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# University Calendar 2024 – 2025

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

## Fall Term

International Student Arrival	Tue: Aug 27
New Students Check-In	Sat: Aug 31
New Student Orientation	Sat: Aug 31-Tues: Sept 3
Returning Students Arrive	Sun-Tues: Sept 1-3
Labor Day	Mon: Sept 2
Class Registration & Drop/Add	Tue: Sept 3
Opening Convocation	Tue: Sept 3
Fall Classes Begin	Wed: Sept 4
Session 1 dates	Wed Sep 4 - Tue Oct 22
Last Day to Add a Class	Wed: Sept 11
Fall Graduation Date	Tue: Oct 1
Last Day to Declare P/F/AU	Wed: Oct 2
Last Day to Drop w/out W grade	Wed: Oct 2
C3: Career Connection Conference	Fri: Oct 11
Fall Break (no classes)	Thu-Fri: Oct 17-18
Session 2 dates	Wed Oct 23 - Thu Dec 12
Board of Trustees Meeting	Thu-Sat: Oct 24-26
Last day to Withdraw from a Class	Wed: Oct 30
Family Weekend	Fri-Sun: Nov 1-3
Short/Spring Term Advising (undergraduate)	Mon-Fri: Nov 4-8
Short/Spring Term Registration (undergrad & grad)	Begins Mon: Nov 11
Thanksgiving Recess (no classes)	Mon-Fri: Nov 25-29
Last Day of Fall Classes	Thu: Dec 12
Reading Day	Fri: Dec 13
Fall Term Examinations	Sat-Wed: Dec 14-18
Winter Break Begins	Thu: Dec 19
Grades Due	Sat: Dec 21

## Short Term

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

## Spring Term

Registration & Drop/Add	Fri: Jan 31
Classes Begin	Mon: Feb 3
Session 1 dates	Mon Feb 3 - Fri Mar 14
Last Day to Add a Class	Mon: Feb 10
Presidents Day (classes in session)	Mon: Feb 17
Hollins Day	Thu: Feb 20
Board of Trustees Meeting	Thu-Sat: Feb 20-22
Last Day to Declare P/F/AU	Mon: Mar 3
Last Day to Drop w/out W grade	Mon: Mar 3
C3: Career Connection Conference	Fri: Mar 7
Spring Recess (no classes)	Mon-Fri: Mar 24-28
Session 2 dates	Mon Mar 31 - Fri May 9
Last day to Withdraw from a Class	Mon: Apr 7
Fall Term Advising (undergraduate)	Mon-Fri: Apr 21-25
Fall Term Registration (undergrad & grad)	Begins Mon: Apr 28
Honors Convocation	Tue: May 6
Last Day of Classes	Fri: May 9
Reading Day	Sat: May 10
Spring Term Examinations	Sun-Tues: May 11-13
Grades Due for Graduating Students	Wed: May 14
Grades Due for Non-Graduating Students	Thu: May 15
Board of Trustees Meeting	Thu-Sat: May 15-17
Commencement	Sun: May 18
Memorial Day	Mon: May 26
Reunion	Fri-Sun: May 30-Jun 1

## Summer Term

Dance Summer Session	Mon: Jun 9 - Fri: Aug 1
Juneteenth Holiday (classes in session)	Thu: Jun 19
Summer Term Begins	Mon: Jun 23
Independence Day (classes in session)	Fri: Jul 4
Summer Term Ends	Fri: Aug 1
Grades Due	Mon: Aug 11

# HOLLINS

## AN OVERVIEW

Hollins enrolls approximately 782 students, 673 in its undergraduate programs and 109 in coeducational graduate studies. Forty-six states and territories and more than 18 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 30 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), an 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; and the Rutherford Center for Experiential Learning, which encompasses study abroad at an array of destinations around the world; domestic and international internships; initiatives that promote innovation and engagement while connecting academic work with practical application; and undergraduate research projects conducted in close partnership with Hollins faculty. The Rutherford Center works closely in conjunction with the Batten Leadership Institute, where undergraduates can earn a Certificate in Leadership Studies and gain practical and academic experience that complements any major field of study.

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 and M.A. in theatre and new play development; 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, ceramics, children's book illustration, new play directing, new play performance, and new play dramaturgy.

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 University is dedicated to academic excellence, creativity, belonging, and preparing students for lives of purpose. Hollins provides an outstanding and academically rigorous undergraduate liberal arts education for women and entrepreneurial and innovative graduate programs for all in a gender-inclusive environment. We lift our eyes, Levavi Oculos, to create a just future as we build on our past.

# 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 46 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 scholarship and financial aid program puts a Hollins education within reach of undergraduate students qualifying for admission. One hundred percent of Hollins undergraduate students receive some form of scholarship or 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 98 percent have a Ph.D. or the highest degree in their field. On average, 60 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's 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.

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

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

Art History	English and Creative Writing (with optional self-designed concentration)
Art, Studio	Environmental Studies
Biology	Film
Business (with tracks)	French
• Entrepreneurship	Gender and Women's Studies
• Finance	History
• General	Interdisciplinary
• International	International Studies
Chemistry (with optional concentrations)	Mathematics
• Biochemistry	Music (with concentrations)
• Business	• Music History
Classical Studies (with concentrations)	• Performance
• Ancient Studies	• Theory and Composition
• Classical Philology	Philosophy
Communication Studies	Physics
Dance	Political Science
Economics (with tracks)	Psychology (with optional concentration)
• Applied	• Clinical and Counseling Skills
• General	Public Health
Elementary Education	Religious Studies
• (A complete sequence of courses in education leading to teacher preparation, licensure, and a minor in secondary education is also available.)	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 three 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 three 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 bachelor’s 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.

A new post-baccalaureate certificate in ceramics has been added to our graduate level offerings. This certificate is for dedicated ceramics artists, who have graduated from undergraduate programs, and desire additional studio study. This is a one-year, fourteen credit, non-degree program concentrated in ceramics. To start, three student positions are available. Students will take advantage of access to studio classrooms and facilities, including designated semi-private studio space.

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 website.

## 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, Ed Lynch.

### **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 Darla Schumm, Associate Provost for Curriculum and Faculty Engagement.

### **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, Professor Suzanne Allison.

#### **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, Professor Suzanne Allison.

### **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, Professor Suzanne Allison.

### **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 to 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 Darla Schumm, Associate Provost for Curriculum and Faculty Engagement.

### **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 Professor Caroline Mann, Assistant Professor of Psychology.

### **RADFORD UNIVERSITY, OCCUPATIONAL THERAPY**

The Master in Occupational Therapy 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 3.0 cumulative GPA on a 4.0 scale; grades of B- or better in prerequisite courses listed on the program website; two letters of recommendation; a completed application with accompanying documents and essays, and a minimum of 20 hours of observation (40 hours is preferred).

For more information, please contact the pre-health sciences advisor, Professor Suzanne Allison.

### **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 Professor 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, Professor Suzanne Allison.

### **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, Professor Suzanne Allison; Chris Kilcoyne, Director of Athletics; or Darla Schumm, Associate Provost for Curriculum and Faculty Engagement.

### **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; and 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, Professor Suzanne Allison.

### **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 Darla Schumm, Associate Provost for Curriculum and Faculty Engagement .

### **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 for 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, Professor Suzanne Allison.

### **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, Professor Suzanne Allison.

### **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, 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 Professor 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 Darla Schumm, Associate Provost for Curriculum and Faculty Engagement, or Professor Abrina Schnurman.

### **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 program. Students must apply online, and fee waiver instructions will be provided as 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; résumé; three letters of reference; official transcripts; and completion of the approved Hollins course prerequisites, including CMPS 160, CMPS 260, and CMPS 217.

For more information, please contact Professor 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.

### **CERTIFICATE IN GLAM STUDIES/CULTURAL HERITAGE**

Hollins offers a certificate in GLAM studies/cultural heritage for students majoring in any field to connect their studies with a potential career in one of these cultural heritage institutional fields: galleries, libraries, archives, and museums.

### **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.

### **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 Associate Provost for Student 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 2024-25 academic year.)

### **MUSICAL THEATRE PERFORMANCE CERTIFICATE**

The Musical Theatre Performance certificate is being phased out in 2023-24 to give us the opportunity to redesign this program. Currently declared students will be supported to the completion of this program, but we will not be accepting any new declarations for this certificate.

### **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.

### **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 70 years. Today Hollins offers international study opportunities through affiliated and exchange programs in over 20 countries. See this site for all study abroad information: <https://studyabroad.hollins.edu/>.

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. Please contact the Global Learning office (GLO) 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 and semester long programs to study abroad in their sophomore or junior year. However, juniors will receive priority for available spaces. All students must meet individual program requirements, and available slots in affiliated programs are competitive.

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. Students participating in any of the approved Hollins-Affiliated Study Abroad Programs or the Short Term Language Immersion programs listed below are **required** to take the following courses:

- UNIV 101: GLOBAL LEARNING 101: PREPARING FOR YOUR STUDY AWAY EXPERIENCE (1 credit) the **semester prior to their study abroad programs**
- UNIV 102: GLOBAL LEARNING 102: REFLECTING ON YOUR STUDY AWAY EXPERIENCE (1 credit) the **semester after their study abroad programs**

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 the Global Learning office, 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. Petitions and letters of support will be forwarded by the director with recommendations to the Associate Provost for Student Academic Success and the Registrar's office.

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 may petition through the Global Learning 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 (SSA Education Abroad) provides the unique opportunity to study in Havana, for either Short Term or a full semester, 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. If proficient in Spanish and approved, students studying for a semester in Cuba can do 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 CEA 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 CEA 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 CEA 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 BIA and FS programs require an overall GPA of 2.75. Space is limited, and admission is competitive.

Hollins also has an affiliation with the Institut de Touraine in Tours, France, for a January term language immersion program. Students at any level of French, including beginners, may enroll. Students accepted to the program must be in good academic and disciplinary standing to participate. The Institut de Touraine is affiliated with l'Université de

Tours and is located in Tours, a charming city in the Loire Valley. Classes meet for about 21 hours per week, and the Institut organizes various walking tours during the month to introduce you to the city and plans a bus tour to some of the chateaux in the area.

The Tours program requires an overall GPA of 2.0. 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 2.0. Space is limited and admission is competitive.

## **GHANA**

Through a cooperative agreement, Hollins students can enroll at the University of Ghana, located in Legon, just outside the bustling capital city of Accra, during the spring semester. 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 are 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 2.7.

## **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 2.9 GPA cumulatively and in the major. Space is limited, and admission is competitive, with STEM majors receiving priority.

## **ITALY**

Hollins students can enjoy a semester abroad in one of two locations with our partner in Italy, the Arcadia University College of Global Studies: The Umbra Institute in Perugia or the Accademia Italiana in Florence. 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, political science, and psychology. Housing for all programs is in student apartments.

Students enrolling in Perugia must have a cumulative GPA of 2.75 or higher; for the Florence program, students must have a cumulative GPA of 2.5 or higher. Space is limited, and admission is competitive.

### **ITALY – CLASSICAL STUDIES**

The Intercollegiate Center for Classical Studies (ICCS) in Rome, 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' 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 University 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.

### **MEXICO**

Through Hollins' affiliation with Arcos Learning Abroad, students can study in the fascinating colonial city of Oaxaca, Mexico, a UNESCO World Heritage Site. Surrounded by lush mountains and indigenous villages, Oaxaca is an ideal location for Spanish language immersion and exploring the pre-Hispanic past of the area. Experience the charms of this bohemian city, complete with hip cafes, art galleries, and an active live music scene. The Arcos Learning Abroad program offers a wide variety of academic options, making this a desirable study abroad destination for a wide range of students.

Students enrolling in the Mexico program must have a cumulative GPA of at least 2.0 or higher.

### **SPAIN**

Through Hollins' affiliation with Spanish Studies Abroad, Hollins students can study for Short Term or a full semester 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 in 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 in 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 SSA programs require an overall cumulative GPA of 3.0 or higher. The Arcadia program to Granada requires an overall GPA of 2.5 or higher. Space is limited, and admission is competitive, with Spanish majors and minors receiving priority for the Spanish Study Abroad programs.

### **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 to Reef Studies), Bhutan (Himalayan Environment and Society in Transition), Cambodia (Environmental Justice and Mekong Ecologies), Chile (Wild Patagonia: Fire and Ice), Costa Rica (Ecological Resilience Studies), Kenya (Endangered Species), Panama (Tropical Island Biodiversity Studies), Peru (The Living Amazon), Tanzania (Wildlife Management Studies), and Turks and Caicos Islands (Marine Resource 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 2.8 or higher. 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), University of Limerick (Ireland), 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 international internships at <https://studyabroad.hollins.edu/>.

## External 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 Global Learning office is here to assist any student wanting to explore these external opportunities.

## 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 everyday 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 the USC campus, which offers 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. Information about these faculty-led programs is broadcast to students early in Fall and Spring semesters and can be found on <https://studyabroad.hollins.edu/>. Currently, Hollins offers faculty-led Short Term programs to Ecuador, Egypt, Italy, and Kenya with a special theatre summer internship program in Scotland. Most faculty-led programs run every other year.

For more information on any Hollins affiliated, faculty-led, or study away programs, visit the Global Learning office (GLO) in The Green: An Integrated Learning Center in the Wyndham Robertson Library, or contact the office directly at 540-362-6214 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 three Short Terms. For Horizon students who enroll as full-time students (14–22 credits) in the fall or 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, 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 2024-25 of \$1,296.

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.

## 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.

## PINNACLE

Horizon students with at least a 3.0 GPA and second semester senior 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 are 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 housing and food for a double occupancy room is \$7,900 for a term (\$15,800 for the year). Standard single rooms cost an additional \$600 each term and are not guaranteed. Tinker and Randolph Hall single rooms cost an additional \$300 per 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 2024-25 Student Handbook or contact the Housing and Residence Life Office.

### **SCHOLARSHIPS AND FINANCIAL ASSISTANCE**

The Virginia Tuition Assistance Grant (VTAG) is offered to full-time students with established domicile in Virginia. Later applicants may not be funded, so it is important to apply by stated deadlines. 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, student employment positions, and student loans based on the information on their FAFSA (Free Application for Federal Student Aid, completed annually).

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.

### **ORIENTATION**

New students are strongly encouraged to participate in a Horizon student orientation program. Horizon orientation is designed to support student belonging, well-being, and success and is generally a set of sessions designed to acquaint students with university personnel/resources, the academic program, facilities, and policies. More information can be found by contacting the Assistant Dean of Students and Director of Community Programs.

# Academic Support Programs

## CAREER AND LIFE DESIGN

Career and Life Design (CLD) offers programs to help Hollins students become more skilled in managing their own careers while learning how to articulate their core career competencies in ways that future employers will understand.

- **Internship programming and support** include the Signature Internship program for J-term as well as guidance and support for students who seek to pursue independent internships throughout the year. CLD uses Handshake to facilitate attaching academic credit to student internships.
- **Career Coaching** involves professional and trained peer educators who facilitate the active learning of career management skills such as generating a master résumé, targeted résumés and cover letters, interviewing for jobs, information interviewing, and networking. Career Coaches can mentor students on how to reach out to the Hollins active alumnae/i community and guide them through reflective discernment of career possibilities. The CLD Career Portal includes the Career Readiness Guide and other resources for career exploration, finding internships and jobs, and managing a career.
- **Group sessions, digital spaces, and events** provide students with opportunities to engage with each other, alumnae/i, and facilitators on a variety of topics related to career exploration, life after Hollins, and professional competencies. For example, CLD facilitates career exploration sessions for every section of First Year Foundations, provides facilitated learning experiences for student clubs and organizations, offers the podcast *Career Together*, and hosts the LinkedIn group Hollins Grads Plus, as well as in-person and virtual employer recruitment and career learning events. Starting in the spring of 2025, CLD staff will facilitate the one-credit Career Toolkit that is part of the new core.
- **The Career Connection Conference (C3)** will bring students, alumnae/i, employers, faculty, and staff together in the fall and spring to engage participants in relevant topics related to a variety of career pathways and core competencies. Students can do informational interviews and speed networking with alumnae/i and employers during the fall and spring events.

Career and Life Design is located on the main level of the library in The Green: Integrative Learning Commons and is open Monday through Friday, 9:00 AM until 5:00 PM. Students can schedule career coaching appointments through Handshake. To visit our online Career Portal, go to [career.hollins.edu](http://career.hollins.edu). Staff are reachable via email at [career@hollins.edu](mailto:career@hollins.edu) or by phone at 540-362-6364.

## CENTER FOR LEARNING EXCELLENCE

The R. Lowell Wine Center for Learning Excellence, located on the first floor of Wyndham Robertson Library, offers one-on-one peer tutoring and other types of learning support available to all students. Trained peer tutors support students in mathematics, quantitative literacy, writing, the sciences, and several world languages.

The Center for Learning Excellence provides academic assistance to students through resources, workshops, and one-to-one tutoring. The Center is open Sunday through Thursday. The open hours may be found at [hollins.mywconline.com](http://hollins.mywconline.com), where students can schedule appointments with a tutor in any area in which they seek support. Writing tutors 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. Tutors in subject areas provide support with homework assignments, test preparation and review, and other aspects of learning in fields from quantitative literacy, math, biology, chemistry, psychology, physics, Latin, and Spanish.

**Student Success Coaches** are also available adjacent to the Center, with both drop-in hours and appointments. Success coaches assist students to manage their workload, find campus resources, and develop skills critical to success at Hollins. For more information about the success coaches or peer tutors, please contact the office of Student Success at extension 6333 or [studentsuccess@hollins.edu](mailto:studentsuccess@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 and presents campus affiliated exhibitions including 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. Internships and volunteer opportunities are available throughout the year. The professional museum staff is involved in teaching a behind-the-scenes museum practicum course and "Shaping Memory," the core class for the GLAM certificate program. Museum staff work with student curators organizing exhibitions from concept to installation.

The museum's growing permanent collection includes over 1600 objects ranging from ancient to contemporary in a variety of media, with a focus on 20<sup>th</sup>-21<sup>st</sup> century works. 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 physical and mental 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 form.

Health services are free to students except for specialized tests, immunizations, and some medications and supplies. Counseling services and visits with the psychiatrist are free for students.

Health and Counseling Services is staffed with a director/nurse, an adult practice nurse practitioner, a certified medical assistant, licensed professional counselors, a wellbeing coach, 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 website: <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.

Computers and other network devices play a vital role in education today. Hollins students have access to campus software and 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, residence halls, 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. Students can print and scan on multifunction printers in all computer labs and the library. Scanning of documents to a thumb drive, personal network drive, or email is also available from both lab computers and printers. The Hollins internet connection allows the university 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 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.

Hollins 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 and may contact Information Technology if they 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 website at <http://it.press.hollins.edu>.

### **ACCOMMODATIONS**

Student Accessibility Services supports students with disabilities so they can participate fully in university life. Please contact [sas@hollins.edu](mailto:sas@hollins.edu) for more information.

## 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 extensive collections consist of both print and digital resources, encompassing 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 in-person 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 five networked printers. A small number of desktop computers are scattered through the building, and laptops are available for checkout. 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.

In addition, several complementary student service offices are located in the library, prepared to assist you with internships (Career and Life Design), studying abroad (Global Learning Hub), succeeding academically (Student Success), and ensuring you feel welcome at Hollins (HUConnect; Diversity, Equity and Inclusion).

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. Students can view, apply for, and register internships in Handshake. Several of Hollins' study abroad programs also offer international internship opportunities.

Career and Life Design staff offer guidance about how to research and obtain internships and ensure workplace readiness. In addition to every student's capacity to independently arrange paid and unpaid internships for academic credit, Hollins offers Signature internships during the January term. Most of our local FYI internships include transportation. Signature internships include housing and a modest stipend.

Recent Signature internship organizations include New York Women Filmmakers, 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, Climate Central, Vascular Perfusion Solutions, Virginia Museum of Fine Arts, and the Children's Hospital of Philadelphia.

Hollins also has partnered with local organizations in the Roanoke Valley on internships including Blue Ridge Literacy, Bradley Free Clinic, Community School, Taubman Museum of Art, Ronald McDonald House Charities, and the Gainsboro branch of the Roanoke Public Library.

# 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.

## APPLICATION DEADLINES AND NOTIFICATION DATES

Hollins uses a modified rolling admission system. The recommended deadline to apply is February 1. 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 with a preferred application deadline of November 15 and February 1 for fall and spring, respectively. 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.
2. An official copy of the high school transcript. While an unofficial transcript can be accepted to make an admission decision, a final official transcript is required before matriculation.

Candidates may choose to submit the following:

1. 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 matriculation.
2. Secondary school report or a recommendation written by the college counselor or other school official.
3. While not required, an interview is recommended.

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 64 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;
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 seek an individual appeal for consideration without this required testing. One letter of recommendation from a teacher or guidance counselor at her school, or a Secondary School Report.
4. Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) score or Duolingo English Test will be accepted as proof of English proficiency. Hollins requires a minimum TOEFL total score of 550 (paper based) or 80 (internet based), a score of 6.5 on the IELTS, or a score of 110 or higher on Duolingo. Required if a student comes from a country where English is not the official language or language of high school instruction. Proof of English proficiency will be waived if a score of 610 on the SAT evidence-based reading and writing section or a score of 26 or higher on the ACT English Section is achieved.
5. If applying as a transfer student, a College Official's Report is required upon matriculation.

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. The college or university course is recorded on an official college transcript submitted to Hollins;
2. 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 two academic years or 64 semester credits. Dual enrollment courses may count toward general education requirements following the same policies that apply to transfer students, with the exception that new first-year students must take CORE 101: First-Year Foundations and CORE 102: Conflict and Collaboration.

### **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. 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 Associate Provost for Student 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 64 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, the director of the Core curriculum, and the chairs of the relevant departments.

### **CLEP EXAMINATIONS**

Hollins grants credits for CLEP (College Level Examination Program) examinations on an individual basis. 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's 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's degree is not awarded. Please see below for information about being readmitted to Hollins.

**STUDENTS WITH AN EARNED BACHELOR'S DEGREE**

A student who has completed a bachelor's 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 in which she has earned at least a C grade (2.0 on a 4.0 scale). No credit is awarded for developmental courses, including but not limited to Student Development Courses offered at Virginia's Community Colleges. 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 director of general education. Hollins accepts a maximum of 64 credits from a regionally accredited community college or junior college. Students transferring from a regionally accredited bachelor's degree granting college or university may transfer in more than 64 credits but continue to be subject to the residency requirement. Hollins transfer students are required to complete two years and 40 credits at Hollins. All senior year requirements must be completed at Hollins.

Virginia Community College System (VCCS) students graduating with qualifying associate's degrees will arrive at Hollins with their general education requirements fulfilled. VCCS students who have completed the Passport or Uniform Certificate of General Studies will have those credits applied to their Core curriculum general education requirements at Hollins. A description of the general education agreement can be obtained from the Hollins transfer student webpage.

Transfer candidates must submit the following credentials:

1. A completed application form.
2. Transcripts from every high school and college 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. 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 matriculation.
4. Letter of recommendation will be accepted but are not required. This may be waived if you have completed two years of college.
5. A College Official's Report (available on the university's website) from the most recent college attended will be required prior to matriculation.

**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 website. 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 international transfer students to ensure that they receive 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 for bachelor's degree level work. 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: Associate Provost for Student 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.

### **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 Associate Provost for Student Academic Success (for enrolled undergraduate students), the Graduate Studies Manager (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 Associate Provost for Student Academic Success or the Graduate Studies Manager 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.

Housing and Food 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 Associate Provost for Student Academic Success or the Graduate Studies Manager 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 Graduate Studies Manager 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 Associate Provost for Student Academic Success or the Graduate Studies Manager 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 Associate Provost for Student Academic Success or Graduate Studies Manager to determine an appropriate program to enter upon reinstatement.

Questions regarding Hollins' policy should be directed to [studentsuccess@hollins.edu](mailto:studentsuccess@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	\$42,600.00
Room and Board	\$15,800.00
Student Government Association Fee	\$300.00
Technology Fee	\$650.00
Green Fee	\$10.00
<hr/> Comprehensive Fee	<hr/> \$59,360.00
Mailbox Fee	\$70.00
Single room extra charge	\$1,200.00
Tinker single room extra charge	\$575.00

### PAYMENT SCHEDULE

DEPOSIT (nonrefundable) \$400.00

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

### BALANCE

Due August 12, 2024 \$29,715.00\*

Due January 10, 2025 \$29,715.00

Single term only \$29,715.00  
(with or without Short Term)

\* less applicable deposit

## Nonresident (Day) Students

### FULL-TIME DAY STUDENTS

Tuition for full academic year	\$42,600.00
Student Government Association Fee	\$300.00
Technology Fee	\$650.00
Green Fee	\$10.00
<hr/> Total	<hr/> \$43,560.00

### PAYMENT SCHEDULE

DEPOSIT (nonrefundable) \$200.00

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

### BALANCE

Due August 12, 2024 \$21,780.00\*

Due January 10, 2025 \$21,780.00

Single term only \$21,780.00  
(with or without Short Term)

\* less applicable deposit

**PART-TIME DAY STUDENTS**

Tuition per credit (due at registration):	\$1,331.00
Short Term only per credit:	\$1,331.00

## Horizon Students

**FULL-TIME, NONRESIDENT HORIZON STUDENTS**

14–22 credits per term	\$21,617.50 per term
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**PAYMENT SCHEDULE**

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

**BALANCE**

Due August 12, 2024	\$21,617.50*
Due January 10, 2025	\$21,617.50

Single term only (with or without Short Term)	\$21,617.50
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Short Term per credit	\$1,331.00
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\* less applicable deposit

**FULL-TIME, RESIDENT HORIZON STUDENTS****PAYMENT SCHEDULE**

DEPOSIT (nonrefundable)	\$400.00
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This nonrefundable deposit declares a residential student's intent to enroll for the coming term. Due within two weeks of notification of decision for new students (early January for early decision, May 1 for others); due April 3 for returning students. Credited toward the student's account.

**BALANCE**

Due August 12, 2024	\$29,715.00*
Due January 10, 2025	\$29,715.00

Single term only (with or without Short Term)	\$29,715.00
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\*less applicable deposit

**PART-TIME, HORIZON STUDENTS**

Tuition per credit (due at registration)	\$1,331.00
Short Term only per credit	\$1,331.00

**FEES FOR GRADUATE STUDENTS**

See graduate catalog on the website.

**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 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 Scholarships and Financial Assistance 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-affiliated abroad programs and abroad programs sponsored by other institutions.

### **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 \$1,331 per credit for Summer 2025.

**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 as long as not in conjunction with a summer internship.

### **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:** \$200 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 Associate Provost for Student Academic Success to carry fewer than 14 or more than 20 credits in any term (or 18 credits in the first semester of a student's first year). 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 Associate Provost for Student Academic Success and taken beyond 22 credits per term will be charged at the rate of \$1,331 per credit.

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

**GRADUATION:** \$135. 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 \$1200 per year. Tinker and Randolph single room – an additional \$600 per year. Double room as a single - an additional \$4,800 per year.

**MUSIC:** The fees for one-hour private music lessons (MUS 103-109) are \$550 per term. For non-matriculated students who enroll only for music lessons, the charge for one-hour weekly lessons is \$700 per term. The fee for MUS 101: Beginning Class Piano and MUS 102 Piano Proficiency Class is \$275 per term. MUS 116: Appalachian Music Ensemble is \$200 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 \$300.

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

**RIDING**: \$1,250 per course; \$800 per month to board a student's horse, which includes special feed and blanketing. Boarding fees must be paid by the semester.

Due August 12, 2024 (September–December)	\$3,400
Due December 11, 2024 (January)	\$850
Due January 10, 2025 (February–May)	\$3,400

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

**TECHNOLOGY FEE**: \$325 per term for full-time students. \$162.50 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 email notifications regarding their e-bill and allow others to make electronic payments on their behalf by adding an Authorized Party on Nelnet Enterprise.

Students and Authorized Parties will receive email notification that an electronic bill (e-bill) has been generated. Notification will be sent to a student's Hollins email address, and notification will be sent to an Authorized Party's personal email 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/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, their 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 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 to undergraduate students interest-free six, five, or four-month payment plans by term administered through Nelnet Campus Commerce. There is a \$30 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 in HIS under the Student Services Tab-Nelnet Enterprise Online Account link 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@dvx.virginia.gov](mailto:saa@dvx.virginia.gov)." *GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at <http://www.benefits.va.gov/gibill>."*

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.

## 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. 13, 2024  
 50% tuition refund for withdrawal by Sept. 27, 2024  
 25% tuition refund for withdrawal by Oct. 11, 2024  
 Beginning Oct.12, 2024, no tuition refund

**Spring Term**

90% tuition refund for withdrawal by Feb. 12, 2025  
 50% tuition refund for withdrawal by Feb. 26, 2025  
 25% tuition refund for withdrawal by Mar. 10, 2025  
 Beginning Mar. 11, 2025, no tuition refund

BOARD: Board will be refunded on a daily pro rata basis, less an administrative fee (\$200 for 2024-25).

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 2024-25).

Withdrawing from the University impacts financial aid. Reductions in aid due to withdrawal could 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 on a proportional basis for students 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 available to eligible students to help meet education-related expenses. Financial aid is composed of a package that contains one or more of the following: grants, scholarships, loans, and campus employment. Grants and scholarships are “gift aid” and do not need to be repaid. Employment offered as a type of financial aid is paid at a pre-determined rate for work actually performed in an approved work study job. Loans must be repaid to the lender based upon the terms of the signed master promissory note and agreed repayment plan. Financial aid helps pay for tuition, comprehensive fees, 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 or in approved Hollins-affiliated programs. Approved Hollins-affiliated programs are located 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 housing and food while they are overseas. Non-residential students, who may qualify for additional loan eligibility based on the expense of housing and food 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, institutional funds, and all application requirements. 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. In addition, students have the right to reject any financial aid or assistance offered to them. Students may also choose to decline or cancel any federal loans offered within 120 days of disbursement. It is the responsibility of the student to repay any loans borrowed regardless of whether the student has completed their program of study and/or obtained employment. 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, housing and food, or other charges.

Financial aid must be applied for every year. Parents who borrow a federal PLUS loan must apply on [www.studentaid.gov](http://www.studentaid.gov) annually. Terms and Conditions of Governing Student Financial Assistance are mailed to students upon initial enrollment.

## 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 earned).

Transfer credits accepted from another institution are counted as both attempted and earned 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 earned 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). After eight weeks, a student may request a medical withdrawal with proper medical documentation to be submitted and approved by the Associate Provost for Student 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 Associate Provost for Student Academic Success. When a student withdraws from a course a grade of “W” will appear on the academic transcript, which will not affect their GPA, and no credit is earned. Withdrawn courses do 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 meet satisfactory academic standing and is considered their “financial aid warning semester.” Students who are placed on academic probation 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, they will be placed on financial aid probation. They 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 Associate Provost for Student Academic Success ([studentsuccess@hollins.edu](mailto:studentsuccess@hollins.edu)) prior to the start of the following semester. The Associate Vice President, along with the Director of Scholarships and Financial Assistance, 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: 3.25 or the GPA referenced in your letter from Admissions

Artemis Scholar: 3.00, be Pell-Eligible, and remain in STEM major

Hollins Scholar: 2.00

All other scholarships: 2.00

### **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 ([www.studentaid.gov](http://www.studentaid.gov)). Demonstrated financial need and eligibility for need-based aid is established through an analysis of the FAFSA. FAFSA forms should be completed by February 1. Returning students are encouraged to reapply before the March 15 priority deadline.

Verification is the process of checking the accuracy of the information supplied by the financial aid applicants on the FAFSA. The FAFSA Summary Submission will indicate whether a financial aid applicant had been selected for verification. The Office of Financial Assistance will also request the appropriate documentation via mail and the student's HIS portal. If you are selected for verification by the Federal Government for V1 Verification, students and their parent(s) may be required to submit additional tax documentation depending on the FA-DDX results on the student's FAFSA. Additionally, non-filers may be required to submit a signed statement and any applicable w-2s. You will also be required to fill out a Verification Worksheet which can be found on the Hollins Information System (HIS) website under Financial Aid Documents and in our office. Some students may need to submit additional documentation if they are selected under the V4 or V5 verification group.

Full-time domiciled 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) website, on the Hollins Information System (HIS), in office, and is mailed to the home address. 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.

For Transfer Students, if the applicant meets the requirements for the Two-Year College Transfer Grant Program (CTG) offered by the State, the Office of Financial Assistance will mail a copy of the state application.

### **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 (either officially or unofficially), drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term.

Under federal law, students earn their financial aid based on the percentage of payment period or term completed. This is calculated by taking 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.

The amount of aid returned is 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. Any student who completes more than 60% of the semester will be considered to have earned 100% of their federal financial aid. 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, they may be eligible for 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 calculated in the following order:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Direct PLUS (Graduate Student)
4. Direct PLUS (Parent)
5. Federal Pell Grant
6. Federal SEOG
7. Federal TEACH Grant
8. Iraq & Afghanistan Service Grant

Students who do not successfully complete and pass at least one class (ex: receive all failing grades for a semester) will 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 received federal financial aid will have a Return of Title IV Aid Calculation performed and may lose some federal aid eligibility for that semester.

In addition to federal funds, many Hollins students also benefit from academic-merit and need-based aid from Hollins University, referred to as institutional funds. In the case of a withdrawal amidst a semester, institutional scholarships and need-based aid will be prorated using the following methodology:

*Fall Term*

90% pro-ration of institutional funds for withdrawal by Sept. 19, 2024

50% pro-ration of institutional funds for withdrawal by Sept. 26, 2024

25% pro-ration of institutional funds for withdrawal by Oct. 17, 2024

Beginning Oct. 13, 2024, no tuition refund is available and institutional aid will not be adjusted for the relevant semester.

*Spring Term*

90% pro-ration of institutional funds for withdrawal by Feb. 20, 2025

50% pro-ration of institutional funds for withdrawal by Feb. 27, 2025

25% pro-ration of institutional funds for withdrawal by Mar. 20, 2025

Beginning Mar. 21, 2025, no tuition refund is available and institutional aid will not be adjusted for the relevant semester.

**State Aid**

Students who fall below full-time before census date will lose their eligibility for state aid (e.g., VTAG and VA Transfer Grant). Students who fall below full-time after the census date will be subject to the institutional refund policy.

**Impacts on enrollment changes that do not result in a total withdrawal:**

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 the one-time six-month 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 at [www.studentaid.gov](http://www.studentaid.gov). To view their federal student loan information, students should log onto [www.studentaid.gov](http://www.studentaid.gov).

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 up to the last date of the 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**

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**

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**

Hollins grants credits for CLEP (College Level Examination Program) examinations on an individual basis. No more than 64 credits shall be awarded.

## **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 Associate Provost for Student Academic Success (for enrolled undergraduate students), the Graduate Studies Manager (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 Associate Provost for Student Academic Success or the Graduate Studies Manager 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.

Housing and Food 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 Associate Provost for Student Academic Success or the Graduate Studies Manager 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 Graduate Studies Manager 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 Associate Provost for Student Academic Success or the Graduate Studies Manager 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 Associate Provost for Student Academic Success or Graduate Studies Manager to determine an appropriate program to enter upon reinstatement. Questions regarding Hollins' policy should be directed to [studentsuccess@hollins.edu](mailto:studentsuccess@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.

## BILLING

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/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@dvx.virginia.gov](mailto:saa@dvx.virginia.gov)." *GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at <http://www.benefis.va.gov/gibill>."*

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 on a proportional basis for students 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's 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, three Short Term activities (12 Short Term credits), and two physical education activity courses. Included in the minimum of 128 credits are general education requirements, 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, three Short Term activities (12 Short Term credits), and two physical education activity courses. Included in the minimum of 150 credits are general education requirements, 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, three Short Term activities (12 Short Term credits), and two physical education activity 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 requirements, 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: THE CORE CURRICULUM**

As an institution of higher learning dedicated to the liberal arts, Hollins University is committed to excellence in teaching and learning across the humanities, social sciences, natural sciences, and the fine and performing arts. For all students—regardless of major—the Hollins general education curriculum fosters critical and imaginative thinking, effective communication, a collaborative spirit, and engaged citizenship.

Beginning in Fall 2023, Hollins launched an innovative new general education program, the Core Curriculum. All first-time, first-year students entering Hollins beginning in Fall 2024 must complete the Core Curriculum. Course descriptions for classes designated as CORE may be found later in this catalog in the listing of undergraduate courses. Other Core requirements are satisfied by courses across the curriculum, and their descriptions can be found under headings for academic departments.

## **THE CORE CURRICULUM: A SUMMARY**

The following is a brief list of requirements for the Core curriculum. More information about each requirement and how they can be fulfilled may be found after the summary.

Two courses are required for first-year students entering in the fall:

- CORE 101: First-Year Foundations: What's Your Story? (4 credits, First-Year Students Only)
- CORE 102: Conflict & Collaboration (4 credits, Short Term only)

The remaining are required of all students. Those with the subject heading "CORE" are specific courses all students must complete. Other requirements are offered under various subject headings across the curriculum. Individual

courses meeting a requirement are identified by its Core code, listed after the number of credits needed (e.g. INQ, QL, DJP, C&I).

- Inquiry & Communication (4 credits, INQ)
- Quantitative Literacy (4 credits, QL)
- World Languages (4-8 credits, WL)

### **CRITICAL THINKING AND COMMUNICATION ACROSS THE LIBERAL ARTS**

- Storytelling, Myths, and Narratives (4 credits, SMN)
- Diversity, Justice, and Power (4 credits, DJP)
- Thinking Like a Scientist (4-6 credits, TLAS)
- Creativity & Innovation (4 credits, C&I)

### **OTHER COURSES AND REQUIREMENTS**

- CORE 201: No Planet B (2 credits)
- CORE 301: Purpose (2 credits)
- Experiential Learning Requirement (ELR)

Every first-time, first-year student will fulfill two (2) experiential learning activities during their time at Hollins, consisting of study away, internships, select research opportunities or select leadership and mentorship opportunities. Students must choose two different experiences to fulfill the requirement (e.g. one internship and one research/creative experience).

- **Life Skills Toolkits**
- CORE 110: Career Toolkit (1 credit, TKC)
- CORE 111: Technology Toolkit (1 credit, TKT)
- CORE 112: Financial Literacy Toolkit (1 credit, TKF)
- CORE 113: Wellness Toolkit (1 credit, TKW)

\*Some CORE-designated classes are still in development for 2024-25 and will be available for students in their second or third year, following the rollout of the new curriculum.

### **Core Curriculum Description and Guidelines**

All first-year students enroll in CORE 101: First-Year Foundations in fall term and CORE 102: Conflict and Collaboration during their first January term. Students take one Inquiry and Communication (INQ) course in their first two semesters, or their third semester if needed. Other Core requirements may be fulfilled at any time prior to graduation, with the exception of CORE 301: Purpose, which is taken in the senior year. For detailed descriptions of all CORE courses, see the section in this catalog under Core Curriculum on p. 102.

A course that is designated to satisfy Core requirements may also satisfy major, minor or other program requirements.

#### Additional Guidelines

All students must complete one Quantitative Literacy (QL) course. Students may be placed in an appropriate course through test scores or prior completed coursework.

Storytelling, Myths and Narratives (SMN), Diversity, Justice and Power (DJP) and Creativity & Innovation (C&I) requirements are fulfilled by a 4-credit course or equivalent. Thinking Like a Scientist (TLAS) courses are 4 credits, and if the course has a required 2-credit lab co-requisite, both the lecture and lab must be completed for the requirement.

World Languages (WL 4-8 credits)

Ordinarily, a student will take two courses in the same language (8 credits) to satisfy this requirement. If a student demonstrates a high level of proficiency in a language, they may complete the requirement with one course in that language (4 credits). Students who are admitted to Hollins as International Students whose first language is not English automatically satisfy the World Languages requirement through their proficiency in English.

**PHYSICAL EDUCATION**

Two physical education activity courses are required for graduation. Students are encouraged to complete all requirements by the end of the sophomore year.

Participation in a varsity team sport may count as one of the two required activity courses. 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 three Short Terms (12 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 will enroll in a course that is part of the Core curriculum 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 through independent study, subject to the approval of a faculty sponsor, 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 general education (ESP or Core) requirements or major requirements (except for senior thesis or internship when required by the department). Students completing the Core curriculum will take a required course (CORE 102: Conflict and Collaboration) during Short Term of their first or second year. For more information on Short Term opportunities, contact Career and Life Design 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 one Short Term; a transfer with sophomore status is required to complete two Short Terms.

Horizon students are required to meet Short Term requirements.

**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. A single major and no more than two minors
3. A double major
4. A double major and no more than one minor

**MAJOR**

Every candidate for a bachelor's 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's 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's degree is not awarded.

**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.

Approval for a minor 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 and Life Design 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 (first term, First Year students), more than 20 credits (non-first-term, First Year students and all other students), or fewer than 14 credits (all students) in a regular term must secure the permission of the Associate Provost for Student 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 per-credit fee.

**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. Two 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 Associate Provost for Student 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 at least one Short Term;
- Seniors: at least 92 credits and completion of at least two 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. The instructor indicates on the form the grade earned if the student does not complete the work by the stated deadline. 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**

### **Regular Term Courses**

Students may add courses through the first week of the regular term. They may drop courses through the fourth week of the regular term. Students may withdraw from a course from the close of the fourth week of term through the eighth week of term. All dates are posted on the academic calendar. The academic calendar, with any updates, is also available at <https://registrar.press.hollins.edu/academic-calendar/>.

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 regular 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 grade point average (GPA). The student will need to complete a withdrawal form which can be obtained from the Student Success Office. This form requires the signatures of the course instructor, the academic advisor, the athletic director if the student participates in intercollegiate sports, the Associate Provost for Student Academic Success, and the Director of Scholarships and Financial Assistance. 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 of the regular term, a student may request a medical withdrawal with proper medical documentation to be submitted and approved by the Associate Provost for Student 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 Associate Provost for Student Academic Success. Grades will be assigned as W (withdrawn) with no impact on GPA.

Courses from which a student withdraws (grade of W) do not meet general education, certificate, or major/minor requirements, nor is credit earned.

### **Session 1 and Session 2 Courses**

Students may add and drop courses through the first week of Session 1 and the first week of Session 2. Students may withdraw from a course from the close of the first week of each session through the fourth week of each

session. After four weeks and through the sixth week, a student may request a medical withdrawal with proper medical documentation to be submitted and approved by the Associate Provost for Student Academic Success. Exceptions to this policy may be considered on a case-by-case basis by the Associate Provost for Student Academic Success. Grades will be assigned as W (withdrawn), with no impact on grade point average (GPA).

All dates are posted on the academic calendar. The academic calendar, with any updates, is also available at <https://registrar.press.hollins.edu/academic-calendar/>.

Courses from which a student withdraws (grade of W) do not meet general education, certificate, or major/minor requirements, nor is credit earned.

### **Short Term Courses**

Students may add or drop through the first three days of the term. Short term policy follows the same rules as above, with appropriately abbreviated add, drop and withdrawal periods. All dates are posted on the academic calendar. The academic calendar, with any updates, is also available at <https://registrar.press.hollins.edu/academic-calendar/>.

Courses from which a student withdraws (grade of W) do not meet general education, certificate, or major/minor requirements, nor is credit earned.

### **ACADEMIC PROBATION**

Academic probation is an official designation from the university to inform students when they are 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. The completion of fewer than 10 credits in a single term when enrolled as a full-time student.
4. Students must earn at least 67% of cumulative credits attempted.

Students must complete the required credits towards their degree within 150 percent of the published length of the educational program. Students who fail to earn Short Term credit required to stay on degree track must replace it by the following September. A student who 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 academic records of students. At the end of each spring term, the committee reviews all student records and makes decisions to invoke academic probation, academic suspension, or to withdraw from the university those students whose performance is unsatisfactory. Following each fall term, the committee meets to review the records of those students serving on academic probation to determine whether they have returned to good academic standing, will continue on probation, or will be suspended or academically withdrawn from the university. 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 Associate Provost for Student Academic Success, at which time proof must be provided that all conditions of the readmission 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 or withdraws without earning credit, it can be repeated. If a student repeats a course they failed, 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 appropriate to a curriculum for a bachelor's degree 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 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
  - 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: 3 (12 short term credits; short term credits are not counted toward the semester credit requirement).
- Physical education activity courses: 2 taken in separate terms
- At least one major: all major requirements must be completed.
- General Education:
  - The CORE Curriculum**
    - CORE 101: First-Year Foundations: What's Your Story? (4 credits, only for first-year students, may not be repeated)
    - CORE 102: Conflict & Collaboration (4 credits, Short Term only) Optional for transfer students
    - Inquiry & Communication (4 credits, INQ)
    - Quantitative Literacy (4 credits, QL)
    - World Languages (4-8 credits, WL)
    - Storytelling, Myths, and Narratives (4 credits, SMN)
    - Diversity, Justice, and Power (4 credits, DJP)
    - Thinking Like a Scientist (4 credits, TLAS)
    - Creativity & Innovation (4 credits, C&I)
    - CORE 201: No Planet B (2 credits)
    - CORE 301: Purpose (2 credits)
    - Experiential Learning Requirement (3 activities)
    - Life Skills Toolkits (four 1-credit modules)
- 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 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 Iota Rho:** national honor society in international studies

**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 upper-class 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

## WHAT IS FERPA?

The Family Educational Rights and Privacy Act (FERPA) is a federal act that affords university 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. Once students become part of our community, they will be treated as adults. It is their responsibility to keep their parents/guardians informed of their activities and their academic progress. Please be advised that in accordance with FERPA, it is Hollins University's policy **not to:**

- Release information to parents/guardians about grades or academic progress without the written consent of the student.
- Release information to parents/guardians about Honor Code or student conduct violations and/or sanctions without the written consent of the student.
- Release information to parents/guardians about the student's whereabouts or social activities without the written consent of the student.
- Release information related to a student's health or counseling record (also covered under HIPAA: The Health Insurance Portability and Accountability Act) without the written consent of the student.
- Notify a parent or legal guardian when a student is withdrawn or put on a leave of absence from the university.

## WHEN HOLLINS WILL CONTACT PARENTS/GUARDIANS

**The university will contact parents/guardians/emergency contact under the following circumstance: When the staff has ongoing concerns about a student's wellbeing or is concerned that a student presents a threat to herself or to others.**

The university can provide parents with general information about a student's status. For instance, we can tell you if she is active or inactive.

Please be advised that faculty members are asked to submit unsatisfactory work notices on students beginning in the fourth week of classes, and midterm grade reports on first-year students around the sixth week of classes. Students who are doing poorly academically receive a letter from the associate vice president for student success asking them to meet with their instructor (and in some cases the associate vice president for student success) to see what can be done to help them improve. Letters regarding unsatisfactory progress go directly to students.

The Office of Student Success also sends letters to students who are doing exceptional academic work. Under Hollins University's policy regarding FERPA, none of these letters or notices can be sent to parents/guardians. Again, it is the students' responsibility to inform parents of their academic progress. Parents/guardians may want to ask their students around midterm time if they have received any exceptional work notices or unsatisfactory work notices from their professors. Parents/guardians should not contact professors directly to inquire about a student's progress in a class, unless a FERPA waiver has been signed by the student.

Oftentimes, it is difficult for parents /guardians to understand why the university does not divulge specific academic information given that they are, most often, the individuals who are paying the bills. Again, Hollins, and every other institution of higher education, is bound by FERPA.

If students wish to waive their rights under FERPA, a "FERPA Waiver" may be completed during orientation (a form will be provided in the orientation folder).

## WHAT STUDENT RIGHTS ARE COVERED BY FERPA?

Hollins University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), the federal law that governs release of and access to student education records. FERPA affords students certain rights with respect to their education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, the associate dean of student academic affairs, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Challenging a grade does not fall under the purview of FERPA regulations and has no bearing on FERPA listed regulations and conditions. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want amended and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 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.\*\* One exception which permits release without student consent is disclosure to a University official with legitimate educational interest. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 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. 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:

*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.

*Category II: External Requests:* The University reserves the right to provide the following 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).

- 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 name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

## DEFINITIONS

**Student:** A student is an individual who is or has been enrolled in and attended credit bearing courses at the University and for whom the University maintains education records.

**Education Records:** Education records include those records which contain information directly related to a student and which are maintained by the University or by a person acting for the University. The following are not Education Records:

- records kept in the sole possession of the maker as a personal memory aid,
- campus law enforcement records,
- employment records relating to individuals employed by the University, except where employment is conditioned upon status as a student,
- records related to treatment provided by a health professional when maintained solely for treatment purposes,
- records created or received about an individual after that person is no longer a student if not related to that student's attendance, e.g. alumni records,
- materials in any admissions files, until the student has been admitted to, and has attended Hollins University, and
- all other records which are excluded from the FERPA definition of Education Records.

**PII:** Personal identifiable information.

**Legitimate Educational Interest:** Legitimate educational interest is the need to review an education record in order for a University official to carry out his or her responsibilities or to conduct learning analytics. Learning analytics means the use of education records for purposes of understanding and optimizing learning and the environments in which it occurs.

**University Official:** A University official is (i) any person employed by the University in an administrative, supervisory, academic, research, or support position; (ii) a member of the Board of Trustees; (iii) any person serving on an official University committee or assisting another University official in performing his or her tasks; or (iv) a contractor, consultant, volunteer, or other person who is performing a specific task on behalf of the University. With regard to (iv), such person is considered a University official only if the task they perform is one for which the University would otherwise use its own employees and they are under the direct control of the University or University official with respect to the use and maintenance of personally identifiable information from Education Records.

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

**Core Curriculum Codes:** Courses that meet the new Core General Education are coded as follows.

C&I= Creativity and Innovation  
 DJP= Diversity, Justice, Power  
 ELR= Experiential Learning Requirement  
 INQ= Inquiry and Communication  
 NPB= No Planet B  
 PHED= Physical Education  
 PUR= Purpose  
 QL= Quantitative Literacy  
 SMN= Storytelling, Myths, Narrative  
 TKC= Exploring Careers Toolkit  
 TKF= Financial Literacy Toolkit  
 TKT= Tech Toolkit  
 TKW= Wellness Toolkit  
 TLAS= Thinking Like a Scientist  
 WL= World Languages

**ESP Codes:** Courses that meet the skills and perspectives are coded as follows.

Perspective Codes	Skill Codes
AES= Aesthetic Analysis	f= First Year Writing Course
CRE= Creative Expression	w= Additional Writing
DIV= Social and Cultural Diversity	x= Expository Writing
GLO= Global Systems	o= Oral Communication
LAN= Language Requirement	q= Basic Quantitative Reasoning
MOD= Modern and/or Contemporary Worlds	Q= Applied Quantitative Reasoning
PRE= Premodern Worlds	r= Applied Research
SCI= Scientific Inquiry	

Sample course listing:

**DEPARTMENT/NUMBER: TITLE (CREDITS)**

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

**Instructor**

# Undergraduate Courses

## Art

### MAJORS, MINORS

**PROFESSORS:** Christina Salowey (classical studies)

**ASSOCIATE PROFESSORS:** Genevieve Hendricks (chair), Elise Schweitzer

**ASSISTANT PROFESSORS:** Stephanie Gibson, Mary Zompetti

**VISITING ASSISTANT PROFESSORS:** Kathleen Carey Hall, Katelin McCullough, Edward Steffanni

**FRANCES NIEDERER ARTIST-IN-RESIDENCE:** Ying Li (spring term)

**VISITING LECTURERS:** Arne Johnson, Josh Manning

**STUDIO ART TECHNICIAN:** Hona Knudsen

The art department offers majors and minors in art history and studio art. Students may combine a major and a minor from within the 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:
  - ARTH 261: Ancient Art (4)
  - ARTH 262: Medieval Art (4)
  - ARTH 263: Renaissance and Baroque Art (4) **or**
  - ARTH 264: Modern Art (4)
- A minimum of three 300-level art history courses
- ARTH 420: Critical Methods of Art History (4)
- ARTH 471: Senior Art History Paper (2)
- ARTH 472: Senior Art History Symposium (2)
- Two additional courses must be chosen from 200- or 300-level art history courses, which may include ARTH 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

**REQUIREMENTS FOR A MAJOR IN ART HISTORY WITH A MINOR IN STUDIO ART:**

16 courses (60 credits)

- Complete major requirements for art history (44 credits)
- Any four additional studio art courses from a minimum of two media areas (one must be ART 100) (16 credits)

Note: No independent studies. All off campus courses, including Hollins Abroad courses, must be approved by the department.

**COURSES IN ART HISTORY:****ARTH 245: MYTH AND ANCIENT ART (4)****Salowey**

Also listed and described as CLAS 245. Open to first-year students. Not offered in 2024-25. (*f, w, x, AES, PRE*)

**ARTH 250: SPECIAL TOPIC: THE BLACK DIASPORA IN 20TH CENTURY ART (4)****Gibson**

Black bodies have often been depicted through a European lens, for European consumption. To counter these portrayals, black artists created art of and for themselves. This survey course challenges the art historical canon and places the work of black artists at the forefront. We will explore how members of the African diaspora used art to shape identity and discuss the impact of Black art on the world at large. The course will be chronological, thematic, and geographical, spanning the African diaspora in the 20th century in North America, the Caribbean, and Europe. Open to first year students. No Prerequisite. Not offered in 2024-25.

**ARTH 250: SPECIAL TOPIC: HISTORY OF THE ART MARKET (4)****Hendricks**

This course examines the history of the art market in the Modern era by studying the financial, religious, political, and other social constructs that influence what art people have supported at different moments, and why. Students will learn about the production, sale, and exchange of works of art as well as the patrons, artists, critics, and collectors who participate in this arena of cultural taste-making and aesthetic valuation. By examining the evolution of the art market, with close attention to which artists, media, and genres gained cultural currency at specific historical junctures in modernity, students will gain an understanding of what this dynamic arena reveals about art as a profession. Open to first year students. No Prerequisite. Not offered in 2024-25. (*AES, MOD, INQ*)

**ART 250: SPECIAL TOPIC: MODERN ARCHITECTURE (4)****Gibson**

This course is an introduction to the history of modern architecture. It offers a roadmap for tracing a series of interlocking challenges and debates that have provoked architects from the late-nineteenth century to the end of the twentieth century. Through integrated analyses of built works, unrealized fantasies, texts, media, technologies, and events, we will explore architecture across a multifaceted sphere of production energized by an exchange of ideas across time and geographical boundaries; in particular, the course will be situated primarily in Europe and North America. Open to first-year students. No Prerequisites. Offered Term 1. (*AES, MOD*)

**ARTH 250: SPECIAL TOPIC: RACE, SPACE, AND THE CARCERAL STATE****Gibson**

This course will explore the simultaneous development of race in the United States and the creation and evolution of the American criminal justice system, and the ways in which they are co-constitutive. Tracing carceral landscapes through time, from the plantation to present day, the course will discuss how architecture serves as a potent tool to enforce power. Through an exploration of various architectural forms, the course will probe how is inscribed into the built environment and how the carceral state is part of our everyday lives. Also listed and described as SOC 250. Open to first-year students. Offered Term 2. (*AES, DJP*)

**ARTH 261: ANCIENT ART (4)****McCullough**

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 and described as CLAS 261. Open to first-year students. No prerequisite. Not offered in 2024-25. (*AES, PRE*)

**ARTH 262: MEDIEVAL ART (4)****Department**

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, and Gothic cathedrals and their stained glass, as reflections of

the values of the society that produced them. Open to first-year students. No prerequisite. Not offered in 2024-25. (AES, PRE)

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

**Hendricks**

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, SMN)

**ARTH 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 2. (AES, MOD, SMN)

**ARTH 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. Open to first-year students with permission. Also listed and described as INTL 265. Open to first-year students. Offered Term 2.

**ARTH 266: HISTORY OF PHOTOGRAPHY (4)**

**Gibson**

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. Offered Term 2. (AES, MOD)

**ARTH 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 and described as ES 269. Open to first-year students. No prerequisite. Not offered in 2024-25. (MOD, GLO)

**ARTH 270: ART AND ARCHAEOLOGY OF THE ROMAN MEDITERRANEAN (4)**

**McCullough**

The Roman empire encompassed large and varied landscapes from the Atlantic to Arabia. This course is an introduction to the sculpture, architecture, and other objects found in Italy and the Roman provinces. Material will be presented topically and chronologically so that we can see and evaluate in light of their local contexts and broader cultural connections. Also listed and described as CLAS 270. Offered Term 1. (AES, PRE)

**ARTH 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.

**ARTH 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 and described as GWS 314. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (w, x, AES)

**ARTH 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 2024-25.

**ARTH 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 and described as GWS 324. Prerequisite: sophomore standing or permission. Offered Term 2. (DIV, MOD)

**ARTH 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 2024-25. (AES, MOD)

**ARTH 350: SPECIAL TOPIC: ROMAN WOMEN: METHODOLOGIES AND EVIDENCE (4)****McCullough**

This course will examine the material evidence for women across the Roman empire considering small finds, visual culture, epigraphic material, skeletal remains, and architectural components to answer the following questions: How was the feminine gender constructed and presentation in public and private contexts negotiated? How did women interact with and affect the religious and economic structures around them? How were women included in the making of empire? Also listed and described as CLAS 350 and GWS 350. Not offered in 2024-25.

**ARTH 350: SPECIAL TOPIC: POWER DYNAMICS AND ARCHAEOLOGY IN NORTH AFRICA****McCullough**

This course explores the archaeology, history, architecture, and art of North Africa from the Libyan Desert to the Atlantic coastline. This class will begin by focusing on Phoenician colonization in the 9th century BCE and progress to the arrival of Greek speakers in eastern Libya. Then we will examine the rise of the kingdoms of Numidia and Mauretania before delving into the arrival of Roman imperialism. Through a combination of historical texts and material evidence, this class will consider the impacts of power dynamics on indigenous and colonizing entities from a variety of ethnic and racial backgrounds. This will enable students to better understand local and regional identities in comparison with their colonial portrayals. Finally, this class will cast a critical eye on modern Eurocentric narratives about North Africa and consider the actual process and impact of studying the past. Throughout the course, students will examine how the colonial origins of many excavations continue to have an impact on international relations, armed conflicts, the antiquities market, and how we interact with the past in museum spaces. Also listed and described as CLAS 350. Offered Term 2. (PRE, DJP)

**ARTH 350: SPECIAL TOPIC: AFRICA AND EUROPE, MODERN ART AND THE BUILT ENVIRONMENT (4)****Gibson**

This seminar focuses on encounters between the cultures of Africa and Europe, from 1880-1960, and on artistic practices that emerged on both continents as a result. Topics include racial difference, ramifications of colonialism, post-colonial monuments and memorials, African influence on Dada and surrealism, Negritude and interwar Paris, colonial arts education, and the South African built environment under and after Apartheid. Pre-requisite: any Art History course or instructor permission. Offered Term 2. (AES, MOD, DJP)

**ARTH 350: SPECIAL TOPIC: ART AND ARCHITECTURE OF/IN THE NATURAL WORLD (4)**

Artists respond to the natural world they live in. They use the mineral, geological, and organic materials available to them to create sculpture, buildings, and paintings; they feature 'portraits' of the natural world from individual depictions of flora and fauna to imagined and imaginary landscapes; they shape spaces to inhabit, worship in, and gather community to that are integrated into the landscape and accommodated to the local terrain and climate. This course will examine this theme across the long expanse of time that humans have been creating art and architecture – from the prehistoric Mediterranean to the modern world. Students will learn to view aesthetic creation from the perspective of environmental inspiration and will research a topic of their own choosing to discover the influence of the natural world and gain insight into art as a historical record of human interaction with the land they live in. Offered Term 1.

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

Also listed and described as CLAS 355. Prerequisite: ART/CLAS 261 or permission. Not offered in 2024-25. (AES, PRE)

**ARTH 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 2024-25. (AES, DIV)

**ARTH 371: BEHIND THE SCENES AT THE MUSEUM (4)****Culligan, Gibson**

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. Also listed and described as GLAM 371. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (o, AES)

**ARTH 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.

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

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

**ARTH 420: CRITICAL METHODS OF ART HISTORY (4)****Gibson**

A student-led seminar for senior majors that examines the methodology of and critical approaches to the history of art. Prerequisite: two art history courses or instructor permission. Offered Term 1. (AES, MOD)

**ARTH 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 or instructor permission. Offered Term 1.

**ARTH 472: SENIOR ART HISTORY SYMPOSIUM (2)****Hendricks**

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 or instructor permission 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 primarily about modern or contemporary art and can be chosen from the non-exclusive list below:
  - ARTH 250: The Black Diaspora in 20<sup>th</sup> Century Art (4)

- ARTH 250: Race, Space and the Carceral State (4)
- ARTH 250: History of the Art Market (4)
- ARTH 250: Modern Architecture (4)
- ARTH 264: Modern Art (4)
- ARTH 266: History of Photography (4)
- ARTH 269: Sustainable Architecture (4)
- ARTH 324: Feminism and Contemporary Art (4)
- ARTH 328: Paris in the Nineteenth Century: Studios and Styles (4)
- ARTH 350: African and Europe: Modern Art and the Built Environment (4)
- ARTH 371: Behind the Scenes at the Museum (4)
- ARTH 420: Critical Methods of Art History (4)
- 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:
  - Drawing/Painting – ARTH 263: Renaissance and Baroque Art (4) or upper-level modern
  - Printmaking – ARTH 263: Renaissance and Baroque Art (4)
  - Ceramics – ARTH 261: Ancient Art (4)
  - Sculpture – ARTH 261: Ancient Art (4)
  - Photography – ARTH 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 ARTH 264: Modern Art by the end of their second year of study. Students who desire advanced degrees in studio art 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)
- ARTH 264: Modern Art (4) or ARTH 266: History of Photography (4)
- Any four additional studio art courses from a minimum of two media areas
- Note: No independent studies. All off campus courses, including Hollins Abroad courses, must be approved by the department

#### **REQUIREMENTS FOR A MAJOR IN STUDIO ART WITH A MINOR IN ART HISTORY:**

16 courses (62 credits)

- Complete major requirements for Studio Art (50 credits)
- One additional art history course at the 200 level (4 credits)
- Two art history courses at the 300 level (8 credits)

#### **COURSES IN STUDIO ART:**

*NOTE: Some courses in studio art have laboratory fees in addition to costs per term for personal art supplies*

##### **ART 100: DRAWING I (4)**

**Department**

Drawing informs all the visual disciplines. This class focuses on drawing as an end of its own 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 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 2024-25. (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 Term 1. (CRE, C&I)

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

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. Offered Term 1.

**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 218: 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, nonrepresentational 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. Open to first years. Lab fee required. Prerequisites: Art 100, q. Not offered in 2024-25. (Q)

**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 2024-25. (CRE)

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

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 2024-25. (CRE)

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

Relief printmaking is a centuries old process used by artists today for its bold and graphic quality. In this class we will begin with simple and direct processes and then develop our skills into more complex and larger scale approaches. We will carve wood, linoleum, and MDF, and will also look at examples of relief prints throughout history. Open to first years. Prerequisite: ART 100. 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, C&I)

**ART 250: SPECIAL TOPIC: SERIGRAPHY (4)****Department**

From Warhol and Basquiat, to Fairey and Holzer, screen printing is a popular and direct method of printmaking. This course will introduce students to the medium of fine art screen printing. We will investigate screen printing techniques, skills, materials, and processes. Both hands-on and photomechanical methods for creating imagery will be covered as time permits, as well as consideration of form and content. Students will work on visual problems in the classroom, learning creativity and consistency through experimentation and print editions. Projects will be assigned and interspersed with classroom demonstration, discussion, screen printing history, and group critiques. This class is open to any student interested in silkscreen printmaking; no prior printmaking experience necessary! Course fee estimate is \$100 for required materials and supplies. Prerequisite: Art 100/Drawing I or permission. Not offered in 2024-25.

**ART 250: SPECIAL TOPIC: MINDFUL MAKING (4)****Department**

Within this course students will investigate techniques, skills, materials, and processes that give homage to the handmade, to its contemplative nature, and to the unique individuality therein. Students will experience projects ranging from printmaking to bookmaking, and a combination for a final project. Projects will be assigned and interspersed with classroom demonstration, discussion, and critique. If you are interested in attentive yet restorative focus, as well as the analog process of creating, this course is for you! We will possibly take 1-2 all-day field trips to Floyd County, so transportation is helpful, although not required. Prerequisites: a willingness to unplug and create! Course fee of \$100 (estimated) required for materials and supplies. Not offered in 2024-25.

**ART 250: SPECIAL TOPIC: THE POLITICAL PRINT (4)****Department**

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 course fee for studio supplies. Course fee of \$100 (estimated) required for materials and supplies. Not offered in 2024-25

**ART 250: SPECIAL TOPIC: PAINTING WITH WATER MEDIA (4)****Hall**

This course will focus on small-scale works in water media, particularly gouache (opaque watercolor) and ink. These nontoxic, highly portable materials are full of expressive possibilities and are ideal for quick studies as well as serial explorations. Students will work in a range of modes - abstractly, from life, and from masterworks. Color and design will be primary considerations. Prerequisite: Art 100/Drawing I or permission. Open to first year students. Offered Term 2.

**ART 275: DRAWING WITH LIGHT: EXPERIMENTAL PHOTOGRAPHY (4)****Zompetti**

Drawing inspiration from the meaning of the word "photography"—drawing with light—we will create unique, camera-less prints using only light, chemicals, objects, weather, and time. Darkroom processes such as photograms and chemigrams will be explored, alongside outdoor processes such as lumen printing and cyanotype. This experiential course emphasizes experimentation, risk-taking, and creative problem solving, and students will be encouraged to develop their own unique photographic processes and vision. Open to first-year students. Course fee required. Offered Term 2. (CRE)

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

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

**ART 318: CERAMICS CONCEPTS AND PRACTICE (4)****Manning**

This course builds and expands 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 within the field. Lab fee required, approximately \$110. Prerequisites: ART 216 or 217. Offered both terms.

**ART 326: FIGURE PAINTING (4)****Schweitzer**

Figure painting from life, in oil paint. Through painting nude and clothed models, we will learn color theory, human anatomy, historical oil paint glazing techniques and contemporary applications. This class will explore the discipline

of observational painting in concert with challenging ideas of representations of the body. Lab fee required. Prerequisites: ART 100 or ART 230 or instructor permission. Not offered in 2024-25.

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

**Hall**

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

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

**Steffanni**

Students will work with a combination of "non-traditional" drawing media and surfaces, including image transfers, paper cutting, stenciling, collage, and sewing. Emphasis will be placed on the exploration of both conceptual and technical issues in contemporary two-dimensional art. Prerequisite: ART 100. Offered Term 1.

**ART 350: SPECIAL TOPIC: COLOR PHOTOGRAPHY (4)**

**Zompetti**

Explore color photography from a contemporary art perspective, utilizing both color film and digital capture methods. Students will be provided with a digital SLR camera, a film SLR camera, and various plastic film cameras for more experimental work. Importing and organizing digital image files, film scanning techniques, and editing in Adobe Photoshop and Lightroom will be covered, with an emphasis on learning photographic adjustments such as exposure, contrast, and color balance to create high-quality image files for printing. We will also research both historic and contemporary photographic artists, and student work will be discussed in supportive critique sessions. Lab and film processing fees required. Prerequisite: ART 203. Offered Term 1.

**ART 350: SPECIAL TOPIC: MEDIATED IMAGES: DIGITAL TECHNIQUES IN PRINTMAKING (4)**

**Steffanni**

In this course, students will reflect on the role and effects of print and internet culture on identity and artistic process through discussion, lectures, and projects in handmade, photomechanical, and digital printmaking techniques. Traditional techniques in relief, intaglio, and silkscreen will be used in tandem with digital image-making tools (Photoshop, Illustrator) including Zine making, inkjet printing, and laser cutting. Projects will explore ways to manipulate images through overprinting, image layering, and multi-block printing. A passion for making images, process-heavy techniques, and experimentation is essential in this class. Lab fee required. Prerequisites: Printmaking course and/or ART 275, 350. Offered Term 2.

**ART 350: SPECIAL TOPIC: SCULPTURE; MODELING, MOLD MAKING AND CASTING (4)**

**Johnson**

This hands-on studio course emphasizes the manipulation of malleable materials, both traditional and experimental. We'll be modeling sculptural thematic forms, and individual and collaborative projects will be informed by student research on contemporary artists, experimentation and problem solving. We'll sculpt, mold and cast using flexible and rigid materials including traditional media like plasticine, plaster and silicone, and experimental materials like chocolate and mycelium. Open to First Years. Prerequisite: ART 213 or instructor permission. Not offered in 2024-25.

**ART 350: SPECIAL TOPIC: SCULPTURE; ASSEMBLAGE SCULPTURE FORMS (4)**

**Johnson**

In this course, we'll be looking at and creating assemblage sculptures. We'll be assembling and connecting found objects into 3D sculptural forms to express and investigate artistic intentions and meaning. We'll be investigating a wide range of materials and connection techniques. \$60 lab fee. Open to First Years. Prerequisite: ART 213 or instructor permission. Offered Term 2.

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

**Koehler**

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 375: ADVANCED PHOTOGRAPHY (4)**

**Zompetti**

In this experiential photography course, expand your knowledge of making photographs in the darkroom and digital lab while developing your personal creative vision through projects tailored to your interests. Advanced darkroom skills, along with color film techniques, film scanning, digital editing and archival printing will be covered. Work will be discussed in supportive critique sessions, and we will study a variety of exciting photographic artists. Prerequisite: ART 203. Course Fee required. Offered Term 2.

**ART 376: PAPER, PRINT, BOOK (4)****Department**

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. Not offered in 2024-25. (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)****Schweitzer**

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.

# Arts Management

## CERTIFICATE

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: Marketing (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)

Smith

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 and described as DANC 175, FILM 175, MUS 175, and THEA 175. No prerequisite. (r)

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

Smith

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 and described as DANC 276, FILM 276, MUS 276, and THEA 276. No prerequisite. Offered Term 2.

# Batten Leadership Institute

## CERTIFICATE

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 to engage in practical and effective leadership through a combination of theory, skill-building and experiential learning with the aim of 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 leadership from diverse voices and leaders working to foster change in systems. Students are invited to work on a goal for personal leadership. Topics of study will incorporate change, theories, negotiation, and feedback. Open to first year students. Offered both terms. (DJP)

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

Schnurman

This course offers tools for improving decisions in professional and personal contexts. Students practice making decisions in teams while designing and implementing small-scale projects to benefit a population and need of their choice. Open to first year students. Offered both terms. (INQ)

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

Schnurman

This course grows skills over two semesters of a two-credit experience. Students may elect to mentor other students or craft a leadership paper with a unique application to a field of their personal interest. Additionally, students read, reflect and engage in discussion across a range of current leadership topics, highlighting diverse voices working towards needed change. Each student projects a timeline for plans and experiments over the semester that demonstrate their own desired goals and objectives. Pre-requisites: BLI 210 or BLI 220. Offered both terms.

#### LEADERSHIP SEMINARS (2 from list)

- ARTH/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
- ARTH/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 226: 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 470: Senior Seminar  
SOC 110: Introduction to Sociology  
SPAN 327: Hispanic Women  
THEA 161: Acting Dynamics  
THEA 363: Directing

# Biology

## MAJORS, MINOR

**PROFESSORS:** Renee Godard, C. Morgan Wilson  
**ASSOCIATE PROFESSOR:** Elizabeth Gleim (chair)  
**ASSISTANT PROFESSORS:** Mary Jane Carmichael, Shaun Davis  
**LECTURER:** Suzanne Allison  
**LABORATORY TECHNICIANS:** Cheryl Taylor, Hannah Schlepner

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 (2 or 4 credits; 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 (2 or 4 credits; 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, if applicable), 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). No more than one elective course may come from the following: BIOL/CHEM 351, 352, or BIOL/PSY 317.

#### COURSES IN BIOLOGY:

##### BIOL 122: 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. We will also study the history and methods of water usage and treatment, the impacts of human activity on the availability of safe drinking water, and the ongoing and impending global effects of climate change. Students will gain hands-on experience in techniques used to assess water quality and biodiversity of freshwater streams and visit regional water treatment facilities. Not intended for students majoring in biology or environmental sciences. Open to first-year students. Also listed and described as ES 122. No prerequisite. Offered Term 1. (SCI, TLAS)

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

Wilson

This lecture/laboratory course explores the basic principles and functions of the human body (such as digesting a meal, taking a breath, or fighting an infection) and puts them in the context of total body function. The aims of this course are to provide students with hands-on experience gathering physiological data, as well as with a basic knowledge of human health, which will provide them with a foundation from which they can ask informed questions of a physician about their own health and/or the health of their family members. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Not offered in 2024-25 (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 and described as ES 133. Open to first-year students. Students will be enrolled by instructor. Not offered in 2024-25.

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

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 2024-25. (SCI)

**BIOL 150: SPECIAL TOPIC: BIOLOGY OF THE HORSE (4)****Gleim**

In this combined lecture/laboratory course, horses are a wonderful study organism from which we can learn about many biological principles. In this course we will learn about and work with horses in order to better understand biological topics like evolution, nutrition, genetics, behavior, anatomy, physiology, and conservation. In addition to lecture, discussion, and in-class activities, students will also have the opportunity to work first-hand with horses as well as a variety of different equine professionals (veterinarians, equine nutritionists, etc.). No horse experience is required to take this course. Open to first-year students. No prerequisite. Offered Term 2. (SCI, TLAS)

**BIOL 150: SPECIAL TOPIC: PLANTS AND PEOPLE (4)****Carmichael**

Ethnobotany is the study of how native plants are used by people of a particular culture and region. In this course, we will survey the relationship between plants and people in the Roanoke Valley and beyond. Special emphasis will be placed on the fundamental importance of plant biodiversity to human populations and the conservation of plant biodiversity as an integral component of the sustainability of the biosphere. Open to first-year students. Also listed and described as ES 150. Not offered in 2024-2025.

**BIOL 150: SPECIAL TOPIC: THE NATURE OF SPRING (4)****Godard**

Spring in the temperate zone is characterized by an explosion of biological activity, songs of migratory birds fill the air, tree buds break open, and long dormant roots send up a symphony of flowers. In this project-based class we will document spring –exploring the adaptations that biological organisms have to the remarkable physical changes driven by the northern hemispheres annual spring tilt towards the sun. We will also consider how the impacts that human driven climate change has altered the timing of spring and the impacts that may have on organisms in our ecosystem. The flipped course format will give students the chance to acquire a basic understanding the biology of spring from recorded lectures and reading material outside of class and allow our shared class-time to focus on application and reinforcement of this material as well as ample time for our field research projects on campus and beyond. Students in this class will be required to participate in a full-day Saturday research trip in April and will have to be able to devote time outside of class hours for data collection. Open to first-year students. Also listed and described as ES 150. Not offered in 2024-25 (SCI, TLAS).

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

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 include careers in biology, the role of internships, the graduate and professional school application process, résumé 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)****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 and described as ES 207. Open to first-year students. No prerequisite. Offered Term 1. (SCI, TLAS: must take lab to fulfill SCI or TLAS)

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

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

**BIOL 209: BACKYARD BIRDS (2)****Wilson**

Have you ever wondered what the names of the birds are that frequent your backyard birdfeeder? Do you wish you could identify bird songs? Are you curious about the biology and natural history of birds? In this field-oriented course, students will develop skills enabling them to identify, by both sight and sound, birds common to southwestern

Virginia. We will explore a variety of habitats and observe the morphology and behavior of birds in their natural environments during several key points in their annual cycle (over-wintering, migration, and breeding). Not intended for students majoring in ES. Open to first-year students. Also listed and described as ES 209. No prerequisite. Not offered in 2024-25.

**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 and described as ES 212. No pre-requisites. Not open to first-year students. Offered Term 2.

**BIOL 220: HUMAN PHYSIOLOGY (4)** **Allison, 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)** **Allison, 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)** **Davis**

The diversity and complexity of different cell types found in multicellular organisms is extensive, yet all eukaryotic cells have the same basic molecular components. As 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)** **Davis**

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**

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

**BIOL 250: SPECIAL TOPIC: TROPICAL ECOLOGY (2)** **Godard**

In this course we will delve into the ecology and biodiversity of two ecosystems of Ecuador: the Amazon rainforest and the high Andean paramo. We will familiarize ourselves with some of the rich biodiversity, explore ecological relationships, and come to understand some of the environmental concerns that threaten this region. In addition, we will explore how science and indigenous knowledge can provide a platform for deepening our understanding of the natural world and for generating positive change. This course is open only to students that have been accepted into the upcoming January term travel/research trip. Also listed and described as ES 250. Offered Term 1.

**BIOL 250: SPECIAL TOPIC: PREPARATION, WILDERNESS AND WILDLIFE (2)** **Owens, Wilson**

Wilderness and wild places are relatively scarce in much of the U.S. as a result of the extensive human development and encroachment over the last 200+ years, but these places still exist and many have been recognized and

protected at the state, federal, and international levels. In this course, we will learn the biology of several locations in the Southeastern United States, study the natural history of some of the organisms that inhabit these areas, and explore the cultural importance these areas hold. This course is open only to students who have been accepted into the upcoming January term travel course trip. Also listed and described as ES 250. Offered Term 1.

**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 and described as ES 253 and PH 253. Pre-requisites: For BIOL Majors, BIOL 207/207L and BIOL 220/220L, or permission; ES Majors, ES 105 (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. Not offered in 2024-2025. (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 and described as ES 253L and PH 253L. Co-requisite: BIOL, ES 253, or PH 253. Not offered in 2024-2025. (SCI)

**BIOL 260: HUMAN ANATOMY (4)****McLaughlin**

In this course, students have the opportunity to investigate the structure of the human body through exploration of texts, case studies, models, and dissections. Students will be evaluated for their understanding of each anatomical system through written tests, quizzes, case studies, projects, and laboratory practicals. Prerequisite: BIOL 220 and BIOL 220L. Offered Term 1.

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

Tutorials based on standard primary and secondary sources, which 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**

Life has existed on Earth for ca. 3.5 billion years, roughly 75% of our planet's history. Microorganisms were the first creatures to inhabit Earth and remain a dominant form of life on Earth today. Microbiology is the study of microorganisms and the effect that microbes have on our planet and all of the living things that call it home. This course will provide an introductory survey the field of microbiology, focusing largely on bacteria and archaea, but also covering eukaryotic microorganisms and viruses. Prerequisites: BIOL 220 and BIOL 236; CHEM 102 or CHEM 105. Offered Term 2.

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

The laboratory in microbiology is an introduction to pure culture work, including the basics of sterile technique, staining and microscopy, and metabolic assays. Corequisite: BIOL 312. Offered Term 2.

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

Invertebrates, members of the animal kingdom lacking a backbone, comprise 95 percent of the animals on Earth today. In this course, students explore the anatomy, physiology, behavior, ecology, and taxonomy of this incredibly diverse group of animals. Also listed and described 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 and described as ES 313L. Corequisite: BIOL/ES 313. Offered Term 1.

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

Just four nucleotides, arranged in different orders, provide all the diversity of life. Alterations to this order can have impacts on fundamental areas in Biology, from evolution to human diseases, and even in applied fields such as biotechnology. This course will explore topics including mechanisms of inheritance, linkage and meiotic mapping, sex determination, genetic variations, and DNA sequencing. Prerequisite: BIOL 236/236L or permission. Offered Term 2.

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

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 2024-25.

**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 2024-25.

**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 and BIOL 236/236L, or PH 201, or permission. This course will not count as a 300-level laboratory course toward the major. Not offered in 2024-25. (SCI, TLAS)

**BIOL 317: BEHAVIORAL NEUROSCIENCE (4)****Bowers**

Also listed and described as PSY 317. Prerequisites: PSY 141 (or permission) and BIOL 220. This course will not count as a 300-level laboratory course toward the major. Not offered in 2024-25.

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

Development from the fertilized egg to a complete adult organism requires a precisely coordinated series of events involving molecular, cellular, and organismal mechanisms. This course provides an integrative survey of animal development, with a focus on those unifying mechanisms that are common to all developing embryos. Prerequisite: BIOL 236 or BIOL 314. Not offered in 2024-25.

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

This laboratory is designed to give the student hands-on experience in experimental embryology. The first part of the course is devoted to techniques for handling, culturing, and manipulating invertebrate and vertebrate embryos. Students then apply these techniques in self-designed independent projects during the remaining half of the semester. Corequisite: BIOL 322. Not offered in 2024-25.

**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 and gives students ample opportunity to explore recent primary literature in the field. Also listed and described as PSY 323. Prerequisite: BIOL/ES 207 or BIOL 220. Offered Term 2

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

Students will explore research in animal behavior by carrying out observational (in-person and video) and experimental laboratory and field research projects. The lab culminates in independent group research projects. Also listed and described as PSY 323L. Corequisite: BIOL 323. Offered Term 2.

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

In this lecture/lab course, we will use vertebrates as our focus as we explore issues of evolution, ecology, physiology, behavior, and conservation, as well as develop skills associated with studying vertebrates in the field. Beyond the scheduled classes, students are required to participate in a 3-day weekend field trip to the Eastern Shore of Virginia to study avian biodiversity as well as several evening excursions to examine patterns of amphibian biodiversity. Course fee of \$150-200 is required. Prerequisite: BIOL/ES 207 or permission from instructor. This course will count as a 300-level laboratory course for the major. Also listed and described as ES 328. Not offered in 2024-25

**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. Not offered in 2024-2025.

**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 2024-24.

**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 and described as ES 337. Prerequisite: BIOL/ES 207 or permission. Not offered in 2024-25.

**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 and described as ES 337. Prerequisite: BIOL/ES 207 or permission. Not offered in 2024-25.

**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 and the important connections of plants to society. Also listed and described as ES 341. Prerequisite: BIOL 207/207L. Not offered in 2024-25.

**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 and described as ES 341L. Co-requisite: BIOL 341. Not offered in 2024-25.

**BIOL 350: SPECIAL TOPIC: EVOLUTION (4)****Allison**

In this seminar, students will explore evolutionary concepts such as natural selection, sexual selection, genetic evolution, speciation, phylogenetics, and population genetics. We will cover topics including the history of evolutionary theory and the evidence that supports it, the origin and diversification of living organisms, the host-pathogen arms race, human evolution, as well as evolutionary issues in modern society. Prerequisites: BIOL/ES 207 and BIOL 236 or permission. This course will not count as a 300-level laboratory course toward the major. Not offered in 2024-25.

**BIOL 350: SPECIAL TOPIC: CELLULAR NEUROSCIENCE (4)****Davis**

This course explores the structure and function of neurons, the basic functional unit of the nervous system. Topics will include the subcellular organization of neurons, the electrical properties of cells, and the mechanisms of neuronal

communication and synaptic transmission. Students will investigate how disruptions to normal cellular processes produce various human diseases and health issues. Prerequisites: BIOL 236/236L or permission. Offered Term 1.

**BIOL 351: BIOCHEMISTRY (4)**

**Department**

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

**BIOL 351L: LABORATORY FOR BIOCHEMISTRY (2)**

**Department**

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

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

**Department**

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

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

**Department**

Also listed and described as CHEM 352L. Corequisite: BIOL 352. Not offered in 2024-25.

**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 and the U.S. Botanic Garden. Course fee of \$150-200 required. Also listed and described as ES 357. Prerequisites: BIOL/ES 207 and 207L or permission. Not offered in 2024-25.

**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. Also listed and described as ES 357. Corequisite: BIOL 357. Not offered in 2024-25.

**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. Also listed and described as ES 364. Prerequisites: CHEM 101/102 or CHEM 105, BIOL 207 or ES 105. Offered Term 1.

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

**Carmichael**

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

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

**Department**

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

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

**Department**

This course is intended for students conducting independent scientific research. At the beginning of the semester in which the student enrolls in this course, a proposal for the research project will be developed in consultation with the faculty supervisor. The project must involve laboratory and/or field research with significant data collection and

analysis. The student will be expected to produce a formal scientific report at the conclusion of the project, which should include a review of the scientific literature relevant to the study. Registration for this course must occur before the semester in which the research is to be conducted. Prerequisites: two of the three biology core courses (BIOL 207, BIOL 220, or BIOL 236). May not be taken in the second semester of the senior year without prior departmental approval. This course will count as a 300-level laboratory course toward the major. Offered any term.

**BIOL 399: INTERNSHIP (2 or 4)****Department**

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

**BIOL 471: SENIOR CAPSTONE (2)****Allison**

All majors are required to take this course during the fall term of their senior year. Students in this capstone course will draw upon course content from their major to explore common readings and present on a relevant topic of interest. In addition, each student will prepare a portfolio summarizing her academic experiences (to include a curriculum vitae or résumé, 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. One semester of this course will count as an upper-level laboratory course toward the major. 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.



# Business

## MAJOR, MINORS

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

**VISITING ASSISTANT PROFESSOR:** Felicitas Adu-Acheampong

**ADJUNCT LECTURERS:** Jennifer Armentrout, Roman Bohdan, Brian Roberts, Ann Runyon, 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 computer science. Students may follow a General Business concentration or choose from two optional concentrations: Finance or Marketing. 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 provide 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:

11 courses (44 credits) and one 4-credit internship

#### REQUIRED COURSES:

- BUS 100: Introduction to Business (4)
- BUS 125: Principles of Financial Accounting (4)
- BUS 226: Principles of Managerial Accounting (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) *Note: STAT 140 or STAT 251 may be substituted for ECON 211, during the 2024-2025 academic year only.*
- **INTERNSHIP:** One 4-credit business-related internship completed during any term. The department must certify that the internship is business related. The course instructor in BUS 399, who serves as faculty sponsor for this internship, must be a full-time faculty member of the department (see BUS 399).

#### CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:

##### FINANCE

- BUS 203: Investments (4)
- BUS 327: Cost Accounting (4)
- One of the following (4):
  - BUS 265: International Trade and Finance (4)
  - ECON 261: Public Finance (4)
  - ECON 272: Money, Credit, and Banking (4)

##### GENERAL BUSINESS

- Any three of the following, one of which must be at the 300 level (12):
  - BUS 203: Investments (4)
  - BUS 252: Organizational Behavior (4)
  - BUS 263: International Business (4)
  - BUS 353: Decision Making and Human Resource Development (4)
  - ECON 265: International Trade and Finance (4)
  - ECON 321: Macroeconomic Theory and Policy (4)
  - ECON 386: Managerial Economics (4)

##### MARKETING

- BUS 228: Marketing (4)
- ECON 386: Managerial Economics (4)
- One of the following (4):

BUS 327: Cost Accounting (4)  
 COMM 244: Social Marketing and Campaigns (4)  
 COMM 248: Social Media and Social Activism (4)  
 CMPS 160: Applied Computing with Python (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 228: Marketing (4)
  - BUS 252: Organizational Behavior (4)
- One BUS or ECON 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 265: International Trade and Finance (4)
- ECON 158: Principles of Macroeconomics (4)
- One BUS or ECON course at the 300 level or above (4)
- One business-related internship (4) (normally completed during Short Term)

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

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

**Roberts, 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 2024-25.

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

**Runyon**

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)**

**Bohdan**

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)**

**Armentrout**

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. Final offering in Spring 2025.

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

**Runyon**

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

**BUS 228: MARKETING (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 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. Not offered in 2024-25. (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. Offered Term 1. (w, x, GLO)

**BUS 265: INTERNATIONAL TRADE AND FINANCE (4)**

**Adu-Acheampong**

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. Also listed and described as ECON 265. Prerequisite: ECON 157. Offered Term 2. (o, r, GLO, MOD)

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

**Department**

An independent study below the advanced level that may count toward the business major or minor only if the student receives approval, prior to registering the course, from the course instructor and the department chair. The course instructor must be a full-time faculty member of the department. Offered any term.

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

**Roberts**

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. Final offering in Spring 2025.

**BUS 327: COST ACCOUNTING (4)**

**Department**

The course examines concepts, procedures, and techniques underlying a cost accounting system that managers use in their decision-making processes, controlling, and performance reporting. Topics include cost measurement and cost control, as well as management control systems, inventory costing, activity-based and job costing. Students master CVP (cost-volume-profit) analysis, planning and control methods, budgeting and responsibility accounting, flexible budgeting, and variance analysis. Note: ECON 386 may be substituted for BUS 327 for the 2024-2025 academic year only. Prerequisites: BUS 100, BUS 125, and BUS 226. Not offered in 2024-25.

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

**Bohdan**

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 spreadsheets. Prerequisites: q and BUS 100, BUS 125, and BUS 226. Offered Term 1. (o, Q)

**BUS 353: DECISION MAKING AND HUMAN RESOURCE DEVELOPMENT (4)****Department**

This course is divided into three sections: decision-making, human resource development, and organizational development. Topics covered under decision making include labor's role in market-related decisions. Human resource development focuses on human capital in economic development. Organizational development covers elements of organizational changes and the role of change agents. Also listed and described as ECON 353. Prerequisite: BUS 100 and ECON 157. Not offered in 2024-25.

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

An advanced level independent study that may count toward the business major or minor only if the student receives approval, prior to registering the course, from the course instructor and the department chair. The course instructor must be a full-time faculty member of the department. Offered any term.

**BUS 399: INTERNSHIP (2 or 4)****Hernandez**

Application must be made with course instructor prior to registration. The department must certify that the internship is business related. The course instructor, who serves as the faculty sponsor for the internship, must be a full-time faculty member of the department. The course instructor will also specify the academic component to the internship. May be proposed in any term.

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

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)

# Chemistry

**MAJORS, MINOR**
**PROFESSOR:** Daniel R. Derringer

**ASSISTANT PROFESSOR:** Brian Reeves

**LABORATORY TECHNICIAN:** Kathryn Bayne

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 the 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: Marketing (4)
- BUS 349: Corporate Finance (4)
- ECON 157: Principles of Microeconomics (4)
- ECON 158: Principles of Macroeconomics (4)
- Two elective courses: one from chemistry (CHEM 354: Pharmaceutical Chemistry; CHEM 351: Biochemistry) and one from business/economics (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 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)**

**Reeves, Derringer**

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, Derringer**

This course allows students working in the lab to make measurements, synthesize and analyze compounds, and use Microsoft Excel to analyze the data obtained from their experiments. Students use both the traditional as well as modern instruments in this course. Open to first-year students. Corequisite: CHEM 101. Offered Term 1. (SCI)

**CHEM 102: GENERAL CHEMISTRY II (4)****Derringer, Reeves**

Fundamental principles of chemistry, including the study of molecular structure, chemical bonding, states of matter, thermodynamics, chemical kinetics, chemical equilibria, and electrochemistry. Open to first-year students. Not open to students who have taken CHEM 105. Prerequisite: CHEM 101. Offered Term 2. (SCI: must take lab to fulfill SCI)

**CHEM 102L: LABORATORY FOR GENERAL CHEMISTRY II (2)****Department**

Introduction to aspects of gases, colligative properties, chemical kinetics, equilibrium, and spectrophotometry. Open to first-year students. Corequisite: CHEM 102. Offered Term 2. (SCI)

**CHEM 105: PRINCIPLES OF CHEMISTRY (4)****Derringer**

This one-semester course in general chemistry is designed for students who have had chemistry in high school. It is open to students who by placement examination demonstrate that they have a good working knowledge of important principles of chemistry. Topics include stoichiometry, equilibria, reaction rates, atomic structure, bonding, molecular structure, thermodynamics, and electrochemistry. Open to first-year students. Not open to students who have taken CHEM 101 or CHEM 102. Prerequisite: satisfactory score on the Chemistry Placement Test or permission. Not offered in 2024-25. (SCI: must take lab to fulfill SCI)

**CHEM 105L: LABORATORY FOR PRINCIPLES OF CHEMISTRY (2)****Derringer**

Introduction to selected aspects of synthesis, classical and instrumental analysis, safety, and the laboratory notebook. Open to first-year students. Corequisite: CHEM 105. Offered Term 1. (SCI)

**CHEM 214: ANALYTICAL CHEMISTRY (4)****Reeves**

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). Not offered in 2024-25. (SCI: must take lab to fulfill SCI)

**CHEM 214L: LABORATORY FOR ANALYTICAL CHEMISTRY (2)****Reeves**

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. Not offered in 2024-25. (SCI)

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

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)****Department**

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)****Derringer**

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

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

Syntheses and analyses of more complex organic compounds using microscale and small-scale techniques. Practice in developing experimental procedures. Use of gas chromatography and infrared and UV-Vis spectrophotometry in structural analysis of organic compounds. Introduction to nuclear magnetic resonance spectrometry. Corequisite: CHEM 222. Offered Term 2.

**CHEM 241: INORGANIC CHEMISTRY I (4)****Derringer**

Introduction to the structures, physical properties, and reactivities of the elements and their compounds. Both theoretical and descriptive aspects of this material will be covered. Prerequisites: CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L) or permission. Not offered in 2024-25.



**CHEM 241L: LABORATORY FOR INORGANIC CHEMISTRY I (2)****Derringer**

Introduction to inorganic synthesis and to classical and instrumental methods of qualitative and quantitative analysis in inorganic chemistry. Corequisite: CHEM 241. Not offered in 2024-25.

**CHEM 244: INORGANIC CHEMISTRY II (4)****Derringer**

Introduction to the chemistry of the d-block elements and their compounds. Specific topics include symmetry; structures of and bonding in complexes; reactions and reaction mechanisms of complexes; nuclear magnetic resonance, electronic absorption, and infrared spectra of complexes; organo-metallic complexes; and selected chemistry of the first-row transition elements. Prerequisites: CHEM 241 and CHEM 241L. Not offered in 2024-25.

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

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)****Department**

Selected topics in organic chemistry. Prerequisites: CHEM 214 and CHEM 214L; CHEM 222 and CHEM 222L. Not offered in 2024-25.

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

Advanced techniques of organic synthesis. Experimental design. Instrumental analysis of organic compounds. Short research project. Corequisite: CHEM 320. Not offered in 2024-25.

**CHEM 331: PHYSICAL CHEMISTRY I (4)****Reeves**

Fundamental principles of physical chemistry, including the laws of thermodynamics, study of phase equilibria and of ideal solutions. Also listed and described 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)****Reeves**

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 and described as PHYS 331L. Corequisite: CHEM 331. Not offered in 2024-25.

**CHEM 332: PHYSICAL CHEMISTRY II (4)****Reeves**

Thermodynamics of solutions of electrolytes and nonelectrolytes, electrochemistry, kinetic molecular theory of gases, transport properties of gases, and chemical kinetics. Also listed and described as PHYS 332. Prerequisites: CHEM/PHYS 331 and CHEM/PHYS 331L. Offered Term 2.

**CHEM 332L: LABORATORY FOR PHYSICAL CHEMISTRY II (2)****Reeves**

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 and described as PHYS 332L. Corequisite: CHEM 332. Offered Term 2.

**CHEM 335: QUANTUM MECHANICS (4)****Department**

Also listed and described as PHYS 335. Not offered in 2024-25.

**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 2024-25.

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

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

**CHEM 351L: LABORATORY FOR BIOCHEMISTRY (2)****Department**

Experimental techniques used in biochemistry: potentiometry, centrifugation, chromatography, electrophoresis, spectrophotometry, isolation, purification, and characterization of proteins and nucleic acids, enzymology. Also listed and described as BIOL 351L. Corequisite: CHEM 351. Offered Term 1.

**CHEM 352: ADVANCED BIOCHEMISTRY (4)****Department**

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 and described as BIOL 352. Prerequisites: CHEM 351 and CHEM 351L. Offered Term 2.

**CHEM 352L: LABORATORY FOR ADVANCED BIOCHEMISTRY (2)****Department**

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 and described as BIOL 352L. Corequisite: CHEM 352. Not offered in 2024-25.

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

Selected topics related to pharmaceuticals, their discovery, testing, regulation, and manufacture, including structures and modes of action of the major classes of drugs; new methods used in drug discovery and development of clinically useful drugs; assessment of pharmacokinetics, pharmacodynamics, safety and efficacy of promising drug candidates; the roles of various regulatory agencies in approval and use of drugs. Prerequisite: CHEM 222 and CHEM 222L. Not offered in 2024-25.

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

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

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

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

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

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

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

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

# Classical Studies

**MAJOR, MINORS**

**PROFESSORS:** George Fredric Franko, Christina Salowey

**VISITING ASSISTANT PROFESSOR:** Katelin McCullough

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 abroad programs (College Year 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 201: Introduction to the Hebrew Bible, and REL 202: 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 111 or higher
- 4 credit hours chosen from among:
  - CLAS 138: Classical Mythology (4)
  - CLAS 140: Narrating an Empire (4)
  - CLAS 241: Roman History (4)
  - CLAS 270: Art and Archaeology of the Roman Mediterranean (4)
  - ARTH/CLAS 355: Advanced Topics in Ancient Art - Ancient Painting (4)
  - ARTH/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)
  - ARTH/CLAS 355: Advanced Topics in Ancient Art - Ancient Greek Religion Through Art (4)
  - ARTH/CLAS 355: Advanced Topics in Ancient Art – Ancient Painting (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. Offered Term 1. (*f, w, x, PRE, SMN*)

**CLAS 138: CLASSICAL MYTHOLOGY (4)****McCullough**

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 2024-25. (PRE)

**CLAS 140: NARRATING AN EMPIRE: ROME LITERATURE AND IDEOLOGY (4)****Franko**

This course offers a survey of significant literary works from the Roman republic and empire. Our main goal is to gain some familiarity with the authors, works, and genres (including epic, lyric, satire, comic drama, history, oratory, biography, and the novel) that have helped shape world literary traditions. The secondary goal of this course is to develop our sensitivity to how literature can create and reflect ideology. To accomplish these goals, we shall read works in translation, discuss them together as a seminar, and write short papers. Offered Term 2. (PRE, SMN)

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

Also listed and described as HIST 240. Open to first-year students. Not offered in 2024-25. (PRE)

**CLAS 241: ROMAN HISTORY (4)****Franko**

Also listed and described as HIST 241. Open to first-year students. Not offered in 2024-25. (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 and described as ARTH 245. Open to first-year students. Not offered in 2024-25. (*f, w, x, AES, PRE*)

**CLAS 261: ANCIENT ART (4)****McCullough**

Also listed and described as ARTH 261. Not offered in 2024-25. (AES, PRE)

**CLAS 270: ART AND ARCHAEOLOGY OF THE ROMAN MEDITERRANEAN (4)****McCullough**

The Roman empire encompassed large and varied landscapes from the Atlantic to Arabia. This course is an introduction to the sculpture, architecture, and other objects found in Italy and the Roman provinces. Material will be presented topically and chronologically so that we can see and evaluate in light of their local contexts and broader cultural connections. Also listed and described as ARTH 270. Offered Term 1. (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 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 2024-25. (PRE)

**CLAS 342: GREEK & SHAKESPEAREAN TRAGEDY (4)****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 350: ROMAN WOMEN: METHODOLOGIES AND EVIDENCE (4)****McCullough**

This course will examine the material evidence for women across the Roman empire considering small finds, visual culture, epigraphic material, skeletal remains, and architectural components to answer the following questions: How was the feminine gender constructed and presentation in public and private contexts negotiated? How did women interact with and affect the religious and economic structures around them? How were women included in the making of empire? Also listed and described as ARTH 350 and GWS 350. Not offered in 2024-25.

**CLAS 350: SPECIAL TOPIC: ART AND ARCHITECTURE OF/IN THE NATURAL WORLD (4)** Hendricks, Salowey

Artists respond to the natural world they live in. They use the mineral, geological, and organic materials available to them to create sculpture, buildings, and paintings; they feature 'portraits' of the natural world from individual depictions of flora and fauna to imagined and imaginary landscapes; they shape spaces to inhabit, worship in, and gather community to that are integrated into the landscape and accommodated to the local terrain and climate. This course will examine this theme across the long expanse of time that humans have been creating art and architecture – from the prehistoric Mediterranean to the modern world. Students will learn to view aesthetic creation from the perspective of environmental inspiration and will research a topic of their own choosing to discover the influence of the natural world and gain insight into art as a historical record of human interaction with the land they live in. Offered Term 1.

**CLAS 350: SPECIAL TOPIC: POWER DYNAMICS AND ARCHAEOLOGY IN NORTH AFRICA****McCullough**

This course explores the archaeology, history, architecture, and art of North Africa from the Libyan Desert to the Atlantic coastline. This class will begin by focusing on Phoenician colonization in the 9th century BCE and progress to the arrival of Greek speakers in eastern Libya. Then we will examine the rise of the kingdoms of Numidia and Mauretania before delving into the arrival of Roman imperialism. Through a combination of historical texts and material evidence, this class will consider the impacts of power dynamics on indigenous and colonizing entities from a variety of ethnic and racial backgrounds. This will enable students to better understand local and regional identities in comparison with their colonial portrayals. Finally, this class will cast a critical eye on modern Eurocentric narratives about North Africa and consider the actual process and impact of studying the past. Throughout the course, students will examine how the colonial origins of many excavations continue to have an impact on international relations, armed conflicts, the antiquities market, and how we interact with the past in museum spaces. Also listed and described as ARTH 350. Offered Term 2. (PRE, DJP)

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

Also listed and described as ARTH 355. Prerequisite: ARTH/CLAS 261 or permission. Not offered in 2024-25. (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)****Franko**

This year-long course introduces the elements of classical Attic Greek to attain a knowledge of Greek grammar and vocabulary to enhance reading ability. The readings of simple prose and poetry will introduce the cultures of Archaic, Classical, and Hellenistic Greece. Fulfills the language requirement for those students who have not previously studied Greek. Open to first-year students Not Offered in 2024-25. (WL, LAN)

**GREK 210: PLATO (4)****Salowey**

In this second-year Greek course, we will translate one or more of the dialogues of Plato. The class will complete a thorough review of Greek grammar and syntax, expand into more advanced structures of the language, and increase vocabulary. We will also discuss Plato's philosophy and philosophical language, the problems of translation, and the intellectual atmosphere of the fifth century BCE. Prerequisite: GREK 102 or equivalent. Not offered in 2024-25. (WL, LAN: if taken with second 200-level GREK course; PRE)

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

This second-year Greek course will translate selections from the *Iliad* and/or *Odyssey*. The class will learn the dialect, rhetorical devices, and meter of Homer's epic poems. Additional readings of Homer's epics in English translation will provide fodder for discussions on epic form and style, heroic values, religion and divinity in the Homeric world, and Greek mythology. Prerequisite: GREK 102 or equivalent. Not offered in 2024-25. (WL, LAN: if taken with second 200-level GREK course; PRE)

**GREK 230: NEW TESTAMENT (4)****Franko**

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. Offered Term 1. (WL, LAN: if taken with second 200-level GREK course; PRE)

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

This second-year Greek course will translate selections from the 5<sup>th</sup>-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. Offered Term 2. (WL, LAN: if taken with second 200-level GREK course; PRE)

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

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

**GREK 310: PLATO (4)****Salowey**

In this third-year Greek course, we'll translate one or more of the dialogues of Plato. The course meets in conjunction with GREK 210. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Not offered in 2024-25. (WL, PRE)

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

In this third-year Greek course, we'll translate selections from the *Iliad* and/or *Odyssey*. The course meets in conjunction with GREK 220. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Not offered in 2024-25. (WL, PRE)

**GREK 330: NEW TESTAMENT (4)****Franko**

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. Offered Term 1. (WL, PRE)

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

This third-year Greek course will translate selections from the 5<sup>th</sup>-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. Offered Term 2. (WL, 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)****McCullough**

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, WL)

**LAT 111: INTERMEDIATE LATIN (4)****McCullough**

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. (WL, LAN: if taken with LAT 210, 220, 227, or 280)

**LAT 210: ROMAN EPIC (4)****McCullough**

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 111 or equivalent. Offered Term 2. (WL, LAN, PRE)

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

In this second-year course, students will read, analyze, and discuss the poetry of Catullus and Horace. The class will complete advanced study in the scansion and rhetorical devices of Latin poetry, as well as expand vocabulary and grammatical understanding. The course will also set the poems in the context of the historical and social events in Rome that inspired them as well as explore the Greek precedents for the genre of lyric poetry. Prerequisite: LAT 111 or equivalent. Not offered in 2024-25. (LAN, WL, 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 111 or equivalent. Not offered in 2024-25. (WL, 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 111 or equivalent. Not offered in 2024-25. (WL, 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)**

**McCullough**

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 227, LAT 280, or equivalent. Offered Term 2. (WL, PRE)

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

**Franko**

Students will read, analyze, and discuss the poetry of Catullus and Horace. The class will complete advanced study in the scansion and rhetorical devices of Latin poetry, as well as expand vocabulary and grammatical understanding. The course will also set the poems in the context of the historical and social events in Rome that inspired them as well as explore the Greek precedents for the genre of lyric poetry. This course meets in conjunction with LAT 220. Prerequisite: LAT 210, LAT 220, LAT 227, LAT 280, or equivalent. Not offered in 2024-25. (WL, 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 227, LAT 280, or equivalent. Not offered in 2024-25. (WL, PRE).

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

**McCullough**

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 227, LAT 280, or equivalent. Not offered in 2024-25. (WL, 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 2024-25. (WL, 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 227, LAT 280, or equivalent. Offered Term 1. (WL, 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. Not offered in 2024-25. (o, WL, 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 227, LAT 280, or equivalent. Open to first-year students. Not offered in 2024-25. (WL, PRE)



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

**Department**

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

**LAT 399: INTERNSHIP (4)**

**Department**

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

# Communication Studies

**MAJOR, MINOR**
**PROFESSOR:** Lori J. Joseph

**ASSOCIATE PROFESSORS:** Vladimir Bratic (chair)

**VISITING ASSISTANT PROFESSOR:** Jessica Baty-McMillan (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:**

10 courses (40 credits) and one internship

**CORE COURSES:**

- COMM 101: Introduction to Communication Studies (4)
- COMM 102: Introduction to Media Studies (4)
- COMM 225: Public Speaking (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 220: Interpersonal Communication (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: Social Media and Social Activism (4)
- COMM 270: Intercultural Communication (4)

**300-level courses:**

- COMM 313: Media Criticism (4)
- COMM 327: Communication and Technology (4)
- COMM 343: Organizational Communication (4)
- COMM 344: Health Communication (4)
- COMM 348: Pop 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) or COMM 102 Introduction to Media Studies
- Two courses (8 credits) from the 200 level
- Two additional courses (8 credits), from the 300 level

**COURSES IN COMMUNICATION STUDIES:****COMM 101: INTRODUCTION TO COMMUNICATION STUDIES (4)****Baty-McMillan**

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 Term 1. (r, MOD)

**COMM 102: INTRODUCTION TO MEDIA STUDIES (4)****Bratic**

This course introduces students to the theories and practices of various areas of study in the field of communication. Television, radio, print media, the Internet, social media and artificial intelligence are among the topics covered. No prerequisites. Offered Term 2.

**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 2024-24.

**COMM 225: PUBLIC SPEAKING (4)****Baty-McMillan**

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)****Staniunas**

This course offers special topics in writing for newspapers, magazines, and other print media formats. No prerequisite. Offered Term 1.

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

Social media has 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. Offered Term 2.

**COMM 238: ARGUMENTATION AND ADVOCACY (4)****Baty-McMillan**

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. Offered Term 1. (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 a variety of public, commercial, and social issues campaigns. When the class is taught in the year prior to the U.S. presidential election, presidential campaigns will be examined as case studies. Prerequisite: sophomore standing or permission. Offered Term 2. (o, MOD)

**COMM 248: SOCIAL MEDIA AND SOCIAL ACTIVISM (4)****Bratic**

This course explores the history and development of social media activism, focusing on the opportunities and challenges of this new phenomenon. Students will examine case studies of social media activism during the last presidential elections, the Arab Spring, the WikiLeaks affair, the Black Lives Matter movement, and other recent cases. Additionally, each student will complete a research project about a current social activism effort. Not offered in 2024-25. (f, w, x, r)

**COMM 250: SPECIAL TOPIC: ENVIRONMENTAL COMMUNICATION (4)****Baty-McMillan**

This course examines the role of communication in our perceptions and interactions with the natural world. By exploring the relationships between media, pop-culture, rhetoric, consumerism, and environmental justice, we will see how our interaction with, and advocacy for the environment is shaped by these relationships. Additionally, we will learn how our environmental perspectives are constructed both ideologically and rhetorically. Open to first-year students. Offered Term 2.

**COMM 270: INTERCULTURAL COMMUNICATION (4)****Bratic**

This course examines the diverse cultural and sociocultural customs, rules, and communication styles in multicultural interaction. Topics examined are intercultural communication theory, communication styles across different cultures, the impact of cultural difference on human interaction in business, education, and interpersonal interaction, and strategies in cross-cultural training. Not offered in 2024-25. (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. Offered Term 2. (MOD)

**COMM 327: COMMUNICATION AND TECHNOLOGY (4)****Bratic**

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 the telegraph, telephone, and broadcasting. Insights from historical study are then applied in critical analysis of current and emergent communication technologies. Prerequisite: sophomore standing. Not offered in 2024-25.

**COMM 343: ORGANIZATIONAL COMMUNICATION (4)****Baty-McMillan**

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, emotion, and sexual harassment will be considered from a communicative perspective. Prerequisite: sophomore standing. Offered Term 2. (MOD)

**COMM 344: HEALTH COMMUNICATION (4)****Eagle**

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 and described 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. Offered Term 1. (DIV, MOD)

**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, the role of commercial, intergovernmental, and non-governmental organizations in shaping global communication, and critical analysis of documentary films portraying international media issues. Also listed and described as INTL 380. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (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)****Bratic**

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: senior standing. Offered Term 1.

**COMM 490: SENIOR HONORS THESIS (4, 4)**

**Bratic**

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 COMM 470. Offered Term 1.

## Computer Science

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

# Core Curriculum

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As 2024-25 is the second year of the Core curriculum, course offerings are relevant for first- and second-year students. In subsequent years additional courses will be offered that satisfy remaining requirements. Descriptions of courses and requirements available in 2024-25 are included below. Please see p. 42 for a summary of the Core curriculum requirements.

## Courses in the Core Curriculum:

### **CORE 101: FIRST-YEAR FOUNDATIONS: WHAT'S YOUR STORY? (4)**

This course helps bridge the gap between high school and college and fosters essential skills and habits of mind for college success. This course is required for all entering first-time, first-year students. This course may not be repeated. Offered Term 1.

### **CORE 102: CONFLICT & COLLABORATION (4)**

Students in this course will practice how to take risks, fail forward, navigate difficult conversations, negotiate conflict, work as part of a team, and accept feedback with a growth mindset. Students will also hone their oral communication skills, specifically in the context of negotiation and self-advocacy. This course should be completed during Short Term of a student's first year, unless the student has been approved to do an internship or to participate in a Hollins study away trip. If the student doesn't complete the course during Short Term of their first year, they must enroll in it during Short Term of their second year. Offered in Short Term.

### **CORE 110: CAREER TOOLKIT (1)**

The Career Toolkit (also known as "The Purposeful Career") is a required one-credit hybrid course that focuses on career reflection and the building of professional networks. By the end of the course, participants will be able to explain their career aspirations and apply the Career Launch framework to build relationships for both career exploration and landing future employment. Facilitated by staff of Career and Life Design over six weeks, The Career Toolkit engages students in microlearning videos, exercises, and networking practice, along with a group coaching session once a week.

### **CORE 201: NO PLANET B (2)**

In this course, students will examine issues of environmental sustainability, climate crisis, and the impacts of environmental change on humans on a global scale and from multiple disciplinary perspectives. (NPB)

### **CORE 301: PURPOSE (2)**

This course will help students integrate and reflect on what they have learned during their college journey and help them envision a life of purpose and meaning. Returning to the theme of "telling your story" introduced in First-Year Foundations, students will consider how their path and goals have evolved. Prerequisite: junior or senior standing. (PUR)

### **INQUIRY & COMMUNICATION (4)**

These courses, offered across the curriculum, help students further develop skills of close reading and written and oral communication. Additionally, this course will foster students' capacity for inquiry, as they explore a particular topic in depth and learn to pose their own questions, use evidence, cite sources, and formulate arguments. (INQ)

### **QUANTITATIVE LITERACY (4)**

In these courses, students will work on strengthening their ability to understand the world quantitatively and to approach problems with a quantitative lens. Students will connect what they are learning to their own lives and areas of interest through applications and/or projects. (QL)

### **WORLD LANGUAGES (4-8)**

This requirement speaks directly to our goal of helping students become engaged citizens. By learning another language, students come to appreciate the breadth of the human experience and their responsibilities to a global community; practice self-awareness, adaptability, and cultural humility; and come to a deeper understanding of their own culture and language. In addition to learning to speak, listen, read, and write at a basic functional level in a second language, students will develop a knowledge of the relationship between language and cultural perspectives and practices. (WL)

**STORYTELLING, MYTHS, AND NARRATIVES (4)**

These courses focus on the role of stories, myths, and narratives in the human experience, and how they have helped people make sense of the world around them. How have stories, myths, and narratives communicated identities and perspectives, both individual and communal? How have they helped people organize their experiences and make sense of the world around them? (SMN)

**DIVERSITY, JUSTICE, AND POWER (4)**

In these courses, students will develop an awareness and deeper understanding of social categories of difference including race, ethnicity, class, gender, sexual orientation, ability, nationality, and/or age. (DJP)

**THINKING LIKE A SCIENTIST (4-6)**

In these courses, students will learn about and practice the scientific method as applied to the quantifiable aspects and foundational knowledge of the natural world. How does this method work to address human bias and deepen our understanding of reality? How do scientists use creative problem-solving to develop and test hypotheses based on experimentation and observation? How do hypotheses become theories, inform further research, and spark empirical questions? Students will practice interpreting scientific data and explaining it to others and will learn how to recognize misleading information and pseudoscience. If the course that a student is using to satisfy this requirement has a separate 2-credit lab, the student will need to complete the lab as well. (TLAS)

**CREATIVITY & INNOVATION (4)**

In this course, students will study the creative process in the context of a particular genre and develop their own skills of self-expression and creativity. By experimenting with different art forms, media and techniques, students will explore the myriad ways in which creative endeavors enhance the world around them. (C&I)

The following Hollins courses satisfy Core requirements. Individual course descriptions (including any prerequisites) under the appropriate discipline code.

**Inquiry & Communication (INQ)**

1. ARTH 236: Theories of Color
2. ARTH 250: Special Topic: History of the Art Market
3. BLI 220: Decision Making Strategies
4. BUS 100: Introduction to Business
5. COMM 248: Social Media and Social Activism
6. ENG 151: Close Reading, Critical Writing: Books on the Beach
7. ENG 151: Close Reading, Critical Writing: Mixtape
8. ENG 151: Close Reading, Critical Writing: The Portrait
9. ENG 151: Close Reading, Critical Writing: Conceptions of the Hero
10. GWS 150: Eureka! The Social Study of Science
11. HIST/GWS 150: Special Topic: Gender and Sexuality in the British Empire
12. HIST 117: History of American Poverty
13. HIST 150: Special Topic: Americans at Home
14. HUM 150: Quotidian French Literature, Art, Cinema
15. INTL/POLS 150: Special Topic: Mapping History
16. MUS 150: Intro to Video Game Music
17. MUS 256: Women in Western Music
18. PH 101: Intro to Public Health
19. PHIL 181: Contemporary Moral Issues
20. PHYS 141: Lasers, Nanoparticles, and Molecular Medicine
21. POLS 192: Finding Hidden Messages
22. REL 126: Introduction to Religion in a Global Context

**Quantitative Literacy (QL)**

23. MATH 100: Intro to Quantitative Reasoning
24. MATH 105: Quantitative Reasoning in Today's World
25. MATH 130: Math Modeling with Precalculus
26. MATH 140: Precalculus
27. MATH 241: Calculus I
28. STAT 140: Intro to Statistics
29. STAT 251: Statistical Methods I

**World Language (WL)**

30. FREN 101, 102: Elementary French I and II
31. FREN 110: Accelerated Elementary French
32. FREN 111, 112: Intermediate French I and II
33. FREN 203: Advanced Intensive Practices of Spoken French
34. FREN 250: Special Topic (topic varies)
35. FREN 262: Topics in French II
36. FREN 271: French and Francophone Culture and Civilization
37. GREK 101, 102: Elementary Ancient Greek I and II
38. GREK 230/330: New Testament
39. GREK 350: Special Topic: Herodotus
40. GERM 101, 102: Elementary German I and II
41. GERM 111, 112: Intermediate German I and II
42. JPN 101, 102: Elementary Japanese I and II
43. JPN 111 and 112: Intermediate Japanese I and II
44. LAT 101, 102: Elementary Latin I and II
45. LAT 111: Intermediate Latin
46. LAT 220/320: Roman Lyric Poetry
47. LAT 360: Roman Comedy
48. SPAN 101, 102: Elementary Spanish I and II
49. SPAN 111, 112: Intermediate Spanish I and II
50. SPAN 121: Accelerated Intermediate Spanish
51. SPAN 216: Hip Hop: Americas
52. SPAN 222: Hispanic Cultures: Artifacts
53. SPAN 231: Conversation and Composition: Topics
54. SPAN 232: Conversation and Composition: Readings
55. SPAN 236: Spanish Culture and Civilization
56. SPAN 243: "Nocturnidad Y Vuelo:" Survey of Modern Hispanic Literature
57. SPAN 250: Special Topic: Hispanic Media
58. SPAN 250: Special Topic: Latin American Soundscapes
59. SPAN 250: Special Topic: Latin American Art after 1968
60. SPAN 250: Special Topic: Latinx Studies
61. SPAN 250: Special Topic: Shorts and Shorts

**Storytelling, Myths, and Narratives (SMN)**

62. ARTH 263: Renaissance and Baroque Art
63. ARTH 264: Modern Art
64. CLAS 130: Literature and Art in Ancient Greece
65. CLAS 140: Narrating an Empire
66. ENG 223: Major British Writers I
67. FILM 171: Intro to Film as Art
68. FREN 350: Special Topic: The French Novella
69. FREN 350: Special Topic: Understanding the French Caribbean
70. HIST 114: Modern Europe
71. HIST 150: Special Topic: Early Modern Europe
72. HIST 246: American Cultural and Intellectual History
73. HIST 250: Special Topic: The History of Fun and Leisure in Early Modern Europe
74. PHIL 207: Philosophy of Art
75. POLS 104: Political Theory
76. SOC 350: Special Topic: Rule Breakers, Rule Makers
77. SPAN 250: Special Topic: Shorts and Shorts
78. THEA 113: Script Anatomy
79. THEA 326: Episodes in Theatre History 2

**Diversity, Justice, and Power (DJP)**

80. ARTH 250: Special Topic: Race, Space, and the Carceral State
81. ARTH/CLAS 352: Power Dynamics and Archaeology in North Africa
82. BLI 210: Conflict, Feedback, and Change
83. ENG/ES 250: Special Topic: Climate Fiction
84. ES 261/POLS 261: Political Ecology



- 85. ES/SOC 373: Environmental Justice
- 86. FREN 250: Special Topic: Social Justice and the Forgotten Francophonies
- 87. GWS 141: Introduction to Gender and Women's Studies
- 88. GWS 150: Special Topic: Intro to Disability Studies
- 89. GWS/HIST 250: Special Topic: History of Witchcraft in Europe and the Atlantic World
- 90. GWS/HIST 250: Special Topic: LGBTQ+ History
- 91. GWS/INTL 250: Gender, Love, and Class in East Asian Popular Culture
- 92. GWS/SOC 272: Reproductive Justice
- 93. GWS/INTL 350: Special Topic: Feminist Geography
- 94. HIST 111: Creating the American Nation
- 95. HIST/GWS 226: Women and Gender in Modern Europe
- 96. HIST 264: African American History to 1865
- 97. HIST 350: History of Race in the West
- 98. MUS 150: Special Topic: Taylor Swift's Musical Identity and Gender Representation
- 99. MUS 150: Special Topic: The Sound of Women's Protest
- 100. PH 250: Social Determinants of Health
- 101. PH 301: Global Health
- 102. POLS 217: Politics of the Middle East
- 103. POLS/REL 250: Special Topic: Religion and Politics
- 104. SOC 110: Introduction to Sociology: Perspectives and Methods
- 105. THEA/GWS 206: Theatre for Social Change
- 106. THEA 263: Episodes in Theater History: Season 1

#### **Thinking Like a Scientist (TLAS)**

- 107. BIOL/ES 122: Water and Life
- 108. BIOL 142: Biology of the Horse
- 109. BIOL 150: Special Topic: The Nature of Spring
- 110. BIOL 150: Special Topic: Biology of the Horse
- 111. BIOL/ES 207 and 207L: Ecology and lab
- 112. BIOL/ES/PH 316: Wildlife Disease
- 113. PHYS 101: Introduction to Astronomy
- 114. PHYS 150: Special Topic: Physics in Human Affairs
- 115. PHYS 201: Analytical Physics
- 116. PH 201: Epidemiology
- 117. PSY 160: The Musical Brain

#### **Creativity & Innovation (C&I)**

- 118. ART 203: Introduction to Film Photography
- 119. ART 230: Painting
- 120. ENG 141: Fundamentals of Writing Poetry and Fiction
- 121. FILM 280: Film Production
- 122. FILM 281: Video Production
- 123. FILM 282: Art of Sound Design
- 124. MUS 150: Pop Music Analysis and Composition
- 125. THEA 151: Stagecrafts
- 126. THEA 161: Introduction to Acting Dynamics
- 127. THEA 235: Costume Construction
- 128. THEA 242: Theatrical Design
- 129. THEA 256 Props Crafting
- 130. THEA 364: Playwriting Fundamentals

# Dance

**MAJORS, MINOR**

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

**VISITING ASSISTANT PROFESSOR:** Penelope Freeh (assistant director, M.F.A. program)

**VISITING GUEST PROFESSOR:** Brynne Billingsley (Fall 2024)

Each year the dance program at Hollins hires numerous guest artists to be in residence during the year, assisting in teaching dance courses. 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 Masimer, 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 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

- Two dance history courses from
  - DANC 237: Dance History I (4)
  - DANC 239: Dance History II (4)
  - DANC 241: Dance History, Theory, and (Con)temporary Culture (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

- Two dance history courses from
  - DANC 237: Dance History I (4)
  - DANC 239: Dance History II (4)
  - DANC 241: Dance History, Theory, and (Con)temporary Culture (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:**

- Hollins Dance Department B.A./B.F.A. Summer Study & Internship Program (8, 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**

The Musical Theatre Performance certificate is being phased out in 2023-24 to give us the opportunity to redesign this program. Currently declared students will be supported to the completion of this program, but we will not be accepting any new declarations for this certificate.

**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)****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 and described as MUS 165 and THEA 165. Open to first-year students. Not offered in 2024-25.

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

Also listed and described as ART/FILM/MUS/THEA 175. No prerequisite. Not offered in 2024-25. (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 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 2024-25. (*f, w, x, r*, AES, DIV)

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

Intensive study of new dance/performance works and choreographers/directors who articulate and embody the 20<sup>th</sup>-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. Open to first-year students. No prerequisite. Offered Term 1 in rotation with DANC 237: Dance History I and DANC 239: Dance History II.

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

Also listed and described as ART/FILM/MUS/THEA 276. Offered Term 2.

**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)****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 2024-25. (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 2024-25.

**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 the opportunity to conceive and direct advanced independent choreographic or performance research projects. Students will expand their understanding and knowledge of choreographic composition and 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)**

**Department**

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. During terms of enrollment in DANC 470, students must be enrolled in a movement studio practice course: DANC 225 (4 credits) or DANC 325 (4 credits). Offered Term 1.

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

**Department**

This seminar, continuing processes from DANC 470, works to support and mentor the student through a capstone thesis project. 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. During terms of enrollment in DANC 470, students must be enrolled in a movement studio practice course: DANC 225 (4 credits) or DANC 325 (4 credits). Offered Term 2.

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

**Department**

Seminar as above. During terms of enrollment in DANC 470, students must be enrolled in a movement studio practice course: DANC 225 (4 credits) or DANC 325 (4 credits). Requires year-long project by invitation of the faculty.

# Economics

**MAJOR, MINORS**

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

**VISITING ASSISTANT PROFESSOR:** Felicitas Adu-Acheampong

**ADJUNCT LECTURERS:** Jennifer Armentrout, Roman Bohdan, Brian Roberts, Ann Runyon, 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 provide 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 CONCENTRATION:

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) *Note: STAT 140 or STAT 251 may be substituted for ECON 211, for the 2024-2025 academic year only.*
- ECON 321: Macroeconomic Theory and Policy (4)
- ECON 386: Managerial Economics (4)
- ECON 480: Senior Seminar (4)
- Four additional ECON electives (16)

### APPLIED ECONOMICS CONCENTRATION:

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) *Note: STAT 140 or STAT 251 may be substituted for ECON 211, for the 2024-2025 academic year only.*
- 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)
  - ECON 265: International Trade and 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 and Finance (4)
- ECON 312: Economics of Development and Globalization **or** ECON 321: Macroeconomic Theory and Policy (4)

**COURSES IN ECONOMICS:****ECON 157: PRINCIPLES OF MICROECONOMICS (4)****Hernandez**

Microeconomics centers on alternative ways in which individual consumers and firms address scarce resources. The course also examines how prices of goods and resources are determined under different market structures and the impact that alternative market structures bear on the welfare opportunities confronting society. This course introduces students to the logic behind standard microeconomic models and helps students develop a critical assessment of these models' premises and basic conclusions. Finally, the course explores the premises and logic behind comparative advantage international trade. Open to first-year students. No prerequisite. Offered both terms. (o, GLO, MOD)

**ECON 158: PRINCIPLES OF MACROECONOMICS (4)****Adu-Acheampong**

This course covers the basic principles of macroeconomics and their applications. Among the topics covered are national income, unemployment, inflation, the workings and effectiveness of fiscal and monetary policy, and international economics. Open to first-year students. No prerequisite. Offered both terms. (MOD)

**ECON 211: RESEARCH METHODS IN ECONOMICS (4)****Hernandez**

An overview of the elementary statistical methodology used in economic analysis. It covers descriptive statistics and introduces probability and probability distributions, sampling theory, hypotheses testing, correlation, and regression analysis. The focus will be on applying statistical methods to economic research. Note: STAT 140 or STAT 251 may be substituted for ECON 211 for the 2024-2025 academic year only. Open to first-year students. Prerequisite: ECON 157 or ECON 158. Not offered in 2024-25. (o, r, MOD)

**ECON 230: ECONOMICS AND THE ENVIRONMENT (4)****Adu-Acheampong**

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 and described as ES 230. Open to first-year students. Prerequisite: ECON 157. Offered Term 2. (o, r, GLO, MOD)

**ECON 254: THE ECONOMICS OF HEALTH CARE (4)****Adu-Acheampong**

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. Offered Term 1. (r, Q, MOD)

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

This course addresses modern international economic relations by paying special attention to the origins of economics through contemporary economic discourses. Students will be introduced to the history of economic thought as they survey classical political economy through the legacy of Karl Marx on the instability of capitalism. Students will examine the nature of private and common goods and the idyllic, yet problematic notion of how the pursuit of self-interest may be guided objectively towards satisfactory social outcomes. Also listed and described as INTL 259. Prerequisites: *q* and ECON 157 or ECON 158. Offered Term 1. (*o, r, Q, GLO, MOD*)

**ECON 261: PUBLIC FINANCE (4)****Department**

An examination of the government's role in the economy and how public policies (taxation, expenditures, and transfer programs) affect the allocation of resources, relative prices, and welfare. Social Security, unemployment insurance, food stamps, medical care finance, tax reform, and intergovernmental relations are among the covered topics. Open to first-year students. Prerequisites: *q* and ECON 157. Not offered in 2024-25. (*r, Q, MOD*)

**ECON 265: INTERNATIONAL TRADE AND FINANCE (4)****Adu-Acheampong**

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. Also listed and described as BUS 265. Prerequisite: ECON 157. Offered Term 2. (*o, r, GLO, MOD*)

**ECON 272: MONEY, CREDIT, AND BANKING (4)****Adu-Acheampong**

An investigation of U.S. financial markets and the factors that determine credit conditions. The conduct of the Federal Reserve in implementing various monetary policies and the effect of those policies on the U.S. economy will be assessed. Prerequisites: *q* and ECON 158. Not offered in 2024-25. (*r, Q*)

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

Independent study below the advanced level that may count toward the economics major or minor only if the student receives approval, prior to registering the course, from the course instructor and the department chair. The course instructor must be a full-time faculty member of the department. Offered any term.

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

Development economics is concerned with increasing the material prosperity of middle- and low-income countries and of expanding the capabilities of people in the global South. Globalization is a multidimensional process characterized by the rise of information technologies that have made possible the emergence of social relations that transcend national boundaries and are increasingly independent of geographical distance. This course will explore the ways in which globalization has affected economic and political conceptions of development. Prerequisites: BUS/ECON 266 and ECON/INTL 259. Offered Term 2. (*o, GLO, MOD*)

**ECON 321: MACROECONOMIC THEORY AND POLICY (4)****Adu-Acheampong**

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 2024-25. (*Q*)

**ECON 353: DECISION MAKING AND HUMAN RESOURCE DEVELOPMENT (4)****Department**

This course is divided into three sections: decision-making, human resource development, and organizational development. Topics covered under decision making include labor's role in market-related decisions. Human resource development focuses on human capital in economic development. Organizational development covers elements of organizational changes and the role of change agents. Also listed and described as BUS 353. Prerequisite: BUS 100 and ECON 157. Not offered in 2024-25.

**ECON 386: MANAGERIAL ECONOMICS (4)****Adu-Acheampong**

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 game theory. This course also examines the major limitations and criticisms behind the theory of rational choice. Prerequisite: ECON 157. Offered Term 1. (o, MOD)

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

**Department**

An advanced level independent study that may count toward the economics major or minor only if the student receives approval, prior to registering for the course, from the course instructor and the department chair. The course instructor must be a full-time faculty member of the department. Offered any term.

**ECON 399: INTERNSHIP (2 or 4)**

**Hernandez**

Does not count toward the economics major or minor and is graded on a pass/fail basis only. Application must be made with course instructor prior to registration. The department must certify that the internship is economics related. The course instructor, who serves as the faculty sponsor for the internship, must be a full-time faculty member of the department. The course instructor will also specify the academic component to the internship. May be proposed in any term.

**ECON 480: SENIOR SEMINAR (4)**

**Hernandez**

This capstone seminar deals with inquiry processes and application of research methods in economics. Students will develop an individual research project that underscores appropriate theories and empirical research methods in examining a chosen economic problem. Limited to senior economics majors. The course instructor, who serves as the first reader, must be a full-time faculty member of the department. Prerequisites: senior standing and course instructor permission. Offered Term 1.

**ECON 490: SENIOR HONORS SEMINAR (4, 4)**

**Department**

Students who have completed and earned an appropriate grade in ECON 480 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 the requirements for ECON 480 Senior Seminar in Economics. The course instructor, who serves as the first reader, must be a full-time faculty member of the department. Prerequisites: ECON 480 and department permission.

# Education

## MAJOR, MINOR, TEACHER LICENSURE

**ASSOCIATE PROFESSORS:** Anna Baynum (chair), Rebecca Cox

**ASSISTANT PROFESSOR:** Teri Wagner

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

The education program prepares competent, caring, and qualified teachers able to meet the educational needs of diverse populations in today's schools. Through a wide range of academic work in the liberal arts as well as authentic field experiences, students develop a strong background in both content knowledge and pedagogy. They become informed decision-makers, constructivist educators, reflective practitioners, and life-long learners fully prepared to thrive in the ever-changing educational landscape. The Hollins University Education Program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

### TEACHER LICENSURE ENDORSEMENT AREAS:

#### **Elementary Education** (Pre-Kindergarten – 6th grade)

Major in Elementary Education

#### **Secondary Education** (6th – 12th grade)

Minor in Secondary Education

and

Major in what you want to teach:

- English
- History and Social Sciences
- Mathematics
- Science (Biology, Chemistry, or Physics)

#### **Specialty Licensure Areas** (Pre-Kindergarten – 12th grade)

Minor in Secondary Education

and

Major in what you want to teach:

- Foreign Language (French, Spanish, or Latin)
- Visual Arts

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

21 courses plus Student Teaching (100 credits)

#### **PROFESSIONAL STUDIES REQUIREMENTS:** (52 credits)

EDUC 141: Schooling in American Society (4)

EDUC 260: Teaching Science (4)

EDUC 307: Psychology Applied to Teaching & Learning (4)

EDUC 343: Classroom Management (4)

EDUC 348: Classroom Technology Integration (4)

EDUC 370: Teaching Social Sciences (4)

EDUC 377: Language Acquisition I (4)

EDUC 378: Language Acquisition II (4)

MATH 397: Teaching Math (4)

EDUC 399: Internship in Education (4)

EDUC 470: Student Teaching (12)

#### **ELEMENTARY EDUCATION LICENSURE REQUIREMENTS:** (48 credits)

ART 340: Teaching Art (4)

BIO 207 + Lab: Ecology (6)

CHEM 101 + Lab: General Chemistry (6)

ECON 157 or 158: Principles of Economics (4)

ENG 151: Close Reading/Critical Writing (4)

ES 105: Intro to Earth Science (4)

HIST 111: Creating the American Nation (4)

HIST 112: Rise of Modern America (4)

INTL 210: World Geography (4)  
 MATH XXX: An additional math or statistics course (4)  
 and  
 One of the following:  
 MATH 130: Mathematical Modeling (4)  
 MATH 140: Precalculus (4)

**REQUIREMENTS FOR A MINOR IN SECONDARY EDUCATION:**

8 courses plus Student Teaching (44 credits).

**PROFESSIONAL STUDIES REQUIREMENTS:**

EDUC 141: Schooling in American Society (4)  
 EDUC 307: Psychology Applied to Teaching and Learning (4)  
 EDUC 343: Classroom Management (4)  
 EDUC 348: Classroom Technology Integration (4)  
 EDUC 372: Secondary Curriculum and Instruction (4)  
 EDUC 380: Reading in the Content Area (4)  
 EDUC 399: Internship in Education (4)  
 EDUC 472 or 473: Student Teaching (12)  
 Additional methods course, specific to endorsement area (4)  
 ART 340: Teaching Art K-12  
 EDUC 260: Teaching Science  
 EDUC 306: Methods for Teaching Secondary School Writing  
 EDUC 370: Teaching Social Sciences  
 LANG 388: Teaching Foreign Language  
 MATH 397: Teaching Math

**COURSES IN EDUCATION:**

**EDUC 141: SCHOOLING IN AMERICAN SOCIETY (4)**

**Baynum, Cox**

Students will explore how specific social and political forces within American society have had and continue to have an impact on education. Students will investigate how schools reflect and affect the society they serve. The readings, writing assignments, and class discussions will draw from the disciplines of history, political science, economics, philosophy, and sociology. Prerequisite or co-requisite to all other education courses required for teacher licensure, including internships. Students not seeking licensure must have approval of the education department before registering for the course. Open to first-year students. Offered both terms.

**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.

**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. Offered Term 1.

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

**Department**

This course is designed to help students develop an understanding of the physical, social, emotional, and intellectual development of school-aged learners; to gain insight into ways family disruption, abuse, and social, ethnic, physical, mental, and other differences affect learning; to explore culturally and linguistically sustainable pedagogy through the

study of diversity, equity, and inclusion; and to apply basic principles of learning and motivation to lesson planning. Exploration of individual differences – such as economic, social, racial, gender, cultural, ethnic, religious, physical, and mental – will be incorporated, including topics contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, attention deficit disorders, substance abuse, child abuse, and family disruptions. Current research efforts and developing theories that concentrate on teaching and learning processes applicable for diverse student populations will be explored. Not offered in 2024-25.

**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. Lab fee required. Offered Term 2.

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

This course explores actionable methods required to lead a classroom of meaningful and engaged learning. In addition to putting systems in place to reach desired objectives regarding time, materials, and physical space management, this course expands teacher candidates' understanding of how equity and inclusion are related to the content, process, and context of pedagogical practices. Offered Term 2.

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

This course focuses on preparing teachers to effectively integrate technology into curricula and instruction and to 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 if admitted to the teacher education program. Offered Term 2.

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

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. Offered Term 1.

**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. Not offered in 2024-25.

**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. Not offered in 2024-25.

**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. Not offered in 2024-25.

**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 (4)**

**Baynum**

An internship in education is for the purpose of acquainting the prospective teacher with classroom life and is required prior to student teaching. The student intern will work as a teacher's instructional assistant each day of the short term. The internship is designed to provide practical experience in a school setting and the opportunity for education department faculty to determine student suitability for student teaching. A minimum of 125 clock hours are required in addition to weekly 90-minute seminars. Offered Short Term.

**EDUC 470/472/473 STUDENT TEACHING (12)**

**Baynum**

During this capstone experience, Hollins education program students are paired with an experienced, local K-12 teacher in their licensure area. Students are assigned to a classroom for the entire semester, five days a week, and are expected to dedicate a minimum of 35 hours per week in their designated classroom/school. Students must also spend time planning lessons and grading student work outside of the classroom. Additionally, a weekly after-school seminar is included that will address classroom management, diverse student populations, teacher expectations, current trends and legal issues in education, and other topics of interest. A minimum of 375 clock hours are required in addition to weekly 90-minute seminars. Offered both terms.

# English & Creative Writing

**MAJORS, MINORS**
**PROFESSORS:** T.J. Anderson, Pauline Kaldas, Marilyn Moriarty, Julie Pfeiffer

**ASSOCIATE PROFESSORS:** Michelle De Groot (chair, English & Creative Writing), Thorpe Moeckel (director, Jackson Center for Creative Writing), Jessie van Eerden

**ASSISTANT PROFESSORS:** Matthew K. Burnside, Joe Milan, Meighan Sharp, Zeus Sumra, Patricia Sunia

**DISTINGUISHED PROFESSOR:** Catherine Guild

**VISITING ASSISTANT PROFESSOR:** Joe Larios

**LOUIS D. RUBIN WRITER-IN-RESIDENCE:** Jacinda Townsend (part time, Spring Term)

**TEACHING FELLOWS:** Elijah Brooks, Katherine Humphreys, Rifke Vatsaas, Emily Withenbury

The Department of English & Creative Writing provides majors and other interested students an opportunity to enhance their powers of expression through the close reading of texts, the free exchange of ideas in a supportive and demanding environment, and the production of original works of poetry, prose, and literary analysis.

Students will be challenged to improve their control of the English language and will be prepared for graduate study in literature, creative writing, and related fields, or for entering a career in which their communication skills will be prized. The department fosters an imaginative perception of experience, which can enhance the pleasure, value, and understanding that students find in literature and in living.

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

Hollins offers a one-semester intensive program in creative writing and modern literature every spring for undergraduate students from other institutions.

Admission to the program is competitive and requires submission of a manuscript (10 to 30 pages of poetry, fiction, or both); two letters of recommendation, preferably including one from an instructor familiar with the student's writing; and a transcript.

Visiting student writers take a full semester of course work (four 4-credit courses), including writing workshops, creative writing electives, and intermediate or advanced courses related to individual interests, at least one of which should be in 20th- and 21st-century literature. Visiting student writers pay tuition directly to Hollins, except for students from schools in the Seven College Exchange Program. Any financial aid must be provided by the home institution or from other outside sources. For further information, contact the Jackson Center for Creative Writing at Hollins.

See "Memo to Majors" for more information about courses that fulfill each requirement.

### REQUIREMENTS FOR A MAJOR IN ENGLISH & CREATIVE WRITING:

9 courses (36 credits)

- One 100-level literature seminar (ENG 141 and 142 do not fulfill this requirement)
- One creative writing course from among 141, 142, 210, or 375, and other courses by permission
- One 200-level methods course (designated "M" in the catalog)
- One course in "Historically Underrepresented Voices"
- One 300-level literature course before 1700
- One 300-level literature course, 1700-1950
- Three elective courses (12 credits); two must be at the 300 or 400 level

### REQUIREMENTS FOR A MAJOR IN ENGLISH & CREATIVE WRITING WITH A CONCENTRATION:

11-12 courses (44 credits)

- One 100-level literature seminar (ENG 141 and 142 do not fulfill this requirement)
- One creative writing course from among 141, 142, 210, or 375, and other courses by permission
- One 200-level methods course (designated "M" in the catalog)
- One 200- or 300-level course in "Historically Underrepresented Voices"
- One 300-level literature course before 1700
- One 300-level literature course, 1700-1950
- Five or Six Courses (20 credits), focused into a self-designed concentration; at least two must be at the 300- or 400- level. 100-level courses, except for ENG 142, cannot count toward a concentration

### REQUIREMENTS FOR A MINOR IN ENGLISH:

5 courses (20 credits)

- Two 200-level literature courses

- Two 300-level literature courses
- One additional literature course at any level

**REQUIREMENTS FOR A MINOR IN CREATIVE WRITING:**

20 credits

- ENG 141: Fundamentals of Writing Poetry and Fiction
- 16 additional credits from among:
  - 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: Special Topics courses (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 Department of English & Creative Writing has established the following prerequisites for upper-level courses:

- Creative writing courses: The prerequisite for ENG 207 and ENG 208: Advanced Creative Writing is ENG 142: Intermediate 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 literature courses other than creative writing: The prerequisite is at least one semester of college work, including an INQ 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 who receive a 4 or 5 on the AP English Literature Exam or a 5, 6, or 7 on the IB English Literature Exam can request that their test score replace the 100-level literature requirement for the English and Creative Writing major.
- 300-level literature 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 must consult with the instructor before registration.
- Advanced courses may have individual prerequisites as noted with their descriptions.

**COURSES IN ENGLISH & CREATIVE WRITING:****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, Maggie Nelson, Hélène Cixous, Louise Erdrich, Julia Kristeva, Toni Morrison, Adrienne Rich, and Jazmina Barrera. Also listed and described as GWS 117. No prerequisite. Offered Term 1. (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 2024-25. (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 2024-25. (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 2024-25. (f, w, x, AES)

**ENG 141: FUNDAMENTALS OF WRITING POETRY AND FICTION (4)****Brooks, Humphreys, Vatsaa  
Withenbury**

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, C&I)

**ENG 142: INTERMEDIATE CREATIVE WRITING (4)****Sharp, Sumra, van Eerden**

The writing of poetry, nonfiction, and fiction; intermediate level. Includes discussion of student work and work by classic and contemporary writers. Frequent conferences with the instructor. Prerequisite: ENG 141. Offered both terms. (f, w, CRE)

**ENG 150: SPECIAL TOPICS: FACING THE VOID: EXISTENTIALIST LITERATURE (4)****Larios**

This course provides an introduction to the 20th century philosophical movement of existentialism and its relationship to literature. Through reading a selection of short philosophical texts, short stories, and novels we will explore key themes such as death, absurdity, faith, freedom, and responsibility. Also listed and described as PHIL 150. Offered Term 1.

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

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. This course meets the 100-level literature course requirement for potential majors, but all are welcome. No prerequisite. (f, w, x, AES, INQ)

**Conceptions of the Hero****Milan**

This course explores texts from antiquity to the present that view society's "conceptions of the hero." This class will define our culture's interpretation of the hero and the famous "hero's journey." Diving into texts from antiquity whose traditions we inherit and comparing them with the heroes of contemporary texts from the U.S. and abroad. Offered Term 2.

**Mixtape****Sharp**

In this course, we'll use literary studies as a portal to explore artistic intersections, the surprising and creative ways that various genres (poetry, fiction, nonfiction, music, and visual art) may combine to create something new. We'll be open to exploring collaborations (our own and those of the texts we study), and we'll think and write about the ways hybrid/composite/collaborative forms may open art to a larger and more diverse community. Offered Term 2.

**From *Walden* to Wildfires: Introduction to Environmental Literature****Larios**

This course provides a broad overview of environmental literature from the 19th century to the present through looking at a variety of works of fiction and non-fiction including essays, memoirs, poetry, and novels to try to answer the question: what makes a piece of writing environmental? Beginning with the intellectual movement of Transcendentalism, we go on to consider different forms of environmental literature including nature writing, activist texts, and climate fiction as these address topics ranging from conservation to pollution to climate change. Also listed and described as ES 150. Offered Term 2.

**Books on the Beach: Tourism in Literature and Film****Sumra**

Tourism can radically transform a place, both its physical landscape and the culture of the people. Often, these changes lead to negative consequences for locals and natives. However, to have a more nuanced and richer understanding of tourism, we can look to TV shows, such as the HBO series *The White Lotus*, and works of literature, such as Jamaica Kincaid's *A Small Place*. In this class, we will think through how these and many other works present us with multiple narratives of this growing industry. Using close reading, lively discussions, presentations, and short papers, we will try to understand what it means to be a tourist; how places exist in the



imagination of foreigners as opposed to the lived experiences of locals or natives; and how these works bear witness to peoples and places, especially those marked by great periods of history. Offered Term 2.

**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 could include *Jane Eyre*, *Anne of Green Gables*, *The Little Prince*, *My Name is Asher Lev* and *Annie John*. Assignments include weekly papers and oral presentations. No prerequisite. Not offered in 2024-25. (f, w, x, AES, MOD)

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

**De Groot**

Close examination of the phenomenon of fantastical cities in western literature, starting in Atlantis and ending in contemporary sci-fi. "Unreal" cities are battlegrounds for very real questions about community, justice, and the soul. Close reading and writing intensive. Texts start with Plato and the Bible and include medieval poetry, *The Emerald City of Oz*, the comic *Astro City*, and Italo Calvino. No prerequisite. Students who have taken ENG 197F: Imagined Cities may not enroll. Not offered in 2024-25. (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 outpouring of creative work that articulated a new vision for the 20th century. It brought together the voices of writers like Langston Hughes, Jean Toomer, and Zora Neale Hurston, along with painters like Aaron Douglass, sculptors like Sargent Johnson, and musicians like Duke Ellington and Louis Armstrong. The primary goal of this course is to introduce students to various rhetorical and stylistic methods that these writers and artists used to examine issues of nationalism, gender, racism, and economic disparity. Open to first-year students. No prerequisite. Not offered in 2024-25. (f, w, x, AES, DIV)

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

**Department**

Science fiction is a fun genre, but underlying the fantasy is unease about our own world and anxiety about what is to come. 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. Not offered in 2024-25. (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 and described as GWS 174. No prerequisite. Not offered in 2024-25. (f, w, x, AES, GLO)

**ENG 205: HISTORY OF THE ENGLISH LANGUAGE (4)**

**De Groot**

Derek Walcott wrote: "The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself." This survey course tracks English's growth from a localized Germanic dialect to a global literary language. We will look at the mechanics of grammar, as well as historical themes, including linguistic change, the question of standardization, and the value of dialect and slang. Prerequisite: one semester of college work or permission. Not offered in 2024-25.

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

A seminar in creative writing. May be repeated for credit. Prerequisite: ENG 142. Offered both terms. (w, CRE- 4 credits required for CRE)

**Cosmic Horror: Beyond Lovecraft**

**Burnside**

What remains unknown, unknowable, incomprehensible? These queries form the atmospheric impetus of cosmic horror. Given Lovecraft's problematic legacy, we'll be centering writers who have given voice to those voices marginalized by Lovecraft himself, including counter-responses such as Afrofuturism, Cosmic Beauty, and The Sublime. Offered Term 1.

**Fiction Toolkit**

**Harlan**

With a strong emphasis on lecture, outside reading and multiple rounds of workshopping, this course offers a deep dive into the fundamentals of fiction writing. Examining both overarching concerns (such as novel structure and

character development) and sentence-level concerns (rhythm and syntax, etc.), this course would be ideal for aspiring novelists currently working in either short- or long-form fiction. Offered Term 1.

**Notebooking: The Cultivation of Creativity**

**Harlan**

Notebooking, the daily contribution to an integrated writing journal, constitutes the heart of this course. While incorporating workshoping, outside reading, and the honing of critical skills, the emphasis of this course is upon productivity. Daily writing and significant page counts are required. A high degree of self-direction is necessary. Offered Term 2.

**The Art of Imitation: Pastiche, Parody, and Homage**

**Sumra**

What does it mean for writing to be original? We will explore works of both poetry and prose to see how writers have been influenced, and how they infuse with the styles and rhythms of other writers. Rather than reading works merely for inspiration, this course aims to challenge how we read as writers. Offered Term 2.

**Calling All Poets**

**Sharp**

Experienced poet? Fiction writer with the heart of a poet? Just dabbling? In this workshop-based course, we will meet you where you are! Come prepared to explore diverse poetic forms, experiment with language, read widely, write frequently, and contribute to a constructive workshop environment. Offered Term 2.

**ENG 210: CREATIVE NONFICTION (4)**

**Kaldas**

This creative writing 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 2. (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 and described as GWS 211. Prerequisite: one semester of college work or permission. Not offered in 2024-25. (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. Not offered in 2024-25. (AES, PRE)

**ENG 220: EARLY AFRICAN-AMERICAN LIT: 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 2024-25. (w, x, AES, DIV)

**ENG 221: AFRICAN-AMERICAN LITERATURE (4)**

**Anderson**

This survey course will focus on African-American literature from the 1920s to the present. Topics include the Harlem Renaissance, the Black Arts Movement, and black women writers. We will examine the various ways the black experience has been depicted in poetry, fiction, and drama, as we discuss issues of aesthetics, community, and gender. Prerequisite: one semester of college work or permission. Offered Term 2. (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, SMN)

**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 2024-25. (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 2024-25.

**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. Not offered in 2024-25. (AES, PRE)

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

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. This course fulfills the methods requirement for the major in English and Creative Writing. Prerequisite: one semester of college work or permission. Offered Term 2. (w, x, AES)

**ENG 250: SPECIAL TOPICS: EMPOWERED: SCI-FI FICTION WRITTEN BY LATINX/LATINE WOMEN (4)****Diaz**

Also listed and described as SPAN 250. Offered Term 1. (AES, DIV)

**ENG 250: SPECIAL TOPICS: RISING TIDES, RISING TALES: CLIMATE FICTION (4)****Larios**

In this course, we look at a selection of novels from the growing genre of climate fiction to see how authors are using fiction to imagine futures, motivate political change, or deal with ecological grief, with a focus on the question of how fiction helps us to deal with crisis. Also listed and described as ES 250. Offered Term 1. (DJP)

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

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. We will read these works as individual texts and through the lens of queer theory by critics including Jack Halberstam, Eve Sedgwick, Judith Butler, Gayle Salomon, and José Esteban Muñoz. Also listed and described as GWS 250. Prerequisite: one semester of college work or permission. Offered Term 2. (AES, DIV)

**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. Prerequisite: sophomore standing or permission. Offered Term 2.

**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. Not offered in 2024-25.

**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. This course fulfills the methods requirement for the major in English and Creative Writing. Offered Term 1. (AES)

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

Questions of identity have long 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. This course fulfills the methods requirement for the major in English and Creative Writing. Offered Term 2.

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

The development of prose and poetry in the U.S. from the Civil War to the present, including the schools of regionalism, realism, and naturalism in fiction, the emerging African-American literary tradition, and the growing multicultural nature of U.S. literature in the 20th century, along with the development of Modernism and post-Modernism. Prerequisite: one semester of college work or permission. Not offered in 2024-25. (o, AES, MOD)

**ENG 284: THE BEAT GENERATION (4)****Anderson**

This course explores the creative work of a unique and racially diverse group of artists and musicians who gathered primarily around the cosmopolitan cities of New York and San Francisco during the 1950s and 1960s. This group of Bohemian intellectuals revolutionized art and introduced a new way of seeing America. The course focuses on the origins of the "Beat Movement" by examining the work of Bob Kaufman, Jack Kerouac, Allen Ginsberg, Diane DiPrima, William Burroughs, Amiri Baraka (LeRoi Jones), and several others. Prerequisite: one semester of college work or permission. Not offered in 2024-25. (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**

Where does creativity come from? Does a work of art mirror the world or mirror the artist? What does "representation" actually mean? How does language create meaning? These topics are treated in this historic and analytic introduction to literary theory as we move from classical to postmodern thinkers. Also listed and described as PHIL 303. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (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 2024-25. (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 ourselves/identities when we imagine? Prerequisite: ENG 207 or 208. Not offered in 2024-25. (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 and described as PHIL 307. Not offered in 2024-25.

**ENG 308: READING AND WRITING MEMOIR (4)****Kaldas**

This course will give students the opportunity to tell their own stories by working on a longer creative nonfiction project, which may be composed of a single work or shorter interrelated pieces. The process of writing will be enhanced by our reading and analyzing longer memoirs with special attention to structure, development, and voice. Class time will be divided between discussion of literary works and student writing. Prerequisite: ENG 210 or permission. Not offered in 2024-25. (AES, CRE)

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

Close examination of Chaucer's 14th-century story collection, *The Canterbury Tales*. Themes include ideas of character and community; gender; genre; religion and secularity. We will read the poem in Chaucer's own dialect, but

no prior knowledge of the Middle Ages or Middle English is expected. This course fulfils the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing or permission. Offered Term 2. (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 2024-25. (AES, PRE)

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

This course examines the creation of political, textual, and rhetorical authority in (primarily) English works of prose, drama, and poetry. After examining the way that the earth was conceived in classical and new world writings, we consider the role of politics and princes, reading Machiavelli's *The Prince* for its advice as well as its rhetorical construction, and put it up against Webster's *The Duchess of Malfi*. Lovers, like political subjects, are often supplicants, so we read the poetry of the period, focusing on the sonnet tradition and the use of the blazon. Prerequisite: junior standing or permission. Not offered in 2024-25. (AES, MOD)

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

A study of the complete works of Jane Austen, including her unfinished and juvenile works as well as her published novels. Our analysis will be enriched by appeals to the historical context of the "long 18th century" as well as readings in the extensive critical commentary on Austen's work. This course fulfils the seminar requirement for the major in English and Creative Writing. Prerequisite: junior standing or permission. Not offered in 2024-25. (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. Not offered in 2024-25. (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 2024-25. (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. This course fulfils the seminar requirement for the major in English and Creative Writing. Prerequisite: junior standing or permission. Not offered in 2024-25. (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.

This course fulfills the methods requirement for the major in English and Creative Writing. Prerequisite: junior standing or permission. Offered Term 2. (AES, DIV)

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

Also listed and described as FILM 321. Offered Term 1. (w, CRE)

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

Also listed and described as FILM 322. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Offered Term 2. (CRE)

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

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 and described as FILM 323. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Not offered in 2024-25.

**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 2024-25. (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 2024-25.

**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 and described as GWS 328. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing; English majors must have completed at least one 100-level or 200-level literature course in English. Not offered in 2024-25. (w, x, AES)

**ENG 329: REIMAGINING THE MIDDLE AGES (4)****De Groot**

Why won't we let the Middle Ages die? To understand modernity's fraught relationship to an imagined medieval past, we will examine medieval texts alongside works from modern and contemporary writers. Possible pairings include Dante-Walcott, Malory-Twain, Arthuriana-T.S. Eliot, historical chronicles-Shakespeare. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing or permission. Offered Term 2.

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

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. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing or permission. Offered Term 1. (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 2024-25.

**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 2024-25. (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 and described as REL 335. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: junior standing or permission. Offered Term 2. (w, x, o)

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

An in-depth study of the poetry of the 17th century with a special focus on the metaphysical poets, including Donne, Herbert, Vaughan, and Marvel, and the cavalier poets, including Jonson, Herrick, and Lovelace. Prerequisite: sophomore standing or permission. Not offered in 2024-25.

**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. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing or permission. Not offered in 2024-25.

**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 multicultural children's literature and American girls' fiction. Some of the best loved novels of American literature are "girls' books"—texts that focus on female heroines and that are typically marketed to girls. We will begin with quest narratives from the golden age of American children's literature, look at mid-century heroines who appear to challenge gendered norms, and end with a selection of contemporary books for girls. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: junior standing or permission; English majors must have completed both a 100-level and a 200-level literature course in English. Offered Term 1. (w, x, AES, MOD)

**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 and described as GWS 345. Prerequisite: junior standing or permission. Not offered in 2024-25. (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. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: junior standing or permission. Not offered in 2024-25. (AES, DIV)

**ENG 347: STUDIES IN SHORT FICTION (4)****Sumra**

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 2024-25. (w, x, AES, MOD)

**ENG 348: MADNESS IN SHAKESPEARE (4)****Moriarty**

Jealousy, hysteria, melancholy, demonic possession, and love sickness—all kinds of madness will be the object of our study in selected works of William Shakespeare. Along the way, we will be interested in the difference between madness and evil. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: junior standing or permission. Not offered in 2024-25. (AES, PRE)

**ENG 350: SPECIAL TOPIC: TALKING ANIMALS (4)****Moriarty**

The representation of animals in literature and film shows the way that humans define themselves in opposition to the animal and in terms of their relationship to nature. In fiction, nonfiction, and film, we examine the boundaries between the human and the nonhuman animal, the political and cultural implications of comparing humans to animals and animals to humans, and the way the representations of nonhuman animals have aided in the forces of colonization. Assignments will include critical and creative writing. Prerequisite: sophomore standing or permission. Offered Term 2. (AES, MOD)

**ENG 350: ROOTS AND ROUTES: NAVIGATING GLOBAL INDIGENOUS LITERATURES (4)****Larios**

This course approaches the question of what makes a literature Indigenous by looking at literature across the world from Indigenous groups with a focus on the U.S., Canada, and Australia. Dealing with the issues of identity, legacy, and how futures can be built from out of settler-colonial contexts and consider what indigeneity means. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing or permission Offered Term 2.

**ENG 351: WRITER-IN-RESIDENCE (4)**

Topic and genre vary each year in accordance with the writer-in-residence. Prerequisite: ENG 207 and junior standing or permission. Offered Term 2.

**Curatorial Considerations****Townsend**

This class will give your forays into the unusual the airtime and love they deserve, and nurture these evolutions toward the realms of absurdism, fabulism and magical realism. We will discuss the alteration of realism as a way of putting the narrative at hand to its highest use. We'll also examine music and artwork that pushes the boundaries of the "real" in terms of form. While not a 1:1 correlation in terms of the departures we make in literature, they're worth considering as interdisciplinary paradigms that push the envelope. We'll read Lesley Nneka Arima, Italo Calvino, Helen Oyeyemi and Karen Russell, among others. Prerequisite: ENG 207 and junior standing or permission. Offered Term 2.

**ENG 353: FILM AS A NARRATIVE ART I (4)****Department**

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. Also listed and described as FILM 353. Prerequisite: sophomore standing. Not offered in 2024-25.

**ENG 354: FILM AS A NARRATIVE ART II (4)****Department**

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. Also listed and described as FILM 354. Prerequisite: sophomore standing or permission of instructor. Not offered in 2024-25.

**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 2024-25.



**ENG 356: CONTEMPORARY U.S. POETRY (4)****Anderson**

Contemporary American poetry and its roots. A study of the origins and the present modes and voices of poetry in North America, with emphasis on works written since World War II. We will consider the lives of poets in our times, the issues that have mattered to them, and the ways they have found to make art from words. Prerequisite: sophomore standing or permission. Offered Term 1.

**ENG 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. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing or permission of instructor. Offered Term 2. (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 20<sup>th</sup> and 21<sup>st</sup> c. authors. Prerequisite: ENG 207 or ENG 208. Offered Term 1. (w)

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

Referred to as the cultural wing of the Black Power Movement, The Black Arts/Black Aesthetic Movement (1960s-1970s) remains one of the most innovative and controversial movements in modern and contemporary African-American literature. This cultural movement sought to integrate and infuse Pan-Africanist and radical politics as a means of challenging the "traditional" means of creative expression. As the aesthetic counterpart of the Black Power Movement, this aesthetic movement gave birth to artists' circles, writers' workshops, drama and dance groups, as well as new publishing ventures. The resultant work was both didactic and explosive and had a profound impact on college campuses and African-American communities. This course examines the work of several of the movement's principal theorists and writers: Toni Cade Bambara, Larry Neal, Sun Ra, Amiri Baraka, Sonia Sanchez, Audre Lorde, etc. This course fulfills the seminar requirement for the major in English and Creative Writing. 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. Not offered in 2024-25. (CRE, DIV)

**ENG 382: ADVANCED STUDIES IN AMERICAN LITERATURE: QUEER ECOLOGIES IN AMERICAN ENVIRONMENTAL WRITING (4)****Sunia**

Close study of various topics in American literature. Recent topics have included Gothic America: Monsters, Madness, and the Macabre; Graphic Novels; and Literature of Protest. This course engages the understanding that American discourse on nature naturalizes heteronormative national identities. Through the lenses of queer and environmental studies, we will examine how American writers from the 19th century to the present have dramatized the link between nature and sexuality through queer ecologies that challenge gender binaries and human exceptionalism. Also listed and described as GWS 382. This course fulfills the seminar requirement for the major in English and Creative Writing. Prerequisite: sophomore standing or permission of instructor. Offered Term 2. Prerequisite: (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 2024-25.

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

Independent study at advanced level. Application for independent study must be made a term prior to registration. Approval of faculty advisor and department chair is required. Prerequisite: sophomore standing or permission. Offered any term.

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

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

**ENG 407, 408: ADVANCED CREATIVE WRITING (SENIOR OPTION) (4)****Milan, Sharp, Sumra**

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

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

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 and Creative Writing majors with permission of instructor. Offered Term 1.

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

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. Not offered in 2024-25.

**ENG 485: ADVANCED STUDIES IN THE NOVEL (4)****Guild**

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. Not offered in 2024-25.

**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. Offered Term 2.

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

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. Includes focused study of several contemporary masters of the form. Open to creative writing M.F.A. students, and to senior English and creative writing majors with permission of instructor. Offered Term 1.

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

A year-long (Fall, Short, and Spring Terms) study culminating in a substantial critical or creative manuscript. Prerequisite: senior standing and invitation from the department based on the student's previous academic work. Application must be made with faculty prior to registration.

# Environmental Studies

## Environmental Science

**MAJORS, MINOR****PROFESSORS:** Renee Godard (biology, director), Morgan Wilson (biology)**ASSOCIATE PROFESSORS:** Pablo Hernandez (economics), Elizabeth Gleim (biology)**ASSISTANT PROFESSORS:** Mary Jane Carmichael (biology), Joe Larios (English, visiting) Kaila Thorn (environmental studies)**LECTURER:** Suzanne Allison (biology)**AFFILIATED FACULTY:** Ashleigh Breske (international studies), Bonnie Bowers (psychology), LeeRay Costa (gender and women's studies), Genevieve Hendricks (art history), Abubakar Jalloh (public health), Jaeyeon Lee (international studies), Charles Lowney (philosophy), Edward A. Lynch (political science), Thorpe Moeckel (creative writing), Christina Salowey (classical studies), Darla Schumm (religious studies)

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 (2)

**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 373: Environmental Justice (4); ES 391: Research/Service in Environmental Science (4) OR 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); HIST 329: Slavery: A Global History (4); INTL 303: Geopolitics (4); PH 101: Introduction to Public Health (4); PH 201: Epidemiology (4); PH 260: Public Health and Social Justice (4); PH 301: Global Health (4); POLS 226: International Law (4); POLS 363: Constitutional Law (4); REL 218: Buddhist Traditions (4); SOC 234: Social Problems (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 the Tropical Ecology or Wilderness & Wildlife Short Term trips, the 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 (2)

**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 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); (3 of the courses from the various SFS semester abroad programs can typically be applied to this requirement).

**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 the Tropical Ecology or Wilderness & Wildlife Short Term trips, the School for Field Studies abroad program, ES 391: Research/Service in Environmental Studies/Science, 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)****Thorn**

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 concept of the Anthropocene. Open to first-year students. No prerequisite. Offered Term 1. (SCI)

**ES 122: 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. We will also study the history and methods of water usage and treatment, the impacts of human activity on the availability of safe drinking water, and the ongoing and impending global effects of climate change. Students will gain hands-on experience in techniques used to assess water quality and biodiversity of freshwater streams and visit regional water treatment facilities. Not intended for students majoring in biology or environmental sciences. Open to first-year students. Also listed and described as BIOL 122. No prerequisite. Offered Term 1. (SCI, TLAS)

**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 an instructor. Also listed and described as BIOL 133. Open to first-year students with permission. Not offered in 2024-25.

**ES 150: SPECIAL TOPIC: THE NATURE OF SPRING (4)****Godard**

Spring in the temperate zone is characterized by an explosion of biological activity, songs of migratory birds fill the air, tree buds break open, and long dormant roots send up a symphony of flowers. In this project-based class we will document spring - exploring the adaptations that biological organisms have to the remarkable physical changes driven by the northern hemispheres annual spring tilt towards the sun. We will also consider how the impacts that human driven climate change has altered the timing of spring and the impacts that may have on organisms in our ecosystem. The flipped course format will give students the chance to acquire a basic understanding the biology of spring from recorded lectures and reading material outside of class and allow our shared class-time to focus on application and reinforcement of this material as well as ample time for our field research projects on campus and beyond. Students in this class will be required to participate in a full-day Saturday research trip in April and will have to be able to devote time outside of class hours for data collection. Open to first-year students. Also listed and described as BIOL 150. Not offered in 2024-25. (SCI, TLAS).

**ES 150: SPECIAL TOPIC: CLOSE READING/CRITICAL WRITING: FROM WALDEN TO WILDFIRES (INTRODUCTION TO ENVIRONMENTAL LIT) (4)****Larios**

This course provides a broad overview of environmental literature from the 19th century to the present through looking at a variety of works of fiction and non-fiction including essays, memoirs, poetry, and novels to try to answer the question: what makes a piece of writing environmental? Beginning with the intellectual movement of Transcendentalism, we go on to consider different forms of environmental literature including nature writing, activist texts, and climate fiction as these address topics ranging from conservation to pollution to climate change. Also listed and described as ENG 150. Offered Term 2.

**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 and described as PHIL 182. Open to first-year students. No prerequisite. Not offered in 2024-25.

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

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

**ES 207L: ECOLOGY LAB (2)****Gleim, Godard**

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

**ES 209: BACKYARD BIRDS (2)****Wilson**

Have you ever wondered what the names of the birds that frequent your backyard birdfeeder? Do you wish you could identify bird songs? Are you curious about the biology and natural history of birds? In this field-oriented course, students will develop skills enabling them to identify, by both sight and sound, birds common to southwestern Virginia. We will explore a variety of habitats and observe the morphology and behavior of birds in their natural environments during several key points in their annual cycle (over-wintering, migration, and breeding). Not intended for students majoring in ES. Open to first-year students. Also listed and described as BIOL 209. No prerequisite. Not offered in 2024-25.

**ES 210: WORLD GEOGRAPHY (4)****Lee**

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 and described 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 and described as BIOL 212. No pre-requisites. Not open to first-year students. Offered Term 2.

**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 and described as GWS 219. Prerequisite: sophomore standing. Not offered in 2024-25. (DIV)

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

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 and described as INTL 220/POLS 221. Open to first-year students. Prerequisite: q. Offered Term 2. (Q, GLO)

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

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 and described 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 the 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 and described as ECON 230. Open to first-year students. Prerequisite: ECON 157. Not offered in 2024-25. (*o, r, GLO, MOD*)

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

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 and described as PHYS 236. Open to first-year students. Prerequisite: ES 105 or permission of instructor. Not offered in 2024-25.

**ES 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 have 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 and described as BIOL/PH 240. Pre-requisites: BIOL/ES 207/207L, or PH 201, or permission of instructor. Offered Term 2.

**ES 241: EARTH HISTORY AND GEOLOGY (4)****Department**

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 and described as PHYS 241. Prerequisite: ES 105 or permission of instructor. Not offered in 2024-25. (*SCI*)

**ES 250: SPECIAL TOPIC: PREPARATION, WILDERNESS, AND WILDLIFE (2)****Owens, Wilson**

Wilderness and wild places are relatively scarce in much of the U.S. as a result of the extensive human development and encroachment over the last 200+ years, but these places still exist and many have been recognized and protected at the state, federal, and international levels. In this course, we will learn the biology of several locations in the Southeastern United States, study the natural history of some of the organisms that inhabit these areas, and explore the cultural importance these areas hold. This course is open only to students who have been accepted into the upcoming January term travel course trip. Also listed and described as BIOL 250. Offered Term 1.

**ES 250: SPECIAL TOPIC: TROPICAL ECOLOGY (2)****Godard**

In this course we will delve into the ecology and biodiversity of two ecosystems of Ecuador: the Amazon rainforest and the high Andean paramo. We will familiarize ourselves with some of the rich biodiversity, explore ecological relationships, and come to understand some of the environmental concerns that threaten this region. In addition, we will explore how science and indigenous knowledge can provide a platform for deepening our understanding of the natural world and for generating positive change. This course is open only to students that have been accepted into the upcoming January term travel/research trip. Also listed and described as BIOL 250. Offered Term 1.

**ES 250: SPECIAL TOPIC: RISING TIDES, RISING TALES: CLIMATE FICTION (4)****Larios**

In this course we will delve into the ecology and biodiversity of two ecosystems of Ecuador: the Amazon rainforest and the high Andean paramo. We will familiarize ourselves with some of the rich biodiversity, explore ecological relationships, and come to understand some of the environmental concerns that threaten this region. In addition, we will explore how science and indigenous knowledge can provide a platform for deepening our understanding of the natural world and for generating positive change. This course is open only to students that have been accepted into the upcoming January term travel/research trip. Also listed and described as ENG 250. Offered Term 1.

**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. 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 and described 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. Not offered in 2024-25. (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 and described as BIOL 253L or PH 253L. Co-requisite: BIOL, ES, or PH 253. Not offered in 2024-25. (SCI)

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

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, DJP)

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

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 MaxQDA 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 and described as ART 269. Open to first-year students. Not offered in 2024-25.

**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 and described as POLS 271. Offered Term 2. (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 313: INVERTEBRATE ZOOLOGY (4)****Wilson**

Invertebrates, members of the animal kingdom lacking a backbone, comprise 95 percent of the animals on Earth today. In this course, students explore the anatomy, physiology, behavior, ecology, and taxonomy of this incredibly diverse group of animals. Also listed and described 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 and described 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 and described as BIOL/PH 316. Prerequisites: BIO/ES 207/207L, BIO 236/236L, or PH 201, or permission. Not offered in 2024-25. (SCI, TLAS)

**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 and described as BIOL 328. Prerequisite: BIOL/ES 207 or permission. Not offered in 2024-25.

**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 and described as BIOL 337. Prerequisite: ES 207 and 207L. Not offered in 2024-25.

**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 and described as BIOL 337L. Corequisite: BIOL/ES 337. Prerequisite: BIOL/ES 207 or permission. Not offered in 2024-25.

**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 and the important connections of plants to society. Also listed and described as BIOL 341. Prerequisite: BIOL/ES 207. Not offered in 2024-25.

**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 and described as BIOL 341L. Co-requisite: BIOL/ES 341. Not offered in 2024-25.

**ES 350: SPECIAL TOPIC: AGRICULTURE AND FOOD SYSTEMS (4)****Thorn**

Throughout human history agriculture has been a mainstay in how societies operate. Everything from providing extra income to the wealthy to ensuring enough food is available for growing populations. This course will explore a brief history of global Agriculture, deep dive into US food systems and how they've changed since the green revolution, and prompt students with critical questions around where we get our food, why it matters, and how to make choices you can digest. Students are expected to critically examine agricultural and social issues, in a discussion-based

format. There is an anticipated field trip to at least one farm in the Southwest Virginia area. Prerequisite ES 104 or 105. Not offered in 2024-25.

**ES 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 and U.S. Botanic Garden. Course fee of \$150-200 required. Also listed and described as BIOL 357. Prerequisites: BIOL/ES 207 and 207L or permission. Not offered in 2024-25.

**ES 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. Also listed and described as BIOL 357L. Prerequisites: BIOL/ES 207 and 207L. Corequisite: ES 357. Not offered in 2024-25.

**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 ES 105. Also listed and described as BIOL 364. Offered Term 1.

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

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

**ES 373: ENVIRONMENTAL JUSTICE (4)****Thorn**

Environmental justice refers to both a field of study and an activist movement. Both the realm of study and activism focus on the way the different groups of people are differently impacted by environmental issues. 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. Additionally, the course incorporates applied examples and experiences from the field in adjacent study areas including public health and sociology. Also listed and described as PH 373 and SOC 373. Prerequisite: ES 104, 117, PH 201, or SOC 110. Offered Term 1. (DIV, DJP)

**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 (2)****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.

# Film

**MAJOR, MINOR**
**PROFESSOR:** Amy Gerber-Stroh (chair)

**ASSISTANT PROFESSOR:** Nathan Lee

**INSTRUCTOR:** Ashley Stratton

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 numerous other fields.

**REQUIREMENTS FOR A MAJOR IN FILM:**

11 courses (44 credits)

- FILM 171: Introduction to Film (4)
- FILM 277: Core Issues in Film Studies (4)
- FILM 280: Film Production (4) **or** FILM 281: Video Production (4)
- FILM 377: Criticism and Critique (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)

- FILM 171: Introduction to Film (4)
- FILM 277: Core Issues in Film Studies (4)
- FILM 280: Film Production (4) **or** FILM 281: Video Production (4)
- Two additional 300-level courses (can include FILM 390: Independent Study)

**COURSES IN FILM:**
**FILM 171: INTRODUCTION TO FILM (4)**
**Lee**

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)**
**Smith**

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 and described as ART/DANC/MUS/THEA 175. Offered Term 2. (r)

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

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. Not offered in 2024-25.

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

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 2024-25. (AES, MOD)

**FILM 250: SPECIAL TOPIC: FEMINIST CINEMA (4)**

**Lee**

This class examines how feminism has informed cinema, what it means to consider a film feminist, and how scholars have advocated for a feminist theory and practice of filmmaking. Drawing from American and international cinema, mainstream movies and the avant-garde, the class will take into account intersectional and queer feminist perspectives and explore what constitutes a feminist mode of spectatorship. Offered Term 2.

**FILM 277: CORE ISSUES IN FILM STUDIES (4)**

**Lee**

This course introduces students to the key developments and debates that have shaped the field of film studies. Beginning with the emergence of cinema in the context of modernity and the rise of 20<sup>th</sup>-century mass media, we will examine such concepts as realism and illusionism, spectacle and narrative, spectatorship, and identity, as well as how matters of race, gender, and sexuality have been implicated in cinematic representation. Framed by the historical development of the medium, this course will emphasize the history of ideas that have analyzed cinema as a distinct and ever-changing art form. The course will conclude by examining the technological, aesthetic, and industrial effects of digital technology on cinema. Offered Term 2.

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

**Lee**

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 2024-25. (AES, MOD)

**FILM 276: PHILANTHROPY AND THE ARTS (4)**

**Smith**

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 and described as ART/DANC/MUS/THEA 276. Offered Term 2.

**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 2024-25. (CRE, C&I)

**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, C&I)

**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 and described as THEA 282. Open to first-year students. No prerequisite. Not offered in 2024-25. (CRE, C&I)

**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. Not offered in 2024-25. (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)****Lee**

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 2024-25. (AES, MOD)

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

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 and described as ENG 321. Prerequisite: sophomore standing or permission. Offered Term 1. (w, CRE)

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

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 and described as ENG 322. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Offered Term 2. (CRE)

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

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 and described as ENG 323. Prerequisite: sophomore standing or permission. Not offered in 2024-25.

**FILM 334: DIRECTING FOR FILM (4)****Gerber-Stroh**

This advanced film course concentrates on directing cameras, actors, and inspiring artistic leadership and vision. The course introduces methodologies that stimulate visual creativity and stress image as the fundamental element of cinematic expression. Students also learn analysis of script and character for the purposes of directing actors. Exercises include rehearsals, script breakdowns, blocking, casting, composition and working on set. Prerequisites: FILM 280 or FILM 281 or permission. Offered Term 2. (BLI)

**FILM 350: SPECIAL TOPIC: INTRODUCTION TO VISUAL EFFECTS (4)****Gerber-Stroh**

Visual effects (VFX) play an important role in filmmaking for both live action and animation storytelling. Indie filmmakers also utilize VFX for achieving visuals with a limited budget. Students in this course will learn basic technologies involved in creating VFX, including compositing, motion capture, keying, modeling, and using tools such as Adobe After Effects and Maya. Students work towards completing a short film that utilizes VFX from a creative and practical perspective. Course format includes screenings, discussion, technical instruction, and critique. Prerequisite: FILM 280 or FILM 281, or permission. Offered Term 1.

**FILM 350: SPECIAL TOPIC: DAVID CRONENBERG (4)****Lee**

From his low budget exploitation films of the 70s, through his sophisticated works of "body horror" in the 80s, to his current reputation as one of the world's most innovative and acclaimed filmmakers, David Cronenberg has created one of the most provocative and original bodies of work in contemporary cinema. This course undertakes an intensive study of his eclectic career, focusing on such topics as gender and the body, genre and adaptation, the idea of a cinematic "author," and the themes, concepts, and aesthetic strategies that unify Cronenberg's work. Note: Films in this course contain images of extreme violence and graphic sexuality. Offered Term 1.

**FILM 353: FILM AS A NARRATIVE ART I (4)****Department**

This course focuses on a study of films by directors as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relation to concerns throughout their careers. Not offered in 2024-25.

**FILM 354: FILM AS A NARRATIVE ART II (4)****Department**

A study of films by directors as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relation to concerns throughout their careers. Prerequisite: Sophomore standing or permission of instructor. Also listed and described as ENG 354. Not offered in 2024-25.

**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 2024-25.

**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 and described as GWS 372. Prerequisite: prior film course or permission. Not offered in 2024-25. (AES, MOD)

**FILM 373: DOCUMENTARY FILM AND TELEVISION (4)****Gerber-Stroh**

An overview of the development of documentary film and a survey of documentary styles. Topics include the nature of propaganda, the social function of documentaries, and an examination of the rhetoric of visual communication. Prerequisite: prior film course or permission. Offered Term 2.

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

A survey of motion picture censorship with a global scope, this course centers on the evolution of controversial subject matter in movies and how motion pictures shape and reflect cultural perceptions of morality. Prerequisite: prior film course or permission. Not offered in 2024-25. (AES, MOD)

**FILM 377: CRITICISM AND CRITIQUE (4)****Lee**

This course examines the theory and practice of criticism as it has informed cinema studies. Drawing from film theory, critical theory, philosophy, and popular criticism, the course investigates how, when, and where a critical operation takes place in writings about film—as well as how films themselves can propose a critique. We begin by questioning what the terms “criticism” and “critique” mean, exploring their historical genealogy, affective dispositions, and conceptual underpinnings, then proceed to explore key critical interventions in the field. May be also be taken to satisfy 300-level elective requirement for Film Minors. Offered Term 1.

**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 2024-25. (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 & SEMINAR (4)****Gerber-Stroh**

Required for all film majors. Students produce a short film, write a major research paper, or write a ninety-page screenplay (or series) that reflects advanced work in their concentration. Students attend seminars throughout the semester for lectures, critique, and career development. Offered any term.

**FILM 490: SENIOR HONORS PROJECT & SEMINAR (4)****Gerber-Stroh**

Offered to qualified film majors. Students produce a short film, write a major research paper, or write a ninety-page screenplay (or series) that reflects advanced work in their concentration. Students attend seminars throughout the

semester for lectures, critique, and career development. Thesis work begins Fall Term and continues in Short Term, and Spring Term. Prerequisite: Senior standing and permission.



# French

**MAJOR, MINOR**
**ASSISTANT PROFESSOR:** Jeanne Jégouso

**VISITING ASSISTANT PROFESSOR:** Matthew Trumbo-Tual

**LANGUAGE ASSISTANT:** Marie Lebec

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 program 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 their 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:

8 courses (32 credits) above the 100 level

- FREN 271: French & Francophone Culture and Civilization (4)
- FREN 211: Rendez-vous with the Classics Part 1 or FREN 212 Rendez-vous with the Classics Part 2 (4)
- Two electives at the 200 or 300 level (8)
- 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)
- FREN 111+112 or FREN 121 may count towards the major (4 credits maximum)

\*Students who use 4 credits of intermediate French towards the major, will only need to complete one elective at the 200 or 300 level.

Senior majors must demonstrate that they can 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 program strongly encourages all French majors to spend at least one semester, and preferably one year, in France or a French-speaking country.

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 wish to take French classes 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
- FREN 111+112 or FREN 121 may count towards the minor (4 credits maximum)

\*Students who use 4 credits of intermediate French towards the minor, will only need to complete three courses in this category.

**FRANCOPHONE HOUSE**

The Francophone House is a living-learning option open to students while studying at Hollins. A welcoming and inclusive space, La Maison is open to those who love the French language, French-speaking cultures, and/or are preparing for study abroad, as well as a space for native speakers to be surrounded by a familiar language. Each year, a graduate student from a French-speaking country joins the Hollins community through the Fulbright program and lives in the Francophone House. Residents hold house meetings and participate in house events to learn and appreciate Francophone cultures and share that with the greater Hollins community. In the House, residents converse in French as much as possible and to the best of their abilities. Each resident enrolls in one French class and plans one social each semester. They should also attend at least two resident-led socials and attend monthly house meetings. Students can earn one credit in French per semester (max two) for living in the House. If you have questions about *notre maison* please do not hesitate to reach out to the House President or Professor Jégouso.

**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 historical, political, cultural, artistic, and philosophical events and trends.

**FREN 101, 102: ELEMENTARY FRENCH (4, 4)****Trumbo-Tual**

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: listening, speaking, reading, and writing will be covered using online and audio-visual multi-media resources, and in weekly conversation groups with a French assistant. Prerequisite: No more than three units of high school French, or departmental placement test. FREN 101-102 fulfills the ESP language requirement (LAN) for those students who have not previously studied French and the Core WL requirement. 101 offered Term 1; 102 offered Term 2. (LAN or WL)

**FREN 110: ACCELERATED ELEMENTARY FRENCH (4)****Trumbo-Tual**

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 2024-25. (partially fulfills LAN or WL)

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

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: listening, speaking, reading, and writing will be practiced using online and audio-visual multi-media resources, and in weekly conversation groups with a French assistant. Prerequisite: FREN 102 or FREN 110, or departmental placement test. FREN 111-112 fulfills the ESP language requirement (LAN) for students who studied French in high school and the Core WL requirement. 111 offered Term 1; 112 offered Term 2. (LAN or WL)

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

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 ESP language requirement (LAN) for students who studied French in high school and the Core WL requirement. Prerequisite: departmental placement test. 121 offered Terms 1 and 2. (LAN or WL)

**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 or FREN 121, or departmental placement in a 200-level course. Open to first-year students. Not offered in 2024-25.

**FREN 211: RENDEZ-VOUS WITH THE CLASSICS PART 1 (4)****Trumbo-Tual**

“Rendez-vous with the Classics I” is a course of literary, cultural, and historical studies ranging from the Middle Ages to the French Revolution. This course is designed to develop cultural competence in French and includes strong historical and literary components. It will also emphasize proficiency in the four basic communicative skills of speaking, listening, reading, and writing French. Prerequisite: FREN 112 or FREN 121, or departmental placement in a 200-level course. Prerequisite: FREN 121 or departmental placement in a 200-level course. Not offered in 2024-25.

**FREN 212: RENDEZ-VOUS WITH THE CLASSICS PART 2 (4)****Jégouso**

"Rendez-vous with the Classics 2" is a course of literary, cultural, and historical studies ranging from the French Revolution to the present. This course is designed to develop cultural competence in French and includes strong historical and literary components. It will also emphasize proficiency in the four basic communicative skills of speaking, listening, reading, and writing French. Open to first-year students. Prerequisite: FREN 112 or FREN 121, or departmental placement in a 200-level course. Not offered in 2024-2025. (WL)

**FREN 231, 232: CONVERSATIONAL FRENCH (1, 1)****Trumbo-Tual**

One credit per term is awarded to students who live in the Francophone House. To receive credit with a grade of P (pass), students are required to participate in regular events with residents of the House. A maximum of two credits are allowed during a student's tenure at Hollins. Prerequisite: student must live in the Francophone House and be enrolled in an intermediate French course (or higher) or have departmental permission. Offered both terms.

**FREN 237: UNDERSTANDING CONTEMPORARY FRANCE (4)****Jégouso**

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 or FREN 121, or departmental placement in a 200-level course. Open to first-year students. Not offered in 2024-25. (o, AES, MOD, WL)

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

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. May be repeated for credit with a different topic. Open to first-year students. Not offered in 2024-25.

**FREN 262: TOPICS IN FRENCH II (4): UNDERSTANDING THE FRENCH CARIBBEAN: THOUGHTS & LITERATURES****Jégouso**

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, the course explores the unique cultural identity of the French Caribbean through an analysis of its literature and historical context. Students will examine the historical roots of colonization, slavery, and resistance in the French Caribbean, as well as the ongoing impact of these legacies on contemporary society. Through a close reading of key texts from authors such as Aimé Césaire, Maryse Condé, Edouard Glissant, and Patrick Chamoiseau, students will gain a deep understanding of the complexities of Caribbean identity, diaspora, and post-colonialism. By engaging with a range of literary and theoretical perspectives, students will develop critical thinking skills and learn to critically analyze the intersection of history, culture, and literature in the French Caribbean. This is a stacked course with FREN 262. Prerequisite: FREN 112 or 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 1. (o, DIV, AES)

**FREN 271: FRENCH & FRANCOPHONE CULTURE AND CIVILIZATION (4)****Jégouso**

An introduction to the history, geography, literature, art, political, economic, and social aspects of France and the Francophone world. Open to first-year students. Prerequisite: FREN 112 or FREN 121, or departmental placement in a 200-level course. Open to first-year students. Not offered in 2024-25. (GLO, MOD, WL)

**FREN 275: SOCIAL JUSTICE AND THE FORGOTTEN FRANCOPHONIES (4)****Jégouso**

This course explores the socio-historical legacies of French colonialism in Asia, Oceania, and the Pacific, focusing on regions often overlooked in Francophone studies, such as Indochina (Vietnam, Cambodia, Laos), the French Establishments in India (Pondicherry), French Polynesia, New Caledonia, and Wallis and Futuna. Through the lens of social justice, we will examine the complex histories of colonization, decolonization, and the ongoing struggles for recognition and equity in these regions. By integrating a wide range of materials-including films, short stories, poetry, songs, and novels, students will engage critically with the narratives of resistance, resilience, and cultural survival in these "forgotten" Francophone communities. We will explore topics such as the impacts of colonial rule on indigenous populations, environmental degradation, economic exploitation, and cultural erasure, alongside contemporary movements for independence, social equality, and cultural revival. Prerequisite: placed into a 200-level FREN course or has successfully taken FREN 112 or 121. Open to first-year students. Offered Term 2. (DJP)

**FREN 290: INDEPENDENT STUDY (2 or 4)****Jégouso, Trumbo-Tual**

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

**FREN 303: SPECIAL TOPIC: THE FRENCH NOVELLA****Trumbo-Tual**

We will study the emergence of the French novella over more than 500 years as a distinct genre with its own national characteristics, exploring the interaction of individual and social dramas while blending realism and fantasy. Texts will vary, but include work by authors such as Marguerite de Navarre, Honore de Balzac, Gustave Flaubert, Colette, Albert Camus, and Marie Ndiaye. Prerequisite: 200-level FREN course or permission. Offered Term 2. (SMN)

**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, and from Suzanne Césaire or Mariama Bâ to Shenaz Patel. By reading a selection of 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 authors in reimagining and reshaping sexual and racial identities? Prerequisite: Senior French majors or permission. Not offered in 2024-25. (AES, GLO)

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

Intensive practice in speaking and writing French. The topic changes from year to year. Prerequisite: 200-level French course or permission. Not offered in 2024-25. (o)

**FREN 375: FRENCH FILM (4)****Jégouso**

An examination of French cinema in relation to literary, philosophical, social, psychological, and cultural issues. Prerequisite: 200-level course or permission. Not offered in 2024-25.

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

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 2024-25.

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

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 and described as GRMN 388 and SPAN 388. Prerequisite: junior or senior standing. Not offered in 2024-25.

**FREN 390: INDEPENDENT STUDY (2 or 4)****Jégouso, Trumbo-Tual**

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

**FREN 399: INTERNSHIP (4)****Jégouso**

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

**FREN 470: SENIOR SEMINAR (4)****Trumbo-Tual**

A capstone experience and culminating academic achievement for French majors and minors. The topic changes each year. 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, SMN)

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

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.

# Gender and Women's Studies

**MAJOR, MINOR**

**PROFESSOR:** LeeRay Costa (gender and women's studies)

**ASSISTANT PROFESSOR:** Lindsey Breitwieser (chair, gender and women's studies)

**AFFILIATED FACULTY:** Anna Bennett (history), Amy Gerber-Stroh (film), Michael Gettings (philosophy), Genevieve Hendricks (art history), Pauline Kaldas (English), Jaeyeon Lee (global politics and societies), Rachel Nuñez (history), Wendy-Marie Martin (theatre), Julie Pfeiffer (English), Darla Schumm (religious studies), Patricia Sunia (English)

**VISITING FACULTY:** Charlotte Rossler (history)

Gender and women's studies is an interdisciplinary program that examines how systems of oppression, privilege, and resistance operate. It is designed to provide students with an understanding of the importance of gender as a category of analysis that intersects with the study of race/ethnicity, class, age, and sexual identity, citizenship, and (dis)ability. Gender and women's studies explores gender roles and expectations, as well as the ways local and global transformations in work, technology, politics, and popular culture shape our lives, bodies, and beliefs. The gender and women's studies faculty are dedicated to creating an environment that fosters critical thinking and community connection, supports student activism and social justice work, 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, science, education, politics, business, media, and the arts will be well-prepared by the gender and women's studies major and minor. Graduates are experts in advocacy and communications, conflict resolution, research and project management, scholarly and creative expression, and advancement of diversity, equity, and inclusion principles.

## 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 206: Theatre for Social Change (4)
  - GWS 209: Feminist Philosophies (4)
  - GWS 219: Food, Culture, and Social Justice (4)
  - GWS 242: Gender, Culture, and Power (4)
  - GWS 250: Mad in America (4)
  - GWS 250: LGBTQ Literature (4)
  - GWS 272: Reproductive Justice (4)
  - GWS 281: Witches, Cripples, & other Monsters: Religion & Disability (4)
  - GWS 310: The Body and Sexuality in European History (4)
  - GWS 318: Sexual Ethics (4)
  - GWS 324: Feminism in Contemporary Art (4)
  - GWS 347: Girlhood Studies (4)
  - GWS 350: Feminist Geographies (4)
  - GWS 362: Spiritual Activism (4)
  - GWS 372: Images of Women in Film (4)
  - (Additional courses may be approved by the GWS Chair)
- 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 150: Eureka! The Social Study of Science (4)

- GWS 150: Introduction to Disability Studies (4)
- GWS 174: International Women's Voices (4)
- GWS 203: Race, Class, Gender & The Law (4)
- GWS 205: Criminal Justice System (4)
- GWS 206: Theatre for Social Change (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: Mad in America: Gender, Mental Health, & Popular Culture (4)
- GWS 250: LGBTQ+ Literature (4)
- GWS 250: LGBTQ+ History (4)
- GWS 250: Gender, Love, and Class in East Asian Popular Culture (4)
- GWS 250: Witchcraft (4)
- GWS 260: Race, Class, Gender (4)
- GWS 272: Reproductive Justice (4)
- GWS 281: Witches, Cripples, & Other Monsters: Religion & 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: Feminist Geography (4)
- GWS 362: Spiritual Activism (4)
- GWS 372: Images of Women in Film (4)
- GWS 382: Queer Ecologies in American Environmental Writing (4)
- GWS 390: Independent Study (2, 4)
- GWS 399: Internship (4)
- GWS 470: Seminar in Gender and Women's Studies (4)
- GWS 480: Senior Thesis (4-8)
- GWS 490: Senior Honors Thesis (4/4)

### **INTERNSHIP**

An experiential component is required for each major. This consists of an internship or service project (4 credits or one Short Term) carried out while in 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 coursework and provide valuable experience that may lead to further career or educational opportunities. Short Term interns may be expected to participate in a biweekly discussion group with other gender and women's studies interns. At the end of the internship or service project, the student will submit a journal of work completed, a paper analyzing their field experience, and a reflective RATE assignment via the Career and Life Design center.

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

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

In designing their programs, minors should work closely with an advisor in gender and women's studies to select courses from the catalog that will allow them to develop a critical perspective in one area of interest without losing the interdisciplinary focus of the program.

### **CORE COURSES IN GENDER AND WOMEN'S STUDIES (12)**

- GWS 141: Introduction to Gender and Women's Studies (4)
- One theory course from the following:
  - GWS 206: Theatre for Social Change (4)
  - GWS 209: Feminist Philosophies (4)
  - GWS 219: Food, Culture, and Social Justice (4)
  - GWS 242: Gender, Culture, and Power (4)
  - GWS 250: Mad in America (4)
  - GWS 250: LGBTQ Literature (4)
  - GWS 272: Reproductive Justice (4)
  - GWS 281: Witches, Cripples, & other Monsters: Religion & Disability (4)
  - GWS 310: The Body and Sexuality in European History (4)
  - GWS 318: Sexual Ethics (4)
  - GWS 324: Feminism in Contemporary Art (4)
  - GWS 347: Girlhood Studies (4)
  - GWS 350: Feminist Geographies (4)
  - GWS 362: Spiritual Activism (4)
  - GWS 372: Images of Women in Film (4)
 (Additional courses may be approved by the GWS Chair)
- GWS 470: Seminar in Gender and Women's Studies (4)

### **Two ADDITIONAL COURSES (8)**

- Two additional courses from the list of gender and women's studies courses

### **INTERNSHIP (4)**

### **COURSES IN GENDER AND WOMEN'S STUDIES:**

#### **GWS 117: CHILDBIRTH AND WOMEN'S WRITING (4)**

**Pfeiffer**

Also listed and described as ENG 117. Open to first-year students. No prerequisite. (*f, w, x*)

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

**Breitwieser**

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, DJP)

#### **GWS 150: SPECIAL TOPIC: EUREKA!: THE SOCIAL STUDY OF SCIENCE (4)**

**Breitwieser**

Feminist science and technology studies is an interdisciplinary field dedicated to understanding knowledge production and the social practices that inform scientific work and technological development. We build on insights from gender, women's, and sexuality studies, indigenous studies, and critical race theory to examine the human dimensions of science and to investigate topics as varied as objectivity, blackboxing, and scientific adventure. Offered Term 2. (INQ)

#### **GWS 150: SPECIAL TOPIC: INTRODUCTION TO DISABILITY STUDIES (4)**

**Breitwieser**

The study of disability is the investigation of how society understands and responds to physical, cognitive, and psychological diversity. In this course students will examine the importance and complexity of disabled experience; bear witness to historical accounts of marginalization; and interrogate contemporary debates about normality, autonomy, care, and human rights. Spanning multiple disciplines, eras, and cultures, the course trains students to think critically about conventional conceptualizations of the body, mind, and self and to recognize the role disability plays in gender, racial, and religious identification and politics. Offered Term 1. (MOD, DIV, DJP)

#### **GWS 174: INTERNATIONAL WOMEN'S VOICES (4)**

**Kaldas**

Also listed and described as ENG 174. Not offered in 2024-25. (*f, w, x, AES, GLO*)



- GWS 201: MAD IN AMERICA: GENDER, MENTAL HEALTH, & POPULAR CULTURE (4)** **Breitwieser**  
 This course uses popular culture to understand how insanity, madness, and psychological disability are perceived and how we might improve our own well-being. We use an intersectional perspective to understand mental health as a social and biological phenomenon; as part of systems we use to categorize one another, organize daily life, and distribute resources; and as a lens through which we may study our world. Engaging media, science, legal, and historic texts, we consider the production of behavioral, cognitive, and emotional norms and discuss how these stigmatize gender, sexual, racial, and mental difference. Also listed and described as SOC 201. Pre-requisite: GWS 141, SOC 110, or permission from the instructor. Offered Term 2. (DIV, MOD)
- GWS 203: RACE, CLASS, GENDER & THE LAW (4)** **Department**  
 Also listed and described as POLS 203. Open to first-year students. No prerequisite. Not offered in 2024-25. (DIV)
- GWS 205: CRIMINAL JUSTICE SYSTEM (4)** **Department**  
 Also listed and described as POLS 206. Prerequisite: any 100-level POLS course or permission. Not offered in 2024-25. (A)
- GWS 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 and described as THEA 206. Open to first years. No Prerequisite. Offered Term 2. (DIV, DJP)
- GWS 209: FEMINIST PHILOSOPHIES (4)** **Department**  
 Also listed and described as PHIL 208. Open to first-year students with permission. Not offered in 2024-25.
- GWS 211: MULTICULTURAL WOMEN WRITERS (4)** **Kaldas**  
 Also listed and described as ENG 211. Not offered in 2024-25. (w, x, AES, DIV)
- GWS 215: CONSTRUCTING GENDER (4)** **Department**  
 Also listed and described as COMM 215. Not offered in 2024-25. (r, DIV, MOD)
- GWS 216: SILENCED? MARGINALIZED VOICES IN JUDAISM, CHRISTIANITY, AND ISLAM (4)** **Department**  
 Also listed and described as REL 215. Open to first-year students. No prerequisite. Not offered in 2024-25. (DIV, MOD)
- 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 and described as ES 219. Prerequisite: sophomore standing. Not offered in 2024-25. (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 2024-25. (r, DIV)
- GWS 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)** **Department**  
 Also listed and described as HIST 222. Not offered in 2024-25. (w, x, PRE)
- GWS 223: WOMEN IN BUDDHISM (4)** **Schumm**  
 Also listed and described as REL 223. Not offered in 2024-25. (r, GLO)
- GWS 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4)** **Nuñez**  
 Also listed and described as HIST 225. Open to first-year students. Not offered in 2024-25. (w, x, PRE)

**GWS 226: WOMEN AND GENDER IN MODERN EUROPE (4)**

Nuñez

Also listed and described as HIST 226. Open to first-year students. Offered Term 1. (*w, x, r, MOD*)

**GWS 242: GENDER, CULTURE, AND POWER (4)**

Costa

This course surveys anthropological approaches toward gender and sexuality from the 1920s to the present. We consider how gender and sexuality are constructed in specific historical and cultural contexts, including Pacific Island societies, Africa, Asia, Europe, and the Americas. Key issues to examine include essentialism/constructivism, non-normative sexualities, genital cutting, intersex, and transgenderism. Prerequisite: GWS 141, GWS 197F, or SOC 110. Not offered in 2024-25. (DIV)

**GWS 250: SPECIAL TOPIC: LGBTQ+ LITERATURE (4)**

Sunia

Also listed and described as ENG 250. Offered Term 2.

**GWS 250: LGBTQ+ HISTORY (4)**

Rossler

This course examines the modern history of LGBTQ+ people in the West. We will survey how ideas and expressions of gender and sexuality shifted across the period and how LGBTQ+ identity developed. We will study the history of LGBTQ+ repression, resistance, and rights. Students will contend with how gender, sexuality, race, class, disability, and colonialism challenged and complicated queer communities. Also listed and described as HIST 250. Open to first-year students. Offered Term 2. (DJP)

**GWS 250: SPECIAL TOPIC: GENDER, LOVE, AND CLASS IN EAST ASIAN POPULAR CULTURE (4)**

Lee

Students will learn how to analyze contemporary East Asian popular culture within the broader context of gender, sexuality, class, and culture in East Asia. As primary or supplementary materials for this course, we will use Korean films, dramas, K pop idols' performance videos as well as Japanese animated films and movies, and Chinese reality shows. Also listed and described as INTL 250. Open to first-year students. Offered Term 1.

**GWS 250: HISTORY OF WITCHCRAFT IN EUROPE AND THE ATLANTIC WORLD (4)**

Bennett

This course analyzes European witchcraft beliefs in a comparative and transatlantic perspective. We will examine the ancient origins of witchcraft beliefs in the Mediterranean, cultural reasons for believing certain individuals were witches, and causes and consequences of the waves of trials and executions that embroiled communities. Comparing variations of European witchcraft persecution with the better-known Salem witch trials, and with witchcraft beliefs across the colonial Americas and the Caribbean, deepens our understanding of witchcraft as a global phenomenon and our knowledge of the historical particularity of the early modern European witch craze. Also listed and described as HIST 250. Open to first-year students. Offered Term 2. (DJP)

**GWS 250: SPECIAL TOPIC: WOMEN, GENDER, AND SEXUALITY IN THE UNITED STATES (4)**

Alms

Also listed and described as HIST 250.

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

Department

Also listed and described as SOC 260. No prerequisite. Not offered in 2024-25. (DIV, MOD)

**GWS 272: REPRODUCTIVE JUSTICE (4)**

Breitwieser

Also listed and described as SOC 272. Offered Term 1. (DJP)

**GWS 281: WITCHES, CRIPPLES, & OTHER MONSTERS: RELIGION & DISABILITY (4)**

Schumm

Also listed and described as REL 281. Not offered in 2024-25. (*w, x, MOD, DIV*)

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

Department

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

**GWS 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)**

Nuñez

Also listed and described as HIST 310. Not offered in 2024-25. (*w, x, MOD*)

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

Schumm

Also listed and described as REL 318. Not offered in 2024-25. (*o, DIV*)

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

Hendricks

Also listed and described as ART 324. Prerequisite: sophomore standing or permission. Offered Term 2. (DIV, MOD)

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

Also listed and described as ENG 328. Prerequisite: sophomore standing; English majors must have completed at least one 100-level or 200-level literature course in English. Not offered in 2024-25. (w, x, AES)

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

Also listed and described as HIST 334. Prerequisite: sophomore standing. Not offered in 2024-25. (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 2024-25. (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 2024-25. (AES, GLO)

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

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

**GWS 350: SPECIAL TOPIC: FEMINIST GEOGRAPHY (4)****Lee**

In this course, students will learn key concepts in feminist geography such as body as space, public/private space, gender politics, feminist geopolitics, etc. By going over key themes in feminist geography, students will learn how gender, sexuality, class, and race work to construct particular spaces and places. Also listed and described as INTL 350. Offered Term 1.

**GWS 350: SPECIAL TOPIC: ROMAN WOMEN: METHODOLOGIES AND EVIDENCE (4)****McCullough**

This course will examine the material evidence for women across the Roman empire considering small finds, visual culture, epigraphic material, skeletal remains, and architectural components to answer the following questions: How was the feminine gender constructed and presentation in public and private contexts negotiated? How did women interact with and affect the religious and economic structures around them? How were women included in the making of empire? Also listed and described as ARTH 350 and CLAS 350. Not offered in 2024-25.

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

Also listed and described as SOC 360. Prerequisite: SOC 110. Not offered in 2024-25.

**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 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 and described as REL 362. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (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 382: ADVANCED STUDIES IN AMERICAN LITERATURE - QUEER ECOLOGIES IN AMERICAN ENVIRONMENTAL WRITING (4)****Sunia**

Also listed and described as ENG 382. Offered Term 1. (w, x, AES, DIV)

**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)****Breitwieser, 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.

# German

## LANGUAGE COURSES

**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 Global Learning Hub website for more details: <https://studyabroad.hollins.edu/>.

### 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. GRMN 101-102 fulfills the ESP language requirement (LAN) for students who have not previously studied German and the Core WL requirement. 101 offered Term 1; 102 offered Term 2. (LAN or WL)

#### **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. GRMN 111-112 fulfills the language requirement. 111 offered Term 1; 112 offered Term 2. (LAN or WL)

#### **GRMN 388: TEACHING FOREIGN LANGUAGES (4)**

**Department**

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 and described as FREN 388 and SPAN 388. Prerequisite: junior or senior standing. Not offered in 2024-25.

# GLAM Studies/Cultural Heritage

## CERTIFICATE

The Certificate in Cultural Heritage from Hollins University gives students from any major the opportunity to connect their studies with a potential career in one of these cultural heritage institutional fields: galleries, libraries, archives, and museums. In addition to course work, students will complete two internships (or one internship and work-study) in an area of cultural heritage. The program culminates with the capstone experience, which would enable students to both share what they've learned through the program and to create a project that would be shared with potential employers and graduate schools. 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.

### REQUIREMENTS FOR A CERTIFICATE IN CULTURAL HERITAGE:

18 credits plus internships/work experiences

- GLAM 201: Shaping Memory: Ethics and Practices of GLAM Institutions (4)
- At least 4 credits (and up to 8 credits) from the following\*
  - GLAM 210: Behind the Scenes in the Library (2)
  - GLAM 250: Behind the Scenes in the Archive (2)
  - GLAM 310: Cultural Heritage in a Digital World (4)
  - GLAM/ART 371: Behind the Scenes in the Museum (4)
- At least 4 credits (and up to 8 credits) from the following\*
  - ART 276: Philanthropy and the Arts (4)
  - ART 340: Teaching Art K-12 (4)
  - COMM 244: Social Marketing & Campaigns (4)
  - CMPS 260: Applied Computing II: How to Think Like a Data Scientist (4)
  - EDUC 141: Schooling in American Society (4)
  - ENG 242: Introduction to Children's Literature (4)
  - ENG 342: Advanced Studies in Children's Literature (4)
  - ENG: Any course that counts toward the English department's concentration in Multicultural U.S. Literature (current courses are ENG 211, 220, 221, 230, 263, 281, 282, 284, 318, 319, 320, 324, 330, 346, 356, 358, 373, 375, 379, 382) (4)
  - HIST 264: African-American History to 1865 (4)
  - HIST 265: African-American History 1865 to Present (4)
  - SOC 260: Race, Class, and Gender (4)
  - SPAN 222: Hispanic Cultures: Artifacts (4)
- GLAM 390: Capstone Experience (2)
- Two internships in the area of cultural heritage, either short-term or full-term, OR one internship plus one academic year of work-study at Hollins in the library, museum or archives.

\*A SPECIAL TOPICS, or other relevant course, may be substituted with permission of the student's major/minor advisor and the certificate director.

### COURSES IN CULTURAL HERITAGE:

#### GLAM 201: SHAPING MEMORY: ETHICS AND PRACTICES OF GLAM INSTITUTIONS (4) Culligan, Folck, Vilelle

Students will learn about methodology, history of collections, standard practices/procedures, information management, and digital preservation for GLAM-related institutions. New ways of storing, displaying, organizing, and interpreting tangible/intangible objects will be explored. The class will benefit from engagement with professionals in the field. Offered Term 2.

#### GLAM 210: BEHIND THE SCENES IN THE LIBRARY (2) Department

A thematic approach to the history, theory, and current issues facing libraries, this course will offer intellectual and practical preparation for those considering careers in academic, public, or school libraries. Course work is focused on professional practice and standards for libraries, and will engage students in reflection and activities related to library roles in the preservation of cultural heritage, as seen in books, films, and other cultural artifacts collected and shared through libraries. Offered Term 2.

**GLAM 250: BEHIND THE SCENES IN THE ARCHIVE (2)****Folck**

A thematic approach to the history, theory, and current issues facing archives, this course will offer intellectual and practical preparation for those considering careers in archives. Course work is focused on professional practice and standards for archives. Offered Term 1.

**GLAM 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.

**GLAM 310: CULTURAL HERITAGE IN A DIGITAL WORLD (4)****Sprague**

This course will explore the use of digital technologies to preserve and share analog and born-digital cultural heritage materials. Included in the course will be an introduction to digital humanities (a growing field of research at the intersection of digital technology and humanities disciplines); a review of approaches to managing information with technology; and considerations of the user experience with online resources. Not offered in 2024-25.

**GLAM 371: BEHIND THE SCENES IN THE MUSEUM (4)****Culligan, Gibson**

Have you ever wondered what it might be like to work in a museum? A thematic approach to the history, theory, and current issues facing museums, combined with useful experience in exhibition curation, this course offers intellectual and practical preparation for entry into the museum profession. Course work is focused on professional practice and best standards used in art museums. Not offered in 2024-25.

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

Independent study at advanced level. Application must be made with department faculty prior to registration. Offered any term. Students conducting a GLAM Capstone project should register for this course.

**GLAM 399: INTERNSHIP (2 or 4)****Department**

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

# Global Politics and Societies

## SOCIAL JUSTICE MINOR

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

**ASSISTANT PROFESSORS:** Ashleigh Breske (international studies and political science), Jaeyeon Lee (international studies)

**VISITNG ASSISTANT PROFESSOR:** Sadie Snow (sociology)

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 TOPIC: 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 266: Dissent and Reform in American History
- INTL 317: Refugees and Resettlement
- 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)****Snow**

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 475: SOCIAL JUSTICE CAPSTONE (4)****Snow**

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

Students will write an integrative thesis, to be co-directed by faculty from the GPS department. The thesis will be written during the fall semester of the senior year. Offered Term 1.

# History

**MAJOR, MINOR**

**ASSOCIATE PROFESSORS:** Rachel M. Nuñez (Batten Chair in Leadership)

**ASSISTANT PROFESSOR:** Anna Bennett, Christopher M. Florio (Ruth Alden Doan Endowed Chair in History, chair of history department)

**VISITING ASSISTANT PROFESSOR:** Charlotte Rossler

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 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:

9 courses (36 credits)

- One 200-level course
- Two 300-level courses
- HIST 470: Senior Thesis
- Five additional history electives (any level)

A student is expected to complete one 300-level course before senior year. Coursework used to satisfy major requirements must be taught by at least two Hollins faculty members.

## REQUIREMENTS FOR A MINOR IN HISTORY:

5 courses (20 credits)

- One 200-level course
- One seminar at the 300 level
- 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)

**Department**

American history from the contact of Native, African, and European peoples to the Civil War and Reconstruction, focusing on the development of a relatively democratic political system, experiments in living with and in a diverse population, and the emergence of the American economic system. An introductory course for building further study, a complete review for those not continuing in the field, and a course designed to meet teacher licensure requirements. Open to first-year students. No prerequisite. Offered Term 1. (*f, w, x, DIV, MOD, DJP*)

### 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 2024-25. (*f, w, x, DIV, MOD*)

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

A rock-'em, sock-'em romp through 1,000 years without a bath. We'll weep at the fall of Rome, applaud the coronation of Charlemagne, scratch our heads in bewilderment at the Investiture Controversy, and thank God we got to the Renaissance. The course is an introduction to the main elements of the European Middle Ages, from the fall of Rome to the Renaissance. We'll look at the economy, society, politics, and culture of medieval Europe, paying particular attention to such issues as the transition from ancient to medieval, church-state tensions, the rise of feudal monarchy, and the cultural conflicts of the late Middle Ages. Open to first-year students. Not offered in 2024-25. (*w, x, PRE*)

**HIST 114: MODERN EUROPE (4)****Rossler**

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. Offered Term 2. (*f, w, x, GLO, MOD, SMN*)

**HIST 117: DOES AMERICAN POVERTY HAVE A HISTORY?****Florio**

Our aim in this course will be to construct a history of America's poor as vivid and precise as the histories that have long been written about wealthier Americans. We will thus explore such topics as changes in the experiences of poverty, changes in the racialized and gendered dimensions of poverty, and changes in the treatment of the poor across U.S. history. Open to first-year students. Offered Term 2. (*INQ*)

**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 2024-25. (*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 2024-25. (*PRE*)

**HIST 150: EARLY MODERN EUROPE, 1450-1800 (4)****Bennett**

In this course, we will plunge into the uncertain, violent, dirty, inherently spiritual, highly ritualized, and altogether tumultuous history of Europe in early modern times. Massive transformations shaped European history from roughly the fifteenth to the eighteenth centuries, a period during which Europeans became increasingly interconnected with the wider world culturally, socially, economically, and politically. Through close reading of primary and secondary sources, discussion, and writing, we will explore major developments from the Renaissance to the Age of Revolutions. In particular, we will focus on social and cultural history in order to better understand how significant developments—from the advent of print technology to the upheavals of the Reformation—affected ordinary Europeans' daily lives. Open to first-year students. Offered Term 1. (*SMN*)

**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 2024-25. (*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 are not necessarily 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 2024-25. (*MOD*)

**HIST 215: THE OLD SOUTH (4)****Department**

The origins of southern distinctiveness in the colonial period; the diversity of antebellum southern life; southern women and families, black and white; the South and the Civil War. Open to first-year students. Not offered in 2024-25. (*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? Open to first-year students. Not offered in 2024-25. (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. Open to first-year students. Not offered in 2024-25.

**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 2024-25. (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. Open to first-year students. Not offered in 2024-25. (DIV, MOD)

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

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 and described as GWS 222. Open to first-year students. No prerequisite. Not offered in 2024-25. (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 and described as GWS 225. Open to first-year students. Not offered in 2024-25. (w, x, PRE)

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

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 and described as GWS 226. Open to first-year students. Offered Term 1. (w, x, r, MOD, DJP)

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

A history of the Greeks from the Bronze Age to the Roman conquest. Special emphasis is given to the golden age of Athens, focusing on the democratic system, the interplay between foreign and domestic politics, social and economic developments, and outstanding cultural achievements. Other topics include The Trojan War, the Spartan state, women in Greek society, the origins of historiography, the empire of Alexander the Great, and the diffusion of Greek ideas. Also listed and described as CLAS 240. Open to first-year students. Not offered in 2024-25. (PRE)

**HIST 241: ROMAN HISTORY (4)****Franko**

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 and described as CLAS 241. Open to first-year students. Not offered in 2024-25. (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. Open to first-year students. Offered Term 1. (MOD,SMN)

**HIST 248: 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 2024-25. (w, x, MOD, GLO)

**HIST 250: HISTORY OF FUN AND LEISURE IN PREMODERN EUROPE****Bennett**

By examining festivals, games, sports, public spectacles, and the evolving concept of "fun," this course offers insight into the social, cultural, and political dimensions of leisure activities across Europe from medieval to early modern times. Through close study of primary sources, students will consider the relationship between leisure and power, the regulation of fun, and the tension between pleasure and morality in premodern Europe. Open to first-year students. Offered Term 2.

**HIST 250: HISTORY OF WITCHCRAFT IN EUROPE AND THE ATLANTIC WORLD (4)****Bennett**

This course analyzes European witchcraft beliefs in a comparative and transatlantic perspective. We will examine the ancient origins of witchcraft beliefs in the Mediterranean, cultural reasons for believing certain individuals were witches, and causes and consequences of the waves of trials and executions that embroiled communities. Comparing variations of European witchcraft persecution with the better-known Salem witch trials, and with witchcraft beliefs across the colonial Americas and the Caribbean, deepens our understanding of witchcraft as a global phenomenon and our knowledge of the historical particularity of the early modern European witch craze. Also listed and described as GWS 250. Open to first-year students. Offered Term 2. (DJP)

**HIST 250: HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY****Rossler**

This course surveys the development of modern science, medicine, and technology from the eighteenth century to the present. We will explore the ways we conceive of science and medicine—how it is done, who does it, and what it means—have shifted dramatically in tandem with how we understand the world and society. Open to first-year students. Offered Term 1.

**HIST 250: LGBTQ+ HISTORY****Rossler**

This course examines the modern history of LGBTQ+ people in the West. We will survey how ideas and expressions of gender and sexuality shifted across the period and how LGBTQ+ identity developed. We will study the history of LGBTQ+ repression, resistance, and rights. Students will contend with how gender, sexuality, race, class, disability, and colonialism challenged and complicated queer communities. Also listed and described as GWS 250. Open to first-year students. Offered Term 2. (DJP)

**HIST 255: AMERICAN SOCIAL HISTORY (4)****Florio**

Studies in the lives of the 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. Open to first-year students. Not offered in 2024-25. (MOD)

**HIST 258: THE HISTORY OF HUMAN RIGHTS (4)****Department**

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. Open to first-year students. Not offered in 2024-25. (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. Open to first-year students. Offered Term 2. (DIV, MOD, DJP)

**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 2024-25. (MOD, DIV)

**HIST 266: 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. Not offered in 2024-25. (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 the French and Russian Revolutions, with additional case studies from the Americas, Africa, and Asia. Open to first-year students. Not offered in 2024-25. (w, x, GLO, MOD)

**HIST 274: THE FIRST WORLD WAR AND THE MAKING OF THE 20th CENTURY (4)** Department

The First World War marked the end of Europe's "long nineteenth century" and set the stage for the conflicts and transformations of the twentieth century. This course will explore the origins, development, and consequences of the conflict. Topics include the roots of the war, military tactics and strategies, soldiers' experiences, life on the home-front, the peace settlements, and the war's legacy. No prerequisites. Open to first-year students. Not offered in 2024-25. (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 2024-25. (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 and described as GWS 310. Prerequisite: Sophomore standing or permission of the instructor. Not offered in 2024-25. (w, x, MOD)

**HIST 318: COLONIAL AMERICAN 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: Sophomore standing or permission of the instructor. Not offered in 2024-25. (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 and described as REL 327. Prerequisite: sophomore standing or permission of the instructor. Not offered in 2024-25. (PRE)

**HIST 328: ANTEBELLUM UNITED STATES (4)****Department**

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. Not offered in 2024-25. (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. Prerequisite: Sophomore standing or permission of instructor. Not offered in 2024-25. (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. Prerequisite: sophomore standing or permission of instructor. Not offered in 2024-25. (w, x, PRE)

**HIST 334: SEX AND RACE IN THE AGE OF EMPIRE (4)****Rossler**

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 and described as GWS 334. Not open to first-year students. Not offered in 2024-25. (w, x, GLO, MOD)

**HIST 341: 18<sup>TH</sup>-CENTURY EUROPE: ENLIGHTENMENT AND REVOLUTION (4)****Nuñez**

This course examines one 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 18<sup>th</sup>-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. Prerequisite: sophomore standing or permission of instructor. Not offered in 2024-25. (w, x)

**HIST 350: EUROPE IN AN AGE OF ENCOUNTERS: TELLING MICROHISTORIES OF THE EARLY MODERN WORLD****Bennett**

What can we learn about the reception and spread of far-flung religious ideas in an age of Reformation from the Inquisition's trials against one peasant in northern Italy? How does the life and times of one seventeenth-century Dutchwoman reveal a much broader history of science and empire across the early modern world? We can uncover a surprisingly vast array of answers to these fascinating research questions—and countless other inquiries about Europe's interconnectedness with the early modern world—with a strategy known as microhistory. By studying a single person, place, object, or event, microhistories ask many questions of a small set of sources. This method of examining history up close enables us not only to understand big historical developments, but to become more familiar with individual people in the past: their beliefs, their hopes and fears, the decisions they made, and how they coped with the uncertainties of everyday life. In this course, we will focus on microhistories to uncover European encounters with people, things, and ideas from across the early modern world. In the process, we will consider how historians craft engaging microhistories, and we will practice this method of historical study ourselves. Prerequisite: sophomore standing or permission of instructor. Offered Term 1. (DJP)

**HIST 350: HISTORY OF RACE IN THE WEST****Rossler**

This course will examine when and how the idea of race emerged and developed, and its effects on the world. Students will study how and why race became one of the primary ways that people divided up the world, and how it became legitimized by scientific racism. We will also investigate how race and racism were contested throughout modern history. Prerequisite: sophomore standing or permission of instructor. Open to first-year students with permission. Offered Term 2. (DJP)

**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: sophomore standing or permission of instructor. Not offered in 2024-25. (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. Prerequisite: sophomore standing or permission of instructor. Not offered in 2024-25. (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. Prerequisite: sophomore standing or permission of instructor. Not offered in 2024-25. (w, x, MOD)

**HIST 372: GOING GLOBAL: U.S. HISTORY IN TRANSNATIONAL PERSPECTIVE (4)****Florio**

Our aim in this seminar will be to rethink U.S. history by thinking beyond the borders of the United States. As we cover topics including revolutions, borderlands, identities, empires, migrations, and globalization, we will consider how recent transnational scholarship, focused on connections between the U.S. and the wider world, calls into question longstanding assumptions about America's national history. Prerequisite: sophomore standing or permission of instructor. Not offered in 2024-25. (w, x, MOD, DIV)

**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 (4)****Florio**

Required of all senior history majors. Students will write a significant history paper using primary sources. Offered Term 1.

**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 150: SPECIAL TOPIC: THE QUOTIDIAN IN FRENCH LIT., ART, CINEMA (4)****Trumbo-Tual**

In this course, we will reevaluate the quotidian, or every day, aspects of life—the habits, rituals, people, creatures, objects, and places that structure our daily existence. We will study French literature, thought, art, and cinema—from Catholic Books of Hours to Surrealist assemblages—that push us to investigate the quotidian and apply the concepts and techniques they introduce to our own lives. In an interdisciplinary conversation stretching over centuries, French writers, artists, filmmakers, and theorists have built on each other's explorations of the quotidian to create a vibrant cultural tradition of rethinking the ethics, aesthetics, and functionality of everyday life. Through readings, classroom discussions, and creative projects, we will enter into this long struggle to render the familiar strange, the mundane beautiful, and the overlooked valued. It will not be easy: to find meaning, purpose, mystery, and wonder in the quotidian might require prayer, reflection, practice, critique, cooperation, and even revolution. Taught in English. Open to first-year students. Offered Term 2.

**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 Associate Provost for Student 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 résumé 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
- ART R261: Graphic Design Reproduction (taken at Roanoke College through reciprocal agreement)
- ART 306: Digital Photography
- ART 350: SPECIAL TOPIC – Mixed Media Drawing
- COMM 361: Media Law and Policy
- COMM 390: I.S. – Research Methods
- COMM 542: New Media and Network Society

## **HISPANIC STUDIES**

A course of study to profoundly analyze the cultures, writing, and politics of Spain and Latin America.

Courses completed in fulfillment of the interdisciplinary major requirements:

- POLS 103: Modern Comparative Politics
- COMM 270: Intercultural Communication
- SPAN 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
- SPAN 390: I.S. – Hispanic Studies

# International Studies

**MAJOR**

**PROFESSORS:** LeeRay Costa (anthropology, gender and women's studies), Edward A. Lynch (political science), Darla Schumm (religious studies)

**ASSOCIATE PROFESSORS:** Vladimir Bratic (communication studies), Pablo Hernandez (economics)

**ASSISTANT PROFESSOR:** Ashleigh Breske (international studies and political science, coordinator), Jaeyeon Lee (international studies)

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 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:

11 courses (44 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)**

#### **LANGUAGE: THROUGH THE INTERMEDIATE LEVEL**

#### **STUDY ABROAD:**

- A Short Term, full semester, or approved summer academic experience abroad

#### **AFFILIATED COURSES:**

SPECIAL TOPICS offered in 2024-25.

#### **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 and Finance
- ECON 312 Economics of Development and Globalization
- 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 17<sup>th</sup>- and 18<sup>th</sup>-Century Literature
- ENG 339 18<sup>th</sup>-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 270 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 210: Ethnicity, Nationalism, and Conflict
- 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 Islam and the West
- REL/SOC 241 Sociology of Religion
- REL 270 Sacred Stories: World Scriptures
- SOC 250: From Tramp Stamps to Designer Genes: Body Modification
- 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/21<sup>st</sup>-Century Hispanic Relations
- SPAN 348 20<sup>th</sup>-Century Spanish-American Literature

## **COURSES IN INTERNATIONAL STUDIES:**

### **INTL 120: INTRODUCTION TO INTERNATIONAL STUDIES (4)**

**Breske**

Offers a multidisciplinary perspective, drawn from the fine arts, humanities, and social sciences, to our understanding of nations and cultures of the world. Topics and geographical focus will change yearly depending on the instructor. Open to first-year students. Offered Term 1. (o, GLO, MOD)

### **INTL 160: MODEL UNITED NATIONS (2)**

**Lynch**

We study the history and functions of the U.N., as well as the current major political, social, and economic issues. The course focuses on preparation for Hollins' delegations to the American Model U.N. Conference in Chicago, which is held the weekend before Thanksgiving. Participation is recommended, but not required for all class members. The course may be repeated for credit since the countries and issues change from year to year. Also listed and described as POLS 160. Open to first-year students. Offered both terms. (o, 4 credits for GLO)

### **INTL 210: WORLD GEOGRAPHY (4)**

**Lee**

The methods of geography applied to global issues. Emphasis placed on regional geographic analysis and the complexity of world politics. Also listed and described as ES 210. Open to first-year students. No prerequisite. Offered Term 2. (GLO, MOD)

### **INTL 220: GLOBALIZATION AND LOCAL RESPONSES (4)**

**Lee**

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 and described as ES 220 and POLS 221. Open to first-year students. Prerequisite: q. Offered Term 2. (Q, GLO)

### **INTL 250: SPECIAL TOPIC: GENDER, LOVE, AND CLASS IN EAST ASIAN POPULAR CULTURE (4)**

**Lee**

Students will learn how to analyze contemporary East Asian popular culture within the broader context of gender, sexuality, class, and culture in East Asia. As primary or supplementary materials for this course, we will use Korean films, dramas, K pop idols' performance videos as well as Japanese animated films and movies, and Chinese reality shows. Also listed and described as GWS 250. Open to first-year students. Offered Term 1.

**INTL 259: INTERNATIONAL POLITICAL ECONOMY (4)****Hernandez**

Also listed and described as ECON 259. Open to first-year students. Prerequisites: q and ECON 157 or ECON 158. Offered Term 1. (o, r, Q, GLO, MOD)

**INTL 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. Also listed and described as ARTH 265. Open to first-year students. 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)****Department**

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 and described as POLS 302. Not offered in 2024-25. (GLO, MOD)

**INTL 303: GEOPOLITICS (4)****Lee**

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 and described as POLS 304. Open to first-year students with permission. Not offered in 2024-25. (GLO, MOD)

**INTL 305: CULTURAL GEOGRAPHY AND LANDSCAPE STUDIES (4)****Department**

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 2024-25.

**INTL 307: INTERNATIONAL TOURISM (4)****Breske**

In this course we examine tourism and travel from a number of methodological and theoretical perspectives. We'll analyze a number of different types of tourism, including ecotourism, the sex trade, heritage tourism, beach vacations, cruising, dark/macabre tourism, and the "grand tour." The goal of this course is to inform and critique, to situate ourselves as critical tourists in order to examine the impact all tourists have on local forms of culture and on the natural environment. Offered Term 1. (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, adaptation, and international policies. Our discussions look critically at global conflict and the laws and/or policies that cause displacement. Also listed and described as POLS 317. Open to first-year students with permission. Not offered in 2024-25.

**INTL 350: SPECIAL TOPIC: FEMINIST GEOGRAPHY (4)****Lee**

In this course, students will learn key concepts in feminist geography such as body as space, public/private space, gender politics, feminist geopolitics, etc. By going over key themes in feminist geography, students will learn how

gender, sexuality, class, and race work to construct particular spaces and places. Also listed and described as GWS 350. Offered Term 1.

**INTL 350: SPECIAL TOPIC: POST-STRUCTURAL AND POST-COLONIAL THEORY (4)** **Lee**

This course examines post-structural and post-colonial theories within contemporary critical theories. In this course, we examine the works of key post-colonial intellectuals such as Fanon, Said, Gilroy, Spivak, Bhabha, Mohanty, and many others. We will also examine the works of key post-structural scholars such as Foucault, Deleuze, Butler, Lacan, Baudrillard, Kristeva, and Derrida. Not open to first-year students. Offered Term 1.

**INTL 350: SPECIAL TOPIC: AFRICA AND EUROPE, MODERN ART AND THE BUILT ENVIRONMENT (4)**

**Gibson**

This seminar focuses on encounters between the cultures of Africa and Europe, from 1880-1960, and on artistic practices that emerged on both continents as a result. Topics include racial difference, ramifications of colonialism, post-colonial monuments and memorials, African influence on Dada and surrealism, Negritude and interwar Paris, colonial arts education, and the South African built environment under and after Apartheid. Also listed and described as ARTH 350. Offered Term 2.

**INTL 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 and described as COMM 380. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (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)**

**Breske**

A student may be invited to write a thesis for departmental honors. For honors candidates, the thesis is a Fall Term, Short Term, and Spring Term project.

# Japanese

## LANGUAGE COURSES

**INSTRUCTOR:** Yumiko Naito (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 Global Learning Hub website for additional information: <https://studyabroad.hollins.edu/>.

### COURSES IN JAPANESE:

#### **JPN 101, 102: ELEMENTARY JAPANESE (4, 4)**

**Naito**

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, DVDs, and texts in Japanese drawn from popular media and traditional literature. JPN 101-102 fulfills the ESP language requirement (LAN) for students who have not previously studied Japanese and the Core WL requirement. 101 offered Term 1; 102 offered Term 2. Open to first-year students. (LAN or WL)

#### **JPN 111, 112: INTERMEDIATE JAPANESE (4, 4)**

**Naito**

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. JPN 111-112 fulfills the language requirement. 111 offered Term 1; 112 offered Term 2. (LAN or WL)



# Mathematics, Statistics, and Computer Science\* MAJORS, MINORS

**ASSOCIATE PROFESSOR:** Julie Clark (fall term)

**ASSISTANT PROFESSOR:** Molly Lynch (chair), Giancarlo Schrementi

**VISITING ASSISTANT PROFESSOR:** Timothy Magee

**LECTURER:** Erin Levering

The study of mathematics is motivated by its intrinsic beauty as well as its applicability to everyday life. Mathematics promotes a strengthening of critical and analytical problem-solving skills.

A student graduating with a mathematics major from Hollins will be a logical thinker who is well educated in major areas of mathematics (calculus, linear algebra, statistics, algebra, and analysis), in the application of mathematical concepts to problem solving, and in the development and communication of applied and theoretical mathematics. A recent survey of mathematics majors shows careers as bankers, teachers, defense analysts, actuaries, and programmers and graduate school placements in mathematics, forensic science, medicine, and law.

\*Note: Hollins does not offer a major or minor in 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: Senior 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: Senior 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 may be 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: Senior 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 (4)
- CMPS 335: Data Mining Techniques (2)

A student may be 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 (4)
- CMPS 335: Data Mining Techniques (2)
- One 300-level STAT or CMPS 2-credit elective course

**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, Magee**

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*, *QL*)

**MATH 105: QUANTITATIVE REASONING IN TODAY'S WORLD (4)****Schrementi, Magee**

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/QL assessment. Offered both terms. (*q*, *QL*)

**MATH 130: MATHEMATICAL MODELING WITH PRECALCULUS (4)****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/QL assessment. Offered both terms. (*q*, *QL*)

**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* or appropriate score on Math/QL assessment. Offered both terms. (*Q*, *QL*)

**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 2024-25. (*Q*)

**MATH 211: SYMBOLIC LOGIC (4)****Downey**

Also listed and described as PHIL 211. Open to first-year students with permission. Prerequisite: *q*. Offered Term 1. (*Q*)

**MATH 241, 242: CALCULUS I, II (6, 4)****Lynch, Magee**

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 and satisfies QL. Offered consecutive terms. (*Q*, *QL*)

**MATH 246: LABORATORIES IN MATHEMATICAL EXPERIMENTATION (2)****Lynch, Magee**

A course in mathematical discovery. Students "do" mathematics by designing mathematical experiments, obtaining mathematical results, analyzing data, and making mathematical conjectures. Topics include fractals, cryptology, function iteration and chaos, strategy of games, and graph theory. Prerequisite: MATH 241. Open to first-year students. Offered Term 2.

**MATH 255: METHODS OF MATRICES AND LINEAR ALGEBRA (4)****Lynch**

Properties of matrices; methods of finding an inverse; matrix equations and solutions; characteristic roots, important matrix forms; applications in social and physical sciences. Prerequisites: *q* and one college mathematics course above MATH 140 and permission. Open to first-year students. Offered Term 2. (*Q*)

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

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

**MATH 310: A TRANSITION TO ADVANCED MATHEMATICS (4)****Magee**

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)****Magee**

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. Offered Term 1.

**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. Not offered in 2024-25.

**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 2024-25.

**MATH 352: FIELDS AND CODES (2)****Department**

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 2024-25.

**MATH 360: ANALYSIS: ITERATIONS AND DYNAMICAL SYSTEMS (2)****Department**

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 2024-25.

**MATH 361: COMPLEX VARIABLES (2)****Department**

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. Not offered in 2024-25.

**MATH 362: REAL ANALYSIS (2)****Lynch**

An introduction to advanced calculus. Students will be reading and writing mathematical proofs that provide the theoretical basis for important topics from single-variable calculus, including limits, continuity, differentiation, integration, sequences, and series. (Ana) Prerequisite: Math 242 and MATH 310. Offered Term 2.

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

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

**MATH 397: TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOLS (4)****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, the VA Standards of Learning, and VA Early Learning and Development Standards. Attention will be given to problems that students have in learning and understanding mathematics and ways to address those problems. Prerequisite: q. Offered Term 1.

**MATH 399: INTERNSHIP (2 or 4)****Department**

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

**MATH 471: SENIOR 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: SENIOR SEMINAR (2)****Levering**

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. Prerequisite:  $q$ , MATH 100/105, or appropriate recommendation from Math/QL assessment. Offered Term 1. (Q, QL)

**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, QL)

**STAT 324: DATA WRANGLING WITH R (2)****Schrementi**

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)****Department**

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. Not offered in 2024-25.

**STAT 361: REGRESSION (2)****Department**

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 2024-25.

**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. This 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 permission. Offered Term 2.

**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 or permission. Offered Term 1.

# Music

**MAJOR, MINOR**
**ASSOCIATE PROFESSOR:** Shelbie Wahl-Fouts (director of choral activities, chair)

**ASSISTANT PROFESSOR:** Jillian Vogel

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 - 20<sup>th</sup>/21<sup>st</sup>-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 may 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. 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 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.



## MUSICAL THEATRE PERFORMANCE CERTIFICATE

The Musical Theatre Performance certificate is being phased out in 2023-24 to give us the opportunity to redesign this program. Currently declared students will be supported to the completion of this program, but we will not be accepting any new declarations for this certificate.

## 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), and Appalachian Music Ensemble (MUS 116). These courses may be repeated for credit. For information, contact the chair of the music department. As a benefit of the reciprocal agreement between Hollins University and Roanoke College, students have the opportunity to enroll in wind ensemble at Roanoke College. Contact the music department chair for details.

## RECITALS

Students appear frequently in public recitals. Numerous music events, including those by faculty and visiting artists, are open to the public each year.

## 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 \$550 per term. For non-matriculated students who enroll only for music lessons, the charge for one-hour weekly lessons is \$700 per term. The fee for MUS 101: Beginning Class Piano and MUS 102 Piano Proficiency Class is \$275 per term. MUS 116: Appalachian Music Ensemble is \$200 per term. Music fees are nonrefundable after the start of the term.

## COURSES IN MUSIC:

### MUS 101: BEGINNING CLASS PIANO (1)

**Kromin**

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 \$275. Offered Term 1. (CRE: see notes above)

### MUS 102: PIANO PROFICIENCY CLASS (2)

**Kromin**

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 \$275. Offered Term 2. (CRE: see notes above)

### MUS 103–109: PRIVATE STUDY (1)

**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 for specific charges.** (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

- |                    |            |
|--------------------|------------|
| • Classical Guitar | • Mandolin |
| • Acoustic Guitar  | • Banjo    |
| • Violin           | • Viola    |
| • Fiddle           | • Cello    |
| • Bass guitar      | • Harp     |
| • Ukulele          | • Other    |

#### MUS 105: Private Study – Winds

- |             |           |
|-------------|-----------|
| • Clarinet  | • Trumpet |
| • Flute     | • Bassoon |
| • Oboe      | • Other   |
| • Saxophone |           |

#### MUS 106: Private Study – Percussion

#### MUS 107: Private Study – Voice

#### MUS 109: Private Study – Other

- Composition\*

\*Permission of instructor required. Prerequisite or co-requisite: MUS 133.

#### **MUS 111: CONCERT CHOIR (1)**

**Wahl-Fouts**

The Concert Choir is the large choral ensemble at Hollins, comprised of students from across campus. Open to students in all majors and departments, of all skill levels and backgrounds. This ensemble will focus on healthy vocal technique and the development of comprehensive choral musicianship through the performance experience. Concert Choir performs music from a wide variety of musical styles and genres and presents concerts regularly throughout the year. Open to first-year students. No prerequisite. May be repeated for credit. Offered both terms. (CRE: see notes above)

#### **MUS 113: VALLEY CHAMBER ORCHESTRA (1)**

**Wahl-Fouts**

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 116: APPALACHIAN MUSIC ENSEMBLE (1)**

**Custer**

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 course meets once a week. Course fee is \$200. Open to first-year students. Offered both terms. (CRE: see notes above)

#### **MUS 129: INTRODUCTION TO SIGHT SINGING AND EAR TRAINING (2)**

**Vogel**

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. Not offered in 2024-25.

#### **MUS 130: LYRIC DICTION (4)**

**Department**

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 2024-25.

**MUS 131: INTRODUCTION TO AMERICA'S MUSIC (4)** Department

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 2024-25. (r, AES)

**MUS 132: MUSIC THEORY I: WESTERN MUSIC FUNDAMENTALS (4)** Vogel

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. Corequisite: MUS 129. Offered every other year, in Term 1. Not offered in 2024-25. (AES)

**MUS 133: MUSIC THEORY II: STRUCTURE AND HARMONY (4)** Vogel

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. Not offered in 2024-25. (AES)

**MUS 139: SIGHT-SINGING AND EAR-TRAINING II (2)** Vogel

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. Not offered in 2024-25.

**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 2024-25.

**MUS 150: SPECIAL TOPIC: INTRODUCTION TO VIDEO GAME MUSIC: THE ART AND SCIENCE OF GAME SOUNDTRACKS (4)** Wahl-Fouts

The course will delve into the field of Ludomusicology – the study of soundtracks and music in video games. We will approach the topic from two main perspectives: historical (evolution of technology and musical technique over time), and by game genre (role-playing game, sandbox, mmo, cozy, side-scroller and more). Through those perspectives and related analysis, we will focus on the interactivity between story, character, and music – as well as the representation of gender, sexuality, race, class, and dis/ability within the aural soundtrack. Open to first-year students. Offered Term 2. (INQ)

**MUS 150: SPECIAL TOPIC: TAYLOR SWIFT'S MUSICAL IDENTITY AND GENDER REPRESENTATION (4)** Vogel

This course explores the intersections of gender, popular culture, and music. By analyzing Taylor Swift's lyrics, music videos, public persona, and cultural impact, this class will explore how Swift demonstrates femininity and empowerment, and how women in the music industry are perceived. Offered Term 1. (DJP)

**MUS 150: SPECIAL TOPIC: POP MUSIC ANALYSIS AND COMPOSITION (4)** Vogel

This course invites students to explore popular music from a variety of analytical and creative perspectives. Focusing on key elements such as melody, harmony, rhythm, lyrics, and production techniques, students will engage with many popular music genres. Through listening exercises, critical analysis, and guided composition projects, students will develop a deeper understanding of how music is structured and conveys meaning. Open to first-year students. Offered Term 2. (C&I)

**MUS 150: SPECIAL TOPIC: WOMEN'S SOCIAL PROTEST MUSIC (4)** Vogel

This course explores the role of women in political music, protest songs, and chants as vital tools for advocacy, activism, and social change. Students will examine women musicians, singers, and activists using sound to challenge political systems, advocate for gender equality, and amplify voices in movements such as the women's suffrage movement, civil rights, anti-violence protests, and reproductive rights. Open to first-year students. Offered Term 2. (DJP)

**MUS 153: HISTORY OF WESTERN MUSIC I: ANTIQUITY THROUGH BAROQUE ERA (4) Department**

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. Not offered in 2024-25. (*r*, AES, PRE)

**MUS 154: HISTORY OF WESTERN MUSIC II: CLASSICAL ERA TO PRESENT (4) Department**

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. Not offered in 2024-25. (*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 and described as THEA 163. Not offered in 2024-25. (AES)

**MUS 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4) Smith**

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 and described as ART 175, DANC 175, FILM 175, and THEA 175. Open to first-year students. No prerequisite. Offered every other year in Term 2. (*r*)

**MUS 232: MUSIC THEORY III: ADVANCED STRUCTURE AND CHROMATIC HARMONY (4) Vogel**

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. (Q, AES)

**MUS 233: MUSIC THEORY IV: 20TH- and 21ST-CENTURY PRACTICES (4) Vogel**

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. (AES)

**MUS 235: ORCHESTRATION (4) Department**

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, and 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. Prerequisite: Instructor permission. Not offered in 2024-25.

**MUS 236: 18<sup>TH</sup>-CENTURY COUNTERPOINT (4) Department**

This course explores the stylistic features and practices of 18<sup>th</sup>-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 2024-25.

**MUS 251: PIANO PEDAGOGY (2) Department**

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. Not offered in 2024-25.

**MUS 252: PIANO LITERATURE (2) Department**

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. Not offered in 2024-25.

**MUS 253: VOCAL PEDAGOGY AND LITERATURE (4) Department**

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 2024-25. (AES)

**MUS 256: WOMEN IN WESTERN MUSIC (4)**

**Department**

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 2024-25. (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 2024-25.

**MUS 276: PHILANTHROPY AND THE ARTS (4)**

**Smith**

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 and described as ART 276, DANC 276, FILM 276, and THEA 276. Open to first-year students. No prerequisite. Not offered in 2024-25.

**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 our 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 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.

# Philosophy

**MAJOR, MINOR**
**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 are also 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)
- 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 2024-25. (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 150: SPECIAL TOPIC: FACING THE VOID: EXISTENTIALISM AND LITERATURE (4)****Larios**

This course provides an introduction to the 20th century philosophical movement of existentialism and its relationship to literature. Through reading a selection of short philosophical texts, short stories, and novels we will explore key themes such as death, absurdity, faith, freedom, and responsibility. Guiding our inquiry will be the question of why, unlike other philosophical movements, was existentialism so occupied with literature? Indeed, many of the most famous existentialists, such as Sartre, Camus, and Kierkegaard, wrote both philosophy and fiction. In addition, many of the writers analyzed by existentialists were fiction writers such as Kafka and Dostoyevsky. Also listed and described as ENG 150. Offered Term 1.

**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 2. (f, w, INQ)

**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 and described as ES 182. No prerequisite. Open to first-year students. Offered Term 2.

**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; and 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 1. (AES, SMN)

**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 and described as GWS 209. Open to first-year students. Not offered in 2024-25.

**PHIL 211: SYMBOLIC LOGIC (4)**

Downey

Study of valid reasoning. Course goals include the basic grasp of three logics (propositional, Aristotelian, and predicate) and familiarity with the metatheory of propositional logic. Also listed and described as MATH 211. Open to first-year students with permission. Prerequisite: *q*. Offered Term 1. (Q)

**PHIL 216: CONTINENTAL PHILOSOPHY: FROM PHENOMENOLOGY TO FEMINISM (4)**

Lowney

Twentieth-century Europe has experienced an explosion of philosophical movements. We examine theories of existentialism, phenomenology, post-structuralism, deconstruction, critical theory, and feminism. After looking briefly at the 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, Habermas, and Baker. The Objectivist dreams of Modern philosophy are shattered. Come explore what rises from the ashes. What happens to Truth? What happens to Identity? What hopes for an Enlightened political society remain? Offered in conjunction with PHIL 316. Open to first-year students at the 216 level. Not offered in 2024-25.

**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 questions, "Are we bodies or souls?" and "What are we?" You will learn to think logically and write logically. No prerequisite. Not offered in 2024-25. (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 2024-25. (AES)

**PHIL 237: PHILOSOPHY OF LAW---FOUNDATIONS, RIGHTS, AND PRINCIPLES (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. Not offered in 2024-25. (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. Not offered in 2024-25. (*f, w, x, DIV, MOD*)

**PHIL 250: SPECIAL TOPIC: IDEAS OF JUSTICE (4)****Downey**

This course looks at various ideas of justice in the history of human thought, including Plato's view that Justice in a State corresponds to Justice in an individual, the theory of Utilitarianism, Robert Nozick's Libertarianism, the Social Contract Theory, Natural Law theories, and contemporary theories such as Martha Nussbaum's Capabilities approach to Social Justice. Topics include both corrective justice (punishment, compensation, rehabilitation, and redistribution) and distributive justice (fair distributions of social benefits and burdens), and what it is to be a Just person. Readings and viewings will include both classic and contemporary texts in philosophy and literature and some documentary films. Open to First Year Students. Not offered in 2024-25.

**PHIL 250: SPECIAL TOPIC: PHILOSOPHY OF SCIENCE--LOGIC, METHOD, AND REVOLUTIONS (4)****Downey**

We all are somewhat familiar with the Scientific Method, but exactly what is supposed to be its Logic? This course examines several well-known theories of the Logic of the Scientific Method and alleged problems that arise for each theory. But there have been moments in the history of Science which have presented unexpected challenges to Science's basic understanding of reality, and these have also contributed to questions about what has been accepted as the Scientific Method. Some philosophers and theorists of Science have suggested that, in some cases, Science advances not by any Logical method, but rather by sudden shifts in the way reality is perceived--Scientific Revolutions. We will also study some theories in Science which themselves seem to raise philosophical issues for our understanding of reality and knowledge, including Einstein's theories of Relativity. Taught in conjunction with PHIL 350. Open to First Year Students at the 250 level. Not offered in 2024-25.

**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 2024-25.

**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 1.

**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 and described as POLS 254. Not offered in 2024-25.

**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 and described as REL 272. Open to first-year students. Not offered in 2024-25.

**PHIL 275: ASIAN PHILOSOPHY (4)****Downey**

This course examines the metaphysics (theories of reality), the epistemologies (theories of knowledge), the ethics, and the logics of the philosophical-religious systems of Hinduism, Buddhism, Zen Buddhism, and Taoism. Some attention is given to their historical developments and practices. In addition, they will be compared to the views of Plato and other western philosophers. Readings include primary sources and contemporary analyses. No prerequisite. Open to first-year students. Offered Term 2. (GLO, PRE)

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

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

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

Also listed and described as ENG 303. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (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 2024-25.

**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 2024-25.

**PHIL 316: CONTINENTAL PHILOSOPHY: FROM PHENOMENOLOGY TO FEMINISM (4)****Lowney**

Twentieth-century Europe has experienced an explosion of philosophical movements. We examine theories of existentialism, phenomenology, post-structuralism, deconstruction, critical theory, and feminism. After looking briefly at the 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, Habermas, and Baker. The Objectivist dreams of Modern philosophy are shattered. Come explore what rises from the ashes. What happens to Truth? What happens to Identity? What hopes for an Enlightened political society remain? Offered in conjunction with PHIL 216. Open to first year students at the 216 level. Not offered in 2024-25.

**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 2024-25. (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 merely the instructor's permission. Not offered in 2024-25. (MOD)

**PHIL 337: PHILOSOPHY OF LAW--FOUNDATIONS, RIGHTS, AND PRINCIPLES (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. Not offered in 2024-25. (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. Not offered in 2024-25. (f, w, x, DIV, MOD)

**PHIL 350: SPECIAL TOPIC: PHILOSOPHY OF SCIENCE: LOGIC, METHOD, AND REVOLUTIONS (4)** Downey

We all are somewhat familiar with the Scientific Method, but exactly what is supposed to be its Logic? This course examines several well-known theories of the Logic of the Scientific Method and alleged problems that arise for each theory. But there have been moments in the history of Science which have presented unexpected challenges to Science's basic understanding of reality, and these have also contributed to questions about what has been accepted as the Scientific Method. Some philosophers and theorists of Science have suggested that, in some cases, Science advances not by any Logical method, but rather by sudden shifts in the way reality is perceived--Scientific Revolutions. We will also examine some theories in Science which themselves seem to raise philosophical issues for our understanding of reality and knowledge, including Einstein's theories of Relativity. Taught in conjunction with PHIL 250. Open to First Year Students at the 250 level. Not offered in 2024-25.

**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 the 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 2024-25. (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 an original Senior Thesis by the Philosophy majors, with critiques from the Philosophy minors. 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:** Christopher Kilcoyne

**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:** Mallery Meyer, Instructor and Head Coach

**TENNIS:** Daniel Ragsdale, Instructor and Head Coach

**VOLLEYBALL:** Dave McGee, Head Coach

**INSTRUCTORS:** Blacie Hunt, Damen Johnson

## Two physical education activity courses are required for graduation.

Students are encouraged to complete all requirements by the end of the sophomore year. 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 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:****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 2024-25.

**PHED 115: BASIC FISHING****Owens**

Students will have the opportunity to learn and have hands-on experience with reels, rods, and more—knots—casting—what fish like to eat—lure, bait, and fly-fishing—basic safety—catch and release vs. cut, clean, and eat! The class will include field trips to streams and rivers. There is a course fee and a Virginia fishing license is required. Offered Term 2.

**PHED 119: CONDITIONING FOR OUTDOOR FITNESS****Owens**

Training and conditioning can help improve performance in outdoor-based adventure activities. This course begins with an individual assessment of students' conditioning. Then, using a variety of techniques, including weight training, core strengthening, aquatics, and cardiovascular training, students will develop personal workout plans that enhance their enjoyment and performance in outdoor activities. Offered Term 1.

**PHED 120: HEALTH AND WELLNESS****Department**

An introductory course of wellness, general fitness, and lifestyle management. Topics included are wellness, physical fitness, cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, nutrition, weight management, stress, and cardiovascular health. These 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 2024-25.

**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. Not offered in 2024-25.

**PHED 122: WALK THIS WAY****Doherty**

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 Term 2.

**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 2024-25.

**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 Term 1.

**PHED 140: LIFELONG PHYSICAL WELL-BEING (4)****Waggoner**

This course is designed to provide foundational understanding of three of the eight dimensions of personal well-being, including nutrition, exercise/physical activity, and sleep. Students will develop knowledge and practical skills to

positively impact their personal wellness journey while in college and beyond. This course fulfills the 'h' component of the physical education ESP general education requirement for Hollins University but does not fulfill one of the PE activity requirements. Offered Term 2. (h)

**PHED 202: BEGINNING SWIMMING**

**Meyer**

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**

**Department**

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 2024-25.

**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 2024-25.

**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 2024-25.

**PHED 208: BEGINNING TENNIS**

**Ragsdale**

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**

**Doherty**

Introductory course working on the basic skills, rules, and history of lacrosse. Topics covered include cradling, passing, catching, ground balls, and cutting. Students will also experience positions and the role of each position on the field. The history of the game and how the women's game has changed throughout the years will also be examined. Offered Term 1.

**PHED 210: FUNDAMENTALS OF BASKETBALL**

**Johnson**

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 Term 1.

**PHED 212: INTERMEDIATE ROCK CLIMBING**

**Owens**

This class is designed to teach the skills necessary to set up and facilitate outdoor rock-climbing trips. Participants learn top rope-anchoring systems and advanced knots and hitches and their uses. The course also covers safety standards and site management for working with groups, as well as workouts to improve individual technique, strength, and endurance. Course fee: \$40. Prerequisite: PHED 110. Offered Term 2.

**PHED 214: BADMINTON**

**McGee**

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 Term 2.

**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 2024-25.

**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 2024-25.

**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 2024-25.

**PHED 223: STRONG WOMEN GOING PLACES****Johnson, Van Orden**

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 and 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 Term 2.

**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 2024-25.

**PHED 231: KICKBOXING****Owens**

This course provides a learning environment where class participants can gain an understanding of their personal fitness level. Class participants utilize the mechanics of fitness activities borrowing from aerobics, martial arts, and boxing. Students examine the benefits to the musculoskeletal system and cardiovascular responses. The course provides class participants with a structured class environment that allows them to engage in a positive fitness experience. Offered Term 2.

**PHED 232: CHALLENGE EDUCATION ACTIVITIES****Owens**

An introduction to personal challenge/discovery activities, including group initiatives, cooperative games, trust exercises, and a high ropes course. Activities will involve physical and psychological risk and challenge. Students will develop the competencies to facilitate adventure activities for groups through active participation, leadership, and understanding group dynamics. Fee: approximately \$15 for equipment use. Not offered in 2024-25.

**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 Term 1.

**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. Not offered in 2024-25.

**PHED 237: INTRODUCTION TO CHINESE KEMPO-KARATE****Owens**

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 2024-25.

**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 2024-25.

**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 2024-25.

**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 2024-25.

**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 2024-25.

**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 2024-25.

**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 applications for stress management (handling the effects of stress or preventing its occurrence). Weekly classes will consist of partial discussion along with experiential practices and complete hatha yoga classes, which are designed to integrate body, mind, breath, and spirit. Offered Term 2.

**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 Term 2.

**PHED 257: CHINESE-KEMPO KARATE II****Owens**

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 the addition of more advanced techniques that continue the focus on self-defense. Prerequisite: PHED 237. Not offered in 2024-25.

**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. Not offered in 2024-25.

**PHED 261: CORE GALORE****Doherty**

An introductory course that will teach students the basic fitness components involved with core training, balance, and flexibility. Core training will not only incorporate the abdominal muscles but will also focus on the primary back muscles involved. Balance and flexibility components will be emphasized in both stationary and movement-based activities. Students will learn safety, proper technique, and lifetime implementation. Offered Term 1.



**PHED 263: WHITEWATER AND FLATWATER PADDLING****Owens**

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 an 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 2024-25.

**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 2024-25.

**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 2024-25.

**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, lower 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**

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.

<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>Meyer</b>
<b>PHED 370: VARSITY TENNIS</b>	<b>Ragsdale</b>
<b>PHED 380: VARSITY VOLLEYBALL</b>	<b>McGee</b>

# Physics

**MAJOR, MINOR**
**ASSOCIATE PROFESSOR:** Artur Tsobanjan (chair)

**VISITING ASSISTANT PROFESSOR:** Jacob Barfield

“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 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)

## 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.

**COURSES IN PHYSICS:****PHYS 101: INTRODUCTION TO ASTRONOMY (4)****Barfield**

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, TLAS)

**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 2024-25. (SCI)

**PHYS 151: PHYSICAL PRINCIPLES I (4)****Barfield**

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)****Barfield**

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)****Barfield**

Open to first-year students. Prerequisite:  $q$ . Corequisite: PHYS 151 or 152. PHYS151L offered Term 1. PHYS 152L offered Term 2. (Q, SCI)

**PHYS 201: ANALYTICAL PHYSICS I (4)****Tsobanjan**

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: MATH 241 or test into MATH 242 (can be taken concurrently). Offered Term 1. (SCI: must take lab to fulfill SCI; TLAS: must take lab to fulfill TLAS)

**PHYS 202: ANALYTICAL PHYSICS II (4)****Tsobanjan**

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 and MATH 242 (may be taken concurrently) or test into MATH 255. Offered Term 2. (SCI: must take lab to fulfill SCI)

**PHYS 201L, 202L: ANALYTICAL PHYSICS I, II LAB (2, 2)****Tsobanjan**

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)****Tsobanjan**

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 and described as ES 225.

**PHYS 236: WIND, WATER, AND WEATHER (4)****Tsobanjan**

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 and described as ES 236. Open to first-year students. Prerequisite: ES 117, PHYS 151, or PHYS 201, or permission of instructor. Offered Term 2. Not offered in 2024-25.

**PHYS 241: GEOLOGY AND EARTH HISTORY (4)****Tsobanjan**

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 and described as ES 241. Open to first-year students. Not offered in 2024-25. (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 2024-25.

**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 2024-25.

**PHYS 310: MODERN PHYSICS (4)****Tsobanjan**

Twentieth-century developments in physics: relativity theory, the nature of space and time, the equivalence of mass and energy, introductory quantum theory, the particle nature of light, the wave nature of electrons, atomic and molecular structure, and the structure of the nucleus. Prerequisites: PHYS 201 and PHYS 202. Offered Term 2.

**PHYS 325: BIOLOGICAL PHYSICS (4)****Department**

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 2024-25.

**PHYS 331, 332: PHYSICAL CHEMISTRY I, II (4, 4)****Reeves**

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)****Reeves**

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 and described as CHEM 335. Prerequisites: PHYS 310, MATH 255, and MATH 316 or the equivalents are advised as preparation. Not offered in 2024-25.

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

Individual study, reading, and either experimental or theoretical investigation of a physics-related topic at the advanced level. Each course occupies one term and may be offered during the summer. Up to three courses in the sequence may be taken for credit.

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

May be proposed in any term.

**PHYS 470: PHYSICS RESEARCH SEMINAR (4)**

**Department**

A participatory seminar course examining current research areas in physics. Required of senior physics majors; other junior and senior science majors may enroll with permission. All course members will present and defend their physics-related research. A critical term paper is required. Prerequisite: junior or senior standing.

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

**Department**

A research paper of publication quality based upon research in physics, or a physics-related field, undertaken for one term plus Short Term during the senior year. Required of all senior physics majors.

**PHYS 490: SENIOR HONORS THESIS (4, 4)**

**Department**

By invitation of the department. Application must be made with faculty prior to registration. Required both regular terms and Short Term.

# Political Science

**MAJOR**

**PROFESSOR:** Edward A. Lynch (chair, global politics & societies, John P. Wheeler Professor of Political Science)  
**ASSISTANT PROFESSORS:** 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:  
 POLS 101: American Government (4)  
 POLS 102: International Relations (4)  
 POLS 103: Modern Comparative Politics (4)  
 POLS 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)

**Department**

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)

**Lynch**

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. Not offered in 2024-25. (A or I) (o)

**POLS 118: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)**

**Department**

An in-depth examination of selected issues of controversy in American politics today—e.g., capital punishment, abortion, gun control, school violence, voucher system, electoral college, campaign finance, PACs, mass media, term limits, faith-based governmental initiatives, health policy, environmental policy, energy policy, and politics and morality. Open to first-year students. No prerequisite. Not offered in 2024-25. (A) (MOD)

**POLS 160: MODEL UNITED NATIONS (2)**

**Department**

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

**Department**

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 and described as GWS 203. Open to first-year students. No prerequisite. Not offered in 2024-25. (A) (DIV)

**POLS 206: CRIMINAL JUSTICE SYSTEM (4)**

**Department**

A study of the criminal justice system at work in the courtroom setting, emphasizing the relationship between substantive criminal law, criminal procedure, and the law of evidence. Also listed and described as GWS 205. Prerequisite: any 100-level POLS course, any GWS course, or permission. Not offered in 2024-25. (A)

**POLS 208: GENDER, ETHNICITY, AND CLASS (4)**

**Department**

Survey of the history, theories, and recent research integrating these key concepts for modern society; explores gender, ethnic, and class political participation, movement politics and empowerment; gender, ethnicity, and class policy and law. Open to first-year students. No prerequisite. Not offered in 2024-25. (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 2024-25. (I) (o, r, GLO)

**POLS 214: MEDIA AND POLITICS (4)**

**Department**

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 2024-25. (A) (f, w, x, o, MOD)

**POLS 217: POLITICS OF THE MIDDLE EAST (4)**

**Lynch**

The history and politics of the Middle East. Special emphasis given to the cultural background of various countries of the region as well as nationalism, the Arab-Israeli conflict, and the politics of oil. Prerequisite: any 100-level POLS course or permission. Offered Term 2. (I) (o, GLO, MOD)



**POLS 221: GLOBALIZATION AND LOCAL RESPONSES (4)**

Lee

Also listed and described as ES/INTL 220. Open to first-year students. Prerequisite: *q*. Not offered in 2024-25. (Q, GLO)

**POLS 225: CONQUEST (4)**

Lynch

Students will analyze examples of forcible imposition of political power, from the ancient Romans to modern dictators. Making other people accept political authority is difficult, especially when power is seized. We will not focus on the military exploits of dictators or conquerors, but rather what happens when the fighting is over. How did Caesar conquer Gaul? How did Europeans conquer so much of the world in the 19th century? Can one person really rule a modern nation-state? Through lectures, class discussions, and individual research, we will address these and related questions. Prerequisite: one 100-level POLS course or permission. Not offered in 2024-25. (I) (GLO, MOD)

**POLS 226: INTERNATIONAL LAW (4)**

Lynch

This course introduces the student to the basic concepts, both traditional and conjectural, of international law and its study. We will do this both by reading and discussing texts on politics and international legal relations and by discussing current international political issues. Classes are a mix of lecture, discussion, and respectful debate. Prerequisite: any 100-level POLS course or permission. Not offered in 2024-25. (I) (o, GLO, MOD)

**POLS 247: PARTIES, ELECTIONS, AND POLITICAL BEHAVIOR (4)**

Department

Political activities and behavior of individuals and groups in regard to electoral processes. Emphasis on the American experience but includes comparisons with other systems. Prerequisite: any 100-level POLS course or permission. Open to first-year students. Not offered in 2024-25. (A)

**POLS 250: SPECIAL TOPIC: POLITICS OF PUBLIC POLICY (4)**

Lynch

This course will introduce the student to the basic processes of conceptualizing and making public policy. We will do this by discussing readings on domestic and foreign policies, focusing on how these policies come into being. Classes will be a mixture of lecture, discussion, and debate. Prerequisite: any 100-level POLS course. Open to first-year students. Offered Term 1. (A)

**POLS 254: SOCIAL AND POLITICAL PHILOSOPHY (4)**

Downey

Also listed and described as PHIL 254. Not offered in 2024-25.

**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 2024-25. (A)

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

Department

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 and described as ES 261. Open to first year students. Prerequisite: ES 104 or 117. Not offered in 2024-25. (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 2024-25. (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 and described as ES 271. Offered Term 1. (I) (MOD, GLO)

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

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

**POLS 302: COMPARATIVE URBANISM (4)****Department**

Also listed and described as INTL 302. Prerequisite: any 100-level POLS course or permission. Not offered in 2024-25. (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 2024-25. (I) (GLO, MOD)

**POLS 304: GEOPOLITICS (4)****Lee**

Also listed and described as INTL 303. Open to first-year students with permission. Not offered in 2024-25. (I) (GLO, MOD)

**POLS 310: SEMINAR IN AMERICAN GOVERNMENT (4)****Bishop**

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: any 100-level POLS course or permission. Offered Term 2. (A) (w, x, o, Q, MOD)

**POLS 311: SEMINAR IN CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)****Department**

An in-depth analysis of the political, legal, economic, social, and ethical aspects of selected issues of controversy in American politics today [e.g., senate filibuster (unanimous consent), legislative-judicial conflict, religion and politics, electoral college, abortion, gun control, capital punishment]. Prerequisite: POLS 101 or permission. Not offered in 2024-25. (A) (w, x, o, MOD)

**POLS 315: ANGER, TERRORISM, AND REVOLUTION (4)****Lynch**

Investigation of some of the causes of revolutions and political violence. Prerequisite: any 100-level POLS course or permission. Offered Term 2. (I)

**POLS 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, adaptation, and international policies. Our discussions look critically at global conflict and the laws and/or policies that cause displacement. Also listed and described as INTL 317. Open to first-year students with permission. Not offered in 2024-25.

**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 by using case studies, we will assemble the intellectual and analytical tools necessary to determine who was right. Not offered in 2024-25.

**POLS 340: ELECTIONS AND VOTING (4)****Breske**

Study of the 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; the nature of the times; media; the voter profile as a function of political, psychological, social, and economic factors; and

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 2024-25. (A)

**POLS 350: SPECIAL TOPIC: HIGH POLITICS (4)**

**Department**

Caffeine to cocaine, women's temperance movement to the war on drugs, religious peyote practice to opioid crisis, decriminalizing cannabis to city soda bans. This course explores U.S. law, politics, and policy on mind-altering substances at the federal, state, and local level. We come to a deeper understanding of American government institutions by analyzing primary sources and sites that sanction and prohibit. In doing so, we critically examine structures of power and privilege created, reinforced, and dismantled by these sources at the intersection of identity in America. Also listed and described as GWS 350. Offered Term 2.

**POLS 350: SPECIAL TOPIC: CLASH OF THE TITANS (4)**

**Lynch**

Considering affect is variously understood as emotion, feeling, capacity, or even relationality, this course will explore the following questions: What does affect do? Why does affect matter in the contemporary globalized world? What is power? How does power affectively work in our everyday lives? How are they geographical? Through a geographical examination of the topics of affect and power, students will have a better understanding of how emotions and affects shape and drive our lives, as well as why our affective lives are political. Prerequisite: one 100-level POLS course. Offered Term 2.

**POLS 363: CONSTITUTIONAL LAW (4)**

**Department**

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. Offered Term 1. (A)

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

**Department**

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

**POLS 399: INTERNSHIP (4)**

**Department**

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

**POLS 450: DEPARTMENTAL SCHOLAR PROGRAM (4)**

**Department**

Designated for senior honors majors only, the invited departmental scholar may undertake one of the following: jointly designing a course and/or teaching it with a faculty supervisor of her choice; assisting the faculty supervisor with a research project that bears relevance to her area of interest; or proposing an extension of her honors thesis by engaging in specialized readings. This program is by invitation only.

**POLS 490: SENIOR HONORS THESIS (4, 4)**

**Department**

Offered to qualified political science majors. Research begins during first term, continues through Short Term, and is completed during second term. GPA requirements: 3.33 in political science and 3.0 overall. Application must be made with faculty prior to registration.

## Pre-Health Sciences

**ADVISOR:** Suzanne Allison (biology)

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 Professor Allison for more information on advising and suggested courses for the desired professional program.

## Pre-Law

**ADVISOR:** Edward A. Lynch (political science; chair, global politics and societies)

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 Dr. Lynch for more information on advising.

## Pre-Medicine

**ADVISOR:** Suzanne Allison (biology)

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 Professor Allison for advising.

## Pre-Nursing

**ADVISOR:** Suzanne Allison (biology)

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 Bachelor 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 and 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 207/207L) 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.

# Psychology

**MAJOR, MINOR****PROFESSOR:** Bonnie B. Bowers (chair)**ASSOCIATE PROFESSOR:** Richard L. Michalski**ASSISTANT PROFESSORS:** Seung-Hee Han, Caroline E. Mann, 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 interests as well as to her career and/or graduate study goals.

**REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY (B.A.):**

12 courses (45 credits)

**CORE COURSES (6 courses, 25 credits):**

- 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 470: Senior Seminar (4)
- Two additional Psychology courses at the 200 or 300 level (8)

**AREA COURSES: (5 courses, 20 credits)**

Students are required to take one course from each of the five areas listed below:

- Abnormal & Clinical:
  - PSY 342: Principles of Abnormal Behavior (4)
  - PSY 351 Behavioral Disorders of Childhood (4)
  - PSY 361 Theory and Research in Clinical/Counseling Psychology (4)
  - PSY 362 Practice and Techniques of Clinical/Counseling Psychology (4)
- Biological & Comparative:
  - PSY 215: Motivation and Emotion (4)
  - PSY 272: Evolutionary Psychology (4)
  - BIOL/PSY 317: Behavioral Neuroscience (4)
  - BIOL/PSY 323, 323L: Animal Behavior (4, 2), lab optional for PSY 323
- Developmental:
  - PSY 144: Child Psychology (4)
  - PSY 145: Adolescence and Emerging Adulthood (4)
  - PSY 238: Multicultural Children and Families (4)
  - PSY 351: Behavioral Disorders of Childhood (4)
- Cognition:
  - PSY 319: Cognition (4)
  - PSY 329: Cognitive Neuroscience (4)
  - PSY 371: Eyewitness Memory (4)
- Social & Personality:
  - PSY 204: Social Psychology (4)
  - PSY 218: Cross Cultural 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 470: Senior Seminar (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: (5 courses, 20 credits)**

Students are required to take one course from each of the five areas listed below.

- Abnormal & Clinical:
  - PSY 342: Principles of Abnormal Behavior (4)
  - PSY 351 Behavioral Disorders of Childhood (4)
  - PSY 361 Theory and Research in Clinical/Counseling Psychology (4)
  - PSY 362 Practice and Techniques of Clinical/Counseling Psychology (4)
- Biological & Comparative:
  - PSY 215: Motivation and Emotion (4)
  - PSY 272: Evolutionary Psychology (4)
  - BIOL/PSY 317: Behavioral Neuroscience (4)
  - BIOL/PSY 323, 323L: Animal Behavior (4, 2), lab optional for PSY 323
- Developmental:
  - PSY 144: Child Psychology (4)
  - PSY 145: Adolescence and Emerging Adulthood (4)
  - PSY 238: Multicultural Children and Families (4)
  - PSY 351: Behavioral Disorders of Childhood (4)
- Cognition:
  - PSY 319: Cognition (4)
  - PSY 329: Cognitive Neuroscience (4)
  - PSY 371: Eyewitness Memory (4)
- Social & Personality:
  - PSY 204: Social Psychology (4)
  - PSY 218: Cross Cultural Psychology (4)
  - PSY 272: Evolutionary Psychology (4)
  - PSY 273: Psychology of Human Sexuality (4)
  - PSY 363: Personality Psychology (4)

**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.

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 WITH A CONCENTRATION IN CLINICAL AND COUNSELING SKILLS (B.A.)**

(13 courses, 52 credits)

**CORE COURSES (4 courses, 17 credits):**

- 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 470: Senior Seminar (4)

**AREA COURSES: (5 courses, 20 credits)**

Students are required to take one course from each of the five areas listed below.

- Abnormal & Clinical:
  - PSY 342: Principles of Abnormal Behavior (4)
  - PSY 351 Behavioral Disorders of Childhood (4)

- PSY 361 Theory and Research in Clinical/Counseling Psychology (4)
- PSY 362 Practice and Techniques of Clinical/Counseling Psychology (4)
- Biological & Comparative:
  - PSY 215: Motivation and Emotion (4)
  - PSY 272: Evolutionary Psychology (4)
  - BIOL/PSY 317: Behavioral Neuroscience (4)
  - BIOL/PSY 323, 323L: Animal Behavior (4, 2), lab optional for PSY 323
- Developmental:
  - PSY 144: Child Psychology (4)
  - PSY 145: Adolescence and Emerging Adulthood (4)
  - PSY 238: Multicultural Children and Families (4)
  - PSY 351: Behavioral Disorders of Childhood (4)
- Cognition:
  - PSY 319: Cognition (4)
  - PSY 329: Cognitive Neuroscience (4)
  - PSY 371: Eyewitness Memory (4)
- Social & Personality:
  - PSY 204: Social Psychology (4)
  - PSY 218: Cross Cultural Psychology (4)
  - PSY 272: Evolutionary Psychology (4)
  - PSY 273: Psychology of Human Sexuality (4)
  - PSY 363: Personality Psychology (4)

**CLINICAL & COUNSELING SKILLS CONCENTRATION: (4 courses, 16 credits)**

- PSY 361: Theory & Research in Clinical/Counseling Psychology (4)
- PSY 362: Practice & Techniques of Clinical/Counseling Psychology (4)
- PSY 380: Supervised Field Placement (4)
- One clinical elective from the following:
  - PSY 281: Professional Development in Psychology (4)
  - PSY 351: Behavioral Disorders of Childhood and Adolescence (4) (cannot count toward Developmental area requirement if used as clinical elective)
  - Additional relevant courses TBD

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 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)**

**Han, Mann, Michalski**

Survey of major topic areas in modern psychology and terminology of the discipline, giving students a more complete understanding of themselves and others. Discussion of topics such as the debate over nature and nurture, human development, physiological psychology, social psychology, and several other major areas within psychology, and discussions of the implications of findings within these areas on cultural products. We will explore these topics through lectures, lab exercises, and assignments. Open to first-year students. Offered both terms.

**PSY 144: CHILD PSYCHOLOGY (4)**

**Han**

This course focuses on the definition and understanding of processes basic to the development of complex human behaviors. Particular attention will be paid to the powerful developmental factors during the first 12 years of life and their relevance for later behavior. Open to first-year students. Offered both terms.



**PSY 145: ADOLESCENCE AND EMERGING ADULTHOOD (4)****Han**

This course examines theories and research on adolescent and emerging adult development. Influences of biological, cognitive, and social factors on development will be discussed in various topics such as identity, the self, independence, delinquency, and resilience. Emphasis will be given to ecological factors surrounding adolescents such as family, peers, school, work, and social media. Open to first-year students. Offered Term 2.

**PSY 160: THE MUSICAL BRAIN (4)****Department**

We will explore how the brain perceives and creates music and how music affects brain structure and function and will practice reading research literature. Students will have the opportunity to conduct research by writing survey questions, collecting, and analyzing data, and presenting their results. The final project will be a research proposal. (TLAS)

**PSY 204: SOCIAL PSYCHOLOGY (4)****Michalski, Mann**

This course addresses the foundations of modern social psychology; social interactions and social processes; nature and characteristics of social groupings; types of social groupings; social change and stability; and development and change of attitudes. The course will also have practical application as found in current research on group influences and reactions in experimental and natural settings. Prerequisite: PSY 141. Offered Term 1.

**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 APA 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 Term 2. (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. Offered Term 2.

**PSY 218: 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 1.

**PSY 238: 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, acculturation, enculturation, and the values that are inherited from the country of origin (with the exception of Native Americans). Prerequisite: PSY 144 or PSY 145. Open to first-year students.

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. Not offered in 2024-25.

**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, including sexual interests across the menstrual cycle, mate preferences, and infidelity. Prerequisite: PSY 141. Not offered in 2024–2025. (w, x, o)

**PSY 281: PROFESSIONAL DEVELOPMENT AND ETHICS IN PSYCHOLOGY (4)**

**Mann**

This 4-credit course will introduce students to diverse career options available in the field of psychology and cover 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, internships, the graduate school application process, résumé writing, as well as ethical quandaries around justice, consent, and confidentiality in human service fields and research. Prerequisite: PSY 141. Offered Term 1 in odd years.

**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: BEHAVIORAL NEUROSCIENCE (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 and described as BIOL 317. Prerequisite: PSY 141. Not offered in 2024-25.

**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. Offered Term 2.

**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. Offered Term 2.

**PSY 329: COGNITIVE NEUROSCIENCE (4)**

**Wooten**

Cognitive neuroscience aims to understand the ways in which the brain influences how people think, feel, and act. Throughout this course we will investigate higher mental processes—such as perception, attention, memory—with a focus on how each are linked to neural processes. Methods (e.g., fMRI) to study these brain functions will be discussed along with notable empirical findings. Prerequisite: PSY 141. Not offered in 2024-2025.

**PSY 342: PRINCIPLES OF ABNORMAL BEHAVIOR (4)**

**Mann**

This is an upper-level class that covers the evidence-based understanding, diagnosis, and treatment of psychological disorders in adults. Topics covered include schizophrenia, anxiety disorders, post-traumatic stress, mood disorders, and others. Prerequisite: PSY 141, PSY 205 (can co-req for concentration students). Offered Term 1.

**PSY 350: SPECIAL TOPIC: HOMICIDE (4)****Michalski**

This seminar course focuses on key studies conducted on the psychology of homicide. We will review various types of homicide, including fratricide, infanticide, serial homicide, suicide, and parricide. We will explore demographic information of both victims and perpetrators and will examine circumstances that precede homicides such as partner violence, sexual jealousy, same-sex conflicts over status and reputation, stalking, and fatal attraction. Prerequisites PSY 205 & PSY 208. Not offered in 2024-25.

**PSY 351: BEHAVIORIAL DISORDERS OF CHILDHOOD AND ADOLESCENCE (4)****Mann**

An examination of the theories, characteristics, etiology, and treatment of the major categories of behavior disorders that affect children and adolescents. Topics covered include autism, attention deficits and hyperactivity, intellectual disabilities, learning disorders, anxiety, aggression, substance abuse, and responses to trauma. Prerequisite: PSY 141. Not offered in 2024-25.

**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 371: EYEWITNESS MEMORY (4)****Wooten**

This course examines the psychology behind eyewitness memory. Why do witnesses make memory errors? How can these mistakes be prevented? We'll explore both questions by discussing notable research studies related to psychology and the law. Additionally, we'll examine cases of individuals who have been wrongfully convicted based on faulty eyewitness evidence. Examples of topics covered include: the cross-race effect, child eyewitnesses, co-witness effects, false confessions, jury decision making, identification procedures, and the cognitive interview. Prerequisite: PSY 205. Offered Term 2.

**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. (ELR)

**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 470: SENIOR SEMINAR (4)****Michalski**

This course allows students to apply the knowledge and skills they have developed over the course of their undergraduate careers in psychology. Students' 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 are 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.

# Public Health

**MAJOR, MINOR**

**PROFESSORS:** Bonnie Bowers (psychology), LeeRay Costa (gender and women's studies), Renee Godard (biology), Edward A. Lynch (political science), Darla Schumm (religious studies), Morgan Wilson (biology), Pauline Kaldas (English)

**ASSOCIATE PROFESSORS:** Vladimir Bratic (communication), Pablo Hernandez (economics), Rachel Nuñez (history), Elizabeth Gleim (biology), Genevieve Hendricks (art)

**ASSISTANT PROFESSORS:** Abubakarr Jalloh (public health), Susan Eagle (public health), Mary Jane Carmichael (biology), Chris Florio (history), Kaila Thorn (environmental studies), Lindsey Breitwieser (gender and women's studies), Giancarlo Schrementi (mathematics and statistics)

**VISITING ASSISTANT PROFESSOR:** Charles Lowney (philosophy), Sadie Snow (Sociology)

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, epidemiologist, 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 (44 – 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 to 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 2 at the 300 level, no more than 2 courses from one department, except for those courses with a Public Health (PH) designation.

### AFFILIATED COURSES:

- BIOL 132: Human Biology
- BIOL 140: Human Genetics
- BIOL 220: Human Physiology
- BIOL 312: Microbiology
- BIOL 314: Genetics
- BIOL 332: Immunology
- BIOL/ES 104: Introduction to Environmental Studies
- BIOL/ES 207: Ecology
- BIOL/ES 240: One Health: Linking Human, Animal, and Environmental Health
- BIOL/ES 253/253L: Microbial Ecology

- BIOL/ES 316: Wildlife Disease
- BIOL/ES 357: Conservation Biology and Lab
- BIOL/PSY 317: Biological Psychology
- BLI 210: Conflict, Feedback, and Change
- BLI 220: Decision Making Strategies
- BLI 471: Negotiation and Feedback
- 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
- CMPS 110: Computer Basics and Applications
- CMPS 160: Applied Computing I with Python
- CMPS 260: Applied Computing II: How to Think Like a Data Scientist
- CMPS 335: Data Mining Techniques
- 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
- ECON 312: Economics of Development and Globalization
- 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
- ES 373: Environmental Justice
- 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
- GWS/SOC 250: Mad in America: Gender, Mental Health, and Popular Culture
- HIST 265: African-American History, 1865 to the Present
- HIST 329: Slavery: A Global History
- INTL/POLS 302: Comparative Urbanism
- PHIL 181: Contemporary Moral Issues
- PHIL 241/341: Poverty and Human Capability
- PHIL 253: Biomedical Ethics
- POLS 255: State and Local Government
- PSY 204: Social Psychology
- PSY 208: Research Statistics
- PSY 215: Motivation and Emotion
- 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: Islam and the West
- REL 218: Buddhist Traditions
- REL 219: Jewish Traditions
- REL 223: Women in Buddhism
- SOC 234: Social Problems

- STAT 251: Statistical Methods I
- STAT 324: Data Wrangling with R
- STAT 361: Regression

### 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
- 2 courses from the list of affiliated courses, with at least one at the 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 Term 1. (DIV, MOD, INQ)

#### 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. (r, Q, TLAS)

#### 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 and described as BIOL/ES 240. Prerequisites: ES/BIOL 207/207L, or PH 201, or permission. Open to first-year students. Offered Term 2.

#### PH 250: SPECIAL TOPIC: SOCIAL DETERMINANTS OF HEALTH (4)

Jalloh

Social circumstances influence the health and well-being of individuals and communities. This course fosters an understanding of micro- and macro-determinants that result in racial/ethnic and socio-economic differences in health outcomes. Determinants include income, wealth, education, social status, social support, social stressors, and social-physical environments, among others. Students will learn about the social conditions impacting individual and community health. Open to first-year students. Offered Term 2. (o, DJP)

#### PH 250: SPECIAL TOPIC: GENDER AND HEALTH (4)

Eagle

This course examines the intertwined impacts of both gender and sex on health. Many health issues are unique to people of specific biological sexes—male, female, and intersex. Additionally, gendered power relations structure clinical interactions, medical research, and health policy, leading to differences in health outcomes across all genders. This course will allow students to apply gender analysis to population health issues. Open to first-year students. Offered Term 1.

#### PH 250: SPECIAL TOPIC: CULTURE, HEALTH, AND ILLNESS (4)

Eagle

We might think that it is relatively straightforward to determine if someone is healthy or sick. For example, we generally define and describe disease in biological terms; the signs and symptoms of disease are observed through medical examination and testing. However, health and illness are culturally defined and socially constructed concepts. How people manifest and experience poor health—and the proper responses to being in poor health—varies significantly across cultures. This course is an exploration of medical anthropology: how health and illness are

defined, described, experienced, and treated across social and cultural divides. 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 and described 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. Not offered in 2024-25. (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 and described as BIOL 253L or ES 253L. Co-requisite: BIOL, ES, or PH 253. Not offered in 2024-25. (SCI)

**PH 260: 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. Open to first-year students. Not offered in 2024-25. (DIV)

**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**

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, theory, and methods about health from a multidisciplinary perspective. Students explore the relation of biological, economic, political, cultural, and behavior factors to health, as well as disease spread and management. Prerequisites: PH 101 or PH 201, or permission of instructor. Offered Term 1. (GLO, DJP)

**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 and described as BIOL/ES 316. Prerequisite: Sophomore standing and BIOL/ES 207/207L and BIOL 236/236L, or PH 201, or permission. Not offered in 2024-25. (SCI, TLAS)

**PH 344: HEALTH COMMUNICATION (4)****Eagle**

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 and described as COMM 344. Prerequisite: sophomore standing. Offered Term 1.

**PH 350: SPECIAL TOPIC: COMPARATIVE HEALTH SYSTEMS AND POPULATION HEALTH (4)****Eagle**

Access to healthcare is a significant determinant of health. This course is anchored in study of the structure and function of the U.S. health care as a system, and analysis of its impact on health outcomes across multiple populations. It will situate this study in a global context to highlight the impact different health care systems have on population health outcomes. Prerequisite: sophomore standing. Offered Term 1.



**PH 350: Special Topic: Qualitative Research Methods (4)****Eagle**

This course leads students through the process of carrying out qualitative research. Students will learn why qualitative methods are used, focusing on theoretical approaches and developing research questions as well as why and how to apply for IRB approval. Students will also learn how to carry out research through methods appropriate to their research question, including content analysis, focus groups, and interviewing. From collecting data, students will move on to data management, analysis, and interpretation. Prerequisite: sophomore standing. Also listed and described as SOC 350. Offered Term 2.

**PH 373: ENVIRONMENTAL JUSTICE (4)****Thorn**

Environmental justice refers to both a field of study and an activist movement. Both the realm of study and activism focus on the way the different groups of people are differently impacted by environmental issues. 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. Additionally, the course incorporates applied examples and experiences from the field in adjacent study areas including public health and sociology. Also listed and described as ES 373 and SOC 373. Prerequisite: ES 104, ES 117, PH 201, or SOC 110. Offered Term 1. (DIV, DJP)

**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 a community health needs assessment and improvement document, simulating public health working environments. The course is designed to empower students to synthesize their academic experience gained in prior public health coursework that will incorporate and gauge students' practical skills in developing an impactful project based on real life public health intervention. Prerequisite: Senior standing and PH 301 or permission of instructor. Offered Term 1.

**TRIP 1051: KENYA: AN INTERDISCIPLINARY VIEW OF WOMEN'S REPRODUCTIVE HEALTH****Jalloh,  
Breitwieser**

This academic and experiential program will center on women's reproductive health in Kenya. Via a collaboration between Kenyatta University in Nairobi, Kenya and Hollins University in Roanoke, Virginia, USA, students will gain a global health perspective with a focus on exploring reproductive health issues through an interdisciplinary lens, including maternal and child health, birthing experiences, and gendered economic disparities. Students will also be introduced to the Kenyan culture via immersive experiences with local organizations and populations. The partnership with Kenyatta will give students the opportunity to explore the shaping of public knowledge about and advocacy for women's health. Prerequisite: Permission of instructors. Next offered in Short Term 2026.

# Religious Studies

**MAJOR**

**PROFESSOR:** Darla Schumm (coordinator, religious studies)

**AFFILIATED FACULTY:** James Patrick Downey (philosophy), Michael E. Gettings (philosophy)

**ASSISTANT PROFESSOR:** Ashleigh Breske

**VISITING ASSISTANT PROFESSOR:** 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 on 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:

10 courses (40 credits)

### CORE COURSES:

- REL 126: Introduction to Religion in a Global Context (4)
- Two of the following:
  - REL 212: Christian Traditions (4)
  - REL 217: Islam and the West (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 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)

**Department**

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 2024-25. (*w, x, MOD*)

### REL 201: INTRODUCTION TO THE HEBREW BIBLE (4)

**Department**

A Biblical study of the identity, faith, and history of Israel through a survey of drama, story, and event. This course broadly samples the law, prophets, and writings, in view of histories of interpretation, ritual, practices, and symbol

systems. In addition, the course will provide an introduction to methods of exegesis and to historical and literary criticism. Open to first-year students. No prerequisite. Offered Term 1. (*f, w, PRE*)

**REL 202: INTRODUCTION TO THE NEW TESTAMENT (4)**

**Department**

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. Offered Term 2. (*f, w, x, DIV, PRE*)

**REL 212: CHRISTIAN TRADITIONS (4)**

**Department**

The many sects of Christianity have repeatedly attempted to reinterpret the origins of the tradition in ways which provide a new or "reformed" framework for a community. The course examines not only the history of early Christianity, but also a selection of such reinterpretations and of Christians' responses to other cultures with whom they coexist. Prerequisite: REL 117 or REL 118 recommended. Offered Term 1. (*o, DIV, MOD*)

**REL 215: SILENCED? MARGINALIZED VOICES IN JUDAISM, CHRISTIANITY, AND ISLAM (4)**

**Department**

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 and described as GWS 216. No prerequisite. Open to first-year students. Not offered in 2024-25. (*DIV, MOD*)

**REL 217: ISLAM AND THE WEST (4)**

**Department**

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. Offered Term 2. (*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 2024-25. (*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 2024-25. (*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 and described as GWS 223. Not offered in 2024-25. (*r, GLO*)

**REL 235: COMPASSION, COMMUNITY, HOPE: ECONOMIC JUSTICE IN THE BIBLE (4)**

**Department**

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 2024-25. (*f, w, x, DIV*)

**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 and described as SOC 241. Not offered in 2024-25. (*DIV*)

**REL 250: SPECIAL TOPIC: CHINESE RELIGIONS (4)****Larsen-Harris**

This course examines three Chinese religious and philosophical traditions—Confucianism, Taoism, and Buddhism. We will read philosophical texts from these traditions such as the *Analects of Confucius*, the *Tao te Ching*, the *Platform Sutra* and many others, with special attention given to key concepts, problems in translation, and similarities to or differences from western philosophies. We will also discover how these traditions resulted in unique literary forms by reading Taoist and Buddhist poetry. Open to first-year students. Offered Term 2.

**REL 250: SPECIAL TOPIC: RELIGION AND ECOLOGY (4)****Larsen-Harris**

Our current environmental problems have been caused not just by rampant industrialization but by our very notions of what nature is and our relationship to it. Some see the possibility of challenging our current ecological world views through an exploration of or a re-inspiration from the world's various religious and spiritual traditions. This course aims to discover how religious traditions have responded to the natural world through story, theology, and action. We will focus on Indigenous traditions, three Asian religions (Hinduism, Buddhism, and Shintoism) and two Western traditions (Judaism and Christianity). We will explore how these diverse traditions offer both ancient and new perspectives on the ecological crisis and express the hope to reunite us with the earth. Topics will include animals, ecosystems, Climate Change, and sustainability, etc. Open to first-year students. Offered Term 2.

**REL 250: SPECIAL TOPIC: NATIVE AMERICAN RELIGIONS (4)****Larsen-Harris**

Long before Jamestown was founded, Native Americans practiced elaborate religious traditions—and they continue to do so today. This course will explore the rich diversity of practices that existed before first contact and those that evolved when Christianity began to spread. We will read Native American myths and stories from around the continent and also research individual tribal traditions. We will seek to understand ancient native rituals such as the Sun Dance as well as those movements that arose in response to Christianity such as the peyote cult and Ghost Dance. The course's methodologies include the following: a historical perspective from pre-contact to the modern era; a narrative approach to story cycles at the genre, tribal, and regional level; an anthropological analysis of ritual; finally, a biographical approach will reveal how the many dimensions of Native American religion come together in the life of significant practitioners. Open to first-year students. Offered Term 2.

**REL 270: SACRED STORY: WORLD SCRIPTURES (4)****Department**

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 2. (f, w, x, PRE)

**REL 272: PHILOSOPHY OF RELIGION (4)****Lowney**

Also listed and described as PHIL 272. Offered Term 1.

**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 2024-25. (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 and described as GWS 318. Prerequisite: junior standing. Offered Term 1. (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 and described as ENG 335. Prerequisite: junior standing or permission. Offered Term 2. (w, x, o)

**REL 340: THEORIES OF RELIGION (4)**

**Department**

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 2024-25..

**REL 362: SPIRITUAL ACTIVISM (4)**

**Costa**

Also listed and described as GWS 362. Prerequisite: sophomore standing or permission. Not offered in 2024-25. (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.

# Short Term

## SEMINARS, INTERNSHIPS, TRIPS

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
- Thesis projects
- Internships
- Senior theses and projects
- Courses from other colleges on a similar calendar
- Supervised internships with businesses or organizations

**First-year students will either enroll in CORE 102 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 website, [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.

#### **CORE 102: CONFLICT AND COLLABORATION (4)**

Building on some of the skills developed in First-Year Foundations, students in this course will practice how to take risks, fail forward, navigate difficult conversations, negotiate conflict, work as part of a team, and accept feedback with a growth mindset. Students would also hone their oral communication skills, specifically in the context of negotiation and self-advocacy. All of these activities will be carefully scaffolded. Students will be encouraged to apply these strategies to their own lives.

#### **SEM 1077: STUDIO ART SENIOR PROJECTS (4)**

**Zompetti**

Immerse yourself in your studio practice during this intensive seminar focused on developing your work for the Senior Studio Art exhibition. Work with studio art faculty and your peers to refine your methods, concepts and studio workflow, while participating in both small group critiques with your peers and one on one studio visits with faculty. Expect to dedicate an additional 10-15 hours per week outside of the seminar schedule to your independent studio work.

#### **SEM 1193: SURVIVAL IN THE MODERN WORLD (4)**

**Imbriani**

This course provides a unique and personal interactive learning experience helps students reflect on their leadership style, educational life and personal lives. By learning the the Seven Priorities of Survival and the technical skills necessary to utilize them students will identify parallels existing between wilderness survival techniques, university life, and personal life.

#### **SEM 1244: TRIAL AND ERROR (4)**

**Carson, Schumm**

Taught by Roanoke City Circuit Court Judge David Carson, this course is an intensive guide to the law, legal system, and trying a case. The class will introduce students to substantive areas of law and the procedures of trial advocacy, on campus and in court. As a part of trial practice, students are required to observe courtroom proceedings, and engage in basic trial exercises; including, opening statements, closing arguments, direct examinations, and cross examinations. Professional attire and ability to attend all scheduled sessions is required of enrolled students.

#### **SEM 1278: INTRODUCTION TO STAGE COMBAT (4)**

**Smith**

Dive into the world of stage combat and bring dramatic conflicts to life! This course goes beyond traditional acting, teaching you how to safely and convincingly portray physical confrontations on stage. What you'll learn:

- Unarmed combat techniques: Master the art of staged punches, falls, and grapples
- Armed combat skills: Learn the basic principles of stage sword fighting!
- Develop crucial physical awareness and coordination
- Strengthen communication and trust with your fellow actors

Whether you're into Shakespeare's duels or modern action scenes, these skills will elevate your performances and make you a versatile, in-demand actor. Join us to add some excitement to your theatrical toolkit and create unforgettable moments on stage!

**SEM 1279: RESEARCH DESIGN AND METHODS IN STEM (4)**

**Carmichael, Derringer, Lynch**

This course will give students a fundamental understanding of the processes involved in the design of qualitative and quantitative research methodology in STEM. Working collaboratively, the class will identify a research question related to a STEM field that requires an interdisciplinary approach, pulling from the instructors' areas of expertise. The class will conduct a literature review, develop questions and testable hypotheses, and define a protocol to address those questions. Additional topics will cover statistical analysis of data and technical and non-technical science writing. Working together, the class will develop a comprehensive research proposal. As a part of this course, students will take field trips to local research facilities. This course is only open to first year students.

**SEM 1280: YES, WE CAN! INTRODUCTION TO COMMUNITY ADVOCACY (4)**

**Eagle**

How do equitable and inclusive communities come into being? Through us! This course is a hands-on, experiential introduction to identifying strategic community issues and developing advocacy campaigns to improve them. Students will identify a community issue affecting the Hollins community and develop advocacy materials to work for change.

**SEM 1281: THEMATIZING ARTIFICIAL INTELLIGENCE (4)**

**Lee**

Like many industries, Hollywood has been convulsed by the rapid uptake of artificial intelligence (AI). In 2023, a historic strike by industry writers and actors was motivated in part to safeguard their jobs against generative AI tools. Yet long before the rise of AI became a pressing labor question, Hollywood has been telling stories about mischievous robots, sentient computers, and other unruly technological entities. This class examines how movies have explored the theme of AI in such films as 2001: A Space Odyssey, Blade Runner, The Terminator, Ghost in the Shell, The Matrix, Ex Machina, After Yang, and M3GAN, among others. Films will be screened during class time followed by discussion.

**SEM 1282: RELIGION AT THE MOVIES (4)**

**Larsen-Harris**

Religious movies give us an opportunity to examine religions from a variety of unusual perspectives. This class will explore five religious traditions—Hinduism, Buddhism, Judaism, Islam and Christianity—as they are represented by a variety of film genres including documentary, drama, and comedy. After reading overviews of these religions, we will examine how the medium of film simplifies, distorts, but also attempts to express the essence of each faith. Questions considered include: Can film give an accurate experience of a religion? Is there a middle ground between the sentimental and satirical? Can watching a film become a religious experience?

**SEM 1283: PAPER TIDES: SUSTAINABILITY AND MATERIALITY IN PAPERMAKING (4)**

**Steffanni**

Throughout papermaking's expansive history, papermakers have shown invention and adaptability in their ability to collaborate with nature through harvesting, recycling and reclaiming materials for paper production. Through discussion, projects, and critique, this course will explore topics in sustainability, environmental art, and observation/collaboration with nature. Students will learn two-dimensional and three-dimensional techniques in papermaking including sheet formation, natural dyeing, pulp painting, recycling paper/fiber waste. The course will incorporate visiting artist lectures and field trips to nature sites, museum collections, and regional papermaking artists. Course fee is estimated at \$100 for materials and supplies.

*Additional seminar descriptions will be listed on the university website as they are approved and scheduled.*

**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.

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.

## TRAVEL/STUDY PROGRAMS

First-year students may apply to some Hollins sponsored short term programs, but every student must be 18 years of age to participate in a travel/study program. To find out more information about the programs below see <https://studyabroad.hollins.edu/>.

### SHORT TERM LANGUAGE IMMERSION STUDY ABROAD PROGRAMS

#### TRIP 1004: SPANISH IN SEVILLE

**Department**

Spanish Studies Abroad (SSA) in Seville, Spain, offers a January Term program which can be taken either on its own or in conjunction with a semester-long SSA program 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 for all language levels 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.

#### TRIP 1043: SPANISH IN ALICANTE

**Department**

Spanish Studies Abroad (SSA) 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**

Spanish Studies Abroad (SSA) in Cuba is 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.

### ADDITIONAL SHORT TERM TRAVEL PROGRAMS

The travel/study programs listed below are dependent upon sufficient enrollment. Students must contact the instructor at the earliest possible date to express an interest and to learn details about schedules and costs.

### FACULTY LED PROGRAM

There are several study abroad faculty led programs offered during short term in a variety of departments. These include programs in Ecuador, Greece, Italy, and Kenya. See <https://studyabroad.hollins.edu/> to read more details about each program.

#### TRIP 1023: FIELD DANCE STUDY AND PERFORMANCE

**Dance Department**

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 1049: ECUADOR! A BIO-CULTURAL JOURNEY ON THE EQUATOR

**Godard**

Students in this J-term course will have the chance to explore one of the most biologically and culturally rich countries on the planet – ECUADOR. Located on the equator, this relatively small South American country is literally bursting with biodiversity and cultural vibrancy. With 14 different indigenous cultures and more than 23,000 identified species [including 1600+ bird species, 10,000+ plant species, 500+ amphibian species], the richness is delightfully overwhelming. During our 17-day stay we will explore the Andean highlands and the Amazon jungle with activities including: 3 days at a remote ecological field station; community home stays with indigenous (Quichua/Kichwa) communities in the high Andes and in the jungle; volunteer work supporting environmental organizations in Ecuador;



and opportunities to explore natural history/botanical/ethnobotanical parks. In addition, students will work in teams on one of several on-going research projects examining: environmental perspectives of people in Ecuador and beyond,

tropical moth biodiversity, bird diversity, and mammalian activity in biodiversity corridors. Prerequisite: Required to take a 2-credit fall course in Tropical Ecology, permission of instructor. Offered Short Term 2025.

**TRIP 1052: WILDERNESS AND WILDLIFE: NATURAL AND CULTURAL HISTORY OF THE SOUTHEASTERN U.S.** **Wilson, Owens**

Wilderness and wild places are relatively scarce in much of the U.S. as a result of the extensive human development and encroachment over the past 200+ years, but these places still exist and many have been recognized and protected at the state, federal, and international levels. We will explore wild places in the Southeastern United States to learn the biology of these areas, the natural history of the organisms that inhabit them, and the cultural importance these areas hold (some have been recognized by UNESCO and the Network to Freedom program of the National Parks Service). Following an application process, accepted students will enroll in a 2-credit course during the fall semester to learn necessary skills for immersion at each site. Key activities we will use to intimately engage with each site will include wilderness camping, canoeing, extensive hiking, birding, and stand up paddle boarding. Students will also take advantage of this study away experience to evaluate and develop their own effectiveness in a group as we explore group development theories. Prerequisite: BIOL 250 in Fall 2024. Offered Short Term 2025.

**TRIP 1053: OWNERSHIP AND (DE)NILE: WORLD HERITAGE IN AND BEYOND EGYPT** **Breske**

On this trip, we will explore museums and cultural heritage sites in Egypt and attend lectures by the American University in Cairo faculty. We begin in Cairo and then travel the Nile to sites and museums in Luxor, Aswan, and Abu Simbel. During our trip we discuss politics, the economy, and the tourism industry in Egypt. Offered Short Term 2025.

**TRIP 1054: CRETE: YESTERDAY, TODAY, AND THE FUTURE** **Salowey, Richter**

Κρήτη, Crete, the largest of the Greek islands, is strategically located in the Mediterranean, a nautical crossroads between North Africa, the Near East and Europe. In addition, it sits above and was formed by the meeting of the African and Eurasian tectonic plates. Its colorful history is preserved in its ruins and artifacts, and its unique geology and biology in its natural environments. In this course we will explore the remains of several historical periods from Minoan palaces to Greco-Roman towns through Byzantine churches to Venetian and Ottoman fortifications, as well as staging areas and cemeteries of WWII and modern villages and towns adapting to the global tourism model. Crete offers mountains to climb, caves to descend into, labyrinths to wander through and vestigial forests to experience. The island's fierce independence has preserved distinctive forms of art and literature and everywhere, Cretan hospitality and cuisine is on display. Offered Short Term 2025.

# Sociology

**MAJOR**
**ASSISTANT PROFESSOR:** Sadie Snow

Students who enroll in sociology courses can expect to acquire a greater knowledge and 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.

**REQUIREMENTS FOR A MAJOR IN SOCIOLOGY:**

9 courses (36 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 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)**
**Snow**

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 201: MAD IN AMERICA: GENDER, MENTAL HEALTH, & POPULAR CULTURE (4)**
**Breitwieser**

This course uses popular culture to understand how insanity, madness, and psychological disability are perceived and how we might improve our own well-being. We use an intersectional perspective to understand mental health as a social and biological phenomenon; as part of systems we use to categorize one another, organize daily life, and distribute resources; and as a lens through which we may study our world. Engaging media, science, legal, and historic texts, we consider the production of behavioral, cognitive, and emotional norms and discuss how these stigmatize gender, sexual, racial, and mental difference. Also listed and described as GWS 201. Pre-requisite: GWS 141, SOC 110, or permission from the instructor. Offered Term 2. (DIV, MOD)

**SOC 227: SOCIAL THEORY (4)**
**Snow**

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

**SOC 234: SOCIAL PROBLEMS (4)**
**Snow**

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 1. (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 and described as REL 241. Not offered in 2024-25. (DIV)

**SOC 250: SPECIAL TOPIC: FROM TRAMP STAMPS TO DESIGNER GENES: BODY MODIFICATION (4)****Breitwieser**

This course examines understandings and experiences of body modification. We explore the social, political, and ethical aspects of body modifications and analyze what constitutes (un)natural enhancement, modification versus mutilation, and individual agency. We learn that we shape our bodies to express ourselves, as well as to deliberately conform to or defy bodily expectations based on gender, race, religion, and ability. Also listed and described as GWS 250. Offered Term 2.

**SOC 250: SPECIAL TOPIC: MATERIAL GIRLS IN A MATERIAL WORLD: GENDER AND SCIENCE (4)****Breitwieser**

This course examines how technology and scientific knowledge and practices produce, and are produced by, social norms and cultural imperatives. We challenge the idea that science and medicine transcend sociocultural influence or biases, and we identify how politics and law, family, religion, government, and economic conditions come to matter in the laboratory, clinic, or research site. With particular attention paid to gender/sex, sexuality, race, and (dis)ability, we trace western science's historical and philosophical emergence; consider the objects and objectives of scientific study; discuss representation within STEM fields; outline the culture(s) of science; and identify science's role within systems of power and privilege. We place science within historical and cultural context to better understand what constitutes "truth" and how we might approach research, medical interventions, and technological innovation ethically. Also listed and described as GWS 250. Not offered in 2024-25.

**SOC 250: SPECIAL TOPIC: RACE, SPACE, AND THE CARCERAL STATE (4)****Gibson**

This course will explore the simultaneous development of race in the United States and the creation and evolution of the American criminal justice system, and the ways in which they are co-constitutive. Tracing carceral landscapes through time, from the plantation to present day, the course will discuss how architecture serves as a potent tool to enforce power. Through an exploration of various architectural forms, the course will probe how is inscribed into the built environment and how the carceral state is part of our everyday lives. Also listed and described as ARTH 250. Open to first-year students. Offered Term 2. (DJP)

**SOC 260: RACE, CLASS, AND GENDER: A REFLEXIVE APPROACH (4)****Department**

This course addresses central concepts, theories, and empirical findings found in the sociological literature on structured social inequality. Emphasis is on historical and contemporary U.S. society. Considerable attention is devoted to examining the intersections between issues of cultural diversity and individual biographical experience. Open to first-year students with permission. No prerequisite. Also listed and described as GWS 260. Not offered in 2024-25. (DIV, MOD)

**SOC 272: REPRODUCTIVE JUSTICE (4)****Department**

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 and described 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 343: CRITICAL RACE THEORY (4)****Department**

This course examines racial assumptions embedded in US law and traces the impact of racism on the development of the law and legal institutions. Critical Race Theory (CRT) is a broad theoretical framework created by synthesizing the main themes of scholars who challenge dominant understandings of race and the law. This course surveys the texts that define the CRT framework. Not offered in 2024-25. (w, x, DIV)

**SOC 350: RULE BREAKERS AND RULE MAKERS: SOCIAL PSYCHOLOGY AND DEVIANT BEHAVIOR (4)****Snow**

Why is it illegal to transport an unchaperoned sheep in the cab of your truck in Montana? More importantly, why would anyone want a sheep riding shotgun knowing full well that it's illegal? This generally is not what we picture

when we think about 'criminal behavior.' Narratives of crime and criminals have been ubiquitous in popular culture - but are often harmful to different groups as they work to create and maintain stereotypes of groups as deviant. In

this class, we will break down how what it means to criminalize certain kinds of behavior - and the social psychology of why and how we all engage deviant behavior anyway. Offered Term 1. (SMN)

**SOC 350: Special Topic: Qualitative Research Methods (4)**

**Eagle**

This course leads students through the process of carrying out qualitative research. Students will learn why qualitative methods are used, focusing on theoretical approaches and developing research questions as well as why and how to apply for IRB approval. Students will also learn how to carry out research through methods appropriate to their research question, including content analysis, focus groups, and interviewing. From collecting data, students will move on to data management, analysis, and interpretation. Prerequisite: sophomore standing. Also listed and described as PH 350. Offered Term 2.

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

**Department**

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 and described as GWS 360. Not offered in 2024-25.

**SOC 373: ENVIRONMENTAL JUSTICE (4)**

**Thorn**

Environmental justice refers to both a field of study and an activist movement. Both the realm of study and activism focus on the way the different groups of people are differently impacted by environmental issues. 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. Additionally, the course incorporates applied examples and experiences from the field in adjacent study areas including public health and sociology. Also listed and described as ES 373. Prerequisite: ES 104, 117, PH 210 or SOC 110. Offered Term 1. (DIV, DJP)

**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.

# Spanish

**MAJOR, MINOR**

**PROFESSOR:** Alison Ridley (chair, Modern Languages, Berry Professor in Liberal Arts)

**ASSOCIATE PROFESSOR:** Ángel Díaz Miranda (Elizabeth Lineberger Ramberg Chair)

**ASSISTANT PROFESSOR:** Juan Manuel Portillo

**LANGUAGE ASSISTANT:** Diana Benitez

Students majoring in Spanish at Hollins will be able to express themselves proficiently 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, NGOs, and education. They also have the solid academic background necessary to enroll in graduate programs in Hispanic studies and comparative literature. 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, Mexico, and three sites in Spain: Seville, Alicante, and Barcelona, through Spanish Studies Abroad. These programs offer students a wide variety of courses in literature, culture, art history, political science, international relations, business, and history. Internships may be arranged at the SSA Education Abroad Argentina and Spain sites. See the Global Learning Hub website for more details:

<https://studyabroad.hollins.edu/>

## HISPANIC HOUSE, LANGUAGE ASSISTANT AND TUTOR

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 who serves as our language assistant) 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. Finally, a dedicated undergraduate tutor works individually with students to aid them in honing their Spanish language skills.

## 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)**

**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. SPAN 101-102 fulfills the ESP language requirement (LAN) for students who have not studied Spanish previously and the Core WL requirement. 101 offered Term 1; 102 offered Term 2. (LAN or WL)

### **SPAN 110: ACCELERATED ELEMENTARY SPANISH (4)**

**Portillo**

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. Prerequisite: placement or permission. Not Offered in 2024-25. (partially fulfills LAN or WL)

### **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. SPAN 111-112 fulfills the ESP language requirement (LAN) for students who have studied Spanish in high school and the Core WL requirement. Prerequisite: placement, SPAN 101 and SPAN 102, SPAN 110, or permission. 111 offered Term 1; 112 offered Term 2. (LAN or WL)

### **SPAN 121: ACCELERATED INTERMEDIATE SPANISH (4)**

**Ridley**

This course is a review of grammar, an expansion of verbal and writing skills, and includes reading of literary selections. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the ESP language requirement (LAN) for students who have studied Spanish in high school and the Core WL requirement. Prerequisite: placement, excellent performance in SPAN 101 and SPAN 102, SPAN 110, or permission. Offered Term 1. (LAN or WL)

### **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. Not offered in 2024-25. (WL)

### **SPAN 220: 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 2. (WL, SMN)

**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 2024-25. (WL)

**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. Offered Term 2. (o, GLO, WL)

**SPAN 231: CONVERSATION AND COMPOSITION: TOPICS (4)**

**Ridley**

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. This year, the course is stacked with SPAN 350. Designation: Language course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Offered Term 1. (WL)

**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. Not offered in 2024-25. (WL)

**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 2024-25. (o, MOD, WL)

**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 2024-25. (o, GLO, WL)

**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 centuries, 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 2024-25. (WL)

**SPAN 250: SPECIAL TOPIC: LATINX SCIENCE FICTION WRITTEN BY WOMEN (4)**

**Díaz Miranda**

Science fiction's purpose is to conjure different possibilities of what it means to be human (or something beyond human) and sentient. What does it mean for the American cultural establishment the production of Latinx/Latine science fiction written by women? Using a combination of close reading and contextual historical and critical theory texts, we will study Latinx science fiction to consider the influences that inspire radically inventive forms of liberation. We will explore issues of repression of minorities, how social organization privileges some and not others, the economic cores that refuse evenness, code switching and variation, gender presentation and norms, and the configurations of the Latinx/Latine self, both human and otherwise. 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 Mío Cid*, *El libro de buen amor*, *La Celestina*, *Lazarillo de Tormes*, and *Don Quijote*. Designation: Literature course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2024-25. (PRE, WL)

**SPAN 252: SURVEY OF SPANISH LITERATURE II (4)****Department**

A study of major literary works and authors from the 19th century to the present. Representative authors include Espronceda, Bécquer, Galdós, Unamuno, and Garcia Lorca. Designation: Literature course. Prerequisite: placement, SPAN 112, SPAN 121, or permission. Not offered in 2024-25. (MOD, WL)

**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 2024-25. (MOD, WL)

**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 course or permission. Not offered in 2024-25.

**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 2024-25. (w, x)

**SPAN 341: 20<sup>TH</sup>- AND 21<sup>ST</sup>-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 2024-25.

**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. This year's topic is Antonio Buero Vallejo. Designation: Literature course. Prerequisite: 200-level course or permission. Offered Term 2. (w, x)

**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 2024-25. (AES)

**SPAN 350: ADVANCED CONVERSATION AND COMPOSITION: TOPICS (4)****Ridley**

This is an advanced option of SPAN 231. The same book is used, but students enrolled in 350 will be required to complete additional work and take on leadership roles in the class debates. Designation: Language course. Prerequisite: 200-level course 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 2024-25. (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 2024-25.

**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: 200-level course or permission. Offered Term 1.

**SPAN 388: TEACHING FOREIGN LANGUAGES (4)****Department**

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. Not offered in 2024-25.

**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 346. Prerequisite: senior standing or permission. Offered Term 2. (w, x)

**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  
**THEATRE LECTURER/RESIDENT DESIGNER:** Arne Johnson  
**PRODUCTION MANAGER/TECHNICAL COORDINATOR:** Shelby Love  
**VISITING LECTURERS:** Danielle Barre, Savannah Bower, Michael Mansfield, E.B. Smith  
**GUEST ARTISTS:** Nelson Barre, Ginger Poole, Moneé Stamp

The Hollins theatre department is a creative community, an identity we embrace in the classroom, the rehearsal hall, the scene shop, and on stage. We engage in the development of theatre artists, thinkers, and leaders looking to change the future of American theatre. Hollins theatre students actively help to shape departmental vision, policies, and programming, and are encouraged to create student-generated work that expresses their personal creative vision.

By combining the collaborative process, the individual creative process, and the critical/analytical process, this program of study provides a solid foundation for those wishing to engage in 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 research and writing, 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 major in theatre requires a minimum of 44 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.

### 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:

- innovative B.A. program in theatre
- award-winning M.F.A. playwriting program: The Playwright's Lab
- opportunity to pursue a B.A./M.A. pathway with the addition of an M.A. in Theatre and New Play Development upon graduation
- undergraduate theatre abroad program in London
- undergraduate theatre abroad trip to the Edinburgh Fringe Festival
- internships at major professional theatres and arts organizations
- professional partnership with Mill Mountain Theatre

### MUSICAL THEATRE PERFORMANCE CERTIFICATE

The Musical Theatre Performance certificate is being phased out in 2023-24 to give us the opportunity to redesign this program. Currently declared students will be supported to the completion of this program, but we will not be accepting any new declarations for this certificate.

### 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.

### REQUIREMENTS FOR A MAJOR IN THEATRE:

44-48 credits and an experiential component

#### CORE REQUIREMENTS: (44-48 credits)

- THEA 113: Script Anatomy (4)
- THEA 151: Stagecrafts (4)
- THEA 161: Introduction to Acting Dynamics (4) or THEA 271 Advanced Acting Dynamics (4)
- THEA 242: Theatrical Design (4)

- THEA 235: Costume Construction (4)
- THEA 254: Stage Management (2)
- THEA 263: Episodes in Theatre History: Season 1 (4)
- THEA 326: Episodes in Theatre History: Season 2 (4)
- THEA 363: Directing (4)
- THEA 365: Purpose, Passion, and Possibilities (2)
- THEA 364: Playwriting Fundamentals (4)
- THEA 470: Senior Seminar (2) **and** THEA 480: Senior Project (2)
- THEA 490: Senior Honors Project (2, 2, 2)

#### **EXPERIENTIAL COMPONENT:**

All students must complete an experiential component, which consists of participation in four theatre productions as a member of the cast, crew, or staff. Students are required to participate in at least two disciplines.

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

24 credits and an experiential component

- THEA 113: Script Anatomy (4)
- THEA 151: Stagecrafts (4)
- THEA 161: Introduction to Acting Dynamics (4) or THEA 271: Advanced 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 242: Theatrical Design (4)
  - THEA 252: Scene Design (4)
  - THEA 253: Lighting Design (4)
  - THEA 255: Costume Design (4)
- One additional theatre course (4) of the student's choice
- Experiential Component:
  - All students must complete an experiential component, which consists of participation in two theatre productions as a member of the cast, crew, or staff. Students are required to participate in two disciplines.

#### **COURSES IN THEATRE:**

##### **THEA 100: THEATRE PRODUCTION PRACTICUM (4)**

**Department**

This hands-on practicum introduces students to the fundamental aspects of theatre production. Students will gain a comprehensive understanding of the behind-the-scenes elements that bring theatrical productions to life. The course covers six key areas: costume technology, set construction, lighting technology, audio technology, stage management, and producing. Students will rotate through modules in each area, developing basic skills they can then apply to ongoing theatre department productions. By the end of the course, participants will have a broad understanding of theatre disciplines and appreciate the collaborative nature of theatrical production. No prerequisites are required. Open to first-year students.

##### **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, SMN)

##### **THEA 151: STAGECRAFTS (4)**

**Johnson, Love, Mansfield**

An introduction to technical theatre, emphasizing the development of basic knowledge and craftsmanship necessary for scenery construction, stage lighting, and backstage crew assignments. Students are required to attend 20 hours of practical lab experience during shop hours to work on the semester project. Intended primarily for first-year students and sophomores, with preference to theatre majors for whom it is required. Prerequisites: *q* and permission from instructor. Lab fee: \$75-100. Offered Term 1. (Q, CRE, C&I)

##### **THEA 156: THEATRE APPRECIATION (4)**

**Department**

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 be extended beyond designated class time) and to view theatre productions on videotape. Lab fee for theatre tickets. Open to first-year students. No prerequisite. Lab fee: \$150-185. Not offered in 2024-25. (AES)

**THEA 160: PERFORMANCE AND PRODUCTION WORKSHOP (1 or 2)**

**Department**

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: INTRODUCTION TO ACTING DYNAMICS (4)**

**Barre**

This course offers an introduction to the craft of acting for non-actors and a review of the basics for students with acting experiences. Training involves exercises in movement, voice, imagination, and community building with an emphasis on improvisation and class participation. This course is intended to introduce students to a broader awareness of the art of acting. Open to first-year students. No prerequisite. Offered Term 1. (CRE, C&I, F)

**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 2024-25. (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 2024-25.

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

**Smith**

Also listed and described as ART/DANC/FILM/MUS 175. Not offered in 2024-25. (r)

**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, DJP)

**THEA 210: STAGE MAKEUP (4)**

**Department**

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 2. Not offered in 2024-25. (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 2024-25. (CRE)

**THEA 235: COSTUME CONSTRUCTION (4)**

**Department**

The costume shop is often thought of as the heart of a theatre. This fun, hands-on course will introduce students to equipment, procedures, and personnel in the design and execution of costumes for theatrical productions. The 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. Prerequisite: permission from instructor. Offered Term 2. (C&I, F)

**THEA 242: THEATRICAL DESIGN (4)****Johnson, Mansfield**

This introductory course will take you through the visual landscape of theatre design. Explore the processes, technologies, and aesthetics of costume, scenery, audio, video, 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. Offered Term 1. (C&I, F)

**THEA 249: STAGECRAFT: CONSTRUCTION & RIGGING (4)****Johnson**

This course serves as a comprehensive foundation in stagecraft with a focus on set construction techniques and rigging principles. The curriculum combines basic concepts with hands-on applications. Through a combination of informative lectures, guided demonstrations, and practical hands-on projects, students will develop familiarity and growing confidence with a range of power tools commonly used in theatre workshops. The course places a strong emphasis on establishing solid shop safety practices. Students will progress from basic to moderately challenging construction projects, learning fundamental techniques for building and finishing scenic elements. The course also introduces elementary concepts of theatrical rigging and trains students on our computerized fly system. By the semester's end, students will have acquired a solid foundation of technical skills and safety awareness, preparing them for more specialized coursework and setting the stage for future growth in theatre production roles. Prerequisite: THEA 100. Open to first-year students. Course fee is required. Lab fee: \$75-100.

**THEA 247: APPLIED MUSICAL THEATRE PERFORMANCE TECHNIQUES (4)****Department**

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 2. This class will be offered for the last time in the 2024-25 academic year. (CRE)

**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 2024-25.

**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 2024-25. (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 2024-25. (Q, CRE)

**THEA 254: THEATRICAL OPERATIONS: PRODUCTION & STAGE MANAGEMENT (4)****Love**

Production and stage managers form the backbone of theatrical institutions and productions. This class covers the fundamentals of both roles, from planning calendars and organizing production teams to managing rehearsals, filing reports, and running performances from backstage and the booth ("Mission Control"). Students will learn essential skills in organization, execution, and oversight for all aspects of theatrical production. These skills are highly transferable to project management roles in various industries. Emphasis will be placed on both the broader scope of production management and the detailed responsibilities of stage management, preparing students for careers in theatre and beyond. No prerequisite.

**THEA 255: COSTUME DESIGN (4)****Department**

Students study the special challenges of designing costumes for the stage, focusing on character analysis and the potentials of different fabrics. Development of graphics skills include figure drawing, rendering techniques, and collage. No prerequisite. Lab fee: \$50-100. Not offered in 2024-25. (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. Offered Term 2. (CRE, C&I)

**THEA 257: STAGECRAFT: THEATRE TECHNOLOGIES (4)****Love, Mansfield**

This course provides a hands-on introduction to essential theatre technologies, focusing on lighting, sound, and projection systems. In lighting technology, students will learn how to hang and focus lights, as well as program and operate lighting consoles. The sound component covers fundamental audio concepts and familiarizes students with our theatre's sound systems. Students will learn to program and run both sound and projection cues. Throughout the semester, students will have ample opportunity to work directly with the equipment in our theatre spaces, gaining valuable hands-on experience. By the end of the course, students will have developed practical skills in operating lighting, sound, and projection technologies, preparing them for crew positions and more advanced studies in technical theatre. Prerequisite: THEA 100: Theatre Production Practicum. Open to first-year students.

**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 2024-25. (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 2024-25. (Q, CRE)

**THEA 260: INTERMEDIATE PERFORMANCE & PRODUCTION WORKSHOP (1)****Department**

This hands-on workshop offers theatre majors and minors practical experience in a fully realized theatrical production. Students may focus on performance or technical theatre. Performance track students engage in character development, rehearsals, and public performances. Technical track students work on various aspects such as set/props construction, costuming, wardrobe/stage crew, board operation, or assistant stage management. Both tracks collaborate with directors and crew members, applying theoretical knowledge to real-world production challenges. This immersive experience deepens understanding of theatre processes, enhances problem-solving skills, and provides insights into the collaborative nature of production. Prerequisite: Audition/technical interview and permission of instructor/production manager. May be repeated for credit as roles vary each semester.

**THEA 261: CONTEMPORARY SCENE STUDY (4)****Department**

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 or THEA 271. Not offered in 2024-25. (o, CRE)

**THEA 263: EPISODES IN THEATRE HISTORY: SEASON 1 (4)****Martin**

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, DJP)

**THEA 271: ADVANCED ACTING DYNAMICS (4)****Barre**

This course is intended for advanced acting students to expand their understanding of the fundamentals of acting, voice, and movement, and begin to interface with text analysis and various acting methods, including those established by Stanislavski, Chekhov, Hagen, and Bogart, among others. Students will explore character, action, and objective through in-class exercises, monologues, and scene work. Open to first-year students. Prerequisite: permission from instructor. Not offered in 2024-25.

**THEA 276: PHILANTHROPY AND THE ARTS (4)****Smith**

Also listed and described as ART/DANC/FILM/MUS 276. No prerequisite. Offered Term 2.

**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. Not offered in 2024-25. (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 principal 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 2024-25.

**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, SMN)

**THEA 345: ADVANCED THEATRE TECHNOLOGIES (4)****Love, Mansfield**

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 2024-25

**THEA 360: ADVANCED PERFORMANCE & PRODUCTION WORKSHOP (1)****Department**

This advanced workshop offers upper-level theatre majors and minors the opportunity to take on leadership roles in a fully realized theatrical production. Students may focus on advanced performance (lead roles), design (set/props, costume, lighting, projection, or sound), producing, production management, or stage management. All students collaborate across disciplines, applying advanced theoretical knowledge and skills to complex production challenges. This immersive experience cultivates leadership and creative problem-solving skills and provides deep insights into professional theatre practices. Prerequisites: Audition/technical interview, THEA 260: Production Workshop, and permission of instructor or production manager. Junior or senior standing required. May be repeated for credit as roles vary each semester.

**THEA 361: CLASSICAL SCENE STUDY (4)****Department**

An advanced acting class focusing on period styles and an actor's approach to the classics. Scene study includes the plays of Ancient Greece, Shakespeare, Moliere, and the Restoration. Prerequisite: THEA 161 or 261. Not offered in 2024-25. (CRE)

**THEA 363: DIRECTING (4)****Martin**

An introduction to the creative and aesthetic challenges faced by the director. Included is 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. Prerequisites: THEA 161 or THEA 271, and THEA 242: Theatrical Design or permission. 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, C&I)

**THEA 365: JUNIOR SEMINAR: PURPOSE, PASSION, AND POSSIBILITIES (2)**

**Love, Martin**

This course examines the art of making theatre as a way of living in and seeing the world. Students will question the stories they want to see performed and why. Students will examine personal and communal values on the path to creating a theatrical company. Together, students will develop an artistic and vision statement for their company and plan the theatrical project they will collaboratively produce in the spring of their senior year. Students will present their company philosophy and collaborative project to faculty for approval at the end of the term. This course serves as a Junior Seminar for Theatre majors and minors. Prerequisite: junior standing and theatre major or minor. Offered Term 1.

**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 2024-25.

**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)**

**Smith**

Senior theatre majors will explore pathways of professional development in order to plan first steps as theatre makers outside of the university setting. Offered Term 1.

**THEA 480: SENIOR PROJECT (2)**

**Martin**

Senior theatre majors are required to enroll for a project in the senior year. This project will consist of a faculty-approved and mentored collaborative production experience planned, designed, directed, and produced by all senior theatre majors as a company. Corequisite: 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 in theatre research 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 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-lection 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. Required for all students participating in approved Hollins-Affiliated Study Abroad Programs and Exchanges or the Short Term Language Immersion J-Term programs. Optional for those participating in Faculty-Led programs. Students are automatically enrolled in the course the semester before their study abroad experience. 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. Required for all students participating in approved Hollins-Affiliated Study Abroad Programs and Exchanges or the Short Term Language Immersion J-Term programs. Optional for those participating in Faculty-Led programs. Students are automatically enrolled in the course the semester after their study abroad experience. Offered both terms.

**UNIV 125: INTRODUCTION TO SUSTAINED DIALOGUE (2) Glenn**

In an increasingly diverse world, students should be intentional about building skills to increase their intercultural competence. With enhanced intercultural competence, students will be able to better address issues pertaining to diversity and inclusion, have confidence in building relationships across difference, and contribute meaningfully to a campus climate where every person is valued and respected. This experiential course introduces students to the theory, principles, and practices of Sustained Dialogue, a dialogue-to-action process that transforms relationships and develops informed strategies to improve community. Students will participate in weekly meetings to work through the five stages of dialogue, examine their own beliefs and biases, and learn about the tools of Sustained Dialogue. Students will read and discuss articles written by the Sustained Dialogue founder and other articles related to diversity and inclusion generally. Students will be required to submit written reflections about their own development, interaction with class members, and concepts of the course. Days/times TBA; we will make our best effort to accommodate the schedules of registered students. Not offered in 2024-25. (DIV- 4 SD credits required for DIV)

**UNIV 126: INTRODUCTION TO SUSTAINED DIALOGUE: RACE AND GENDER (2) Glenn**

In an increasingly diverse world, students should be intentional about building skills to increase their intercultural competence. With enhanced intercultural competence, students will be able to better address issues pertaining to diversity and inclusion, have confidence in building relationships across difference, and contribute meaningfully to a campus climate where every person is valued and respected. Students will participate in weekly meetings to dialogue about race and gender. Students will read and discuss articles written by the 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 2024-25. (DIV- 4 SD credits required for DIV)

**UNIV 210: UNIVERSITY PUBLICATION – HOLLINS COLUMNS (1 or 2) Department**

Work on the staff of Hollins Columns for elective credit only. Students may repeat this course (combined with UNIV 220) for a maximum of eight credits while at Hollins. Pass/fail grading only. Not offered in 2024-25.

**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 2024-25.

**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 2024-25. (DIV- 4 SD credits required for DIV)

**UNIV 235: TUTORING SUBJECT AREAS (2)**

**Department**

This course prepares students for tutoring in a specific subject area. Students will be trained in techniques for assisting others in their learning process. Prerequisite: sophomore standing and permission of instructor. 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 FOUNDATIONS STUDENT SUCCESS LEADER (2)**

**Nunez**

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 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 2024-25

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**FELICITAS ADU-ACHEAMPONG**, Visiting Assistant Professor of Economics; B.A., University of Cape Coast; MSc., University of Hull; Ph.D., Wayne State University. 2024.

**SUZANNE ALLISON**, Lecturer of Biology and Pre-Health Sciences Advisor; B.S., Hollins University; M.S., James Madison University. 2021.

**HANNAH ALMS**, Visiting Assistant Professor of Modern US History; B.A., Wake Forest University; M.A., Ph.D., Indiana University. 2024.

**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.

**JENNIFER ARMENTROUT**, Adjunct Instructor in Business; B.S., Ohio University; J.D., The Ohio State University College of Law. 2024.

**ANNA BAYNUM**, Associate Professor of Education; B.A., Guilford College; M.Ed., Ed.D., University of Virginia. 2008.

**ROMAN BOHDAN**, Adjunct Instructor in Economics; B.A., Ivan Franko Lviv National University; M.S., Ukrainian State University of Economics and Finance; M.B.A., Eastern Washington University; M.S., Ph.D., University of New Orleans. 2022.

**MARISSA BOLIN**, Visiting Lecturer in English (adjunct); B.A., Hollins University; M.A., Ph.D., University of York. 2022.

**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.

**LINDSEY BREITWIESER**, Assistant Professor of Gender and Women's Studies; B.A., College of Charleston; M.A., Ph.D., Indiana University. 2022.

**ASHLEIGH BRESKE**, Assistant Professor of 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.

**NICKOLE BROWN**, Louis D. Rubin Writer-In-Residence; B.A., University of Louisville; M.F.A., Vermont College of Fine Arts. 2024.

**JEFFERY NORMAN BULLOCK**, Associate Professor of Dance and Director of M.F.A. in Dance; M.F.A., University of Iowa. 2004.

**MATTHEW BURNSIDE**, 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.

**JULIE M. CLARK**, Associate Professor of Mathematics and Statistics; B.S., Davidson College; M.S., Ph.D., University of Virginia. 2001.

**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. 2024.

**MICHELLE DE GROOT**, Associate Professor of English; B.A., University of Virginia; M. A., Ph. D. Harvard University. 2016.

**DANIEL R. DERRINGER**, Professor of Chemistry; B.A., Kalamazoo College, Ph.D., Purdue University. 1990.

**ÁNGEL M. DÍAZ MIRANDA**, Associate Professor of Spanish and Elisabeth Lineberger Ramberg Chair; M.A., University of Connecticut; Ph.D., Emory University. 2014.

**JAMES PATRICK DOWNEY**, Associate Professor of Philosophy; B.A., M.A., Ph.D., University of Virginia. 1995.

**EMILEE DUNTON**, Head Women's Basketball Coach and Instructor of Physical Education; B.A., M.A., Randolph College. 2018.

**CHRISTOPHER FLORIO**, 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.

**PENELOPE FREEH**, Visiting Assistant Professor of Dance; M.F.A., Hollins University. 2024.

**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.

**STEPHANIE GIBSON**, Assistant Professor of Art History; B.A., Emory University; M.A., Ph.D., University of Pennsylvania. 2024.

**ELIZABETH GLEIM**, Associate Professor and Janet W. Spear Chair in 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.

**KATHLEEN HALL**, Visiting Assistant Professor of Art; B.A., University of Virginia; M.F.A., University of New Hampshire. 2024.

**SEUNG-HEE HAN**, Assistant Professor of Psychology; B.A., M.A., Chung-Ang University; Ph.D., University of Missouri. 2020.

**CHELSEA HARLAN**, Visiting Lecturer in English; B.A., Bennington College; M.F.A., Brooklyn College. 2024.

**BARBARA HASSELL**, Visiting Lecturer in German (adjunct); A.S. Virginia Western Community College; B.A. Roanoke College; M.A.L.S. Hollins University; Ph.D. Virginia Polytechnic Institute & State University. 2014.

**GENEVIEVE HENDRICKS**, Assistant Professor of Art, B.A., University of Pennsylvania; M.A. and Ph.D., New York University. 2014.

**PABLO HERNANDEZ**, Associate Professor of Economics; B.A., Universidad de las Américas; M.A., Ph.D., University of Notre Dame. 2007.

**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.

**ARNOLD JOHNSON**, Theatre Lecturer; B.A., Humboldt State University; M.F.A., U.C. Santa Barbara. 2024.

**ERICA JOHNSON**, Co-Choreographer and theatre adjunct; B.F.A., Indiana University. 2024

**PAULINE KALDAS**, Professor of English and Susan Gager Jackson Professor of Creative Writing; B.A., Clark University; M.A., University of Michigan; Ph.D., State University of New York–Binghamton. 1999.

**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.

**JAEYEON LEE**, Assistant Professor of International Studies; B.A., M.A., Sogang University; Ph.D., University of Kentucky. 2024.

**NATHAN LEE**, Assistant Professor of Film; B.A., Bard College; M.A., Ph.D., Brown University. 2022.

**ERIN LEVERING**, Lecturer of Mathematics and Mathematics Placement Coordinator; B.S. and M.A.Ed., Virginia Polytechnic Institute & State University. 2012.

**LI YING**, Frances Niederer Artist-In-Residence; Anhui Teachers University; M.F.A., Parsons School of Design. 2024.

**SHELBY LOVE**, Theatre Technical Director: Production Manager; B.A., Millsaps College; M.F.A., Hollins University. 2022.

**CHARLES LOWNEY**, 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**, Lecturer in Art; B.A., Virginia Tech; M.F.A., West Virginia University. 2020.

**MICHAEL MANSFIELD**, Visiting Lecturer in Theatre (adjunct); B.S., James Madison University; M.A., Virginia Tech. 2022.

**WENDY-MARIE MARTIN**, Assistant Professor of Theatre; B.F.A., Marymount Manhattan College; M.F.A., Hollins University; Ph.D., Ohio University. 2021.

**DAVID MASSEY**, B.A., College of Wooster; M.A., The Ohio State University; Ph.D., Indiana University (*expected 2024*).

**KATELIN MCCULLOUGH**, Visiting Assistant Professor of Classics; B.A., University of Texas at Austin; M.A., Ph.D., University of North Carolina at Chapel Hill. 2024.

**DAVID MCGEE**, Head Women's Volleyball Coach; B.S., Virginia Polytechnic Institute & State University; A.T., Still University. 2020.

**JOHN MCLAUGHLIN**, Visiting Assistant Professor of Biology (adjunct); B.S., Roanoke College; M.Ed., Ph.D., Virginia Polytechnic Institute & State University. 2022.

**RICHARD MICHALSKI**, Associate Professor of Psychology; B.A., Ph.D., Florida Atlantic University. 2004.

**THORPE MOECKEL**, Susan Gager Jackson Professor of Creative Writing, Associate Professor of English; B.A., Bowdoin College, Brunswick; M.F.A., University of Virginia. 2005.

**C.E. MORGAN**, Distinguished Professor of Creative Writing; B.A., Berea College; M.T.S., Harvard Divinity School. 2024.

**MARILYN F. MORIARTY**, Professor of English; B.A., M.A., University of Florida, Gainesville; Ph.D., University of California–Irvine. 1992.

**ZEGNET MUHAMMED**, Visiting Assistant Professor of Physics; B.A., Bahir Dar University; M.S., Technical University of Munich; M.S., METU NCC; M.S., The University of Texas at El Paso; Ph.D., University of Arkansas. 2022.

**SEAN NGUYEN-HILTON**, Visiting Assistant Professor of Dance; M.F.A., Hollins University. 2024.

**RACHEL MARIE NUÑEZ**, Associate Professor of History, Batten Chair; B.A., Rice University; M.A., Ph.D., Stanford University. 2008.

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**MANUEL PORTILLO**, Visiting Assistant Professor of Spanish; B.S., City of Juárez Institute of Technology; Ph.D., University of California, Davis. 2020.

**BRIAN REEVES**, Assistant Professor of Chemistry; B.S., James Madison University; Ph.D., Colorado State University. 2021.

**ALISON J. RIDLEY**, Berry Professor of Spanish; B.A., M.A., Ph.D., Michigan State University. 1991.

**TODD RISTAU**, Assistant Professor of Theatre and Director of M.F.A. Program in Playwriting; B.A., M.F.A., University of Iowa. 2006.

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**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.

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**JOSEPH STANIUNAS**, Adjunct Instructor in Communication Studies; B.A., Virginia Tech; M.S., Columbia University Graduate School of Journalism. 2017.

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**JEFFREY STROM**, Visiting Lecturer in Business (adjunct); B.B.A., Radford University; M.B.A., Virginia Polytechnic Institute & State University. 2012.

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**PATRICIA SUNIA**, Assistant Professor of English; B.A., University of California; M.A., California State University; Ph.D., University of Illinois at Urbana-Champaign. 2022.

**KAILA THORN**, Assistant Professor of Environmental Studies; B.A., Hollins University; M.S., Ph.D., The Pennsylvania State University. 2022.

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**MARY WALSH**, Visiting Lecturer in Music; B.A., Hollins University; M.M., University of Kentucky. 2024.

**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.

**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**, Assistant Professor of Psychology; B.A., University of Oklahoma; M.A., University of Alabama-Huntsville; Ph.D., Texas A&M University. 2020.

**MARY ZOMPETTI**, Assistant Professor of Art; B.F.A., Northern Vermont University; M.F.A., Lesley University College of Art and Design. 2019.

*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.

**CASIMIR DADAK**, Professor of Finance and Economics Emeritus; M.A., Academy of Economics; Ph.D., Fordham University.

**NANCY DAHLSTROM**, Professor of Art Emerita; B.F.A., State University of New York at Buffalo; M.F.A., Ohio University.

**RICHARD H.W. DILLARD**, Professor of English Emeritus; B.A., Roanoke College; M.A., Ph.D., University of Virginia.

**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.

**BANSI L. KALRA**, Professor of Chemistry Emeritus; B.Sc., M.Sc., Panjab University; Ph.D., University of Saskatchewan. 1980.

**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.

**ELIZABETH POLINER**, Associate Professor of English Emerita; A.B., Bowdoin College; J.D., University of Virginia School of Law; M.F.A., American University.

**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.

**CHRISTOPHER J. RICHTER**, Associate Professor of Communication Studies Emeritus; B.A., M.A., Ph.D., Ohio State University.

**ANNETTE SAMPON-NICOLAS**, Professor of French Emerita; Diplôme Supérieur de Français, Université de Lille; B.S., M.A., Ph.D., University of Wisconsin–Madison.

**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.

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