

# Contents

2021-22

University Calendar .....	2
Hollins: An Overview .....	3
Mission of the University .....	3
History of Hollins .....	3
Hollins Today .....	4
Programs of Study .....	5
Graduate Programs .....	6
Partnerships for Graduate Studies .....	6
Special Academic Programs .....	11
Study Abroad Programs .....	12
Hollins-Affiliated Study Abroad Programs and Exchanges .....	12
Other Study Abroad Opportunities .....	16
Horizon Program .....	17
Academic Support Programs .....	19
Career Center .....	19
Center for Learning Excellence .....	19
Writing Center .....	19
Quantitative Reasoning (QR) Center .....	19
Eleanor D. Wilson Museum .....	20
Health and Counseling Services .....	20
Information Technology .....	20
Wyndham Robertson Library .....	21
Internships .....	21
Admission Guidelines .....	23
Tuition and Fees .....	28
Financial Aid .....	34
Military and Veteran's Educational Benefits .....	37
Academic Regulations .....	40
The General Education Program at Hollins .....	40
Academic Honors .....	49
Honor Societies .....	50
Awards .....	51
Student Rights/Education Records .....	54
Course Description Codes .....	55
General Education Codes .....	55
Undergraduate Courses .....	56
Faculty .....	241
Faculty Emeriti .....	247
Board of Trustees .....	249
Administrative Offices .....	250
Graduates .....	253
Index .....	256

# University Calendar 2021 - 2022

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

## Fall Term

New Students Check-In	Saturday, August 28
New Student Orientation	Saturday, August 28-Saturday, September 4
Returning Students Arrive	Sunday-Monday, August 29-30
Faculty Meeting	Monday, August 30
Class Registration & Drop/Add	Tuesday, August 31
Opening Convocation	Tuesday, August 31
Fall Classes Begin	Wednesday, September 1
Labor Day (classes in session)	Monday, September 6
Last Day to Add a Class	Wednesday, September 8
Last Day to Declare P/F/AU	Wednesday, September 29
Last Day to Drop w/out W grade	Wednesday, September 29
C3 Career Conference	Thursday-Friday, September 30-October 1
Fall Graduation Date	Friday, October 1
Session 1 ends	Friday, October 8
Fall Break (no classes)	Thursday-Friday, October 14-15
Board of Trustees Meeting	Thursday-Saturday, October 21-23
Last day to Withdraw from a Class	Wednesday, October 27
Family Weekend	Friday-Sunday, October 29-31
Short/Spring Term Advising	Monday-Friday, November 1-5
Spring Term Registration	Begins Monday, November 8
Thanksgiving Recess (no classes)	Monday-Friday, November 22-26
Session 2 ends	Friday, December 3
Last Day of Fall Classes	Thursday, December 9
Reading Day	Friday, December 10
Fall Term Examinations	Saturday-Wednesday, December 11-15
Winter Break Begins	Thursday, December 16
Grades Due	Saturday, December 18

## Short Term

Short Term Begins	Monday, January 3
Last Day to Drop/Add	Wednesday, January 5
Martin L. King Jr. Day (classes in session)	Monday, January 17
Short Term Ends	Friday, January 28
Grades due for short term seminars	Friday, February 4
Grades due for internships, ind. studies	Monday, February 28

## Spring Term

Registration & Drop/Add	Tuesday, February 1
Classes Begin	Wednesday, February 2
Last Day to Add a Class	Wednesday, February 9
Hollins Day	Thursday, February 17
Board of Trustees Meeting	Thursday-Saturday, February 17-19
Presidents Day (classes in session)	Monday, February 21
Last Day to Declare P/F/AU	Wednesday, March 2
Last Day to Drop w/out W grade	Wednesday, March 2
Session 1 ends	Tuesday, March 15
Spring Recess (no classes)	Monday-Friday, March 21-25
Last day to Withdraw from a Class	Wednesday, April 6
Fall Term Advising	Monday-Friday, April 18-22
Fall Term Registration	Begins Monday, April 25
Honors Convocation	Tuesday, May 3
Session 2 ends	Friday, May 6
Last Day of Classes	Tuesday, May 10
Reading Day	Wednesday, May 11
Spring Term Examinations	Thursday-Monday, May 12-16
Grades Due for Graduating Students	Tuesday, May 17
Grades Due for Non-Graduating Students	Thursday, May 19
Board of Trustees Meeting	Thursday-Saturday, May 19-21
Commencement	Sunday, May 22
Memorial Day	Monday, May 30
Reunion	Friday-Sunday, June 3-5

## Summer Term

Summer Term Begins	Monday, June 20
Independence Day (classes in session)	Monday, July 4
Summer Term Ends	Friday, July 29
Grades Due	Monday, August 8

# HOLLINS

## AN OVERVIEW

Hollins enrolls approximately 795 students, 687 in its undergraduate programs and 118 in coeducational graduate studies. Thirty-eight states and territories 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 29 majors with 17 concentrations and 31 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 Entrepreneurial Learning Institute, 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, new play performance, new play dramaturgy, and medical communication.

Hollins' 475-acre campus is located in Roanoke, Virginia, a metropolitan area of nearly 325,000 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 180-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 territories and more than 20 countries. The student/faculty ratio is nine to one; 90 percent of the classes have fewer than 20 students. A strong financial aid program puts a Hollins education well within reach of any student qualifying for admission. Ninety-nine percent of Hollins students receive some form of financial aid.

Hollins is independent and nondenominational and offers a four-year liberal arts curriculum. The academic year consists of two 13-week terms and a four-week Short Term in January. The university awards the bachelor of arts degree in 29 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, new play dramaturgy, and new play performance. There are many opportunities for independent study, undergraduate research, and study abroad. Hollins has 77 full-time faculty, of which 96 percent have a Ph.D. or the highest degree in their field. On average, 58 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 40.

## **BACHELOR OF ARTS (B.A.)**

Requirements for the B.A. are a minimum of 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 (with concentrations)
• Classical Philology	• Music History
Communication Studies	• Performance
Creative Writing	• Theory and Composition
Dance	Philosophy
Economics (with tracks)	Political Science
• General	Psychology (with optional concentration)
• Applied	• Clinical and Counseling Skills
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> )	Public Health
	Religious Studies
	Sociology
	Spanish
	Theatre

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

Requirements for the B.A./B.F.A. are a minimum of 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 a minimum of 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. All students will be required to participate in formal learning outcomes assessment procedures, as defined by each major program, at one or more points in their academic careers. Students should see their academic advisors for more information on the assessment procedures required in their majors.

# 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, screenwriting and film studies, theatre and new play development; 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; the certificate in new play performance for those who have obtained their bachelor's degree and desire to pursue graduate-level instruction from leading theatre professionals, along with practical experience in playmaking; and the certificate in new play dramaturgy for those who have obtained their bachelor's degree and desire to learn best practices associated with the dramaturgical aspects of new play development, bridging theatrical theory and collaborative practice.

Hollins also offers a certificate in medical communication. The courses prepare students for careers in which employees are expected to: write, edit, or develop materials about medicine and health; communicate scientific and clinical data in a variety of formats to a range of audiences; gather, evaluate, organize, interpret, and present information in a manner appropriate for the target audience; communicate expertise of ethical standards and health care knowledge. The certificate would prepare students for the exam to become Medical Writer Certified (MWC®). Those who complete the certificate and have an interest in pursuing a master's degree may count all required courses toward the master of arts in liberal studies degree.

Graduate programs at Hollins are coeducational. 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.

## Partnerships for Graduate Studies

### **APPALACHIAN SCHOOL OF LAW**

The Appalachian School of Law (ASL) and Hollins have a preferential admission agreement for Hollins students who meet certain criteria. Students must apply by January 1 of the calendar year they wish to matriculate. As long as students meet the stated criteria and requirements for character and fitness to practice law, they are guaranteed admission. Hollins students will be eligible for merit scholarships.

Requirements include:

- Graduating with a Hollins degree prior to enrolling in ASL
- A minimum 3.0 GPA as calculated by LSAC
- A minimum LSAT score of 150, taken no later than December of the senior year
- A completed application with all accompanying documents
- A successful interview with ASL

For more information, please contact the pre-law advisor, Courtney Chenette, J.D.

### **CARNEGIE MELLON UNIVERSITY'S HEINZ COLLEGE OF INFORMATION SYSTEMS AND PUBLIC POLICY**

Through our partnership with Carnegie Mellon's Heinz College, qualified Hollins undergraduate students and alumni receive a minimum scholarship of 30% of their full-time tuition costs—approximately \$7,000 per semester. This scholarship applies to up to ten students at a time. Students must meet all prerequisites for individual programs in order to be eligible for admission and indicate their status as a Hollins student/alum in the Partner section of their application.

The following programs are included in the Heinz College scholarship partnership:

- MS in Public Policy & Management
- MS in Information Systems Management
- MS in Information Security Policy Management
- Master of Arts Management

- Master of Entertainment Industry Management
- Master of Public Management
- Master of Information Technology
- Master of Healthcare Policy and Management
- Master of Healthcare Analytics and Information Technology

For more information, please contact Rebecca Halsey, Director of Strategic Academic Initiatives.

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

### **Rocovich Scholars' Early Admissions Program**

Up to five Hollins students a year may be accepted to VCOM's doctor of osteopathic medicine (D.O.) early admissions program. Students apply at the end of their sophomore year, participate in an interview round, and must meet all VCOM admission requirements, in addition to specific parameters required for the Rocovich Scholars' program. In order to apply, students must be a permanent resident of a rural area, or a federally designated medically underserved area, or qualify as being from a low socioeconomic status (SES) background, or a member of an underrepresented minority; are required to have a 3.5 overall GPA and 3.5 science GPA; must have scored 1100 or greater on SAT or 24 or greater on the ACT; and must be a U.S. citizen or permanent resident of the U.S.

If the student has a 3.7 GPA in both science and overall at time of application and through the first semester of their junior year, she is exempt from the MCAT requirement. She must maintain a 3.6 in future semesters and graduate in 4 years.

In order to enter the program, students must meet the following prerequisites and requirements:

- A minimum of 40 hours of health care and 40 hours of community volunteer hours at time of application, and 80 hours in both areas by the time of matriculation.
- No significant conduct or honor code violations.
- Course prerequisites apply.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry.

### **Guaranteed Interview Program**

For students interested in applying to VCOM's doctor of osteopathic medicine (D.O.) program through the Guaranteed Interview partnership, they should inform the pre-health sciences advisor no later than the end of their third year. Students must meet all VCOM admission requirements, in addition to specific parameters required for the Guaranteed Interview program. In order to apply, students are required to have a 3.5 overall GPA and 3.5 science GPA; have a competitive score on the MCAT; have completed 90 credit hours by time of application (at least 30 hours from Hollins); and be a U.S. citizen or permanent resident of the U.S.

In order to enter the program, students must meet the following prerequisites and requirements:

- A minimum of 40 hours of health care and 40 hours of community volunteer hours at time of application, and 80 hours in both areas by the time of matriculation.
- No significant conduct or honor code violations.
- Course prerequisites apply.
- Students must apply early in the application cycle due to VCOM's rolling admissions process. Candidates should apply to AACOMAS before September 1 and provide all remaining materials no later than October 15 for best consideration.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry.

## **MARY BALDWIN UNIVERSITY'S MURPHY DEMING COLLEGE OF HEALTH SCIENCES**

Students who meet qualifications will be guaranteed an opportunity to interview for the following programs: physician's assistant (PA), physical therapy (PT), and occupational therapy (OT).

Students interested in applying to any of the above programs through the Guaranteed Interview partnership should inform the pre-health sciences advisor no later than the end of their third year. Students must meet all Murphy Deming admission requirements, in addition to specific parameters required for the Guaranteed Interview Program. In order to apply, students are required to have a 3.4 overall GPA.; submit GRE test scores (MCAT may be substituted for PA program); complete required observation hours; and complete all course prerequisites with a "C" or above.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry.

### **MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES**

Through our partnership with Middlebury Institute of International Studies (MIIS), Hollins undergraduate students and alumni receive a \$10,000 partner scholarship towards any MIIS graduate program. Students must meet all prerequisites for individual programs in order to be eligible for admission. Students must submit a scholarship application as part of the online application be considered for guaranteed and/or partner scholarships. Students of all majors are eligible. The following MIIS programs are included in this agreement:

- MA in International Education Management
- MA in International Environmental Policy
- Master of Public Administration
- MA in International Policy and Development
- MA in International Trade and Economic Diplomacy
- MA in Nonproliferation and Terrorism Studies
- MA in TESOL
- MA in Teaching Foreign Language
- MA in Translation
- MA in Translation and Interpretation
- MA in Conference Interpretation
- MA in Translation and Localization Management

For more information, please contact Rebecca Halsey, Director of Strategic Academic Initiatives.

### **RADFORD UNIVERSITY, COUNSELOR EDUCATION**

The M.S. in Counselor Education program will reserve up to three seats per year for qualified Hollins students and alumnae/i. Clinical Mental Health Counseling and School Counseling tracks are available. For admission into the program through this partnership, requirements include: an undergraduate degree from Hollins with at least a 2.75 cumulative GPA on a 4.0 scale; three letters of recommendation; and a personal statement. No specific major is required, but preference for the reserved seats will be given to students who have completed the Hollins psychology major's clinical and counseling skills concentration.

For more information, please contact Dr. Caroline Mann, Assistant Professor of Psychology.

### **RADFORD UNIVERSITY, SOCIAL WORK**

The Master in Social Work program will reserve up to three seats per year for qualified Hollins students and alumnae/i. For admission into the program through this partnership, requirements include: an undergraduate degree from Hollins with at least a 2.75 cumulative GPA on a 4.0 scale; three letters of recommendation; a completed application with accompanying documents and essays, and previous experience with human services (work, student, volunteer). Course prerequisites include 15 hours in social science, 9 hours in humanities, and a course in biology with a lab.

For more information, please contact Dr. Caroline Mann, Assistant Professor of Psychology.

### **SHENANDOAH UNIVERSITY, ELEANOR WADE CUSTER SCHOOL OF NURSING**

An articulation agreement has been established with Shenandoah University in Winchester, Virginia for Hollins students seeking career opportunities in the field of nursing. Each year, SU 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 at the Winchester campus (fall start) and three for admission at the Leesburg campus (fall or spring start). Hollins students with a grade point average of at least 3.0 who have completed their baccalaureate degree (in any field), satisfied all general education requirements needed for their degree, and completed the specified prerequisite courses (with a science GPA of 3.0 or above) are eligible to apply.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry. See page XXX for a listing of prerequisites.

### **SHENANDOAH UNIVERSITY, SCHOOL OF HEALTH PROFESSIONS**

An articulation agreement has been established with Shenandoah University in Winchester, Virginia for Hollins students seeking career opportunities in the health professions. Each year, SU will grant priority admission to a maximum of three qualified Hollins students into the Master of Science in Athletic Training, Master of Public Health, and the Performing Arts Health and Fitness graduate certificate. Requirements vary for each program and can be found on the partnership page of my.hollins.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry, Myra Sims, Director of Athletics, or Rebecca Halsey, Director of Strategic Academic Initiatives.



### **SHENANDOAH UNIVERSITY, BERNARD J. DUNN SCHOOL OF PHARMACY**

An articulation agreement has been established with Shenandoah University in Winchester, Virginia for Hollins students seeking career opportunities in the field of pharmacy. Each year, SU will grant priority admission status to all students who meet criteria, and will be admitted unless there are no seats remaining in the class at the time of application. Students are encouraged to apply early. Priority status will be granted to those students who meet the following criteria: PCAT composite score in the 50<sup>th</sup> percentile or greater with no individual score less than the 30<sup>th</sup> percentile in combination with a 3.0 cumulative GPA; completion of all prerequisite courses and credits required for admissions with a grade of "C" or better (at least 70% of prereqs must be completed at Hollins); cumulative prerequisite GPA of at least 3.0; interview with and a letter of recommendation from the Dean of BJD or his designee; two favorable letters of recommendation from faculty members at Hollins; one letter of recommendation from a healthcare provider. Prerequisite courses can be found on the partnership page of my.hollins.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry.

### **UNIVERSITY OF PIKEVILLE SCHOOL OF BUSINESS**

The School of Business has reserved up to ten seats a year for qualified Hollins students in their online MBA program. Students must meet general admission requirements, have earned an undergraduate degree from Hollins with at least a 3.0 GPA, and submit two recommendations addressing career potential and the ability to complete graduate-level work.

All MBA program applicants will be reviewed by the MBA Graduate Program Review Committee for final admissions determination. A personal interview may be recommended prior to enrollment.

For more information, please contact Rebecca Halsey, Director of Strategic Academic Initiatives.

### **UNIVERSITY OF PIKEVILLE SCHOOL OF OPTOMETRY**

The School of Optometry (KYCO) has reserved up to three seats a year for qualified Hollins students in their Doctor of Optometry (O.D) program. Students apply at the end of their sophomore year, participate in an interview round, and must meet all KYCO admission requirements.

Requirements include:

- A Hollins undergraduate degree with at least a 3.25 cumulative and science GPA.
- An Optometry Admission Test score of 300 or above. Students scoring below the required minimum will have the opportunity to be considered as part of the normal competitive admissions pool but not one of the early admissions seats provided under this Partnership.
- Two letters of recommendation:
  - One recommendation should be from a health care provider (preferably an OD).
  - One recommendation should be from any of the following:
    - Pre-health care professional committee member
    - Pre-health care advisor
    - Science faculty member
- Course prerequisites apply.
- A successful in-person interview.

Admission to the KYCO O.D. Program is at the discretion of KYCO in conformity with KYCO admissions standards in place at the time an application for admission is submitted. Admission standards may change from time to time. This program is not available to international students.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry.

### **UNIVERSITY OF PIKEVILLE SCHOOL OF OSTEOPATHIC MEDICINE**

The School of Osteopathic Medicine (KYCOM) has reserved up to three seats a year for qualified Hollins students in their Doctor of Osteopathic Medicine program. Students apply at the end of their sophomore year, participate in an interview round, and must meet all KYCOM admission requirements.

Hollins will select and forward selected students to be considered by KYCOM for early admission. Requirements include:

- An official high school transcript and ACT/SAT scores
- An autobiographical essay that discusses future plans and aspirations (300-400 words)
- At least three letters of recommendation from:

- A high school administrator (principal, assistant principal, guidance counselor)
- A science or math teacher, and
- A physician (osteopathic physician preferred)
- A cumulative high school GPA of 3.5 or above (out of 4.0 scale).
- A 3.4 cumulative and science GPA when they graduate from Hollins.
- A Medical College Admissions Test (MCAT) score of 500 or above. Students must take the exam and have the official scores sent to AACOMAS/KYCOM.
- Course prerequisites apply.
- A successful in-person interview.

Admission to the KYCOM DO Program is at the discretion of KYCOM in conformity with KYCOM admissions standards in place at the time an application for admission is submitted. Admission standards may change from time to time. This program is not available to international students.

For more information, please contact the pre-health sciences advisor, Dr. Brian Gentry.

### **UNIVERSITY OF PIKEVILLE SCHOOL OF SOCIAL WORK**

The School of Social Work has reserved up to five seats a year in their online Master of Social Work (MSW) program for qualified Hollins applicants. Requirements include: an undergraduate degree from Hollins, a minimum GPA of 3.0, completed application materials including national and program-specific forms, and three recommendations (at least one from a professor; others can be from those in the social work field, or a field work/volunteer supervisor). Course prerequisites include:

- 6 hours of social science (sociology, political science, psychology, communication, economics, anthropology)
- 6 hours of arts and humanities (philosophy, ethics, art, theatre, religion, music, foreign language, or English)
- 3 hours of an introductory biology course or a human-based biology course
- 3 hours in natural sciences or math
- 3 hours in statistics

For more information, please contact Dr. Caroline Mann, Assistant Professor of Psychology.

### **UNIVERSITY OF VIRGINIA'S FRANK BATTEN SCHOOL OF LEADERSHIP AND PUBLIC POLICY**

Through our partnership with UVA Batten School's Master of Public Policy, Hollins undergraduate students and alumni who gain admission into the MPP program will receive a minimum scholarship of \$12,500 for Virginia residents and \$20,000 for out-of-state residents. Students must meet all prerequisites for individual programs in order to be eligible for admission and indicate their status as a Hollins student/alum in their application.

Students from all majors are eligible for admission. No official prerequisites are required, but due to the quantitative nature of the program, strongly recommended coursework includes:

- Microeconomics
- Statistics
- A Calculus-based math course

For more information, please contact Rebecca Halsey, Director of Strategic Academic Initiatives or Dr. Abrina Schnurman, Executive Director of the Batten Leadership Institute.

### **VIRGINIA TECH COLLEGE OF ENGINEERING**

Through our partnership with Virginia Tech, Hollins undergraduate students may apply as early as second semester of junior year for an admission decision to the Master of Engineering in Computer Science & Applications. Students must apply online, and fee waiver instructions will be provided a part of the online application process prior to submission. No GRE is required. Requirements include: minimum 3.0 GPA in the last 60 hours of bachelor's coursework completed; statement of purpose, including career objectives; resume; three letters of reference; official transcripts; completion of the approved Hollins course prerequisites, including CMPS 160, CMPS 260, and CMPS 217.

For more information, please contact Dr. Giancarlo Schrementi in the Math, Statistics, and Computer Science department.

# 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 64.

## **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 65-66.

## **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.

## **ENTREPRENEURIAL LEARNING INSTITUTE**

The Entrepreneurial Learning Institute supports students of all majors and minors with opportunities and programming to align academic subject matter with practical application. By connecting students to the greater local and global communities with project-based learning, innovative internships and off-campus programming focused on interdisciplinary collaboration, students find space to exercise creativity and risk taking that can produce meaningful solutions to real world problems. Navigating these learning opportunities enhances the development of Fourth Industrial skill sets necessary to affect change and create impact for the betterment of contemporary society. (This program is on hiatus for the 2021-22 academic year).

## **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 182 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 112.

## **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/Away 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 affiliated and exchange programs in over 20 countries.

Students of all disciplines may participate in study abroad. Courses taken on approved 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. However, please note, 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.

Students may apply for short-term language immersion programs beginning their freshman year and 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 available slots in affiliated programs are competitive. (e.g. Arcadia, School for Field Studies, Limerick, Ghana, and Spanish Studies Abroad).

Students enrolled in the approved study abroad programs listed below are eligible to receive financial aid from Hollins for one term. There is a \$650 administrative fee for each term spent abroad (see Fees on page 30).

In exceptional cases, students may apply to study abroad in the senior year if there are valid academic reasons for doing so. Students requesting exceptions must submit a petition to the director of international programs indicating why it is important for their academic programs that they be allowed to study abroad at a time other than the sophomore or junior year, along with letters of support from their academic advisors. The petitions and letters of support will be forwarded by the director with recommendations 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.

## 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 as well as 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.

Service-learning and internship opportunities are available for students who have completed at least one semester of advanced Spanish and can understand rapid, conversational Spanish.

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

## **ENGLAND**

Hollins' affiliation with CAPA: The Global Education Network provides students the unique opportunity to study in London and experience one of the world's most diverse cities. The CAPA London Center, which is housed in two connected Victorian townhouses in the Royal Borough of Kensington and Chelsea, offers students the opportunities to study with faculty from the United Kingdom. Students can choose from a range of courses covering a variety of disciplines including theater, business, English, Communication Studies, Political Science, Film, and many more. Students are able to become immersed in British culture through CAPA's "My Global City" events, local excursions, and live in homestays or residence halls with university students from around the world.

The program requires an overall GPA of 2.5. Space is limited and admission is competitive.

## **FRANCE**

Hollins' affiliation with International Education of Students (IES) provides students the opportunity to study in Paris in one of two academic tracks: French Studies language and culture immersion (FS) program or the Business & International Affairs (BIA) program. The BIA program is a special program designed for Hollins students that includes course options with the American Business School in Paris. IES offers a broad range of courses in language and cultural studies, business, international relations, communication studies, sociology, women's studies, political science, art, film and more. IES organizes many cultural events around Paris to help students familiarize themselves with the city and its rich culture. Students live in homestays or residence halls with university students from around the world.

The program requires an overall GPA of 3.0. Space is limited and admission is competitive.

## **GERMANY**

Through a direct exchange program with the Pädagogische Hochschule Ludwigsburg (Ludwigsburg University of Education), Hollins students can study in the beautiful German state of Baden-Württemberg, bordering France and Switzerland. Ludwigsburg is situated approximately 20 km north of Stuttgart, the capital of Baden-Württemberg and is the center of a greater urban district belonging to the Central Neckar Region. It has both a thriving local industry and important cultural attractions – 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 annual international festival of classical and modern music and a film academy. Ludwigsburg University of Education is located on the northern outskirts of the town and can be easily reached from Stuttgart by the suburban train system (S-Bahn). There is a station directly on the campus.

Courses are taught 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. Space is limited and admission is competitive.

## **GHANA**

Through a cooperative agreement, during the spring semester, Hollins students can enroll 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 courses 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**

College Year in Athens offers semester long programs with a focus on Greece and the world of the Eastern Mediterranean from ancient times to the present day. Courses in archaeology, art history, classical languages and literatures, economics, history, philosophy, political science and contemporary Greek society. Excursions to sites of cultural, historical and political significance are an integral part of this program, with additional experiential opportunities such as economic forums, student-led conferences and internships available within certain disciplines.

The program in Athens requires a cumulative GPA of at least 3.0.

## **IRELAND**

Through an agreement with the University of Limerick, students may study at this university 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 in 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 STEM majors receiving priority.

## **ITALY**

This special exchange program enables Hollins students to enroll at two universities in Italy through the Arcadia University College of Global Studies: the Umbra Institute in Perugia, and 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 Umbra Institute in Perugia offers a variety of course options including art, archeology, economics, cinema, business, history, literature, and political science, and psychology. 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.

## **ITALY – CLASSICAL STUDIES**

The Intercollegiate Center for Classical Studies in Rome (Italy) program hosted by Duke University provides an outstanding opportunity for classical studies majors. ICCS is renowned for its rigorous coursework and demanding schedule. The mandatory course, "The Ancient City," is taught by an annually selected Professor-in-Charge, and includes both weekly lectures and two excursions per week. Students are expected to complete on-site presentations each week, and will focus on the ancient and modern history of Rome, along with the topography of the archaeological sites visited over the course of the program.

This program is limited to classical studies majors with a cumulative GPA of 3.0 or higher and the support of the classical studies faculty. Space is limited and admission is competitive.

## **JAPAN**

Through Hollins's affiliation with Kansai Gaidai University in Japan, students may enroll 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, sociology and theatre. 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. Internships are available in limited fields.

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.

## **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's affiliations with Spanish Studies, Hollins students can study in Barcelona, Seville, or Alicante, Spain. Service-learning and internship opportunities are available for students who have completed at least one semester of advanced Spanish and can understand rapid, conversational Spanish.

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 can apply to take courses at the Universitat Pompeu Fabra or the Universidad Autònoma Barcelona, modern universities 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 in this program live with local host families.

Additionally, Hollins' partnership with Arcadia University offers students the opportunity to study in Granada, Spain, regardless of their Spanish proficiency. In cooperation with Universidad de Granada and its world-renowned Centro de Lenguas Modernas (CLM), Arcadia provides students with the opportunity to immerse themselves in the Spanish language and culture of Granada, one of Spain's most historic and architecturally-unique cities. Students can choose from a wide variety of courses, some taught in English, others in Spanish, such as Spanish culture, art, history, politics, economics, business, music, geography and more. While there is no minimum language requirement, students will be sorted into one of three tracks based on their proficiency, as determined by the assessment conducted at the CLM during orientation.

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. Space is limited and admission is competitive, with Spanish majors and minors receiving priority for Spanish Study Abroad programs.

## **Various Locations around the World**

### **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 (Himalayan 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), Peru (Biodiversity and Development in the Amazon), Tanzania (Wildlife Management Studies and Public Health), 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.

### **INTERNATIONAL INTERNSHIPS**

International internships are available for eligible students participating in many Hollins-approved programs abroad. Spanish Studies Abroad (Spain and Argentina), Kansai Gaidai University (Japan), IES Abroad (France), CAPA (London), College Year in Athens (Greece) and Arcadia University (Italy, Greece, and Spain) offer internship opportunities for a variety of majors. For more information about these internship opportunities and eligibility requirements, please visit the list of programs at [Hollins.StudioAbroad.com](http://Hollins.StudioAbroad.com).

## Other Study Abroad Opportunities

In addition to the programs and exchanges listed above, Hollins students have many other opportunities for foreign study. On a case by case basis, Hollins will recognize 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.

## Study Away Opportunities

### **PUERTO RICO**

Students interested in a full immersion into Spanish culture without leaving the United States 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 every day interactive environments. Service-learning and internship opportunities are available for students who have completed at least one semester of advanced Spanish and can understand rapid, conversational Spanish.

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

## Faculty-Led Study Abroad/Away Opportunities

Hollins faculty also offer short-term study abroad/away opportunities each year to a variety of countries. This includes programs in Ireland, Italy, Greece, Germany, Jamaica, and St. John US Virgin Islands. Information about these faculty-led programs are broadcast to students early in Fall and Spring semesters. See page 224.

For more information on any Hollins Abroad program, affiliated programs, or study away, visit the International Programs Office in Turner Hall or contact the office directly at 540-362-6089 or [abroad@hollins.edu](mailto:abroad@hollins.edu).



# 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 2021-22 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 30.

## **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 49.

## **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 \$7,330 for a term (\$14,660 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 2021-22 Student Handbook or contact the Student Affairs Office.

## **SCHOLARSHIPS AND FINANCIAL ASSISTANCE**

The state's VTAG grant (estimated at \$4,000 for the 2021-22 academic year) is offered to full-time Virginia residents. Later applicants are usually not funded, so it is important to apply early. Please note 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 are eligible for academic merit scholarships and 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) (please refer to page 34 for more information).

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 28-33 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 Center for Career Development and Life Design offers comprehensive career development, including individual counseling, educational workshops and mentoring/networking events involving alumnae, employers, and other industry experts, such as the annual Career Connections Conference and Career Premiere Career Fair & Expo event. 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 professionals 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 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](mailto: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.press.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 email us at [thewritingcenter@hollins.edu](mailto:thewritingcenter@hollins.edu) or use our zoom address at <https://hollins.zoom.us/j/5534499030> during normal business hours. Walk-ins are welcome, but appointments are encouraged, especially during midterms and finals.

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

Student tutors are trained and represent a variety of academic disciplines. They are available to assist students with their Applied Quantitative Reasoning (Q) projects as well as with the preparation for the math sections of the GRE and PRAXIS exams. The QR Center is open to students during the day and evenings Sunday through Thursday, as well as during the day on Fridays. 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 are 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](http://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](mailto: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 incorporating health promotion, disease prevention activities, and 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 after 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 certified medical assistant, licensed professional counselors, and a secretary/receptionist. A family practice physician is available by appointment and a psychiatrist is on site for two sessions per month.

For additional information please refer to our Health/Counseling Services Web site <https://hollins.edu/offices-and-services/health-services/>.

## **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.

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. You can print and scan on multifunction printers in all computer 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 film 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.

To support academic work from start to finish, the library provides ample study seating, group study rooms, and a number of comfortable reading spaces. Wi-Fi is available throughout the building, along with three networked printers and numerous computers on each floor. 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, 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. Ride one of our exercise bikes on the third floor, 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 experiential learning in which a student gains supervised, practical experience and skills in a professional setting. 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, the International Spy Museum, Merritt's Creek Veterinary Center, NYU Langone Health, The Phillips Collection, and UNC Press.

Recent First-Year internship organizations in the Roanoke Valley include Angels of Assisi, Blue Ridge Literacy, Bradley Free Clinic, Carilion Clinic, 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, 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.

# 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 being engaged as active members of their university community.

Hollins does not discriminate in admission because of sexual orientation, race, color, national or ethnic origin, disability, genetic information, veteran status, marital status, age, political beliefs, religion, and/or pregnancy, childbirth, or related medical conditions, and maintains a nondiscriminatory policy throughout its operation.

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) beginning on page 17.

## 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 December, with the specific date selected by the Office of Admission based on the date of scholarship competition. The admission committee begins application evaluation when all credentials have been received. Notification letters are mailed beginning in 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 (optional for domestic applicants. Self-reported or official scores are accepted but not required for consideration for admission. If a student chooses to submit scores, official copies must be received 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. Official SAT or ACT scores. If a student is unable to sit for the SAT or ACT in her region, she may write to the Director of Admission with an individual appeal for consideration without this required testing.
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. (Due to the sweeping impact of COVID-19, Duolingo will also be accepted as proof of English proficiency. A score of 105 or higher is required.)

Complete information about applying is located on the Hollins University website at [www.hollins.edu/admission/international-students/](http://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. Credits will be approved in consultation with the university registrar and the chairs of the relative departments.

### **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.”

### **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. Transcripts from every high school and college you have attended. Unofficial versions of the transcript may be accepted for admission, but official transcripts from any secondary school or university previously attended will be required at the time of enrollment. These documents must be received before matriculation.
3. A College Official's Report (available on the university's website) from the most recent college you attended.
4. SAT or ACT scores (optional for domestic applicants). Self-reported or official scores are accepted but not required for consideration for admission. If a student chooses to submit scores, official copies must be received upon enrollment.
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.

### **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.

## 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. Any student returning to Hollins University after an absence of 5 years or more must (re)take the Quantitative Reasoning Placement Test in order to determine appropriate placement. See page 32 for readmit fee.

### **STUDENTS WHO ARE CALLED TO ACTIVE MILITARY SERVICE**

Hollins University, following federal and state laws and guidelines, makes accommodations for full-time and part-time undergraduate and graduate students serving in any branch of the armed forces of the United States who are called to active military service.

A student who is called to active military service should present their orders to the Dean of Academic Success (for enrolled undergraduate students), the Manager of Graduate Services (for admitted and enrolled graduate students), the School Certifying Official (for both admitted and enrolled undergraduate and graduate students), and the Vice President for Enrollment Management (for admitted and enrolled undergraduate students who are called to military service before the first day of classes of their first semester). These university officers will initiate Hollins' procedures for ensuring that the student can step away from their studies temporarily without financial or academic penalty.\*

Admitted students who are called to active military service before the first day of their first semester at Hollins are eligible to transfer their status into deferment for up to five years. Students who are called to active military service during an academic term in which they are enrolled will have the option to complete the semester in which they are enrolled provided their absence from the campus is short, or to take a military leave of absence if their call to active military service necessitates a longer absence. Both of these options are outlined in detail below.

#### Semester Completion Options:

A student who needs to be away from campus due to active military service for a short period of time during a term--generally no longer than two weeks--will work with the Dean of Academic Success or the Manager of Graduate Services and the student's faculty members to develop a plan to complete missed work.

An undergraduate student who is called to active military service after the eighth week of an academic term, or a graduate student who is called to active military service having completed more than 50% of their coursework as determined by the faculty, may request incomplete grades from instructors and remain enrolled at the university through the end of the academic term, as outlined in the university's policy for incompletes. Students who are in good academic standing and earn a passing grade in at least one class for the term in question may carry incompletes for up to 12 months. If incompletes are not finished within 12 months, the student will be withdrawn from those classes and a grade of W will appear on the transcript.

Alternatively, if the student and their instructors mutually agree that a sufficient amount of work has been completed to assign a semester grade, the student will receive final semester grades at the time they are called to active military service.

Any remaining classes that the student neither completes nor receives an incomplete grade for will be withdrawn with a grade of W appearing on the transcript.

#### Military Leave of Absence Option:

A student who is called to active military service and is not able to complete the semester in which they are enrolled can opt for a military leave of absence from the university. A military leave of absence can extend for up to five years from the term the student elects the military leave of absence.

A student may withdraw from all courses as of the effective date of the military orders to report to active duty. Upon withdrawal, tuition for the term will be refunded 100%; however, for a student receiving federal financial aid funds, the university is required to return those funds to the federal aid programs based on specific federal guidelines and calculations which will determine the amount available to be credited to the student's account. If the student is receiving Post 9/11 GI Bill® (Chapter 33) benefits, the university is required to return funds to the Veterans' Administration in accordance with their regulations. For a student whose tuition has been completely refunded, the full amount of institutional and state aid for that term will be cancelled since there would be no tuition liability for the student. The student may be eligible for those funds in a future semester, in accordance with proper application and qualification procedures.

Room and Board will be refunded on a daily pro rata basis based on the date the student officially goes on a military leave of absence from the university.

No grades will appear on the transcript of a student who goes on a military leave of absence prior to the last day to drop classes in a term. A student who goes on a military leave of absence after the last day to drop classes in a term will receive grades of "W" on their transcripts along with the following notation "Withdrew, effective date (Military Service)."

Students who are called to active military service during a term in which they are enrolled are encouraged to meet with the Dean of Academic Success or the Manager of Graduate Services to discuss the best academic option for them. They are also encouraged to meet with the Director of Scholarships and Financial Assistance to discuss how a military leave of absence might impact their financial aid.

#### Reinstatement:

An undergraduate student who is admitted to Hollins but called for active military service before the first day of classes of their first semester is eligible to transfer their admission status into deferment for up to five years. In the deferment period, the student must contact Hollins' Vice President for Enrollment Management at least once per calendar year regarding their intended start term. A student in deferment status may not enroll in any credit-bearing courses at another college or university. If credits are conferred to the student from another college or university during the deferment period, the student must re-apply to Hollins as a transfer student and submit all necessary documents to support their application.

A graduate student who has been admitted to Hollins but called for active military service before the first day of classes of their first semester is eligible to defer their enrollment for up to five years. While their admission is deferred, the graduate student is required to contact the Manager of Graduate Services at least once per calendar year regarding their intended start term. Any graduate student unable to accept their offer of admission within the five-year period, will be withdrawn. New application materials will be required if they desire to enroll after the fifth year.

When a student who was on a military leave of absence is ready to return to the university, they should contact the Dean of Academic Success or the Manager of Graduate Services as well as the School Certifying Official to notify them of their intent to return. These university officers will initiate the reinstatement process.

Provided the student has returned to the university within the five-year time frame and has notified the university of their intent to return no longer than three-years after they completed their military service, they will not have to reapply and will be reinstated with the same academic status under which they went on military leave of absence. The Federal Student Aid Handbook states the following regarding reinstatement (provided the student returns within the time frames indicated above): "If the student is readmitted to the same program, for the first academic year in which [s]he returns, the school must assess the tuition and fee charges that [s]he was or would have been assessed for the academic year during which [s]he left school" (2-71). In the event a program is discontinued during the military leave of absence, the student will work with the Dean of Academic Success or Manager of Graduate Services to determine an appropriate program to enter upon reinstatement.

Questions regarding Hollins' policy should be directed to [dean@hollins.edu](mailto:dean@hollins.edu) for undergraduate students and [hugrad@hollins.edu](mailto:hugrad@hollins.edu) for graduate students.

\*Please note that any charges or refunds as well as the cost of attending following reinstatement will be assessed by the Business Office and the Office of Scholarships and Financial Assistance in accordance with university policy and guidelines outlined in The Federal Student Aid Handbook and SCHEV's Virginia Tuition Relief, Refund, and Reinstatement Guidelines.

# 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	\$14,660.00
Student Government Association Fee	\$300.00
Technology Fee	\$500.00
Green Fee	\$10.00
Comprehensive Fee	\$54,830.00

Mailbox Fee	\$70.00
Single room extra charge	\$1,050.00
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 2 for others); due April 1 for returning students. Credited toward the student's account.

### **BALANCE**

Due August 10, 2021	\$27,450.00*
Due January 10, 2022	\$27,450.00

Single term only \$27,450.00  
(with or without Short Term)

\* 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	\$500.00
Green Fee	\$10.00
	\$40,170.00

### **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 2 for others); due April 1 for returning students. Credited toward the student's account.

### **BALANCE**

Due August 10, 2021	\$20,085.00*
Due January 10, 2022	\$20,085.00

Single term only \$20,085.00  
(with or without Short Term)

\* 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	\$19,960.00 per term
------------------------	----------------------

**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 2 for others); due April 1 for returning students. Credited toward the student's account.

**BALANCE**

Due August 10, 2021	\$19,960.00*
Due January 10, 2022	\$19,960.00

Single term only (with or without Short Term)	\$19,960.00
--	-------------

Short Term per credit	\$1,233.00
* less applicable deposit	

**FULL-TIME, RESIDENT HORIZON STUDENTS****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 2 for others); due April 1 for returning students. Credited toward the student's account.

**BALANCE**

Due August 10, 2021	\$27,450.00*
Due January 10, 2022	\$27,450.00

Single term only (with or without Short Term)	\$27,450.00
*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 10) 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 \$27,660 per term.

### **FEES FOR HOLLINS SUMMER CREDIT**

Offerings for summer credit are limited to summer reading, internships, or independent studies.

INDEPENDENT STUDY: Tuition for Hollins independent study credit earned over summer term (excluding summer reading credit) is \$1,233 per credit for summer 2021.

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: \$150 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 \$1,050 per year. Tinker single room – an additional \$525 per year. Double room as a single - an additional \$4,575 per year.

MUSIC: The fees for one-hour private music lessons (MUS 103-109) are \$445 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. The fee for MUS 101: Beginning Class Piano, MUS 102: Piano Proficiency Class, MUS 110: World Music Ensemble, MUS 112: Mariachi Ensemble, MUS 114: Wild String Ensemble, and MUS 116: Appalachian Music Ensemble is \$150 per term. **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: \$1195 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 10, 2021 (September–December)	\$2400
Due December 10, 2021 (January)	\$600
Due January 10, 2022 (February–May)	\$2400

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

TECHNOLOGY FEE: \$250 per term for full-time students. \$125 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:** Nelnet Enterprise is our online billing and payment system, which students can access in the Hollins Information System (HIS) secure portal. **Paper bills are not mailed to students.** The online billing statement serves as the official bill of the university. 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 Party 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 and Authorized Parties 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 Party'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

It is important to recognize that the e-bill 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 are required to pay tuition and fees in full or have approved financial aid for any outstanding balances by the due dates. **A late payment charge of 3% of the unpaid outstanding balance over 30 days past due will be assessed each month. The late payment charge will accrue monthly until the past due balance is paid in full. In addition, a hold flag will be placed on a student's account if the balance is not paid by the due date, 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 interest-free six, five, or four-month payment plans by term administered through Nelnet Campus Commerce. There is a \$25 per term nonrefundable enrollment fee. For more information visit

[www.MyCollegePaymentPlan.com/hollins](http://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 parties.

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

**VETERANS BENEFITS:** Student veterans and students who are dependents of veterans may be eligible for tuition assistance from the Veterans Administration (VA). By federal law, students for whom the VA 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. The grievance policy for student veterans and students who are dependents of veterans is set by the Virginia State Approving Agency as follows: *"The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy if the situation cannot be resolved at the school, the beneficiary should contact our office via email [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov)."*

**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 Sept. 16, 2021  
50% tuition refund for withdrawal by Sept. 23, 2021  
25% tuition refund for withdrawal by Oct. 14, 2021  
Beginning Oct. 15, 2021, no tuition refund

### **Spring Term**

90% tuition refund for withdrawal by Feb. 17, 2022  
50% tuition refund for withdrawal by Feb. 24, 2022  
25% tuition refund for withdrawal by Mar. 17, 2022  
Beginning Mar. 18, 2022, no tuition refund

**BOARD:** Board will be refunded on a daily pro rata basis less an administrative fee (\$200 for 2021-22).

**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 2021-22).

**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.

Students who stop reporting to class and cease to engage in academically-related activities before the semester concludes are considered by the U.S. Department of Education to have “unofficially withdrawn” from their courses. Hollins University may be required to return a substantial portion of an “unofficially withdrawn” student’s federal student aid to the government for the semester in question. This would result in an outstanding balance with the university.

**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. Students must register for credit classes and must be enrolled at the Hollins campus, in the Hollins Abroad program in London, or in approved Hollins-affiliated programs. Hollins-affiliated approved programs are across the globe in Africa, Asia, Australia, the Caribbean, the European Union, as well as Central and South America. 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. Parents who borrow a federal PLUS loan must request a credit check form annually from our office.

## FINANCIAL AID PROBATION

In addition to demonstrating financial eligibility and maintaining enrollment in credit classes each term, students must maintain satisfactory academic progress. Satisfactory academic progress (SAP) includes a qualitative component (grade point average) and quantitative component (credit hours completed). Please read the section on academic probation found on page 41 for detailed information on these requirements.

Transfer credits accepted from another institution are counted as both attempted and completed credit hours in the quantitative measure of SAP. However, grades earned from any transferred courses are not factored into students' Hollins University grade point average. A repeated course is counted as a separate course for SAP purposes and will not replace the original course's grade. Incomplete grades are counted as attempted credits, but they are not considered completed credits. As a measure of quantitative progress, incomplete courses may negatively impact a student's SAP status. Therefore, it is beneficial for students to have grade changes submitted for incomplete coursework as soon as possible after the conclusion of a term. Additionally, incomplete grades will convert to failing grades for students who do not submit all required coursework to their professors by the established deadlines.

After the first four weeks of the term and through the eighth week, students may withdraw from a course(s). A grade of W will appear on the academic transcript, which will not affect their GPA. 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). Withdrawn courses impact the quantitative component of SAP.

Failure to meet satisfactory academic progress will impact a student's eligibility for financial aid, as follows:

1. Students will be warned in writing of their probation status for their first semester not meeting SAP. This notification will alert students that they have the forthcoming semester to meeting satisfactory academic

standing. Students who are placed on academic probation (see page 46) for their second consecutive regular term are immediately ineligible for financial aid. This places the students on 'unsatisfactory academic progress' (UAP) probation status for financial aid. Such students will be notified of their status in writing by the Office of Scholarships and Financial Assistance. Students may reapply for financial aid after they have removed themselves from probation. Students who feel that they have extenuating circumstances may appeal this financial aid decision once. Please consult the section below on appeals, or contact 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 coursework during the summer at another institution to make up the deficiency. The student must verify that such coursework will be accepted by Hollins. Further, an official academic transcript documenting summer work must be received by the Hollins University registrar.
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.

### **UNSATISFACTORY ACADEMIC PROGRESS PROBATION APPEALS**

Students who lose eligibility for federal and institutional financial aid, due to their unsatisfactory academic progress ("UAP") status, may appeal to have their federal and institutional financial aid reinstated. Students may appeal once during their academic career at Hollins University. A UAP appeal form will be automatically sent to students eligible to file an appeal. Appeals should be based on extenuating circumstances beyond students' control, such as illness, a family emergency, or unavoidable circumstance. Additionally, students will be asked to explain why they failed to meet satisfactory academic progress, and what has changed in their situation that will allow them to succeed in the upcoming semester. Completed UAP appeal forms should be submitted to the dean of academic success (dean@hollins.edu) prior to the start of the following semester. The dean, along with the director of financial aid, will review all appeals and notify students of their decision via email. In the case of a split vote, one vice president will be asked to join the review committee and cast the deciding vote.

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 may owe a balance to the institution.

If a student earned more aid than was disbursed, the institution would owe the student a post-withdrawal disbursement. Hollins will disburse any federal grant funds a student is eligible for as part of a post-withdrawal disbursement within 45 days of the date Hollins determines the student withdrew. If applicable, Hollins will notify the student about the availability of federal loan funds eligible for a post-withdrawal disbursement within 30 days of the date the school determines the student withdrew. The student will have 14 days to respond to the post-withdrawal loan request in writing. If the student accepts any post-withdrawal loan funds, Hollins will disburse those funds within 180 days of the date Hollins determines the student withdrew. All post-withdrawal grant and/or loan funds will be applied to the Hollins University student account.

If a Return of Title IV Aid calculation results in a credit balance on a student's account, the University will refund the credit to the student within 14 days of the calculation date, unless the student has indicated otherwise in writing. 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 their 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 their financial aid package revised if their 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 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.

# Military and Veterans' Educational Benefits

Students applying for admission to Hollins University who intend to use VA benefits are requested to notify the VA School Certifying Official early in the admission process. Students will complete a form to verify VA benefit information.

The following is a compilation of information specifically referencing military/veterans' educational benefits. Students will need to be familiar with the associated information in each section referenced.

## **HORIZON PROGRAM** (page 17)

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.

## **ADMISSION INFORMATION - MILITARY CREDIT** (page 25)

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** (page 24)

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.

## **STUDENTS WHO ARE CALLED TO ACTIVE MILITARY SERVICE** (pages 26-27)

Hollins University, following federal and state laws and guidelines, makes accommodations for full-time and part-time undergraduate and graduate students serving in any branch of the armed forces of the United States who are called to active military service.

A student who is called to active military service should present their orders to the Dean of Academic Success (for enrolled undergraduate students), the Manager of Graduate Services (for admitted and enrolled graduate students), the School Certifying Official (for both admitted and enrolled undergraduate and graduate students), and the Vice President for Enrollment Management (for admitted and enrolled undergraduate students who are called to military service before the first day of classes of their first semester). These university officers will initiate Hollins' procedures for ensuring that the student can step away from their studies temporarily without financial or academic penalty.\*

Admitted students who are called to active military service before the first day of their first semester at Hollins are eligible to transfer their status into deferment for up to five years. Students who are called to active military service during an academic term in which they are enrolled will have the option to complete the semester in which they are enrolled provided their absence from the campus is short, or to take a military leave of absence if their call to active military service necessitates a longer absence. Both of these options are outlined in detail below.

### Semester Completion Options:

A student who needs to be away from campus due to active military service for a short period of time during a term--generally no longer than two weeks--will work with the Dean of Academic Success or the Manager of Graduate Services and the student's faculty members to develop a plan to complete missed work.

An undergraduate student who is called to active military service after the eighth week of an academic term, or a graduate student who is called to active military service having completed more than 50% of their coursework as determined by the faculty, may request incomplete grades from instructors and remain enrolled at the university through the end of the academic term, as outlined in the university's policy for incompletes. Students who are in good academic standing and earn a passing grade in at least one class for the term in question may carry incompletes for up to 12 months. If incompletes are not finished within 12 months, the student will be withdrawn from those classes and a grade of W will appear on the transcript.

Alternatively, if the student and their instructors mutually agree that a sufficient amount of work has been completed to assign a semester grade, the student will receive final semester grades at the time they are called to active military service.

Any remaining classes that the student neither completes nor receives an incomplete grade for will be withdrawn with a grade of W appearing on the transcript.

#### Military Leave of Absence Option:

A student who is called to active military service and is not able to complete the semester in which they are enrolled can opt for a military leave of absence from the university. A military leave of absence can extend for up to five years from the term the student elects the military leave of absence.

A student may withdraw from all courses as of the effective date of the military orders to report to active duty. Upon withdrawal, tuition for the term will be refunded 100%; however, for a student receiving federal financial aid funds, the university is required to return those funds to the federal aid programs based on specific federal guidelines and calculations which will determine the amount available to be credited to the student's account. If the student is receiving Post 9/11 GI Bill® (Chapter 33) benefits, the university is required to return funds to the Veterans' Administration in accordance with their regulations. For a student whose tuition has been completely refunded, the full amount of institutional and state aid for that term will be cancelled since there would be no tuition liability for the student. The student may be eligible for those funds in a future semester, in accordance with proper application and qualification procedures.

Room and Board will be refunded on a daily pro rata basis based on the date the student officially goes on a military leave of absence from the university.

No grades will appear on the transcript of a student who goes on a military leave of absence prior to the last day to drop classes in a term. A student who goes on a military leave of absence after the last day to drop classes in a term will receive grades of "W" on their transcripts along with the following notation "Withdrew, effective date (Military Service)."

Students who are called to active military service during a term in which they are enrolled are encouraged to meet with the Dean of Academic Success or the Manager of Graduate Services to discuss the best academic option for them. They are also encouraged to meet with the Director of Scholarships and Financial Assistance to discuss how a military leave of absence might impact their financial aid.

#### Reinstatement:

An undergraduate student who is admitted to Hollins but called for active military service before the first day of classes of their first semester is eligible to transfer their admission status into deferment for up to five years. In the deferment period, the student must contact Hollins' Vice President for Enrollment Management at least once per calendar year regarding their intended start term. A student in deferment status may not enroll in any credit-bearing courses at another college or university. If credits are conferred to the student from another college or university during the deferment period, the student must re-apply to Hollins as a transfer student and submit all necessary documents to support their application.

A graduate student who has been admitted to Hollins but called for active military service before the first day of classes of their first semester is eligible to defer their enrollment for up to five years. While their admission is deferred, the graduate student is required to contact the Manager of Graduate Services at least once per calendar year regarding their intended start term. Any graduate student unable to accept their offer of admission within the five-year period, will be withdrawn. New application materials will be required if they desire to enroll after the fifth year.

When a student who was on a military leave of absence is ready to return to the university, they should contact the Dean of Academic Success or the Manager of Graduate Services as well as the School Certifying Official to notify them of their intent to return. These university officers will initiate the reinstatement process.

Provided the student has returned to the university within the five-year time frame and has notified the university of their intent to return no longer than three-years after they completed their military service, they will not have to reapply and will be reinstated with the same academic status under which they went on military leave of absence. The Federal Student Aid Handbook states the following regarding reinstatement (provided the student returns within the time frames indicated above): "If the student is readmitted to the same program, for the first academic year in which [s]he returns, the school must assess the tuition and fee charges that [s]he was or would have been assessed for the academic year during which [s]he left school" (2-71). In the event a program is discontinued during the military leave of absence, the student will work with the Dean of Academic Success or Manager of Graduate Services to determine an appropriate program to enter upon reinstatement.

Questions regarding Hollins' policy should be directed to dean@hollins.edu for undergraduate students and hugrad@hollins.edu for graduate students.

\*Please note that any charges or refunds as well as the cost of attending following reinstatement will be assessed by the Business Office and the Office of Scholarships and Financial Assistance in accordance with university policy and guidelines outlined in The Federal Student Aid Handbook and SCHEV's Virginia Tuition Relief, Refund, and Reinstatement Guidelines.

### **BILLING** (pages 31-33)

Students are required to pay tuition and fees in full or have approved financial aid for any outstanding balances by the due dates. **A late payment charge of 3% of the unpaid outstanding balance over 30 days past due will be assessed each month. The late payment charge will accrue monthly until the past due balance is paid in full. In addition, a hold flag will be placed on a student's account if the balance is not paid by the due date, 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.

**VETERANS BENEFITS:** Student veterans and students who are dependents of veterans may be eligible for tuition assistance from the Veterans Administration (VA). By federal law, students for whom the VA 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. The grievance policy for student veterans and students who are dependents of veterans is set by the Virginia State Approving Agency as follows: *"The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy if the situation cannot be resolved at the school, the beneficiary should contact our office via email [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov)."*

**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

# 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 minimum of 128 credits are general education skills and perspectives, at least 32 credits in a major, and elective courses selected by students in consultation with their advisors to maximize the benefits of a liberal arts education and to prepare students for life after graduation.

## **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 minimum of 150 credits are general education skills and perspectives, 82 credits in dance, and elective courses selected by students in consultation with their advisors to maximize the benefits of a liberal arts education and to prepare students for life after graduation.

## **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 minimum of 140 credits are comprised of courses in the major department (biology, chemistry, environmental science, mathematics, or psychology), allied courses, general education skills and perspectives, free electives, and elective courses selected by students in consultation with their advisors to maximize the benefits of a liberal arts education and to prepare students for life after graduation.

## **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. For the purpose of determining breadth, the discipline represented by a cross-listed course may be any of the cross-listed disciplines, regardless of which was used for registration.
- 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). Transfer students who enter Hollins as first-year students are held to the same requirements for LAN as traditional first-time, first-year students. Transfer students who enter Hollins as sophomores or juniors are only required to complete through the elementary level of any language to satisfy LAN. 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. 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.

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 223-226 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 15.

### **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 26 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 30).

### **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. The student is expected to complete the work so the instructor can submit a final grade within six weeks of the close of the term. If a grade is not submitted by this deadline, the grade of I will be changed to an F. The instructor may extend this deadline into the next subsequent full term, as long as the student is informed of potential effects on satisfactory academic progress. If a grade is not submitted for the incomplete by the end of the next full term, the grade of I will be changed to an F. Exceptions for due dates beyond the term following the incomplete require approval of the academic policy committee.

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 8, 2020 (Term 1) and February 9, 2022 (Term 2) – first week of the regular term. They may drop courses until September 29, 2020 (Term 1) and March 2, 2022 (Term 2) – the fourth week of the regular term. The drop/add deadline for Short Term 2020 is January 5, 2022. Students may withdraw from a course from September 30 until October 27, 2021 (Term 1) and from March 3 until April 6, 2022 (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 Academic Services 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 40
  - Bachelor of Arts: a minimum of 128
  - Bachelor of Science: a minimum of 140
  - Bachelor of Arts and Fine Arts: a minimum of 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 43 and 221-223
- Physical education activity courses: 2 taken in separate terms (one of which must include a well-being designation: h) see page 44
- At least one major: all major requirements must be completed – see page 40 and departmental descriptions beginning page 56
- General Education: Education through Skills and Perspectives (ESP) see pages 40-43
  - 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.

- Elective courses selected by students in consultation with their advisors to maximize the benefits of a liberal arts education and to prepare students for life after graduation.
- 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 and at least 56 graded credits for all other transfer students)

*Magna cum laude*: 3.70 with at least 112 graded credits

(at least 84 graded credits for 3-year transfer students and at least 56 graded credits for all other transfer students)

*Cum laude*: 3.50 with at least 112 graded credits

(at least 84 graded credits for 3-year transfer students and 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 15<sup>th</sup> 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 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:

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

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

**101, 102:** Course numbers separated by a comma continue through the year.

**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)**

**Instructor**

Course description. Prerequisite, corequisite, or permission. Term offered. (Gen Ed codes)

# Undergraduate Courses

## Art

## MAJORS, MINORS

**PROFESSORS:** Christina Salowey (classical studies)  
**ASSOCIATE PROFESSORS:** Genevieve Hendricks, Elise Schweitzer  
**ASSISTANT PROFESSOR:** Mary Zompetti  
**VISITING ASSISTANT PROFESSORS:** Andrea Martens, Kristin Strehle  
**FRANCES NIEDERER ARTIST-IN-RESIDENCE:** Rita Maas (spring term)  
**VISITING LECTURERS:** Josh Manning, Jennifer Shamy (art education)  
**STUDIO ART TECHNICIAN:** Hona Knudsen

The art department offers majors and minors in art history and studio art. Note: students may not declare both a major and a minor within the art department.

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

**Salowey**

Also listed and described as CLAS 245. Open to first-year students. Offered Term 1. (f, w, x, AES, PRE)

### **ART 250: SPECIAL TOPICS: ART OF THE GLOBAL PRE-MODERN WORLD (4)**

**Streahle**

This course approaches visual culture from the Medieval period through the Renaissance, through the critical lenses of diasporas, transnational histories, migration, and the legacies of colonialism. In this class students will rethink Art History's canons, objects, and sites of inquiry. Offered Term 1.

### **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 2021-22. (w, AES)

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

**Department**

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 2021-22. (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. No prerequisite. Not offered in 2021-22. (AES, PRE)

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

**Streahle**

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. No prerequisite. Offered Term 2. (AES, PRE)

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

**Streahle**

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 2021-22. (AES, MOD)

### **ART 269: GREEN BY DESIGN: SUSTAINABLE ARCHITECTURE AND THE ENVIRONMENT (4)**

**Hendricks**

Sustainability denotes one of the main future challenges of societies and the global community. Issues of sustainability range from energy and natural resources to biodiversity loss and global climate change. Properly dealing with these issues will be crucial to future societal and economic development. By examining the progressive development of green architecture in the 20th century, this course will illustrate how it is ever evolving and ameliorated through alterations in form, technology, materials and use, examining different places worldwide that represent a diversity of cultural and climatic contexts. Also listed as ES 269. Open to first-year students. No prerequisite. Offered Term 1. (MOD, GLO).

**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)****Department**

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 2021-22. (w, x, AES)

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

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 2021-22. (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 2021-22.

**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. Not offered in 2021-22. (DIV, MOD)

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

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 2021-22. (AES, MOD)

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

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 2021-22.

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

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 2021-22. (o, AES, PRE)

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

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. Not offered in 2021-22.

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

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 2021-22. (w, x, AES, MOD)

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

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 2021-22. (AES, PRE)

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

**Salowey**

Also listed as CLAS 355. Prerequisite: ART/CLAS 261 or permission. Offered Term 2. (AES, PRE)

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

**Hendricks**

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 2021-22. (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 2021-22. (AES, DIV)

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

**Culligan, Strehle**

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)**

**Department**

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)**

**Hendricks**

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)**

**Strehle**

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

## 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 30).*

### ART 100: DRAWING I (4)

**Martens, Schweitzer**

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. No prerequisite. Offered both terms. (CRE)

**ART 197F: FIRST-YEAR SEMINAR – THE POLITICAL PRINT (4)****Martens**

How does art act as an agent of change? How did social change occur before Facebook, Twitter, and Memes, and how does it ignite today? This course will examine the intersection of art and activism within printmaking, which has a unique history of involvement in ideas and work for social and political change. We will investigate printmaking's role within various historical movements, including the Works Progress Administration (WPA), German Expressionism, and Social Realism. The course will include research component(s) into these movements and individual artists, as well as studio-based projects in printmaking. There is a small course fee for studio supplies. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

**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 2021-22. (CRE)

**ART 203: INTRODUCTION TO FILM PHOTOGRAPHY (4)****Zompetti**

Explore the fundamentals of black and white film photography and learn how to "draw with light"! This hands-on course will include an overview of manual camera controls, film processing techniques, and printing in a traditional darkroom. Composition and creative expression will be discussed in supportive critique sessions, and students will study contemporary artists working with film methods. Students are encouraged to bring their own 35MM film camera, as there are a limited number of cameras available for check-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 2020-21. (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 2021-22. (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 2021-22.

**ART 216: BEGINNING WHEEL-THROWN CERAMICS (4)****Manning**

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)****Manning**

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 2021-22. (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 2021-22. (CRE)

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

**Martens**

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. Offered Term 1.

**ART 230: PAINTING (4)**

**Schweitzer**

Methods, materials, techniques of pictorial organization, from observation, using oil paint. Emphasis is on construction of form by color. Class sessions are directed, and weekly outside paintings are required. Evaluation by portfolio. Lab fee required. No prerequisite. Open to first-year students. Offered Term 1. (CRE)

**ART 250: SPECIAL TOPICS: CAMERALESS PHOTOGRAPHY (4)**

**Zompetti**

Using light, paper and environmental conditions, students will create unique photographs without the use of a camera in this experimental, hands-on class. Traditional and experimental darkroom methods, such as photograms, lumen printing and chemigrams will be covered, along with alternative historic processes such as cyanotype. Students will also study artists making exciting and innovative work without the use of a camera. Lab fee required. No prerequisite. Open to first-year students. Offered Term 1.

**ART 250: SPECIAL TOPICS: BEAUTIFUL SHAPES, DRAWING CONCEPTS (4)**

**Schweitzer**

This studio course builds a foundational understanding of shape, design and color. From there, students will branch out into drawing beginning and advanced linear perspective, the golden ratio and logarithmic spirals, non-representational drawing traditions, making paper kinetic sculpture and painting geometric abstractions in water-based media. We'll ask ourselves how we define beautiful form, search for beauty in new places, and work to create beautiful things in the studio. 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)**

**Department**

This course provides instruction in a variety of processes that involve hand-applied emulsions, including Cynotypes, 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. Not offered in 2021-22

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

**Schweitzer**

This course will focus on developing a personal language of form in the terms of painting. The focus will be on work in oil paint, on a large scale, with appropriate studies and related works in other media. Students will work on increasing their effectiveness at translating observations into expressive forms. Evaluation is by portfolio. Lab fee required. Prerequisite: ART 230. Offered Term 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 2021-22. (CRE)

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

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. Not offered in 2020-21.

**ART 350: SPECIAL TOPICS: PORTRAIT PAINTING (4)****Schweitzer**

Through studio work including painting from the model, demonstrations and lectures, we will explore the structure of the human face, color theory, historical oil paint glazing techniques and contemporary direct painting strategies. This course includes an emphasis on contemporary and imaginative approaches to the portrait alongside historical perspectives in painting. Lab fee required. Prerequisites: ART 100 or ART 230 or instructor permission. Offered Term 2.

**ART 350: SPECIAL TOPICS: ADVANCED PHOTOGRAPHY (4)****Zompetti**

Expand your knowledge of photography in this hands-on darkroom and digital photography class. Advanced black and white darkroom techniques will be covered, including printing on fiber-based papers, and students will shoot a variety of film types, utilizing multiple camera formats to achieve various creative effects. In the digital lab, both digital and color film photography, film scanning, and photo editing techniques in Adobe Lightroom and Photoshop will be covered, with an emphasis creating high-quality digital files for large-format printing. Composition and creative expression will be discussed in supportive weekly critique sessions, and students will study a variety of contemporary photographic artists. Lab fee required. Prerequisite: ART 203. Offered Term 2.

**ART 350: SPECIAL TOPICS: ADVANCED CERAMICS (4)****Manning**

This course is intended to build and expand upon prior experience within the ceramic studio through advanced clay, glaze, and kiln study. We will utilize the fundamental aspects of forming clay with the aim of purposefully merging glaze to form via fire. This course will cover glaze, kiln firing theory, and practice along with an overview of historical and contemporary trends with the field. Lab fee required, approximately \$110. Prerequisites: ART 216 or 217. Offered both terms.

**ART 351: ARTIST-IN-RESIDENCE: (2)****Maas**

A two-credit course taught by the Frances Niederer Artist-in-Residence each year. 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! Prerequisite: ART 100. Offered Term 2. (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)****Zompetti**

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)****Martens**

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 223: Business Law and Ethics (4)
  - BUS 228: Customer Acquisition (4)
  - BUS 252: Organizational Behavior (4)
  - BUS 244: Introduction to 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 2021-22.



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 Teams and Projects (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. Open to first-year students. 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 and 472 offered both terms.

### **LEADERSHIP SEMINARS (2 from list)**

#### **Seminars open to all students**

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 223: Business Law and Ethics

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 340: Imaginative Thinking, Moving and Crafting II  
 ECON 386: Managerial Economics  
 EDUC 141: Schooling in American Society  
 ENG 132: Folk and Fairy Tales  
 ENG 284: The Beat Generation  
 ENG 333: Shakespeare's Women  
 ENG 358: Literature of the African Diaspora  
 ES/GWS 219: Food, Culture and Social Justice  
 ES/ INTL 210: World Geography  
 ES/PHYS 225: Energy and the Environment  
 ES 470: Environmental Studies Capstone Seminar  
 FILM 281: Video Production  
 FILM 334: Directing for Film  
 FREN 324: Introduction to French & Francophone Women Writers  
 FREN 470: Senior Seminar  
 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: Women and Gender in Modern Europe  
 GWS/HIST 334: Sex and Race in the Age of Empire  
 HIST 155: Hitler and the Holocaust  
 HIST 221: Civil Rights Movement in America  
 HIST 265: African-American History Since 1865  
 HIST 318: American Colonial History  
 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 255: Conquest  
 POLS/SOC 323: Small Cities Studio  
 POLS 363: Constitutional Law  
 PSY 215: Motivation and Emotion  
 PSY 361: Theory & Research in Clinical/Counseling Psychology  
 PSY 450: Special Topics: Psychology Senior Capstone  
 SOC 110: Introduction to Sociology  
 SPAN 327: Hispanic Women  
 THEA 161: Acting Dynamics  
 THEA 363: Directing

**PROFESSORS:** Renee Godard, C. Morgan Wilson (chair)

**ASSOCIATE PROFESSOR:** Rebecca Beach

**ASSISTANT PROFESSORS:** Mary Jane Carmichael, Elizabeth Gleim

**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 sophomore seminar, one semester of senior capstone, and allied courses (52-70 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)
- BIOL 200: Sophomore Biology Seminar (2)
- Five elective courses in biology at or above the 200 level (including labs, if applicable). No more than one elective course may come from the following: BIOL/CHEM 351, 352, or BIOL/PSY 317. 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 Capstone (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 sophomore seminar, one semester of senior capstone, and allied courses (76-94 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)
- BIOL 200: Sophomore Biology Seminar (2)
- Five upper-level elective courses in biology three of which must be laboratory courses at the 300 level. No more than one elective course may come from the following: BIOL/CHEM 351, 352, or BIOL/PSY 317. 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 Capstone (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 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. Offered Term 1. (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. Also listed as ES 133. Open to first-year students. Students will be enrolled by instructor. Not offered in 2021-22.

##### **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. Not offered in 2021-22.

##### **BIOL 150: SPECIAL TOPIC: WATER AND LIFE (4)**

**Allison**

In this combined lecture/laboratory course, we will explore the ways in which water is essential to life on Earth, its origins on our planet, how water affects weather and climate, the function of freshwater and marine ecosystems, and the organisms that live within them. The impacts of human activity on the availability of safe drinking water and the impending global effects of climate change will be covered. Students will gain hands-on experience in techniques used to assess water quality and biodiversity of freshwater streams. Not intended for students majoring in biology. Also listed as ES 150. Open to first-year students. No prerequisite. Offered Term 1.

**BIOL 200: SOPHOMORE BIOLOGY SEMINAR (2)****Wilson**

This required two-credit course for biology majors is structured to allow you to reflect on how your liberal arts degree as well as your work in your biology major will prepare you for career options and life upon graduation. Specific topics we will explore will include careers in biology, the role of internships, graduate and professional school application process, resume and CV writing, financial management, wellness, and communication. Prerequisite: BIOL 207/207L, 220/220L, 236/236L, or permission. Sophomore or higher standing. Declared Biology majors only. Offered Term 2.

**BIOL 207: ECOLOGY (4)****Allison, 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)****Allison, 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 212: INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (2)****Gleim**

This course will explore basic concepts of geographic information systems (GIS) including applications of GIS and how to use it. Much of this course will be lab-based using real-world and simulated scenarios and data sets. Students will gain basic working knowledge of how to use ArcGIS, the most commonly used GIS software on the market, and gain limited experience with one or more additional GIS platforms. Although content and exercises will be primarily targeted to biology and environmental studies majors, skills learned will be applicable to many other fields and thus, non-science majors are welcome. Also listed as ES 212. No pre-requisites. Not open to first-year students. Offered Term 1.

**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 240: ONE HEALTH: LINKING HUMAN, ANIMAL, AND ENVIRONMENTAL HEALTH (4)****Gleim, Kingori**

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/PH 240. Pre-requisites: BIOL/ES 207/207L, PH201, or permission. Offered Term 2.

**BIOL 250: SPECIAL TOPICS: VECTORS OF PUBLIC HEALTH IMPORTANCE (4)****Kingori**

Vectors are organisms, most commonly biting insects like ticks and mosquitoes, that can transmit pathogens from one host to another, and vector-borne diseases like Lyme disease, malaria, and Zika are some of the most significant infectious diseases in the world. This lecture/laboratory course will cover vector identification, life history traits, roles in disease transmission, and control methods. Laboratory exercises will be both field- and laboratory-based. Also listed as PH 250. Prerequisites: BIOL/ES 207/207L OR PH 201. Offered Term 1.

**BIOL 250: SPECIAL TOPICS: ENVIRONMENTAL PARASITOLOGY (4)****Kingori**

This lecture/laboratory course will focus on knowledge of human parasites and application in disease identification and control. Host-parasite interactions, classification, and life cycles of parasites of public health importance will be explored in addition to factors that impact parasite distribution and control. Additionally, effects of parasites on the body, modes of transmission, diagnosis, treatment, prevention and control will be explored. Laboratory exercises will primarily focus on laboratory-based skills used in parasitology. Also listed as PH 250. Prerequisites: BIOL/ES 207/207L OR PH 201. Offered Term 2.

**BIOL 253: MICROBIAL ECOLOGY (4)****Carmichael**

Microbial ecology is the study of microbes in the environment and their interactions with the environment, each other, and plant and animal species. The discipline is at the heart of the function of every ecosystem on the planet, from the lithosphere, to the cryosphere, the human body, and the built environment. This course will survey the microbial diversity within the biosphere and delve into the complex interactions between microbial communities and the worlds they inhabit. Also listed as ES 253 and PH 253. Pre-requisites: For BIOL Majors, BIOL 207/207L and BIOL 220/220L, or permission; ES Majors, ES 1XX (Introduction to the Earth Sciences) and ES 207/207L, or permission; For PH Majors, PH 101 and PH 201, or permission. BIOL majors cannot receive credit for BIOL 253/253L and BIOL 312/312L. Offered Term 1. (SCI: must take lab to fulfill SCI)

**BIOL 253L: MICROBIAL ECOLOGY LAB (4)****Carmichael**

This lab will use culture-dependent and independent techniques and common biogeochemical assays to survey the microbial ecology of a variety of environments. Also listed as ES 253L and PH 253L. Co-requisite: BIOL, ES 253, or PH 253. Offered Term 1. (SCI)

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

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

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

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

**BIOL 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. Not offered in 2021-22.

**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. Not offered in 2021-22.

**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 the incredibly diverse group of animals. Also listed as ES 313. Prerequisite: BIOL/ES 207 or BIOL 220. Offered Term 1.

**BIOL 313L: LAB FOR INVERTEBRATE ZOOLOGY (4)****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 or early October. In addition, students will be expected to participate in 1-2 other day or evening excursions to study invertebrates. The cost of rooms and meals for the weekend trip will be shared by participants (\$150-200 required). Also listed as ES 313L. Corequisite: BIOL/ES 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. Offered Term 2.

**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. Offered Term 2.

**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 2021-22.

**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 2021-22.

**BIOL 316: WILDLIFE DISEASE (4)**

**Gleim**

This lecture/ lab course will provide a general understanding of disease ecology and examine both common and newly emerging diseases that are known to impact wildlife. We will also work to better understand the roles these diseases play in population regulation, conservation of rare and endangered species, and the impacts that these diseases can have on human and domestic animal health. Lab components of the course will involve both field and laboratory-based experiences involved in routine testing of wildlife and/or vectors for pathogens. Also listed as ES/PH 316. Pre-requisites: BIO/ES 207/207L, BIOL 236/236L, or PH201, or permission. Not offered in 2021-22. (SCI)

**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. Not offered in 2021-22.

**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. Not offered in 2021-22.

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

**Godard**

Analyses of animal behavior incorporating ethological, ecological, and evolutionary perspectives. This interdisciplinary course covers the development, underlying mechanisms, adaptive value, and evolution of behavior. Also listed as PSY 323. Prerequisite: BIOL/ES 207 or BIOL 220. Not offered in 2021-22.

**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. Not offered in 2021-22.

**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. Not offered 2021-22.

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

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. Offered term 2.

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

This laboratory will provide 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 2021-22.

**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. Not offered in 2021-22.

**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. Not offered in 2021-22.

**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 cellular and 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 207/207L. Not offered in 2021-22.

**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 2021-22.

**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. Not offered in 2021-22.



**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 2.

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

Laboratory activities will cultivate an understanding of real-world, hands-on conservation biology through completing various field- and computer-based activities. Several multi-week research projects will occur to help develop skills in experimental design, technical skill sets, and data analysis. As a whole, students will learn a variety of field techniques and quantitative methods commonly used in the management and conservation of biodiversity. Analysis and interpretation of data and presentation of research findings will also occur. Also listed as ES 357. Corequisite: BIOL 357.-Offered Term 2.

**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 H<sub>2</sub>O, 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. Not offered in 2021-22.

**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. Not offered in 2021-22.

**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 CAPSTONE (2)****Carmichael**

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 exploring 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 will be determined in the spring pending successful defense.

**PROFESSOR:** Casimir Dadak

**ASSOCIATE PROFESSOR:** Pablo Hernandez (chair)

**ASSISTANT PROFESSOR:** Xiang Lucas Long

**VISITING ASSOCIATE PROFESSOR:** Rathin Basu

**ADJUNCT LECTURER:** Brian Roberts, Jeffrey 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 mentor 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 223: Business Law and Ethics (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 223: Business Law and Ethics (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)**

**Strom**

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 2021-22.

### **BUS 125: PRINCIPLES OF FINANCIAL ACCOUNTING (4)**

**Long, Department**

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)**

**Long**

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 223: BUSINESS LAW AND ETHICS (4)**

**Strom**

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. Offered Term 2.

### **BUS 226: PRINCIPLES OF MANAGERIAL ACCOUNTING (4)**

**Long**

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 both terms.

### **BUS 228: CUSTOMER ACQUISITION (4)**

**Roberts**

Basic principles of marketing will be examined that include the evolution of the principles of price, promotion, product, and distribution, as well as segmentation and marketing strategies, customer lifetime value, ROI and customer equity. Students will have opportunities to learn best practices of digital marketing, social media, PR, SEO, and pricing through applied learning in and out of the classroom. It is taught through a mix of hands on learning, lectures, and guest speakers. Prerequisites: BUS 100 and ECON 157 or permission. Offered Term 1. (*o*)

### **BUS 244: INTRODUCTION TO ENTREPRENEURSHIP (4)**

**Department**

This class focuses on entrepreneurship, with particular attention to women's issues in entrepreneurship. Emphasis is placed on developing an entrepreneurial mind set through assessing ideas for entrepreneurial ventures, risk, and success strategies. Topics include problem discovery, reframing, customer journey, and wireframing. A Lean Product Plan will be developed as a final project for this course. It is taught through a mix of hands on learning, lectures, and guest speakers. Prerequisites: BUS 100 and BUS 125. Not offered in 2021-22.

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

**Department**

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 2. (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 2021-22. (*w*, *x*, GLO)

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

**Dadak**

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 2021-22

**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)**

**Roberts, Department**

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)**

**Long**

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. Offered Term 1.

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

**Dadak**

Students examine fundamentals of business finance, including financial analysis, forecasting financial statements, working capital management, capital budgeting, security valuation, and the cost of capital. This course makes considerable use of computer spread-sheets. Prerequisites: *q* and BUS 100, BUS 125 and BUS 126. 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 2021-22

**BUS 364: ADVANCED TOPICS IN ENTREPRENEURSHIP (4)**

**Roberts**

Students learn how to acquire the knowledge, skills and attitudes needed to start a new venture and sustain growth. This course discusses different business models and investment options that are available to new ventures. The course also looks at alternative funding models, such as grants, crowdfunding, and bootstrapping and the implications of using any of these methods. We cover the mechanics of early stage investing, review the legal side of investing, as well as scaling for long term success. Prerequisites: BUS 100, BUS 125, BUS 226, and BUS 244. Offered Term 2.

**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)**

**Hernandez**

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)**

**Long**

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:** Bansil L. Kalra (chair), Daniel R. Derringer (on leave both terms)

**ASSISTANT PROFESSOR:** Son Nguyen

**VISITING ASSISTANT PROFESSORS:** Khadijatul Kobra, Brian Reeves

**LABORATORY TECHNICIAN:** Jaclyn E. Ward

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 223: Business Law and Ethics; ; BUS 244: Introduction to Entrepreneurship; BUS 252: Organizational Behavior; BUS/ECON 266: International Finance; 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: Applied Computing with Python (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)**

**Reeves**

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)**

**Kobra**

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)**

**Kobra**

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)****Kobra**

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)****Kobra**

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 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 1.

**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)****Kobra**

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)****Kobra**

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)****Kobra**

Introduction to the chemistry of the d-block elements and their compounds. Specific topics include symmetry; structures of and bonding in complexes; reactions and reaction mechanisms of complexes; nuclear magnetic resonance, electronic absorption, and infrared spectra of complexes; organo-metallic complexes; and selected chemistry of the first-row transition elements. Prerequisites: CHEM 241 and CHEM 241L. Offered Term 2.

**CHEM 244L: LABORATORY FOR INORGANIC CHEMISTRY II (2)****Kobra**

Introduction to synthesis and analysis of complexes of first-row transition metal ions. Corequisite: CHEM 244. Offered Term 2.

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

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

**CHEM 320: ADVANCED ORGANIC CHEMISTRY (4)****Nguyen**

Selected topics in organic chemistry. Prerequisites: CHEM 214 and CHEM 214L; CHEM 222 and CHEM 222L. Not offered in 2021-22.

**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 2021-22.

**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)****Department**

Also listed and described as PHYS 335. Not offered 2021-22.

**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 2021-22.

**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. Not offered in 2021-22.

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

Selected topics related to pharmaceuticals, their discovery, testing, regulation, and manufacture, including: structures and modes of action of the major classes of drugs; new methods used in drug discovery and development of clinically useful drugs; assessment of pharmacokinetics, pharmacodynamics, safety and efficacy of promising drug candidates; the roles of various regulatory agencies in approval and use of drugs. Prerequisite: CHEM 222 and CHEM 222L. Offered Term 2.

**CHEM 390: INDEPENDENT STUDY IN CHEMISTRY (2 or 4)****Department**

Independent study conducted at the advanced level. Experimental component is normally required. May be offered during the summer and may be repeated up to a total of three courses. Application must be made with faculty prior to registration. May be proposed in any term.

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

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

**CHEM 480: SENIOR RESEARCH (4)****Department**

Open to seniors majoring in chemistry, chemistry with biochemistry concentration, and to other qualified students with permission of the department. Application must be made with faculty prior to registration.

**CHEM 490: SENIOR HONORS RESEARCH (4, 4)****Department**

Open to majors with permission of the department. Interested majors should consult the chair of the department no later than the end of the second term of their junior year. Application must be made with faculty prior to registration.

**PROFESSORS:** George Fredric Franko, Christina Salowey (chair, philosophy & classics)

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)
  - 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 2021-22. (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 2021-22. (PRE)

### CLAS 197F: FIRST-YEAR SEMINAR – RE-IMAGINING ANCIENT WOMEN (4) Salowey/van Eerden

Women from antiquity, with few exceptions, did not get to write their own stories for posterity, so they appear as fragments, uncontextualized, even nameless in the histories and narratives that survive. Students will read a selection of ancient literature, across multiple genres, with an eye to finding the women in ancient Greco-Roman mythologies and Judeo-Christian texts, and follow up with contemporary retellings that fill in the gaps, unearth silences, and animate the original narratives. Steeped in these reimagining's, students will do their own imagining work on a relevant and resonant character; researching primary and secondary sources to provide background and context, they will then write original poetry or prose that illuminates the gaps in ancient tales. Also listed as ENG 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (f, r, CRE, PRE)

### CLAS 240: GREEK HISTORY (4)

Department

Also listed and described as HIST 240. Not offered in 2021-22. (PRE)

### CLAS 241: ROMAN HISTORY (4)

Department

Also listed and described as HIST 241S. Not offered in 2021-22. (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 1. (f, w, x, AES, PRE)

### CLAS 261: ANCIENT ART (4)

Salowey

Also listed and described as ART 261. Not offered in 2021-22. (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 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 ES 311. Not offered in 2021-22. (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. Not offered in 2021-22. (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 premodern 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. Offered Term 2. (AES, PRE)

#### **CLAS 355: ADVANCED TOPICS IN ANCIENT ART (4)**

**Salowey**

Also listed as ART 355. Prerequisite: ART/CLAS 261 or permission. Offered Term 2. (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 2021-22. (LAN: if taken with second 200-level GREK course; PRE)

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

**Franko**

This second-year Greek course will translate selections from the *Iliad* and/or *Odyssey*. The class will learn the dialect, rhetorical devices, and meter of Homer's epic poems. Additional readings of Homer's epics in English translation will provide fodder for discussions on epic form and style, heroic values, religion and divinity in the



Homeric world, and Greek mythology. Prerequisite: GREK 102 or equivalent. Offered Term 2. (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 2021-22. (LAN: if taken with second 200-level GREK course; PRE)

**GREK 240: GREEK TRAGEDY (4)**

**Salowey**

This second-year Greek course will translate selections from the 5th century BCE tragedies of Aeschylus, Sophocles or Euripides. The class will learn the literary structure of ancient tragedy as well as the poetic meters and rhetorical devices of the genre. Additional readings of tragedies in English translation will cover tragic themes, performance on stage, as well as societal and religious functions of the plays. Prerequisite: GREK 102 or equivalent. Not offered in 2021-22. (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 2021-22. (PRE)

**GREK 320: HOMER (4)**

**Franko**

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 2. (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 2021-22. (PRE)

**GREK 340: GREEK TRAGEDY (4)**

**Salowey**

This third-year Greek course will translate selections from the 5th century BCE tragedies of Aeschylus, Sophocles, or Euripides. This course meets in conjunction with GREK 240. Prerequisite: GREK 210, 220, 230, or 250 or equivalent. Not offered in 2021-22. (PRE, LAN)

**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)**

**Franko**

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, 227, 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 2021-22. (LAN, PRE)

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

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. Offered Term 2. (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 analyze 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. Not offered in 2021-22. (LAN, PRE)

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

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 2021-22. (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 2021-22. (PRE)

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

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. Offered Term 2. (PRE)

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

This course will read and analyze 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. Not offered in 2021-22. (PRE).

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

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 2021-22. (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 227, LAT 280 or equivalent. Not offered in 2021-22. (PRE)

**LAT 360: ROMAN COMEDY (4)****Franko**

A study of the comic art of Plautus and Terence based on translation and analysis of at least two of their plays. We shall also read (in English) and discuss several more of their plays, as well as those of their Greek ancestors (Aristophanes, Menander) and modern descendants (Shakespeare, Moliere). We shall also watch several videos and examine important works of modern scholarship. Prerequisite: LAT 210, LAT 220, LAT 280 or equivalent. Not offered in 2021-22. (PRE)

**LAT 370: CICERO (4)****Franko**

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 227, LAT 280 or equivalent. Offered Term 1. (o, PRE)

**LAT 380: THE ROMAN NOVEL (4)****Salowey**

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. Open to first-year students. Not offered in 2021-22. (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.

**PROFESSOR:** Christopher J. Richter

**ASSOCIATE PROFESSORS:** Vladimir Bratic (chair), Lori J. Joseph (on leave spring term)

**LECTURER:** Heather Derrick (director of oral communication)

**ADJUNCT FACULTY:** Joseph Staniunas

Communication is the process through which we create and share meaning. In the major, students study 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) and one internship

### **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: Constructing Gender (4)
- COMM 217: Rhetorical Theory - From Ancient Greece to Renaissance (4)
- COMM 222: Video Studio Processes (4)
- COMM 231: Writing for Print Media (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 Topics: Communication Training & Development (4)
- COMM 361: Media Law and Policy (4)
- COMM 372: Visual Culture (4)
- COMM/INTL 380: Global Communication (4)

**INTERNSHIP:**

Students must complete one internship in communication studies

**REQUIREMENTS FOR A MINOR IN COMMUNICATION STUDIES:**

Students must satisfactorily complete 5 courses (20 credits) including:

- COMM 101: Introduction to Communication Studies (4)
- 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, Derrick, 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. 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 – ERASING HISTORY? RHETORIC & PUBLIC MEMORIALS (4) Richter**

Rhetoric is the art of persuasion. Public memorials are inherently rhetorical, created to express particular interpretations and valuations of the past. Arguments about memorials are also rhetorical. A prime example in the U.S. is the claim that removing Confederate monuments “erases history.” This course introduces you to the analysis of memorial rhetoric’s. We will investigate the ways that monuments themselves tell persuasive stories, and how their interpretation, use, and even destruction offer alternative narratives. Contexts of study include the U.S., Greece, France, Israel, and other nations. We will learn, courtesy of guest lectures, about different scholarly perspectives on these issues (e.g. history, international studies, political science, English), and as a class we will actively engage with the rhetoric of memorialization here at Hollins. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (o, r)

**COMM 205: RESEARCH METHODS IN COMMUNICATION (4)**

**Richter**

Research is the basis for the communication discipline and most careers in communication. This course introduces students to various search strategies and research methods that contribute to the study of communication, the collection of information, and the solution of practical problems. Open to first-year students. Prerequisites: q and COMM 101 or permission. Offered term 2. (r, Q)

**COMM 208: QUALITATIVE RESEARCH METHODS (4)**

**Joseph**

This course introduces students to a variety of qualitative research methods used to study communication in natural settings. Students will learn how to develop research questions and choose appropriate methods to facilitate the collection, analysis and reporting of qualitative data. Major methods that will be studied include ethnography, individual and group interviewing, and textual analysis. No prerequisite. Not offered in 2021-22.

**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 2021-22. (r, DIV, MOD)

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

**Department**

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 2021-22. (w, x)

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

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. Not offered in 2021-22. (o, r, PRE)

**COMM 220: INTERPERSONAL COMMUNICATION (4)****Department**

The importance of understanding one's style of communication in various relationships is relevant to successful communication. Students will learn the progression of skills necessary in developing and maintaining personal relationships. Topics such as self-concept, perception, verbal/nonverbal messages, listening, and disclosing will be discussed. Open to first-year students. No prerequisite. Not offered in 2021-22.

**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 2021-22. (CRE)

**COMM 225: PUBLIC SPEAKING (4)****Derrick**

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 2021-22.

**COMM 236: WRITING FOR BROADCAST MEDIA (4)****Staniunas**

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. Offered Term 2.

**COMM 238: ARGUMENTATION AND ADVOCACY (4)****Derrick**

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 2021-22. (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. Offered Term 2. (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. Offered Term 2. (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 2021-22. (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 2021-22.

**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 1.

**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 2021-22.

**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. Not offered in 2021-22. (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. Also listed as PH 344. Prerequisite: sophomore standing. Offered Term 1.

**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 2021-22. (DIV, MOD)

**COMM 350: SPECIAL TOPICS: COMMUNICATION TRAINING & DEVELOPMENT (4)**

**Derrick**

Organizations spend billions annually on training and development - much of it targeting communication skills. This course introduces students to theoretical and practical issues in communication training and consulting. Students will work in teams to assess, develop, deliver, and evaluate a small-scale training program to demonstrate understanding

of communication theory, proficiency in oral and visual communication, and quantitative and qualitative assessment. Prerequisite: COMM 101 and junior standing or permission. Offered Term 2.

**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 2021-22.

**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)**

**Bratic**

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 171.

## Creative Writing

Undergraduate program: see pages 112-127.

Graduate program: see graduate catalog on Web site at [www.hollins.edu](http://www.hollins.edu).



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

**VISITING ASSISTANT PROFESSOR:** Melinda Rawlinson

**VISITING GUEST PROFESSORS:** Key'Aira Lockett (Fall 2021, TBA (Spring 2022)

**RESIDENT ARTIST:** James Sudbury

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, Tariq O'Meally, Tara Massimer, 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:**

28 credits

- DANC 237: Dance History I (4)
- DANC 239: Dance History II (4)
- DANC 240: Imaginative Thinking, Moving, and Crafting I (4)
- DANC 280: Composition I (4)
- DANC 340: Imaginative Thinking, Moving, and Crafting II (4)
- DANC 380: Composition II (4)
- DANC 470: Advanced Senior Seminar/Senior Project (2)
- DANC 480: Advanced Senior Seminar/Senior Project (2)
- or DANC 490: Senior Honors Project (4) – replacing DANC 470 (2) and DANC 480 (2)

### **ELECTIVE COURSES:**

- 6 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:**

28 credits

- DANC 237: Dance History I (4)
- DANC 239: Dance History II (4)
- DANC 240: Imaginative Thinking, Moving, and Crafting I (4)
- DANC 280: Composition I (4)
- DANC 340: Imaginative Thinking, Moving, and Crafting II (4)
- DANC 380: Composition II (4)
- DANC 470: Advanced Senior Seminar/Senior Project (2)
- DANC 480: Advanced Senior Seminar/Senior Project 2
- or DANC 490: Senior Honors Project (4) – replacing DANC 470 (2) and DANC 480 (2)

### **ELECTIVE COURSES:**

- 12 credits of dance electives

### **SUMMER COURSES:**

(enrollment through Duke University; for costs, see department chair)

- Hollins University Arts Administration & Production Summer Internship (8)
- Summer II at the American Dance Festival (8)

### **INDEPENDENT COURSE WORK:**

6 credits of choreographic and/or performance apprenticeship work

- DANC 395 Independent Creative Research (2) (may be repeated for credit)

## **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 182 for details).

## **COURSES IN DANCE:**

### **DANC 125: MOVEMENT STUDIO 1 (4)**

**Department**

This class offers pathways to imagine the body's expressive potential and encourages naturalness and spontaneity of movement through dance. No experience necessary. May be repeated for credit. Offered Term 1. (CRE)

### **DANC 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 2021-22.

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

Also listed and described as ART/FILM/MUS/THEA 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)****Department**

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 2021-22. (f, w, x, r, AES, DIV)

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

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 241: DANCE HISTORY, THEORY AND (CON)TEMPORARY CULTURE (4)****Department**

This course directs the focus of dance history and theory towards (con)temporary society; researching and rethinking: dance histories, liveness and the temporary, protest art and performances/practices from a variety of artistic, cultural and political vantage points. Topics for Dance History III will vary and change by semester according to the interest and expertise of faculty and/or guest artists. Prerequisites: DANC 237 or DANC 239. Not offered in 2021-22.

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

Also listed and described as ART/FILM/MUS/THEA 276. Not offered in 2021-22.

**DANC 280: DANCE COMPOSITION I (4)****Department**

This course introduces foundational theories and practices for creating dance compositions. Through composition exercises and locating a variety of sources for movement invention, students will consider choreographic forms and conceptual frames informing choreographic studies. Compositional experiences will be shaped and guided by identifying and articulating aesthetic preferences, while developing viewing skills for giving and receiving critical feedback. Prerequisite: DANC 125, DANC 225 and/or DANC 325. Offered Term 2.

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

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

**DANC 325: MOVEMENT STUDIO III (4)****Rawlinson, Lockett, Department**

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. Open to first-year students with permission. 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. Open to first-year students. Prerequisite: DANC 240 or permission. Not offered in 2021-22. (AES)

**DANC 380: DANCE COMPOSITION II (4)****Department**

This course is a continuation of theories and practices introduced in Dance Composition I. Compositional study will deepen to consider expansive and complex approaches to dance making. Dance Composition II will focus on locating and nurturing individual choreographic voices, while expanding movement vocabulary, choreographic form and expressive arrangement. Experiences will be shaped and guided by identifying and articulating aesthetic preferences, while developing skills for giving and receiving critical feedback. Prerequisite: DANC 280. Prerequisite: DANC 225 and/or DANC 325. Not offered in 2021-22.

**DANC 385: NEW WORK: RESEARCH AND PERFORMANCE (4)****Department**

Focusing on the creative process with a strong emphasis on the relationship between research, performance and practice, this course will integrate students into a creative process culminating in the manifestation of a new dance/performance work. This course extends ways of considering and illuminating creative processes that evidence the choreographic. Directed and facilitated by department faculty, the final project will be shared in an informal/formal showing. Prerequisite: DANC 225 and 325. Corequisite: DANC 225 or 325. Open to first-year students with permission. Offered Term 1.

**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 395: INDEPENDENT CREATIVE RESEARCH (2)****Department**

This course is designed to provide B.A./B.F.A. students opportunity to conceive and direct advanced independent choreographic or performance research projects. Students will expand their understanding and knowledge of choreographic composition, research and performance processes, including participating in department Open Showing feedback sessions. Specified department faculty will approve all projects and serve as director of research study. May be repeated for credit. Prerequisites: DANC 225 or DANC 325. Project must be approved by Department faculty.

**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)****Bullock**

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 1.

**DANC 480: ADVANCED SENIOR SEMINAR II (2)****Bullock**

This seminar, continuing processes from DANC 470, works to support and mentor students through caps one thesis projects. Time will be spent making connections between independent student/creative work and larger issues in the field: new research in dance studies, concerns of professional practice, alternative venues vs. accepted larger performance spaces and the role(s) of dance in the US and abroad. This class is designed to meet the needs of each student on these projects. Offered Term 2.

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

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

**PROFESSORS:** Casimir Dadak

**ASSOCIATE PROFESSOR:** Pablo Hernandez (chair)

**ASSISTANT PROFESSOR:** Xiang Lucas Long

**VISITING ASSOCIATE PROFESSOR:** Rathin Basu

**ADJUNCT LECTURERS:** Brian Roberts, Jeffrey 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 mentor 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)**

**Basu, 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)**

**Basu**

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. Offered Term 2. (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 2021-22. (o, Q, MOD)

### **ECON 254: THE ECONOMICS OF HEALTH CARE (4)**

**Basu**

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 2021-22. (*r*, *Q*, MOD)

**ECON 259: INTERNATIONAL POLITICAL ECONOMY (4)**

**Hernandez**

This course addresses modern international economic relations by paying special attention to the ideological and philosophical foundations of classical political economy. Students will be introduced to the history of economic thought as they survey the ideas of Adam Smith, John Stuart Mill, Thomas R. Malthus, and David Ricardo through the legacy of Karl Marx on the instability of capitalism. Students will examine the nature of the private and common goods, the role reserved for the Nation state in providing the latter, and the idyllic, yet problematic notion of how the pursuit of self-interest may be guided objectively towards satisfactory social outcomes. Also listed as INTL 259. Prerequisites: *q* and ECON 157 or ECON 158. Not offered in 2021-22. (*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 2021-22. (*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 1. (*o*, *r*, GLO, MOD)

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

**Dadak**

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)**

**Basu**

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 2021-22. (*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. Not offered in 2021-22. (*Q*)

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

**Hernandez**

The objective of this course is to familiarize students with basic and intermediate techniques used in the standard (neoclassical) economic approach to the study of human behavior and to introduce various analytical problems to

help make more informed decisions in and beyond college. Topics covered in this course include the theory of consumer behavior, decisions under risk and uncertainty, theories of the firm, the structure of markets, and an introduction to general equilibrium theory. This course also examines the major limitations and criticisms to some of the standard theories, particularly, rational choice theory and general equilibrium analysis. Prerequisite: ECON 157. Offered Term 1. (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)**

**Hernandez**

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)**

**Department**

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.



**ASSOCIATE PROFESSORS:** Anna Baynum, Rebecca Cox

**ASSISTANT PROFESSOR:** Teri Wagner (chair, director of education programs)

**ADJUNCT FACULTY:** Timothy Baynum, Tonja Locklear, Joni Poff

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 knowledge and pedagogy. Through completion of our program, they become independent learners, 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 all 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:** Bachelor of Arts (B.A.) with teacher licensure (4 year program)

**Option 2:** Bachelor of Arts (B.A.), teacher licensure, and a Master of Arts in Teaching degree (M.A.T) (5 year program)

### **OPTION 1: Bachelor of Arts (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, but the path is different for elementary education licensure versus secondary licensure.

## ELEMENTARY EDUCATION (PreK-6)

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

*The Education Department recommends the following sequence of courses starting fall semester of a student's first year:*

### 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

*Course work requirements for meeting the approved program for Virginia licensure are listed below. **Note that there are two categories: professional studies requirements (education courses) and endorsement requirements (content area courses).***

### PROFESSIONAL STUDIES REQUIREMENTS:

- **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 348:** Classroom Technology Integration (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 & Classroom Management (PreK–6), 125 hrs.  
(*Prerequisite: passing score on VCLA and RVE tests, 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 on Praxis, application, and departmental approval.*)

### **ENDORSEMENT REQUIREMENTS (PreK–6):** (These will also help students meet general education requirements.)

1. **ENGLISH:** composition, oral communication, and literature or meet licensure competencies  
ENG \_\_\_\_: any English course that meets the expository writing requirement
2. **HISTORY:** American history and world history to meet licensure competencies. **SOCIAL SCIENCES** shall include geography, politics, economics, Teaching Social Sciences methods course, or other courses that meet licensure competencies  
HIST 111: Creating the American Nation (or any U.S. history survey)  
HIST 112: Rise of Modern America  
ECON \_\_\_\_: any economics course  
INTL 120: World Geography
3. **MATHEMATICS:** algebra, geometry, probability and statistics, and Teaching Elementary Mathematics methods course or meet licensure competencies  
MATH 130: Mathematical Modeling or MATH 140: Precalculus  
MATH \_\_\_\_: any mathematics or statistics course

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

ES 104: Introduction to Environmental Studies

BIOL 207/207L Ecology or any science course with a lab

CHEM 101: General Chemistry or any science course in a different discipline from other science courses

EDUC 260: Teaching Science

5. FINE ARTS: meet licensure competencies

Art 340: Teaching Art K-12 or any fine arts course

## SECONDARY EDUCATION (6–12)

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).

*Students should try to overlap courses required for a secondary endorsement with the Hollins requirements for their major. The Education Department recommends the following sequence of courses starting fall semester of a student's first year:*

### 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

*Course work requirements for meeting the approved program for Virginia Licensure are listed below. **Note that there are two categories: professional studies requirements (education courses) and endorsement requirements (content area courses).***

## PROFESSIONAL STUDIES REQUIREMENTS:

- **EDUC 141:** Schooling in American Society  
(EDUC 141 is a prerequisite to 300-level 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 score on VCLA and RVE tests, 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 472 or 473:** Student Teaching, 375 hrs.  
(Prerequisites: completed course work sequence, passing scores on Praxis II, application, and departmental approval.)

## **OPTION 2: Bachelor of Arts (B.A.), Teacher Licensure, and M.A.T. (5 year program)**

### **First Year**

The first year will look the same as the 4 year program.

### **Second 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.

*Please submit all application materials and test scores to Donna Martin, the Education administrative secretary, Turner, Rm. 142, [dmartin@hollins.edu](mailto:dmartin@hollins.edu).*

## **REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM:**

1. Candidate 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](mailto:dmartin@hollins.edu).
3. Candidate must submit a teaching philosophy writing sample from EDUC 141.
4. Candidate must submit a completed reference form from EDUC 141 education faculty member.
5. Candidate must submit a completed reference form from a non-education faculty member.
6. Candidate 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.
7. Candidate 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](mailto:dmartin@hollins.edu).
8. Candidate must apply for admission by October 1<sup>st</sup> prior to the internship and student teaching semesters.
9. Upon completion of the above requirements, a letter of acceptance will be sent to the student.
10. 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. Candidates 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 candidates in this particular situation self-apply for a teaching license, their application 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](mailto: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 must provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators.
5. Candidates must pass a PRAXIS II Specialty Area examination and submit scores to the education department. Registration may be completed online at [www.ets.org/praxis/](http://www.ets.org/praxis/).
6. Candidates must pass the Virginia Communications and Literacy Assessment (VCLA) and submit scores to the department prior to admission to Internship in Education and Classroom Management during J-Term before student teaching.
7. Candidates seeking endorsement in PreK-6 must pass the Reading for Virginia Educators (RVE) and submit scores to the education department. Registration for the RVE can be completed at [www.va.nesinc.com](http://www.va.nesinc.com).

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

1. Candidate's course work in the education department prior to student teaching will be evaluated in terms of the candidate's suitability for teaching. Candidate may be asked to remedy any deficiencies before being allowed to student teach. If deficiencies are not remedied, candidate will be withdrawn from the teacher preparation program.
2. Candidates 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. Candidates 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, Wagner

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)

### 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 2. (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. Methods of teaching secondary students to write research papers is integrated with practicum. 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 2021-22.

**ART 340: TEACHING ART K-12 (4)****Department**

This course is designed to introduce prospective art teachers to the basic concepts in art education relative to K-12. Students develop the knowledge, skills and understanding necessary for selecting, planning, implementing and evaluating K-12 art programs. Students will also develop an understanding about learners' classroom behavior and classroom management and safety as well as understanding technological and artistic copyright laws. Prerequisite: ART 100. Open to first-year students. Lab fee required. Offered Term 2. (CRE)

**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 2021-22.

**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 Term 2.

**EDUC 370: TEACHING SOCIAL SCIENCES (4)****Baynum, T.**

This course offers a study of concepts, strategies, and techniques for teaching social sciences in a student-centered, cooperative, and participatory environment. Emphasis is on integrating social sciences across the curriculum. Students will gain an understanding of how to teach civics, history, and the social science disciplines; the nature of history and the social sciences, and how the study of the disciplines assists students in developing critical thinking skills. Local government and Civics instruction specific to Virginia and select geography concepts are embedded in this course. Students will analyze examples of how to teach with adherence to the Virginia Social Sciences Standards of Learning (SOLs) as well as develop and implement pedagogical strategies to create and deliver their own lesson focused on Virginia Social Sciences SOLs. 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. Methods for integration of various genres of children's literature within the classroom context is incorporated. 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. Methods for integration of various genres of children's literature within the classroom context is incorporated. 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. Methods for integration of various genres of literature for adolescents within the classroom context is incorporated. 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, Richard H. W. Dillard, Pauline Kaldas, Marilyn Moriarty, Julie Pfeiffer (chair, English & creative writing)

**ASSOCIATE PROFESSORS:** Thorpe Moeckel (director, Jackson Center for Creative Writing), Elizabeth Poliner, Jessie van Eerden

**ASSISTANT PROFESSOR:** Michelle De Groot

**VISITING PROFESSOR:** Scott Blackwood

**VISITING ASSISTANT PROFESSORS:** Marissa Bolin, Matthew K. Burnside, Kaitlin Tonti, Candice Wuehle

**LOUIS RUBIN WRITER-IN-RESIDENCE:** Akhil Sharma (part time, Spring Term)

**LECTURER:** Brent Stevens

**TEACHING FELLOWS:** Jamie Hudalla, Meghana Mysore, Anne-Sophie Olsen, Griffin Plaa

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. Students may not double major in the department, and must select either an English major, with or without concentrations, or a Creative Writing major.

### 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 departmental 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 350: Fiction Technique (other SPECIAL TOPICS as determined by the director of the Jackson Center for Creative Writing)
- ENG 351: Writer-in-Residence course (topics vary year to year; may be repeated for credit)
- ENG 367: Cross-Genre and 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

### **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 308: Reading and Writing Memoir
- ENG 318: Imagining Race in American Letters
- ENG 319: The Jazz Aesthetic in Literature
- ENG 320: Immigrant Literature
- ENG 324: Poetry in Performance
- ENG 346: Arab American Literature
- ENG 350: SPECIAL TOPICS (as approved by the chair)
- ENG 356: Contemporary U.S. Poetry
- ENG 358: Literature of the African Diaspora

- ENG 373: The Black Aesthetic Movement in Literature
- 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

Courses taken for the concentration may count toward other requirements for the English major as long as the total number of credits in English is at least 36 (up to eight credits can be taken in departments other than English, with permission of the department).

### **CONCENTRATION IN LITERATURE AND PERFORMANCE**

This concentration pays attention to the way that meaning is performed rather than stated. Courses may or may not imply deference to an original script or text. When a script or text is involved, it functions like a musical score rather than a command, rule, or law; as such, it is enacted rather than obeyed. Performances may be embodied in different media, among them film, music, the spoken and written word, and/or the body in motion. It is assumed that every performance creates a discrete event; that there is no authority conferred on firsts, lasts, or bests; and that performances create a plurality of texts.

12 credits from among:

- ENG 284: The Beat Generation
- ENG 303: Literary History and Theory I
- ENG 307: Literary History and Theory II
- ENG 311: Origins of Poetry
- ENG 319: The Jazz Aesthetic in Literature
- ENG 321: Screenwriting I
- ENG 322: Screenwriting II
- ENG 323: Cinematic Adaptation
- ENG 324: Poetry in Performance
- ENG 332: Shakespeare and the Theatre
- ENG 333: Shakespeare's Women
- ENG 340: Shakespeare as Screenwriter
- ENG 350: SPECIAL TOPICS (as approved by the chair)
- 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

Eight credits from among:

- ART 365: American Art
- DANC 237: Dance History I
- DANC 239: Dance History II
- DANC 240: Imaginative Thinking, Moving, and Crafting I
- DANC 260: Performance Workshop
- DANC 335: Movement Studio III
- 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: Episodes in Theatre History: Season I
- THEA 284: Writer as Performer
- THEA 326: Episodes in Theatre History: Season II
- THEA 364: Playwriting

(Other courses taken outside of English may count toward the concentration with permission of the department.)

Courses taken for the concentration may count toward other requirements for the English major as long as the total number of credits in English is at least 36.

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

5 courses (20 credits)

- Two 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 creative writing

**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) representative of the student's best work, eight one-page responses to department-sponsored readings and Q&As, *and* a one-page statement on the student's editorial or internship experience in a related field.

Creative Writing majors should work as readers or editors on one of the department's student literary publications and/or complete one 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 350: Advanced Seminar in Fiction Technique (other SPECIAL TOPICS as determined by the director of the Jackson Center for Creative Writing)
  - ENG 351: Writer-in-Residence course (topics vary year to year; may be repeated for credit)
  - 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

**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 of the director of the Jackson Center for Creative Writing; the prerequisite for ENG 142 is ENG 141 or by multi-genre submission and permission of the director of the Jackson Center for Creative Writing; 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.

**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. Not offered in 2021-22.

**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 2021-22. (*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 2021-22. (*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 2021-22. (*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. Not offered in 2021-22. (*f, w, x, AES*)

**ENG 141: FUNDAMENTALS OF WRITING POETRY AND FICTION (4)**

**Hudalla, Mysore, Olsen, Plaag**

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)**

**Burnside, Wuehle**

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: BIPOC CONTEMPORARY AMERICAN WOMEN WRITERS (4)**

**Tonti**

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. **For Fall 2021:** 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 in-class discussion, pair and group work, and research and writing assignments that ask them to make argumentative claims. This course meets the 100-level literature course requirement for potential majors, but all are welcome. No prerequisite. Offered Term 1. (f, w, x, AES)

**ENG 151: CLOSE READING, CRITICAL WRITING: NARRATIVES OF INJUSTICE (4)**

**Bolin**

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. **For Spring 2022:** In a world where speaking out against injustices is made difficult by politics, the law, and social pressures, literature has often been a means of presenting otherwise silenced narratives. As such, literature can be seen as an important element in the fight against marginalization, inequality, and persecution. This course will examine a multitude of literary forms (poetry, novels, drama, and novellas) and the inclusion of narratives of political, social, and legal injustices. Such texts will include William Morris' "The Defence of Guinevere", Charles Dickens' *A Tale of Two Cities*, Langston Hughes' *Montage of a Dream Deferred*, Maya Angelou's *And Still I Rise*, Tony Kushner's *Angels in America*, etc. 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 2021-22. (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. Offered Term 1. (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)**

**Tonti**

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 that women face in an increasingly technological society. No prerequisite. Offered Term 2. (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 2. (f, w, x, AES, GLO)

**ENG 197F: FIRST-YEAR SEMINAR – RE-IMAGINING ANCIENT WOMEN (4) Salowey, van Eerden**

Women from antiquity, with few exceptions, did not get to write their own stories for posterity, so they appear as fragments, uncontextualized, even nameless in the histories and narratives that survive. Students will read a selection of ancient literature, across multiple genres, with an eye to finding the women in ancient Greco-Roman mythologies and Judeo-Christian texts, and follow up with contemporary retellings that fill in the gaps, unearth silences, and animate the original narratives. Steeped in these reimagining's, students will do their own imagining work on a relevant and resonant character; researching primary and secondary sources to provide background and context, they will then write original poetry or prose that illuminates the gaps in ancient tales. Also listed as CLAS 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (*f, r, CRE, PRE*)

**ENG 197F: FIRST-YEAR SEMINAR – FOLK & FAIRY TALES (4) Burnside**

The fairy tale is a wondrously complex form rooted in possibility. In this course, we will look at this rich literary tradition not as an isolated form but as a dense space full of subgenres. Our goal will be to gain a better understanding of its formal possibilities and imaginative spaces, from a craft perspective, with an equal measure of depth and breadth. We will concern ourselves with the “aboutness” of the form, its varied themes, uses, history, evolutions, and permutations, discuss the tales themselves, along with a plentitude of supplementary articles and coinciding lectures on fairy tale/folklore, a number of adjacent forms—from fables, tall tales, allegory, parable, myth, to even creepypasta and beyond—and even do some storytelling ourselves. Students cannot receive credit for both this course and ENG 132. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (*f, x, r, AES*)

**ENG 207, 208: ADVANCED CREATIVE WRITING (2, 2) Blackwood, Burnside, Kaldas  
van Eerden, Wuehle**

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. Not offered in 2021-22. (*w, x, AES, DIV*)

**ENG 217: SHAKESPEARE'S KINGS AND CLOWNS (4) Moriarty**

High and low, Shakespeare portrayed hierarchy through the eyes of those at the top and through the eyes of those who subverted or mocked it. The divine right of kings, political problems around succession, and the theory of the King's/Queen's Two Bodies will be among the themes we consider. Open to first-year students. Offered Term 2. (*AES, PRE*)

**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 2021-22. (*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 2021-22. (*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. Not offered in 2021-22. (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 2021-22.

**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 2. (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. Prerequisite: one semester of college work or permission. Offered Term 1. (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 2021-22. (AES, GLO)

**ENG 250: SPECIAL TOPICS: NATIVE AMERICAN POETRY AND FICTION (4)****Tonti**

An introduction to Native American Poetry and Fiction by writers of varied gender identities and historical experience. Using settler colonial studies, queer theory, and disability studies, among other critical frameworks, we will analyze how these texts poetry individual and corporate sovereignty, and how indigenous writers have always used intersectional critique to advocate for political and social recognition. Also listed as GWS 250. Prerequisite: one semester of college. Open to first-year students. Offered Term 2.

**ENG 250: SPECIAL TOPICS: LGBTQ LITERATURE: AN INTRODUCTION (4)****Russell**

This course is an introduction to Anglophone LGBTQ literature from the late nineteenth century to the present. Our aim is to analyze the generic range and political messages of texts by queer writers during this period. Authors include Gertrude Stein, Patricia Highsmith, James Baldwin, Audre Lorde, Alison Bechdel, Carmen Maria Machado, Natalie Diaz, Ocean Vuong, and Danez Smith. Also listed as GWS 250. Offered Term 1. (AES, DIV)

**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 2021-22.

**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 2021-22.

**ENG 263: HOLOCAUST LITERATURE (4)****Moriarty**

We will read a variety of literature of the Holocaust to examine how writers tried to create meaning from their experience. Our readings will be drawn from a range of genres, including survivor memoirs, testimonies, (non)fictional narrative, graphic novels, poetry, essays, and film. Each genre approaches the representation of the Holocaust in a different way. Not offered in 2021-22.

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

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. Offered Term 2.

**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 2. (AES)

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

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. Not offered in 2021-22. (w, x, AES, DIV)

**ENG 282: UNITED STATES LITERATURE FROM 1860 TO PRESENT (4)****Anderson**

The development of prose and poetry in the U.S. from the Civil War to the present, including the schools of regionalism, realism, and naturalism in fiction, the emerging African American literary tradition, and the growing multicultural nature of U.S. literature in the 20th century, along with the development of Modernism and post-Modernism. Prerequisite: one semester of college work or permission. Offered Term 1. (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 1. (DIV)

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

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

**ENG 303: LITERARY HISTORY AND THEORY I (4)****Moriarty**

This course offers an opportunity to examine philosophical, historical, literary, and theoretical writings. The course will focus on the issue of representation from classical to poststructural thought. We will consider mimetic and expressive views of representation as well as the postmodern crisis in representation. Also listed as PHIL 303. Prerequisite: sophomore standing or permission. Offered Term 1. (MOD)

**ENG 304: ADVANCED EXPOSITORY WRITING (4)****Kaldas**

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 2021-22. (w, x)

**ENG 306: HOW WRITING IS WRITTEN (4)****Department**

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 2021-22. (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 2021-22.



**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. Offered Term 2. (AES, CRE)

**ENG 310: CHAUCER: THE CANTERBURY TALES (4)****De Groot**

Close examination of Chaucer's 14<sup>th</sup>-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 2021-22. (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 2021-22. (AES, PRE)

**ENG 313: LITERATURE OF THE RENAISSANCE (4)****Moriarty**

This course examines the creation of political, textual, and rhetorical authority in (primarily) English works of prose, drama, and poetry. After examining the way that the earth was conceived in classical and new world writings, we consider the role of politics and princes, reading Machiavelli's *The Prince* for its advice as well as its rhetorical construction, and put it up against Webster's *The Duchess of Malfi*. Lovers, like political subjects, are often supplicants, so we read the poetry of the period, focusing on the sonnet tradition and the use of the blazon. Prerequisite: junior standing or permission. Offered Term 2. (AES, MOD)

**ENG 314: SEMINAR IN JANE AUSTEN (4)****Bolin**

A study of the complete works of Jane Austen, including her unfinished and juvenile works as well as her published novels. Our analysis will be enriched by appeals to the historical context of the "long 18th century" as well as readings in the extensive critical commentary on Austen's work. Prerequisite: junior standing or permission. Offered Term 1. (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: MEDIEVAL LITERATURE (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 2021-22. (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 2021-22. (AES, DIV)

**ENG 321: SCREENWRITING I (4)****Harleston**

An intensive hands-on course in the art of writing for the screen, for beginners and for writers experienced in other genres (fiction, poetry, and creative nonfiction). Screenings, writing exercises, and workshop-style critiques comprise the course. Also listed as FILM 321. Prerequisite: sophomore standing or permission. Offered Term 1. (w, CRE)

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

An intensive course in screenwriting in which students go through the various stages of developing and writing a feature-length film script, from outline to treatment to presentation and group critiques to finished screenplay, including the analysis of previously produced screenplays and films. Also listed as FILM 322. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Offered Term 2. (CRE)

**ENG 323: CINEMATIC ADAPTATION (4)****Dillard**

Students will go through the entire process (from analysis of the story to outline to treatment to screenplay) of adapting a work of fiction for the screen. The course also includes close study of works of fiction that have previously been adapted for the cinema, as well as the resulting screenplays and films. Also listed as FILM 323. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Not offered in 2021-22.

**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 2021-22. (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 2021-22.

**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. Not offered in 2021-22. (w, x, AES)

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

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. Offered Term 2. (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 2021-22.

**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 2021-22. (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 2021-22. (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 2021-22. (AES)

**ENG 337: 17TH-CENTURY POETRY (4)**

**Tonti**

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. Offered Term 1.

**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 2021-22.

**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 2021-22.

**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. Prerequisite: 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)**

**Department**

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 2021-22.

**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 2021-22.

**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 2021-22. (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. Not offered in 2021-22. (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 2021-22. (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. Offered Term 2.

**ENG 351: WRITER-IN-RESIDENCE: CHEKHOV AND THE RUSSIAN MASTERS (4)**

**Sharma**

Topic and genre varies each year in accordance with the writer-in-residence. May be repeated for credit. 2022: This course will provide intensive training in the writing of short stories. In particular, the course will focus on the question: what is worth writing about? In exploring this question, we will look closely at the Russian masters: Tolstoy, Dostoevsky, Chekhov. These artists were concerned with whether it is the external social life that is worth writing about or the interior life that we all live. They also struggled with how to write stories that do not have a plot, that is stories where there is not a strong mechanism of causation. Grappling with these challenges led to what are still the dominant strains of Western fiction. We want to look at the solutions these writers developed and see what we can use for our own purposes. The course will require small daily writing exercises and a larger weekly exercise. Prerequisite: ENG 142 and sophomore standing or permission. Offered Term 2.

**ENG 353: FILM AS A NARRATIVE ART I: KUBRICK (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: We'll be studying the films of Stanley Kubrick as moral, aesthetic, and psychological narratives, with particular attention to the development of his cinematic style in relationship to his concerns throughout his career. Such films as *Fear and Desire*, *Killer's Kiss*, *The Killing*, *Paths of Glory*, *Dr. Strangelove*, *2001: A Space Odyssey*, *A Clockwork Orange*, *Barry Lyndon*, *The Shining*, *Full Metal Jacket*, *Eyes Wide Shut*. Prerequisite: Sophomore standing. Also listed as FILM 353. Offered Term 1.

**ENG 354: FILM AS A NARRATIVE ART II: KUROSAWA (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: We'll be studying the films of Akira Kurosawa as moral, aesthetic, and psychological narratives, with particular attention to the development of his cinematic style in relationship to his concerns throughout his career. Such films as *Stray Dog*, *Rashomon*, *Ikiru*, *Seven Samurai*, *Throne of Blood*, *The Bad Sleep Well*, *Yojimbo*, *High and Low*, *Red Beard*, *Dodes'kaden*, *Ran*, *Dreams*, *Madadayo*. 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 20<sup>th</sup> 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 2021-22.

**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 2021-22.

**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 2021-22. (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. Not offered in 2021-22. (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. Offered Term 1. (AES, DIV)

**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 1. (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 2021-22.

**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 2021-22. (w, x, AES, DIV)

**ENG 385: VICTORIAN LITERATURE (4)**

**Department**

Major writers of the Victorian period, with some attention to the relations between literary art and intellectual and social issues of the time. Readings include nonfiction prose as well as fiction and poetry; Emily Brontë, Matthew Arnold, George Eliot, Charles Dickens, John Henry Newman, and others. Prerequisite: sophomore standing or permission. Not offered in 2021-22.

**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)****Blackwood, Burnside,  
Kaldas, van Eerden, Wuehle**

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: SENIOR SEMINAR IN ENGLISH LITERATURE (4)****Pfeiffer**

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. Offered Term 1.

**ENG 484: ADVANCED STUDIES IN POETRY (4)****Moeckel**

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 2.

**ENG 485: 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 1.

**ENG 486: ADVANCED STUDIES IN CREATIVE NONFICTION (4)****van Eerden**

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 2021-22.

**ENG 487: ADVANCED STUDIES IN SHORT FICTION (4)****Department**

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 2021-22.

**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), Morgan Wilson (biology)

**ASSOCIATE PROFESSORS:** Pablo Hernandez (economics)

**ASSISTANT PROFESSORS:** Mary Jane Carmichael (biology), Margaret (Meg) du Bray (environmental studies), Brian Gentry (physics), Elizabeth Gleim (biology)

**AFFILIATED FACULTY:** Ashleigh Breske (political science), Jon D. Bohland (international studies), Bonnie Bowers (psychology), Courtney Chenette (political science), Julie Clark (mathematics and statistics), LeeRay Costa (gender and women's studies), Genevieve Hendricks (art history), Abubakar Jalloh (public health), Lori J. Joseph (communication studies), Charles Lowney (philosophy), Edward A. Lynch (political science), Thorpe Moeckel (creative writing), Christina Salowey (classical studies), Darla Schumm (religious studies), Jennifer Turner (sociology)

The field of environmental studies and environmental sciences (ES) takes a transdisciplinary approach to understand the relationship between humans and the environment. This field works to understand the causes and consequences of environmental problems, using skills from the natural and social sciences, the arts, and humanities to develop potential solutions. The Hollins ES program offers two degree options, which share a common core curriculum.

The B.A. degree in Environmental Studies allows students to hone in on the cultural and societal issues in human-environment dynamics, while the B.S. in Environmental Sciences encourages students to approach environmental problems using skills and techniques from the natural sciences.

Both the B.A. and B.S. degrees offer a grounding in scientific, cultural, and historical perspectives. All ES majors will complete an internship or service project that pertains to their field of interest within the transdisciplinary approach of environmental studies (including work with the School for Field Studies).

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

12 courses (minimum of 46 credits) and Experiential Component

#### **CORE COURSES (7)**

- ES 104: Introduction to Environmental Studies (4)
- ES 105: Introduction to Earth Studies (4)
- ES 207: Ecology and ES 207L (4, 2)
- ES 212: Introduction to GIS (2)
- ES 261: Political Ecology (4)
- ES 262: Research Design and Methods for Environmental Issues (4)
- ES 470: Senior Seminar in Environmental Studies (4)

**FOUR ADDITIONAL COURSES**, two of the four courses must be at 300 level, one can be at the 100 level

- One course must have an environmental science focus from the list below (lab must be taken with lecture course if offered): ES 225: Energy and the Environment (4); ES 236: Wind, Weather, Water (4); ES 241: Earth History and Geology (4); ES 253/253L: Microbial Ecology (4,2); ES 240: One Health (4); ES 313/313L: Invertebrate Zoology (4,2); ES 316: Wildlife Disease (4); ES 328: Field Vertebrate Zoology (4); ES/BIOL 337/337L: Ornithology (4,2); ES 341/341L: Plant Biology (4,2); ES 357/357L: Conservation Biology (4,2); ES 364/364L: Biogeochemistry (4,2)
- Three courses from the following list of ES humanities and social science courses and affiliates:  
ES 182: Environmental Ethics (4); ES 210: World Geography (4); ES 219: Food, Culture and Social Justice (4); ES 221: Globalization and Local Responses (4); ES 230: Economics and the Environment (4); ES 269 Green By Design: Sustainable Architecture and the Environment (4); ES 271: Politics of the World's Oceans (4); ES 311: Environmental History of the Ancient Mediterranean (4); ES 304: Disaster (4); ES 391: Research/Service in Environmental Science (4); ES 480: Senior Thesis (4); BUS 223: Business Law and Ethics (4); BUS 244: Introduction to Entrepreneurship (4); ECON 157: Microeconomics (4); ECON 259: International Political Economy (4); ECON 312: Economics of Development and Globalization (4); INTL 303: Geopolitics (4); POLS 226: International Law (4); POLS 363: Constitutional Law (4); PH 301: Global Health (4); REL 218: Buddhist Traditions (4); SOC 260: Race, Class and Gender (4)

#### **AFFILIATED COURSE**

- STAT 140 Introduction to Statistics (4) **or** STAT 251: Statistical Methods (4)

## EXPERIENTIAL COMPONENT

- All students must complete an experiential component which can include: a related internship (any term), completion of the Hollins Outdoor Leadership certificate, participation in Caribbean Ecology J-term or School for Field Studies abroad program, ES 391: Research/Service in Environmental Studies/Science, or ES 480: Senior Thesis.

## REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL SCIENCE (B.S.):

15-16 courses plus related laboratories (62-76 credits) and Experiential Component

### CORE COURSES (7)

- ES 104: Introduction to Environmental Studies (4)
- ES 105: Introduction to Earth Studies (4)
- ES 207: Ecology and ES 207L (4, 2)
- ES 212: Introduction to GIS (2)
- ES 261: Political Ecology (4)
- ES 262: Research Design and Methods for Environmental Issues (4)
- ES 470: Senior Seminar in Environmental Studies (4)

### ADDITIONAL SCIENCE COURSES (6-7), lab must be taken with lecture course if offered:

- Introductory Chemistry: CHEM 101/101L and 102/102L (4,2; 4,2) **or** CHEM 105/105L (4,2)
- One Earth Science Focused ES Elective: ES 225: Energy and the Environment (4); ES 236: Wind, Weather, Water (4); ES 241: Earth History and Geology (4); ES 364/364L Biogeochemistry (4,2)
- One Field-Based ES Elective: ES 253/253L: Microbial Ecology (4,2); ES 313/313L: Invertebrate Zoology (4,2); ES 328: Field Vertebrate Zoology (4); ES 341/341L: Plant Biology (4,2); ES 357/357L: Conservation Biology (4,2); ES 364/364L Biogeochemistry (4,2)
- Three additional ES or affiliated science courses from the following (two must be at 300 level): ES 225: Energy and the Environment (4); ES 236: Wind, Weather, Water (4); ES 241: Earth History and Geology (4); ES 253/253L: Microbial Ecology (4,2); ES 240: One Health (4) **or** ES 316: Wildlife Disease (4); ES 313/313L: Invertebrate Zoology (4,2); ES 328: Field Vertebrate Zoology (4); ES 337/337L: Ornithology (4,2); ES 341/341L: Plant Biology (4,2); ES 357/357L: Conservation Biology (4,2); ES 364/364L Biogeochemistry (4,2); ES 391: Research/Service In Environmental Science/Studies (4) **or** ES 480: Senior Thesis(4); BIOL 236/236L: Cell and Molecular Biology (4,2); BIOL 323/323L Animal Behavior (4,2); CHEM 214/214L: Analytical Chemistry (4,2); CHEM 221/221L: Organic Chemistry I (4,2); CHEM 222/222L Organic Chemistry II (4,2);

### STATISTICS COURSES (2)

- PSY 208: Research Statistics (4) **or** STAT 251: Statistical Methods (4)
- STAT 324: Data Wrangling with R (2)

## EXPERIENTIAL COMPONENT

- All students must complete an experiential component which can include: a related internship (any term), completion of the Hollins Outdoor Leadership certificate, participation in Caribbean Ecology J-term or School for Field Studies abroad program, ES 391: Research/Service in ES, or ES 480: Senior Thesis.

## REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES:

6 courses (26 credits)

- ES 104: Introduction to Environmental Studies (4)
- ES 105: Introduction to Earth Studies (4)
- ES 207: Ecology and ES 207L (4, 2)
- ES 261: Political Ecology (4)
- Two additional courses from the list of ES elective courses (must take lab if offered)

## COURSES IN ENVIRONMENTAL STUDIES:

### ES 104: INTRODUCTION TO ENVIRONMENTAL STUDIES (4)

du Bray

This course takes a transdisciplinary perspective to provide a foundation on the social scientific perspective of environmental issues. It examines the history of environmental studies as a movement and field of study, and



subsequently takes a topical approach to understand the systemic structure of environmental issues. Students will gain insights from anthropology, politics, psychology, sociology, and sustainability studies as they pertain to environmental issues, and will develop an introductory understanding of the qualitative and quantitative methods used to assess these issues. Open to first year students. No pre-requisite. Offered Term 2. (MOD)

**ES 105: INTRODUCTION TO THE EARTH SCIENCES (4)**

**Carmichael**

Earth science is the study of the evolution of the Earth as a physical and biogeochemical system over the ca. 4.5 billion years of its existence. This introductory lecture/laboratory course encompasses two of the three main sub disciplines of the field of environmental science: geology and biogeochemistry. It will cover the structure, composition, and evolution of the Earth, the life it supports, and the physical and biogeochemical processes that govern the formation and behavior of the Earth's materials. Special attention will be paid to the new geological epoch into which we have recently entered: the Anthropocene. Open to first-year students. No prerequisite. Offered Term 1. (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. Also listed as BIOL 133. Open to first-year students with permission. Not offered in 2021-22.

**ES 150: SPECIAL TOPIC: WATER AND LIFE (4)**

**Allison**

In this combined lecture/laboratory course, we will explore the ways in which water is essential to life on Earth, its origins on our planet, how water affects weather and climate, the function of freshwater and marine ecosystems, and the organisms that live within them. The impacts of human activity on the availability of safe drinking water and the impending global effects of climate change will be covered. Students will gain hands-on experience in techniques used to assess water quality and biodiversity of freshwater streams. Not intended for students majoring in biology. Also listed as BIOL 150. Open to first-year students. No prerequisite. 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 2021-22.

**ES 197F: FIRST-YEAR SEMINAR – APPALACHIA DREAMING (4)**

**du Bray**

Appalachia evokes many ideas—hollers and hills, coal, opioids, tradition. Yet, there is much more to Appalachia than this; it is a world of immense biodiversity, mist rising in the mornings, poetry, pride, and activism. We will think about communities, both ecological and human, to help you understand your place here at Hollins, and in the environment around you. In addition to time spent reading and writing, we will also cultivate the skills you need for a successful time at Hollins. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (*f, x, r*)

**ES 207: ECOLOGY (4)**

**Allison, 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)**

**Allison, 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 212: INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (2)****Gleim**

This course will explore basic concepts of geographic information systems (GIS) including applications of GIS and how to use it. Much of this course will be lab-based using real-world and simulated scenarios and data sets. Students will gain basic working knowledge of how to use ArcGIS, the most commonly used GIS software on the market, and gain limited experience with one or more additional GIS platforms. Although content and exercises will be primarily targeted to biology and environmental studies majors, skills learned will be applicable to many other fields and thus, non-science majors are welcome. Also listed as BIOL 212. No pre-requisites. Not open to first-year students. Offered Term 1.

**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 GWS 219. Prerequisite: sophomore standing. Not offered in 2021-22. (DIV)

**ES 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 INTL 220/POLS 221. Open to first-year students. Prerequisite: *q*. Offered Term 2. (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 105 or permission of instructor. Also listed as PHYS 225. Offered Term 2.

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

**ES 236: WIND, WATER AND WEATHER (4)****Gentry**

This course examines the physical principles of earth's dynamic weather systems, utilizing important concepts from physics, geology, hydrology, and meteorology. Students will gain a broad understanding of interactions between the atmosphere and fresh and ocean water, including global circulation systems, storms, weather forecasting, the carbon cycle and the greenhouse effect. Special emphasis will be placed on human-induced climate change. Also listed as PHYS 236. Open to first-year students. Prerequisite: ES 105 or permission of instructor. Not offered in 2021-22.

**ES 240: ONE HEALTH: LINKING HUMAN, ANIMAL, AND ENVIRONMENTAL HEALTH (4)****Gleim, Kingori**

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/PH 240. Pre-requisites: BIOL/ES 207/207L, PH 201, or permission. Offered Term 2.

**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. Prerequisite: ES 105 or permission of instructor. Not offered in 2021-22. (SCI)

**ES 253: MICROBIAL ECOLOGY (4)**

**Carmichael**

Microbial ecology is the study of microbes in the environment and their interactions with the environment, each other, and plant and animal species. The discipline is at the heart of the function of every ecosystem on the planet, from the lithosphere, to the cryosphere, the human body, and the built environment. This course will survey the microbial diversity within the biosphere and delve into the complex interactions between microbial communities and the worlds they inhabit. Also listed as BIOL 253 and PH 253. Pre-requisites: For BIOL Majors, BIOL 207/207L and BIOL 220/220L, or permission; ES Majors, ES 105 and ES 207/207L, or permission; For PH Majors, PH 101 and PH 201, or permission. BIOL majors cannot receive credit for BIOL 253/253L and BIOL 312/312L. Offered Term 1. (SCI: Must take lab to fulfill SCI).

**ES 253L: MICROBIAL ECOLOGY LAB (4)**

**Carmichael**

This lab will use culture-dependent and independent techniques and common biogeochemical assays to survey the microbial ecology of a variety of environments. Also listed as BIOL 253L or PH 253L. Co-requisite: BIOL, ES, or PH 253. Offered Term 1. (SCI)

**ES 261: POLITICAL ECOLOGY (4)**

**du Bray**

In this course, students will develop an understanding of political ecology, a framework that takes perspectives from anthropology, economics, and political science to understand how historical and systemic structures impact the way that people use, protect, and relate to their environments. Focusing on American environmental politics and policy, this class will introduce students to key policies including NEPA, the Endangered Species Act, and the Wilderness Act. Although this class includes components of policy, it focuses on the history of the American landscape, dispossession, and the way current policy is premised on historical values. Open to first year students. Prerequisite: ES 104 (or BIOL/ES 117). Offered Term 1. (MOD)

**ES 262: RESEARCH DESIGN AND METHODS FOR ENVIRONMENTAL ISSUES (4)**

**du Bray**

This course will introduce students to the skills of designing a research question and research project, methods for collecting data, and finally, for analyzing data. Students will have the opportunity to design and carry out a mini-research project during this course. By the end of the course, students will understand and be able to carry out reasonable sampling methods, interviews, and surveys. Additionally, students will have a beginning understanding of analyzing data using qualitative and quantitative techniques using Dedoose and JASP. Pre-requisites: q, and ES 104 (or BIOL/ES 117). Offered Term 2. (Q)

**ES 269: GREEN BY DESIGN: SUSTAINABLE ARCHITECTURE AND THE ENVIRONMENT (4)**

**Hendricks**

Sustainability denotes one of the main future challenges of societies and the global community. Issues of sustainability range from energy and natural resources to biodiversity loss and global climate change. Properly dealing with these issues will be crucial to future societal and economic development. By examining the progressive development of green architecture in the 20th century, this course will illustrate how it is ever evolving and ameliorated through alterations in form, technology, materials and use, examining different places worldwide that represent a diversity of cultural and climatic contexts. Also listed as ART 269. Open to first-year students. Offered Term 1.

**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 2021-22. (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 304: DISASTER! RESPONSES TO THE WORST (4)**

**du Bray**

This course takes a political economy approach to understand the social and physical problems that turn hazards into disasters. Throughout the course, we will re-evaluate our ideas about what a disaster is, how it is produced, and who is harmed. In examining technological, "natural", and medical disasters, we will consider the role of science and

society in producing these events, and consider how we can better prevent such events in the future. Also listed as SOC 304. Pre-requisites: ES 104 (or BIOL/ES 117), or SOC 110. Term 2. (DIV)

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

**Salowe**

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 CLAS 311. Not offered in 2021-22. (PRE)

#### **ES 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 the incredibly diverse group of animals. Also listed as BIOL 313. Prerequisite: BIOL/ES 207 or BIOL 220. Offered Term 1.

#### **ES 313L: LAB FOR INVERTEBRATE ZOOLOGY (4)**

**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). Also listed as BIOL 313L. Corequisite: BIOL/ES 313. Offered Term 1.

#### **ES 316: WILDLIFE DISEASE (4)**

**Gleim**

This lecture/ lab course will provide a general understanding of disease ecology and examine both common and newly emerging diseases that are known to impact wildlife. We will also work to better understand the roles these diseases play in population regulation, conservation of rare and endangered species, and the impacts that these diseases can have on human and domestic animal health. Lab components of the course will involve both field and laboratory-based experiences involved in routine testing of wildlife and/or vectors for pathogens. Also listed as BIOL/PH 316. Pre-requisites: BIO/ES 207/207L, BIO 236/236L, or permission. Not offered in 2021-22. (SCI)

#### **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 2021-22.

#### **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. Not offered in 2021-22.

#### **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. Not offered in 2021-22.

#### **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 2021-22.

**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 2021-22.

**ES 350: SPECIAL TOPICS: ENVIRONMENTAL JUSTICE (4)**

**du Bray**

Environmental justice refers to both a field of study and an activist movement. Both the realm of study and the activism focus on the way that different groups of people are differentially impacted by environmental issues, including air and water pollution, technological disasters, Superfund locations, and other concerns. This course examines the roots of environmental justice, considers the role of citizen activism and citizen science, and considers the systemic roots of environmental injustices in the United States, its territories, and the broader North American continent. Offered Term 1. (DIV)

**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 2.

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

**Gleim**

Laboratory activities will cultivate an understanding of real-world, hands-on conservation biology through completing multiple field-based labs that will involve discussion of experimental design and methodology, 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 professional tools and methods, including software commonly used for both plant and animal population analyses which aid in the management and preservation of biodiversity. Also listed as BIOL 357L. Corequisite: ES 357. Offered Term 2.

**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 H<sub>2</sub>O, 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. Not offered in 2021-22.

**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. Not offered in 2021-22.

**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 391: RESEARCH/SERVICE IN ENVIRONMENTAL SCIENCE/STUDIES (4)**

**Department**

Students conducting independent research in environmental studies/science or those engaged in the development and implementation of a significant service project relating to environmental sustainability on campus or in the community should sign up for this course in consultation with their faculty supervisor. Research students are expected to produce a formal scientific report at the conclusion of the study which includes a significant literature

review. Students implementing a service project are expected to write a well-researched proposal and "plan of action" as well as a summary reflection paper. Offered both terms.

**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

**VISITING INSTRUCTORS:** Bernice Harleston, Brian Price; Katie Biddle

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 150: SPECIAL TOPICS: ARTS IN HEALTH (4)**

**Biddle**

The visual, literary, and performing arts are increasingly being incorporated in community and healthcare contexts to promote whole person healing and wellbeing. This course will provide an introduction to the growing field of arts in health, including career paths and research at the intersection of arts, culture, psychology, and medicine. Through a significant experiential focus, students will gain hands on knowledge of how the arts help diverse individuals, groups, and communities achieve myriad positive health outcomes. Also listed as MUS/PSY 150. Offered Term 1.

### **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/DANC/MUS/THEA 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: tiny phone 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-year students only. Offered Term 1. Placement to be determined during the summer. (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. Offered Term 1.

**FILM 235: FILM NOIR (4)****Ingle**

An introduction to the film noir genre, from its origins in hardboiled literature to its legacy today. Most of the course will be devoted to its peak in the postwar era, but some attention will also be given to its influence on contemporary neo-noir. Possible films under discussion include *The Maltese Falcon*, *Double Indemnity*, *Sunset Blvd.*, *Strangers on a Train*, *Touch of Evil*, *Chinatown*, *Fargo*, *L.A. Confidential*, and *Brick*. Open to first-year students. No prerequisite. Not offered in 2021-22. (AES, MOD)

**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 1. (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. Not offered in 2021-22. (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/DANC/MUS/THEA 276. Not offered in 2021-22.

**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. Not offered in 2021-22. (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 282: THE ART OF SOUND DESIGN (4)****Gerber-Stroh**

The process of recording and creating high quality sound is a critical skill to master when making films, videos, webcasts, and numerous other visual and performing arts. This course will broadly cover the methods, technology, and artistry of sound design while introducing students to the resources of the film department's SoundCraft studio.



Assignments include short production exercises and a final project. Also listed as THEA 282. Open to first-year students. No prerequisite. Offered Term 1. (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 310: FILM THEORY (4)**

**Ingle**

Introduces the variety of film theoretical approaches, from both the classical (pre-1960) and contemporary (post-1960) eras of film theory. Theoretical approaches under investigation may include formalism, realism, auteur theory, feminist theory, Marxist theory, postmodern theory, narrative theory, critical race theory, queer film theory, and postcolonial theory, among others. Screenings will supplement the readings and discussions. Prerequisite: sophomore standing or permission of instructor. Not offered in 2021-22. (AES, MOD)

**FILM 321: SCREENWRITING I (4)**

**Harleston**

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. Offered Term 1. (w, CRE)

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

**Price**

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. Offered Term 2. (CRE)

**FILM 323: CINEMATIC ADAPTATION (4)**

**Dillard**

Students will go through the entire process (from analysis of the story to outline to treatment to screenplay) of adapting a work of fiction for the screen. The course also includes close study of works of fiction that have previously been adapted for the cinema, as well as the resulting screenplays and films. Also listed as ENG 323. Prerequisite: sophomore standing or permission. Not offered in 2021-22.

**FILM 334: DIRECTING FOR FILM (4)**

**Department**

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 2021-22.

**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 2021-22.

**FILM 353: FILM AS A NARRATIVE ART I: KUBRICK (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: We'll be studying the films of Stanley Kubrick as moral, aesthetic, and psychological narratives, with particular attention to the development of his cinematic style in relationship to his concerns throughout his career. Such films as *Fear and Desire*, *Killer's Kiss*, *The Killing*, *Paths of Glory*, *Dr. Strangelove*, *2001: A Space Odyssey*, *A Clockwork Orange*, *Barry Lyndon*, *The Shining*, *Full Metal Jacket*, *Eyes Wide Shut*. Prerequisite: Sophomore standing. Also listed as ENG 353. Offered Term 1.

**FILM 354: FILM AS A NARRATIVE ART II: KUROSAWA (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: We'll be studying the films of Akira Kurosawa as moral, aesthetic, and psychological narratives, with particular attention to the development of his cinematic style in relationship to his concerns throughout his career. Such films as *Stray Dog*, *Rashomon*, *Ikiru*, *Seven Samurai*, *Throne of Blood*, *The Bad Sleep Well*, *Yojimbo*, *High and Low*, *Red Beard*, *Dodes'kaden*, *Ran*, *Dreams*, *Madadayo*. 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 2021-22.

**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)****Department**

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 2021-22.

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

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. Offered Term 2. (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 2021-22. (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 40-43). 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 2021, 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: The Political Print** (*r*)

**CLAS 197F: Re-imagining Ancient Women** (*f, r, CRE, PRE*)

**COMM 197F: Erasing History? Rhetoric & Public Memorials** (*o, r, MOD*)

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

**ENG 197F: Folk & Fairy Tales** (*f, x, r, AES*)

**ENG 197F: Re-imagining Ancient Women** (*f, r, CRE, PRE*)

**ES 197F: Appalachia Dreaming** (*f, x, r*)

**FILM 197F: Cellphone Cinematography** (*r*)

**GWS 197F: Gender, Sexuality, and Hip-Hop** (*r*)

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

**HUM 197F: Introduction to Anglophone Haitian Literature** (*r, AES*)

**INTL 197F: God and the Ballot Box: Global Politics and Religion in the 21st century** (*r*)

**PHYS 197F: Lasers, Nanoparticles and Molecular Medicine** (*r*)

**POLS 197F: Finding Hidden Message** (*r*)

**PSY 197F: Interpersonal Relationships** (*r*)

**REL 197F: Disabling Ableism** (*r*)

**REL 197F: God and the Ballot Box: Global Politics and Religion in the 21st century** (*r*)

**SOC 197F: Gender, Sexuality, and Hip-Hop** (*r*)

**THEA 197F: Performing the Unknown: Improvisation for the Stage and Beyond** (*r, CRE*)

**UNIV 197F: Ask Not What Your Community Can Do For You: Sustainability and Social Innovation** (*r, o*)

**PROFESSORS:** Annette E. Sampon-Nicolas

**ASSISTANT PROFESSOR:** Jeanne Jégousso

**VISITING ASSISTANT PROFESSOR:** Olivier Salès, Sylvain Liotard

**TEACHING ASSISTANT:** Hanna Hadjadj

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)**

**Salès**

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)**

**Department**

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 2021-22. (LAN)

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

**Jégoussou, Liotard**

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)**

**Jégoussou**

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. 117 offered Term 1; 118 offered Term 2. (LAN)

### **FREN 121: ACCELERATED INTERMEDIATE FRENCH (4)**

**Department**

This course is an expansion of verbal and writing skills. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the language requirement for those who have previously studied French. Prerequisite: departmental placement test. Not offered in 2021-22. (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 2021-22.

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

**Jégoussou**

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 237: UNDERSTANDING CONTEMPORARY FRANCE (4)**

**Jégoussou**

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. This year's course focuses on hip hop, rap, and reggae - dance hall culture as a way to learn, examine and understand contemporary French culture. Thanks to a wide selection of French and Francophone artists, students will learn about French history, politics, modern challenges and issues. Materials for the class will include song lyrics, analysis of music videos, movies, newspaper,

and academic articles, Prerequisite: FREN 112, FREN, 118, FREN 121, or departmental placement in a 200-level course. Open to first-year students. Not offered in 2021-22. (o, AES, MOD)

**FREN 261: TOPICS IN FRENCH I (4)**

**Department**

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. 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. Not offered in 2021-22 (o, MOD)

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

**Salès**

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. 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, DIV, AES)

**FREN 271: FRENCH CULTURE AND CIVILIZATION (4)**

**Jégouso**

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. Offered Term 1. (GLO, MOD)

**FREN 290: INDEPENDENT STUDY (2 or 4)**

**Jégouso**

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

**FREN 324: INTRODUCTION TO FRENCH & FRANCOPHONE WOMEN AUTHORS (4)**

**Jégouso**

This course will provide students with an overview of the literary representation of gendered experiences in personal stories authored by a range of leading female French-speaking writers. From Marie de France or Madeleine de Scudery to Virginie Despente, from Suzanne Césaire or Mariama Bâ and Shenaz Patel. By reading a selection of various texts (poetry, short stories, novels), we will explore the relation between sexual identity and literary practices and between gender and genre. How do stories shape our understanding of gender roles? How do they reveal stereotypes about femininity, masculinity, sexuality and ethnicity? What is the role of women's writing in contemporary France in reimagining and reshaping sexual and racial identities? During the Fall, *The French Film Series* will be an extension of this course and will focus exclusively on women directors, giving the students the opportunity to engage in interdisciplinary analysis. Prerequisite: Senior French majors or permission. Not offered in 2021-22. (AES, GLO).

**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 2021-22. (AES, MOD)

**FREN 346: TWENTIETH-CENTURY FRENCH LITERATURE (4)**

**Department**

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 2021-22.

**FREN 350: SPECIAL TOPICS: FRANCO-ASIAN CULTURAL ENCOUNTERS (4)**

**Sampon-Nicolas**

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. Prerequisite: 200-level course or permission. You must be able to read French novels in their entirety in French and be able to lead and participate in discussions. This course, conducted entirely in French, counts for the French major and/or the International Studies major. This class meets concurrently with French 470. Offered Term 2. (AES, GLO)

**FREN 374: ADVANCED CONVERSATION AND COMPOSITION (4)**

**Sampon-Nicolas**

Intensive practice in speaking and writing French. The theme this spring will be Reading and Writing the City in French. In *Species of Spaces*, Georges Perec states "We can never explain or justify the city. The city is there." The word city is personal to each individual and evokes: sounds, scents, crowds, chaos, beauty, art, architecture, trees, fountains, and parks. To some a city is a nightmare to others, a dream. The city is coexistence, meeting, interacting, greeting. In this course, students will read a variety of texts and use different writing techniques to study the

movements, images, voices, neighborhoods, streets, buildings, doors, windows, and communities that form a city. What makes cities livable, healthy, and sustainable? How do people live in community in urban areas? How are cities being transformed into new sustainable habitats for the present and for the future? Through literature, film, non-fiction, and personal experience, students will write and talk about the cities they know as well as study cities across the French-speaking world. Prerequisite: 200-level French course or permission. Offered Term 1. (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 2021-22.

**FREN 376: ADVANCED FRENCH GRAMMAR (4)**

**Department**

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 2021-22.

**FREN 388: TEACHING FOREIGN LANGUAGES (4)**

**Salès**

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**

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

**FREN 399: INTERNSHIP (4)**

**Jégousso**

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

**FREN 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 standing or permission. This class meets concurrently with French 350. Offered Term 2. (AES, GLO)

**FREN 480: SENIOR THESIS (4)**

**Jégousso**

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**

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.

**PROFESSOR:** LeeRay Costa (director, 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), Rachel Nuñez (history), Wendy-Marie Martin (theatre) Julie Pfeiffer (English), Darla Schumm (religious studies), Jennifer Turner (sociology)

**VISITING FACULTY:** Sandra Russell (gender and women's studies), Emma Snowden (history)

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:**

8 courses (32 credits) and one 4-credit internship

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 four additional courses from the list of gender and women's studies courses. At least two of the eight courses must be at the 300 level. 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)
- Two theory courses from the following:
  - GWS 205: Criminal Justice Systems (4)
  - GWS 209: Feminist Philosophies (4)
  - GWS 219: Food, Culture, and Social Justice (4)
  - GWS 242: Gender, Culture and Power (4)
  - GWS 250: Special Topics: LGBTQ+ Literature (4)
  - GWS 250: Special Topics: Gender and Digital Cultures (4)
  - GWS 250: Special Topics: Art, Public Space, and Social Justice Activism (4)
  - GWS 281: Sinners, Saints, and Misfits: Religion and Disability (4)
  - GWS 310: The Body and Sexuality in European History (4)
  - GWS 318: Sexual Ethics (4)
  - GWS 347: Girlhood Studies (4)
  - GWS 362: Spiritual Activism (4)
  - GWS 372: Images of Women in Film (4)(additional courses may be approved by the GWS Director)
- GWS 470: Seminar in Gender and Women's Studies (4)

## **Four ADDITIONAL COURSES (16):**

- Four 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 203: Race, Class, Gender & The Law (4)
- GWS 205: Criminal Justice System (4)
- GWS 209: Feminist Philosophies (4)



- GWS 211: Multicultural Women Writers (4)
- GWS 215: Constructing Gender (4)
- GWS 216: Silenced? Marginalized Voices 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 242: Gender, Culture and Power (4)
- GWS 250: Special Topics: LGBTQ+ Literature (4)
- GWS 250: Special Topics: Gender and Digital Cultures (4)
- GWS 250: Special Topics: Art, Public Space, and Social Justice Activism (4)
- GWS 260: Race, Class, Gender (4)
- GWS 272: Reproductive Justice (4)
- GWS 281: Sinners, Saints, and Misfits: Religion and Disability (4)
- GWS 290: Independent Study (2, 4)
- GWS 310: The Body and Sexuality in European History (4)
- GWS 318: Sexual Ethics (4)
- GWS 324: Feminism and Contemporary Art (4)
- GWS 328: 19<sup>th</sup> 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 (4)
- GWS 350: Special Topics: Family Law & Policy (4)
- GWS 350: Special Topics: Doing, Undoing, Re-Doing Gender (4)
- GWS 362: Spiritual Activism (4)
- GWS 372: Images of Women in Film (4)
- GWS 390: Independent Study (2, 4)
- GWS 399: Internship (4)
- GWS 470: Seminar in Gender and Women's Studies (4)
- GWS 480, 490: Senior Thesis (4-8) or (4/4, 4)

## **INTERNSHIP**

An experiential component will also be required of each major. This consists of an internship or service project (4 credits or one Short Term) carried out while a student in the program. 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 paper analyzing their field experience.

## **REQUIREMENTS FOR A MINOR IN GENDER AND WOMEN'S STUDIES:**

5 courses (20 credits) and a 4-credit internship

Core Courses in Gender and Women's Studies (12)

- GWS 141: Introduction to Gender and Women's Studies (4)
- One GWS Theory designated course (4)
- GWS 470: Seminar in Gender and Women's Studies (4)

Two additional courses from the list of gender and women's studies courses (8)

An internship in gender and women's studies (4)

In designing their programs, minors work closely with an advisor in gender and women's studies to select elective courses (8 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.

## **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 2021-22. (f, w, x)

### **GWS 141: INTRODUCTION TO GENDER AND WOMEN'S STUDIES (4)**

**Russell**

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 2. (f, w, x, AES, GLO)

### **GWS 197F: FIRST-YEAR SEMINAR - GENDER, SEXUALITY, AND HIP-HOP (4)**

**Turner**

Hip-hop has been a subversive music genre in undermining and reimagining mainstream gender and sexual politics, while simultaneously reinforcing gender and sexual inequalities. In this course, we will examine how hip-hop grapples with constructions of gender and sexuality. We will also highlight the contributions of women/femmes, trans, and nonbinary people to the genre. In addition, we will explore how hip-hop challenges the status quo and amplifies the voices of marginalized groups. Also listed as SOC 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

### **GWS 203: RACE, CLASS, GENDER & THE LAW (4)**

**Chenette**

Also listed and described as POLS 203. Open to first-year students. No prerequisite. Not offered in 2021-22. (DIV)

### **GWS 205: CRIMINAL JUSTICE SYSTEM (4)**

**Chenette**

Also listed and described as POLS 206. Prerequisite: any 100-level POLS course or permission. (A) Offered Term 1.

### **GWS 206: THEATRE FOR SOCIAL CHANGE (4)**

**Martin**

Also listed and described as THEA 206. Open to first-years. No Prerequisite. Offered Term 2. (DIV)

### **GWS 209: FEMINIST PHILOSOPHIES (4)**

**Department**

Also listed and described as PHIL 208. Open to first-year students with permission. Not offered in 2021-22.

### **GWS 211: MULTICULTURAL WOMEN WRITERS (4)**

**Kaldas**

Also listed and described as ENG 211. Not offered in 2021-22. (w, x, AES, DIV)

### **GWS 215: CONSTRUCTING GENDER (4)**

**Joseph**

Also listed and described as COMM 215. Not offered in 2021-22. (r, DIV, MOD)

### **GWS 216: SILENCED? MARGINALIZED VOICES IN JUDAISM, CHRISTIANITY, AND ISLAM (4)**

**Derrick**

Also listed and described as REL 215. Open to first-year students. No prerequisite. Offered Term 2. (DIV, MOD)

### **GWS 217: RHETORICAL THEORY - FROM ANCIENT GREECE TO THE RENAISSANCE (4)**

**Department**

Also listed and described as COMM 217. Prerequisite: sophomore standing or permission. Not offered in 2021-22. (o, r, PRE)

### **GWS 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 219. Prerequisite: sophomore standing. Not offered in 2021-22. (DIV)

### **GWS 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. Prerequisite: GWS 141, or SOC 110. Not offered in 2021-22. (r, DIV)

<b>GWS 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)</b> Also listed and described as HIST 222. Offered Term 1. (w, x, PRE)	<b>Snowden</b>
<b>GWS 223: WOMEN IN BUDDHISM (4)</b> Also listed and described as REL 223. Not offered in 2021-22. (r, GLO)	<b>Schumm</b>
<b>GWS 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4)</b> Also listed and described as HIST 225. Open to first-year students. Not offered in 2021-22. (w, x, PRE)	<b>Nuñez</b>
<b>GWS 226: WOMEN AND GENDER IN MODERN EUROPE (4)</b> Also listed and described as HIST 226S. Open to first-year students. Not offered in 2021-22. (w, x, r, MOD)	<b>Nuñez</b>
<b>GWS 242: GENDER, CULTURE, AND POWER (4)</b> 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. Prerequisite: GWS 141, GWS 197F, or SOC 110. Not offered in 2021-22. (DIV)	<b>Costa</b>
<b>GWS 250: SPECIAL TOPICS: LGBTQ LITERATURE (4)</b> Also listed and described as ENG 250. Open to first-year students. Offered Term 1. (AES, DIV)	<b>Russell</b>
<b>GWS 250: SPECIAL TOPICS: GENDER AND DIGITAL CULTURES (4)</b> What is the relationship between gender, digital spaces, and the discourses that circulate within them? What possibilities do digital spaces hold for producing feminist knowledge? Using interdisciplinary and intersectional frameworks, this course explores how digital media and technologies shape and are shaped by gender as well as the intersecting categories of race, sexuality, class, and ability. Some possible topics include the formation of digital communities, online activism, digital storytelling, the problems and possibilities of digital archives, power and surveillance, and boundaries and abuse. This course will be highly collaborative and interactive not only in terms of readings and discussion, but also in practical engagement, and students will work in small groups throughout the semester to create and experiment with their own digital projects, archives, blogs, and videos. Open to first-year students with instructor permission. Offered Term 1.	<b>Russell</b>
<b>GWS 250: SPECIAL TOPICS: ART, PUBLIC SPACE, AND SOCIAL JUSTICE ACTIVISM (4)</b> What are some of the ways that art can disrupt oppressive structures of power? How have artists used public space to engage protest and activism? This course explores the ways in which contemporary (1980s-Present) artists have responded to the call for political change and social justice. Drawing from interdisciplinary perspectives, including memory studies, new materialism, as well as queer and feminist theory, we will consider the role of visual and performance art within public spaces in simultaneously shaping and contributing to social movements and protest. Some possible themes and issues include public spaces and public memory, artistic citizenship, counterpublics, "material" and "immaterial" artistic forms, and the collective impact of art activism on the social imagination. Offered Term 2.	<b>Russell</b>
<b>GWS 250: SPECIAL TOPICS: RACE, CLASS, GENDER AND THE LAW (4)</b> Also listed and described as POLS 250. Offered Term 2.	<b>Chenette</b>
<b>GWS 260: RACE, CLASS, GENDER: A REFLEXIVE APPROACH (4)</b> Also listed and described as SOC 260. No prerequisite. Not offered in 2021-22. (DIV, MOD)	<b>Turner</b>
<b>GWS 272: REPRODUCTIVE JUSTICE (4)</b> Also listed and described as SOC 272. Open to first-year students. Offered Term 1.	<b>Turner</b>
<b>GWS 281: SINNERS, SAINTS, AND MISFITS: RELIGION AND DISABILITY (4)</b> Also listed and described as REL 281. Offered Term 2. (w, x, MOD, DIV)	<b>Schumm</b>
<b>GWS 290: INDEPENDENT STUDY (2 or 4)</b> Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.	<b>Department</b>
<b>GWS 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)</b> Also listed and described as HIST 310. Not offered in 2021-22. (w, x, MOD)	<b>Nuñez</b>

**GWS 318: SEXUAL ETHICS (4)****Schumm**

Also listed and described as REL 318. Not offered in 2021-22. (o, DIV)

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

Also listed and described as ART 324. Prerequisite: sophomore standing or permission. Not offered in 2021-22. (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. Not offered in 2021-22. (w, x, AES)

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

Also listed and described as HIST 334. Prerequisite: sophomore standing. Not offered in 2021-22. (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. Not offered in 2021-22. (o, DIV)

**GWS 342: ADVANCED STUDIES IN CHILDREN'S LITERATURE: AMERICAN GIRLS' FICTION (4)****Pfeiffer**

Also listed and described as ENG 342. Prerequisite: 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)

**GWS 345: ARAB WOMEN WRITERS (4)****Kaldas**

Also listed and described as ENG 345. Prerequisite: sophomore standing or permission. Not offered in 2021-22. (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 1.

**GWS 350: SPECIAL TOPICS: FAMILY LAW & POLICY (4)****Chenette**

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

**GWS 360: DOING, UNDOING, RE-DOING GENDER (4)****Turner**

Also listed and described as SOC 360. Prerequisite: SOC 110. Offered Term 2.

**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. Not offered in 2021-22. (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 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 (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 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)**

**Salès**

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)

- One of the following: GWS 141: Introduction to Gender and Women's Studies; SOC 260: Race, Class, Gender; or POLS 250: Race, Class, Gender and the Law. (4)
- Three additional courses from the list of affiliated courses below. (12)  
Each of the three 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.
- GPS 450: Special Topics: Social Justice Senior Capstone (4)

### AFFILIATED COURSES:

- 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/GWS 219: Food, Culture, and Social Justice
- 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 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 126: Introduction to Religion in a Global Context
- REL 140: Disability, Religion, and Ethics
- SOC 234: Social Problems
- SOC 260: Race, Class, and Gender – A Reflexive Approach

## **COURSES IN GLOBAL POLITICS AND SOCIETIES:**

### **GPS 216: RESEARCH METHODS IN SOCIAL SCIENCES (4)**

**Breske**

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

### **GPS 450: SPECIAL TOPICS: SOCIAL JUSTICE CAPSTONE (4)**

**Chenette**

All social justice minors are required to take this course during the spring term of their senior year. The GPS social justice minor challenges students to think about power, inequality, diversity, and justice in global, national, local, and personal contexts. Students will draw from these social justice course foundations -- texts, theory, methods, skills, and practice -- to more deeply explore student-directed research, writing, and engagement in social justice work. Emphasis will be placed on the senior experience of translating student immersion in academic content, substance and structure, to professional development, life planning, and action. Offered Term 2.

### **GPS 470: SENIOR SEMINAR (2)**

**Bohland**

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:** Rachel M. Nuñez (Batten Chair in Leadership and chair of history department)

**ASSISTANT PROFESSOR:** Christopher M. Florio (Ruth Alden Doan Endowed Chair in History)

**VISITING ASSISTANT PROFESSOR:** Emma Snowden (Classics), Julia Riegel

The history major at Hollins prepares students to be critical thinkers, effective communicators, and engaged and informed global citizens. Our faculty, trained primarily in the history of Europe and the United States, take a transnational perspective in a majority of their courses, which cover such topics as "Slavery: A Global History" and "Sex and Race in the Age of Empire." Most courses are discussion- rather than lecture-based and encourage deep engagement with primary sources.

While 100-level courses introduce students to the craft of historical thinking, at the 200- and 300-level students also gain research experience. The culmination of the major is a two-semester senior thesis capstone in which students develop their own topic, draw on relevant primary sources, and engage with important scholarship in the field to produce their own original scholarship. History majors pursue graduate studies in history, museum studies, education, and law, and find work in fields ranging from K-12 education to business to government.

## **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. Not offered in 2021-22. (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. Not offered in 2021-22. (f, w, x, DIV, MOD)

**HIST 113: INTRODUCTION TO MEDIEVAL HISTORY (4)****Snowden**

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. Offered Term 1. (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 2021-22. (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 2021-22. (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 2021-22. (PRE)

**HIST 150: SPECIAL TOPICS: PROTEST/DISSENT/REBELLION IN THE MIDDLE AGES (4) Snowden**

When, how, and why did individuals and communities express their discontent with leaders and power structures in the Middle Ages? What political, religious, ethnocultural, and socioeconomic factors drove them to rebellion, and what were the results? This course explores these questions and more, focusing on examples from Christian, Muslim, and Jewish communities in Europe, North Africa, and the Middle East. Offered Term 2.

**HIST 155: HITLER AND THE HOLOCAUST (4)****Department**

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 2021-22. (GLO, MOD)

**HIST 172: MAKING OF THE MODERN MIDDLE EAST (4)****Department**

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. Not offered in 2021-22. (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? Open to first-year students only. Placement to be determined during the summer. Offered Term 1. (f, w, x, r, MOD, GLO)

**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 2021-22. (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 2021-22. (o, DIV, MOD)

**HIST 217: THE AMERICAN CIVIL WAR (4)****Department**

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 2021-22.

**HIST 218: HISTORY OF AMERICAN CAPITALISM (4)****Florio**

This course surveys the history of American capitalism from the colonial period to the near present. We will pursue questions including: What is "capitalism"? When did the American economy become a distinctively capitalist economy? Why have the consequences of capitalism differed for different groups of Americans? And how have various Americans endeavored to embrace, reform, and resist capitalism? Open to first-year students. Not offered in 2021-22. (MOD)

**HIST 221: CIVIL RIGHTS MOVEMENT IN AMERICA (4)****Department**

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 2021-22. (DIV, MOD)

**HIST 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)****Snowden**

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. Offered Term 1. (w, x, PRE)

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

This course surveys both the experiences of women in early modern Europe and the ways gender structured notions of power and identity in this period. Topics include understandings of sexual difference, family life and organization, sexuality, midwifery, witchcraft, women and religion, women artists and intellectuals, and "queenship." Also listed as GWS 225. Open to first-year students. Not offered in 2021-22. (w, x, PRE)

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

Explores women's lives in Europe from the late 18th century through the mid-20th century. Topics include: the birth of feminism during the Enlightenment and the French Revolution; industrialization and women's relationship to work; the domestic ideal; masculinity; prostitution; women's involvement in empire; the world wars; the impact of ideologies of liberalism, nationalism, socialism, and fascism on women and women's roles in these movements; and second-wave feminism. Also listed as GWS 226. Open to first-year students. Not offered in 2021-22. (w, x, r, MOD)

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

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. Open to first-year students with permission. Not offered in 2021-22. (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 with permission. Not offered in 2021-22. (PRE)

**HIST 246: 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 civil rights movement, and the "culture wars," drawing on historical sources ranging from autobiographies to paintings to popular music. Not offered in 2021-22. (MOD)

**HIST 248S: DECOLONIZATION (4)****Nuñez**

This course explores the end of European overseas empires and the emergence of independent states in Africa, Asia, the Caribbean, and the Middle East in the 20th century. Among the questions we will consider: what does it mean to decolonize? How did people in colonial and metropolitan societies negotiate these conflicts? What challenges did people in former colonies face in trying to build new states? Open to first-year students. Not offered in 2021-22. (w, x, MOD, GLO)

**HIST 250: SPECIAL TOPICS: THE CRUSADES (4)****Snowden**

This course examines the ideology and experience of the medieval crusades, covering their emergence and evolution from the 11th-13th centuries and discussing their impact in Europe, the Middle East, and North Africa. Themes include colonial and gendered aspects of the crusades, as well as the complex dynamics of interfaith relations and understandings of holy war in Christianity and Islam. No prerequisites. Open to first-year students. Offered Term 1. (w, x, PRE)

**HIST 250: SPECIAL TOPICS: MUSLIMS, CHRISTIANS, AND JEWS IN THE MIDDLE AGES (4)****Snowden**

Medieval Muslims, Christians, and Jews frequently lived in close proximity to one another. At times, religious differences led to violent clashes and ideological conflicts, but just as often, interfaith relations were peaceful and characterized by the exchange of knowledge and customs. This course explores how adherents of the three Abrahamic religions responded to the challenges and opportunities posed by the sharing of physical, intellectual, and social space in the Middle Ages. No prerequisites. Open to first-year students. Offered Term 2.

**HIST 250: SPECIAL TOPICS: THE HISTORY OF EVERYDAY LIFE: MODERN EUROPE THROUGH THE FIVE SENSES (4)****Riegel**

This course explores everyday life in Europe from 1789 to the present through sight, sound, smell, taste, and touch, investigating how people in the past perceived their world through all five senses. Topics may include sensory perception and understandings of race, how taste relates to class difference and imperialism, and the relationship between sound and modernity. No prerequisite. Open to first-year students. Offered Term 1.

**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 2021-22. (Q, MOD)

**HIST 258S: THE HISTORY OF HUMAN RIGHTS (4)****Florio**

This course surveys the complicated and often fraught history of human rights. We will explore how various people, governments, and international organizations have answered questions including: what is a "human right"? Are such rights universal? And are they enforceable? In doing so, we will also consider whether human rights are a recent invention or the product of longstanding historical traditions. Not offered 2021-22. (w, x, MOD)

**HIST 264: AFRICAN-AMERICAN HISTORY TO 1865 (4)****Florio**

This course provides a survey of African-American history from the era of the transatlantic slave trade to the end of the American Civil War. Subjects covered will include the origins of chattel slavery and racism in North America, the development of distinctive African-American cultures and communities, and the leading role of African Americans in the struggle to abolish slavery. Offered Term 2. (DIV, MOD)

**HIST 265: AFRICAN-AMERICAN HISTORY, 1865 TO THE PRESENT (4)****Florio**

This course provides a survey of African-American history from the end of the American Civil War to the near present. Subjects covered will include the emergence of Jim Crow in the wake of Reconstruction's collapse, the impact of urbanization on African-American life and culture, the origins of the civil rights movement, and the struggle to make Black Lives Matter. Open to first-year students. Not offered in 2021-22. (MOD, DIV)

**HIST 266S: DISSENT AND REFORM IN AMERICAN HISTORY (4)****Florio**

This course explores the history of American social reform from the era of the Revolutionary War to the near present. How have Americans dissented from the status quo and agitated for change? To address this question, we will focus on reformers and radicals including abolitionists, socialists, environmentalists, anti-war protesters, and LGBTQ activists. Open to first-year students with permission. Not offered in 2021-22. (w, x, MOD)

**HIST 270: 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. Open to first-year students. Not offered in 2021-22. (w, x, GLO, MOD)

**HIST 274: THE FIRST WORLD WAR AND THE MAKING OF THE 20th CENTURY**

**Riegel**

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. Offered Term 1. (w, x, 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 2021-22. (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 2021-22. (w, x, MOD)

**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. Not offered in 2021-22. (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 2021-22. (PRE)

**HIST 328: ANTEBELLUM UNITED STATES (4)**

**Florio**

This seminar explores the history of the United States from the aftermath of the War of 1812 to the eve of the Civil War. Topics covered will range from economic development to empire-building, from racism to religion, from immigration to sectionalism. Along the way, we will focus on the connections between the rise of a more democratic American politics and the emergence of the largest and richest slave society of its time and perhaps in all of world history. Prerequisite: sophomore standing or permission of the instructor. Offered Term 1. (w, x, DIV, MOD)

**HIST 329: SLAVERY: A GLOBAL HISTORY (4)**

**Florio**

This seminar investigates the history of slavery in different times and places. Looking well beyond the United States, we will explore how slavery has been organized and experienced from the ancient world to the present day, in locations ranging from Africa to India to the Caribbean. We will also delve into the global history of slave emancipation. Not offered in 2021-22. (w, x, GLO)

**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 2021-22. (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 2021-22. (w, x, GLO, MOD)

**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 2021-22. (w, x)

**HIST 350: SPECIAL TOPICS: TRAVELING THE GLOBE IN THE MIDDLE AGES (4)****Snowden**

How connected were world civilizations before and during the "age of exploration"? What connected famous explorers like Marco Polo, Ibn Battuta, and Christopher Columbus to people who traveled the globe as part of their daily lives as merchants, captives, and pirates? This course will address these questions and more, covering long-distance travel in and between Afroeurasia, the Americas, and the Pacific world from the late medieval through the colonial period. Offered Term 2.

**HIST 356: TWENTIETH-CENTURY AMERICA (4)****Department**

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 2021-22. (w, x)

**HIST 360: THE SECOND WORLD WAR (4)****Department**

Reading, discussion, and research into the most cataclysmic war in modern history. Topics covered include origins of the war in both Europe and Asia; the leadership of Hitler, Stalin, Churchill, Roosevelt, Mao, and others; the causes, conduct, and consequences of the Holocaust; the birth and first use of atomic weapons; and the effects of the war on empires and civilizations around the globe. Not offered in 2021-22. (w, x, GLO, MOD)

**HIST 371: CIVIL WAR AND RECONSTRUCTION (4)****Department**

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 2021-22. (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)****Florio**

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)****Florio**

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)****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.

## COURSES IN HUMANITIES:

### **HUM 197F: FIRST-YEAR SEMINAR – INTRODUCTION TO ANGLOPHONE HAITIAN LITERATURE (4)** **Jégousso**

They had to leave their home country of Haiti, their local community, their social and cultural network behind to find refuge in North America. According to data provided by the journal Migration Information Source, more than 670,000 Haitians were living in the United States in 2015. As a result, the U.S. is home to the largest Haitian migrant population, followed by the Dominican Republic and Canada. But looking beyond the numbers, we must ask: How does one live in exile; try to make a home away from home? How does one adjust to American society? What does it mean to be a member of a “diaspora”, to become Haitian American, while some family members are still in Haiti? How does one adapt, adjust to the cultural, racial, religious, and social differences between Haiti and the US? What are the strategies Haitian authors develop to cope with the trauma caused by years of dictatorships, European and American imperialism? Is an author who has lived outside Haiti for over 20 years still considered part of the Haitian Canon? How does exile impact their literature? The objective of this class is to develop your understanding of Haitian culture and society in a course structured around leading themes in Haitian and Diasporic Studies. During the semester, we will read and analyze poems, short stories, novels, and movies produced by authors of Haitian origin living outside their native island. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r, AES)

### **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 Topics – 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 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):**

- INTL 120: Introduction to International Studies (4)
- INTL/ES 210: World Geography (4)

- GPS 216 Research Methods in Social Sciences (4)
- 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:**

#### **SPECIAL TOPICS offered in 2021-22**

- HIST 250 The Crusades
- POLS 350 Political Participation
- POLS 350 Religious Freedom/Global Politics
- SOC 350 Environmental Justice
- SPAN 250 Latin American Art and Culture after 1968
- SPAN 350 Mobile Borders
- SPAN 350 Modern and Contemporary Latin American Poetry

#### **Regular Catalog courses**

- ART/CLAS 261 Ancient Art
- ART 262 Medieval Art
- ART 263 Renaissance/Baroque Art
- ART 264 Modern Art
- ART 266 History of Photography
- ART 354 Italian Renaissance Art
- BUS 263 International Business
- COMM 380 Global Communication and Media (elective or core requirement)
- ECON 230 Economics and the Environment
- ECON/INTL 259 International Political Economy (elective or core requirement)
- ECON 265 International Trade
- ECON 266 International Finance
- ECON 312 Economics of Globalization and Development
- ENG 174 International Women's Voices
- ENG 211 Multicultural Women's Writers
- ENG 263 Holocaust Literature
- ENG 313 Literature of the Renaissance
- ENG 317 Medieval Literature
- ENG 320 Immigrant Literature
- ENG 330 17th and 18th Century Literature
- ENG 339 18th Century British Novel
- ENG 346 Arab American Literature
- ENG 358 Literature of the African Diaspora
- ENG 375 Writing Out of the Multicultural Experience
- FREN 237 Understanding Contemporary France
- FREN 324 Introduction to French and Francophone Women Authors
- ES/INTL 220/POLS 221 Globalization and Local Responses (elective or core requirement)
- ES/POLS 271 Politics of the World's Oceans
- FILM 271 World Cinema
- GWS/ES 219 Food, Culture, and Social Justice
- GWS/HIST 225 Women in Early Modern Europe
- GWS/HIST 310 Body and Sexuality in the History of Europe
- GWS/HIST 334 Sex/Race in the Age of Empire

- GWS/REL 362 Spiritual Activism
- HIST 155 Hitler and the Holocaust
- HIST 248 Decolonization
- HIST 270S Making Revolution
- HIST 329 Slavery: A Global History
- INTL/POLS 160 Model UN (2 credits)
- INTL 304 Comparative Urbanism
- PH 101 Introduction to Public Health
- PH 201 Epidemiology
- PH 301 Global Health
- PHIL 275 Asian Philosophy
- PHIL 202 Early Modern Philosophy
- POLS 103 Modern Comparative Politics
- POLS 104 Political Theory
- POLS 225 Conquest
- POLS 226 International Law
- 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
- REL 270 Sacred Stories: World Scriptures
- SOC 260 Race, Class, and Gender: A Reflexive Approach
- SOC 343 Critical Race Theory
- SPAN 216 Hip Hop in the Americas
- SPAN 236 Spanish Culture and Civilization
- SPAN 243 Modern Hispanic Culture
- SPAN 341 20th/21st Century Hispanic Relations
- SPAN 348 20th Century Spanish-American Literature
- UNIV 280 Jamaican Cultural Immersion (can be taken for abroad requirement)

## **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)**

**Chenette**

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: GOD AND THE BALLOT BOX: GLOBAL POLITICS AND RELIGION IN THE 21ST CENTURY (4)**

**Bohland**

The separation of church (faith) and state (politics) is a foundational principle for most liberal democracies around the world. But, as Mahatma Gandhi once said, "Those who say religion has nothing to do with politics do not know what religion is." Politicians in the United States and around the world routinely discuss their religious faith publicly and attend rallies and fundraisers supported by religious organizations. How do politicians negotiate the tenets of their own faith while attending to the needs of a multicultural and interfaith constituency? As (post) modern societies, have we truly abandoned our moral and religious principles in favor of a cultural and social politics that is relativistic, or is the exact opposite of this more correct, suggesting that open integrations of faith and religion are actually more common? In this course, we will ask many of these philosophical questions while we examine practical case studies of the intersections and interactions between religion and political life. Students, working in both group and individual projects, will follow political issues in the United States and worldwide where religion is a major issue in the daily life of its citizens. In addition to US case studies on evangelical voting and religion and protest within Native American

communities, additional case studies examine contemporary and historical issues of religion and politics in Europe, the Near East, Jerusalem, West Africa, South Asia, and Latin America. We intend the course to be a critical space where we examine these controversial issues in a safe and accepting environment where we can learn from the different perspectives and experiences of our colleagues. Also listed as REL 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

**INTL 210: WORLD GEOGRAPHY (4)**

**Bohland**

The methods of geography applied to global issues. Emphasis placed on regional geographic analysis and the complexity of world politics. Also listed as ES 210. Open to first-year students. No prerequisite. Offered Term 2. (GLO, MOD)

**INTL 220: GLOBALIZATION AND LOCAL RESPONSES (4)**

**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. Offered Term 2. (Q, GLO)

**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. Not offered in 2021-22. (o, r, Q, GLO, MOD)

**INTL 265: CULTURAL PROPERTY, RIGHTS, AND MUSEUMS (4)**

**Breske**

This course examines the concept of ownership and how cultural property and heritage are defined throughout the world. We examine themes related to identity, memory, and ownership. Students study the history of collecting, domestic and international cultural heritage laws, regulations, and policies related to objects and human remains. The impacts of globalization, war, and historical colonial practices are also explored. Offered Term 2.

**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. Offered Term 2. (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. Not offered in 2021-22. (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. Open to first-year students with permission. Not offered in 2021-22.

**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 2021-22. (MOD, GLO)

**INTL 317: REFUGEES AND RESETTLEMENT (4)**

**Breske**

In this course, we analyze some of the significant political, economic, and social issues that influence forced migration of peoples across borders and evaluate the varied relationships between refugees and their new homes through concepts such as enculturation, socialization, and adaptation, and international policies. Our discussions look critically at global conflict and the laws and/or policies that cause displacement. Not offered in 2021-22.

**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 2021-22.

**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:** Sylvain Liotard (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)**

**Liotard**

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)**

**Liotard**

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)

**ASSISTANT PROFESSOR:** Emily Curl, Molly Lynch, Giancarlo Schrementi

**LECTURER:** Erin Levering (director of Quantitative Reasoning)

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 (64–70 credits)

### **REQUIRED COURSES IN MATHEMATICS AND STATISTICS:**

- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- MATH 246: Laboratories in Mathematical Experimentation (2)
- MATH 255: Methods of Matrices and Linear Algebra (4)
- MATH 310: A Transition to Advanced Mathematics (4)
- MATH 316: Several-Variable Calculus (4)
- 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: Applied Computing I with Python; note that for the purposes of this requirement, a 4-credit CMPS course is considered to be a course with lab

**REQUIREMENTS FOR A MAJOR IN MATHEMATICS WITH A DATA SCIENCE CONCENTRATION (B.S.):**

19 courses (62-68 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 200- or 300-level MATH, STAT or CMPS 2-4 credit courses (4-8)
- 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)

**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: Applied Computing I with Python (4)
- CMPS 217: Data Structures (4)
- CMPS 260 Applied Computing II: How to Think Like a Data Scientist
- CMPS 335: Data Mining Techniques (2)

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 SCIENCE:**

7 courses (22 credits)

- STAT 251: Statistical Methods I (4)
- STAT 324: Data Wrangling (2)
- CMPS 160: Applied Computing I with Python (4)
- CMPS 217: Data Structures (4)
- CMPS 260 Applied Computing II: How to Think Like a Data Scientist
- 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. Prerequisite: appropriate score on Math/QR assessment. Offered both terms. (q)

### **MATH 105: QUANTITATIVE REASONING IN TODAY'S WORLD (4)**

**Curl**

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. Prerequisite: appropriate score on Math/QR assessment. Offered both terms. (q)

### **MATH 130: MATHEMATICAL MODELING WITH PRECALCULUS (4)**

**Clark, Lynch**

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. 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. 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. Prerequisites: q and MATH 140 (or higher), or MATH 105 and permission, or equivalent. Not offered in 2021-22. (Q)

### **MATH 211: SYMBOLIC LOGIC (4)**

**Gettings**

Also listed and described as PHIL 211. Open to first-year students with permission. Prerequisite: q. Offered Term 1. (Q)

### **MATH 241, 242: CALCULUS I, II (6, 4)**

**Lynch, Curl**

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, Lynch**

A course in mathematical discovery. Students "do" mathematics by designing mathematical experiments, obtaining mathematical results, analyzing data, and making mathematical conjectures. Topics include fractals, cryptography, function iteration and chaos, strategy of games, and graph theory. Prerequisite: MATH 241. 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 310: A TRANSITION TO ADVANCED MATHEMATICS (4)****Curl**

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 2021-22.

**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 2021-22.

**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. Prerequisite: MATH 242 or equivalent. (Alg) Not offered in 2021-22.

**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 2021-22.

**MATH 361: COMPLEX VARIABLES (2)****Lynch**

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)****Department**

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. Not offered in 2021-22.

**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) Levering**

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. Not offered in 2021-22.

**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)****Lynch**

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. 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. 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 2021-22.

**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. Not offered in 2021-22.

**COURSES IN COMPUTER SCIENCE:****CMPS 110: COMPUTER BASICS AND APPLICATIONS (2)****Schrementi**

An introduction to the basics of personal computers and applications using Microsoft Office including word processing, spreadsheets, presentations, email, and database management. Course is offered online and requires students to work independently. Offered both terms.

**CMPS 160: APPLIED COMPUTING I WITH PYTHON (4)****Schrementi**

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, and video games. 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. Software engineering concepts of design principles and testing methods are also covered. Prerequisite: CMPS 160 or permission. Offered Term 2.

**CMPS 260: APPLIED COMPUTING II: HOW TO THINK LIKE A DATA SCIENTIST (4)****Schrementi**

Introduces students to the importance of gathering, cleaning, normalizing, visualizing and analyzing data to drive informed decision-making, no matter the field of study. Real-world datasets will be analyzed using a combination of tools and techniques, including spreadsheets, Python and SQL. 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 will be an important component of the course. Prerequisite CMPS 160. Offered Term 2.

**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. Offered Term 1.

**PROFESSOR:** Judith Cline

**ASSOCIATE PROFESSORS:** Shelbie Wahl-Fouts (director of choral activities), William Krause (chair) (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:**

50-54 credits: 32 Core, 18-22 Concentration

### **CORE COURSES (32)**

- 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 I: Antiquity through Baroque Era (4)
- MUS 154: History of Western Music II: Classical Era to Present (4)
- MUS 232: Music Theory III - Advanced Structure and Chromatic Harmony (4)
- MUS 233: Music Theory IV - 20th–21st Century Practices (4)
- Six semesters of ensemble credit (see concentrations for specifications) (6)
- Sophomore Evaluation
- Senior Recital/Project/Thesis Progress Evaluation
- 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: Piano Proficiency Class.

### **CONCENTRATION IN PERFORMANCE (18-22)**

- Private Study in primary instrument/voice (10)
  - Four semesters of MUS 103-107: Private Study (4)
  - Two semesters of MUS 310: Advanced Private Study (2)
  - Two semesters of MUS 480: Senior Recital/Project (4)
- Electives, specified by primary instrument (8-12)
  - Students whose primary instrument is Voice (10-12)
    - MUS 130: Lyric Diction (4)
    - MUS 253: Vocal Pedagogy and Literature (4)
    - One additional elective at or above the 200 level, not including MUS 310 or 480 (2-4)
    - Note: Ensembles credits must be in Choir (MUS 111, 211, 311). One semester of MUS 141: Opera Scenes Workshop may be substituted for one semester of Choir.
  - Students whose primary instrument is Piano (8-12)
    - MUS 251: Piano Pedagogy (2)
    - MUS 252: Piano Literature (2)
    - Two additional electives at or above the 200 level, not including MUS 310 or 480 (2-4)
    - Note: Ensembles credits may be in any ensemble, though participation as a pianist is strongly encouraged
  - Students whose primary instrument is neither Voice nor Piano (8-12)
    - Three additional electives at or above the 200 level, not including MUS 310 or 480 (2-4)
    - Note: Ensemble credits must be on primary instrument

### **CONCENTRATION IN THEORY & COMPOSITION (18-22)**

- Private Study (10)
  - Two semesters of MUS 103: Private Study – Piano (OR one semester of MUS 101: Beginning Class Piano followed by one semester of MUS 103: Private Study – Piano) (2)
  - Two semesters of MUS 109: Private Study – Composition (2)

- Two semesters of MUS 310: Advanced Private Study – Composition (2)
- Two semesters of MUS 480: Senior Recital/Project – Composition (4)
- MUS 235: Orchestration (4)
- MUS 236: 18<sup>th</sup> Century Counterpoint (4)
- One additional elective at or above the 200 level, not including MUS 310 or 480 (2-4)
- Note: Ensemble credits may be in any ensemble.

### **CONCENTRATION IN MUSIC HISTORY (18-22)**

- Six semesters of MUS 103-109: Private Study in instrument/voice/composition (6)
- Two semesters of MUS 480: Senior Thesis/Project (4)
- MUS 325: Seminar in Musicology (4)
- One music history elective chosen from the following list (2-4)
  - MUS 252: Piano Literature
  - MUS 254: The Opera
  - MUS 256: Women in Western Music
  - MUS 273: Mozart and Beethoven
  - Other courses may be added to this list; additional options may be approved with departmental permission
- One additional elective at or above the 200 level, not including MUS 310 or 480 (2-4)
- Note: Ensemble credits may be in any ensemble.

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

6 courses (20-22 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 I: Antiquity through Baroque Era (4)
- MUS 154: History of Western Music II: Classical Era to Present (4)
- One additional music course at or above the 200 level (2-4)
- Private study: MUS 101, 103-109 and/or MUS 310 (at least four credits)

### **PRIVATE STUDY EVALUATIONS, SOPHOMORE EVALUATIONS, SENIOR PROGRESS EVALUATIONS:**

Private Study Evaluations: At the end of each term, students taking private lessons demonstrate their progress through a brief performance for the music faculty. These evaluations are required of 1) students taking MUS 103-109 who anticipate declaring or who have declared a major in music, and 2) students enrolled in MUS 310: Advanced Private Study.

Sophomore Evaluations: At the end of the first semester of sophomore standing, before declaring a major in music, potential music majors will complete an evaluation for the music faculty, demonstrating the feasibility of completing the major. This will include a Private Study Evaluation (above) showing progress on the primary instrument of study, as well as a brief discussion of intended concentration and brief presentation of possible Senior Recital/Project/Thesis plans. This sophomore evaluation is required before declaring a major in music. For more details, please consult with your private study instructor and the music department chair.

Senior Recital/Project/Thesis Progress Evaluation: At the end of the first semester of MUS 480, declared music majors will present a progress report to the faculty regarding their senior capstone. For full details and specifications, please consult with your MUS 480 instructor and the music department chair. Students planning to study abroad during the 1<sup>st</sup> semester of senior year (while taking MUS 480) will be required to submit work for Senior Evaluation *before* going abroad, during Private Study Evaluations at the end of junior year 2<sup>nd</sup> semester.

### **CERTIFICATE IN MUSIC: 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 Music: Piano Teaching. A listing of these requirements is available from the music department. The Music: 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 64.

## **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 182 for details).

## **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 Piano Pedagogy (MUS 251) undertake supervised teaching as part of the Music: Piano Teaching certificate.

## **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, 103-109: 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: 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.

## **COURSE FEES**

The fees for one-hour private music lessons (MUS 103-109) are \$445 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. The fee for MUS 101: Beginning Class Piano, MUS 102: Piano Proficiency Class, MUS 110: World Music Ensemble, MUS 112: Mariachi Ensemble, MUS 114: Wild String Ensemble, and MUS 116: Appalachian Music Ensemble is \$150 per term. **Music fees are nonrefundable after the start of the term.** If you qualify for need-based financial aid, music course fees may be waived – one set of fees per semester. Please contact financial aid or the music department for more information.

## COURSES IN MUSIC:

### MUS 101: 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. Course fee \$150. Offered both terms. (CRE: see notes above)

### MUS 102: 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. Before enrolling in this course, students should have a reasonable facility at the keyboard with commensurate reading skills, and an understanding of basic harmonic language as in Music Theory II. Prerequisite: permission of instructor. Course fee \$150. Offered every other year in Term 2. (CRE: see notes above)

### MUS 103–109: PRIVATE STUDY (1 or 2)

**Department**

Private lessons in voice, instrumental music, or composition. Open to all students. No prerequisite except as listed. May be repeated for credit. Offered both terms. **Additional course fees required. Please see Course Fees above and Fees (page 30) for specific charges. Additional course fees are non-refundable after the start of the term.** (CRE: see notes above)

#### MUS 103: Private Study - Keyboard

- Piano
- Organ\*
- Harpsichord\*

\*intermediate piano skills and permission of department required

#### MUS 104: Private Study - Strings

- |               |         |
|---------------|---------|
| • Guitar      | • Banjo |
| • Violin      | • Viola |
| • Fiddle      | • Cello |
| • Bass guitar | • Harp  |
| • Ukulele     | • Other |
| • Mandolin    |         |

#### MUS 105: Private Study - Winds

- |             |           |
|-------------|-----------|
| • Clarinet  | • Trumpet |
| • Flute     | • Bassoon |
| • Oboe      | • Other   |
| • Saxophone |           |

#### MUS 106: Private Study - Percussion

- |               |                 |
|---------------|-----------------|
| • Drum set    | • African drums |
| • Steel drums | • Other         |

#### MUS 107: Private Study – Voice

#### MUS 109: Private Study – Other

- Composition\*

\*Permission of instructor required. Prerequisite or co-requisite: MUS 133.

### 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 du Pont 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 (1)**

**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 2021-22.

**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 2021-22. (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 required of music majors/minors; all others: permission of instructor. 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)**

**Department**

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 2021-22.

**MUS 150: SPECIAL TOPICS: DRUM LINE ENSEMBLE (1)**

**Rudolph**

Students will learn the fundamentals of participation in a percussion ensemble as would be found in a marching band drum line. The ensemble will be composed of marching snares, tri-toms, tonal basses and cymbals. Basic playing techniques will be taught as well as ensemble performance practices. No previous music experience is required. Ensemble will meet weekly for one hour. Meeting time TBA. Ensemble fee. Offered Term 1.

**MUS 150: SPECIAL TOPICS: ARTS IN HEALTH (4)**

**Biddle**

The visual, literary, and performing arts are increasingly being incorporated in community and healthcare contexts to promote whole person healing and wellbeing. This course will provide an introduction to the growing field of arts in health, including career paths and research at the intersection of arts, culture, psychology, and medicine. Through a significant experiential focus, students will gain hands on knowledge of how the arts help diverse individuals, groups, and communities achieve myriad positive health outcomes. Also listed as FILM/PSY 150. Offered Term 1.

**MUS 153: HISTORY OF WESTERN MUSIC I: ANTIQUITY THROUGH BAROQUE ERA (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 II: CLASSICAL ERA TO 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 2021-22. (AES)

**MUS 165: MUSICAL THEATRE DANCE STYLES (2)**

**Department**

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 2021-22.

**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)****Department**

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. Not offered in 2021-22. (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, Roma, 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. Offered Term 1. (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 2021-22. (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 2021-22. (AES)

**MUS 235: ORCHESTRATION (4)****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 236: 18TH CENTURY COUNTERPOINT (4)****Weddle**

This course explores the stylistic features and practices of 18th century counterpoint with an emphasis on two-part polyphonic writing. Students study the construction of independent melodic lines, and practice techniques through written exercises and guided composition projects. A significant portion of the course involves listening to and analysis of relevant polyphonic literature such as two and three-part inventions, chorale preludes, and fugues. Prerequisite: MUS 133 or permission of instructor. Not offered in 2021-22.

**MUS 250: SPECIAL TOPICS: RACIAL AND CULTURAL BIAS IN CLASSICAL MUSIC (4)****Wahl-Fouts**

The traditions of Western art music are rife with examples of racial bias, gender discrimination, and cultural appropriation. In this course, we will explore a variety of historical and present-day topics related to colonialism and exoticism, anti-Semitism, dominance of white Christian cultural norms, the oppression/suppression of creators and performers of color, and the silencing of indigenous religious musical traditions. Also listed as SOC 250. No prerequisite. Offered Term 2. (DIV)

**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. Not offered in 2021-22. (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 2021-22. (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 2021-22. (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 2021-22.

**MUS 273: MOZART AND BEETHOVEN (4)****Krause**

This course will provide a comprehensive look at two of western music's best-known composers, Wolfgang Amadeus Mozart and Ludwig van Beethoven. We will have the opportunity to analyze subtleties of Mozart's operas such as *Magic Flute* and *Don Giovanni*, marvel at his uncanny ability to write music that is both accessible and complex, and delve into his personal world through the numerous letters he wrote to his father. Through the study of Beethoven we will discover the autobiographical nature of his music and his triumph over his personal suffering. We will explore his innovative use of text, form, and harmony to express universal topics such as strife among nations and freedom from tyranny. Both of these composers have become modern cultural icons. Thus, we should ask, how accurate was the movie, "Amadeus?" Who was Beethoven's "Immortal Beloved?" Prerequisite: MUS 154, 132, and 133. Not offered in 2021-22.

**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 2021-22.

**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 (1)****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*, Revue's *Sensemaya*, and Bond's *Mrs. President* will be studied from aesthetic, theoretical, bio-historical, and socio-political perspectives. Not open to first-years. Prerequisite: MUS 132 and 133, MUS 153 and 154. Not offered in 2021-22.

**MUS 372: ADVANCED CONDUCTING (2)****Wahl-Fouts**

A continuation of MUS 272. Prerequisite: MUS 272 or permission. Not offered in 2021-22.

**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)****Department**

May be proposed in any term.

**MUS 480: SENIOR RECITAL/PROJECT (2, 2)****Department**

The senior recital or project must be approved by the music faculty during the last semester of the junior year. A senior project might consist of a research paper or original compositions. Year-long registration in both fall and spring terms. Prerequisite: senior standing as a declared music major. Offered both terms.

# 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: 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 TOPICS – Jazz Dance

DANC 250: SPECIAL TOPICS – Ballet

DANC 250: SPECIAL TOPICS – 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 2021-22. (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 2. (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. Offered Term 1. (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 1. (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 2021-22.

### 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 2021-22.

**PHIL 211: SYMBOLIC LOGIC (4)****Gettings**

Study of the concepts in sound reasoning. Course goals include the basic grasp of three logics (propositional, Aristotelian, and predicate), and familiarity with the metatheory of propositional logic. Also listed as MATH 211. Open to first-year students with permission. Prerequisite: *q*. Offered Term 1. (*Q*)

**PHIL 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 1 in conjunction with PHIL 316. Open to first year students at the 216 level. Not offered in 2021-22.

**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?" "What are we?" You will learn to think logically and write logically. No prerequisite. Not offered in 2021-22. (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 2021-22. (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 241: 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. Offered in conjunction with PHIL 341. Open to first-year students at the 241 level. 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 2021-22.

**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. Offered Term 2.

**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 2021-22.

**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. Open to first-year students. Not offered in 2021-22.

**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 1. (GLO, PRE)

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

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

**PHIL 303: LITERARY HISTORY AND THEORY I (4)****Moriarty**

Also listed and described as ENG 303. Prerequisite: sophomore standing or permission. Offered Term 1. (MOD)

**PHIL 304: 19TH-CENTURY CONTINENTAL PHILOSOPHY (4)****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 2021-22.

**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 2021-22.

**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. Offered in conjunction with PHIL 216. Open to first year students at the 216 level. Not offered in 2021-22.

**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 2021-22. (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 2021-22. (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 341: 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. Offered in conjunction with PHIL 241. Open to first-year students at the 241 level. Offered Term 1. (f, w, x, DIV, 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 2021-22. (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:** Molly Przybocki

**BASKETBALL:** Emilee Dunton, Instructor and Head Coach

**CROSS COUNTRY, INDOOR & OUTDOOR TRACK:** Robert Sullivan, Jr., Instructor and Head Coach

**LACROSSE:** Erin Doherty, 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:** Kathryn Van Orden, Instructor and Head Coach

**SWIMMING:** Aaron Green, Instructor and Head Coach

**TENNIS:** Gretchen Rush, Instructor and Head Coach

**VOLLEYBALL:** Dave McGee, Head Coach

**INSTRUCTORS:** Joe Hine, Blacie Hunt, Arco Paul

**Two physical education courses 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. Many PHED courses are offered in half-semester sessions. While students may enroll in more than one half-semester course or full-semester course in a single term, not more than one activity course or varsity team sport registered in that term may be taken in fulfillment of this requirement. Students are permitted to take multiple classes in a semester if they wish and as space permits. 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, but may take additional PHED courses in order to stay active if space permits.

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 both terms.

### **PHED 113: WILDERNESS ADVENTURE SPORTS**

**Owens**

This course introduces basic techniques necessary in the outdoor activities of hiking, bouldering, caving, and rock climbing. Field trips are expected on weekends. Open to first-year students. Fee: approximately \$20 for gear and land use. Not offered in 2021-22.

### **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 Spring Term.

### **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 Fall Term.

### **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 2021-22.

### **PHED 121: LIFETIME SPORTS**

**McGee**

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 Spring Term.

### **PHED 122: WALK THIS WAY**

**Department**

This course is designed to help students improve their cardiovascular fitness through continuous walking or jogging. Students will learn the basic safety rules to use when walking/jogging, how to take their resting/maximum and target heart rates, and also develop a goal setting plan. Using this knowledge, students will apply what they learn to the activities of walking or jogging. Offered Spring Term.

### **PHED 127: GOLF FOR BUSINESS**

**Department**

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. Not offered in 2021-22.

### **PHED 130: ESSENTIALS OF HIKING**

**Owens**

This class is an entry level course for those looking to develop the skills to confidently spend a day walking in wild spaces. The course will cover clothing selection for varying weather, safety concerns, and what to carry. Students will be able to identify and find local day hikes in the area and assess them for appropriateness in regards to difficulty and time commitments. Offered Fall Term.

**PHED 202: BEGINNING SWIMMING****Green**

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: SWIM FOR LIFE****Green**

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. Not offered in 2021-22.

**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 2021-22.

**PHED 207: BEGINNING GOLF****Department**

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. Not offered in 2021-22.

**PHED 208: BEGINNING TENNIS****Rush**

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****Department**

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 Fall Term.

**PHED 210: FUNDAMENTALS OF BASKETBALL****Dunton**

This course is designed to help students learn the rules, basic individual skills, and various team strategies employed in the sport of basketball. Topics covered will be passing, dribbling, shooting, screening and basic offensive and defensive concepts of the game. Students will also learn about the history and development of women's basketball in the modern era. Offered Fall Term.

**PHED 212: INTERMEDIATE ROCKCLIMBING****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. Not offered in 2021-22.

**PHED 214: BADMINTON****Paul**

Introductory course teaching students the basic skills and strategies involved in playing the game of badminton. Rules of play along with match play will be introduced. Offered Spring Term.

**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 2021-22.

**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 2021-22.

**PHED 218: TENNIS II****Department**

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 2021-22.

**PHED 223: STRONG WOMEN GOING PLACES**

**Allen, 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: SUPERSHERO TRAINING**

**Sullivan**

An advanced conditioning class that emphasizes four main areas: strength training mainly through free weight, 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: TOTAL BODY BLAST**

**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 Spring Term.

**PHED 230: INTRODUCTION TO FENCING**

**Department**

This course is suitable for students with little to no experience in the sport of fencing. Students will learn the basics of footwork, posture, rules, equipment and techniques in the formats of epee and/or foil. Fencing is a lifetime sport that offers interested participants the opportunity to compete in a variety of settings. Not offered in 2021-22.

**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 Spring Term.

**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 2021-22.

**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. Offered both terms.

**PHED 235: SOCCER I**

**Department**

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 Fall Term.

**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 structured 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. Not offered in 2021-22.

**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 2021-22.

**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 2021-22.

**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 2021-22.

**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 2021-22.

**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 2021-22.

**PHED 249: LEVEL I HATHA YOGA**

**Hunt**

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 Spring Term.

**PHED 254: BEGINNING VOLLEYBALL**

**McGee**

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 Fall Term.

**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. Not offered in 2021-22.

**PHED 260: DISC GOLF**

**Hine**

Disc golf will provide students with upper and lower body conditioning, aerobic exercise, concentration skills and mental stimulation. This casual lifetime game can be played at a growing number of public courses, has low cost to participate, is easy to learn and can be enjoyed by players at all levels. Offered both terms.

**PHED 261: CORE GALORE**

**Department**

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 Spring Term.

**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 paddle-boarding, 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 2021-22.

**PHED 265: SOCCER II****Department**

This course offers a more in-depth study of the game than Soccer I. Students will study the history and 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 2021-22.

**PHED 266: YOGA FLOW FOR BEGINNERS****Hunt**

Learn the basics of flow style (Vinyasa) yoga. Students will learn breathing techniques, basic yoga poses and how to link them together for a gentle, relaxing meditation in motion. All techniques in this class can be used for stress management and to help students establish a personal yoga practice. Offered both terms.

**PHED 269: LEVEL II HATHA YOGA****Hunt**

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. Not offered in 2021-22.

**PHED 274: BUTI YOGA FLOW****Hunt**

This class introduces students to an upbeat style of yoga that blends vinyasa (flow) yoga with primal dance elements, strength-work and core engagement. Music guides the movement in this class. Students will learn how to combine the use of movement, music, breath and intention-setting to release excess energy and stress while getting a workout for body, mind and spirit. Offered both terms.

**PHED 278: DEEP CORE YOGA****Hunt**

This unique yoga class focuses on strengthening the deep inner core in an innovative way. Students will experience the use of micro-movements with hand placements to connect mind and muscle while weaving in yoga poses to stretch the legs, low back and heart (chest). The nature of this class also fosters a more accepting relationship with the body. 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 or 2/2)****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.*

<b>PHED 300: VARSITY BASKETBALL</b>	<b>Dunton</b>
<b>PHED 315: VARSITY CROSS COUNTRY</b>	<b>Sullivan</b>
<b>PHED 316: VARSITY INDOOR TRACK</b>	<b>Sullivan</b>
<b>PHED 317: VARSITY OUTDOOR TRACK</b>	<b>Sullivan</b>
<b>PHED 330: VARSITY LACROSSE</b>	<b>Doherty</b>
<b>PHED 340: VARSITY RIDING</b>	<b>West</b>
<b>PHED 345: VARSITY SOCCER</b>	<b>Van Orden</b>
<b>PHED 360: VARSITY SWIMMING</b>	<b>Green</b>
<b>PHED 370: VARSITY TENNIS</b>	<b>Rush</b>
<b>PHED 380: VARSITY VOLLEYBALL</b>	<b>McGee</b>

# Physics

## MINOR

**PROFESSOR:** Bansi Kalra (chemistry)

**ASSISTANT PROFESSOR:** Brian Gentry (chair)

**VISITING INSTRUCTOR:** Kazi Tawhid-Al-Islam

"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 325: Biological 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)

Tawhid-Al-Islam

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 both terms. (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 2021-22. (SCI)

**PHYS 151: PHYSICAL PRINCIPLES I (4)****Tawhid-Al-Islam**

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)****Tawhid-Al-Islam**

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)****Tawhid-Al-Islam**

Open to first-year students. Prerequisite:  $q$ . Corequisite: PHYS 151 or 152. PHYS151L offered Term 1. PHYS 152L offered Term 2. (Q, SCI)

**PHYS 197F: LASERS, NANOPARTICLES, AND MOLECULAR MEDICINE (4 credits)****Gentry**

Have you ever wondered how MRIs and CT scans work? Would you like to learn about the emerging field of nanomedicine? Are you interested in the latest methods for detection and treatment of diseases like Alzheimer's and cancer? Would you like to understand the connection between biophysics and medicine in these new and innovative technologies? Are you curious about new career options in fields related to biotechnology and medicine? In *Lasers, Nanoparticles, and Molecular Medicine* we will investigate not only the technologies at the forefront of these biomedical fields, but will look deeper into the physical principles involved in their construction and operation. We will examine areas where physics and biology intersect as we strive to understand the human organism, the diseases that affect it, and how we might be able to treat them. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (*r*)

**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. Offered Term 2.

**PHYS 236: WIND, WATER AND WEATHER (4)****Gentry**

This course examines the physical principles of earth's dynamic weather systems, utilizing important concepts from physics, geology, hydrology, and meteorology. Students will gain a broad understanding of interactions between the atmosphere and fresh and ocean water, including global circulation systems, storms, weather forecasting, the carbon cycle and the greenhouse effect. Special emphasis will be placed on human-induced climate change. Also listed as ES 236. Open to first-year students. Prerequisite: ES 117 or PHYS 151 or PHYS 201 or Permission of Instructor. Not offered in 2021-22.

**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. Not offered in 2021-22. (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 2021-22.

**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 2021-22.

**PHYS 310: MODERN PHYSICS (4)**

**Tawhid-Al-Islam**

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 2021-22.

**PHYS 325: BIOLOGICAL PHYSICS (4)**

**Gentry**

This course explores the physics of living matter with a focus on the physical biology of cells. Utilizing concepts from thermodynamics and hydrodynamics, it develops an understanding of statistical mechanics through an examination of Brownian motion, diffusion, free energy transductions, and nonequilibrium steady-states. Applications include cell membrane permeability, bacteria locomotion, vascular networks, and mechanochemical motors. Prerequisite: PHYS 201 and 202. Not offered in 2021-22.

**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)**

**Department**

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. Not offered in 2021-22.

**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 2021-22. The following set of major requirements appears 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, John P. Wheeler Professor of Political Science)

**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 (40 credits)

- GPS 216: Research Methods (4)
- Three courses from the American focus (12)
- Three courses from the international focus (12)  
Three of the above six courses must be chosen from:  
POL 101: American Government (4)  
POL 102: International Relations (4)  
POL 103: Modern Comparative Politics (4)  
POL 104: Political Theory (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, or POLS 104 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)**

**Chenette**

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 2. (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)**

**Chenette**

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. Not offered in 2021-22. (A) (MOD)

**POLS 160: MODEL UNITED NATIONS (2)**

**Chenette**

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 – FINDING HIDDEN MESSAGES (4)**

**Lynch**

Are there any such things as simple stories? Do all works of literature have political messages? In this course, we will look at a wide variety of literary genres, from children's books to classic epics. In some, we will find obvious political messages; in others, the message, if there is one, will be much more subtle. The process of finding political messages will reveal much about political science, related social sciences, and the analytical process. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

**POLS 203: RACE, CLASS, GENDER & 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. Not offered in 2021-22. (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. Also listed as GWS 205. Prerequisite: any 100-level POLS course, any GWS course or permission. (A) Offered Term 1.

**POLS 208: GENDER, ETHNICITY, AND CLASS (4)**

**Chenette**

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 2021-22. (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 2021-22. (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. Not offered in 2021-22. (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. Not offered in 2021-22. (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*. Offered Term 2. (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. Offered Term 2. (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. Offered Term 1. (I) (o, GLO, MOD)

**POLS 247: PARTIES, ELECTIONS, AND POLITICAL BEHAVIOR (4)****Chenette**

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 2021-22. (A)

**POLS 254: SOCIAL AND POLITICAL PHILOSOPHY (4)****Downey**

Also listed and described as PHIL 254. Not offered in 2021-22.

**POLS 250: SPECIAL TOPICS: RACE, CLASS, GENDER AND THE LAW (4)****Chenette**

This course explores the power of law to construct and deconstruct intersectional identities of race, sex, gender, sexual identity, class, nationality, ability, religion, age, and marital status. We will consider the law's impact on performance and prohibition of identities, from classroom to boardroom, bathroom to bedroom. To do so, we will analyze primary sources: judicial opinions, statutes, proposed legislation, administrative orders, and constitutional language, to critically examine structures of power created, reinforced, and dismantled by these sources of law. Also listed and described as GWS 250. Offered Term 2.

**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 2021-22. (A)

**POLS 261: POLITICAL ECOLOGY (4)****du Bray**

In this course, students will develop an understanding of political ecology, a framework that takes perspectives from anthropology, economics, and political science to understand how historical and systemic structures impact the way that people use, protect, and relate to their environments. Focusing on American environmental politics and policy, this class will introduce students to key policies including NEPA, the Endangered Species Act, and the Wilderness Act. Although this class includes components of policy, it focuses on the history of the American landscape, dispossession, and the way current policy is premised on historical values. Also listed as ES 261. Open to first year students. Prerequisite: ES 104 or 117. Offered Term 1. (MOD)

**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 2021-22. (I) (GLO, 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. Not offered in 2021-22. (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. Offered Term 2. (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 2021-22. (I) (GLO, MOD)

**POLS 304: GEOPOLITICS (4)****Bohland**

Also listed and described as INTL 303. Open to first-year students with permission. Not offered in 2021-22. (I) (GLO, MOD)

**POLS 310: SEMINAR IN AMERICAN GOVERNMENT (4)****Chenette**

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 2021-22. (A) (w, x, o, Q, MOD)

**POLS 311: SEMINAR IN CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)****Chenette**

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 2021-22. (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. Not offered in 2021-22. (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 2021-22. (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 2021-22. (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. Not offered in 2021-22. (A or I)

**POLS 338: SEMINAR IN U.S. NATIONAL SECURITY (4)****Lynch**

This course will deal with the foreign and domestic elements of a number of U.S. armed interventions since the end of the Vietnam War. (We will also discuss a famous case of USG non-intervention.) In every case, the decision-makers involved believed that their actions would contribute to the national security of the U.S. But many of the critics of these operations also believed that they had U.S. national security on their side. By examining the tools available to policy makers, and using case studies, we will assemble the intellectual and analytical tools necessary to determine who was right. Offered Term 2.

**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. Not offered in 2021-22. (A)

**POLS 350: SPECIAL TOPICS: FAMILY LAW AND POLICY (4)****Chenette**

Who defines family and why does it matter? This course explores how families are defined and elude definition in federal and state law, politics, policies, and programs; and how people live within and beyond the law, every day. We will study American constructions and regulations of marriage and partnership, divorce, pathways to parenting, child custody, shared property distribution and estates, family-based immigration, and family violence. We come to a deeper understanding of United States government institutions by analyzing primary sources: judicial opinions, statutes, proposed legislation, executive agency guidance, and constitutional language. In doing so, we critically examine structures of power and privilege created, reinforced, and dismantled by these sources, in the country, court, community, and self. Also listed as GWS 350. Prerequisite: 100-level POLS course. Not open to first-year students. Offered Term 1.

**POLS 350: SPECIAL TOPICS: RELIGIOUS FREEDOM & GLOBAL POLICY (4)****Breske**

This course will offer a comprehensive overview of the debates on secularism and the role of religion in the public sphere. Looking at specific case study examples, we will examine the relationship between religious discourses and political violence, political systems and multiculturalism models, theocratic states, and state responses to religious identity claims. Prerequisite: sophomore standing or permission. Also listed and described as REL 350. Offered Term 1.

**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 2021-22. (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, gender and women's studies)

Every major is a pre-law major. Law schools seek students with strong liberal arts backgrounds, reflecting quality academic performance and professional maturity. There is no set pattern of courses for a pre-law student, but courses that generally emphasize critical thinking, research, and writing are useful. Exploring courses that provide a foundational understanding of the law and legal systems – even if outside a major course of study – are recommended.

There are many fields of legal practice, ways to be an advocate, and uses for a law degree. Law schools do not expect you to know what kind of law you want to practice before you matriculate; however, some academic experience is highly valued in particular legal fields. Specifically, students interested in pursuing intellectual property or environmental law typically hold a degree in a scientific or mathematical discipline, and students interested in pursuing public interest or international legal advocacy are strongly encouraged to develop and maintain language skills beyond the intermediate level. Relevant leadership, research, internship, and professional experiences - during J-Term and beyond - are also critical components of a law school application. Please contact Professor Chenette for more information on advising.

## 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)

Articulation agreements have been established with Radford University Carilion (RUC) in Roanoke, Virginia and Eleanor Wade Custer School of Nursing (EWCSON) at Shenandoah University for Hollins students seeking career opportunities in the field of nursing. Each year, RUC and Shenandoah will grant priority admission to a maximum of six qualified Hollins students into the Accelerated Bachelor of Science in Nursing (B.S.N.) program. At RUC, three spaces for admission in the fall cohort and three for admission in the spring are reserved. At Shenandoah, three spaces each are reserved at the Winchester and Leesburg campuses each year.

Requirements for each program are as follows.

## RUC Accelerated Bachelors of Science in Nursing

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 RUC.

Required course work for the Accelerated B.S.N. program will be completed at RUC 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.radford.edu/content/wchs/home/ruc-nursing-accelerated.html>.

## EWCSON at Shenandoah University Accelerated Second Degree BSN

Hollins students with a grade point average of at least 3.0 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 or CHEM 102/102L or CHEM 105/105L or CHEM 221/221L or CHEM 351/351L
- PSY 141 or SOC 110
- PSY 144
- 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 EWCSON.

Required course work for the Accelerated Second Degree B.S.N. program at both campuses will be completed at EWCSON over four continuous terms after confirmation of the Hollins baccalaureate degree. The Leesburg campus allows both fall spring admissions. The annual application deadlines for priority admission can be found at <https://www.su.edu/nursing/>.

# 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 (and laboratories) 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 (BIOL/ES 201/207L) 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 PROFESSOR:** Richard L. Michalski (chair)

**ASSISTANT PROFESSOR:** Caroline E. Mann

**VISITING ASSISTANT PROFESSOR:** Seung-Hee Han, Alex Wooten

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: Special Topics: Counseling Theories and Techniques in Context (4)
  - PSY 342: Principles of Abnormal Behavior (4)
  - PSY 350: Special Topics: 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), lab optional for PSY 323
- 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, at least one course 200-level or above) chosen in consultation with advisor. No more than 4 credits of 100-level Biology may be applied for allied courses. MATH 100 and MATH 105 do not fulfill allied course credit.

## **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 281: Professional Development in Psychology (2)
- PSY 342: Abnormal Psychology (4) (fulfills Abnormal & Clinical requirement)
- PSY 361: Theory & Research in Clinical/Counseling Psychology (4)
- PSY 362: Practice & Techniques of Clinical/Counseling Psychology (4)
- PSY 363: Personality Psychology (4) (fulfills Social & Personality requirement)
- PSY 380: Supervised Field Placement (4)
- One of the following:
  - PSY 350: Special Topics: Psychological Assessment (4)
  - 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)**

**Michalski, Han**

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.

### **PSY 144: CHILD PSYCHOLOGY (4)**

**Han**

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 150: SPECIAL TOPICS: ARTS IN HEALTH (4)**

**Biddle**

The visual, literary, and performing arts are increasingly being incorporated in community and healthcare contexts to promote whole person healing and wellbeing. This course will provide an introduction to the growing field of arts in health, including career paths and research at the intersection of arts, culture, psychology, and medicine. Through a significant experiential focus, students will gain hands on knowledge of how the arts help diverse individuals, groups, and communities achieve myriad positive health outcomes. Also listed as FILM/MUS 150. Offered Term 2.

### **PSY 197F: FIRST-YEAR SEMINAR - INTERPERSONAL RELATIONSHIPS (4)**

**Han**

This course will provide an in-depth examination of interpersonal relationships such as theoretical perspectives, research methods, various types of relationships (e.g., parent-child relationship, peer relationship, romantic relationship, marital relationship, workplace relationships, online relationships), relationship threats, and contextual influences on relationships. Students will have opportunities to think about their past, current, and future relationships and obtain knowledge to build healthy relationships. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

### **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 2021-22.

### **PSY 205: RESEARCH DESIGN (4)**

**Wooten**

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)**

**Wooten**

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, Wooten**

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 2021-22.

**PSY 237: CHILDREN AND MEDIA (4)****Department**

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. Not offered in 2021-22.

**PSY 250 (4): SPECIAL TOPICS: PROFESSIONAL DEVELOPMENT AND ETHICS (4)****Mann**

This course will introduce students to career options available in the field of psychology, and covers ethical issues and principles. Course activities and guest speakers will help prepare students to apply to graduate programs and employment opportunities. Examples of topics covered include career paths, licensing requirements, internship opportunities, the graduate school application process, resume writing, tips for interviewing. Prerequisite: PSY 141. Offered Term 1.

**PSY 250: SPECIAL TOPICS: CROSS-CULTURAL PSYCHOLOGY (4)****Han**

This course focuses on the role of culture in developing human mind and behavior, and cultural similarities and differences in psychological processes around the world. The various psychological processes will be discussed in topics such as socialization, cognition and perception, emotions, motivation, interpersonal relationships, morality, and physical and mental health. Prerequisite: PSY 141. Offered Term 2.

**PSY 250: SPECIAL TOPICS: MULTICULTURAL CHILDREN AND FAMILIES (4)****Han**

This course focuses on the cultural variation in child development and family life around the world and within the U.S. Attention will be paid to the external conditions that affect the internal workings of these families. We will discuss topics such as cultural variation in societal organization (e.g., individualism, collectivism), acculturation, the values that are inherited from the country of origin (with the exception of Native-Americans), and reasons behind immigrant families move to the U.S. Prerequisite: PSY 144. Offered Term 2.

**PSY 272: EVOLUTIONARY PSYCHOLOGY (4)****Michalski**

This course examines evolutionary psychology including a brief historical review of key themes in psychology and evolutionary biology. Concepts and principles of human evolution will be developed in the context of classic and contemporary issues in social psychology, cognitive psychology, developmental psychology, and personality psychology. Topics covered include problems of survival, long-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and social dominance. Prerequisite: PSY 141. Offered Term 2.

**PSY 273: PSYCHOLOGY OF HUMAN SEXUALITY (4)****Michalski**

This course is an overview of the scientific study of human sexual thoughts, feelings, and behavior. This course will place emphasis on future directions for research on human sexuality. Topics include developmental and social perspectives of sexual thought and behavior, sexual motivation and arousal, and more specific topics include sexual interests across the menstrual cycle, mate preferences, and infidelity. Prerequisite: PSY 141. Offered Term 2. (w, x, o)

**PSY 281: PROFESSIONAL DEVELOPMENT IN PSYCHOLOGY (2)****Mann**

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. Not offered in 2021-22.

**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 2021-22. (SCI)

**PSY 319: COGNITION (4)****Wooten**

This course will cover the major approaches to the scientific study of human thinking from the information-processing and connectionist perspectives. Topics include: perception, attention, memory, knowledge, language, reasoning, creativity, intelligence, and problem solving. Prerequisite: PSY 141. Offered Term 2.

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

Also listed and described as BIOL 323 PSY 323 fulfills the Biological & Comparative area course for the Psychology major regardless of whether PSY 323L is taken. Prerequisite: PSY 208. Not offered in 2021-22.

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

Also listed and described as BIOL 323L. The lab course is optional for PSY 323. Prerequisite: PSY 208. Not offered in 2021-22.

**PSY 337: CHILDREN'S THINKING (4)****Department**

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 2021-22.

**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 2021-22. (SCI)

**PSY 350: SPECIAL TOPICS: COGNITIVE NEUROSCIENCE (4)****Wooten**

This course will provide an overview of the cognitive and neural processes behind our mental functions. Research methodologies (e.g., fMRI, PET, EEG) and findings in cognitive neuroscience will be discussed. Representative topics include perceptual and sensory processes, learning and memory, attention, emotion, decision-making, brain disorders, and cognitive control. Prerequisite: PSY 141. Offered Term 1.

**PSY 350: SPECIAL TOPICS: EYEWITNESS MEMORY (4)****Wooten**

This course examines the psychology of eyewitness memory. Notable studies related to eyewitness accuracy will be discussed and dissected. Examples of topics covered include the cross-race effect, eyewitness confidence, false confessions, older and younger witnesses, identification procedures, and the cognitive interview. Prerequisites: PSY 205 and PSY 208. Offered Term 2.

**PSY 351: BEHAVIOR DISORDERS OF CHILDHOOD (4)****Department**

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 2021-22. (DIV)

**PSY 361: THEORY & RESEARCH IN CLINICAL/COUNSELING PSYCHOLOGY (4)****Mann**

This course explores theories and research trends within the field of Clinical/Counseling Psychology. Students will learn to conceptualize individuals from a variety of perspectives, and to critically examine evidence of treatment efficacy. This course will summarize the ethical guidelines, varied applications, and current state of clinical practice in the United States. PSY 361 is a prerequisite for PSY 362. Offered Term 1.

**PSY 362: PRACTICE & TECHNIQUES OF CLINICAL/COUNSELING PSYCHOLOGY (4)****Mann**

This course covers the basic techniques, skills, and intervention tools used in the counseling field. Students will be expected to engage in active role-play, to provide and receive interpersonal feedback, and to examine their individual assumptions in line with culturally informed practices. The course will emphasize general factors and an evidence-based orientation to counseling. Prerequisite: PSY 361. Offered Term 2.

**PSY 363: PERSONALITY PSYCHOLOGY (4)****Michalski**

Personality is a very broad field of study. It refers to the set of enduring psychological traits within individuals that influence their interactions with, and their adaptations to, different environments. This course introduces students to the history of personality psychology and the research and applications of personality science. This course also introduces students to biological, cognitive, intrapsychic, and social factors that influence personality. Prerequisite: PSY 141. Offered Term 1.

**PSY 380: SUPERVISED FIELD PLACEMENT IN PSYCHOLOGY (4)****Mann**

This is an experiential learning course which combines a field placement in the community with a formal reflective component and integrative project. Students will apply their knowledge of psychology in a relevant setting and reflect upon new learning experiences in a weekly seminar format. Placements must be arranged in advance via instructor consultation and include a minimum 112-hour commitment. Permission of instructor is required. Offered Term 2.

**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 2021-22. (MOD)

**PSY 450: SPECIAL TOPICS: SENIOR CAPSTONE (4)****Michalski**

This course allows students to apply the knowledge and skills they have developed over the course of their undergraduate careers in psychology. Student's experiences in summarizing ideas in writing and in oral form will be practiced. Psychology majors will have opportunities to contemplate the future of the field of psychology through readings that highlight noteworthy and controversial recent findings. 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), Bansi 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), Rachel Nuñez (history), Pauline Kaldas (English)

**ASSISTANT PROFESSORS:** Mary Jane Carmichael (biology), Chris Florio (history), Brian Gentry (physics), Elizabeth Gleim (biology), Genevieve Hendricks (art), Abubakarr Jalloh (public health), Son Nguyen (chemistry)

**VISITING ASSISTANT PROFESSORS:** Isabell Kingori (biology and public health), Charles Lowney (philosophy);

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 except for those courses with a Public Health (PH) designation.

### AFFILIATED COURSES:

- BIOL132: Human Biology
- BIOL 140: Human Genetics
- BIOL 220: Human Physiology
- BIOL 312: Microbiology
- BIOL 314: Genetics
- BIOL/ES 104: Introduction to Environmental Studies
- BIOL/ES 207: Ecology
- BIOL/ES 240: One Health-Linking Human, Animal and Environmental Health
- BIOL/ES 316: 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
- 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: Principles of 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 320: Immigrant Literature
- ENG 346: Arab American Literature
- ES/GWS 219: Food, Culture and Justice
- ES/INTL 210: World Geography
- ES/PHIL 182: Environmental Ethics
- GWS 141: Introduction to Gender and Women's Studies
- GWS 242: Gender, Culture, & Power
- GWS/REL 281: Saints, Sinners, and Misfits: Religion and Disability
- GWS/HIST 310: The Body and Sexuality in Europe
- GWS/REL 318: Sexual Ethics
- HIST 265: African-American History, 1865 to the Present
- HIST 329: Slavery: A Global History
- INTL/POLS 302: Comparative Urbanism
- MUS/PSY 150: Special Topics: Arts in Health
- PHIL 181: Contemporary Moral Issues
- PHIL 241: Poverty and Human Capability
- 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: Silenced? Marginalized Voices 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)**

**Jalloh**

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 both terms.

### **PH 201: EPIDEMIOLOGY (4)**

**Jalloh**

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. Prerequisites: PH 101 and q or permission of instructor. Open to first-year students. Offered Term 2. (Q)

### **PH 240: 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/ES 240. Prerequisites: BIOL/ES 207/207L, PH 201, or permission. Offered Term 2.

### **PH 250: SPECIAL TOPICS: ENVIRONMENTAL PARASITOLOGY (4)**

**Kingori**

This lecture/laboratory course will focus on knowledge of human parasites and application in disease identification and control. Host-parasite interactions, classification, and life cycles of parasites of public health importance will be explored in addition to factors that impact parasite distribution and control. Additionally, effects of parasites on the body, modes of transmission, diagnosis, treatment, prevention and control will be explored. Laboratory exercises will primarily focus on laboratory-based skills used in parasitology. Prerequisites: BIOL/ES 207/207L OR PH 201. Not open to first-year students. Offered Term 2.

### **PH 250: SPECIAL TOPICS: PUBLIC HEALTH AND SOCIAL JUSTICE (4)**

**Jalloh**

As social justice is the central mission of public health, this course provides critical analysis of the relationship between social justice and population health. Issues include racism, discrimination, poverty, education, employment, and housing, just to name a few. In particular, students will engage in in-depth examination of residential segregation and its impact on the health and well-being of racial/ethnic minorities. Offered Term 1.

### **PH 250: SPECIAL TOPICS: VECTORS OF PUBLIC HEALTH IMPORTANCE (4)**

**Kingori**

Vectors are organisms, most commonly biting insects like ticks and mosquitoes, that can transmit pathogens from one host to another, and vector-borne diseases like Lyme disease, malaria, and Zika are some of the most significant infectious diseases in the world. This lecture/laboratory course will cover vector identification, life history traits, roles in disease transmission, and control methods. Laboratory exercises will be both field- and laboratory-based. Also listed as BIOL 250. Prerequisites: BIOL/ES 207/207L OR PH 201. Not open to first-year students. Offered Term 1.

### **PH 250: SPECIAL TOPICS: SOCIAL DETERMINANTS OF HEALTH (4)**

**Jalloh**

As social justice is the central mission of public health, this course provides critical analysis of the relationship between social justice and population health. Issues include racism, discrimination, poverty, education, employment, and housing, just to name a few. In particular, students will engage in in-depth examination of residential segregation and its impact on the health and well-being of racial/ethnic minorities. Offered Term 1.

### **PH 250: SPECIAL TOPICS: ENVIRONMENTAL PARASITOLOGY (4)**

**Kingori**

This lecture/laboratory course will focus on knowledge of human parasites and application in disease identification and control. Host-parasite interactions, classification, and life cycles of parasites of public health importance will be explored in addition to factors that impact parasite distribution and control. Additionally, effects of parasites on the body, modes of transmission, diagnosis, treatment, prevention and control will be explored. Laboratory exercises will primarily focus on laboratory-based skills used in parasitology. Prerequisites: BIOL/ES 207/207L OR PH 201. Not open to first-year students. Offered Term 2.

**PH 253: MICROBIAL ECOLOGY (4)****Carmichael**

Microbial ecology is the study of microbes in the environment and their interactions with the environment, each other, and plant and animal species. The discipline is at the heart of the function of every ecosystem on the planet, from the lithosphere, to the cryosphere, the human body, and the built environment. This course will survey the microbial diversity within the biosphere and delve into the complex interactions between microbial communities and the worlds they inhabit. Also listed as BIOL 253 and ES 253. Pre-requisites: For BIOL Majors, BIOL 207/207L and BIOL 220/220L, or permission; ES Majors, ES 105 and ES 207/207L, or permission; For PH Majors, PH 101 and PH 201, or permission. BIOL majors cannot receive credit for BIOL 253/253L and BIOL 312/312L. Offered Term 1. (SCI: Must take lab to fulfill SCI).

**PH 253L: MICROBIAL ECOLOGY LAB (4)****Carmichael**

This lab will use culture-dependent and independent techniques and common biogeochemical assays to survey the microbial ecology of a variety of environments. Also listed as BIOL 253L or ES 253L. Co-requisite: BIOL, ES, or PH 253. Offered Term 1. (SCI)

**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)****Jalloh, Kingori**

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. Prerequisites: PH 101 and PH 201 or permission of instructor. Offered Term 1. (GLO)

**PH 316: WILDLIFE DISEASE (4)****Gleim**

This lecture/lab course will provide a general understanding of disease ecology and examine both common and newly emerging diseases that impact wildlife. We'll also examine the roles these diseases play in population regulation, game management, conservation of rare and endangered species, and how they can affect human and domestic animal health. Lab components of the course will involve both field and laboratory-based experiences involved in routine testing of wildlife and/or vectors for pathogens. This course cannot count as a 300-level laboratory course for the biology major. Also listed as BIOL/ES 316. Prerequisite: BIOL/ES 207 and lab, and BIOL 236. Prerequisite: sophomore standing. Not offered in 2021-22. (SCI)

**PH 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. Also listed as COMM 344. Prerequisite: sophomore standing. Offered Term 1.

**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)****Jalloh**

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. Offered Term 1.



**PROFESSOR:** Darla Schumm (coordinator, religious studies)

**AFFILIATED FACULTY:** James Patrick Downey (philosophy), Michael E. Gettings (philosophy)

**VISITING LECTURER:** Kelly Derrick (adjunct)

**VISITING ASSISTANT PROFESSORS:** Jennifer Grace Bird, 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 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 126: INTRODUCTION TO RELIGION IN A GLOBAL CONTEXT (4)**

**Bird**

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 1. (*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 Pasolini. Open to first-year students. Not offered in 2021-22. (*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 2021-22. (DIV)

**REL 197F: FIRST-YEAR SEMINAR - DISABLING ABLEISM (4)**

**Schumm**

"Ableism: Discrimination or prejudice against individuals with disabilities" <https://www.merriam-webster.com/dictionary/ableism>. The dictionary definition of ableism tells us what it is, but it does not capture what it is like to be a person with a disability living in an ableist culture; nor does it proscribe solutions for confronting ableism in all of its manifestations. Using disability theory, memoir, and activism as a starting point, this class explores how ableism is reinforced and resisted, constructed and contested. We will pay particular attention to the potent intersections of disability, race, class, and gender as we investigate where and how ableist practices and systems prevent people with disabilities from flourishing. We will not be satisfied, however, to stop at the level of critique; we will also examine strategies for coalition building and creative imagining as we strive to create a more just, equitable, and inclusive community. The class will be of particular interest to students curious about the ambitious work of disabling ableism. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

**REL 197F: FIRST-YEAR SEMINAR - GOD AND THE BALLOT BOX: GLOBAL POLITICS AND RELIGION IN THE 21ST CENTURY (4)**

**Bohland**

The separation of church (faith) and state (politics) is a foundational principle for most liberal democracies around the world. But, as Mahatma Gandhi once said, "Those who say religion has nothing to do with politics do not know what religion is." Politicians in the United States and around the world routinely discuss their religious faith publicly and attend rallies and fundraisers supported by religious organizations. How do politicians negotiate the tenets of their own faith while attending to the needs of a multicultural and interfaith constituency? As (post) modern societies, have we truly abandoned our moral and religious principles in favor of a cultural and social politics that is relativistic, or is the exact opposite of this more correct, suggesting that open integrations of faith and religion are actually more common? In this course, we will ask many of these philosophical questions while we examine practical case studies of the intersections and interactions between religion and political life. Students, working in both group and individual projects, will follow political issues in the United States and worldwide where religion is a major issue in the daily life of its citizens. In addition to US case studies on evangelical voting and religion and protest within Native American communities, additional case studies examine contemporary and historical issues of religion and politics in Europe, the Near East, Jerusalem, West Africa, South Asia, and Latin America. We intend the course to be a critical space where we examine these controversial issues in a safe and accepting environment where we can learn from the different perspectives and experiences of our colleagues. Also listed as INTL 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

**REL 201: 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 2021-22. (f, w, PRE)

**REL 202: 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 2021-22. (f, w, x, DIV, PRE)

**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. Not offered in 2021-22. (o, DIV, MOD)

**REL 215: SILENCED? MARGINALIZED VOICES 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. Offered Term 2. (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 2021-22. (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 2021-22. (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 2021-22. (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 2021-22. (r, GLO)

**REL 235: COMPASSION, COMMUNITY, HOPE: ECONOMIC JUSTICE IN THE BIBLE (4)****Derrick**

Grounded in the biblical theme of justice, this course considers the importance of the biblical texts as they relate to wealth and poverty. We 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. Not offered in 2021-22. (f, w, x, DIV)

**REL 250: SPECIAL TOPICS: THE BIBLE IN A GLOBAL VILLAGE (4)****Bird**

This course is intended for anyone interested in reading some Hebrew Bible and New Testament texts from perspectives beyond how they have traditionally engaged them or heard them interpreted. We will engage a range of theories and selections of biblical scholarship that highlight issues of race, class, gender, sexualities, and geopolitical locations with an eye toward how these human realities impact how a person interprets the Bible. Offered Term 1.

**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 2021-22. (DIV)

**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. Offered Term 1. (f, w, x, PRE)

**REL 272: PHILOSOPHY OF RELIGION (4)****Downey**

Also listed and described as PHIL 272. Not offered in 2021-22.

**REL 281: SINNERS, SAINTS AND MISFITS: 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. Not offered in 2021-22. (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. Not offered in 2021-22. (o, DIV)

**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 2021-22. (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 2021-22.

**REL 350: SPECIAL TOPICS: RELIGIOUS FREEDOM AND GLOBAL POLITICS (4)****Breske**

This course will offer a comprehensive overview of the debates on secularism and the role of religion in the public sphere. Looking at specific case study examples, we will examine the relationship between religious discourses and political violence, political systems and multiculturalism models, theocratic states, and state responses to religious identity claims. Prerequisite: sophomore standing or permission. Also listed and described as POLS 350. Offered Term 1.

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

Also listed and described as GWS 362. Prerequisite: sophomore standing or permission. Offered Term 2. (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](http://www.hollins.edu), under Academics, Short Term. The Short Term courses listed below may change and are only a sample of the final offerings.

### **SEM 1098: SNAKES: SCIENCE, SOCIETY, AND SUPERSTITION**

**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. We'll also explore -- through readings, films, and projects -- the role of the snake in different cultures, from the Feathered Serpent God of the Mayans to the Devil/Serpent from the book of Genesis. Each student will complete an individual project on snakes that can be primarily artistic or research-related. We'll present the final projects in a culminating "Snake Fest" at the end of Short Term.

### **SEM 1215: ARTIFICIAL INTELLIGENCE: SCIENCE AND SPECULATION**

**Schrementi**

In a world of self-driving cars and virtual assistants like Siri, artificial intelligence is no longer science fiction. It is a technology that is increasingly weaving itself into our lives. In this class we will investigate what it means to be intelligent and how computers can simulate intelligent behavior through readings, journaling and presentations. We will also explore the future of artificial intelligence and how this future aligns with depictions in literature and film. No computer programming experience is required.

### **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 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.

**ADDITIONAL SEMINAR DESCRIPTIONS WILL LISTED ON THE UNIVERSITY WEBSITE AS THEY ARE APPROVED AND SCHEDULED.**

## **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, as well as an optional culture course. Students must have an overall cumulative GPA of 3.0 and have completed at least two terms of college Spanish or the equivalent. Excursions, activities, and an intercambio speaking-partner program are included in the program.

### **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.  
Department Chair.

### **TRIP 1023: FIELD DANCE STUDY AND PERFORMANCE**

#### **Rawlinson**

This course is open to intermediate and advanced students with a strong background in dance who wish to immerse themselves in a program which includes regular daily classes, performance opportunities, and/or student teaching. Proposals are submitted and evaluated by dance department faculty. Students are evaluated at the end of term through videotape documentation/presentation and critique as well as written evaluations by studio/company sponsors. Additional costs are required.

### **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 for intermediate to advanced Spanish language learners, with optional content courses in history, culture and literature. Classes are complemented with study visits and cultural activities ranging from jazz, salsa, and hip-hop concerts to museum excursions. Students must have a cumulative GPA of 3.0 and have completed at least one term of college Spanish or the equivalent; content courses require a higher Spanish proficiency. Excursions, activities, and an intercambio speaking-partner program are included in the program.

## **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 experiential learning in which a student gains supervised, practical experience and skills in a professional setting. Internships allow Hollins students to gain valuable experience, make connections and evaluate their skills against the demands of a given profession.

See pages 19 and 38 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.

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.

### **INTERNSHIPS ABROAD**

International internships may be offered for eligible students participating in a Hollins-approved program abroad. These include internships with CAPA (London), Spanish Studies Abroad (Spain and Argentina), Kansai Gaidai University (Japan), IES Abroad (France), College Year in Athens (Greece) and Arcadia University (Italy, Greece, and Spain). For more information about these programs, including internship eligibility requirements, please visit the list of programs at [Hollins.StudioAbroad.com](http://Hollins.StudioAbroad.com).

**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.

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

10 courses (38 credits)

### **CORE COURSES:**

- SOC 110: Introduction to Sociology: Perspectives and Methods (4)
- SOC 227: Social Theory (4)
- GPS 216: Research Methods in Social Sciences (4)
- 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)
- 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 197F: FIRST-YEAR SEMINAR - GENDER, SEXUALITY, AND HIP-HOP (4)** **Turner**

Hip-hop has been a subversive music genre in undermining and reimagining mainstream gender and sexual politics, while simultaneously reinforcing gender and sexual inequalities. In this course, we will examine how hip-hop grapples with constructions of gender and sexuality. We will also highlight the contributions of women/femmes, trans, and nonbinary people to the genre. In addition, we will explore how hip-hop challenges the status quo and amplifies the voices of marginalized groups. Also listed as GWS 197F. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (r)

### **SOC 227: SOCIAL THEORY (4)** **Turner**

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 2021-22. (w, x, MOD)

### **SOC 234: SOCIAL PROBLEMS (4)** **Turner**

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. Offered Term 2. (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 2021-22. (DIV)



**SOC 250: SPECIAL TOPICS: RACIAL AND CULTURAL BIAS IN CLASSICAL MUSIC (4) Wahl-Fouts**

The traditions of Western art music are rife with examples of racial bias, gender discrimination, and cultural appropriation. In this course, we will explore a variety of historical and present-day topics related to colonialism and exoticism, anti-Semitism, dominance of white Christian cultural norms, the oppression/suppression of creators and performers of color, and the silencing of indigenous religious musical traditions. No prerequisite. Not open to first-year students. Also listed as MUS 250. Offered Term 2. (DIV)

**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. Not offered in 2021-22. (DIV, MOD)

**SOC 272: REPRODUCTIVE JUSTICE (4) Turner**

This course examines the politics of reproduction within and outside of 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 272. Offered Term 1.

**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 304: DISASTER! RESPONSES TO THE WORST (4) du Bray**

This course takes a political economy approach to understand the social and physical problems that turn hazards into disasters. Throughout the course, we will re-evaluate our ideas about what a disaster is, how it is produced, and who is harmed. In examining technological, "natural", and medical disasters, we will consider the role of science and society in producing these events, and consider how we can better prevent such events in the future. Also listed as ES 304. Offered Term 2. (DIV)

**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 2021-22.

**SOC 343: CRITICAL RACE THEORY (4) Turner**

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. Offered Term 2. (w, x, DIV)

**SOC 350: SPECIAL TOPICS: ENVIRONMENTAL JUSTICE (4) du Bray**

Environmental justice refers to both a field of study and an activist movement. Both the realm of study and the activism focus on the way that different groups of people are differentially impacted by environmental issues, including air and water pollution, technological disasters, Superfund locations, and other concerns. This course examines the roots of environmental justice, considers the role of citizen activism and citizen science, and considers the systemic roots of environmental injustices in the United States, its territories, and the broader North American continent. Also listed as ES 350. Offered Term 1. (DIV)

**SOC 360: DOING, UNDOING, RE-DOING 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, education, religion, and the media. While gender is the primary focus of this course, we will also look at gender as it relates to other facets of social identity, such as race, ethnicity, class, sexuality, age and ability. In this way, this course assumes an intersectional perspective, meaning we will examine the ways in which these various systems of inequality intersect and reproduce privilege and oppression. Prerequisite: SOC 110. Also listed as GWS 360. Offered Term 2.

**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.

**PROFESSOR:** Alison Ridley (on leave fall term)

**ASSOCIATE PROFESSOR:** Ángel Díaz Miranda (chair, Modern Languages)

**VISITING ASSISTANT PROFESSOR:** Juan Manuel Portillo

**INSTRUCTOR:** Ellen Burch

**LANGUAGE ASSISTANT:** Verónica Espinoza Valdés

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, law, 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, Chile, and three sites in Spain: Seville, Alicante, and Barcelona, through Spanish Studies Abroad (see page 15). 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, Portillo**

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)**

**Portillo, Department**

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)**

**Díaz Miranda**

This year-long course is a review of grammar, an expansion of verbal and writing skills, and includes reading of literary selections. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the language requirement for those who have previously studied Spanish. Prerequisite: placement, SPAN 101 and SPAN 102, SPAN 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 introduces students 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 2.

### **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 2021-22.

**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 2021-22. (o, GLO)

**SPAN 231: CONVERSATION AND COMPOSITION: TOPICS (4)****Díaz Miranda**

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 2021-22.

**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 a series of oral presentations in Spanish. Quizzes are also given. Designation: Culture course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2021-22. (o, MOD)

**SPAN 238: LATIN AMERICAN CULTURE AND CIVILIZATION (4)****Department**

An introduction to the geography, history, and cultures of Latin America, as well as an overview of its social, political, and economic importance. Students will develop a critical understanding of Latin America through the study of cultural productions from a variety of disciplines such as literature, essays, film, art, music, and philosophy. Student research results in one substantial oral presentation, several short presentations, and a final project. Designation: Culture course. Prerequisites: placement, SPAN 112, SPAN 121, or permission. Not offered in 2021-22. (o, 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 2021-22.

**SPAN 250: SPECIAL TOPICS: LATIN AMERICAN ART AND CULTURE AFTER 1968 (4)****Díaz Miranda**

This mid-level course exposes students to the histories, theories, and forms of modern art in Latin America after 1968. The course explores the development of artistic movements in the region after 1968, the year of global political demonstrations and revolution. We will research how avant-garde art practices have engaged a variety of nation-building programs -either as validations or refutations. During this course students will become familiar with scholarship and critical frameworks formulated in Latin America, as well as how the cultural products were received in the United States. Designation: Culture. Prerequisite: SPAN 112, 121, placement, or permission. Offered Term 1.

**SPAN 250: SPECIAL TOPICS: SHORTS AND SHORTS (4)****Portillo**

In this course, students will read a variety of short stories and view movie shorts from around the Spanish-speaking world. The goal will be to increase students' knowledge of Hispanic cultures and literatures while improving their oral, aural, and writing skills in Spanish. Designation: Literature/Culture course. Prerequisite: SPAN 112, SPAN 121, placement, or permission. Offered Term 1.

**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 Mio 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. Not offered in 2021-22. (PRE)

**SPAN 252: SURVEY OF SPANISH LITERATURE II (4)****Department**

A study of major literary works and authors from the 19th century to the present. Representative authors include Espronceda, Bécquer, Galdós, Unamuno, and García Lorca. Designation: Literature course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2021-22. (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 2021-22. (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. Offered Term 2.

**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. Not offered in 2021-22. (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 2021-22.

**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 2021-22.

**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. Not offered in 2021-22. (AES)

**SPAN 350: SPECIAL TOPICS: MODERN AND CONTEMPORARY LATIN AMERICAN POETRY (4)****Díaz Miranda**

This course aims to present to the student a representative sample of poetry from Latin America from the 20th century to the works being produced today. The course's primary focus will be developing the student's analytical and interpretive skills through close reading, the study of the cultural context where the poets developed, and the connections between different literary movements. The students will learn the intricacies of the utterances of Latin American poetry and will, hopefully, gain an appreciation of the value of poetry and of the problems peculiar to reading, interpreting and indeed defining poetry as opposed to other literary genres. Designation: Literature. Prerequisite: a 200-level course, placement, or permission. Offered Term 1.

**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. Not offered in 2021-22. (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 2021-22.

**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. Offered Term 2.

**SPAN 388: TEACHING FOREIGN LANGUAGES (4)**

**Salès**

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 306. 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.

**ASSISTANT PROFESSORS:** Wendy-Marie Martin (chair), Todd Ristau

**TECHNICAL DIRECTOR:** Arne Johnson

**VISITING LECTURERS:** Victoria Buck, Lauren Brooke Ellis, Yusef Seevers, Ami Trowell

**ARTISTS-IN-RESIDENCE:** Keiko Carreiro, Suellen Coelho

**GUEST ARTISTS:** Bentley Heydt, Michelle LoRicco, Michael Mansfield, Mollye Otis

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 182 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 64 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: Stagecrafts (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 (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 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 (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 (4)
- 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: Stagecrafts (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 (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 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 (4)**

**Johnson**

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)**

**Ellis**

Emphasizes the appreciation and evaluation of theatre in production. The course examines, at the introductory level, the functions of playwrights, actors, directors, and designers in the production process. Students are required to attend several evening performances (which may extend beyond designated class time) and to view theatre productions on videotape. Lab fee for theatre tickets. Open to first-year students. No prerequisite. Lab fee: \$150-185. Offered Term 1. (AES)

### **THEA 157: THEATRICAL DESIGN (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 2021-22.

### **THEA 160: PERFORMANCE AND PRODUCTION WORKSHOP (1 or 2)**

**Martin**

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)**

**Buck, Martin, Seevers**

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 both terms. (CRE)

**THEA 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 MUS 163. Not offered in 2021-22. (AES)

**THEA 165: MUSICAL THEATRE DANCE STYLES (2)****Department**

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 2021-22.

**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 - PERFORMING THE UNKNOWN: IMPROVISATION FOR THE STAGE AND BEYOND (4)****Trowell, Martin**

In this course, students will learn the tenants of improvisation including spontaneity, collaboration, active listening, and building and sharing a narrative. Through practice and performance of improvisation games and exercises, formal research, live improv show attendance, and self-reflection students will learn to embrace chaos and become more comfortable with the unknown. Applied Improvisation takes the concepts, skills and techniques of improvisation for the theatre and applies them to everyday life. Applied improvisation teaches us an approach to our academic, personal and professional lives that not only entertains but inspires us. Applied improvisation is experiential, and effective, and it is currently used across the globe in a wide range of professions to improve communication skills, leadership and innovation. The study of both improvisation and applied improvisation will prepare students for a more balanced and connected life both on and offstage. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (o, r, CRE)

**THEA 206: THEATRE FOR SOCIAL CHANGE (4)****Martin**

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. Offered Term 2. (DIV)

**THEA 210: STAGE MAKEUP (4)****Coelho**

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 in 2021-22. (CRE)

**THEA 235: COSTUME CONSTRUCTION (4)****Coelho**

The costume shop is often thought of as the heart of a theatre. This fun, hands-on course will introduce students 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)****Martin**

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 TOPICS: INTRODUCTION TO THEATRE TECHNOLOGY OPS (4)****Johnson**

This student-centered, project-based course will give students an opportunity to learn by doing as they explore how to operate and program a sound board using Q-lab, a lighting board, video projectors, and the Hollins Theatre department computerized fly system. Students will demonstrate proficiency in theatre technology through projects related to the season productions and a final project focusing on a technology of their choice. All levels of experience are welcome. No Prerequisite. Open to first-year students. Offered Term 1.

**THEA 251: DRAFTING FOR THE THEATRE (4)****Johnson**

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. Not offered in 2021-22.

**THEA 252: SCENE DESIGN (4)****Johnson**

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 2021-22. (o, CRE)

**THEA 253: LIGHTING DESIGN (4)****Department**

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. Not offered in 2021-22. (Q, CRE)

**THEA 254: STAGE MANAGEMENT (2)****Department**

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 2021-22.

**THEA 255: COSTUME DESIGN (4)****Coelho**

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 (4)****Johnson**

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 2021-22. (CRE)

**THEA 257: TECHNICAL THEATRE LAB (2)****Department**

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)****Department**

Study, practice, and application of the Viewpoints technique, which includes a training discipline for performers, a technique for improvisation, a process for collaborative creativity, a tool for staging, and a language for communication among artists. The Viewpoints offer a method for performers to exercise all muscles—physical, imaginative, and emotional—resulting in increased observational abilities and responsiveness. Open to first-year students. No prerequisite. May be repeated for credit. Not offered in 2021-22. (CRE)

**THEA 259: SCENE PAINTING (4)****Department**

A studio class in which students study and practice the basic techniques used in theatrical scene painting. Students are expected to develop an understanding of these techniques, as well as how to combine them effectively on advanced projects. Topics range from basic brush techniques, to paint-mixing skills and ratios, to color matching from primary sources, to exercises in graphic layout on the large scale. Open to first-year students with permission. Prerequisite: q and theatre major or permission of department chair. Lab fee: \$100-130. Not offered in 2021-22. (Q, CRE)

**THEA 261: CONTEMPORARY SCENE STUDY (4)****Ellis, Martin**

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 2021-22. (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 270: PURPOSE, PASSION, AND POSSIBILITIES: PERSONALIZING THE ART OF MAKING THEATRE (2)****Martin**

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 playscript in front of an audience. This course examines the art of making theatre as a way of living in, and seeing the world. 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 career paths in theatre and examine 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. This course serves as a Sophomore Seminar for Theatre majors and minors, but is open to anyone with permission from the instructor. Prerequisite: sophomore standing and theatre major or minor, or permission of instructor. Offered Term 2.

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

Also listed and described as ART/DANC/FILM/MUS 276. No prerequisite. Not offered in 2021-22.

**THEA 282: THE ART OF SOUND DESIGN (4)****Gerber-Stroh**

The process of recording and creating high quality sound is a critical skill and art form to master when making films, videos, webcasts, and numerous other visual and performing arts. This course will broadly cover the methods, technology, and artistry of sound design while introducing students to the resources of the film department's SoundCraft recording studio. Assignments include short production exercises and a final project. Also listed as FILM 282. Open to first-year students. No prerequisite. Offered Term 1. (CRE)

**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 2021-22.

**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)****Martin**

A survey of the history of 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)**

**Johnson**

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 2021-22.

**THEA 361: CLASSICAL SCENE STUDY (4)**

**Buck**

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 2021-22. (CRE)

**THEA 363: DIRECTING (4)**

**Ellis, Martin**

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 2. (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 2021-22.

**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)**

**Martin**

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)**

**Martin**

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)**

**Martin**

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 101: GLOBAL LEARNING 101: PREPARING FOR YOUR STUDY AWAY EXPERIENCE (1) Kirsch**

This course prepares students for their study away experience – either in a different country or another culture within the US. Students will research the social, cultural, and historical aspects of their destination/culture and do a series of pre-reflection exercises and presentations on topics such as inclusion, diversity and mindful traveling. Students then prepare a roadmap for their study away program that provides goals for their journey, including cultural immersion goals and maintaining health while away. No prerequisite. Open to first-year students. Offered both terms.

### **UNIV 102: GLOBAL LEARNING 102: REFLECTING ON YOUR STUDY AWAY EXPERIENCE (1) Kirsch**

This course allows students to participate in critical reflections and vocabulary-building exercises in order to articulate their study away experiences. Through a series of structured and intentional activities, students learn how to connect their study away experience to their academic and career goals. Students will be provided resources that can be used in their future endeavors for continued global engagement. Prerequisite: UNIV 101. Open to first-year students. Offered Term 2.

### **UNIV 125: INTRODUCTION TO SUSTAINED DIALOGUE (2)**

**Department**

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. Not offered in 2021-22. (DIV- 4 SD credits required for DIV)

### **UNIV 126: INTRODUCTION TO SUSTAINED DIALOGUE: RACE AND GENDER (2)**

**Department**

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. Not offered in 2021-22. (DIV- 4 SD credits required for DIV)

### **UNIV 197F: FIRST-YEAR SEMINAR - ASK NOT WHAT YOUR COMMUNITY CAN DO FOR YOU: SUSTAINABILITY AND SOCIAL INNOVATION (4)**

**Carmichael, Wagner**

At the heart of the concepts of sustainability and social innovation is stewardship—the responsible use and protection of the environment around you through thoughtful and intentional practices that enhance ecosystem resilience and human well-being. The concept of stewardship can be applied not only to the environment and nature, but also to economics, health, information, theology, cultural resources, and beyond. The United Nations has identified sustainable development goals addressing the world's most pressing problems. This class embarks on exploring ways to address those problems as they present themselves in our local community. Students will be challenged to develop innovative solutions to complex problems by applying design thinking principles while working in multidisciplinary collaborative teams. FYS facilitators will challenge students to ask not what your community can do for you but what you can do for your community. Open to first-year students only. Offered Term 1. Placement to be determined during the summer. (o, r)

### **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 2021-22.

### **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 2021-22.

**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. Not offered in 2021-22. (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. Offered Term 2.

**UNIV 240: TUTORING THEORY AND PRACTICE FOR QUANTITATIVE REASONING ACROSS THE CURRICULUM (2)****Levering**

This course provides concepts, strategies, and techniques for reinforcing quantitative reasoning skills on an individual basis. The goal is to provide potential tutors with the necessary tools and understanding to assist students in overcoming their fear of mathematics. Observation of tutoring sessions, as well as hands-on tutoring experience is a vital part of the course. Prerequisite: permission. Offered Term 2.

**UNIV 260: UNIVERSITY PUBLICATION – HUTV (2)****Simpkins**

Students will learn how to run the HUTV studio. They will plan, develop, and present on-air variety programming. No experience necessary! Students may repeat this course for a maximum of eight credits while at Hollins. Pass/fail grading only. Open to first-year students. Offered both terms.

**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. Not offered in 2021-22.

**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 2021-22

---

**SUZANNE ALLISON**, Visiting Lecturer in Biology (adjunct); B.A., Hollins University; M.S., Ph.D., Georgia State University. 2021.

**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**, Visiting Associate Professor of Business; B.S., M.S., University of Calcutta; M.A., Ohio University; Ph.D., Virginia Polytechnic Institute & State University. 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.

**KATHERINE “KATIE” BIDDLE**, Visiting Lecturer in Music; B.A., College of William & Mary; M.A., Lesly University; Ph.D., Virginia Tech. 2021.

**JENNIFER GRACE BIRD**, Visiting Assistant Professor of Religious Studies; B.A., Virginia Polytechnic Institute and State University; M.Div., Princeton Theological Seminary; Ph.D., Vanderbilt University. 2021.

**SCOTT BLACKWOOD**, Distinguished Professor of Creative Writing; B.A., University of Texas at Austin; M.F.A., Texas State University. 2021

**JON DONALD BOHLAND**, Associate Professor in International Studies; B.A., James Madison University; M.A., Syracuse University; Ph.D., Virginia Polytechnic Institute & State University. 2001.

**MARISSA BOLIN**, Visiting Lecturer in English (adjunct); B.A., Hollins University; M.A., Ph.D., University of York. 2021.

**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.

**VICTORIA BUCK**, Visiting Lecturer in Theatre; B.A., Furman University; MLitt, M.F.A., Mary Baldwin University. 2019.

**JEFFERY NORMAN BULLOCK**, Professor of Dance and Director of M.F.A. in Dance; M.F.A., University of Iowa. 2004.

**ELLEN BURCH**, Visiting Instructor of Spanish (adjunct); 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.

**COURTNEY CHENETTE**, Assistant Professor of Political Science; B.A., Hollins University; J.D., Pace University School of Law. 2018.

**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 and Chair of the Faculty; B.Mus., Drake University, M. Mus., University of Southern California, Ph.D., Washington University. 1992.

**SUELLEN COELHO**, Resident Costume Designer; B.A., SENAI/CETIQT; M.F.A., Louisiana State University. 2021.

**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.

**JENINE CULLIGAN**, Director of the Eleanor D. Wilson Museum; B.A., University of Kentucky; M.A., Case Western Reserve University. 2015.

**EMELIE CURL**, Visiting Assistant Professor of Mathematics; B.A., Bryn Mawr College; Ph.D., Iowa State University. 2021.

**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.

**HEATHER T. DERRICK**, Visiting Lecturer of Communication Studies and Director of Oral Communication Across the Curriculum; B.A., Winthrop University; M.A., Virginia Polytechnic Institute & State University. 2019.

**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.

**ANGEL M. DIAZ MIRANDA**, Associate 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.

**ERIN DOHERTY**, Head Women's Lacrosse Coach and Physical Education Instructor; B.A., M.B.A., Western New England University. 2021.

**JAMES PATRICK DOWNEY**, Associate Professor of Philosophy; B.A., M.A., Ph.D., University of Virginia. 1995.

**MEG DU BRAY**, Assistant Professor of Environmental Studies; B.A., Whitman College; M.A., Ph.D., Arizona State University. 2020.

**EMILEE DUNTON**, Head Women's Basketball Coach and Instructor of Physical Education; B.A., M.A., Randolph College. 2018.

**LAUREN ELLIS**, Visiting Lecturer in Theatre (adjunct). 2019.

**CHRISTOPHER FLORIO**, Ruth Alden Doan Assistant Professor of History; B.A., University of Richmond; M.A., Ph.D., Princeton University. 2019.

**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**, Paula Pimlott Brownlee Professor of Biology; B.S., Guilford College; Ph.D., University of North Carolina at Chapel Hill. 1994.

**AARON GREEN**, Head Women’s Swim Coach, Physical Education Instructor, and Aquatics Coordinator; B.A., Widener University; M.A., University of Lynchburg (*expected 2021*). 2021.

**SEUNG-HEE HAN**, Assistant Professor of Psychology; B.A., M.A., Chung-Ang University; Ph.D., University of Missouri. 2020.

**BERNICE HARLESTON**, Visiting Instructor of Film; B.A., Wellesley College; M.A., American University School of Communications; J.D., Howard University School of Law. 2020.

**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**, Associate Professor of Art, B.A., University of Pennsylvania; M.A. and Ph.D., New York University. 2014.

**PABLO HERNANDEZ**, Associate Professor of Economics; B.A., Universidad de las Américas; M.A., Ph.D., University of Notre Dame. 2007.

**JOE HINE**, Physical Education Instructor (adjunct); B.A., Slippery Rock University of Pennsylvania; M.A., Hollins University. 2020.

**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.

**ABUBAKARR JALLOH**, Assistant Professor of Public Health; B.A., M.P.P., Ed.D., University of Northern Iowa. 2020.

**JEANNE JEGOUSO**, 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.

**KHADIJATUL KOBRA**, Visiting Assistant Professor of Chemistry; B.Sc., M.S., Dhaka University; Ph.D., Clemson University. 2020.

**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.

**ERIN LEVERING**, Lecturer of Mathematics and Director of Quantitative Reasoning; B.S. and M.A.Ed., Virginia Polytechnic Institute & State University. 2012.

**XIANG “LUCAS” LONG**, Assistant Professor of Business; B.S., Tianjin University of Science and Technology; M.S., Old Dominion University, Strome College of Business; Ph.D., Old Dominion University, Strome College of Business. 2020.

**CHARLES LOWNY**, Visiting Assistant Professor of Philosophy; B.A. and M.A., Boston College; Ph.D. Boston University. 2016.

**EDWARD A. LYNCH**, John P Wheeler Professor of Political Science; B.A., St. Joseph's University; M.A., Ph.D., University of Virginia. 1991.

**MOLLY LYNCH**, Assistant Professor of Mathematics; B.A., College of the Holy Cross; M.S., Ph.D., 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.

**JOSH MANNING**, Visiting Lecturer of Art; B.A., Virginia Tech; M.F.A., West Virginia University. 2020.

**ANDREA MARTENS**, Visiting Assistant Professor of Art; B.S., Virginia Polytechnic Institute & State University; M.F.A., Colorado State University. 2019.

**WENDY-MARIE MARTIN**, Assistant Professor of Theatre; B.F.A., Marymount Manhattan College; M.F.A., Hollins University. 2021.

**RITA MAAS**, Artist-in-Residence; B.F.A., School of Visual Arts, New York; M.F.A., Lesley University College of Art and Design. 2021.

**DAVID MCGEE**, Head Women's Volleyball Coach; B.S., Virginia Polytechnic Institute; A.T., Still University. 2020.

**RICHARD MICHALSKI**, Associate Professor of Psychology; B.A., Ph.D., Florida Atlantic University. 2004.

**JAMES MILLER**, Discovery Librarian; B.A., Austin College; M.S., Drexel University. 2013.

**THORPE MOECKEL**, Associate Professor of English and Director of The Jackson Center for Creative Writing; B.A., Bowdoin College, Brunswick; M.F.A., University of Virginia. 2005.

**MARILYN F. MORIARTY**, Professor of English; B.A., M.A., University of Florida, Gainesville; Ph.D., University of California–Irvine. 1992.

**SON NGUYEN**, Assistant Professor of Chemistry; A.S., Bunker Hill Community College; B.S., University of Massachusetts at Lowell; Ph.D., Tufts University. 2018.

**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.

**ARCO PAUL**, Physical Education Instructor (adjunct); M.S., National Institute for Locomotor Disabilities, University of Calcutta; Ph.D., Virginia Commonwealth University. 2020.

**JULIE K. PFEIFFER**, Professor of English; B.A., Carleton College; M.A., Ph.D., University of Connecticut. 1997.

**ELIZABETH POLINER**, Susan Gager Jackson Professor of Creative Writing; A.B., Bowdoin College; J.D., University of Virginia School of Law; M.F.A., American University. 2008.

**MANUEL PORTILLO**, Visiting Assistant Professor of Spanish; B.S., City of Juárez Institute of Technology; Ph.D., University of California, Davis. 2020.

**MELINDA RAWLINSON**, Visiting Assistant Professor of Dance and Assistant Director of the MFA Dance Program; B.A., The University of South Carolina; M.F.A., Hollins University. 2017.

**CHRISTOPHER J. RICHTER**, Professor of Communication Studies; B.A., M.A., Ph.D., Ohio State University. 1995.

**ALISON J. RIDLEY**, Elisabeth Lineberger Ramberg Chair, Professor of Spanish; B.A., M.A., Ph.D., Michigan State University. 1991.

**JULIA REIGEL**, Visiting Assistant Professor of Modern European History; B.A., Gonzaga University; M.A., Indiana University; Ph.D., Indiana University. 2021.

**BRIAN REEVES**, Visiting Assistant Professor of Chemistry (adjunct); B.S., James Madison University; Ph.D., Colorado State University. 2021.

**TODD RISTAU**, Assistant Professor of Theatre and Director of M.F.A. Program in Playwriting; B.A., M.F.A., University of Iowa. 2006.

**BRIAN ROBERTS**, Visiting Lecturer in Business; B.S., Michigan State University; M.B.A., Hawaii Pacific University. 2021.

**GRETCHEN RUSH**, Head Women's Tennis Coach and Instructor of Physical Education; B.S., Trinity University; M.S., University of California PA. 2020.

**SANDRA RUSSELL**, Visiting Assistant Professor of Gender & Women's Studies; B.A., M.A., Central Michigan University; Ph.D., University of Massachusetts Amherst. 2021.

**OLIVIER SALÈS**, Visiting Assistant Professor of French; B.A., M.A., Université Grenoble Alpes; Ph.D., University of Miami (*expected 2021*). 2021.

**CHRISTINA A. SALOWEY**, Professor of Classical Studies; B.S., B.A., Muhlenberg College; M.S., Rensselaer Polytechnic Institute; M.A., Tufts University; M.A., Ph.D., Bryn Mawr College. 1996.

**ANNETTE SAMPON-NICOLAS**, Professor of French; Diplôme Supérieur de Français, Université de Lille; B.S., M.A., Ph.D., University of Wisconsin–Madison. 1985.

**ABRINA SCHNURMAN**, Assistant Professor and Executive Director of The Batten Leadership Institute; B.A., University of North Carolina; M.Ed., Ph.D., Virginia Polytechnic Institute & State University. 2004.

**GIANCARLO SCHREMENTI**, Assistant Professor of Computer Science; B.A., Beloit College; Ph.D., Indiana University. 2014.

**DARLA SCHUMM**, Professor of Religious Studies; B.A., Goshen College; M.A., Pacific School of Religion; M.A., Ph.D., Vanderbilt University. 2001.

**ELISE SCHWEITZER**, Associate Professor of Art; B.F.A., University of Pennsylvania; M.F.A., Indiana University. 2013.

**REBECCA SEIPP**, Assistant University Librarian; B.A., Southwestern University; M.S., The University of Texas at Austin. 2013.

**AKHIL SHARMA**, Writer-in-Residence; B.A., Princeton University; M.F.A., Princeton University; J.D., Harvard University. 2021.

**SYLVAIN SIMMERMAN**, Visiting Lecturer in Japanese; B.A., Nagoya University of Foreign Studies; M.A., Ph.D., University of Montreal (*expected 2021*). 2021.

**MYRA SIMS**, Director of Athletics and Chair of Physical Education Department; B.A., University of North Carolina-Asheville; M.S., Georgia State University. 2018.

**EMMA SNOWDEN**, Visiting Assistant Professor of Pre-Modern Global History; B.A., Wichita State University; M.A., Ph.D., University of Minnesota. 2021.

**JOSEPH STANIUNAS**, Visiting Lecturer in Communication Studies (adjunct); B.A., Virginia Tech; M.S., Columbia University. 2021.

**HARRY “BRENT” STEVENS**, Director of the Writing Center; B.A., University of North Carolina at Chapel Hill; M.A., Hollins University; Ph.D., University of South Carolina. 2005.

**KRISTEN STREAHLE**, Visiting Assistant Professor of Art History; B.A., Temple University; M.A., Ph.D., Cornell University. 2021.

**JEFFREY STROM**, Visiting Lecturer in Business (adjunct); B.B.A., Radford University; M.B.A., Virginia Polytechnic Institute & State University. 2012.

**KAZI TAWHID-AL-ISLAM**, Visiting Assistant Professor of Physics; B.S., M.Sc., University of Dhaka; Ph.D., Temple University. 2020.

**KAITLIN TONTI**, Visiting Assistant Professor of English; B.A., M.A., Seton Hall University; Ph.D., Indiana University of Pennsylvania. 2021.

**AMI TROWELL**, Visiting Lecturer in Theatre (adjunct). 2020.

**JENNIFER TURNER**, Assistant Professor of Sociology; B.S., James Madison University; M.A., Old Dominion University; Ph.D., Virginia Polytechnic Institute & State University. 2019.

**JESSIE VAN EERDEN**, Assistant Professor of Creative Writing; B.A., West Virginia University, Morgantown; M.F.A., University of Iowa. 2019.

**LUKE VILELLE**, University Librarian; B.A., University of Missouri-Columbia; M.S., University of Pittsburgh. 2007.

**TERI WAGNER**, Assistant Professor of Education; B.A. Roanoke College; M.A., Ph.D., Virginia Polytechnic Institute & State University. 2016.

**SHELBY L. WAHL-FOUTS**, Director of Choral Activities and Associate Professor of Music; B.M.A., DePauw University; M.M., Butler University; D.A., Ball State University. 2010.

**BARBARA J. WEDDLE**, Lecturer in Music (adjunct); B.Mus., M. Mus., University of Alberta, Edmonton. 2003.

**SHERRI WEST**, Director of the Equestrian Program and Head Riding Coach; B.S., Virginia Polytechnic Institute & State University. 2018.

**C. MORGAN WILSON**, Janet W Spear Professor of Biology; B.S., Hampden-Sydney College; M.S., Virginia Polytechnic Institute & State University; Ph.D., University of Mississippi. 2002.

**ALEX WOOTEN**, Visiting Assistant Professor of Psychology; B.A., University of Oklahoma; M.A., University of Alabama in Huntsville; Ph.D., Texas A&M University. 2020.

**CANDICE WUEHLE**, Visiting Assistant Professor of Creative Writing; B.A., University of Iowa; M.A., University of Minnesota; M.F.A., Iowa Writers' Workshop; Ph.D., University of Kansas. 2021.

**MARY ZOMPETTI**, Assistant Professor of Art; B.F.A., Northern Vermont University; M.F.A., Lesley University College of Art & Design. 2020.

*Date after degree(s) indicates first year at Hollins*

# Faculty Emeriti

---

**JOHN W. ATWELL, JR.**, Professor of Russian and History Emeritus; B.A., Washington and Lee University; M.A., University of Washington; Ph.D., Princeton University.

**SANDRA BOATMAN**, Professor of Chemistry Emerita; B.A., Rice University; Ph.D., Duke University.

**KAY R. BROSCART**, Professor of Sociology Emerita; B.S., Kent State University; M.P.H., M.A., Ph.D., Yale University.

**PETER F. COOGAN**, Associate Professor of History Emeritus; B.A., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill.

**NANCY DAHLSTROM**, Professor of Art Emerita; B.F.A., State University of New York at Buffalo; M.F.A., Ohio University.

**RUTH ALDEN DOAN**, Professor of History Emerita; B.A., Princeton University; M.A., Ph.D., University of North Carolina.

**THOMAS L. EDWARDS**, Professor of Economics Emeritus; B.A., Berea College; M.A., Ph.D., Claremont Graduate School.

**JEAN M. FALLON**, Professor of French Emerita; B.A., Bridgewater College; M.A., Ph.D., University of Virginia.

**JUERGEN F. FLECK**, Professor of Economics Emeritus; B.A., Eberhard-Karls University; M.A., Ph.D., State University of New York–Stony Brook.

**RANDALL K. FLORY**, Professor of Psychology Emeritus; B.A., Illinois Wesleyan University; Ph.D., Arizona State University.

**SALLY S. GARBER**, Professor of Mathematics Emerita; B.A., Hollins College; M.Ed., University of Virginia.

**BERNARD GAUCI**, Professor of Economics Emeritus; B.A., University of Malta; M.A., Ph.D., University of New Hampshire.

**PATRICIA “TRISH” WEBB HAMMER**, Professor of Mathematics Emerita; B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.

**CATHRYN HANKLA**, Professor of English Emerita; B.A., M.A., Hollins College.

**NANCY R. HEALY**, Assistant Professor of Computer Science Emerita; B.A., Randolph-Macon Woman’s College; M.A.L.S., Hollins College.

**MARY D. HOUSKA**, Professor of Economics Emerita; B.S., Simmons College; Ph.D., Massachusetts Institute of Technology.

**JANICE KNIPE**, Professor of Art Emerita; B.A., B.Ed., Western Washington State University; M.F.A., University of Minnesota.

**JEANNE LARSEN**, Professor of English Emerita; B.A., Oberlin College; M.A., Hollins College; Ph.D., University of Iowa.

**GEORGE W. LEDGER**, Professor of Psychology Emeritus; B.A., Edinboro University of Pennsylvania; M.A., Ph.D., University of Notre Dame.

**JOE W. LEEDOM**, Professor of History Emeritus; B.A., University of Wyoming; Ph.D., University of California, Santa Barbara.

**PAULA LEVINE**, Professor of Dance Emerita; A.B., Brooklyn College; A.M., Bennington College.

**LAWRENCE “WAYNE” MARKERT**, University Professor and Professor of English Emeritus; B.A., University of Baltimore; M.A., Johns Hopkins University; B.Phil., D.Phil., University of Oxford.

**THOMAS MESNER**, Assistant Professor of History Emeritus; B.A., University of Nebraska; M.A. Hollins College; Ph.D. University of Hawaii.

**CHARLES MORLANG, JR.**, Professor of Biology Emeritus; B.S., City College of New York; Ph.D., Columbia University.

**KATHLEEN D. NOLAN**, Professor of Art Emerita; B.A., Vanderbilt University; M.A., Ph.D., Columbia University.

**FRANK P. O’BRIEN**, Professor of English Emeritus; B.A., Fordham University; M.A., New York University; Ph.D., Trinity College Dublin.

**JONG OH RA**, Professor of Political Science Emeritus; A.B., M.S., Indiana State University; M.S.L.S., Ph.D., University of Illinois.

**WAYNE G. REILLY**, Professor of Political Science Emeritus; A.B., Middlebury College; M.A., Trinity College; Ph.D., University of Pittsburgh.

**EDWINA SPODARK**, Professor of French Emerita; B.A., Northern Illinois University; M.A., Marquette University; Ph.D., Northwestern University.

**ROBERT M. SULKIN**, Professor of Art Emeritus; B.A., University of North Carolina at Chapel Hill; M.A., M.F.A., University of Iowa.

**SUSAN THOMAS**, Associate Professor of Political Science & Women’s Studies Emerita; B.A., California State Polytechnic University; M.A., Ph.D., University of California, Riverside.

**LANETTA T. WARE**, Professor of Physical Education Emerita; B.S., Westhampton College; M.S., Smith College.

**RONALD L. WEBSTER**, Professor of Psychology Emeritus and Director of Hollins Communications Research Institute; A.B., University of Maine; A.M., Ph.D., Louisiana State University.

**DAVID G. WEINMAN**, Professor of Statistics Emeritus; B.S., M.A., Marquette University; Ph.D., Arizona State University.

**WILLIAM G. WHITE**, Professor of Art Emeritus; B.F.A., Philadelphia College of Art; M.F.A., Tyler School of Art, Temple University.

**PAUL J. WOODS**, Professor of Psychology Emeritus; B.S., Union College; M.S., Ph.D., University of Connecticut.

**ERNEST ZULIA**, Associate Professor of Theatre Emeritus; B.A., SUNY-Geneseo; M.F.A., Northwestern University.



## Board of Trustees 2021-22

**PATRICIA THROWER BARMAYER '68**, Atlanta, Georgia  
**SUZANNE HUGHES DETLEFS '75**, Atlanta, Georgia  
**TRACY ROBERTS FRIST M.A. '03, M.F.A. '14**, Franklin, Tennessee  
**CALLIE V.S. GRANADE '72**, Bay Minette, Alabama  
**REV. CYNTHIA L. HALE '75**, D. Min., Decatur, Georgia  
**JENNY VAN LEEUWEN HARRINGTON '97**, Norwalk, Connecticut  
**ANTOINETTE HILLIAN '00**, Shaker Heights, Ohio  
**MARY DANA HINTON**, Roanoke, Virginia  
**PAUL HOLLINGSWORTH**, Vienna, Virginia  
**CYNDA ANN JOHNSON, M.D.**, Roanoke, Virginia  
**MARY TERRELL JOSEPH '66**, Baton Rouge, Louisiana  
**LESLIE DUNNE KETNER '84**, Greensboro, North Carolina  
**SANDRA KIELY KOLB '70**, Shaker Heights, Ohio  
**ELIZABETH BROWNLIE KOLMSTETTER '85**, Arlington, Virginia  
**E. JULIA "JUDY" LAMBETH '73**, Winston-Salem, North Carolina  
**LINDA KOCH LORIMER '74**, New Haven, Connecticut  
**DUDLEY WOOD MACFARLANE '77**, Crozet, Virginia  
**ELIZABETH HARDAKER MARSH '66**, Vice-Chair, Hobe Sound, Florida  
**DEBRA CARTWRIGHT MEADE**, Roanoke, Virginia  
**JANET C. NICHOLSON '69**, Buffalo Grove, Illinois  
**JOHN W. POULTON**, Chapel Hill, North Carolina  
**ELIZABETH GOODMAN PRITCHARD '80**, Atlanta, Georgia  
**ANNE LINDBLAD QUANBECK '79**, Reddick, Florida  
**SAVON SHELTON SAMPSON '04**, Glen Allen, Virginia  
**NATASHA TRETHEWEY M.A. '91**, Evanston, Illinois  
**WILLIAM F. TRINKLE**, Charlottesville, Virginia  
**ALEXANDRA TROWER '86**, Chair, New York, New York

## Emeriti Trustees

**CLAUDIA WATKINS BELK '60 d\***, Charlotte, North Carolina  
**WILLIAM R. JOHNSTON**, Sarasota, Florida  
**ANNA LOGAN LAWSON '65**, M.A. '70, Daleville, Virginia  
**ELIZABETH VALK LONG '70**, Hobe Sound, Florida  
**ELIZABETH HALL MCDONNELL '62**, St. Louis, Missouri  
**BROOKE MORROW '78**, Memphis, Tennessee  
**WYNDHAM ROBERTSON '58**, Chapel Hill, North Carolina  
**WALTER RUGABER**, Meadows of Dan, Virginia  
**KAY MASSEY WEATHERSPOON '54**, Charlotte, North Carolina

*\*d=deceased*

# Administrative Offices

---

Office of the President	President	<b>MARY DANA HINTON</b> B.A., Williams College; M.A., University of Kansas; Ph.D., Fordham University. 2020.
	Executive Assistant, Secretary of Board	<b>SHEYONN BAKER</b> B.A., Clark Atlanta University; M.A.L.S., Hollins University. 2016.
	Marketing and Communications	<b>BILLY FAIRES</b> , Executive Director B.A., University of North Carolina at Chapel Hill; M.Ed., Vanderbilt University. 2020.
Academic Affairs and Academic Programs	Nora Kizer Bell Provost	<b>LAURA A. MCLARY</b> B.A., Bowling Green State University; M.A., Ph.D., University of Massachusetts Amherst. 2021.
	Vice President for Graduate Programs and Continuing Studies	<b>STEVE LAYMON</b> B.A., Miami University; M.A., University of Chicago; Ph.D., University of Chicago. 2021.
	Academic Success	<b>MICHAEL E. GETTINGS</b> , Dean B.S., College of William and Mary; M.A., Ph.D., University of California. 1999.
	Athletics	<b>MYRA SIMS</b> , Director B.A., University of North Carolina; M.S., Georgia State University. 2018.
	Career Development and Life Design	<b>TBD</b>
	International Programs	<b>RAMONA KIRSCH</b> , Director B.A., University of Oklahoma; M.A., University of Missouri Ed.D., Capella University. 2019.
	University Librarian	<b>LUKE VILELLE</b> B.J., University of Missouri-Columbia; M.L.I.S., University of Pittsburgh. 2007.
	Quantitative Reasoning	<b>ERIN LEVERING</b> , Director B.S., M.Ed., Virginia Tech. 2012.
	University Registrar and Director of Institutional Research	<b>PATTY BROKKEN</b> B.A., Coe College. 2014.
	Eleanor D. Wilson Museum	<b>JENINE CULLIGAN</b> , Director B.A., University of Kentucky; M.A., Case Western Reserve University. 2015.
	Writing Center	<b>BRENT STEVENS</b> , Director B.A., University of North Carolina at Chapel Hill; M.A., Hollins University; Ph.D., University of South Carolina. 2009.

Student Affairs	Vice President and Dean of Students	<b>PATTY O'TOOLE</b> B.A., M.Ed., John Carroll University. 2006.
	Health and Counseling Services	<b>LISA DMOCHOWSKI</b> , Director B.S., University of Mary Washington. 2021.
	Housing and Residence Life	<b>SARAH LIKINS</b> , Asst. Dean of Students and Dir. of HRL B.A., James Madison University; M.Ed., University of Virginia. 2013-2017, 2020.
	Security	<b>DAVID CARLSON</b> , Director Alamo Community College. 2000.
	Student Activities and Orientation	<b>MEGAN CANFIELD</b> , Director B.S., M.S., Kansas State University. 2017.
Diversity, Equity, and Inclusion	Vice President	<b>NAKESHIA WILLIAMS</b> B.A., M.A., South Carolina University; Ph.D., University of North Carolina at Charlotte. 2021.
	Cultural and Community Engagement	<b>JERI SUAREZ</b> , Assoc. VP for Diversity, Equity, Inclusion B.A., M.A., Florida State University. 1986.
	Spiritual and Religious Life	<b>CATINA MARTIN</b> , Chaplain B.S., Liberty University; M.Div., Regent University. 2020.
	Student Engagement Programs	<b>PAULA VAUGHN-BURROUGHS</b> , Director of HU Conner B.A., Elizabeth State University; M.A., Liberty University. 2021.
Enrollment Management Vice President		<b>ASHLEY BROWNING</b> B.A., University of Virginia; M.A.L.S., Hollins University; Ed.D., Vanderbilt University. 2009.
	Admission	<b>MADELINE ALIFF</b> , Director B.S., Roanoke College; M.A.L.S., Hollins University. 2011.
	Scholarships and Financial Assistance	<b>MARY JEAN SULLIVAN</b> , Director B.S., Virginia Tech; M.B.A., Shenandoah University. 2011.
Finance and Administration	Executive Vice President and Chief Operating Officer	<b>KERRY J. EDMONDS</b> B.B.A., Roanoke College; M.B.A., Virginia Tech. 1994.
	Controller	<b>STEPHANIE HONTS</b> B.S., Virginia Tech. 2009.
	Dining Services	<b>LEE MCMILLAN</b> , Director B.S., Mansfield University. 2014.
	Facilities Management	<b>TBD</b>
	Hollins Store	<b>KAREN CALLAWAY</b> , Supervisor 1990-2002, 2014.

Finance and Administration (cont.)	Human Resources	<b>ALICIA H. GODZWA</b> , Director B.A., Penn State University. 2003.
	Special Programming	<b>CHRISTINE POWELL</b> , Director B.S., M.S., Virginia Tech. 2003.
	Technology	<b>BRAD OECHSLIN</b> , Chief Information Officer B.A., Roanoke College; M.A.L.S. Hollins University. 2007
Institutional Advancement	Vice President for External Relations	<b>SUZY MINK</b> B.A., Hollins University; M.A.T., University of Virginia. 1978-1981, 2013.
	Associate Vice President for Alumnae/i Engagement and Strategic Initiatives	<b>LAUREN WALKER</b> B.A., Hollins University. 2017.
	Alumnae/i Relations	<b>TBD</b>
Institutional Effectiveness	Executive Director and Chief Data Officer	<b>MALIHA ZAMAN</b> B.S., University of Zambia; M.B.A., Drexel University; Ph.D., Drexel University. 2021.

# May 2021 Graduates

## GRADUATES WITH THE DEGREES OF BACHELOR OF ARTS, BACHELOR OF ART AND FINE ARTS, AND BACHELOR OF SCIENCE

Mahnoor “Noor” Ahmed	Kary Taylor Frost
Camryn Joy Anderson	Bailee Danielle Green
Jennifer Sara Sandoval Ballard	Averi Danielle Greenstreet
Shelby Lynn Barbee	Carley Nicole Ora Grudzinski
Gianna Suzanne Barone	Emma Haigh-Hutchinson
Tara “Keelan” Celeste Bayless	Sarah Elizabeth Hayashi
Leah Nicole Beland	Saoirse Eire Healy
Brooke Allen Biastock	Marie-Laure Hengelhaupt
Yazmine Danielle Blake	Staren Khadijah Henry
Udipta Bohara	Julia Elsa Hernandez
Harika Ganeshni Bommana	† Claire Michaela Hintz
Kloe Kate Pickrell Borja	Faith Marie Hogge
Caitlin “Milo” Elizabeth Bowles	‡ Anja Elizabeth Holland
Andrea Nicole Braxton	Isabel May Houck
† Aysia Skye Brenner	Candice Marie Housden
Angela “Andi” Kelly Brown	Kaila Renee Housden
Megan Kathryn Bull	Marissa Lee Howell
Kycel Laurence Palmes Butters	Julia “Jules” Viola Jackson
Tori Chavonne Carter	Zoey Aoife James
Shravani Chitineni	Maria Jdid
Mary Rose Christian	Anna Mitchell Johnson
Mary Elisabeth Cochran	Clairanne Maxine-Louise Johnson
Carly Jo Collins	Mylah Darrelle Johnson
Irina Conc	Pranika Kar
Claire Alyse Cook	Yalda “Tohfa” Karim
Sandra Fiorella Cordova	Taylor Kate
Lyla Soleil Cornman	Pragya Khanal
Whitney Cheyenne Cromer	Mina Faye Krohn-Vernon
Saffron Nicole Dantzler	Samantha “Sam” Marie Lake
Grace Stryker Davis	Logan Ashley Landfried
Kyla A’breaunna Davis	Madina Azahra Amorette Lavertu
Katlin Cheyanne Marie Dellis	Allyson Marie Lear
Hanna Nicole DeVarona	Samantha Marie Lehman
Lydia Louise Duffy	Riley Katharine Lenetsky
Amy Marris Duncan	Carly Pawlowska Lewis
Tatiana Alexis Durant	Kathleen “Kate” Elizabeth Lydon
Kaitlyn “Kaity” Elizabeth Ellis	† Hinza Batool Malik
Susan “Alexander” Elizabeth Ernst	Veronica Bailey Martin
Elizabeth Anh Eubank	Ivana Esther Martinez
Madeline Vilborg Evangelista	Emma Beth McAnirlin
Caroline Anne Evans	Makiyah Rodricka McArthur
Madelyn “Maddy” Victoria Farrow	Meghan Elizabeth McKinney
Emma Valentine Fitzgerald	Tensae Gashaw Mengistu
Tara Alexandra Fletcher-Irwin	Kelsey Elizabeth Meyer
Maya Isabella Flores	Isabel Claire Meyers

Emily Rose Miehke  
 Lilyana Marie Miller  
 † Kaitlin Marie Mitchell  
 Te'ya Kaye Mitchell  
 Holly Lorraine Moak  
 An Mochizuki  
 Mary Alice Mouk  
 Abigail Christine Neidigh  
 Kaiya Love Ortiz  
 Chesslyn Alina Owens  
 Daile Emily Paige  
 Kaitlyn Caroline Phillips  
 Sarah Morgan Philpott  
 Hannah Carol Piatak  
 Julia Catherine Polk  
 Alayna Marie Pruitt  
 Réka Annabel Ramirez  
 Mary Catherine Rash  
 Jordan Nicole Richards  
 Renee Marie Roberts  
 Georgia Claire Rosenlund  
 † Hannah Vance Schleupner  
 Savanna Virginia Huffman Sewell  
 Kayla Nichole Shafer  
 Aditi Sharma

‡ Mary Elizabeth Simmons  
 Amber Jewel Smith  
 Caylin Hathaway Smith  
 ‡ Kate Lorraine Statelman  
 Sydney Marie Strange  
 Shardei Shermeria Sudler  
 Julia Michelle Sullivan  
 Molly Lauren Sullivan  
 Madeline "Madi" Drew Szurley  
 Arianna Alicia Boese Tanner  
 Keyazia DeAmber Jeanique Taylor  
 Jyoti "Jo" Thapa  
 Yasmine Nicole Tyler  
 Maria Lynn Vest  
 Samantha Lilly Viner  
 Charlotte "Charlie" Madison Vollmers  
 Hannah Lee Waldrop  
 Shanna Louise Wallingford  
 Jaclyn Elizabeth Ward  
 Geneva Bronwyn Waynick  
 Alexys Nicole Wood  
 Kaitlyn "Kate" Anne Woodruff  
 Joanna Marie Wright  
 Mallory Newcomb Wurster

† *First Faculty Award for Academic Excellence*

‡ *Second faculty Award for Academic Excellence*

## GRADUATES WITH THE MASTER OF FINE ARTS DEGREE

Anna Marie Alger  
 Demetrius Devon Burns  
 Rudy Candia  
 Angel Denise Chinn  
 Sharon Rose Christner  
 Alexis Theodora Collins  
 Olivia Ann Côté  
 Cory David Crouser  
 Norbert Larida De La Cruz III  
 Lillian Quinn Sears Diacon-Furtado  
 Walter David Dodd II  
 Mathew Dean Freeman  
 Lena Joy Fultz  
 Madeleine Achille Gallo  
 Jennifer Laura Lazar

Marilyn McNabb Mallue  
 Nicholas Chandler McCord  
 Zhada Aisha Myrick  
 Sophia Marie Ouellette-Howitz  
 Erin Elizabeth Phillips  
 Nutnaree Pipithsuksunt  
 Cameron Jonathan Posey  
 Gabriel Antonio Reed  
 Tyler Starks  
 Christopher Evan Straker  
 Tara Friel Swinford  
 Olivia Claire Wittman  
 Zoe Wright  
 Emily Claire Zido

## **GRADUATES WITH THE MASTER OF ARTS IN LIBERAL STUDIES DEGREE**

Shannon Meredith Brabham  
Bridget Theresa Farmer  
Diane Lee Tapscott

Lia Brooke Wheatley  
Amy Julia Whittaker

## **GRADUATES WITH THE MASTER OF ARTS IN TEACHING DEGREE**

Chelsea Renée DeMille  
Lydia Johnson Donihe  
Lindsey Anne Grubb  
Ashley Nicole Karnes  
Virginia Ann Kibler

Brooke McNeill  
Raegan Marie Parks  
Bethany Marie Stepniak  
Jordan Leigh Thayer

## **GRADUATES WITH THE MASTER OF ARTS IN TEACHING AND LEARNING DEGREE**

Erin Edmonds  
Mary Bywater Miller

## **OCTOBER 1, 2020 GRADUATES**

Tyrone Aiken M.F.A.  
Evelyn Wade Branscome M.F.A.  
Erin Elizabeth Cox B.A.  
Carly Renee Creason B.A.  
Gina Marie DeAngelis M.F.A.  
Annielille Gonzales Gavino M.F.A.  
Lucila Marien Godoy Di Renzo M.F.A.  
Stephanie Ann Harris M.F.A.  
Alexander Rashaun Jones M.F.A.  
Katherine Sayers Lawson M.A.L.S.  
Carlos Miguel Ledesma M.F.A.  
Daphne Marcelle Lee M.F.A.  
Leila Domnique Lewis M.F.A.  
Maria Cristina Parente M.F.A.  
Rebekah Jade Peter B.A.  
Marciano Silva dos Santos M.F.A.  
Hilary Noele Wolfley M.F.A.  
Andrea Michelle Young M.F.A.

# Index

---

## A

Abroad programs  
  fees 30  
  financial aid 34  
  Argentina 12  
  Cuba 12  
  England 13  
  France 13  
  Germany 13  
  Ghana 13  
  Greece 13  
  Ireland 14  
  Italy 14  
  Japan 14  
  other 16  
  Puerto Rico 16  
  School for Field Studies 15  
  South Africa 14  
  Spain 15  
Academic  
  awards 51-53  
  calendar 2  
  class attendance 46  
  class standing 45  
  courses 56-240  
  grades 45  
  honor societies 50  
  probation 46  
  records 54  
  regulations 40-47  
  support programs 19  
  writing assistance 19  
Accelerated program, three-year 44  
Accreditation 4  
Add/drop/withdrawal policy 46  
Administrative offices 250-252  
Admission guidelines 23-27  
Adult studies  
  see Horizon program  
Advanced Placement 24  
Alpha Kappa Delta 50  
Alpha Psi Omega 50, 238  
Application deadlines 23  
Art (art history, studio art) 56-66  
  fees 30  
Arts Management Certificate 11, 64  
Athletics - see Physical education and athletics  
Audits 30, 47  
Awards 51-53

## B

B.A. requirements 5, 40  
B.A./B.F.A. requirements 5, 40  
B.S. requirements 5, 40  
Batten Leadership Studies 65-66  
Billing 31-33  
Biology 68-74  
Board of Trustees 249  
Business 75-79

## C

Calendar 2  
Center for Career Development 19  
Center for Learning Excellence  
  Writing Center 19

Center for Learning Excellence  
  Quantitative Reasoning (QR) Center 19  
Certificate  
  of Advanced Studies 6  
  of Arts Management 11, 64  
  of Major 25, 44  
  in Leadership Studies 11, 65-66  
  in Musical Theatre Performance 11, 182  
  Outdoor Leadership 189  
Chemistry 80-85  
Chi Alpha Sigma 50  
Children's literature  
  graduate program 6  
  see also graduate catalog on Web  
Class attendance 46  
Classical studies 86-91  
Class standing 45  
CLEP examination 24  
Cocke, Charles Lewis 3-4  
Communication studies 92-96  
Computer science 171-172  
Counseling - see student handbook  
Course description codes 55  
Course load, student 44  
Courses 56-240  
Creative Writing 112-126  
  English graduate program 6  
  see also graduate catalog on Web  
  Louis D. Rubin, Jr. Semester 11, 112  
Credits  
  extra 30  
  transfer 48

## D

Dance 97-100  
  graduate program 6  
  see also graduate catalog on Web  
Dean's List 49  
Degree  
  options 40  
  requirements  
    B.A. 40  
    B.A./B.F.A. 40  
    B.S. 40  
Deposit, enrollment 27-30, 32  
Disabilities - see Learning accommodations  
  see also student handbook  
Drama - see Theatre  
Dual enrollment 24

## E

Early decision 23  
Economics 101-104  
Education 105-111  
  graduate program 6  
  see also graduate catalog on Web  
English 112-126  
  graduate program 6  
  see also graduate catalog on Web  
Enrollment deposit 27-30, 32  
**E (continued)**  
Entrance requirements 23  
Entrepreneurial Learning Institute 11  
Environmental Studies 127-134  
Eta Sigma Phi 50



Exchange program 6  
Expenses - see Fees  
Extra credits 30

## **F**

Faculty 241-246  
    emeriti 247-248  
Family Educational Rights & Privacy Act (FERPA) 54  
Fees 28-33  
Federal Financial Aid, Title IV 34, 36  
Film 135-138  
    fees 30  
Financial aid 34-36  
First-year Seminars 139  
French 140-143

## **G**

Gender and Women's Studies 144-149  
General education codes 55  
General education program  
    Skills 40-41  
    Perspectives 42-43  
German 150  
Global Politics and Societies 151-152  
Government - see Political science  
Grades 45  
Graduate programs 6  
    see also graduate catalog on Web  
Graduate studies partnerships 6-10  
Graduation fee 30, 32  
Graduation requirements summary 48  
Greek courses 88-89  
Green fee 30

## **H**

Health and counseling services 20  
History 153-158  
Hollins University  
    about 3-4  
    accreditation 4  
    history 3  
Honor  
    awards 51-53  
    Code 47  
    societies 50  
Honors  
    class 49  
    departmental 49  
    graduation 49  
Horizon program 17-18  
    advising 17  
    Evelyn Bradshaw Award for Excellence 17  
    fees 27-32  
    guides 18  
    honors 18, 49  
    housing 17  
    orientation 18  
    Pinnacle 18, 49  
    scholarships 18  
Housing  
    deposit 28-29, 33  
    single fees 30  
Humanities courses 159

## **I**

Incomplete grades 45

Infirmary - see Health and counseling services  
Information Technologies 20  
Information technology and applied research skill 41  
Insurance - see health and counseling services  
Interdisciplinary major 160  
International  
    Baccalaureate 24  
    see Abroad programs  
    Secondary 13-Year Program 24  
    students, admission 23  
    transfer students 25  
International Studies 161-165  
Internships 21, 44

## **J**

Japanese 166

## **L**

Lambda Pi Eta 50  
Language requirement 43  
Latin courses 89-91  
Learning  
    accommodations 21  
    objectives 5  
Liberal studies  
    graduate program 6  
    see also graduate catalog on Web  
Library, Wyndham Robertson 21  
Loans 36

## **M**

Majors 5, 44  
Master of arts programs 6  
    see also graduate catalog on Web  
Mathematics, statistics & computer science 167-172  
Medical Communication 6  
    see also graduate catalog on Web  
Military and Veterans Educational Benefits 32, 37-41  
Military Credit 25  
Minor 44  
Mission of the university 3  
Museum, Eleanor D. Wilson 20  
Music 173-181  
    fees 30, 175  
Musical Theatre Performance Certificate 11, 182

## **N**

Non-degree seeking students 24  
Nursing, pre-professional 206

## **O**

Offices, administrative 250-252  
Omicron Delta Epsilon 50  
Omicron Delta Kappa 50  
Oral communication skill 41  
Orientation fee 30  
Organizations - see student handbook  
Outdoor Leadership certificate 189

## **P**

Parking fee 30  
Pass/fail 45  
Perspectives, general education 42-43  
Phi Alpha Theta 50  
Phi Beta Kappa 50  
Philosophy 183-188

**P (continued)**

Phi Sigma Tau 50  
Photography  
    see Art  
Physical education and athletics 44, 189-195  
Physics 196-199  
Pi Delta Phi 50  
Pinnacle 18, 50  
Pi Sigma Alpha 50  
Political science 200-204  
Pre-  
    health sciences 205  
    law 205  
    medicine 205  
    nursing 206  
    veterinary 206  
Probation  
    academic 46  
    financial aid 34-35  
Programs of study 5  
    Options 44  
Psi Chi 50  
Psychology 207-212  
Public Health 213-216

**Q**

Quantitative reasoning (QR) skill 41  
    Center 19

**R**

Readmission 26  
    fee 32  
Refunds 32-33  
Religious studies 217-220  
Riding fees 31  
Roanoke College Reciprocal Agreement 11, 29  
Robertson (Wyndham) Library 21  
Rubin, Louis D., Jr. Semester in Creative Writing 11, 112

**S**

Scholarships 34  
    Horizon program 18  
Screenwriting and film studies  
    graduate program 6  
    see also graduate catalog on Web  
Seven College Exchange Program 11  
Short Term 43, 221-223  
    Independent study 222  
    Internships 222-223  
    Seminars 221-222  
    Travel/study programs 222

Sigma Delta Pi 50  
Sigma Tau Delta 50  
Sigma Xi 50  
Skills, general education 40-41  
Social Justice 151-152  
Sociology 224-226  
Spanish 227-234  
Special academic programs 11  
Sports, varsity 195  
Statistics courses 171  
Student  
    /faculty ratio 4  
    Government Association fee 31  
    rights/education records 54  
    teaching 109, 111  
Students, non-degree seeking 24  
Studio art - see Art department  
Study abroad  
    fees 30  
    programs 12-16  
Summer  
    credit and fees 30  
    Reading 47

**T**

Teacher graduate program 6  
    see Education  
    see also graduate catalog on Web  
Technology fee 31  
Theatre 232-238  
    fees 31  
    Musical Theatre Performance Certificate 182  
Three-year accelerated program 44  
Transcripts 32  
Transfer  
    credits 47  
    request for approval 47  
    students 25  
Trustees, Board of 249  
Tuition and fees 28-33

**U**

University courses 239-240  
    see also student handbook

**W**

Washington semester 11  
Withdrawal policy 46  
Writing  
    Center 19  
    requirement 41