Sociology)

VISITING LECTURER: Konal Dhillon-Jamerson

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, as it intersects with race/ethnicity, class, age, sexual identity, citizenship, and (dis)ability. People'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. Students 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 students 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 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 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 courses

GENDER AND WOMEN'S STUDIES COURSES

- GWS 117: Childbirth and Women's Writing (4)
- GWS 174: International Women's Voices (4)
- GWS 197F: bell hooks: rage, love and creating beloved community (4)
- GWS 197F: Supreme!
- GWS 197F: Contemporary American Women Writers: Reckoning with the Past (4)
- GWS 203: Gender and The Law (4)
- GWS 209: Feminist Philosophies (4)
- GWS 211: Multicultural Women Writers (4)
- GWS 215: Constructing Gender (4)
- GWS 216: Women in Judaism, Christianity, and Islam (4)
- GWS 219: Food, Culture, and Social Justice (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 233: The Horror Film (4)
- GWS 242: Anthropology of Gender and Sexuality (4)
- GWS 243: Children's Literature (4)
- GWS 250: Mental Health & Social Justice (4)
- GWS 250: Black Feminist Thought (4)
- GWS 250: Reproductive Justice (4)
- GWS 250: Reading Narratives in Medicine
- GWS 252: Gender and Globalization (4)
- GWS 260: Race, Class, Gender
- GWS 290: Independent Study (2, 4)
- GWS 310: The Body and Sexuality in European History (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 328: 19th Century Women Writers (4)
- GWS 334: Sex and Race in the Age of Empire (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 347: Girlhood Studies
- GWS 350: Sociology of Gender (4)
- GWS 350: The Seduction Narrative in the Atlantic World (4)
- GWS 354: Marriage, Childbirth, and Death in the Italian Renaissance (4)
- GWS 362: Spiritual Activism (4)
- GWS 372: Images of Women in Film (4)
- GWS 390: Independent Study (2, 4)
- GWS 470: Seminar in Gender and Women's Studies (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. Students will work under the sponsorship of a faculty member of the gender and women's studies program to design an experience that will augment their 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 223: Women in Buddhism (4)
 - GWS 242: Anthropology of Gender and Sexuality (4)
 - GWS 338: Survey of Feminist Thought (4)
- Three additional courses from the list of gender and women's studies courses
- An internship in gender and women's studies

In designing their programs, minors work closely with an advisor in gender and women's studies to select elective courses (12 credits) from the list in the catalog, which allow them 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 2019-20. (f, w, x)

GWS 141: INTRODUCTION TO GENDER AND WOMEN'S STUDIES (4) **Dhillon-Jamerson, Joseph**

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 both terms. (DIV)

GWS 174: INTERNATIONAL WOMEN'S VOICES (4)

Kaldas

Also listed and described as ENG 174. Offered Term 1. (f, w, x, AES, GLO)

GWS 197F: FIREST YEAR SEMINAR: BELL HOOKS: RAGE, LOVE, AND CREATING BELOVED COMMUNITY (4) **Costa**

This course explores the life and work of feminist author, cultural critic, public intellectual, and social justice activist bell hooks. From *Ain't I a Woman: Black women and feminism*, written when hooks was 19, to *Writing Beyond Race: living theory and practice*, hooks has published nearly 40 books that speak to the pressing issues of our times: race, white supremacy, sexism, intersectionality, homophobia, capitalism, and spirituality in movements for social justice. Students will participate in an inclusive, feminist classroom that challenges each of us to think deeply about and to practice social justice and beloved community in our everyday lives. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (o, r, DIV)

GWS 197F: FIRST YEAR SEMINAR: CONTEMPORARY AMERICAN WOMEN WRITERS: RECKONING WITH THE PAST (4) **Rosen**

Ghosts, memories, recoveries: these are the subjects and objects of contemporary Native American and African American women writers who wrestle with the past. In this class, we will explore how these writers reflect on the ways that gender, race, and identity have shaped their histories, and how they employ a variety of rhetorical strategies and literary techniques. Throughout the semester, we will practice close reading by analyzing texts produced across many genres, including poetry, short stories, the novel, literary criticism, oratory, autobiography, and creative nonfiction. Students will refine their critical thinking skills through writing assignments that ask them to make argumentative claims. Also listed and described as ENG 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (f, r, w, x, AES)

GWS 197F: FIRST-YEAR SEMINAR –SUPREME! (4)

Chenette

Notorious RBG to signature Scalia snark, Supreme Court justices interrupted and disrupted, crafted and reflected the country, pushed one another to the brink and even lived together just like college! This seminar explores the fundamental structure, judicial and political philosophies, intersectional identities, and bold personalities that make and continue to shape the top of the judicial branch. Students examine this government institution through founding documents, significant opinions, oral arguments, and films. Also listed as POLS 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

GWS 203: GENDER AND THE LAW (4)

Chenette

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 206: THEATRE FOR SOCIAL CHANGE (4)

Nelson

Also listed and described as THEA 206. Open to first-years. No Prerequisite. Not offered in 2019-20. (DIV)

GWS 209: FEMINIST PHILOSOPHIES (4)

Gettings

Also listed and described as PHIL 208. Open to first-year students with permission. Not offered in 2019-20.

GWS 211: MULTICULTURAL WOMEN WRITERS (4) Also listed and described as ENG 211. Offered Term 2. (w, x, AES, DIV)	Kaldas
GWS 215: CONSTRUCTING GENDER (4) Also listed and described as COMM 215. Not offered in 2019-20. (r, DIV, MOD)	Joseph
GWS 216: WOMEN IN JUDAISM, CHRISTIANITY, AND ISLAM (4) Also listed and described as REL 215. Open to first-year students. No prerequisite. Not offered in 2019-20. (DIV, MOD)	Derrick
GWS 217: RHETORICAL THEORY - FROM ANCIENT GREECE TO THE RENAISSANCE (4) Also listed and described as COMM 217. Prerequisite: sophomore standing or permission. Offered Term 2. (o, r, PRE)	Presswood
GWS 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4) Also listed and described as ANTH/ES 219. Not offered in 2019-20. (DIV)	Costa
GWS 220: LIFE HISTORIES/SELF-NARRATIVES (4) Also listed and described as ANTH 220. Prerequisite: ANTH 145, GWS 141 or SOC 110. Not offered in 2019-20. (r, DIV)	Costa
GWS 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4) Also listed and described as HIST 222. Not offered in 2019-20. (w, x, PRE)	Nuñez
GWS 223: WOMEN IN BUDDHISM (4) Also listed and described as REL 223. Not offered in 2019-20. (r, GLO)	Schumm
GWS 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4) Open to first-year students. Also listed and described as HIST 225. Offered Term 1. (w, x, PRE)	Nuñez
GWS 226: WOMEN AND GENDER IN MODERN EUROPE (4) Open to first-year students. Also listed and described as HIST 226S. Offered Term 2 (w, x, r, MOD)	Nuñez
GWS 233: HORROR FILMS (4) Also listed and described as FILM 233. Offered Term 1.	Ingle
GWS 242: ANTHROPOLOGY OF GENDER AND SEXUALITY (4) Also listed and described as ANTH 242. Not offered in 2019-20. (DIV)	Costa
GWS 243: INTRODUCTION TO CHILDREN'S LITERATURE (4) Also listed and described as ENG 242. Prerequisite: one semester of college work or permission. Not offered 2019-20. (w, x, AES)	De Groot
GWS 250: SPECIAL TOPIC: MENTAL HEALTH & SOCIAL JUSTICE (4) Our lives are deeply affected by our mental health. But what exactly does it mean to be "mentally healthy"? Indeed, what is "pathological"? What is "normal"? And who gets to decide? Utilizing an intersectional, interdisciplinary perspective, this class examines power and oppression within the field of mental health, while also critically exploring societal aspects of mental illness. Offered Term 1.	Matzner
GWS 250: SPECIAL TOPIC: BLACK FEMINIST THOUGHT (4) Also listed and described as SOC 250. Offered Term 2.	Turner
GWS 250: SPECIAL TOPIC: REPRODUCTIVE JUSTICE (4) Also listed and described as SOC 250. Offered Term 2.	Turner
GWS 250: SPECIAL TOPIC: READING NARRATIVES IN MEDICINE (4) Also listed and described as ENG 250. Offered Term 2. (w, x)	Rosen

GWS 260: RACE, CLASS, GENDER: A REFLEXIVE APPROACH (4)**Turner**

Also listed and described as SOC 260. No prerequisite. Offered Term 1. (DIV, MOD)

GWS 281: RELIGION AND DISABILITY (4)**Schumm**

This course explores the powerful intersections between religion and disability in sacred texts, religious doctrine, popular culture, and lived experience. We will probe questions such as: What does it mean to be human? Why are some bodies deemed more worthy than others? How are ideas of normal and abnormal constructed and reinforced? Does religion promote or hinder disability justice? Also listed and described as REL 281. Offered Term 1. (w, x, MOD, DIV)

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 2019-20. (w, x, MOD)

GWS 314: WOMEN AND ART (4)**Nolan**

Also listed and described as ART 314. Not offered in 2019-20. (w, x, AES)

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

Also listed and described as ART 317. Prerequisite: Sophomore standing or permission. Not offered in 2019-20. (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)**Hendricks**

Also listed and described as ART 324. Prerequisites: one art history or history course or permission. Offered Term 2. (DIV, MOD)

GWS 328: 19TH-CENTURY WOMEN WRITERS (4)**Pfeiffer**

Also listed and described as ENG 328. Prerequisite: sophomore standing; English majors must have completed at least one 100-level or 200-level literature course in English. Offered Term 1. (w, x, AES)

GWS 334: SEX AND RACE IN THE AGE OF EMPIRE (4)**Nuñez**

Also listed and described as HIST 334. Prerequisite: sophomore standing. Not offered in 2019-20. (w, x, GLO, MOD)

GWS 338: SURVEY OF FEMINIST THOUGHT (4)**Costa**

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 2. (o, DIV)

GWS 342: ADVANCED STUDIES IN CHILDREN'S LITERATURE: AMERICAN GIRLS FICTION (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 2019-20. (AES, GLO)

GWS 347: GIRLHOOD STUDIES (4)**Costa**

This course will explore the interdisciplinary field of girlhood studies. We will consider the cultural representations and productions of girls and girl cultures, both academic and popular. Themes of investigation may include: gender socialization, racialization, sexuality, self-esteem, identity formation, media, consumption, international development, empowerment, agency & activism. Discussions will be grounded in feminist intersectional approaches that investigate the diversities and commonalities of girls' experiences as well as the larger structures of power that shape girls experiences. Students will have the opportunity to learn about girls' experiences and organizations at the local, national, and global levels. Offered Term 2.

GWS 350: SPECIAL TOPIC: SOCIOLOGY OF GENDER (4)**Turner**

Also listed and described as SOC 350. Offered Term 1.

GWS 350: SPECIAL TOPIC: THE SEDUCTION NARRATIVE IN THE ATLANTIC WORLD (4)**Rosen**

Also listed and described as ENG 350. Offered Term 2. (x, w)

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

Also listed and described as ART 354. Not offered in 2019-20. (AES, PRE)

GWS 362: SPIRITUAL ACTIVISM (4)**Costa**

This course explores the role of spirituality for individuals and collectivities engaged in transformative social justice work. In particular, we focus on the work of contemporary feminist, womanist and women of color scholars and activists such as Gloria Anzaldúa, Audre Lorde, Layli Maparyan, Jaqui Alexander, and AnaLouise Keating. We also explore the writings and practices of contemplatives from a range of spiritual traditions. Students in this special topics seminar will be expected to engage in experiential learning, leading class discussion, sustained personal reflection, cultural analysis and critique, and rethinking epistemology and social change. Also listed as REL 362. Prerequisite: sophomore standing or permission. Offered Term 1. (DIV)

GWS 372: IMAGES OF WOMEN IN FILM (4)**Gerber-Stroh**

Also listed and described as FILM 372. Prerequisite: prior film course or permission. Offered Term 2. (AES, MOD)

GWS 379: FEMINIST THEORY (4)**Department**

Also listed and described as ENG 379. Not offered in 2019-20.

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: INTERNSHIP (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 2.

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: Barbara Hassell (part-time)

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)

Hassell

This year-long 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. 101-102 fulfills the language requirement for those students who have not previously studied German. 101 offered Term 1; 102 offered Term 2. (LAN)

GRMN 111, 112: INTERMEDIATE GERMAN (4, 4)

Hassell

Continuation of GRMN 101–102. This year-long 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. 111-112 fulfills the language requirement for those students who have previously studied German. 111 offered Term 1; 112 offered Term 2. (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. Offered Term 1.

PROFESSORS: Edward A. Lynch (political science; chair, global politics and societies), Darla Schumm (religious studies)

ASSOCIATE PROFESSOR: Jon D. Bohland (international studies and political science)

ASSISTANT PROFESSORS: Courtney Chenette (political science), Jennifer Turner (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
- COMM 270: Intercultural Communication
- 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/REL 318: Sexual Ethics
- GWS/REL 362: 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 101: American Government
- POLS 104: Political Theory
- POLS 118: Controversial Issues in American Politics
- POLS 131: Introduction to Feminist Political Thought
- POLS 214: Media and Politics
- POLS 225: Conquest
- POLS 226: International Law
- POLS 310: Seminar in American Government
- POLS 311: Controversial Issues in American Politics
- POLS 345: American Voting Behavior
- POLS 363: Constitutional Law
- REL 140: 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

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. Not offered in 2019-20. (*f, w, x, MOD*)

GPS 214: QUALITATIVE METHODS (4)

Turner

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 or permission. Offered Term 2.

GPS 216: RESEARCH METHODS IN SOCIAL SCIENCES (4)

Department

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)

Department

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)

Schumm

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. Offered Term 1.

GPS 480: SENIOR THESIS (4)

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.

ASSOCIATE PROFESSORS: Peter F. Coogan (Ruth Alden Doan Endowed Chair in History, chair), Rachel M. Nuñez (Batten Chair in Leadership)

ASSISTANT PROFESSOR: Christopher M. Florio

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 European 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:

10 courses (40 credits)

- One 200-level proseminar (designated by S after course number)
- Two seminars at the 300 level (except as noted in course description)
- HIST 470: Senior Thesis Prep
- HIST 480: Senior Thesis Seminar or HIST 490: Senior Honors 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)

Florio

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)

Florio

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)**Department**

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. Open to first-year students. Not offered in 2019-20. (w, x, PRE)

HIST 114: MODERN EUROPE (4)**Nuñez**

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 2019-20. (f, w, x, GLO, MOD)

HIST 125: INTRODUCTION TO AFRICAN HISTORY (4)**Department**

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 2019-20. (f, w, x, GLO)

HIST 135: INTRODUCTION TO ANCIENT HISTORY (4)**Department**

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 2019-20. (PRE)

HISTORY 150: SPECIAL TOPIC: MAKING HISTORY (4)**Nuñez**

This course will immerse students in the past through role-playing games. Students will take on roles based on real historical figures; express the philosophical ideas of those figures through speeches and papers; and debate big ideas with their peers. The course emphasizes strategic thinking, collaboration, and problem-solving. Open to first-year students. Offered Term 2.

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 2019-20. (GLO, MOD)

HIST 172: 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 and twenty-first centuries. Topics covered will include but not necessarily be limited to the role of western imperialism, the origins and evolution of Arab nationalism, and the birth and growth of the Israeli state. The main focus will be on the politics and diplomacy of the region, but economic and social history will be integrated as necessary. Open to first-year students. Offered Term 1. (MOD)

HIST 197F: FIRST-YEAR SEMINAR: WHAT IS A NATION? (4)**Nuñez**

This seminar explores the emergence and development of the "nation" as a distinct form of identity and community. How do nations secure the loyalty of their citizens? Why are people willing to die for their nations? How do nations determine who belongs and who is excluded? What is the relationship of nationalism to revolution, war, and violence? Placement to be determined during the summer. Offered term 1 (f, w, x, r, MOD, GLO)

HIST 205S: ENGLAND TO 1688 (4)**Department**

A chronological treatment of such topics as Tudor government and society, the Reformation and Elizabethan England. Prerequisite: sophomore standing or permission. Not offered in 2019-20. (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 2019-20. (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. Not offered in 2019-20.

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 2019-20. (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 2019-20. (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 2019-20. (o, 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 home fronts, the strategic choices made by both sides, and the war's legacies. Not offered in 2019-20.

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 2019-20. (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 2019-20. (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. Offered Term 1. (o)

HIST 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4)**Núñez**

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." Also listed as GWS 225. Open to first-year students. Offered Term 1. (w, x, PRE)

HIST 226S: WOMEN AND GENDER IN MODERN EUROPE (4)**Núñez**

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. Offered Term 2. (w, x, r, MOD)

HIST 240: GREEK HISTORY (4)**Franko**

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. Not offered in 2019-20. (PRE)

HIST 241S: ROMAN HISTORY (4)**Department**

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. Also listed as CLAS 241. Open to first-year students. Not offered in 2019-20. (PRE)

HIST 242S: THE MIDDLE AGES, 300–1300 (4)**Department**

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. Not offered in 2019-20. (w, x, r, Q, PRE)

HIST 243S: THE RENAISSANCE (4)**Department**

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 2019-20. (w, x, r, Q, PRE)

HIST 250: SPECIAL TOPIC: AFRICAN-AMERICAN HISTORY TO 1865 (4)**Florio**

Study of the lives of African-Americans in American society from the introduction of slavery through the end of the Civil War. Topics covered will include the nature of the slave trade, the evolution of the institution of slavery in America, the status of freed blacks in both the North and South, and the roles of African Americans in the battles for abolition and emancipation. Offered Term 1.

HIST 250: SPECIAL TOPIC: WAR IN THE MODERN WORLD (4)**Coogan**

A study of the causes, conduct, and consequences of war since the beginning of the twentieth century. Topics covered will include but not be limited to the reasons nations go to war, the development of strategies and technologies to fight those war, the conduct of men and women in battle, the effects of war on combatants and civilians, and the long and short-term legacies of those conflicts. Offered Term 2.

HIST 250: SPECIAL TOPIC: AMERICAN CULTURAL AND INTELLECTUAL HISTORY (4)**Florio**

This course surveys the history of American ideas and culture from the colonial period to the near present. What ideas have Americans held in the past? When, how, and why have cultural convictions changed in the United States? In what ways and to what extent have ideas mattered across U.S. history? We will explore topics including Puritan theology, Transcendentalism, the antislavery movement, and the Culture Wars, drawing on historical sources ranging from presidential speeches to fiction to photographs. 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 2019-20. (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 2019-20.

HIST 270S: MAKING REVOLUTION (4)**Nuñez**

This proseminar explores key revolutionary movements from the 18th century to the present. What makes these movements 'revolutionary'? What visions of the social and political order did revolutionaries attempt to create? To what degree were they successful? What can we learn by comparing these revolutions? Focus will be on French and Russian Revolutions, with additional case studies from the Americas, Africa, and Asia. Not offered in 2019-20. (w, x, GLO, 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 2019-20. (MOD)

HIST 274: THE FIRST WORLD WAR AND THE MAKING OF THE 20th CENTURY**Nuñez**

The First World War marked the end of Europe's "long nineteenth century" and set the stage for the conflicts and transformations of the twentieth century. This course will explore the origins, development, and consequences of the conflict. Topics include the roots of the war, military tactics and strategies, soldiers' experiences, life on the home-front, the peace settlements, and the war's legacy. No prerequisites. Open to first-year students. Not offered in 2019-20. (w, x, 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 2019-20. (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 2. (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 2019-20. (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 2019-20. (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 2019-20.

HIST 318: AMERICAN COLONIAL HISTORY (4)**Florio**

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. Offered Term 2. (w, x, DIV, MOD)

HIST 327: EARLY CHRISTIANITY (4)**Department**

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 2019-20. (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 2019-20. (w, x, DIV, MOD)

HIST 331: MEDIEVAL SOCIETY (4)**Department**

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 2019-20. (w, x, PRE)

HIST 332: THE IDES OF MARCH (4)**Department**

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. Not offered in 2019-20. (w, x, PRE)

HIST 334: SEX AND RACE IN THE AGE OF EMPIRE (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 in 2019-20. (w, x, GLO, MOD)

HIST 338: TUDOR AND STUART ENGLAND (4)**Department**

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 in 2019-20. (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 2019-20. (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 2019-20. (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 2019-20. (PRE)

HIST 350: SPECIAL TOPIC: NATIONS AND EMPIRES: EUROPE AND THE WORLD, 1750-THE PRESENT (4)**Nuñez**

This seminar explores European history from the 18th century through the 20th century by focusing on the interconnected themes of nationalism and imperialism. Topics will include: the emergence of the idea of the nation in

the liberal revolutions of the 18th century; Napoleon; the Congress of Vienna; the revolutions of 1848; German and Italian unification; the Ottoman, Habsburg, and Russian empires; the First World War and the post-war peace treaties; the Second World War; the Cold War; and fall of the Soviet Union. Though our focus will be on Europe, we will place these developments in a global context. Prerequisite: 200-level proseminar or permission. 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 2019-20. (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 2019-20.

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. Not offered in 2019-20. (w, x)

HIST 358: EUROPEAN SOCIAL HISTORY (4)

Department

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 2019-20. (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. Offered Term 1. (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 2019-20. (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 2019-20. (w, x, MOD)

HIST 371: CIVIL WAR AND RECONSTRUCTION (4)

Coogan

A seminar on the causes, conduct, and consequences of the American Civil War. Topics covered will include the nature of slavery, the origins of sectional conflict, the road to war, the strategies and tactics employed by each side, the nature of nineteenth-century warfare, political and social developments within both the North and the South, the course of Reconstruction, and the popular image of those events in contemporary American culture. Not offered in 2019-20. (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: INTERNSHIP (2 or 4)

Department

May be proposed in either term.

HIST 470: SENIOR THESIS PREPARATION (4)**Nuñez**

Required of all senior history majors. The class is designed to help students select a topic for their senior theses; to identify primary sources that will form the basis for their research; and to establish the questions that their theses will address. Offered Term 1.

HIST 480: SENIOR THESIS SEMINAR (4)**Coogan**

History 480 or 490 is required of all history majors. Students write a major research paper using primary sources. Prerequisite: HIST 470. Offered Term 2.

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

Decisions on departmental honors are made at the conclusion of the project. Students should not register for HIST 490. Students achieving honors will be registered for HIST 490 after honors decisions are made. Offered Term 2.

Hollins Abroad London is an international learning program offering students the opportunity to develop a broad understanding of historic and contemporary British 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 the 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 London, and courses on both programs may count toward a student's major, minor, and perspectives in the general education program. The program is open to sophomores and juniors with a cumulative grade point average of at least 2.5. Students may enroll in the Hollins Abroad program for one or two terms.

Students wishing to enroll for two terms in Hollins Abroad London undertake an internship or enroll in a class at London South Bank University.

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 240L: ACTING SHAKESPEARE (4)

Acting Shakespeare is designed to help students create a toolbox that will aid them in effectively lifting Shakespeare's words off the page and onto the stage. Students will not only explore a focused approach to acting Shakespeare, but also develop a greater understanding of the text and character through performance. Offered both terms.

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 South Bank University or Queen Mary University of London in fall—see page 7 .

Honors Program COURSES

The Honors program is no longer available. However, interested students should contact the director of undergraduate research to learn about undergraduate research opportunities that are similar to those previously offered in HNRS 201 and 202.

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 success.

COURSES IN HONORS PROGRAM:

HNRS 101: IDEAS (2)

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. Not offered in 2019-20.

HNRS 102: INQUIRY (2)

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 late spring. Open to first-year students. Registration by application only. Prerequisite: HNRS 101. Not offered in 2019-20.

HNRS 201: INDEPENDENT INVESTIGATION I (2)

This seminar, the third of the Honors Program sequence of four seminars, concentrates on the development and completion of individual, cross-disciplinary research projects. In the first part of the term, students will reflect on the process and outcome of their previous collaborative research projects and explore new ideas for individual year-long projects. A research proposal with a list of resources and a detailed plan of action will be completed by mid-term, and the seminar as a whole will critique the proposals and subsequent progress reports. Prerequisite: HNRS 102 and permission. Registration by application only. Not offered in 2019-20.

HNRS 202: INDEPENDENT INVESTIGATION II (2)

In this final seminar of the Honors Program sequence, students will continue the work of their research plans developed in the previous term in HNRS 201, and bring the projects to conclusion. Each student will investigate venues for the presentation of the results and participate in at least one academic conference. Prerequisite: HNRS 201 and permission. Registration by application only. Not offered in 2019-20.

COURSES IN HUMANITIES:

HUM 197F: FIRST-YEAR SEMINAR - BODIES AND IDENTITIES: CRIME AND LITERATURE IN LATIN AMERICA (4) Díaz Miranda

How are readers of literature like detectives? Why is Latin American literary production imbued in tales, stories, poems, and chronicles about violence? The class will use these questions as guiding posts during the course. Our aim will be to explore the different conditions in which crime, ambiguity, detective work, and the search for identity appear in Contemporary Latin American literature. We will focus on short stories, novels, and poems where dead bodies, murders, the search for truth, and the unexplainable materialize as symbols of a wider Latin American imaginary. The course will research how crime becomes a signifier and analogy for politics, catastrophes, and the act of writing in Hispanic literature. Our aim will be to understand the coincidence of trauma, poetics, and violence in Hispanic literature and the extended metaphors that it produces. All the texts will be read in English translation. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

HUM 213: FRANCE AND THE FRENCH - CONTEXTS IN CULTURAL UNDERSTANDING (4) Spodark

This course offers an examination of socio-cultural contrasts between France and the U.S. Students use a variety of online and smartphone resources to investigate and discuss representative situations and cultural artifacts that illuminate the differences between the French and American experiences and worldview. Open to first-year students. Prerequisite: q. Offered Term 2. (w, x, Q, GLO, MOD).

HUM 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.

HUM 399: INTERNSHIP (2 or 4)

Department

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

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 success.

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 R261: 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

PROFESSORS: LeeRay Costa (anthropology, gender and women's studies), Edward A. Lynch (political science), Kathleen Nolan (art history), Annette E. Sampon-Nicolas (French), Darla Schumm (religious studies)

ASSOCIATE PROFESSORS: Jon D. Bohland (coordinator), Vladimir Bratic (communication studies), Peter Coogan (history), Pablo Hernandez (economics)

VISITING ASSISTANT PROFESSOR: Ashleigh Breske

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

AFFILIATED COURSES:

- ANTH/GWS/ES 219 Food, Culture, and Social Justice
- ANTH/GWS 312 Woman and Social Movements
- ART 262 Medieval Art
- ART 263 Renaissance/Baroque Art
- ART 264 Modern Art
- BUS 263 International Business
- COMM 380 Global Communication and Media (counts as core requirement)
- ECON 312 Globalization and Development
- ENG 174 International Women's Voices
- ENG 317 Medieval Literature
- ENG 358 Literature of the African Diaspora
- ENG 375 Writing Out of the Multicultural Experience
- FREN 274 The Francophone World
- ES/INTL 210 World Geography (counts as core requirement)
- ES/INTL 220/POLS 221 Globalization and Local Response (counts as core requirement)
- ES/POLS 234 Environmental Politics/Policy
- ES/INTL 305 Cultural Geography and Landscape Study
- FILM 271 World Cinema
- GPS 121 Foundations of Social Justice
- GWS/HIST 225 Women in Early Modern Europe
- GWS/HIST 334 Sex/Race in the Age of Empire
- GWS/REL 362 Spiritual Activism
- HIST 155 Hitler and the Holocaust
- HIST 270S Making Revolution
- HIST 364 The Cold War
- HUM 213 France and the French
- INTL/POLS 160 Model UN (2 credits)
- PHIL 275 Asian Philosophy
- PHIL 202 Early Modern Philosophy
- POLS 103 Modern Comparative Politics
- POLS 104 Political Theory
- POLS 225 Conquest
- POLS 262 Government and Politics in Africa
- POLS 337 Seminar in US Foreign Policy
- REL 126 Introduction to Religion in a Global Context
- REL 212 Christian Traditions
- REL 217 Islamic Traditions
- REL/SOC 241 Sociology of Religion
- SOC 260 Race/Class/Gender
- SOC 343 Critical Race Theory
- SPAN 216 Hip Hop in the Americas

- SPAN 243 Modern Hispanic Culture
- SPAN 341 20th/21st Century Hispanic Relations
- SPAN 348 20th Century Spanish-American Literature

COURSES IN INTERNATIONAL STUDIES:

INTL 120: INTRODUCTION TO INTERNATIONAL STUDIES (4)

Breske

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. Offered Term 1. (o, GLO, MOD)

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 recommended, but not required for all class members. The course may be repeated for credit since the countries and issues change from year to year. Also listed as POLS 160. Open to first-year students. Offered both terms. (o, 4 credits for 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 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 ES 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (o, r, GLO)

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)

Breske

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 2019-20. (Q, GLO)

INTL 250: SPECIAL TOPIC: RELIGION, POLITICS AND THE MODERN WORLD (4)

Breske

We will examine historical and political implications of religion in the modern world. Throughout the semester, we will discuss the history of Christianity, Judaism, and Islam to understand modern challenges to traditional religion and responses to these challenges, including the influence of religion on: law and sovereignty; gender and race; science and technology; and, identity and media representations. Also listed and described as REL 250 and POLS 250. Offered Term 2.

INTL 250: SPECIAL TOPIC: CULTURAL PROPERTY RIGHTS AND MUSEUMS (4)

Breske

This course will look at the concept of ownership and examine how cultural property and heritage are defined throughout the world. We will also examine themes related to identity, memory, and ownership. Students will learn about the history of collecting, domestic and international cultural heritage laws, regulations, and policies related to indigenous objects and human remains; and, will also discuss the impacts of globalization, war, and historical colonial practices on the idea of culture. Also listed as POLS 250. This course cannot be taken by students who have taken POLS/INTL 250 Culture of Ownership. Offered Term 2.

INTL 259: INTERNATIONAL POLITICAL ECONOMY (4)

Hernandez

Also listed and described as ECON 259. Open to first-year students. Prerequisites: q and ECON 157 or ECON 158. Offered Term 1. (o, 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 2019-20. (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 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. Offered Term 2.

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. Not offered in 2019-20. (MOD, GLO)

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 2019-20.

INTL 350: SPECIAL TOPIC: REFUGEES AND RESETTLEMENT (4)**Breske**

This course will examine significant political, social, and economic issues related to the movement of displaced peoples (both internally and externally displaced). Using local resources, we will explore the concepts of enculturation, socialization, and adaptation. In the course, we will also evaluate key concepts related to displacement, borders, migration, and international policies through an analysis of national policies, advocacy responses, and media sources to understand current issues related to displacement. Also listed as POLS 350. Offered Term 2.

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.

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. 101-102 fulfills the language requirement for those students who have not previously studied Japanese. 101 offered Term 1; 102 offered Term 2. Open to first-year students. (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. 111-112 fulfills the language requirement for those students who have previously studied Japanese. 111 offered Term 1; 112 offered Term 2. (LAN)

Mathematics, Statistics and Computer Science* MAJORS, MINORS

ASSOCIATE PROFESSORS: Julie M. Clark (chair), Stephen Wassell

ASSISTANT PROFESSOR: Molly Lynch

LECTURER: Erin Levering (director of Quantitative Reasoning), Giancarlo Schrementi

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 either statistics or computer science.

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)
- A 300-level MATH course in algebra (2) (Alg)
- A 300-level MATH course in analysis (2) (Ana)
- At least two additional 300-level MATH, STAT or CMPS 2 credit courses (4)
- 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 (66–70 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)
- A 300-level MATH course in algebra (2) (Alg)
- A 300-level MATH course in analysis (2) (Ana)
- At least four additional 300-level MATH, STAT or CMPS 2 credit courses (8)
- 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 MAJOR IN MATHEMATICS WITH A DATA SCIENCE CONCENTRATION (B.S.):

19 courses (62-64 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)
- A 300-level MATH course in algebra (2) (Alg)
- A 300-level MATH course in analysis (2) (Ana)
- At least two additional 300-level MATH, STAT or CMPS 2 credit courses (4)
- CMPS 335: Data Mining Techniques (2)
- 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)

REQUIRED ALLIED COURSE:

- One course with laboratory at or above the 200-level from one of the following departments: biology, chemistry, or physics.

REQUIRED COURSES IN COMPUTER SCIENCE:

- CMPS 160: Computer Science (4)
- CMPS 217: Data Structures (4)
- CMPS 245: Data Science and Visualization (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 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)

REQUIREMENTS FOR A MINOR IN DATA ANALYTICS:

7 courses (22 credits)

- STAT 251: Statistical Methods I (4)
- STAT 324: Data Wrangling (2)
- CMPS 160: Computer Science (4)
- CMPS 217: Data Structures (4)
- CMPS 245: Data Science and Visualization (4)
- CMPS 335: Data Mining Techniques (2)
- Two elective credits in STAT or CMPS at the 300 level

PLACEMENT IN MATHEMATICS AND STATISTICS COURSES:

A diagnostic/placement examination is recommended 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)

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 Math/QR assessment. Offered both terms. (q)

MATH 105: QUANTITATIVE REASONING IN TODAY'S WORLD (4)

Lynch, Schrementi, Wassell

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 Math/QR assessment. Offered both terms. (q)

MATH 130: MATHEMATICAL MODELING WITH PRECALCULUS (4)

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 Math/QR assessment. Offered both terms. (q)

MATH 140: PRECALCULUS (4)

Levering

A 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 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 140 (or higher), or MATH 105 and permission, or equivalent. Not offered in 2019-20. (Q)

MATH 211: SYMBOLIC LOGIC (4)

Downey

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)

Lynch, Wassell

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 equivalent for MATH 242: MATH 241. MATH 241 meets daily. Offered consecutive terms. (Q)

MATH 246: LABORATORIES IN MATHEMATICAL EXPERIMENTATION (2)

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, cryptology, function iteration and chaos, strategy of games, and graph theory. Prerequisite: MATH 241. Open to first-year students. Offered Term 2.

MATH 255: METHODS OF MATRICES AND LINEAR ALGEBRA (4)

Lynch

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. Open to first-year students. 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 298: TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS (2)**Levering**

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 2019-20.

MATH 310: A TRANSITION TO ADVANCED MATHEMATICS (4)**Wassell**

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 242 or permission. Offered Term 1.

MATH 316: SEVERAL-VARIABLE CALCULUS (4)**Department**

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. Not offered in 2019-20.

MATH 343: COMBINATORICS (2)**Lynch**

An introduction to combinatorics, with potential topics including basic counting principles, recursions, permutations, graph theory, and partially ordered sets. Prerequisite: MATH 242 or equivalent. Offered Term 2.

MATH 351: DIFFERENTIAL EQUATIONS (2)**Department**

An introduction to ordinary differential equations with an emphasis on applications. The course topics include first order differential equations, separable equations, linear second order differential equations, the Laplace Transform, series solutions, and numerical methods. Prerequisite: Math 242 or equivalent. (Gen) Not offered in 2019-20.

MATH 352: FIELDS AND CODES (2)**Clark**

An introduction to algebraic coding theory using finite fields and number-theory. Codes studied include binary, hexadecimal, ASCII, the error-correcting Hamming codes, BHC and Reed-Solomon codes. (Alg) Not offered in 2019-20.

MATH 360: ANALYSIS: ITERATIONS AND DYNAMICAL SYSTEMS (2)**Clark**

A mathematical study of convergence and limits. Students actively investigate concepts using numerical techniques followed by precise and careful analysis. Topics include fractals, linear and non-linear function iteration, basins of attraction, chaos, complex numbers and Newton's method. (Ana) Not offered in 2019-20.

MATH 361: COMPLEX VARIABLES (2)**Wassell**

An introduction to complex analysis, with topics including the algebra of complex numbers, analytic functions, elementary functions, contour integrals, and Laurent series. (Ana) Prerequisite: Math 242 or equivalent. Offered Term 1.

MATH 362: REAL ANALYSIS (2)**Wassell**

An introduction to advanced calculus. Students will be reading and writing mathematical proofs that provide the theoretical basis for important topics from single-variable calculus, including limits, continuity, differentiation, integration, sequences, and series. (Ana) Prerequisite: Math 242 and MATH 310. 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 397: TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOLS (4) **Price**

This course will address content knowledge, curriculum development, methodologies, assessment and evaluation, using resources and technology, and approaches to teaching elementary and middle school mathematics, within the framework of the NCTM standards of learning and the Common Core. Attention will be given to problems that students have in learning and understanding mathematics and ways to address those problems. Prerequisite: q . Offered Term 1.

MATH 399: INTERNSHIP (2 or 4)**Department**

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

MATH 471: MATHEMATICS SEMINAR (2)**Wassell**

Emphasis is on written and oral communication of mathematical ideas. Senior mathematics majors complete a mathematics portfolio based on select assignments from previous mathematics, computer science, and statistics courses. Prerequisite: senior standing. Offered Term 1.

MATH 472: MATHEMATICS SEMINAR (2)**Lynch**

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 Term 2.

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)****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. (Upon completion of CMPS 160, CMPS 3XX, and Stat 140 or Stat 251 students will be qualified to apply for Google's free 10-week ML summer intensive.) Prerequisite: q. Offered both terms. (Q)

STAT 251: STATISTICAL METHODS (4)**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. (Upon completion of CMPS 160, CMPS 3XX, and Stat 140 or Stat 251 students will be qualified to apply for Google's free 10-week ML summer intensive.) Prerequisite: q and appropriate recommendation from Math/QR assessment. Offered Term 1. (Q)

STAT 324: DATA WRANGLING WITH R (2)**Clark**

An introduction to skills necessary for data wrangling and other modern techniques of statistical interpretation. Students will learn and practice techniques for acquiring, tidying, mutating, and merging data and data visualization, using R-Studio and the RMarkdown document writing system. Pre-requisite: q. Offered Term 2.

STAT 343: PROBABILITY (2)**Clark**

An introduction to combinatorial analysis, the axioms of probability, conditional probability, independence, discrete and continuous random variables, expectation and moment generating functions and stochastic processes. Students will actively investigate probabilistic situations and perform simulations. Open to first-year students. Prerequisite: Math 242. Offered by request in 2019-20.

STAT 361: REGRESSION (2)**Clark**

The analysis of continuous response data. The focus is on linear and multiple regression with theoretical and practical training in statistical modeling. This is a hands-on, applied course where students will become proficient using R-Studio and Minitab to analyze data from a variety of fields, and will learn what assumptions underlie their models, how to test whether the data meet the assumptions, and what can be done when the assumptions are not met. Prerequisites: STAT 140 or STAT 251, or equivalent. Offered by request in 2019-20.

COURSES IN COMPUTER SCIENCE:

CMPS 110: COMPUTER BASICS AND APPLICATIONS (2)

Schrementi

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 1.

CMPS 160: APPLIED COMPUTING I WITH GOOGLE (4)

Wassell

This introduction to computer science, developed by Google and their university partners, emphasizes problem solving and data analysis skills along with computer programming skills. Using Python, students will learn design, implementation, testing, and analysis of algorithms and programs. Within the context of programming, students will learn to formulate problems, think creatively about solutions, and express those solutions clearly and accurately. Problems will be chosen from real-world examples such as graphics, image processing, cryptography, data analysis, astronomy, video games, and environmental simulation. Part of the course includes modelling collaborative team project work as is done at Google, and Google engineers will provide information about their careers in the tech industry. Prior programming experience is not a requirement for this course. (Upon completion of CMPS 160, CMPS 3XX, and Stat 140 or Stat 251 students will be qualified to apply for Google's free 10-week ML summer intensive.) Open to first-year students. Prerequisite: q. Offered Term 1. (Q)

CMPS 217: DATA STRUCTURES (4)

Schrementi

Students will study fundamental data structures and their applications to problem solving. Object-oriented programming (OOP) is introduced and OOP techniques are explored, including inheritance, polymorphism, interfaces, and abstract classes. Prerequisite: CMPS 160 or permission. Not offered in 2019-20.

CMPS 245: DATA SCIENCE AND VISUALIZATION (4)

Schrementi

Data Analytics principles and processes will be studied including gathering and transforming datasets, visualization methods, and how models of data are developed and evaluated. The application of data analysis software to real-world examples will also be investigated. Prerequisite: CMPS 160 or permission. Offered Term 1.

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.

CMPS 325: MACHINE LEARNING (2)

Schrementi

An introduction to machine learning with a focus on understanding the fundamentals of neural network learning. Topics include Hebbian learning, single and multi-layer perceptrons, and data preparation techniques for improving learning. Open to first-year students. Prerequisite: MATH 241 or equivalent. Offered Term 1.

CMPS 335: DATA MINING TECHNIQUES (2)

Schrementi

Students will study supervised and unsupervised strategies for data analysis and predictive modeling, including decision trees, clustering, and association rule learning. Prerequisite/Corequisite: MATH 241 and permission. Not offered in 2019-20

CMPS 360: APPLIED COMPUTING II: HOW TO THINK LIKE A DATA SCIENTIST (4) **Clark, Wassell**

Introduces students to the importance of gathering, cleaning, normalizing, visualizing and analyzing data to drive informed decision-making, no matter the field of study. Uses a combination of tools and techniques, including spreadsheets, SQL, Python and R to work on real-world datasets using a combination of procedural and basic machine learning algorithms. Students will learn to ask good, exploratory questions and develop metrics for designing a well-thought-out analysis. Presenting and discussing an analysis of datasets chosen by students will be an important component of the course. Upon completion of CMPS 160, CMPS 3XX, and Stat 140 or Stat 251 students will be qualified to apply for Google's free 10-week ML summer intensive. Prerequisite CMPS 160. Offered Term 2.

PROFESSOR: Judith Cline

ASSOCIATE PROFESSORS: Shelbie Wahl-Fouts (chair, director of choral activities), William Krause (part time)

ADJUNCT LECTURER: Barbara J. Weddle

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 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)
- 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.

CERTIFICATE IN ARTS MANAGEMENT

Hollins offers a certificate in arts management for students majoring or minoring 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 54](#).

MUSICAL THEATRE PERFORMANCE CERTIFICATE

Completing this certificate allows a student to accumulate and apply the skills necessary to participate in the world of the musical theatre stage. It provides each participant with the fundamentals necessary to audition and perform at the academic, amateur, and professional levels based on proficiency and talent. Through applied learning, the student will be able to function in an audition, rehearsal, and performance situation with a basic understanding of the music, acting, and dance skills required to succeed. The curriculum consists of courses from the departments of Music, Theatre, and Dance (see [page 175](#) for details).

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 Choir (MUS 211), Talmadge Singers (MUS 311), the Valley Chamber Orchestra (MUS 113), Concert Band/Wind Ensemble (MUS 115), World Music Ensemble (MUS 110), Mariachi Ensemble (MUS 112), and Appalachian Music Ensemble (MUS 116). These courses may be repeated for credit. For information, contact the chair of the music department.

PRACTICE TEACHING

Students who have completed or are enrolled in Piano Pedagogy (MUS 251) may undertake supervised teaching.

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. HAM students have the opportunity to study with teachers of the highest caliber and 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 CRE credit per term, including MUS 111: Concert Choir, MUS 211: Chamber Choir, MUS 311: Talmadge Singers, MUS 113: Valley Chamber Orchestra, and MUS 101-109: 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 choir. (Students who complete MUS 101: Private Study - Beginning Class Piano may earn credit toward the CRE Perspective by taking a semester of MUS 103 Private Study-Piano 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 Talmadge 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 101–109: 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 24 for specific charges. Additional course fees are non-refundable after the start of the term.** (CRE: see notes above)

MUS 101: Private Study - Beginning Class (see description below)

- Piano

MUS 102: Private Study - Piano Proficiency (2 credits, see description below)

MUS 103: Private Study - Keyboard

- Piano
- Organ
- Harpsichord

MUS 104: Private Study - Strings

- | | |
|---|--|
| <ul style="list-style-type: none">• Guitar• Violin• Fiddle• Bass guitar• Ukulele• Mandolin | <ul style="list-style-type: none">• Banjo• Viola• Cello• Harp• Other |
|---|--|

MUS 105: Private Study - Winds

- | | |
|---|---|
| <ul style="list-style-type: none">• Clarinet• Flute• Oboe• Saxophone | <ul style="list-style-type: none">• Trumpet• Bassoon• Other |
|---|---|

MUS 106: Private Study - Percussion

- | | |
|--|---|
| <ul style="list-style-type: none">• Drum set• Steel drums | <ul style="list-style-type: none">• African drums• Other |
|--|---|

MUS 107: Private Study - Voice

MUS 109: Private Study - Other

- Composition

MUS 101: PRIVATE STUDY – BEGINNING CLASS PIANO (1)

Weddle

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. Open to first-year students. No prerequisite. Offered both terms. (CRE: see notes above)

MUS 102: PRIVATE STUDY – PIANO PROFICIENCY CLASS (2)

Weddle

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. Open to first-year students. Prerequisite: permission of instructor. Offered every other year in Term 2. Not offered in 2019-20. (CRE: see notes above)

MUS 110: WORLD MUSIC ENSEMBLE (1)

Rudolph

World Music Ensemble is a group class devoted to the exploration, rehearsal, and performance of music for steel pans and African mallets/marimbas. No experience necessary. Open to first-year students. No prerequisite. Course fee \$150. May be repeated for credit. Offered both terms.

MUS 111: CONCERT CHOIR (1)

Wahl-Fouts

The Hollins University Concert Choir is an introductory treble-voice chorale of students from across campus which performs music from a wide variety of musical styles and genres. Open to students in all majors and departments,

with no audition. This ensemble will focus on healthy vocal technique and the development of comprehensive choral musicianship through the performance experience. This ensemble performs regularly throughout the year. Open to first-year students. No prerequisite. May be repeated for credit. Offered both terms. (CRE: see notes above)

MUS 112: MARIACHI ENSEMBLE (1)

Rudolph

Mariachi Ensemble is a group class devoted to the exploration, rehearsal, and performance of music from the mariachi tradition. No experience necessary. Open to first-year students. No prerequisite. Course fee \$150. May be repeated for credit. Offered both terms.

MUS 113: VALLEY CHAMBER ORCHESTRA (1)

Department

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. Open to first-year students. 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)

Department

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 \$150. May be repeated for credit. Offered on demand.

MUS 115: CONCERT BAND/WIND ENSEMBLE (4)

Department

Concert Band/Wind Ensemble is a course which allows Hollins students to rehearse and perform in collaboration with a designated community ensemble, the Roanoke Valley Community Band. RVCB is a community wind ensemble, rehearsing and performing off campus. Students may register and receive credit for participation, 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 or approval of the department chair. Contact the chair of the music department for more information. May be repeated for credit. Offered both terms.

MUS 116: APPALACHIAN MUSIC ENSEMBLE (1)

Lawless

The Hollins Appalachian Music Ensemble ("The Mountain Laurels") is devoted to the traditional music of the Appalachian Region. Depending on the interests and abilities of its members, the ensemble will learn to perform instrumental and vocal traditional mountain music and bluegrass. Enrolling students must demonstrate competence on an acoustic instrument such as fiddle, banjo, mandolin, guitar, or bass. Singers are also welcome. The ensemble will give at least one public performance on campus each semester. The course meets once a week, for one and half hours. Course fee: \$150.00. Open to first-year students. Offered both terms. (CRE: see notes above)

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. Open to first-year students. No previous musical experience required. Offered every other year, in Term 1. 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. Not Offered in 2019-20.

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 2019-20. (r, AES)

MUS 132: MUSIC THEORY I - WESTERN MUSIC FUNDAMENTALS (4)**Weddle**

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. Open to first-year students. Pre/corequisite: MUS 129. Offered every other year, in Term 1. Offered Term 1. (AES)

MUS 133: MUSIC THEORY II - STRUCTURE AND HARMONY (4)**Weddle**

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. Open to first-year students. Prerequisite: MUS 132 or permission. Offered every other year, in Term 2. Offered Term 2. (AES)

MUS 137: EXPLORING THE ALEXANDER TECHNIQUE (2)**Cline**

The Alexander Technique is a simple and practical method for improving ease and freedom of movement, balance, support, flexibility, and coordination. It enhances performance and is a valuable tool for actors, dancers, musicians, and athletes. Also listed and described as THEA 173. May be repeated one time for credit. Open to first-years. No Prerequisite. Offered Term 2.

MUS 139: 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. Open to first-year students. Prerequisite: MUS 129. Offered every other year, in Term 2. Offered Term 2..

MUS 141: OPERA SCENES WORKSHOP (4)**Williamson**

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. May be repeated for credit. Open to first-year students. Corequisite: Students must be concurrently enrolled in MUS 107 or MUS 310 or MUS 480. Not offered in 2019-20.

MUS 150: SPECIAL TOPIC: GOLDEN AGE OF MUSICAL THEATRE (4)**Cline**

Beginning with the building of the foundations for the American musical, this course will explore the musicals of the early 20th century and culminate with the rich repertoire of musicals of the Golden Era of the musical theatre stage. Works to be studied include musicals by the great teams of Rodgers and Hammerstein and Lerner and Lowe.

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, PRE)

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 21st 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, MOD)

MUS 163: AMERICAN MUSICAL THEATRE (4)**Department**

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. Not offered in 2019-20. (AES)

MUS 165: MUSICAL THEATRE DANCE STYLES (2)**Kendrick**

This studio course will expose students to various dance styles often found in musical theatre choreography, including jazz, ballet, and tap. Students will learn basic techniques, while acquiring a vocabulary and awareness of the styles frequently used in musical theatre. Also listed as DANC 165 and THEA 165. Open to first-year students. Not offered in 2019-20.

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. Also listed as ART 175, DANC 175, FILM 175, and THEA 175. Open to first-year students. No prerequisite. Offered Term 2. (r)

MUS 180: THE MUSIC OF LATIN AMERICA (4)**Dade**

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. Open to first-year students. No prerequisite. Offered Term 1. (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 2019-20. (r, AES)

MUS 197F: FIRST-YEAR SEMINAR - TAKING THE CROOKED ROAD THROUGH VIRGINIA'S MUSICAL HERITAGE (4)**Krause**

"Taking the crooked road" is a phrase for playing a particular type of fiddle melody. These tunes are thought to be among the oldest in Appalachia. The tunes are surprising, breaking the "rules" of musical composition. In recent times, The Crooked Road refers to a stretch of highway that connects the Blue Ridge Mountains to the coal fields of the Cumberland Mountains. The music along this road 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 in-class lectures and research projects and by traveling on the Crooked Road to attend live performances, visit instrument makers and interview musicians. Placement to be determined during the summer. Open to first-year students only. Offered Term 1. (o, r, AES)

MUS 211: CHAMBER CHOIR (1)**Wahl-Fouts**

The Hollins University Chamber Choir is the primary large choral ensemble on campus, singing repertoire from a variety of musical styles and genres. Open to students from all majors and departments, by brief placement audition. The focus will be on continued development of vocal technique and music literacy skills, through regular performance opportunities. Intended for students with previous choral ensemble experience. Open to first-year students. Prerequisite: brief placement audition. May be repeated for credit. Offered both terms. (CRE: see notes above)

MUS 232: MUSIC THEORY III - ADVANCED STRUCTURE AND CHROMATIC HARMONY (4)**Weddle**

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 every other year, in Term 1. Not offered in 2019-20. (Q, AES)

MUS 233: MUSIC THEORY IV - 20TH-21ST-CENTURY PRACTICES (4)**Weddle**

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 every other year, in Term 2. Not offered in 2019-20. (AES)

MUS 235: ORCHESTRATION (2)**Weddle**

Beginning with the study of orchestral families of instruments and how to read orchestral score, the course considers the characteristics and functions of instruments, timbres, ranges, transposition, technical abilities and limitations, idiomatic uses, effective combinations, instrumental colors. The course includes listening to repertoire and analyzing instrumentation. Students will be required to apply techniques through guided exercises including a final composition. Instructor permission. Offered Term 1.

MUS 251: PIANO PEDAGOGY (2)**Weddle**

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. Offered every other year in Term 1. Offered Term 1.

MUS 252: PIANO LITERATURE (2)**Weddle**

A survey of the major works written for solo keyboard from 1600 to the present. Open to first-year students. Offered every other year in Term 2. Offered Term 2.

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. Offered Term 1. (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. Open to first-year students. No prerequisite. Not offered in 2019-20. (AES)

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 2019-20. (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. Offered every other year in Term 2. Not offered in 2019-20.

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. Open to first-year students. No prerequisite. Not offered in 2019-20.

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 any term.

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. Prerequisite: four semesters of private study at the 100 level. Permission of the music department is required prior to registration. Offered both terms.

MUS 311: TALMADGE SINGERS (1)**Wahl-Fouts**

The Hollins University Talmadge Singers is an elite small choral ensemble, singing advanced repertoire from a variety of musical styles and genres. Open to all students, by audition. Intended for singers with significant vocal/choral experience, this ensemble will focus primarily on repertoire and performance – performing 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. May be repeated for credit. Offered both terms. (CRE: see notes above)

MUS 325: SEMINAR IN MUSICOLOGY (4)**Krause**

This is an advanced course designed to integrate analytical and investigative skills learned in previous music theory and history courses, as well as other interdisciplinary fields. Major works such as Bach's *B minor Mass*, Beethoven's *Ninth Symphony*, Mahler's *Seventh Symphony*, Wagner's *Tristan und Isolde*, Stravinsky's *Rite of Spring*, Messiaen's *Quartet for the End of Time*, Revueltas' *Sensemaya*, and Bond's *Mrs. President* will be studied from aesthetical, theoretical, bio-historical, and socio-political perspectives. Not open to first-years. Prerequisite: MUS 132 and 133, MUS 153 and 154. Not offered in 2019-20.

MUS 372: ADVANCED CONDUCTING (2)**Wahl-Fouts**

A continuation of MUS 272. Prerequisite: MUS 272 or permission. Not offered in 2019-20.

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 any term.

MUS 399: INTERNSHIP (4)

May be proposed in any term.

Department

MUS 480: SENIOR RECITAL/PROJECT (2)

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. May be repeated for credit. Prerequisite: senior standing as a declared music major. Offered both terms.

Department

Musical Theatre Performance

CERTIFICATE

The Musical Theatre Certificate allows the student to accumulate and apply the skills necessary to participate in the world of the musical Theatre stage. It provides each participant with the fundamentals necessary to audition and perform at the academic, amateur, and/or professional levels based on proficiency and talent. Through applied learning, the student will be able to function in an audition, rehearsal and performance situation with a basic understanding of the music, acting and dance skills required to succeed.

The curriculum consists of courses from the departments of Music, Theatre, and Dance, with the requirements of auditioning for university musicals. It culminates with the capstone experience of an 'audition intensive' conducted by members of the Hollins faculty and musical theatre professionals. All of the required courses can fit into a student's curriculum by satisfying Perspective requirements, major or minor requirements and/or elective choices.*

REQUIRED COURSE (4 Credits)

THEA 247: Applied Musical Theatre Performance Techniques 4 credits

MUSIC REQUIREMENTS (5 or 6 credits)

MUS 107: Private Study – voice (1) 2 credits
2 semesters

MUS 111, 211, or 311: Concert Choir, Chamber Choir, or Talmadge Singers (1) 2 credits
2 semesters

MUS 101: Private Study - Beginning Class Piano (1) 1 credit

(If student has sufficient piano skills, MUS 129 (2 credits) may be substituted for MUS 101, *with music department approval.*)

THEATRE REQUIREMENTS (4 credits)

THEA 161: Acting Dynamics 4 credits
Plus optional additional theatre credit(s)

DANCE REQUIREMENTS (6 credits)

DANC/MUS/THEA 165: Musical Theatre Dance Styles 2 credits
Plus choose one 4-credit course from the following list: 4 credits

DANC 125: Movement Studio I

DANC 225: Movement Studio II

DANC 250: Special Topic – Jazz Dance

DANC 250: Special Topic – Ballet

DANC 250: Special Topic – Beating Drums & Moving Bodies

ADDITIONAL REQUIREMENTS (2 credits)

- Applied Capstone Experience: Musical Theatre Audition Intensive-Academic/Professional Workshop (registered as an independent study in Music, Theatre, or Dance) 2 credits

Course applies and synthesizes voice, movement and acting techniques, culminating in a professional musical theatre audition that meets professional standards. Includes assembling an audition book with minimum of two polished songs, two polished monologues, photo and resume.

- Audition for university musicals (2x)

Total 21-22 credits

*Substitutions may be made at the discretion of the Music, Theatre, and Dance departments.

It is important to note that this does not require 20-23 extra credits for a performance major, all certificate requirements can apply to the specific major.

ASSOCIATE PROFESSORS: James Patrick Downey, Michael Gettings

VISITING ASSISTANT PROFESSOR: Charles Lowney

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: Ethical Leadership (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 2019-20. (*f, w*)

PHIL 120: CRITICAL THINKING (4)

Downey

An introduction to Logic as it applies to everyday reasoning and writing. Students learn to identify and assess arguments, recognize fallacious reasoning patterns and write out in perfect, smooth English the core structures of 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

A general introduction to philosophy, examining issues in metaphysics, ethics, logic and epistemology, using Star Trek as our vehicle. No prior knowledge of Star Trek or philosophy required. Can androids and computers possibly be persons—capable of thought, emotions and moral significance? This relates to what we are. Are we soul or matter, free-willed or determined, moral agents or non-responsible robots? Is time travel really possible? How do we know what is real, anyway? Could there be any meaning of life? What is logic? Open to first-year students. No prerequisite. Not offered in 2019-20. (MOD)

PHIL 181: CONTEMPORARY MORAL ISSUES (4)

Lowney

Philosophic analysis of current moral problems (e.g., abortion, euthanasia, capital punishment, poverty, immigration, racial and gender bias, environmental ethics, global justice, business ethics, artificial intelligence, and regulating the internet). Emphasis is on the clarifying issues and examining competing lines of argument. This course will provide an opportunity for students to come to their own well-reasoned and informed position on issues that are important to them. Open to first-year students. No prerequisite. Offered Term 2. (*f, w*)

PHIL 182: ENVIRONMENTAL ETHICS (4)

Lowney

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 pollution, global warming, population growth, animal rights, environmental degradation, conservation of the biosphere, and responsibilities to future generations. You are encouraged to think for yourself logically about these and other environmental philosophical issues. Also listed as ES 182. No prerequisite. Open to first-year students. Not offered in 2019-20.

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. Open to first-year students only. Offered Term 1. (*r*)

PHIL 201: ANCIENT PHILOSOPHY (4)

Downey

This course deals with the beginnings of Western philosophy among the Greeks, from the Pre-Socratics, to Socrates, Plato, and Aristotle—and their successors, stoics, skeptics and epicureans. The perspective is not only historical, but actively philosophical as we think along with these philosophers about issues including: whether reality is material or non-material and eternal, or both; whether knowledge is possible and if so of what; the nature of happiness; whether morality depends on the existence of God. No prerequisite. Open to first-year students. Offered Term 1. (PRE)

PHIL 202: EARLY MODERN PHILOSOPHY (4)

Lowney

Study of the philosophical systems of foundational 17th- and 18th-century philosophers, including Descartes, Spinoza, Leibniz, Conway, Locke, Berkeley, Cockburn, Hume, and Kant. Issues include: Is knowledge possible, and if so how—through reason, through experience (as Science holds), both or neither? Is all of reality dependent on mind? Are we souls, substantial bodies or merely transitory phenomena? Does God exist? Do we have free will, or are we necessitated to be what we are and to do what we do? No prerequisite. Open to first-year students. Offered Term 2. (MOD)

PHIL 207: PHILOSOPHY OF ART: ART AND AUTHENTICITY (4)**Lowney**

This course is about the beautiful, the good, the true and *you*. It deals with the question of how beauty relates to morality and to knowledge about nature, society and the self. You will gain a basic understanding of classical, modern and contemporary aesthetic theories, but you will also be on a journey of self-discovery as we explore the concept of *authenticity* and what it means to be true to yourself. A central theme will be whether or not beauty or art can reveal something about reality. The course includes visits to performance events and a trip to an art gallery. This will allow you to *experience* beautiful art. There is also a workshop component that will give you the practical experience of making your own art. The ultimate goal of the course is to understand more about yourself, society and nature through the understanding and experience of art. Open to first-year students. Offered Term 2. (AES)

PHIL 208: FEMINIST PHILOSOPHIES (4)**Department**

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 2019-20.

PHIL 211: SYMBOLIC LOGIC (4)**Downey**

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 216: 20TH CENTURY CONTINENTAL PHILOSOPHY (4)**Lowney**

Twentieth-century Europe has experienced an explosion of philosophical movements. We examine theories of existentialism, phenomenology, post-structuralism, deconstruction, and critical theory. After looking briefly at roots of some of these movements in the thought of Nietzsche, Freud, Hegel and Marx, authors we will study include Husserl, Heidegger, Arendt, Merleau-Ponty, Foucault, Sartre, de Beauvoir, Lyotard, Derrida and Habermas. Offered Term 1 in conjunction with PHIL 316. Open to first year students at the 216 level.

PHIL 220: ZOMBIES AND CONSCIOUSNESS (4)**Downey**

You have conscious experience. You 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 consciousness? If computers can be conscious, can they have moral rights? Is that what lies in our future? Could there conceivably be a fully functional physical human brain/body (functioning just like yours) that was merely a consciousness-less machine, a metaphysical zombie. If so, then how could consciousness be explained in mere physical terms? The answers to these and related questions bear on the issue: "Is consciousness something physical, or something non-physical?", a contemporary heir to the famous historical question "Are we bodies or souls?" You will learn to think logically and write logically. No prerequisite. Not offered in 2019-20. (MOD)

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 2019-20. (AES)

PHIL 237: PHILOSOPHY OF LAW (4)**Downey**

We assess philosophical/logical foundations allegedly underlying the very notion of law and of certain types of law. Some hold that law rests on moral foundations from the consent of the people, from God, or both. Do these views make sense? "No crime without a guilty mind (intent)" supposedly guides criminal law. But not all crimes require it. What justifies that disparity? Some laws allegedly are un-Constitutional, whereas some laws upholding "community standards" have been judged Constitutional despite being discriminatory. So, what should it mean to be Constitutional--found "literally" in the Constitution, implied by the Framers intentions, or...? What does the notion of a right mean, for example in the right to free speech, the right to religious freedom, and in other alleged rights? These topics and many more. This course meets in conjunction with PHIL 337. Open to first year students at the 237 level. Offered Term 2. (MOD)

PHIL 250: SPECIAL TOPIC: POVERTY AND HUMAN CAPABILITY (4)**Lowney**

This course is about one of the most important social problems of our era: poverty in the midst of plenty. We examine poverty as a problem for individuals, families, and societies. We focus on the United States, perhaps one of the most impoverished of any developed nation. How should we define and measure poverty? Who is poor

and who is not? Are there different kinds of poverty? What is it like to live in poverty? What are the causes of poverty? What are its effects on individuals (particularly children), families, communities, and societies? What values does it undermine? What moral and legal rights should the poor have, and what obligations do societies, governments, organizations, and individuals have to the poor? Do the poor also have obligations to themselves, others, and society? What are the plausible remedies for the negative aspects of poverty? Readings and lecture/discussions draw on economics, political science, psychology, philosophical and religious ethics, public policy analysis, sociology, journalism, and professional social work. Open to first-year students. Offered Term 1. (f, w, x, DIV, MOD)

PHIL 252: ETHICS (4)

Downey

Do right and wrong, good and bad, exist as objective properties of reality, or are they merely projections of our subjective feelings? Are there any supportable principles which determine how we ought to act in order to act ethically--for instance "The Golden Rule", or perhaps the principle of Utilitarianism? What could happiness possibly be, and how is living a moral life related to living a happy life? What roles do reasoning and feelings have in being ethical? Could we, in rational, principled ways, answer such questions as whether abortion is morally permissible, whether we ought to be allowed to own assault rifles, or whether bigoted speech ought to be tolerated--or are rational answers impossible? These explorations and more. You will also learn some logic. Open to First Year Students. Not offered in 2019-20.

PHIL 253: BIOMEDICAL ETHICS (4)

Lowney

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. Not offered in 2019-20.

PHIL 254: SOCIAL AND POLITICAL PHILOSOPHY (4)

Downey

Do citizens have a moral obligation to obey the law? Governments may have the might to rule us, but can they ever have the moral right to rule us, and if so, how? Is there any sound argument in support of a moral right to private property ownership? Is there any good reason to believe in the existence of natural rights? Thinkers addressed will include Plato, Locke, Rousseau, and contemporary philosophers. Also listed as POLS 254. Not offered in 2019-20.

PHIL 272: PHILOSOPHY OF RELIGION (4)

Lowney

Are there any good reasons to believe that God exists - evidential reasons, pragmatic reasons, moral reasons? Does the fact that evil exists - particularly horrible suffering - logically rule out the existence of an all-good, all-powerful God? Is it moral for an educated person to believe in the sole truth of one religion, implying that other religions are not true? Does morality depend on the existence of God? Contemporary and past philosophers will be examined on these and other philosophical questions about religious belief. You will be encouraged to think for yourself, and invited to share your thinking in class. Also listed as REL 272. Not offered in 2019-20.

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. Open to first-year students. 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. Not offered in 2019-20. (MOD)

PHIL 304: 19TH-CENTURY CONTINENTAL PHILOSOPHY (4)

Department

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 2019-20.

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 2019-20.

PHIL 316: 20TH-CENTURY CONTINENTAL PHILOSOPHY (4)**Lowney**

Twentieth-century Europe has experienced an explosion of philosophical movements. We examine theories of existentialism, phenomenology, post-structuralism, deconstruction, and critical theory. After looking briefly at roots of the some of these movements in the thought of Nietzsche, Freud, Hegel and Marx, authors we will study include Husserl, Heidegger, Arendt, Merleau-Ponty, Foucault, Sartre, de Beauvoir, Lyotard, Derrida and Habermas. Open to first year students at the 216 level. Offered Term 1 in conjunction with PHIL 216.

PHIL 320: THEORY OF KNOWLEDGE (4)**Downey**

Course material includes any of the following topics in the study of the concept of knowledge: definitions of knowledge – what does it mean to know? The problem of induction--how can we justify believing the future will conform to the past, without presupposing this? Skepticism about an external world, skepticism about other minds. And a priori knowledge. Questions raised include "Is knowledge possible?", "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 instructor's permission. Not offered in 2019-20. (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 instructor's permission. Not offered in 2019-20. (MOD)

PHIL 337: PHILOSOPHY OF LAW (4)**Downey**

We assess philosophical/logical foundations allegedly underlying the very notion of law and of certain types of law. Some hold that law rests on moral foundations from the consent of the people, from God, or both. Do these views make sense? "No crime without a guilty mind (intent)" supposedly guides criminal law. But not all crimes require it. What justifies that disparity? Some laws allegedly are un-Constitutional, whereas some laws upholding "community standards" have been judged Constitutional despite being discriminatory. So, what should it mean to be Constitutional--found "literally" in the Constitution, implied by the Framers intentions, , the "original" meaning, or...? What does the notion of a right mean, for example in the right to free speech, the right to religious freedom, and in other alleged rights? These topics and many more. This course meets in conjunction with PHIL 237. Open to first year students at the 237 level. Offered Term 2. (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. Not offered in 2019-20. (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)**Downey**

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 with permission of the philosophy department. Does not count toward major requirements.

Physical Education, Athletics, and Hollins Outdoor Program (HOP)

COURSES, CERTIFICATE

DIRECTOR OF ATHLETICS AND CHAIR: Myra Sims

ATHLETIC TRAINER: Kaitlyn Costa

BASKETBALL: Emily Dunton, Head Coach

CROSS COUNTRY: Alex Kosicki, Head Coach

LACROSSE: Kate Keagins, Instructor and Head Coach

OUTDOOR PROGRAM: Jon Guy Owens, Director

RIDING: Sherri West, Director of Riding and Head Coach; Elizabeth Courter, Associate Director, Instructor and Coach; Elise Roschen, Assistant to the Director and Stable Manager

SOCCER: Robin Ramirez, Instructor and Head Coach

SWIMMING: Ned Skinner, Instructor and Head Coach

TENNIS: Alex Kosicki, Instructor and Head Coach

VOLLEYBALL: Katherine Lawson, Instructor and Head Coach

INSTRUCTORS: Becky Swanson, Christopher Ragone, Peter Weisel

Two regular terms of physical education course work are required for graduation. One course taken must contain the physical well-being component.

One course that includes the physical well-being component (designated "h" on course schedules) must be completed by the third semester. Not more than one activity course or varsity team sport in a single term may be taken in fulfillment of this requirement. Not 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. Students are encouraged to complete both requirements by the end of the sophomore year.

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 aim of the Physical Education department is to foster understanding of life long well-being 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 wherein 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:

All 100-level and 200-level Physical Education courses are physical well-being courses, with the exception of Riding courses (PHED 240, 241, 242, 243, 251, 225, 253), PHED 212, 231, 237, 257 and 263.

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 Term 1.

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 2019-20.

PHED 115: BASIC FISHING

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 2.

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

Department

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. Not offered in 2019-20.

PHED 121: LIFETIME SPORTS

Lawson

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 both terms.

PHED 127: GOLF FOR BUSINESS

Weisel

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 game's 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. Offered Term 1.

PHED 202: BEGINNING SWIMMING

Skinner

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 both terms.

PHED 204: DEVELOPMENTAL SWIMMING

Skinner

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 Term 2.

PHED 206: DEEP WATER AEROBICS

Department

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. Not offered in 2019-20.

PHED 207: BEGINNING GOLF

Weisel

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

Kosicki

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

Keagins

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 1.

PHED 212: INTERMEDIATE ROCK CLIMBING

Owens

This course does not fulfill the physical well-being requirement.

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. Prerequisite: PHED 110. Offered Term 2.

PHED 214: BADMINTON

Kosicki

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. Not offered in 2019-20.

PHED 216: DIET AND CONDITIONING

Department

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. Not offered in 2019-20.

PHED 217: GOLF II

Department

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. Not offered in 2019-20.

PHED 218: TENNIS II

Kosicki

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. Not offered in 2019-20.

PHED 223: WEIGHT TRAINING

Department

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

Keagins

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

Dunton

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 Term 2.

PHED 231: KICKBOXING**Owens**

This course does not fulfill the physical well-being requirement.

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. Offered Term 2.

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 for equipment use. Not offered in 2019-20.

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 for permits and food while camping. Not offered in 2019-20.

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 237: INTRODUCTION TO CHINESE KEMPO-KARATE**Owens**

This course does not fulfill the physical well-being requirement.

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 2019-20.

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 2019-20.

PHED 244: WATER SAFETY INSTRUCTOR**Department**

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. Not offered in 2019-20.

PHED 247: TAI CHI FOR HEALTH**Department**

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. Not offered in 2019-20.

PHED 248: LIFEGUARD TRAINING**Department**

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. Not offered in 2019-20.

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 both terms.

PHED 254: BEGINNING VOLLEYBALL**Lawson/Dunton**

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 both terms.

PHED 257: CHINESE-KEMPO KARATE II**Owens**

This course does not fulfill the physical well-being requirement.

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**Ramirez**

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 Term 2.

PHED 263: WHITEWATER AND FLATWATER PADDLING**Owens**

This course does not fulfill the physical well-being requirement.

Utilizing the paddling venues of canoeing, kayaking and stand-up paddleboarding, students will develop the skills and knowledge base necessary to utilize these activities to help facilitate and active and healthy lifestyle. Areas to be covered include paddle strokes, transporting equipment, clothing, river features, safety concerns and fitness requirements. Students will also research social venues that provide regional paddling resources. Not offered in 2019-20.

PHED 265: SOCCER II**Ramirez**

This course offers a more in-depth study of the game than Soccer I. Students will study the history and 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 instructor permission. Not offered in 2019-20.

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 both terms.

PHED 290: INDEPENDENT STUDY (0 to 4)**Department**

Independent study arranged with and approved by the physical education faculty. Permission of athletic director required. Independent studies will be approved to fulfill physical education activity requirements only in cases of medical necessity or unavoidable circumstances. Offered any term.

PHED 390: INDEPENDENT STUDY (0 to 4)**Department**

Independent study arranged with and approved by the physical education faculty. Permission of athletic director required. Independent studies will be approved to fulfill physical education activity requirements only in cases of medical necessity or unavoidable circumstances. Offered any term.

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

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

RIDING

These courses do not fulfill the physical well-being requirement.

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.

These courses do not fulfill the physical well-being requirement.

PHED 300: VARSITY BASKETBALL	Dunton
PHED 315: VARSITY CROSS COUNTRY	Kosicki
PHED 330: VARSITY LACROSSE	Keagins
PHED 340: VARSITY RIDING	West
PHED 345: VARSITY SOCCER	Ramirez
PHED 360: VARSITY SWIMMING	Skinner
PHED 370: VARSITY TENNIS	Kosicki
PHED 380: VARSITY VOLLEYBALL	Lawson

Physics

MINOR

PROFESSOR: Bansi Kalra (chemistry)

ASSISTANT PROFESSOR: Brian Gentry (chair)

VISITING ASSISTANT PROFESSOR: Justin Yonker

"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 will engage the ideas of Newton and Hamilton, Maxwell and Einstein, among many others. You will 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 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.

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) AP Physics C: Mechanics exam will receive four credits in physics (equivalent of PHYS 201). A student with a score of 4 or 5 on the AP Physics C: Electricity and Magnetism exam should consult with the department chair about potential course credit. A student with a score of 4 or 5 on the AP Physics I: Algebra-based exam will receive four credits in physics (equivalent of PHYS 151). A student with a score of 4 or 5 on the AP Physics 2: Algebra-based exam should consult with the department chair about potential course credit. Laboratory sections for these courses may need to be completed at Hollins.

Note: Hollins offers a minor in physics. The physics major is currently suspended, and students interested in the study of physics should contact the Dean of Academic Success.

COURSES IN PHYSICS:

PHYS 101: INTRODUCTION TO ASTRONOMY (4)

Yonker

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 2019-20. (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. Open to first-year students. Prerequisite: *q*. Not offered in 2019-20. (Q, SCI)

PHYS 151: PHYSICAL PRINCIPLES I (4)**Yonker**

Noncalculus-based general physics with an emphasis on problem-solving, primarily intended for science and pre-medical students. Covers Newtonian mechanics, thermal physics, fluid physics, and wave motion. Open to first-year students. Prerequisite: Prerequisites: *q* and MATH 140 or a higher level MATH course. Offered Term 1. (SCI: must take lab to fulfill SCI)

PHYS 152: PHYSICAL PRINCIPLES II (4)**Yonker**

Noncalculus-based general physics with an emphasis on problem-solving, primarily intended for science and pre-medical students. Topics include electricity, magnetism, DC/AC circuits, light and optics, and quantum physics. Open to first-year students. Prerequisite: PHYS 151. Offered Term 2. (SCI: must take lab to fulfill SCI)

PHYS 151L, 152L: PHYSICAL PRINCIPLES I, II LAB (2, 2)**Yonker**

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: ANALYTICAL PHYSICS I (4)**Gentry**

A rigorous calculus-based introduction to classical mechanics, gravitation, thermal physics, fluid physics, and electricity and magnetism. Open to first-year students with advanced placement. Prerequisites: *q* and MATH 241 and 242 or test into MATH 255, but may be taken concurrently with permission. Offered Term 1. (SCI: must take lab to fulfill SCI)

PHYS 202: ANALYTICAL PHYSICS II (4)**Gentry**

A rigorous calculus-based introduction to classical mechanics, gravitation, thermal physics, fluid physics, and electricity and magnetism. Open to first-year students with advanced placement. Prerequisites: PHYS 201. 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 225: ENERGY AND THE ENVIRONMENT (4)**Gentry**

This course will examine the physics of energy with a focus on human energy use and production and their effect on the environment. It will utilize the physical concepts of work, energy, and power with applications from electricity and magnetism and thermodynamics to provide an understanding of the challenges faced in implementing ecologically and economically sustainable energy. Not open to first-years. Prerequisite: ES 117 or PHYS 151 or PHYS 201. Also listed as ES 225. Not offered in 2019-20.

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. 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 2019-20.

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 2019-20.

PHYS 310: MODERN PHYSICS (4)**Gentry**

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. Not offered in 2019-20.

PHYS 331, 332: PHYSICAL CHEMISTRY I, II (4, 4)**Kalra**

Also listed and described as CHEM 331, 332. PHYS 331 offered Term 1. PHYS 332 offered Term 2.

PHYS 331L, 332L: PHYSICAL CHEMISTRY I, II LAB (2, 2)**Kalra**

Also listed and described as CHEM 331L and 332L. PHYS 331L offered Term 2. PHYS 332L offered Term 2.

PHYS 335: QUANTUM MECHANICS (4)**Yonker**

A rigorous introduction to the principles of quantum mechanics. Solutions of the Schrödinger 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 310, MATH 255, and MATH 316 or the equivalents are advised as preparation. Offered Term 2.

PHYS 350: SPECIAL TOPIC: BIOPHYSICS (4)**Gentry**

This course explores current topics in biological physics with a focus on the physical biology of cells, including subcellular diffusion, bacterial locomotion, biopolymers, and molecular motors. The course will utilize concepts from thermodynamics, classical and statistical mechanics, hydrodynamics, and polymer physics. Also listed as BIOL 350. Prerequisite: PHYS 201 and 202. Offered Term 1.

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.

The major in physics is currently suspended. New majors will not be accepted to the program during 2019-20. The following set of major requirements appear for reference purposes.

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)

PROFESSORS: Edward A. Lynch (chair, global politics & societies)

ASSOCIATE PROFESSORS: Jon D. Bohland

ASSISTANT PROFESSOR: Courtney Chenette

VISITING ASSISTANT PROFESSOR: Ashleigh Breske

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.

COURSES IN POLITICAL SCIENCE:

POLS 101: AMERICAN GOVERNMENT (4)

Lynch

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)**Breske**

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 1. (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. Open to first-year students. Not recommended for juniors and seniors. Offered Term 1. (A or I) (o)

POLS 118: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)**Department**

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 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 recommended, but not 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 and described as INTL 160. May be repeated for credit. Open to first-year students. Offered both terms. (I) (o, GLO- 4 credits required for GLO)

POLS 197F: FIRST-YEAR SEMINAR –SUPREME! (4)**Chenette**

Notorious RBG to signature Scalia snark, Supreme Court justices interrupted and disrupted, crafted and reflected the country, pushed one another to the brink and even lived together just like college! This seminar explores the fundamental structure, judicial and political philosophies, intersectional identities, and bold personalities that make and continue to shape the top of the judicial branch. Students examine this government institution through founding documents, significant opinions, oral arguments, and films. Also listed as GWS 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (A) (r)

POLS 203: GENDER AND THE LAW (4)**Chenette**

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, domestic partner 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)**Chenette**

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: any 100-level POLS course or permission. Offered Term 1. (A)

POLS 208: GENDER, ETHNICITY, AND CLASS (4)**Department**

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. Open to first-year students. No prerequisite. Not offered in 2019-20. (A) (DIV, MOD)

POLS 210: ETHNICITY, NATIONALISM, AND CONFLICT IN COMPARATIVE PERSPECTIVE (4)**Department**

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 2019-20. (I) (o, r, GLO)

POLS 214: MEDIA AND POLITICS (4)**Bohland**

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, o, MOD)

POLS 217: POLITICS OF THE MIDDLE EAST (4)

Lynch

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: any 100-level POLS course or permission. Offered Term 2. (I) (o, GLO, MOD)

POLS 221: GLOBALIZATION AND LOCAL RESPONSES (4)

Breske

Also listed and described as ES/INTL 220. Open to first-year students. Prerequisite: q. Not offered in 2019-20. (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 2019-20. (I) (GLO, MOD)

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: any 100-level POLS course or permission. Not offered in 2019-20. (I) (o, GLO, MOD)

POLS 234: ENVIRONMENTAL POLITICS AND POLICY (4)

Department

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. Not offered in 2019-20. (A or I) (Q, GLO)

POLS 247: PARTIES, ELECTIONS, AND POLITICAL BEHAVIOR (4)

Department

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: any 100-level POLS course or permission. Open to first-year students. Not offered in 2019-20. (A)

POLS 250: SPECIAL TOPIC: PRESIDENTIAL POWER (4)

Chenette

Can the President do that? This course examines the grants and limits of presidential and executive branch power. Through original sources, students explore the historic and contemporary scope of authority held by country's highest office, from Constitutional crafting to case studies in separation of power, evidence of presidential leadership to evidence supporting impeachment. Offered Term 1.

POLS 250: SPECIAL TOPIC: CULTURAL PROPERTY RIGHTS AND MUSEUMS (4)

Breske

This course will look at the concept of ownership and examine how cultural property and heritage are defined throughout the world. We will also examine themes related to identity, memory, and ownership. Students will learn about the history of collecting, domestic and international cultural heritage laws, regulations, and policies related to indigenous objects and human remains; and, will also discuss the impacts of globalization, war, and historical colonial practices on the idea of culture. Also listed as INTL 250. This course cannot be taken by students who have taken POLS/INTL 250 Culture of Ownership. Offered Term 2.

POLS 250: SPECIAL TOPIC: RELIGION, POLITICS, AND THE MODERN WORLD (4)

Breske

We will examine historical and political implications of religion in the modern world. Throughout the semester, we will discuss the history of Christianity, Judaism, and Islam to understand modern challenges to traditional religion and responses to these challenges, including the influence of religion on: law and sovereignty; gender and race; science and technology; and, identity and media representations. Also listed as INTL/REL 250. Offered Term 2.

POLS 250: SPECIAL TOPIC: LAW & POLITICS OF WORK (4)**Chenette**

Is your Uber driver an employee? Why is the minimum wage different between states? Who pays for a sick day? Work in America is fundamentally shaped by law and politics. This course explores original sources of law to contextualize contemporary challenges for public and private employers and employees. Topics include forming and avoiding the employment relationship, state and federal government regulation of business, unions and labor organizing, wage and hour law, workplace discrimination and sexual harassment, and benefits and medical leave. Offered Term 2.

POLS 250: SPECIAL TOPIC: PRESIDENTIAL POWER (4)**Chenette**

Can the President do that? This course examines the grants and limits of presidential and executive branch power. Through original sources, students explore the historic and contemporary scope of authority held by country's highest office, from Constitutional crafting to case studies in separation of power, evidence of presidential leadership to evidence supporting impeachment. Open to first-years. Offered Term 1.

POLS 254: SOCIAL AND POLITICAL PHILOSOPHY (4)**Downey**

Also listed and described as PHIL 254. Not offered in 2019-20.

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: any 100-level POLS course or permission. Not offered in 2019-20. (A)

POLS 256: CONGRESS AND THE PRESIDENCY (4)**Department**

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: any 100-level POLS course or permission. Not offered in 2019-20. (A)

POLS 262: GOVERNMENT AND POLITICS IN AFRICA (4)**Lynch**

This course is designed to introduce the student to the most important issues in sub-Saharan African politics, both current and perennial. It will be divided into four sections. In the first, students will examine the global context of African politics to identify the most significant obstacles to African prosperity. The second section will cover representative African Independence movements. The third section will examine the continent's experience with democratic governance, while the fourth section will examine diverging economic paths in Africa. Prerequisite: any 100-level POLS course or permission. Not offered in 2019-20. (I) (GLO, MOD)

POLS 268: POLITICAL SOCIALIZATION OF CHILDREN (4)**Department**

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 2019-20. (A or I) (MOD)

POLS 271: POLITICS OF THE WORLD'S OCEANS (4)**Lynch**

This course is designed to introduce the student to the most important contentious issues, including environmental issues, concerning the world's oceans. Since human beings learned to travel great distances across the seas, they have found themselves in conflict over bases, colonies and resources, and also over the handling of environmental issues related to the exploitation of the resources. We will begin by looking at the early European presence in the Atlantic, Indian and Pacific Oceans, and how international law and the international political system sought to handle those conflicts. We will move on to current issues concerning the oceans, from fishing to cruising. Open to first-years. Also listed as ES 271. Offered Term 1. (I) (MOD, GLO)

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: any 100-level POLS course or permission. Not offered in 2019-20. (I) (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: any 100-level POLS course or permission. Not offered in 2019-20. (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. (I) (GLO, MOD)

POLS 310: SEMINAR IN AMERICAN GOVERNMENT (4)**Department**

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 any 100-level POLS course or permission. Not offered in 2019-20. (A) (*w, x, o, Q, MOD*)

POLS 311: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)**Department**

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 2019-20. (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: any 100-level POLS course or permission. Offered Term 1. (I)

POLS 323: SMALL CITIES STUDIO (4)**Bohland**

The Small Cities Studio Class is designed to provide a hands-on and collaborative research environment for students to engage issues and projects with Roanoke, Virginia. Students design their own research projects in consultation with instructors from both Hollins University and Virginia Tech. The class includes students from both campuses and provides a unique opportunity to work with students at a different campus. Also listed as SOC 323. Not offered in 2019-20. (A)

POLS 332: CURRENTS OF MARXIST THOUGHT (4)**Bohland**

Also listed and described as INTL 332. Open to first-year students with permission. Not offered 2019-20. (A or 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: any 100-level POLS course or permission. Offered Term 2. (A or I)

POLS 340: ELECTIONS AND VOTING (4)**Breske**

Study of history of elections, the place of elections in the theory of democracy; various influences on the outcome of elections such as campaigns, campaign finance, party politics, candidates and their policies and images, issues, the nature of times, media, the voter profile as a function of political, psychological, social, and economic factors and the institutional factors such as primaries, the Electoral College, and laws governing the election process. Prerequisite: POLS 101. Open to first-year students with permission. Offered both terms. (A)

POLS 345: AMERICAN VOTING BEHAVIOR (4)**Department**

Study of psychological, social, and economic influences affecting current American voting behavior. Consideration is given to suggested reforms in existing voting procedures. Prerequisite: any 100-level POLS course or permission. Not offered in 2019-20. (A) (*w, x, MOD*)

POLS 350: SPECIAL TOPIC: REFUGEES AND RESETTLEMENT (4)**Breske**

This course will examine significant political, social, and economic issues related to the movement of displaced peoples (both internally and externally displaced). Using local resources, we will explore the concepts of enculturation, socialization, and adaptation. In the course, we will also evaluate key concepts related to

displacement, borders, migration, and international policies through an analysis of national policies, advocacy responses, and media sources to understand current issues related to displacement. Also listed as INTL 350. Offered Term 2.

POLS 350: SPECIAL TOPIC: RELIGIOUS LIBERTY (4)

Chenette

From criminalizing peyote rituals to regulating wedding cakes, licensing plural marriages to funding parochial schools, Abercrombie employees in hijab to medical service exemptions: defining religious freedom under the law is no easy separation of church from state. This course explores intersections, collisions, and contradictions of American government and religious expression through the lens of the judiciary. We will critically explore original sources of law to understand the complex contours of religious liberty. Also listed and described as REL 350. Offered Term 2.

POLS 363: CONSTITUTIONAL LAW (4)

Chenette

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: any 100-level POLS course or permission. Not offered in 2019-20. (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-Health Sciences

ADVISOR: Brian Gentry (Physics)

As the allied health industry has grown in the past few decades, students now have many choices for a career in the health sciences professions besides seeking their M.D. including dentistry, occupational therapy, optometry, pharmacy, midwifery, genetic counseling, physical therapy, and physician's assistant. Hollins offers individualized advising to help navigate preparation for today's rapidly changing health professions. The requirements for each professional program can be fulfilled within multiple Hollins' majors but as program requirements differ, close attention to course selection and extracurricular activities is needed. Please contact Dr. Gentry for more information on advising and suggested courses for the desired professional program.

Pre-Law

ADVISOR: Courtney Chenette (political science)

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

ADVISOR: Brian Gentry (Physics)

Medical schools (both MD- and DO-awarding) 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 are academic requirements for admission to most medical schools due to the schools' requirement to take the Medical College Admission Test (MCAT). Most of the topics covered on this test are found in the following courses: BIOL 220 and BIOL 236; CHEM 101 and CHEM 102 or CHEM 105 and CHEM 214; CHEM 221 and CHEM 222; CHEM/BIOL 351; PHYS 151 and PHYS 152 or PHYS 201 and PHYS 202 (all but CHEM/BIOL 351 including laboratories); PSY 141; an introductory SOC course; and either STAT 140 or 251 or PSYC 208. In addition, most schools require or strongly recommend some college-level mathematics (typically MATH 140, or, in a few cases, MATH 241), and pre-calculus or calculus is required for PHYS 151 and PHYS 152, or PHYS 201 and PHYS 202, respectively. A few medical schools require 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, as well as contact Dr. Gentry for advising.

Pre-Nursing

ADVISOR: Brian Gentry (physics)

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 six qualified Hollins students into the Accelerated Bachelor of Science in Nursing (B.S.N.) program, three spaces for admission in the fall cohort and three for admission in the spring. Hollins students with a grade point average of at least 3.2 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:

- BIOL 220/220L, BIOL 260, and BIOL 312/312L
- CHEM 101/101L and 102/102L or CHEM 105/105L
- PHIL 253 (preferred), PHIL 252
- PSY 141 and PSY 144 or PSY 204
- STAT 140, STAT 251, or PSY 208

In addition to the courses listed above, one course in nutrition must be completed prior to enrollment at JCHS. 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 deadlines for priority admission can be found at <https://www.jchs.edu/>

Pre-Veterinary

ADVISORS: faculty in biology department

Requirements for admission to veterinary school can vary 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; CHEM/BIOL 351; PHYS 151 and PHYS 152 or PHYS 201 and PHYS 202 (all but CHEM/BIOL 351 include laboratories). In addition, some schools require one or two semesters of mathematics (usually MATH 140 and MATH 241); some require STAT 140 and two semesters of English. Nearly all recommend additional courses in biology, including microbiology (BIOL 312), genetics (BIOL 314), and comparative vertebrate 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.

PROFESSORS: Bonnie B. Bowers

ASSOCIATE PROFESSORS: Richard L. Michalski, Tiffany A. Pempek (chair)

ASSISTANT PROFESSOR: Caroline E. Mann

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 250: Counseling Theories and Techniques in Context (4)
 - PSY 342: Principles of Abnormal Behavior (4)
 - PSY 350: Psychological Assessment (4)
 - PSY 351: Behavior Disorders of Childhood (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 337: Children's Thinking (4)
 - PSY 351: Behavior Disorders of Childhood (4)
- Learning, Memory, Cognition:
 - PSY 318: Human Memory (4)
 - PSY 319: Cognition (4)
 - PSY 337: Children's Thinking (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) chosen in consultation with advisor

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN CLINICAL AND COUNSELING SKILLS (B.A.)

(15-16 courses, 55-57 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)

AREA COURSES: (8 credits)

Students are required to take one course from each of the two areas listed below. Other area course requirements are fulfilled through the Clinical and Counseling Skills Concentration.

- Biological & Comparative:
 - PSY 215: Motivation and Emotion (4)
 - PSY 272: Evolutionary Psychology (4)
 - BIOL/PSY 317: Biological Psychology (4)
- Learning, Memory, Cognition:
 - PSY 318: Human Memory (4)
 - PSY 319: Cognition (4)
 - PSY 337: Children's Thinking (4)
 - PSY 346: Intelligence (4)

CLINICAL & COUNSELING SKILLS CONCENTRATION: (8 courses, 30 credits)

- PSY 144: Child Psychology (4) (fulfills Developmental requirement)
- PSY 250: Counseling Theories and Techniques in Context (4)
- PSY 281: Professional Development in Psychology (2)
- PSY 350: Psychological Assessment (4)
- PSY 342: Abnormal Psychology (4) (fulfills Abnormal & Clinical requirement)
- PSY 363: Personality Psychology (4) (fulfills Social & Personality requirement)
- PSY 3xx: Supervised Field Placement (4)
- One of the following:
 - PSY 351: Behavior Disorders in Childhood (4) (fulfills Developmental requirement)
 - Additional counseling courses TBD

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)

Mann, Michalski

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

This course examines developmental psychology from prenatal development through adolescence. Emphasis is placed on social-emotional and cognitive changes during childhood and adolescence. Influences of biological, psychological, and social factors on behavior and its development are considered. No prerequisite. Offered Term 1.

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. Not offered in 2019-20.

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 both terms. (r)

PSY 205L: LABORATORY FOR RESEARCH DESIGN (1)

Pempek

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 both terms.

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. Open to first-year students. 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 both terms. (SCI)

PSY 215: MOTIVATION AND EMOTION (4)

Bowers

This course covers the physiological, cognitive, and social aspects of motivation and emotion through lectures, discussions, and interactive exercises. Some of the topics to be covered include types of needs, intrinsic and extrinsic motivation, goal setting, theories of emotion/ individual emotions, and growth motivation. Practical applications will be emphasized throughout the course. Prerequisite: PSY 141. Not offered in 2019-20.

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. Prerequisite: PSY 141. Offered Term 2.

PSY 250: SPECIAL TOPIC: COUNSELING THEORIES AND TECHNIQUES IN CONTEXT (4) **Mann**

This foundation course serves as a broad introduction to the field of counseling psychology. Through research, discussions and speakers, students will explore some of the varied contexts in which professional counselors are employed and the path to becoming a clinician in targeted settings. Students will gain a basic understanding of the main tenets of prevalent theories of counseling and be introduced to a variety of common techniques utilized by clinicians. As appropriate, experiential elements will be incorporated as opportunities to further understanding of how theory underlies techniques. Prerequisite PSY 141. Offered Term 1.

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 1.

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 281: PROFESSIONAL DEVELOPMENT IN PSYCHOLOGY (2)**Pempek**

This course will introduce students to career options available with a bachelor's degree in psychology. Course activities and guest speakers will help prepare students to apply to graduate programs and employment opportunities. Examples of topics covered include careers in psychology, internship opportunities, the graduate school application process, resume writing, and tips for interviewing. Prerequisite: PSY 141. Offered both terms.

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. Offered Term 1.

PSY 318: HUMAN MEMORY (4)**Department**

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. Not offered in 2019-20. (SCI)

PSY 319: COGNITION (4)**Department**

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. Not offered in 2019-20.

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

Also listed and described as BIOL 323. Offered Term 2.

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

Also listed and described as BIOL 323L. Offered Term 2.

PSY 337: 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 will be discussed and evaluated. Examples of topics to be 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. Not offered in 2019-20.

PSY 342: PRINCIPLES OF ABNORMAL BEHAVIOR (4)**Mann**

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 1.

PSY 346: INTELLIGENCE (4)**Department**

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. Not offered in 2019-20. (SCI)

PSY 350: SPECIAL TOPIC: HOMICIDE (4)**Michalski**

This seminar course focuses on key studies conducted on the psychology of homicide. We will review various theoretical perspectives applied to the study of homicide and review various types of homicide including fratricide, infanticide, serial homicide, and parricide. We will explore demographic information of both the victims and perpetrators and examine circumstances that precede homicides such as partner violence, sexual jealousy, same-sex conflicts over status and reputation, stalking, and robbery. Prerequisites: PSY 205 and PSY 208. Offered Term 2.

PSY 350: SPECIAL TOPIC: PSYCHOLOGICAL ASSESSMENT (4)**Mann**

This course explores modern techniques for evaluation of human behavior. Theory, interpretation, and administration of psychological tests will be discussed. Students will practice administering, scoring, and interpreting a variety of assessments. Examples of topics covered include intelligence, ability, aptitude, and personality tests, and test construction. Prerequisites: PSY 205, PSY 205L, PSY 208. Offered Term 2.

PSY 351: BEHAVIOR DISORDERS OF CHILDHOOD (4)**Pempek**

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. Not offered in 2019-20. (DIV)

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. Not offered in 2019-20.

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)**Department**

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. Not offered in 2019-20. (MOD)

PSY 450: SPECIAL TOPIC: SENIOR SEMINAR (4)**Michalski**

This course is designed to be a capstone course for psychology majors. Your research skills and ability to present information in written and oral form, will all be exercised in Senior Seminar. Students will have opportunities to reflect on the profession of psychology and consider their future interests. Topics will focus on contemporary, newsworthy, and controversial issues in psychology. Prerequisite: senior psychology major or permission from the instructor. Offered Term 1.

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.

PROFESSORS: Bonnie Bowers (psychology), LeeRay Costa (gender and women's studies), Renee Godard (biology), Bansil Kalra (chemistry), Edward A. Lynch (political science), Darla Schumm (religious studies), Morgan Wilson (biology)

ASSOCIATE PROFESSORS: Rebecca Beach (biology), Jon D. Bohland (international studies), Vladimir Bratic (communication), Julie Clark (mathematics), Pablo Hernandez (economics), Lori Joseph (communication), William Krause (music), Rachel Nuñez (history), Pauline Kaldas (English), Tiffany A. Pempek (psychology)

ASSISTANT PROFESSORS: Mary Jane Carmichael (biology), Brian Gentry (physics), Elizabeth Gleim (biology), Genevieve Hendricks (art), Son Nguyen (chemistry)

VISITING ASSISTANT PROFESSORS: Charles Lowney (philosophy); Cynthia Morrow (public health)

The study of public health is an interdisciplinary endeavor that teaches students to recognize, assess, and address various issues of health on individual, community, and global levels. The interdisciplinary nature of the major allows students to build an integrated approach to health issues by combining sociocultural disciplines with the natural sciences. Students completing an undergraduate degree in public health can be employed in a variety of entry-level positions in both the public and private sector. Prospective job titles include health educator, community health worker, environmental health specialist, public policy writer, emergency preparedness specialist, and coordinator of health initiatives. A Master's in Public Health degree will allow a student to advance in her career. The Hollins public health program is specifically designed with a core that builds a foundation of knowledge in public health and a slate of electives that allows students to build their own paths of specialty study. Working with the program director, they will construct generalized programs, programs focused on socio-cultural perspectives, or programs anchored in the natural sciences.

REQUIREMENTS FOR A MAJOR IN PUBLIC HEALTH

11 courses (42 – 48 credits) including 5 core courses and one internship

REQUIRED COURSES (20)

- PH 101: Introduction to Public Health (4)
- STAT 140: Introduction to Statistics (4)
- PH 201: Epidemiology (4)
- PH 301: Global Health (4)
- PH 470: Senior Seminar (4)

INTERNSHIP (2 or 4)

- One internship completed during any term. Credits may vary depending on when a student chooses complete the field experience. Academic component of supervised field experience in public health: students attend a weekly seminar to discuss readings linking research and practice, complete an independent project that builds on the internship, and develop presentations of their work. Application must be made with faculty prior to registration.

SIX ADDITIONAL AFFILIATED COURSES (22-24)

- At least two (2) at 300-level, no more than two (2) courses from one department.

AFFILIATED COURSES:

- ART 175: Introduction to Arts Administration
- ART 176: Philanthropy and the Arts
- ART 250: Special Topic: Green by Design – Sustainable Architecture
- BIOL 132: Human Biology
- BIOL 140: Human Genetics
- BIOL 220: Human Physiology
- BIOL 312: Microbiology
- BIOL 314: Genetics
- BIOL/ES 117: Environmental Science
- BIOL/ES 207: Ecology
- BIOL/ES 250: Special Topic: One Health-Linking Human, Animal and Environmental Health
- BIOL/ES 350: Special Topic: Wildlife Disease

- BIO/ES 357: Conservation Biology and Lab
- BIO/PSY 317: Biological Psychology
- BLI 210: Conflict, Feedback, and Change
- BLI 220: Decision Making Strategies
- CHEM 214: Analytical Chemistry
- CHEM 221: Organic Chemistry
- CMPS 245: Data Science and Visualization
- COMM 208: Qualitative Methods
- COMM 225: Public Speaking
- COMM 238: Argumentation and Advocacy
- COMM 244: Social Marketing
- COMM 270: Intercultural Communication
- COMM 344: Health Communication
- ECON 157: Microeconomics
- ECON 241: The Economics of Social Issues
- ECON 254: The Economics of Health Care
- ECON 261: Public Finance
- ECON/ES 230: Economics and the Environment
- ENG 174: International Women's Voices
- ENG 211: Multicultural Women Writers
- ENG/GWS 250: Special Topic: Reading Narratives in Medicine
- ENG 320: Immigrant Literature
- ENG 346: Arab American Literature
- ANTH/ES/GWS 219: Food, Culture and Justice
- ES/INTL 210: World Geography
- ES/INTL 304: Geography of the Global Environment
- ES/PHIL 182: Environmental Ethics
- ES/POLS 234: Environmental Politics and Policy
- GPS 121: Foundations of Social Justice
- GWS 141: Introduction to Gender and Women's Studies
- GWS/ANTH 242: Anthropology of Gender and Sexuality
- GWS/HIST 310: The Body and Sexuality in Europe
- GWS/REL 281: Religion and Disability
- GWS/REL 318: Sexual Ethics
- GWS/SOC 250: Special Topic: Whiteness
- INTL/POLS 302: Comparative Urbanism
- MUS 150: Special Topic: Introduction to Healing Arts
- PHIL 181: Contemporary Moral Issues
- PHIL 253: Biomedical Ethics
- POLS 255: State and Local Government
- PSY 204: Social Psychology
- PSY 215: Motivation and Emotion
- PSY 237: Children and Media
- PSY 342: Principles of Abnormal Behavior
- REL 126: Introduction to Religion
- REL 212: Christian Traditions
- REL 215: Women in Judaism, Christianity and Islam
- REL 217: Islamic Traditions
- REL 218: Buddhist Traditions
- REL 219: Jewish Traditions
- REL 223: Women in Buddhism
- SOC 234: Social Problems

REQUIREMENTS FOR A MINOR IN PUBLIC HEALTH:

6 courses (22 – 24 credits)

- PH 101: Introduction to Public Health
- PH 201: Epidemiology
- STAT 140: Introduction to Statistics
- PH 301: Global Health
- Two (2) courses from the list affiliated courses with at least one at 300-level

COURSES IN PUBLIC HEALTH:

PH 101: INTRODUCTION TO PUBLIC HEALTH (4)

Morrow

Public health, founded on the principle of social justice, is the science of improving the health of all individuals in a community. In this introductory course, students will learn about the history of public health, the tools we use to improve the public's health, and the structure of the U.S. public health system. Students will then apply what they learn to better understand the state of health in the United States and current controversies in public health. Open to first-year students. Offered Term 1.

PH 201: EPIDEMIOLOGY (4)

Department

This course analyzes the distribution, determinants, and prevention of disease, disability, and premature death in populations. It includes a quantitative analysis of the biological, social, economic, and environmental conditions that affect health, as well as an examination of potential bias in studies. Pre-requisites: PH 101 and Stat 140 or equivalent. Not offered in 2019-20.

PH 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.

PH 301: GLOBAL HEALTH (4)

Department

This course expands ideas introduced in Introduction to Public Health and Epidemiology to infectious and chronic disease in terms of global prevalence. It considers case studies and theory and methods about health from a multidisciplinary perspective. Students explore the relation of biological, economic, political, cultural, and behavior factors to disease spread and management. Pre-requisites: PH 101 and PH 201. Not offered in 2019-20

PH 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.

PH 399: INTERNSHIP (2 or 4)

Department

Academic component of supervised field experience in Public Health. Students attend a weekly seminar to discuss readings linking research and practice, complete an independent project that builds on the internship, and develop presentations of their work. Application must be made with faculty prior to registration. May be proposed any term.

PH 470: SENIOR SEMINAR (4)

Department

This course guides students through the process of public health intervention design, from needs assessment to evaluation. Students work in groups mentored by the course instructor to develop and pilot research instruments and study protocols, simulating public health working environments. Prerequisite: PH 301

PROFESSOR: Darla Schumm (John P. Wheeler Professor of Religious Studies; coordinator, religious studies)

AFFILIATED FACULTY: James Patrick Downey (philosophy), Michael E. Gettings (philosophy)

VISITING LECTURER: Kelly Derrick (adjunct)

VISITING ASSISTANT PROFESSORS: Ashleigh Breske, Marwood Larson-Harris

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 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 Religion 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 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. Not offered in 2019-20. (*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 2019-20. (*f, w, x, 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 Term 2. (*f, w, x, GLO*)

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 Passolini. Open to first-year students. Not offered in 2019-20. (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 2019-20. (DIV)

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 117, or REL 118 recommended. Offered Term 1. (o, DIV, MOD)

REL 215: WOMEN IN JUDAISM, CHRISTIANITY, AND ISLAM (4)**Derrick**

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 modern contexts. Also listed as GWS 216. No prerequisite. Open to first-year students. Not offered in 2019-20. (DIV, MOD)

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. Not offered in 2019-20. (o, GLO, PRE)

REL 218: BUDDHIST TRADITIONS (4)**Schumm**

This class is both an introduction to Buddhism as well as an investigation of how Buddhist teachings, symbols, stories, doctrines, ethics, and practices inform human understanding and engagement with the environment and the natural world. Topics discussed in class fall into two primary categories: a basic introduction to Buddhism, and an exploration of Buddhism and ecology. Open to first-year students. Not offered in 2019-20. (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 117 recommended. Not offered in 2019-20. (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 2019-20. (r, GLO)

REL 241: SOCIOLOGY OF RELIGION (4)**Department**

This course analyzes religion as it relates to a range of social identities. We begin with a discussion of sociological theories of religion through which we will consider trends within religious practice, the purposes and effects of religion, and the intersection of religion and other social structures. The class will then consider these theories in empirical contexts. Also listed at SOC 241. Not offered in 2019-20. (DIV)

REL 250: SPECIAL TOPIC: ASIAN RELIGIONS (4)**Larson-Harris**

This course will discover the major religious traditions of Asia—Hinduism, Buddhism, Confucianism, and Taoism—within their cultural contexts. We will engage these religions in both their original forms and their modern practices, reading ancient texts and modern literature and watching films of religious rituals. This course will also study the lives of individuals who have shaped these traditions. We will encounter people who led influential, exemplary or provocative lives, and also learn how the modern practitioner attempts to live according to their precepts. Open to first-year students. Offered Term 1.

REL 250: SPECIAL TOPIC: NATIVE AMERICAN RELIGIONS (4)**Larson-Harris**

Long before Jamestown was founded, Native Americans practiced elaborate religious traditions—and they continue to do so today. This course will explore the rich diversity of practices that existed before first contact and those that evolved when Christianity began to spread. We will read Native American myths and stories from around the continent and also research individual tribal traditions. We will seek to understand ancient native rituals such as the Sun Dance as well as those movements that arose in response to Christianity such as the peyote cult and Ghost Dance. Open to first-year students. Offered Term 2.

REL 250: SPECIAL TOPIC: WEALTH AND POVERTY IN THE BIBLE (4)**Derrick**

Grounded in the biblical theme of Justice, this course will consider the Importance of the biblical texts as they relate to wealth and poverty. We will examine a broad range of economic issues and how they are addressed in scripture. Based upon readings of primary texts from the Bible, the course explores the potential contributions and limitations of scripture to contemporary socio-ethical dialogue. No prerequisite. Open to first-year students. Offered Term 2. (f, w, x, DIV)

REL 250: SPECIAL TOPIC: RELIGION, POLITICS AND THE MODERN WORLD (4)**Breske**

We will examine historical and political implications of religion in the modern world. Throughout the semester, we will discuss the history of Christianity, Judaism, and Islam to understand modern challenges to traditional religion and responses to these challenges, including the influence of religion on: law and sovereignty; gender and race; science and technology; and, identity and media representations. Also listed and described as INTL 250 and POLS 250. Offered Term 2.

REL 270: SACRED STORY: WORLD SCRIPTURES (4)**Derrick**

A survey of the major world religions through the voices of their sacred stories. We will consider how religious traditions understand and use their sacred texts – an exciting challenge since the meaning of these texts is not always clear. The course provides an opportunity to dig deeper into the texts, with the help of modern interpretation, to discover the richness of these religious writings and the faiths which inspired them. Open to first-years. No Prerequisite. Not offered in 2019-2020. (f, w, x, PRE)

REL 272: PHILOSOPHY OF RELIGION (4)**Downey**

Also listed and described as PHIL 272. Not offered in 2019-20.

REL 281: RELIGION AND DISABILITY (4)**Schumm**

This course explores the powerful intersections between religion and disability in sacred texts, religious doctrine, popular culture, and lived experience. We will probe questions such as: What does it mean to be human? Why are some bodies deemed more worthy than others? How are ideas of normal and abnormal constructed and reinforced? Does religion promote or hinder disability justice? Also listed and described as GWS 281. Open to first-year students. Offered Term 1. (w, x, MOD, DIV)

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**

What is “good” sex? How is sexual deviance determined and defined? How do constructions of sexuality differ across cultures? This class explores the intersections between sexuality, religion, and ethics. We will examine the roles race, class, and gender play in the construction and understanding of sexuality. Also listed as GWS 318. Prerequisite: junior standing. Offered Term 2. (o, DIV)

REL 327: EARLY CHRISTIANITY (4)**Department**

Also listed and described as HIST 327. Prerequisite: sophomore standing or permission of the instructor. Not offered in 2019-20. (PRE)

REL 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. Also listed as ENG 335. Prerequisite: junior standing or permission. Not offered in 2019-20. (w, x, o)

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 will 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 2019-20.

REL 350: SPECIAL TOPIC: RELIGIOUS LIBERTY (4)**Chenette**

From criminalizing peyote rituals to regulating wedding cakes, licensing plural marriages to funding parochial schools, Abercrombie employees in hijab to medical service exemptions: defining religious freedom under the law is no easy separation of church from state. This course explores intersections, collisions, and contradictions of American government and religious expression through the lens of the judiciary. We will critically explore original sources of law to understand the complex contours of religious liberty. Also listed and described as POLS 350. Offered Term 2.

REL 362: SPIRITUAL ACTIVISM (4)**Costa**

Also listed and described as GWS 362. Prerequisite: sophomore standing or permission. Offered Term 1. (DIV)

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.

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
- Independent study projects
- Senior theses and projects
- Courses from other colleges on a similar calendar
- Supervised internships with businesses or organizations

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, under Academics, Short Term. The Short Term courses listed below may change and are only a sample of the final offerings.

SEM 1001: HANDS ON CHEMISTRY

Kalra

Ever wonder if you were swallowing any aluminum when you chewed on your favorite stick of gum, if there was any caffeine in your diet pill, how much acid went into your stomach from a can of your favorite cola, or benzoic acid from Mellow Yellow? In addition to working with easy-to-use modern instruments, you also get to prepare aspirin and nylon, make your own paint, and take part in a chemistry magic show. A class in high school chemistry will be helpful but not indispensable.

SEM 1078: THE BRITISH GOTHIC CINEMA 1957–1976

Dillard

“The horror genre,” according to David Pirie, “remains the only staple cinematic myth which Britain can properly claim as its own and which relates to it in the same way as the Western relates to America.” In this course, we’ll view twenty horror and science fiction films made by British filmmakers, including films by such directors as Jacques Tourneur, Terence Fisher, Michael Powell, and Nicolas Roeg as well as the Hammer Films reinterpretations of many of the American Universal horror films of the 1930s and 1940s. We will examine the films as mythic, psychological, social, and artistic expressions of British culture, while at the same time observing the rise of explicit sexuality and graphic violence in the cinema. Such films as: *Night of the Demon*, *The Curse of Frankenstein*, *The Revenge of Frankenstein*, *Dracula*, *The Mummy*, *Peeping Tom*, *The Brides of Dracula*, *Village of the Damned*, *Curse of the Werewolf*, *The Phantom of the Opera*, *Children of the Damned*, *Plague of the Zombies*, *The Reptile*, *Frankenstein Created Woman*, *Frankenstein Must Be Destroyed*, *Taste the Blood of Dracula*, *The Vampire Lovers*, *The Wicker Man*, *Don’t Look Now*, and *The Man Who Fell to Earth*.

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 1117: CHILDBIRTH IN AMERICA

Pfeiffer

We will examine birth from three related perspectives in this course: an academic perspective, as we read about and discuss the history of childbirth in America; a practical perspective, as we develop skills that can help families with the births of their babies; and a personal perspective, as we reflect on our own births and values and think about our

own roles in the birthing of babies. Requirements include reading assignments, active participation in discussion and workshops, and several papers.

SEM 1200: SHAKESPEARE BOOT CAMP

Zulia

Basic Training in the fundamental skills employed by actors in Shakespeare's original company. Students will take the stage and perform a reduced version of Shakespeare's *Macbeth*. Performers will attack this material on two fronts: the academic and the physical with high expectations for each member of the ensemble to bring their best work to the project. Along with staging and presenting this production to a campus audience, students will engage in experiential learning through the disciplines of stage combat and supernatural movement. This class is for any student who is interested in exploring the world of acting Shakespeare, no experience is necessary but space is limited, so students must audition in order to register.

SEM 1218: BIOLOGY OF THE HORSE

Gleim

This J-term course will be a hands-on way to tour topics related to the biology of the horse including equine evolution, genetics, nutrition, behavior, anatomy and physiology, and wild horse conservation and management. Topics will be covered through a mixture of lecture, discussion, in-class activities, and significant amounts of time observing and interacting with equine professionals and horses themselves! No prior experience with horses required.

SEM 1227: DIGGING INTO THE PAST AT HOLLINS

Bohland

This Short Term course is sponsored by the Hollins Heritage Committee and will feature a number of discussions, projects, and practical skills training focused on the collective memory work currently taking place at Hollins University. The first four sessions will provide students with skills need for participation in the new two credit Archaeological Field School to be held in late March. Students interested in signing up for that course are strongly encouraged to take this Short Term class if at all possible. Additional units will include issues around monument planning, commemorative practices, oral history methods, ancestry research, and digital and tactile archival research.

SEM 1237: MEDICINE AND ETHICS IN HARRY POTTER

Rosen

In this course, we will explore how concepts of healing, medicine, and moral behavior are coded and narratively represented in J. K. Rowling's *Harry Potter* series. Students will discuss the gendering of medical care in the *Potterverse*; create a dispensatory (recipes and guide) of medicines; and devise a guide for visitors seeking medical and legal redress in Rowling's fictional world.

SEM 1238: BIOLOGY OF THE DOG

Beach

In this course we will explore many aspects of canine biology. Topics will include the origins of dogs and theories of domestication, distinguishing features of dog anatomy and physiology, the genetic basis of breed differences, and how dogs are becoming a model animal for genetic research on human diseases. Information will be covered with a focus on the unique partnership between dogs and humans and the many ways that dogs enrich our lives. Several off-campus trips will allow us to see dogs in action with professional trainers, dog sports enthusiasts and canine integrative health experts.

SEM 1239: THE DICKINSON REVOLUTION

Zanotti

Who was Emily Dickinson, really? Why do writers continue to draw from her as inspiration? Together we'll crouch within the door of Dickinson's poetry, to peer into the white hot soul of this mysterious and revolutionary poet. We'll consider changing interpretations of her life and work, and her influence on contemporary writers of all sorts. Each student will cultivate an individual dialogue with Dickinson through a variety of creative responses to her work.

SEM 1240: AMERICAN POVERTY PAST AND PRESENT

Florio

What is poverty? And what can be done to alleviate it? In this course, we will consider how Americans have answered these questions in the past—and how we should be answering them in the present. As we explore topics such as changes in the experience of poverty and changes in the treatment of the poor across American history, we will also venture outside of the classroom and into Roanoke, a city where more than 20% of the population currently lives below the poverty line. Our aim will be to make use of historical knowledge as we strive to contribute to ongoing efforts to reduce poverty in our surrounding community.

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 Hollins sponsored programs, but every student must be 18 years of age to participate in a travel/study program.

TRIP 1004: SPANISH IN SEVILLE

Department

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.

TRIP 1006: FRENCH IN TOURS

Department

A three-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.

TRIP 1023: FIELD DANCE STUDY AND PERFORMANCE

Chappell

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 1030: WILDERNESS LEADERSHIP EXPERIENCE

Owens

This expedition style course uses adventure recreation activities as a baseline for teaching outdoor leadership and group facilitation techniques for individuals looking to work in the field of outdoor recreation. While learning the technical skills associated with activities such as, but not limited to, rock climbing, whitewater paddling, caving and backpacking the emphasis remains on leadership development, risk management and environmental stewardship. The course fee for the course is \$300. Contact Jon Guy Owens at jowens@hollins.edu for more information.

TRIP 1033: THE CARIBBEAN – BIODIVERSITY, CULTURAL HISTORY, AND ENVIRONMENTAL ISSUES

Godard/Wilson

This J-Term course will explore patterns of marine biodiversity in the Caribbean, as well as environment concerns and cultural history of St. John in the U.S. Virgin Islands. Unlike other Caribbean islands, over 60% of the land and waters/reefs of St. John are protected and as such, St. John offers an ideal environment for exploring patterns of Caribbean biodiversity above and below water, as well as considering environmental (e.g. global climate change, coral bleaching, introduced species) and cultural (e.g. slavery, people and parks, ecotourism) issues. Students will spend a significant amount of time on island collecting data on patterns of marine biodiversity with a special focus in 2020 on examining how an important mega-herbivore, the green sea turtle, is responding to an invasive sea grass that has taken over its grazing habitat. In order to prepare for the work in January, students will be expected to learn to identify more than 150 marine species as well as complete readings and participate in discussions during the Fall Term. Students admitted to the course will have the option of adding a 2 credit course in Marine Ecology in the fall term. This course is ideally suited for students that are interested in environmental issues, marine ecosystems, and in understanding more about the non-human inhabitants of this incredible planet we occupy. As the course has limited enrollment, interested students interested will be invited to submit an application in mid-September.

TRIP 1043: SPANISH IN ALICANTE

Department

January Term in Alicante offers a program of intensive courses in beginner to advanced Spanish language and culture at the *Universidad de Alicante* in Spain. Study tours, activities, and courses in literature, history, business, economics, education, health sciences, and social sciences are included in the program.

TRIP 1044: SPANISH IN HAVANA

Department

A four-week intensive program of coursework at the Universidad de La Habana in language, history, culture, and literature for intermediate to advanced Spanish language learners. Classes are complemented with study visits and cultural activities ranging from jazz, salsa, and hip-hop concerts to museum excursions.

TRIP 1047: FLORENCE, CRADLE OF THE RENAISSANCE

Schweitzer, Hendricks

During this J-Term trip to Florence, Italy, students will be travelers rather than tourists. Through informed participation, oral presentations, written and visual travelogues, and extended drawings on location, we will immerse ourselves in the diachronic character of Florence as a city and a region, from ancient settlements to the 21st century. No previous drawing experience required. Open to first-year students. Application required, mid-September deadline TBA.

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. ***Not open to first-year students.***

INTERNSHIPS

An internship is a learning opportunity in which students gain supervised practical experience with a business or organization. Internships can be beneficial in many ways: a good internship can develop specific skills, offer insights into fitting career paths, introduce her to the rigors of the workplace, and allow them to measure their abilities against the demands of a given profession.

See pages 16 and 35 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.

Students should register for **ADM 399** as the placeholder in their schedules. Once all paperwork is complete, ADM 399 will be replaced by registration in the appropriate department.

Sociology & Anthropology*

MAJOR, COURSES

PROFESSOR: LeeRay M. Costa (anthropology, gender and women's studies)

ASSISTANT PROFESSOR: Jennifer Turner

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)

Turner

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 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. Not offered in 2019-20. (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 2019-20.

SOC 234: SOCIAL PROBLEMS (4)

Department

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 2019-20. (w, x)

SOC 241: SOCIOLOGY OF RELIGION (4)

Department

This course analyzes religion as it relates to a range of social identities. We begin with a discussion of sociological theories of religion through which we will consider trends within religious practice, the purposes and effects of

religion, and the intersection of religion and other social structures. The class will then consider these theories in empirical contexts. Also listed as REL 241. Not offered in 2019-20. (DIV)

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 2019-20.

SOC 250: SPECIAL TOPIC: MENTAL HEALTH AND SOCIAL JUSTICE (4) **Matzner**

Our lives are deeply affected by our mental health. But what exactly does it mean to be "mentally healthy"? Indeed, what is "pathological"? What is "normal"? And who gets to decide? Utilizing an intersectional, interdisciplinary perspective, this class examines power and oppression within the field of mental health, while also critically exploring societal aspects of mental illness. Also listed as GWS 250. Offered Term 1.

SOC 250: SPECIAL TOPIC: BLACK FEMINIST THOUGHT (4) **Turner**

This course examines key issues and debates in classical and contemporary Black feminist theoretical perspectives within and outside of the United States. Students will explore the contributions of Black feminist scholars and activists to the field of Gender and Women's Studies. A major focus of the course will be how Black women's lived experiences shape Black feminist theory and praxis. Prerequisite: GWS 141. Also listed as GWS 250. Offered Term 2.

SOC 250: SPECIAL TOPIC: REPRODUCTIVE JUSTICE (4) **Turner**

This course examines the politics of reproduction in the United States, including the various actors and social institutions that shape reproductive legislation. Using an intersectional approach, students will explore topics such as forced sterilization, the policing of women of color's reproduction, and the connection between reproductive justice and other important issues, such as immigration and mass incarceration. Open to first-year students. Also listed as GWS 250. Offered Term 2.

SOC 260: RACE, CLASS, AND GENDER - A REFLEXIVE APPROACH (4) **Turner**

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 1. (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 2019-20.

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 2019-20.

SOC 323: SMALL CITIES STUDIO (4) **Bohland**

The Small Cities Studio Class is designed to provide a hands-on and collaborative research environment for students to engage issues and projects with Roanoke, Virginia. Students design their own research projects in consultation with instructors from both Hollins University and Virginia Tech. The class includes students from both campuses and provides a unique opportunity to work with students at a different campus. Also listed as POLS 323. Not offered in 2019-20.

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, or permission. Not offered in 2019-20.

SOC 343: CRITICAL RACE THEORY (4)

Department

This course examines racial assumptions embedded in US law and traces the impact of racism on the development of the law and legal institutions. Critical Race Theory (CRT) is a broad theoretical framework created by synthesizing the main themes of scholars who challenge dominant understandings of race and the law. This course surveys the texts that define the CRT framework. Not offered in 2019-20. (w, x, DIV)

SOC 350: SPECIAL TOPIC: SOCIOLOGY OF GENDER (4)

Turner

This course will examine the ways in which gender informs our experiences in the social world. We will specifically examine gender as it relates to our experiences within social institutions, such as work, family, and education. We will also look at gender as it relates to other facets of social identity, such as race, ethnicity, class, sexuality, age, and ability. Prerequisite: SOC 110. Also listed as GWS 350. Offered Term 1.

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: INTERNSHIP (4)

Department

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

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 2019-20. (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 2019-20. (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 2019-20. (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 2019-20. (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 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.

PROFESSOR: Alison Ridley (chair, Modern Languages)

ASSISTANT PROFESSOR: Ángel Díaz Miranda

INSTRUCTOR: Ellen Burch

LANGUAGE ASSISTANT: Laura Iriarte

Students majoring in Spanish at Hollins will be able to express themselves 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 affiliated programs in Argentina, Puerto Rico, Cuba, and three sites in Spain: Seville, Alicante, and Barcelona, through Spanish Studies Abroad (see page 8) and an exchange program with Arcadia University in Granada, Spain. 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 Spanish Studies Abroad Argentina and Spain sites. See the International Programs website for more details.

SPANISH HOUSE, SPANISH LANGUAGE ASSISTANT, AND SPANISH CLUB

La Casa Hispánica is a residence for students interested in the Spanish language and Hispanic cultures. Each year a native Spanish speaker (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. 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:

- 3 courses at the 300 level (12)
- SPAN 470 (4), or SPAN 480 (4), or SPAN 490** (4, 4) during the senior year
- 4 electives at the 200 or 300 level (16)

Other requirements:

- A study abroad experience in a Spanish-speaking country
- An e-portfolio of major work to be submitted during the student's final semester
- All majors must take at least one 300- or 400-level course during the senior year

*The eight courses must comprise two culture courses, two language courses, two literature courses, and two courses from any of these designations. See individual course descriptions below for designations. Designated courses on our approved study abroad programs can also count toward these requirements.

**Students who complete year-long senior honors theses are only required to complete two 300-level classes.

REQUIREMENTS FOR A MINOR IN SPANISH:

6 courses (24 credits)* above the 100 level:

- 2 300-level courses (8)
- 4 electives at the 200 or 300 level (16)

Minors are strongly encouraged to study abroad in a Spanish-speaking country

*The six courses must comprise at least one culture, one literature, and one language course. See individual course descriptions below for designations. Designated courses on our approved study abroad programs can also count toward these requirements.

A language placement test given before fall and spring 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, the sciences, and non-Hispanic languages and literatures.

SPAN 230, 231, 232, and 300-level literature courses 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. 101 offered Term 1; 102 offered Term 2. (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 previously studied Spanish. Prerequisite: placement or permission. Offered both terms. (LAN)

SPAN 111, 112: INTERMEDIATE SPANISH (4, 4)

Burch

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 110, or permission. 111 offered Term 1; 112 offered Term 2. (LAN)

SPAN 121: ACCELERATED INTERMEDIATE SPANISH (4)

Burch, 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 216: 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. Designation: Culture course. Prerequisite: SPAN 112, SPAN 121, placement, or permission. Offered Term 1.

SPAN 222: HISPANIC CULTURES: ARTIFACTS (4)

Díaz Miranda

Focus on the study of Hispanic cultures through visual media and material artifacts. The course will highlight the study of Hispanic paintings, monuments, films, and other current artistic production in their historical and cultural context. Topics explored include colonization and post-colonization, immigration, gender and physical roles, war,

dictatorships, poverty, marginalization, trauma, exile, memory and youth culture. Designation: Culture course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2019-20.

SPAN 230: CONVERSATION AND COMPOSITION: FILM (4)

Díaz Miranda

Students will develop writing and speaking skills at an advanced level. This course uses Hispanic film as the springboard for conversation and composition. In addition to three hours per week in class, students practice conversation skills for one hour per week with the language assistant. Designation: Language/Culture course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2019-20. (o, GLO)

SPAN 231: CONVERSATION AND COMPOSITION: TOPICS (4)

Department

Students will develop writing and speaking skills at an advanced level. The focus of this class is on controversial and/or timely topics that will generate discussion. In addition to three hours per week in class, students practice conversation skills for one hour per week with the language assistant. Designation: Language course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2019-20.

SPAN 232: CONVERSATION AND COMPOSITION: READINGS (4)

Díaz Miranda

Students will develop writing and speaking skills at an advanced level using Hispanic short stories as the point of departure. Class discussions about the readings and frequent short writing assignments will allow students to hone their speaking and writing abilities in Spanish. Designation: Language/Literature. Prerequisite: Placement, SPAN 112, SPAN 121, or permission. Offered Term 2.

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. Designation: Culture course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2019-20. (o, MOD)

SPAN 238: LATIN AMERICAN CULTURE AND CIVILIZATION (4)

Ridley

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. In addition to three hours per week in class, students practice conversational skills for one hour each week with the language assistant. Designation: Culture course. Prerequisites: q and placement, SPAN 112, SPAN 121, or permission. Not offered in 2019-20. (o, Q, GLO)

SPAN 243: "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. Designation: Literature/Culture course. Prerequisite: SPAN 112, SPAN 121, placement, or permission. Not offered in 2019-20.

SPAN 251: SURVEY OF SPANISH LITERATURE I (4)

Ridley

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*. Designation: Literature course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Offered Term 1. (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 Garcia Lorca. Designation: Literature course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2019-20. (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. Designation: Literature course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2019-20. (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. Designation: Literature, culture or language course depending on topic. Offered any term.

SPAN 306: SPANISH LITERATURE OF THE GOLDEN AGE (4)**Ridley**

Each time this course is offered, a different genre, theme, or author is studied. Designation: Literature course. Prerequisite: 200-level survey course or permission. Not offered in 2019-20.

SPAN 327: HISPANIC WOMEN (4)**Ridley**

This course focuses on topics related to Hispanic women including *marianismo*, motherhood, domestic violence, trauma, memory, poverty, public and private spaces, and matricide. These topics are studied through literature, film, art, newspaper articles, and scholarly articles. Literature/Culture course. Prerequisites: Placement, 200-level course, or permission. Offered Term 2. (w, x)

SPAN 341: 20TH AND 21ST CENTURY TRANSATLANTIC HISPANIC RELATIONS (4)**Díaz Miranda**

This course examines the transatlantic experience focusing on common themes that affect both Spain and Hispanic America and authors, artists, directors, and cultural mediators who have experienced life on both sides of the ocean either as exiles or expatriates. Each time this course is offered, a different theme, genre, or set of authors may be studied. May be repeated for credit if the course addresses a different theme, genre or authors from the prior enrollment. Designation: Literature/Culture course. Prerequisite: placement, 200-level course, or permission. Not offered in 2019-20.

SPAN 346: TWENTIETH-CENTURY SPANISH LITERATURE (4)**Ridley**

Each time this course is offered, a different genre, theme, or author is studied. May be repeated for credit if the course addresses a different theme, genre or authors from the prior enrollment. Designation: Literature course. Prerequisite: 200-level course or permission. Not offered in 2019-20.

SPAN 348: TWENTIETH-CENTURY LATIN AMERICAN LITERATURE (4)**Díaz Miranda**

Each time this course is offered, a different genre, theme, or author is studied. May be repeated for credit if the course addresses a different theme, genre or authors from the prior enrollment. Designation: Literature course. Prerequisite: 200-level course or permission. Offered Term 1. (AES)

SPAN 355: INTERNATIONAL COMMERCE IN THE HISPANIC WORLD (4)**Ridley**

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. Designation: Culture/Language course. Prerequisites: q and at least one 200-level course or permission. Offered Term 1. (o, Q, GLO)

SPAN 362: SPANISH TRANSLATION (4)**Ridley**

This course focuses on the history of translation and translation theory as well as the challenges in producing accurate translations due to idioms, false cognates, and differing vocabularies from one Spanish-speaking country to another. We will focus on the importance of contextual translations over literal, word-for-word translations. The course also includes segments on translation in various professions including business, medicine, and the law. The majority of the class will be dedicated to Spanish to English translation, but some English to Spanish translation will also be included. Designation: Language course. Prerequisite: Placement, one 200-level course, or permission. Not offered in 2019-20.

SPAN 375: ADVANCED SPANISH GRAMMAR (4)**Ridley**

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. Designation: Language course. Prerequisite: Placement, 200-level course, or permission. Not offered in 2019-20.

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 toward the Spanish major or minor. Offered Term 1.

SPAN 390: INDEPENDENT STUDY (2 or 4)

Department

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Designation: Literature, culture or language course depending on topic. 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. Designation: Literature, culture or language course depending on topic. When Senior Seminar is a stacked course, it will carry the ESP designations assigned to the course with which it is stacked. This year it is stacked with SPAN 327. 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. Designation: Literature, culture or language course depending on topic. 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. Prerequisite: senior majors by invitation only. Designation: Literature, culture or language course depending on topic.

ASSOCIATE PROFESSOR: Ernest Zulia

ASSISTANT PROFESSOR: Todd Ristau

TECHNICAL DIRECTOR: John Forsman

VISITING LECTURERS: Ann Courtney, Travis Kendrick, Michelle LoRicco, Ginger Poole

ARTIST-IN-RESIDENCE: Virginia Varland

GUEST ARTISTS: Seth Davis, Kiah Kayser, Kerry Morgiewicz, Susanna Young

The Kennedy Center award-winning undergraduate theatre program offers a major in theatre with a minimum requirement of 40 credits, which is ideal for students interested in double majoring, and a maximum allowance of 60 credits for students interested in pursuing more in-depth studies in preparation for graduate school and/or a career in professional theatre. Students are encouraged to individualize their course of study inspired by their specific interests and talents by focusing on one of three areas of theatre (acting/directing, design/technology, playwriting/dramaturgy) or choosing a broader path embracing all aspects of the art form. The theatre major and minor are highly compatible with many other programs of study including dance, English, film, history, philosophy, psychology, sociology and communication studies.

By combining the individual creative process, the collaborative process, and the critical/analytical process, this program of study provides a solid foundation for those wishing to pursue most areas of theatre. Through an array of opportunities, students are encouraged to engage in every aspect of theatre, from fully-realized department productions to student-produced work and internships. Classroom work provides a solid foundation in history, theory, aesthetics, and technique. A student who pursues a theatre major or minor will be prepared for any environment or profession where creative problem solving, collaboration, research/analysis skills, hard work, and passion are valued.

THE HOLLINS THEATRE INSTITUTE

The Hollins Theatre Institute is an umbrella that encompasses all elements of the university's theatre programs, forming a unique academic theatre center designed to develop and focus practitioners who believe theatre is more important in the 21st century than ever before:

- award-winning B.A. program in theatre
- award-winning M.F.A. playwriting program: The Playwright's Lab
- undergraduate theatre immersion study abroad program in London
- The Artistic Home: Hollins Theatre's dynamic alumnae/i company
- internships at major professional theatres
- professional partnership with Mill Mountain Theatre

MUSICAL THEATRE PERFORMANCE CERTIFICATE

Completing this certificate allows a student to accumulate and apply the skills necessary to participate in the world of the musical theatre stage. It provides each participant with the fundamentals necessary to audition and perform at the academic, amateur, and professional levels based on proficiency and talent. Through applied learning, the student will be able to function in an audition, rehearsal and performance situation with a basic understanding of the music, acting and dance skills required to succeed. The curriculum consists of courses from the departments of Music, Theatre and Dance (see page 177 for details).

ARTS MANAGEMENT CERTIFICATE

This certificate connects a student's major or minor in theatre with career interests in various fields of arts management. Students take courses in business and communication studies, complete two internships in an area of arts management, and create a final project. With prudent choices in coursework this certificate can be completed with courses that may also count toward your major, minor, or general education requirements for your degree (see page 53 for details).

REQUIREMENTS FOR A MAJOR IN THEATRE:

40 credits and an experiential component

CORE REQUIREMENTS: (28 credits)

- THEA 113: Script Anatomy (4)
- THEA 151: Stagecraft (4)
- THEA 161: Acting Dynamics (4)
- THEA 263: Episodes in Theatre History: Season 1 (4)

- THEA 326: Episodes in Theatre History: Season 2 (4)
- One course in design:
THEA 157: Theatre Design – Through the Looking Glass (4)
THEA 252: Scene Design (4)
THEA 253: Lighting Design (4)
THEA 255: Costume Design (4)
- THEA 470: Senior Seminar (2) **and** THEA 480: Senior Project (2)
or THEA 490: Senior Honors Project (2, 2)

EXPERIENTIAL COMPONENT:

All students must complete an experiential component, which consists of participation in four theatre “main stage” productions (which may include the January Touring Show Production and other approved productions) as a member of the cast, crew, or staff.

ELECTIVE REQUIREMENTS: (12 credits)

Courses of like nature are grouped together in three areas below to allow students to define a path of study. Students may focus in one theatrical discipline by choosing three courses from the same area (when offered), or courses from multiple areas to emerge as a theatre generalist.

ACTING AND DIRECTING:

- THEA 212: Acting Studio-Voice, Body, and Text (4)
- THEA 240L: Acting Shakespeare (4) (Hollins Abroad-London course)
- THEA 247: Applied Musical Theatre Performance Techniques (4)
- THEA 258: Viewpoints (2)
- THEA 261: Contemporary Scene Study (4)
- THEA 284: Writer as Performer (4) (also listed under Playwriting, Dramaturgy, Dramatic Literature)
- THEA 361: Classical Scene Study (4)
- THEA 363: Directing (4)
- THEA 250/350: Acting or Directing Special Topics Courses (2 or 4)

DESIGN AND TECHNOLOGY:

- THEA 157: Theatre Design-Through the Looking Glass (4) (if not used as core course)
- THEA 210: Stage Makeup (4)
- THEA 235: Costume Construction (4)
- THEA 251: Drafting for the Theatre (4)
- THEA 252: Scene Design (4) (if not used as core course)
- THEA 253: Lighting Design (4) (if not used as core course)
- THEA 254: Stage Management (2)
- THEA 255: Costume Design (4) (if not used as core course)
- THEA 256: Props Crafting (2)
- THEA 259: Scene Painting (4)
- THEA 345: Advanced Theatre Technologies (4)
- THEA 250/350: Design/Tech Special Topics Courses (2 or 4)

PLAYWRITING, DRAMATURGY AND DRAMATIC LITERATURE:

- THEA 262: Non-Western Theatre (4)
- THEA 284: Writer as Performer (4) (also listed under Acting and Directing)
- THEA 364: Playwriting Fundamentals (4)
- THEA 384/584: Playwriting Styles (4)
- THEA 250/350: Literary Special Topics Courses 2 or (4)
- ENG 310L: Shakespeare as Dramatist (4) (Hollins Abroad-London course)

REQUIREMENTS FOR A MINOR IN THEATRE:

24 credits and an experiential component

- THEA 113: Script Anatomy (4)
- THEA 151: Stagecraft (4)
- THEA 161: Acting Dynamics (4)

- THEA 263: Episodes in Theatre History: Season 1 (4) or THEA 326: Episodes in Theatre History: Season 2 (4)
- One course in design:
THEA 157: Theatre Design – Through the Looking Glass (4)
THEA 252: Scene Design (4)
THEA 253: Lighting Design (4)
THEA 255: Costume Design (4)
- One theatre elective (4) from the area courses listed above
- Experiential Component:
All students must complete an experiential component, which consists of participation in two theatre “main stage” productions (which may include the January Touring Show Production and other approved productions) as a member of the cast, crew, or staff.

COURSES IN THEATRE:

THEA 113: SCRIPT ANATOMY (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 137: EXPLORING THE ALEXANDER TECHNIQUE (2)

Cline

The Alexander Technique is a simple and practical method for improving ease and freedom of movement, balance, support, flexibility, and coordination. It enhances performance and is a valuable tool for actors, dancers, musicians, and athletes. Students may repeat the course one time for credit. Also listed and described as MUS 137. Open to first-years. No Prerequisite. Offered Term 2.

THEA 151: STAGECRAFTS – 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. Lab fee: \$75-100. Offered Term 2. (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 extended 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)

Department

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 2019-20.

THEA 160: PERFORMANCE AND PRODUCTION WORKSHOP (1 or 2)

Forsman, Zulia

This departmental workshop is open to students interested in working in any phase of a main stage theatre production. Work may include acting, set construction, lighting, sound, box office, stage management, run crew, etc. Students must audition or interview and be assigned a role (either on stage or backstage) and will be registered by the director. Department faculty determine number of registered credits. Counts as free elective credit for non-majors and theatre majors or minors who have satisfied their experiential component. May be repeated for credit. Open to first-year students. Offered both terms. (CRE- 4 credits required for CRE)

THEA 161: ACTING DYNAMICS (4)

LoRicco

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 2. (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. Not offered in 2019-20. (AES)

THEA 165: MUSICAL THEATRE DANCE STYLES (2)**Kendrick**

This studio course will expose students to various dance styles often found in musical theatre choreography, including jazz, ballet, and tap. Students will learn basic techniques, while acquiring a vocabulary and awareness of the styles frequently used in musical theatre. Also listed as MUS 165 and DANC 165. Open to first-year students. Not offered in 2019-20.

THEA 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)**Krause**

Also listed and described as ART/DANC/FILM/MUS 175. Offered Term 2. (r)

THEA 197F: FIRST-YEAR SEMINAR – THE GREAT (AND NOT SO GREAT) GREEK TRAGEDIES (4) Franko

This first-year seminar engages students in the study of the unique nature and enduring significance of Greek tragedy. Students read tragedies by Aeschylus, Sophocles, Euripides, and Shakespeare, as well as related texts on the theory of tragedy, including Aristotle's Poetics. Various productions on DVD and field trips will enhance the study of these plays. Also listed as CLAS 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r, AES, PRE)

THEA 206: THEATRE FOR SOCIAL CHANGE (4)**Department**

Performance and performativity are radical ways to engage with notions of self, society, and identity politics. Who are we? How do we connect to our communities? How do we change alone and together? This class delves into these questions, pulling from the world of queer and feminist theory, philosophy, and performance aesthetics, and exploring the exciting new territories that spring up when these worlds collide. Also listed as GWS 206. Open to first-years. No Prerequisite. Not offered in 2019-20. (DIV)

THEA 210: STAGE MAKEUP (4)**Varland**

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 theatre majors/minors only or by permission of department chair. Offered Term 1. (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 2019-20. (CRE)

THEA 235: COSTUME CONSTRUCTION (4)**Varland**

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 247: APPLIED MUSICAL THEATRE PERFORMANCE TECHNIQUES (4)**Kendrick, Poole**

Musical theatre performance techniques will be explored throughout the semester. Each student will prepare, memorize and perform two solos from Broadway musicals while applying learned acting, singing, and movement techniques. They will also learn musical theatre ensemble choreography, which will be presented along with at least one solo in the performance of a musical revue at the end of the semester, which is open to the public. Additional written and research work required. There is a lab fee for accompanist and royalties. Open to first-year students. No prerequisite. Offered Term 1. (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). Offered any term.

THEA 250: SPECIAL TOPIC: PASSION, POSSIBILITIES AND PURPOSE: PERSONALIZING THE ART OF MAKING THEATRE (4) **Zulia**

What makes us choose to participate in the art of making theatre? It goes beyond the satisfaction and recognition that come with putting a carefully rehearsed performance, or a beautifully executed design, or a well crafted play in front of an audience. This course examines the art of making theatre as a way of living in the world, while at the same time making the world a better place. Theatre is an art form that is both deeply personal and gloriously collaborative. It takes on many forms as imagined by the artist. It demands a generosity of spirit to be shared with both fellow theatre makers and willing audiences. The student will explore personal and public philosophies that will serve as guideposts along an unfolding theatrical journey. In addition, the course will help identify the many skills acquired while studying and working in theatre, and how those skills can be applied to a positive and productive life in any arena. Offered Term 2.

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. Open to first-year students with permission. Prerequisite: THEA 151. Lab fee: \$75. Offered Term 1.

THEA 252: SCENE DESIGN (4) **Kayser**

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. Open to first-year students with permission. No prerequisite. Lab fee: \$50-70. Not offered in 2019-20. (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 2. (Q, CRE)

THEA 254: STAGE MANAGEMENT (2) **Courtney**

Stage managers are the backbone of most theatrical productions, from planning the calendar to organizing the production team to managing the rehearsals, filing and distributing reports, and running the performances backstage and from the booth, otherwise known as "Mission Control." In this workshop class, students will learn the fundamentals of all aspects of the crucial role of the stage manager, with an emphasis on organization and execution. Lab hours will be required. Open to first-year students with permission. No prerequisite. Not offered in 2019-20.

THEA 255: COSTUME DESIGN (4) **Varland**

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 1. (o, CRE)

THEA 256: PROPS CRAFTING (2) **Forsman**

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 2019-20. (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. Offered any term.

THEA 258: VIEWPOINTS (2) **Kendrick**

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 2019-20. (CRE)

THEA 259: SCENE PAINTING (4)

Kayser

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. Open to first-year students with permission. Prerequisite: *q* and theatre major or permission of department chair. Lab fee: \$100-130. Not offered in 2019-20. (Q, CRE)

THEA 261: CONTEMPORARY SCENE STUDY (4)

Kendrick, 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)

Department

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. Not offered in 2019-20. (r, AES, GLO)

THEA 263: EPISODES IN THEATRE HISTORY: SEASON 1 (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 276: PHILANTHROPY AND THE ARTS (4)

Krause

Also listed and described as ART 276. No prerequisite. Not offered in 2019-20.

THEA 284: WRITER AS PERFORMER (4)

Ristau

This course will focus on the creation of original performance pieces where the writer will be the principle performer. The course will have a strong writing component, taking ideas from various sources (current events, adaptation, memoir/journal, etc.) and guiding their development from initial inspiration to completed text. There will also be instruction in performance styles and skills including acting and directing, along with objective peer evaluations of student work using established methods of criticism. By the end of the course, each student should have a collected body of work suitable for performance or for use as audition pieces. Open to first-year students. No prerequisite. Not offered in 2019-20.

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 326: EPISODES IN THEATRE HISTORY: SEASON 2 (4)

Department

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. This course builds on the foundations of historical research, analysis and criticism laid in Episodes of Theatre History: Season I. Prerequisite: THEA 263 or permission of instructor. Offered Term 2. (AES, MOD)

THEA 345: ADVANCED THEATRE TECHNOLOGIES (4)

Forsman

This advanced theatre technology class focuses on filling the gap between theatrical design and its implementation. Students will be required to work with video projectors, lighting, sound, computers, Q-lab, pneumatics, rigging and scenic automation equipment. Students will demonstrate proficiency in problem-solving techniques and theatre technology through major projects related to the season productions. Lab fee: \$100. Prerequisite: THEA 151 and THEA 252, 253, 255 or permission of instructor. Not offered in 2019-20.

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 161 or 261. Not offered in 2019-20. (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 FUNDAMENTALS (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 1. (w, CRE)

THEA 384: PLAYWRITING STYLES (4)**Ristau**

This course builds on the foundations of playwriting, and through targeted exercises students will explore a broader range of styles, genres and approaches to writing for the stage. Students will read representative texts in a variety of styles, and write several original ten-minute plays in those styles. A 25-35 page one act play will serve as their final project. Students will also provide feedback on the work of their peers as well as be expected to take every opportunity to see productions of plays at theatre venues on and off campus. Prerequisite: THEA 364 or permission. Not offered in 2019-20.

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 399: INTERNSHIP (4)**Department**

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

UNIV 125: INTRODUCTION TO SUSTAINED DIALOGUE (2)**Glenn**

In an increasingly diverse world, students should be intentional about building skills to increase their intercultural competence. With enhanced intercultural competence, students will be able to better address issues pertaining to diversity and inclusion, have confidence in building relationships across difference, and contribute meaningfully to a campus climate where every person is valued and respected. This experiential course introduces students to the theory, principles and practices of Sustained Dialogue, a dialogue-to-action process that transforms relationships and develops informed strategies to improve community. Students will participate in weekly meetings to work through the five stages of dialogue, examine their own beliefs and biases, and learn about the tools of Sustained Dialogue. Students will read and discuss articles written by the Sustained Dialogue founder, and other articles related to diversity and inclusion generally. Students will be required to submit written reflections about their own development, interaction with class members, and concepts of the course. Days/times TBA; we will make our best effort to accommodate the schedules of registered students. Offered Term 1. (DIV- 4 SD credits required for DIV)

UNIV 126: INTRODUCTION TO SUSTAINED DIALOGUE: RACE AND GENDER (2)**Glenn**

In an increasingly diverse world, students should be intentional about building skills to increase their intercultural competence. With enhanced intercultural competence, students will be able to better address issues pertaining to diversity and inclusion, have confidence in building relationships across difference, and contribute meaningfully to a campus climate where every person is valued and respected. Students will participate in weekly meetings to dialogue about race and gender. Students will read and discuss articles written by Sustained Dialogue founder and articles from Readings for Diversity and Social Justice aimed to increase their understanding about race and gender in society. Students will be required to submit written reflections about their own development, interaction with class members, and concepts of the course. Offered Term 2. (DIV- 4 SD credits required for DIV)

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 2019-20.

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 2019-20.

UNIV 225: SUSTAINED DIALOGUE MODERATOR (2)**Glenn**

Moderators lead a group of 8-15 participants in a process to introduce the theory, principles and practices of Sustained Dialogue, a dialogue-to-action process that transforms relationships and develops informed strategies to improve community. Moderators engage in ongoing skill development and dialogue group preparation to guide participants through the five stages of Sustained Dialogue. Moderators will lead discussion of the articles assigned to the participants. Moderators will submit reflection papers about their development as moderators and the group progression through the five stages of dialogue. Prerequisite: Instructor Permission. Offered both terms. (DIV- 4 SD credits required for DIV)

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. Not offered in 2019-20.

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.

UNIV 270: FIRST-YEAR SEMINAR STUDENT SUCCESS LEADER (2)**Gettings**

Students will learn how to be effective assistants for their assigned first-year seminar faculty and peer mentors in their seminars. Bi-weekly meetings with the first-year seminar co-directors will cover questions such as academic advising, providing academic support, serving as a general resource for the new students, and assisting first-year students with time management, study skills and achieving their academic and personal goals. Students in this course will attend all class sessions for their assigned first-year seminar. *Registration is available only to those students who have been nominated and selected to serve as student success leaders. Offered Term 1.

UNIV 280: JAMAICA CULTURAL IMMERSION (2)**Gettings/Suarez**

This course is for students selected to participate in the Jamaica Cultural Immersion Program (JCIP). The course meets weekly during Fall term and in Spring term prior to Spring Break, when students travel to Jamaica. The on-campus part of the course will prepare students for the trip by studying Jamaican culture through readings and discussion, engaging in team-building activities, and completing lesson plans to be used in the Lucea, Jamaica schools. Students are required to perform 20 hours of community-based learning and will test their lesson plans in Roanoke schools before departing on the trip. During Spring Break, students travel to Jamaica, where they engage with the local community and participate in projects, which include tutoring in an after-school program and visiting with residents at a low-income community center. Weekly journals will be required during the semester and daily journals during the time in Jamaica. At the end of Fall term, students will complete a final project or presentation. Registration in both Fall and Spring terms is required for all students participating in the JCIP. May be repeated once for credit. Prerequisite: Instructor Permission. Offered both terms.

UNIV 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.

UNIV 399: INTERNSHIP (2 or 4)**Department**

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

Faculty 2019-20

T. J. ANDERSON III, Professor of English; B.A., University of Massachusetts; M.F.A., University of Michigan; Ph.D., State University of New York–Binghamton. 1998.

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., Ed.D., University of Virginia. 2008.

REBECCA L. BEACH, Associate Professor of Biology; B.S., University of Arizona; M.S., University of Connecticut–Storrs; Ph.D., University of Texas at Austin. 1994.

KAREN E. BENDER, Distinguished Visiting Professor of Creative Writing; B.S., University of California; M.F.A. University of Iowa Writers' Workshop. 2015.

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.

VLADIMIR BRATIC, Associate Professor of Communication Studies; B.A., Palacky University; M.A., Ph.D., Ohio University. 2006.

ASHLEIGH BRESKE, Visiting Assistant Professor in Global Politics and Societies; B.S., Virginia Polytechnic Institute and State University; M.A., Hollins University; Ph.D., Virginia Polytechnic Institute and State University. 2018.

PATRICIA BROKKEN, University Registrar and Director of Institutional Research; B.A., Coe College. 2014.

JEFFERY NORMAN BULLOCK, Associate Professor of Dance and Director of M.F.A. in Dance; M.F.A., University of Iowa. 2004.

ELLEN BURCH, Visiting Instructor of Spanish (part-time); B.S. and M.S., University of Wyoming; M.A., Indiana University. 2010.

MATTHEW BURNSIDE, Visiting Assistant Professor of Creative Writing; B.A., M.A., University of Northern Texas; M.F.A., University of Iowa. 2019.

MARY JANE CARMICHAEL, Assistant Professor of Biology and Environmental Science; B.S., Wake Forest University; M.S., Appalachian State University; Ph.D., Wake Forest University. 2017.

REBEKAH CHAPPELL, Visiting Assistant Professor of Dance and Assistant Director of the MFA Dance Program; B.F.A., Shenandoah University; M.F.A., The University of Iowa. 2017.

COURTNEY CHENETTE, Assistant Professor of Political Science; B.A., Hollins University; J.D., Pace University School of Law. 2018.

PETER CHIAPPETTA, Visiting Assistant Professor of Business; B.A., Providence College; M.B.A., Columbia University. 2019.

DIANA CHRISTOPULOS, Visiting Assistant Professor of Biology (adjunct); B.A., M.A., Cornell University; Ph.D., State University of New York at Binghamton. 2019.

JULIE M. CLARK, Associate Professor of Mathematics and Statistics; B.S., Davidson College; M.S., Ph.D., University of Virginia. 2001.

JUDITH A. CLINE, Professor of Music; B.Mus., Drake University, M. Mus., University of Southern California, Ph.D., Washington University. 1992.

PETER F. COOGAN, Ruth Alden Doan Chair and Associate Professor of History; B.A., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill. 1988.

LEERAY COSTA, 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. 2004.

ANN COURTNEY, Visiting Lecturer in Theatre (adjunct); B.A., Fordham University; M.F.A., University of South Carolina. 2014.

RUPERT CUTLER, Visiting Assistant Professor of Biology (adjunct); B.S., University of Michigan; Ph.D., Michigan State University. 2019.

CASIMIR DADAK, Professor of Finance and Economics; M.A., Academy of Economics; Ph.D., Fordham University. 1999.

MICHELLE DE GROOT, Assistant Professor of English; B.A., University of Virginia; M. A., Ph. D. Harvard University. 2016.

KELLY DERRICK, Visiting Lecturer in Religion (adjunct); B.A., University of Virginia; M.Div., Lutheran Theological Southern Seminary. 2011.

DANIEL R. DERRINGER, Professor of Chemistry; B.A., Kalamazoo College, Ph.D., Purdue University. 1990.

KOMAL DHILLON-JAMERSON, Visiting Lecturer in Gender and Women's Studies (adjunct); B.A., Virginia Tech; M.B.A., Averett University; Ph.D., Virginia Tech. 2018.

ANGEL M. DIAZ MIRANDA, Assistant Professor of Spanish; M.A., University of Connecticut; Ph.D., Emory University. 2014.

RICHARD H. W. DILLARD, Professor of English; B.A., Roanoke College; M.A., Ph.D., University of Virginia. 1964.

JAMES PATRICK DOWNEY, Associate Professor of Philosophy; B.A., M.A., Ph.D., University of Virginia. 1995.

EMILEE DUNTON, Head Women's Basketball Coach and Instructor of Physical Education; B.A., M.A., Randolph College. 2018.

CHRISTOPHER FLORIO, Assistant Professor of History; B.A., University of Richmond; M.A., Ph.D., Princeton University. 2019.

JOHN FORSMAN, Theatre Technical Director, B.F.A. Nebraska Wesleyan University; M.F.A. University of Virginia. 2006.

GEORGE FREDRIC FRANKO, Berry Professor in the Liberal Arts, Professor of Classical Studies; B.A., College of William and Mary; M.Litt., Mary Baldwin University; M.A., Ph.D., Columbia University. 1993.

BRIAN GENTRY, 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, Dean of Academic Success and Associate Professor of Philosophy; B.S., College of William and Mary; M.A., C. Phil., Ph.D., University of California–Santa Barbara. 1999.

ELIZABETH GLEIM, Assistant Professor of Biology; B.A., Hollins University; Ph.D. University of Georgia. 2016.

RENEE DENISE GODARD, Janet W. Spear Chair and Professor of Biology; B.S., Guilford College; Ph.D., University of North Carolina at Chapel Hill. 1994.

ROSE HAGEN, Visiting Lecturer in Business (adjunct); A.S., Virginia Western Community College; B.A., Mary Baldwin College; M.B.A., Radford University. 2019.

CATHRYN HANKLA, Professor of English; B.A., M.A., Hollins College. 1982.

BARBARA HASSELL, Visiting Lecturer in German (adjunct); A.S. Virginia Western Community College; B.A. Roanoke College; M.A.L.S. Hollins University; Ph.D. Virginia Polytechnic Institute & State University. 2014.

GENEVIEVE HENDRICKS, 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.

ZACHARY INGLE, Visiting Assistant Professor of Film; B.A., Howard Payne University; M.Div., Baylor University; M.A., North Carolina A&T State University; Ph.D., University of Kansas. 2019.

JEANNE JEGOUSO, Visiting Assistant Professor of French; B.A., Université de Tours; M.A., Ph.D., Louisiana State University. 2019.

LORI J. JOSEPH, Associate Professor of Communication Studies; B.A., Montana State University–Billings; M.A., Ph.D., University of Kansas. 2000.

PAULINE KALDAS, 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.

KATE KEAGINS, Head Women's Lacrosse Coach and Instructor of Physical Education; B.S., University of New Hampshire; M.S., Coker College. 2018.

ALEX KOSICKI, Head Women's Tennis Coach and Instructor of Physical Education; B.S., Springfield College. 2018.

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.

YASUKO KUMAZAWA, Lecturer in Japanese (adjunct); B.A., Doshisha University; M.A.L.S., C.A.S., Hollins University. 2001.

MARWOOD LARSON-HARRIS, Visiting Assistant Professor of Religion (adjunct); B.A., Reed College; M.A., M.T.S., Ph.D., Boston University. 2019.

KATHERINE LAWSON, Head Volleyball Coach and Instructor of Physical Education; B.A., Bridgewater College. 2014.

ERIN LEVERING, Lecturer of Mathematics and Director of Quantitative Reasoning; B.S. and M.A.Ed., Virginia Polytechnic Institute and State University. 2012.

CHARLES LOWNEY, Visiting Assistant Professor of Philosophy; B.A. and M.A., Boston College; Ph.D. Boston University. 2016.

EDWARD A. LYNCH, Professor of Political Science; B.A., St. Joseph's University; M.A., Ph.D., University of Virginia. 1991.

MOLLY LYNCH, Visiting Assistant Professor of Mathematics; B.A., College of the Holy Cross; M.S., Ph.D. (*expected* 2019), North Carolina State University. 2019.

CAROLINE MANN, Assistant Professor of Psychology; B.A., University of North Carolina at Asheville; Ph.D., University of Tennessee. 2019.

ANDREA MARTENS, Visiting Assistant Professor of Art; B.S., Virginia Tech; M.F.A., Colorado State University. 2019.

ANDREW MATZNER, Visiting Lecturer in Gender and Women's Studies; B.A., Indiana University; M.A. University of Hawaii. 2001.

KAREN MESSER-BOURGOIN, Professor of Practice-Business; B.A., Hollins University; M.S.M., Mount Vernon Nazarene University. 2016.

RICHARD MICHALSKI, Associate Professor of Psychology; B.A., Ph.D., Florida Atlantic University. 2004.

THORPE MOECKEL, Susan Gager Jackson Professor of Creative Writing, Associate Professor of English; B.A., Bowdoin College, Brunswick; M.F.A., University of Virginia. 2005.

PAOLO MORALES, Visiting Assistant Professor of Art; B.A., George Mason University; M.F.A., Rhode Island School of Design. 2019.

MARILYN F. MORIARTY, Professor of English; B.A., M.A., University of Florida, Gainesville; Ph.D., University of California–Irvine. 1992.

CYNTHIA MORROW, Visiting Assistant Professor and Consultant for Public Health (adjunct); B.A., Swarthmore College; M.A., M.D., Tufts University School of Medicine. 2019.

SON NGUYEN, Assistant Professor of Chemistry; A.S., Bunker Hill Community College; B.S., University of Massachusetts at Lowell; Ph.D., Tufts University. 2018.

KATHLEEN D. NOLAN, Professor of Art; B.A., Vanderbilt University; M.A., Ph.D., Columbia University. 1985.

RACHEL MARIE NUÑEZ, Associate Professor of History, 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.

TIFFANY A. PEMPEK, Associate Professor of Psychology; B.S., M.A., University of Dayton; Ph.D., University of Massachusetts. 2012.

JULIE K. PFEIFFER, Professor of English; B.A., Carleton College; M.A., Ph.D., University of Connecticut. 1997.

ELIZABETH POLINER, Director of Graduate Program and Undergraduate Sequence in Creative Writing, Associate Professor of English and Director of The Jackson Center for Creative Writing; 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.

GINGER POOLE, Visiting Lecturer in Theatre (adjunct); A.S., Dekalb College; B.A., University of West Georgia; M.F.A., University of Southern Mississippi. 2011.

ALANE PRESSWOOD, Visiting Assistant Professor of Communication Studies and Director of Oral Communication; B.A., West Chester University; M.A., Ohio University; Ph.D., Ohio University. 2017.

ROBIN L. RAMIREZ, Head Soccer Coach and Instructor of Physical Education; B.S., Fordham University. 2014.

CHRISTOPHER J. RICHTER, Associate Professor of Communication Studies; B.A., M.A., Ph.D., Ohio State University. 1995.

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ANNETTE SAMPON-NICOLAS, Professor of French; Diplôme Supérieur de Français, Université de Lille; B.S., M.A., Ph.D., University of Wisconsin–Madison. 1985.

JEFF SCHMUKI, Frances Niederer Artist-in-Residence (Spring term); B.F.A., Northern Arizona University; M.F.A., New York State College of Ceramics at Alfred University. 2020.

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Date after degree(s) indicates first year at Hollins

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KAY R. BROSCART, Professor of Sociology Emerita; B.S., Kent State University; M.P.H., M.A., Ph.D., Yale University.

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	Hollins Store	KAREN CALLAWAY , Supervisor 1990-2002, 2014.

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Jessica Mariah Abshire, Jacksonville, Florida
Chelsea Elizabeth Alley, Winter Harbor, Maine
April Beatrice Arnold, Roanoke, Virginia
Rania Asif, Lahore, Pakistan
Bianca Anna Corrine Augustin, Lindenwold, New Jersey
Rebecca Leah Ausband, Bedford, Virginia
Nour Lisa Bahri, Ashburn, Virginia
Laurie Beth Baker, Richmond, Virginia
McKenna Baker, Peoria, Arizona
Molly Jane Barkley, Woodbridge, Virginia
Alyssa Brianne Bennett, Roanoke, Virginia
Brianna René Berry, Hampton, Virginia
Hannah Jane Angelica Blackburn-Jones, Leiden, The Netherlands
Nora Virginia Bolte, Blacksburg, Virginia
Julia Laura Rein Teresa Brooks, Adrian, Michigan
Madelynn Jade Brown, Reno, Nevada
Tayler McKay Broyles, Saltville, Virginia
Allison Mimi Marie Caldwell, Roanoke, Virginia
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Taylor Dawn Campbell, Lexington, Virginia
Jasmine Aaliyah Carter, Buena Vista, Virginia
Uma Eliana Casey, Oakland, California
Regan Vaughn Chandler, Salem, Virginia
Meera Chauhan, Sterling, Virginia
Porter Grace Clark, Staunton, Virginia
Sydney Lee Clark, Frederick, Maryland
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Madison Nichole Correiro, Newport News, Virginia
Paige Davis Craft, Roanoke, Virginia
Katelyn Ann Curley, Haddonfield, New Jersey
Sarah Ann Hughes Cushing-Spiller, Springfield, Virginia
Mary Allison Daley, Wake Forest, North Carolina
Shenice David, Brooklyn, New York
Elizabeth Talbot Davis, Midlothian, Virginia
Tobias Josiah Dean, Tampa, Florida
Kaleigh Nicole DePetro, Woodbridge, Virginia
Malia Elisabeth Diaz, Virginia Beach, Virginia
Elizabeth Jean Dwiggin, Knapolis, North Carolina
Eliza Elliott, Philadelphia, Pennsylvania
Julianna Elizabeth "Jules" Engel, Baltimore, Maryland
Laura Elizabeth Erke, Roanoke, Virginia
Sara Maddalena Evans, Nokesville, Virginia
Kristenna Nicole France, Roanoke, Virginia
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Mallory Dawn Jengo, Salem, Virginia
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 Mariah Alexis Warren, Charlotte, North Carolina
 Gina Loretta Wiese, Coventry, Connecticut
 Ellyon Elestial Williamson, McKee, Kentucky
 Heather Lynn Willis, Roanoke, Virginia
 Aryn Rene Zanetta, Midlothian, Virginia

† First Faculty Award for Academic Excellence

‡ Second faculty Award for Academic Excellence

GRADUATES WITH THE MASTER OF FINE ARTS DEGREE

Michelle Elizabeth Acker, Orange Park, Florida
 Lisa Archer, Ithaca, New York
 Jamie Lenore Barnes, Roswell, New Mexico
 Elizabeth Kay Blackmer, Ankeny, Iowa
 Ryan Blakely Brown, Haddon Township, New Jersey
 Susanna Nelson Byrd, Charlottesville, Virginia
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 Jennifer Michelle Wood, New Port Richey, Florida

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Lisa Marie Krajecki, Chicago, Illinois

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 Thomas West Hubbard, Roanoke, Virginia
 Caitlin Danielle Kelley, Franklin County, Virginia
 Paige Meredith Lucas, Portland, Maine
 Abigel Kiss McIntyre, Vinton, Virginia
 Vanessa Marie Mills, Seattle, Washington
 William Howard Slawson, Roanoke, Virginia
 Elizabeth Rigg Thomas, Roanoke, Virginia
 Ashley Summers Williamson, Roanoke, Virginia

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Jo Anne Renee Copper, Tokyo, Japan
 Ling Gui, Hunan, China
 Susan Yearwood Harrison, Salem, Virginia
 Amy Metcalf Hebert, Vinton, Virginia
 Chloe Isabella Landon, Roanoke, Virginia
 Jacqueline Paige Lynch, Richmond, Virginia
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OCTOBER 1, 2018 GRADUATES

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 Jessica Embrey Fizer, M.A.T., Spotsylvania, Virginia
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 Jeffery Michael Hancock, M.F.A., Detroit, Michigan
 Jessica Rose Iverson, M.F.A., Evanston, Illinois
 Anne McFatter Johe, M.F.A., Lafayette, Louisiana
 Benjamin Thomas Jolivet, M.F.A., Cranston, Rhode Island
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