



UNDERGRADUATE CATALOG
2025-26

HOLLINS
UNIVERSITY

Table of Contents

Hollins University Academic Calendar 2025–26	5
HOLLINS: An Overview	7
Mission of the University.....	7
History of Hollins	7
Hollins Today	8
Programs of Study	9
Bachelor of Arts (B.A.)	9
Bachelor of Science (B.S.)	9
Partnerships for Graduate Studies.....	10
Special Academic Programs.....	14
Study Abroad/Away Programs.....	16
Horizon Program	21
Academic Support Programs.....	23
Admission Guidelines	26
Tuition and Fees.....	32
Financial Aid	39
Military and Veterans' Educational Benefits	43
Academic Regulations.....	46
Core Curriculum	47
Core Curriculum Description and Guidelines	48
Program Of Study Options	49
Graduation Requirements Summary	55
Academic Honors	55
Honor Societies	56
Awards	58
Student Rights/Education Records	60
Course Description Codes.....	63
Undergraduate Courses	66
Art	66
Art History	66
Studio Art.....	70
Arts Management	76
Batten Leadership Institute	77
Biology	80
Business	88

Chemistry.....	92
Classical Studies.....	98
Communication Studies	105
Computer Science.....	109
Core Curriculum	109
Dance	114
Economics	117
Education.....	121
English & Creative Writing	125
Environmental Studies Environmental Science	139
Film.....	147
French	151
Gender and Women’s Studies.....	157
GLAM Studies/Cultural Heritage	164
Global Politics and Societies	166
History.....	167
Humanities.....	173
Interdisciplinary Major	174
International Studies.....	174
Japanese.....	180
Mathematics, Statistics, and Computer Science*.....	180
Music.....	187
Philosophy.....	193
Physical Education, Athletics, and Hollins Outdoor Program (HOP)	199
Physics.....	206
Political Science.....	210
Pre-Health Sciences.....	215
Pre-Law	215
Pre-Medicine.....	215
Pre-Nursing.....	216
Psychology	217
Public Health.....	224
Religious Studies	230
Short Term	232
Sociology	237

Spanish 240

Theatre. 247

University Courses..... 256

Faculty 2025-26..... 258

Faculty Emeriti.....262

Board of Trustees 2025-2026..... 264

Administrative Offices 266

Hollins University Academic Calendar 2025–26

(Dates subject to change at the discretion of the University | Published 9/8/2025)

*See Important Deadlines on the Registrar's Office website for partial term course deadlines

FALL TERM 2025

Event	Date
International Student Arrival	Tue: Aug 26
New Students Check-In	Sat: Aug 30
New Student Orientation	Sat–Tues: Aug 30–Sept 2
Returning Students Arrive	Sun–Mon: Aug 31–Sept 1
Labor Day	Mon: Sept 1
Opening Convocation	Tue: Sept 2
Classes Begin	Wed: Sept 3
Session 1 Dates	Wed: Sept 3 – Tue: Oct 15
Last Day to Add Full-term Class*	Tue: Sept 9
Last Day to Declare Audit*	Tue: Sept 16
Fall Graduation Date	Wed: Oct 1
Family Weekend	Fri–Sun: Oct 10–12
Fall Break (no classes)	Thu–Fri: Oct 16–17
Session 2 Dates	Mon: Oct 20 – Fri: Dec 11
Board of Trustees Meeting	Thu–Sat: Oct 23–24
Last Day to Withdraw from a Full-term Class	Wed: Oct 29
Thanksgiving Recess	Mon–Fri: Nov 24–28
Last Day of Classes	Thu: Dec 11
Reading Day	Fri: Dec 12
Examinations	Sat–Wed: Dec 13–17
Grades Due	Sat: Dec 20

SHORT TERM 2026

Event	Date
Short Term Begins	Mon: Jan 5
Last Day to Add	Wed: Jan 5
Last Day to Drop	Thu: Jan 6
Martin L. King Jr. Day (classes in session)	Mon: Jan 19
Last Day to Withdraw from a Class	Fri: Jan 23
Short Term Ends	Fri: Jan 30
Grades due for short term seminars	Fri: Feb 6
Grades due for internships, ind. studies	Mon: Feb 23

SPRING TERM 2026

Event	Date
Classes Begin	Mon: Feb 2
Session 1 Dates	Mon: Feb 2 – Tue: Mar 17
Last Day to Add Full-term Class*	Fri: Feb 6
Last Day to Declare Audit*	Fri: Feb 13
Presidents Day (classes in session)	Mon: Feb 16
Board of Trustees Meeting	Thu–Sat: Feb 19–21
Last Day to Declare Pass/Fail	Mon: Mar 2
Spring Recess	Mon–Fri: Mar 23–27
Session 2 Dates	Wed: Mar 18 – Fri: May 8
Last Day to Withdraw	Mon: Mar 30
Honors Convocation	Tue: May 5
Last Day of Classes	Fri: May 8
Reading Day	Sat: May 9
Examinations	Sun–Tues: May 10–12
Commencement	Sun: May 17

SUMMER TERM 2026

Event	Date
Dance Summer Session	Mon: Jun 8 – Fri: Jul 31
Juneteenth Holiday	Fri: Jun 19
Full Summer Term Begins	Mon: Jun 22
Last Day to Add Full-term Class*	Wed: Jun 24
Last Day to Drop Full-term Class	Fri: Jun 26
Independence Day (classes in session)	Sat: Jul 4
Full Summer Term Ends	Fri: Jul 31
Grades Due	Mon: Aug 10

HOLLINS: An Overview

Hollins enrolls approximately 783 students, 675 in its undergraduate programs and 108 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 27 majors with 17 concentrations and 31 minors.

Hollins has long been recognized for the many highly regarded writers it has produced. This includes four Pulitzer Prize winners (Mary Wells Knight Ashworth, Henry Taylor, Annie Dillard, and Natasha Trethewey), 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 27 fields; the bachelor of science in six fields; 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 (SACSCOC) to award degrees at the bachelor’s and master’s levels. Hollins University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Hollins University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website (www.sacscoc.org). 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.) 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 three Short Terms. Hollins University offers the bachelor of arts with major specializations in the following areas:

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

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)
- Physics
- 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.

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

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.

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)
- 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 Shenandoah University,) 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 50th percentile or greater with no individual score less than the 30th 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.

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.

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 and Exchanges, or the Short Term Language Immersion Short Term 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

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 J-Term or a 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 <https://institutdetouraine.com/en> 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 also 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.

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 J-Term or a 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)
- 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 Hub 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 J-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 (GLOD) 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.

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). 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.

SHORT TERM COURSES

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 the per credit hour cost noted in the Tuition and Fee rate table.

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 seek 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). However, all residential Horizon students must also purchase the food plan. See the Tuition and Fee rate table for related costs.

For more information about the amenities associated with university housing, including information about housing during university breaks, please refer to the current 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) brings 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. Staff are reachable via email at 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, 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 COACHING

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.

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 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).

Take advantage of the outdoor reading porch, next to the library's Rosetta Coffee Company café, 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.

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 for more information.

ELEANOR D. WILSON MUSEUM

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

Each year, EDWM presents 10-15 exhibitions, including shows organized in-house and traveling exhibits from regional arts organizations and nationally recognized institutions. The museum collaborates with departments across the university campus to present exhibitions featuring the senior studio art majors, the Frances Niederer Artist-in-Residence, the Women Working with Clay Symposium, the M.F.A. Dance program, and the M.F.A. Children's Illustration program. The museum's supplementary programs include tours, lectures, workshops, gallery talks, and classroom instruction. The professional museum staff members teach classes on museum practicum as part of the GLAM (Galleries, Libraries, Archives, and Museums) studies certificate. Internships and volunteer opportunities are available for undergraduate and graduate students throughout the year.

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

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 October 15 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 1.

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/.

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 for undergraduate students and hugrad@hollins.edu for graduate students.

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

Tuition and Fees

FALL AND SPRING TERM 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.

Full Time Students	Resident Student	Day Student
Tuition Academic Year (Fall/Spring) ^	\$43,650.00	\$43,650.00
Food and Housing	\$16,200.00	\$0.00
Student Government Association Fee	\$300.00	\$300.00
Technology Fee	\$680.00	\$680.00
Green Fee	\$10.00	\$10.00
Total Comprehensive Fee *	\$60,840.00	\$44,640.00
DEPOSIT (nonrefundable)	\$400.00	\$200.00
Mailbox Fee (annually required)	\$70.00	\$0.00
Orientation Fee (first term only)	\$325.00	\$325.00
Graduation Fee (final term only)	\$135.00	\$135.00
Fall Balance Due August 11, 2025	\$30,455.00	\$22,320.00
Spring Balance Due January 12, 2026	\$30,455.00	\$22,320.00
Total	\$60,910.00	\$44,640.00

* - Comprehensive fees refer to the consolidated costs associated with attendance at the University. Regardless of enrolled degree program, there are other mandatory fees (noted above) as well as other additional fees that may apply based on course selection or specific program requirements. The total amount due is the comprehensive fee minus the applicable annual deposit plus additional mandatory fees (Mailbox, Orientation or Graduation fees) and other program or course fees.

Please note: the annual nonrefundable deposit is due April 1 for returning students and two weeks from acceptance for new students.

^ - Full-time students enrolled in 14-22 credit hours are charged a flat full-time tuition rate. Students taking fewer than 14 credit hours are classified as part-time and are charged per credit hour rate. Students enrolled in more than 22 credit

hours will incur an additional per credit hour charge of \$1,365 for each credit beyond 22, in addition to the full-time tuition rate.

ADDITIONAL RESIDENTIAL STUDENT HOUSING OPTIONS:

Single room - an additional \$1,250 per year. Tinker and Randolph single room – an additional \$625 per year. Double room as a single - an additional \$4,920 per year. \$25 per day over breaks (thanksgiving break, fall and spring recess, winter and summer breaks).

COMMUTER MEAL OPTIONS:

Term based 40 meal swipe plan \$275 and for \$145 you may add on an additional 20 meal swipes (20 meal swipes cannot be purchased separately). Fall meal swipes expire February 1, 2026, and Spring meal swipes expire May 12, 2026.

PART-TIME DAY STUDENTS

Fee Description	Amount
Tuition per credit hour	\$1,365.00
Technology Fee per term	\$170.00
SGA Fee	\$150.00
Green Fee	\$10.00

** - Please note, part-time students are charged the \$200 annual deposit fee due April 1st for returning students and two weeks from acceptance for new students. Plus, the orientation fee of \$325 for the first term only and the graduation fee of \$135 in the last term only, in addition to the part-time charges noted above. Part-time students are not eligible for housing options but can purchase a commuter meal plan.

SUMMER TERM FEES

- *Independent Study:* Tuition for Hollins independent study credit earned over summer term (excluding summer reading and internship credit) is \$1,365 per credit for Summer 2025.
- *Summer Internships and Reading:* Tuition for summer internships and reading are \$250 per credit hour. Students who are registered as full-time students in the prior spring term may be eligible to receive up to a 2-credit tuition waiver to be applied against their summer bill.
- *Housing Options:* Super Singles \$238.00 per week, Regular Singles \$161.00 per week during the summer session. \$25 per day when classes are not in session.
- *Meal Options:* Plan 1: 75 meals with \$75 FLEX = \$590; Plan 2: 60 meals with NO FLEX = \$410; Plan 3: 50 meals with \$75 FLEX = \$420; Plan 4: 50 meals with NO FLEX = \$345; Plan 5: 40 meals with \$75 FLEX = \$355; Plan 6: 25 meals with NO FLEX = \$185. Meals for summer are valid June 9, 2025, through August 1, 2025, Monday- Friday.

SHORT TERM FEES

Tuition for the short term is included in the comprehensive fee for undergraduate students enrolled full-time in Fall 2025 or Spring 2026. Otherwise, tuition for credit earned during a short term is \$1,365 per credit hour.

COURSE FEES

Discipline	Course Code	Per course
ART	ART 100, 250, 318, 350	\$100.00
	ART 200-229	\$150.00

	ART 230	\$250.00
	ART 236	\$130.00
	ART 275, 326-347, 351-480	\$250.00
FILM	FILM 280, 380	\$100.00
MUSIC (non-matriculated)	MUS 103-109	\$750.00
MUSIC (short-term)	Four 1-hour lessons	\$250.00
MUSIC (matriculated)	MUS 101	\$300.00
	MUS 102, 110, 112, 114, 116	\$250.00
	MUS 103-109	\$600.00
RIDING	PHED 240-253	\$1,280.00
THEATRE	THEA 210	\$90.00
	THEA 151, 235, 242, 253	\$40.00
	THEA 251, 252	\$75.00
	THEA 156	\$185.00
	THEA 255, 256, 259, 345	\$100.00

TRIP COURSE FEES

Description	Course Code	Per course
Spain	TRIP 1004, 1043, 1044	\$5,258.00
French in Tours	TRIP 1006	\$2,650.00
Kenya (Faculty-led)	TRIP 1051	\$3,000.00
Ecuador (Faculty-led)	TRIP 1049	\$3,000.00
Greece (Faculty-led)	TRIP 1054	\$3,200.00
Italy (Faculty-led)	TRIP 1047	\$2,700.00
Egypt (Faculty-led)	TRIP 1053	\$2,500.00
Wilderness and Wildlife (Faculty-led)	TRIP 1053	\$1,400.00

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.

SPECIAL FEES (SUBJECT TO CHANGE AND NON-REFUNDABLE)

Fee Name	Description/Amount
Counseling Charges	Counseling services are currently being provided at no additional cost to the student.
Housing (when classes are not in session, including breaks, early arrival or late departure)	\$25 per day.
Infirmery Charges	The amounts vary based on your visit requirements and insurance application.
Horse Boarding	\$1,200 per month to board a student's horse.
Key Replacements	\$75 per instance.
Late Payments	3% of the balance due, per month
Library Fines	These vary based on the type of book that has not been returned.
Lock Recore Charge	\$75 per instance.
Payment Plan Enrollment	\$40 per plan initiation.
PARKING (non-refundable)	\$75 per year, \$10 for Short Term; \$10 for Summer Term. Unpaid fines for violations will be billed and range from \$25 to \$100.
READMIT FEE	\$100 for returning after a withdrawal.
REFRIDGERATOR RENTAL FEE	\$25 per term.
REPLACEMENT ID CARDS	\$35 per instance.
RETURN CHECK FEE	\$35 per instance.
ROOM DAMAGE CHARGES	Vary based on damage that occurs.
STUDENT HEALTH INSURANCE (International students only)	\$2,013.38 for the academic year, paid in Fall 2025 term.
TRANSCRIPTS	\$10 per transcript.
WITHDRAWAL FEE	\$250 administrative fee for withdrawing during the refund period

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:** An 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. Depending on the location the study abroad program not all meals may be covered for the student's trip.

For J-term study aboard programs the costs related to the program are passed through to students and may vary from year to year. The costs range by program and are estimated between \$2,500 to \$5,500 depending on location, currency conversion, programing occurring, and length of trip and may not cover all meals for the student's trip.

GENERAL POLICIES

BILLING: Flywire 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 access their account activity and allow others to make electronic payments on their behalf by adding an Authorized Party on Flywire.

Students and Authorized Parties will be able to log in and create an on-demand bill as needed. 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/guardians) to view the bill and make payments
- access to view real-time account activity and current balances
- access to view previous bills

Notification of E-bill 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).

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 Flywire for any additional charges to their account.

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 TO FEES

The university may change fees at any time.

HOLLINS UNIVERSITY FLYWIRE TUITION PAYMENT PLAN

Hollins University offers to all students' interest-free payment plans by term administered through Flywire. There is a \$40 per academic term nonrefundable enrollment fee. For Fall and Spring academic terms, five-, four- or three-month plans are offered and Summer a two-month plan is offered. To enroll, visit Flywire's online billing portal in HIS under the Student Services Tab for students and through the direct link <https://hollins.live.myflywire.cc/login> for authorized parties.

RETURNED CHECK FEE

There is a charge of \$35 for returned checks per instance.

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." 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 their account in the current academic term, the student will not be permitted to participate in registration for the following academic term until the hold issue(s) has been resolved. A hold can be placed on registration for in the case of failure to

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

ENROLLMENT DEPOSIT

Returning students who wish to participate in the housing lottery for the upcoming academic year must pay their enrollment deposit in full by the due date and clear any holds on their accounts. In addition, the enrollment deposit must be paid in full in order to participate in course registration for the upcoming term.

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 may result in a refund of fees paid and/or owed as follows:

- The official withdrawal date is the date on which the Registrar Office receives a written statement from the student. See academic calendar of official dates for last day to add and drop in each term or session. If you withdraw after classes have started but before the last day to drop, you will be subject to a \$250 administrative fee even if all other charges are refunded. Official refund dates are noted in the academic calendar except for faculty led study abroad trips (see ** below).

Enrollment deposits, non-course fees and fines are non-refundable. Tuition, meals, housing and course fees (**) adjustments will occur based on the schedule below:

Term Type	Refund - 100% Credit (until the last day to add)	Refund - 50% Credit (until the last day to drop)	Refund - 0% Credit
13-Week Terms (Fall/Spring)	First 7 days	Day 8-14	After Day 14
6-Week Terms & Sessions (Fall/Spring/Summer)	First 3 days	Day 4-5	After Day 5
2, 3, or 4-Week Sessions (Summer/Short)	First day	Second Day	After Day 2

** refund periods for faculty led study abroad trip course fees are different from above, and students will sign an agreement advising of the refund policy upon course registration.

In cases where a government agency requires a different refund policy, the university will adhere to the government agency policy.

MISCELLANEOUS POLICIES

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. Refunds follow the refund policy above. 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

Course Period	Percentage Returned
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 a form of financial aid that can be used to meet the cost of attendance without future obligations to repay. Employment offered as a type of financial aid is paid at a pre-determined rate for work actually performed in an approved student employment 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 annually. Terms and Conditions of Governing Student Financial Assistance are available 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

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

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. One appeal may be considered during a student's academic career at Hollins. In special circumstances, a second appeal may be considered if the student has made significant progress and/or extenuating circumstances merit additional review. Please consult the section below on appeals, or contact the Office of Scholarships and Financial Assistance, for more details.

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:

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.

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. One appeal may be considered during a student’s academic career at Hollins. In special circumstances, a second appeal may be considered if the student has made significant progress and/or extenuating circumstances merit additional review. 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 circumstances. 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) 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). 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 a student is selected for verification by the Federal Government for V1 Verification, students and their parent(s) may be required to submit additional tax documentation. 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 TAG application by the deadline outlined on the TAG application or the State Council of Higher Education of Virginia’s (SCHEV) website. The TAG application is available on the (SCHEV) website, or on the Hollins Information System (HIS).. 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 send 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 Tuition Refund policy (see Refund Policies).

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. To view their federal student loan information, students should log onto 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 (e.g. 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 for undergraduate students and hugrad@hollins.edu for graduate students.

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

BILLING

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." 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

Course Period	Percentage Returned
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 two bachelor's degrees: bachelor of 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 their 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 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.

Core Curriculum

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 (Note: does not apply to first-year Horizon students):

- 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)
- CORE 201: Climate, Communities, and Care (2 credits)
- CORE 301: Purpose (2 credits)

EXPERIENTIAL LEARNING REQUIREMENT

Every first-time, first-year student will fulfill two (2) experiential learning activities during their time at Hollins, consisting of study away, internships or select research opportunities.

LIFE SKILLS TOOLKITS (THREE 1-CREDIT MODULES)

These one-credit modules complement the rest of the curriculum by helping students work on important skills for success in life and work. The three topics for the modules are Technology, Career, and Financial Literacy.

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 Short Term. Students take one Inquiry and Communication (INQ) course in their first two semesters, or in 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 junior or senior year. For detailed descriptions of all CORE courses, see the section in this catalog under Core Curriculum.

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.

The requirements for Storytelling, Myths, and Narratives (SMN), Diversity, Justice, and Power (DJP), and Creativity & Innovation (C&I) are fulfilled by a 4-credit course or equivalent. Thinking Like a Scientist (TLAS) courses are 4 credits; if the course has a 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, and whose first language is not English, will automatically satisfy the World Languages requirement through their proficiency in English.

PHYSICAL EDUCATION

Two physical education activity courses are required for graduation. Participation in a varsity team sport may count as one of the two required activity courses. 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. 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 standard 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. To graduate, a student must complete at least 68 credits outside the major discipline for the bachelor of arts 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 AND CALCULATING GPA

Merit points per credit are computed as follows:

Grade	Merit Points
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 second week of the regular term. Students may withdraw from a course from the close of the second 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 declare audit through the second week of class. A student may declare pass/fail through the first four weeks of a regular term.

After the first two 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 their transcript for any course from which they withdraw during this period, and this withdrawal does not affect their 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 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 their 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 or other relevant justification 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 courses through the first three days of Session 1 and Session 2. Students may drop courses through the first five days of Session 1 and Session 2. Students may withdraw from a course after the fifth day 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 and important deadlines charts found on our website 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 through the first day of the term and may drop through the second day 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,
2. and 2.0 for juniors and seniors;
3. A grade point average of less than 2.0 in the major for seniors;
4. The completion of fewer than 10 credits in a single term when enrolled as a full-time student.
5. 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 two 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

Grade Point Average

- ☐ 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

- ☐ Two (2) physical education activity courses

For 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: Climate, Communities, and Care (2 credits)
- ☐ CORE 301: Purpose (2 credits)
- ☐ Experiential Learning Requirement (2 activities)
- ☐ Life Skills Toolkits (three 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. To graduate, a student must complete at least 68 credits outside the major discipline for the bachelor of arts 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, 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 15th of the month following the end of the term in order for a student to be eligible for the Dean's List. The citation appears on the student's academic transcript for that term of achievement, and she is recognized at Honors Convocation.

Honor Societies

Alpha 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. Students are inducted into the Theta Iota chapter at Hollins University.

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

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

Awards

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

- Alumnae Association Award for Scholastic Achievement in Athletics is given to the athletic team with the highest cumulative grade point average for a season.
- American Chemical Society, Division of Analytical Chemistry, Undergraduate Award in Analytical Chemistry is given to encourage and to recognize students who display an aptitude for a career in analytical chemistry.
- American Institute of Chemists Award is given to an outstanding senior chemistry major.
- ARETE Award in Classical Studies, sponsored by the Classical Association of the Middle, West, and South (CAMWS), is given to a junior or senior who has completed outstanding work in the field of classics in the past year.
- Nancy Ellen Couper Ault Award is given for a superior paper on the subject of ethics, morals, or values written not specifically for this award but for class work.
- Jane Lyell Stephens Ayres Scholarship is awarded to a rising junior or senior who has shown special ability as a writer and serious interest in publications or journalism.
- Mae Shelton Boger Award is given to an outstanding student of French.
- Evelyn Bradshaw Award for Excellence is given in honor of former Horizon Program Director Evelyn Bradshaw '88. The award recognizes an outstanding Horizon student who inspires others through her perseverance, positive attitude, pursuit of knowledge, and love of Hollins University.
- Alice Bull Biology Award is given for work in biology.
- Annie Terrill Bushnell Prize is awarded to the senior who has evidenced the finest spirit of leadership.
- Elizabeth Kennedy Chance Award is given for excellence in economics.
- Gertrude Claytor Poetry Prize of the Academy of American Poets is awarded for the best poem or group of poems.
- Sarah M. Cook International Studies Award is given to recognize an outstanding undergraduate student majoring in International Studies.
- CRC Press Chemistry Achievement Award is given to an outstanding first-year or sophomore student with interest in pursuing a career in chemistry.
- Faculty Award for Academic Excellence is given to seniors with the highest and second highest academic average based on work completed during four years at Hollins (112 graded credits) or, for transfer students, on work completed in a minimum of three years at Hollins (84 graded credits).
- Herta T. Freitag Award in Mathematics is given to a senior in mathematics who plans to teach mathematics or pursue a career in a field related to mathematics.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA 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:

100-199	Introductory. Most courses are open to all students.
200-299	Intermediate. Open to sophomores, juniors, and seniors. Open to first-year students with permission.
300-399	Advanced. Open to juniors, seniors, and master of arts students in liberal studies and teaching.
400-499	Advanced. Open to seniors and master of arts students in liberal studies, teaching, and master of fine arts.
500-599	Graduate courses.
600-699	Graduate essay/thesis/capstone.

150, 250, 350	SPECIAL TOPICS courses.
290, 390	Lower-level and upper-level independent studies, which are defined as independent work directed by a member of the department and are designed to meet the interests of the student. Independent studies, which also include tutorials, are arranged by the student with the department in which the independent study is being done.
399	Internships, which are arranged with an internship supervisor who evaluates the of the student and a faculty sponsor who submits the final grade.
470	Undergraduate senior capstone seminars or activities.
480	senior thesis/project/recital.
490	Undergraduate senior honors thesis/project.
101, 102	Course numbers separated by a comma continue through the year. Some courses require that both classes must be taken to receive credit. Please check individual course descriptions.

CORE CURRICULUM CODES

Courses that meet the new Core General Education are coded as follows.

C&I	Creativity and Innovation
CCC	Climate, Communities, and Care
DJP	Diversity, Justice, Power
ELR	Experiential Learning Requirement
INQ	Inquiry and Communication
PHED	Physical Education
PUR	Purpose
QL	Quantitative Literacy
SMN	Storytelling, Myths, Narrative
TKC	Exploring Careers Toolkit
TKF	Financial Literacy Toolkit
TKT	Tech 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)

Undergraduate Courses

Art

MAJORS, MINORS

ASSOCIATE PROFESSORS: Genevieve Hendricks, Elise Schweitzer (chair), Mary Zompetti

ASSISTANT PROFESSORS: Chenxi Gao, Stephanie Gibson, Katelin McCullough

FRANCES NIEDERER ARTIST-IN-RESIDENCE: Dara Hartman (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 Research Paper (2)
- ARTH 472: Senior 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 as well as affiliated courses including (8):
 - INTL 120: Introduction to International Studies (4)
 - INTL 250: Cultural Heritage Studies and UNESCO (4)
 - FILM 234: Feminist Cinema (4)

- FILM 260: Thematizing Artificial Intelligence (4)
- FILM 341: Queer Cinema (4)
- HIST 250: History of Fun and Leisure in Premodern Europe (4)
- HIST 246: American Cultural and Intellectual History (4)
- 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)

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

ARTH 250: SPECIAL TOPIC: INTRODUCTION TO ART HISTORY (4)

Learning to how look closely and to critical analyze what one sees is an important skill to have. This course is designed to introduce students to the fundamental methods of inquiry in art history. This course will teach the foundations of a visual analysis, which is the basis for all art historical inquiry. Through close looking and reading art historical texts, students will learn to think, read, and write about art history. Open to first year students. No Prerequisite. (INQ)

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

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. (AES, MOD, INQ)

ARTH 255: SPECIAL TOPIC: THE BLACK DIASPORA IN 20TH CENTURY ART (4)

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.

ARTH 261: ANCIENT ART (4)

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. (AES, PRE)

ARTH 262: MEDIEVAL ART (4)

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. (AES, PRE)

ARTH 263: RENAISSANCE AND BAROQUE ART (4)

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.. (AES, PRE, SMN)

ARTH 264: MODERN ART (4)

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. (AES, MOD, SMN)

ARTH 265: CULTURAL PROPERTY, RIGHTS, AND MUSEUMS (4)

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.

ARTH 266: HISTORY OF PHOTOGRAPHY (4)

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. (AES, MOD)

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

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. (MOD, GLO).

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

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. Open to first-year students. No prerequisite. (AES, PRE)

ARTH 274: HELLENISTIC ART AND CULTURE (4)

The conquests of Alexander the Great undoubtedly brought about dramatic changes in the ancient Mediterranean. His military successes led to the spread of Greek art, literature, cult, and myth. Students will study the creation of mythologies that art can illuminate, the historical narratives which informed the creation of such documents, and the ability of art to shape or reflect political realities. No prerequisite. Also listed as CLAS 274. (PRE, AES)

ARTH 290: INDEPENDENT STUDY (2 OR 4)

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

ARTH 324: FEMINISM AND CONTEMPORARY ART (4)

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.. (DIV, MOD)

ARTH 328: PARIS IN THE NINETEENTH CENTURY – STUDIOS AND STYLES (4)

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. (AES, MOD)

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

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.

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

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. (DJP)

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

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. (DJP, AES, MOD).

ARTH 355: ADVANCED TOPICS IN ANCIENT ART (4)

Also listed and described as CLAS 355. Prerequisite: ART/CLAS 261 or permission. (AES, PRE)

ARTH 365: AMERICAN ART (4)

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. (AES, DIV)

ARTH 371: BEHIND THE SCENES AT THE MUSEUM (4)

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. (o, AES)

ARTH 390: INDEPENDENT STUDY (2 OR 4)

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)

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

ARTH 420: CRITICAL METHODS OF ART HISTORY (4)

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. (AES, MOD)

ARTH 471: SENIOR RESEARCH PAPER (2)

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 every fall..

ARTH 472: SENIOR SYMPOSIUM (2)

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 ARTH 471. Offered every spring.

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: Race, Space and the Carceral State (4)
 - ARTH 250: History of the Art Market (4)
 - ARTH 250: Modern Architecture (4)
 - ARTH 255: The Black Diaspora in 20th Century Art (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 one art history course by the end of their second year of study. 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)

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. No prerequisite. Offered both terms. (CRE) See Tuition and Fees table for course fee.

ART 200: FIGURE DRAWING/DRAWING II (4)

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. Prerequisite: ART 100 or permission. (CRE) See Tuition and Fees table for course fee.

ART 218: BEAUTIFUL SHAPES, DRAWING CONCEPTS (4)

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. Prerequisites: Art 100, q. (Q)

ART 203: INTRODUCTION TO FILM PHOTOGRAPHY (4)

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. No prerequisite. Open to first-year students. (CRE, C&I) See Tuition and Fees table for course fee.

ART 213: SCULPTURE (4)

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. Open to first-year students. See Tuition and Fees table for course fee.

ART 216: BEGINNING WHEEL-THROWN CERAMICS (4)

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.. No prerequisite and may be repeated for credit. Open to first-year students. Offered both terms. (CRE) See Tuition and Fees table for course fee.

ART 217: HAND BUILDING IN CERAMICS (4)

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. Open to first-year students. Offered both terms. (CRE) See Tuition and Fees table for course fee.

ART 224: MONOTYPE (4)

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. Prerequisite: ART 100 or permission. (CRE) See Tuition and Fees table for course fee.

ART 227: INTAGLIO PRINTMAKING (4)

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. Prerequisite: ART 100. (CRE) See Tuition and Fees table for course fee.

ART 228: RELIEF PRINTMAKING (4)

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. See Tuition and Fees table for course fee.

ART 230: PAINTING (4)

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. No prerequisite. Open to first-year students. Offered Term 1. (CRE, C&I) See Tuition and Fees table for course fee.

ART 236: THEORIES OF COLOR (4)

In this studio course, students will investigate multiple theories of color and place them in historical context, explore the history and social significance of specific pigments, and paint expressive and analytical color experiments. Students will encounter color as a physical effect of light on our retinas and a socially constructed system composed of our biases and our ideals. Open to first-year students. (INQ) . See Tuition and Fees table for course fee.

ART 250: SPECIAL TOPIC: SERIGRAPHY (4)

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! Prerequisite: Art 100/Drawing I or permission. See Tuition and Fees table for course fee.

ART 250: SPECIAL TOPIC: MIXED MEDIA SCULPTURE (4)

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. Open to First Years. Prerequisite: ART 213 or instructor permission. See Tuition and Fees table for course fee.

ART 250: SPECIAL TOPIC: MINDFUL MAKING (4)

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! See Tuition and Fees table for course fee.

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

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. See Tuition and Fees table for course fee.

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

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. (CRE, C&I) See Tuition and Fees table for course fee.

ART 290: INDEPENDENT STUDY (2 OR 4)

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. See Tuition and Fees table for course fee.

ART 318: CERAMICS CONCEPTS AND PRACTICE (4)

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. Prerequisites: ART 216 or 217. Open to first-year students. Offered both terms. See Tuition and Fees table for course fee.

ART 326: FIGURE PAINTING (4)

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. Prerequisites: ART 100 or ART 230 or instructor permission. See Tuition and Fees table for course fee.

ART 330: ADVANCED PAINTING (4)

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.

ART 347: MIXED MEDIA DRAWING (4)

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. See Tuition and Fees table for course fee.

ART 350: SPECIAL TOPIC: COLOR PHOTOGRAPHY (4)

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. Prerequisite: ART 203. See Tuition and Fees table for course fee.

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

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. Prerequisites: Printmaking course and/or ART 275, 350. See Tuition and Fees table for course fee.

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

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. See Tuition and Fees table for course fee.

ART 351: ARTIST-IN-RESIDENCE (2)

A two-credit course taught by the Frances Niederer Artist-in-Residence each year. Lectures and/or studio work. Prerequisite: one studio art course or art history course or permission of department. Offered Term 2. See Tuition and Fees table for course fee.

ART 375: ADVANCED PHOTOGRAPHY (4)

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. See Tuition and Fees table for course fee.

ART 376: PAPER, PRINT, BOOK (4)

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. (CRE)

ART 390: INDEPENDENT STUDY (2 OR 4)

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. See Tuition and Fees table for course fee.

ART 399: INTERNSHIP (4)

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

ART 470: INDEPENDENT SENIOR RESEARCH (4)

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. Offered Term 1. See Tuition and Fees table for course fee.

ART 480: SENIOR PROJECT (4)

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. Prerequisite: ART 470. Offered Term 2. (ELR) See Tuition and Fees table for course fee.

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

- 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)

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)

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

5 Classes, 20 credits

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: Leadership Capstone (4 credits)
- Two Leadership Seminars (4 credits each – see list below)

REQUIRED COURSES IN LEADERSHIP STUDIES:

BLI 210: CONFLICT, FEEDBACK, AND CHANGE (4)

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.

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

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.

BLI 471: THE ART OF NEGOTIATION AND FEEDBACK IN SUPERVISION (4)

In this capstone course to the certificate program, students explore contemporary work in leadership studies highlighting diverse voices working towards change, and extend their practice of negotiation and feedback. Students set

individual goals and objectives in designing final projects which may include the mentoring of BLI students or the crafting of a leadership paper with a unique application to a field of their personal interest. Pre-requisites: BLI 210 or BLI 220. Offered both terms.

LEADERSHIP SEMINARS (2 FROM LIST)

BLI 230: INCLUSIVE LEADERSHIP (4)

Effective leaders seek to genuinely engage everyone in their organizations. They see the diverse experiences and characteristics of community members as assets, thereby fostering belonging and contributing to organizational success. This course explores research on inclusive leadership, cultural humility, and psychological safety; introduces practices that create more inclusive teams and organizations; and emphasizes the development of skills that support inclusive leadership in a variety of settings. Activities will include self-assessments, case study analysis, role plays, and personal reflection.

For descriptions of the following seminars, go to the designated department section of the catalogue.

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 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: Mary Jane Carmichael, Elizabeth Gleim (chair)

ASSISTANT PROFESSORS: Shaun Davis

LECTURER: Suzanne Allison

LABORATORY TECHNICIANS: Cheryl Taylor, Hannah Schleupner

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 471: Senior Capstone (2)

EXPERIENTIAL COMPONENT

All students must complete a biology-related experiential component which can include: BIOL 399: Biological Internship (2 or 4 credits, any term), participation in the Ecuador (TRIP 1049) or Wilderness and Wildlife (TRIP 1052) J-term, the School for Field Studies or the University of Limerick abroad program (if taking science courses), BIOL 391: Independent Research in Biology, BIOL 480: Senior Thesis, teaching practicum experience in a science-focused classroom for individuals pursuing teaching licensure, or any other biology-related experiential activity approved by the biology department chair. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

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 at or above the 200 level (including labs, if applicable), 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. A student may substitute one semester of BIOL 390, BIOL 391, or BIOL 480 for one of the 300-level elective courses with laboratory.
- BIOL 471: Senior Capstone (2)
- EXPERIENTIAL COMPONENT

All students must complete a biology-related experiential component which can include: BIOL 399: Biological Internship (2 or 4 credits, any term), participation in the Ecuador (TRIP 1049) or Wilderness and Wildlife (TRIP 1052) J-term, the School for Field Studies or the University of Limerick abroad program (if taking science courses), BIOL 391: Independent Research in Biology, BIOL 480: Senior Thesis, teaching practicum experience in a science-focused classroom for individuals pursuing teaching licensure, or any other biology-related experiential activity approved by the biology department chair. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

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, if applicable), 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)

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. (SCI, TLAS)

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

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. (SCI, TLAS)

BIOL 140: HUMAN GENETICS (4)

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. (SCI)

BIOL 142: BIOLOGY OF THE HORSE (4)

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. Spring (even years) (SCI, TLAS)

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

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. (SCI, TLAS).

BIOL 200: SOPHOMORE BIOLOGY SEMINAR (2)

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. Sophomore or higher standing. For declared Biology majors only. Every spring.

BIOL 207: ECOLOGY (4)

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. Every fall. (SCI, TLAS: must take lab to fulfill SCI or TLAS)

BIOL 207L: LABORATORY FOR ECOLOGY (2)

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. Every fall. (SCI, TLAS)

BIOL 209: BACKYARD BIRDS (2)

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.

BIOL 212: INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (2)

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. Every spring.

BIOL 220: HUMAN PHYSIOLOGY (4)

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. Every spring. (SCI: must take lab to fulfill SCI)

BIOL 220L: LABORATORY FOR HUMAN PHYSIOLOGY (2)

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. Every spring. (SCI)

BIOL 236: MOLECULAR AND CELL BIOLOGY (4)

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. Every fall. (SCI: must take lab to fulfill SCI)

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

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. Every fall. (SCI)

BIOL 240: ONE HEALTH: LINKING HUMAN, ANIMAL, AND ENVIRONMENTAL HEALTH (4)

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. Spring (odd years).

BIOL 253: MICROBIAL ECOLOGY (4)

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 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. Fall (odd years) (SCI: must take lab to fulfill SCI)

BIOL 253L: MICROBIAL ECOLOGY LAB (4)

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. Fall (odd years). (SCI)

BIOL 260: HUMAN ANATOMY (4)

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. Every fall.

BIOL 263: TROPICAL ECOLOGY (2)

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. Every fall.

BIOL 290: INDEPENDENT STUDY (2 OR 4)

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.

BIOL 311: CELLULAR NEUROSCIENCE

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-related disorders. Prerequisite: BIOL 236.

BIOL 312: MICROBIOLOGY (4)

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. Spring (odd years).

BIOL 312L: LABORATORY FOR MICROBIOLOGY (2)

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. Spring (odd years).

BIOL 313: INVERTEBRATE ZOOLOGY (4)

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. Fall (even years)

BIOL 313L: LAB FOR INVERTEBRATE ZOOLOGY (4)

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. Fall (even years).

BIOL 314: GENETICS (4)

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.

BIOL 314L: LABORATORY FOR GENETICS (2)

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.

BIOL 315: COMPARATIVE VERTEBRATE ANATOMY (4)

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. Fall (odd years).

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

This laboratory involves detailed dissections and comparisons of organ systems in the lamprey, shark, and cat. Corequisite: BIOL 315. Fall (odd years).

BIOL 316: WILDLIFE DISEASE (4)

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 biology major. Fall (odd years) (SCI, TLAS)

BIOL 317: BEHAVIORAL NEUROSCIENCE (4)

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. Fall (even years).

BIOL 322: DEVELOPMENTAL BIOLOGY (4)

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.

BIOL 322L: LABORATORY FOR DEVELOPMENTAL BIOLOGY (2)

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.

BIOL 323: ANIMAL BEHAVIOR (4)

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. Spring (odd years).

BIOL 323L: LABORATORY FOR ANIMAL BEHAVIOR (2)

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. Spring (odd years).

BIOL 328: FIELD VERTEBRATE ZOOLOGY (4)

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. Spring (even years).

BIOL 332: IMMUNOLOGY (4)

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. Spring (even years).

BIOL 337: ORNITHOLOGY (4)

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. Spring (even years).

BIOL 337L: LABORATORY FOR ORNITHOLOGY (2)

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. Spring (even years).

BIOL 341: PLANT BIOLOGY (4)

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. Fall (odd years).

BIOL 341L: LABORATORY FOR PLANT BIOLOGY (2)

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. Fall (odd years).

BIOL 351: BIOCHEMISTRY (4)

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. Every fall.

BIOL 351L: LABORATORY FOR BIOCHEMISTRY (2)

Also listed and described as CHEM 351L. Corequisite: BIOL 351. Every fall.

BIOL 352: ADVANCED BIOCHEMISTRY (4)

Also listed and described as CHEM 352. Prerequisite: BIOL 351. Every spring.

BIOL 357: CONSERVATION BIOLOGY (4)

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. Spring (odd years).

BIOL 357L: LABORATORY FOR CONSERVATION BIOLOGY (2)

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. Spring (odd years).

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

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 the flow of energy and materials within the biosphere. In this course, we will cover processes that control the cycling of C, N, and P, and other 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 physical and chemical system, the biogeochemical cycling of elements in the atmosphere, lithosphere, and biosphere, the global cycles of H₂O, C, N and P, and the expanding human footprint on biogeochemical processes. Also listed and described as ES 364. Prerequisites: CHEM 101/102 or CHEM 105, BIOL 207 or ES 105. Fall (even years).

BIOL 364L: BIOGEOCHEMISTRY LABORATORY (2)

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. Fall (even years).

BIOL 390: INDEPENDENT STUDY (2 OR 4)

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

BIOL 391: INDEPENDENT RESEARCH IN BIOLOGY (4)

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.

BIOL 399: INTERNSHIP (2 OR 4)

Application must be made with faculty prior to registration.

BIOL 471: SENIOR CAPSTONE (2)

All biology 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 their 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). For declared Biology majors only. Every fall.

BIOL 480: SENIOR THESIS (4, 4)

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)

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: , Roman Bohdan, Rose Hagen, 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) OR AP (score 4 or higher) OR IB Microeconomics OR Advanced Cambridge A-Level in Microeconomics
- ECON 158: Principles of Macroeconomics (4) OR AP (score 4 or higher) OR IB Macroeconomics OR Advanced Cambridge A-Level in Macroeconomics
- ECON 211: Research Methods in Economics and Business (4)
- 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)

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, INQ)

BUS 104: PERSONAL FINANCE (4)

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.

BUS 125: PRINCIPLES OF FINANCIAL ACCOUNTING (4)

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)

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 226: PRINCIPLES OF MANAGERIAL ACCOUNTING (4)

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)

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)

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. (MOD)

BUS 263: INTERNATIONAL BUSINESS (4)

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 2. (w, x, GLO)

BUS 265: INTERNATIONAL TRADE AND FINANCE (4)

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. (o, r, GLO, MOD)

BUS 290: INDEPENDENT STUDY (2 OR 4)

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 327: COST ACCOUNTING (4)

The course examines concepts, procedures, and techniques underlying a cost accounting system that managers use in their decision-making processes, controlling, and performance reporting. Topics include cost measurement and cost control, as well as management control systems, inventory costing, activity-based and job costing. Students master CVP (cost-volume-profit) analysis, planning and control methods, budgeting and responsibility accounting, flexible budgeting, and variance analysis. Prerequisites: BUS 100, BUS 125, and BUS 226. Offered Term 1.

BUS 349: CORPORATE FINANCE (4)

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)

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.

BUS 390: INDEPENDENT STUDY (2 OR 4)

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)

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)

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, Cheng Her

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 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)

Introduction to fundamental principles of chemistry with emphasis on structure behavior correlation. Open to first-year students. No prerequisite. Offered Term 1.

CHEM 101L: LABORATORY FOR GENERAL CHEMISTRY I (2)

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.

CHEM 102: GENERAL CHEMISTRY II (4)

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. Prerequisite: CHEM 101. Offered Term 2.

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

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

CHEM 214: ANALYTICAL CHEMISTRY (4)

An introduction to the basic processes of chemical analysis and the theories that govern them. Open to first-year students. Prerequisites: CHEM 102 and CHEM 102L.

CHEM 214L: LABORATORY FOR ANALYTICAL CHEMISTRY (2)

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.

CHEM 221: ORGANIC CHEMISTRY I (4)

An introduction to structure, bonding, nomenclature, and physical properties of aliphatic and aromatic compounds, conformational analysis, stereochemistry, functional groups, and organic reactions. Prerequisites: CHEM 102 and CHEM 102L or permission. Offered Term 1.

CHEM 221L: LABORATORY FOR ORGANIC CHEMISTRY I (2)

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)

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

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

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)

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 102 and CHEM 102L or permission. Offered Term 1.

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

Introduction to inorganic synthesis and to classical and instrumental methods of qualitative and quantitative analysis in inorganic chemistry. Corequisite: CHEM 241. Offered Term 1.

CHEM 244: INORGANIC CHEMISTRY II (4)

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.

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

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)

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

CHEM 331: PHYSICAL CHEMISTRY I (4)

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 102 and CHEM 102L; MATH 242; or permission. Offered Term 1.

CHEM 331L: LABORATORY FOR PHYSICAL CHEMISTRY I (2)

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. Offered Term 1.

CHEM 332: PHYSICAL CHEMISTRY II (4)

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)

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 351: BIOCHEMISTRY (4)

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)

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)

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)

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.

CHEM 390: INDEPENDENT STUDY IN CHEMISTRY (2 OR 4)

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)

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

CHEM 480: SENIOR RESEARCH (4)

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)

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

PROFESSOR: George Fredric Franko

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, library science, 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: Roman Literature and Ideology (4)
 - CLAS/HIST 241: Roman History (4)
 - ARTH/CLAS 270: Art and Archaeology of the Roman Mediterranean (4)
 - CLAS 314: Roman History & Shakespeare (4)
 - ARTH/CLAS/GWS 350: Roman Women: Methodologies and Evidence (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 (4)
 - CLAS 138: Classical Mythology (4)
 - CLAS/HIST 240: Greek History (4)
 - ARTH/CLAS 245: Myth and Ancient Art (4)
 - ARTH/CLAS 274: Hellenistic Art and Culture (4)

COURSES IN CLASSICAL STUDIES:

CLAS 130: LITERATURE AND THOUGHT IN ANCIENT GREECE (4)

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.. (f, w, x, PRE, SMN)

CLAS 138: CLASSICAL MYTHOLOGY (4)

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. (PRE)

CLAS 140: NARRATING AN EMPIRE: ROMAN LITERATURE AND IDEOLOGY (4)

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. Open to first-year students. (SMN)

CLAS 240: GREEK HISTORY (4)

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 HIST 240. Open to first-year students. (PRE)

CLAS 241: ROMAN HISTORY (4)

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 HIST 241. Open to first-year students. (PRE)

CLAS 245: MYTH AND ANCIENT ART (4)

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. (f, w, x, AES, PRE)

CLAS 250: SPECIAL TOPIC: ARCGIS AND THINKING SPATIALLY (4)

Students will focus on skills and concepts necessary to analyze and manipulate data using ArcGIS. By completing three units centered in environmental studies, sociology, and the study of the ancient world, students will examine the concepts, behaviors, and values that can be used to address issues where study of the natural world intersects with the social sciences. (TLAS)

CLAS 261: ANCIENT ART (4)

Also listed and described as ARTH 261. (AES, PRE)

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

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. (AES, PRE)

CLAS 274: HELLENISTIC ART AND CULTURE (4)

The conquests of Alexander the Great undoubtedly brought about dramatic changes. Students will consider a wide variety of aspects: the stories that art can illuminate, the history which informs the creation of such documents, and the ability of art to shape or reflect political realities. Students will examine continuity and innovation in the Hellenistic kingdoms through a variety of media. (SMN, PRE, AES)

CLAS 290: INDEPENDENT STUDY (2 OR 4)

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)

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. (PRE)

CLAS 342: GREEK & SHAKESPEAREAN TRAGEDY (4)

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.. (AES, PRE)

CLAS 355: ADVANCED TOPICS IN ANCIENT ART (4)

Also listed and described as ARTH 355. Prerequisite: ARTH/CLAS 261 or permission. (AES, PRE)

CLAS 390: INDEPENDENT STUDY (2 OR 4)

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

CLAS 399: INTERNSHIP (4)

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

CLAS 480: SENIOR THESIS (2 OR 4)

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)

This year-long course introduces the elements of classical Attic Greek to attain a knowledge of Greek grammar and vocabulary to enhance reading ability. The readings of simple prose and poetry will introduce the cultures of Archaic, Classical, and Hellenistic Greece. Fulfills the language requirement for those students who have not previously studied Greek. Open to first-year students. 101 offered fall term in odd years; 102 offered in spring term in even years. (WL, LAN)

GREK 210: PLATO (4)

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

GREK 220: HOMER (4)

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

GREK 230: NEW TESTAMENT (4)

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

GREK 240: GREEK TRAGEDY (4)

This second-year Greek course will translate selections from the 5th-century BCE tragedies of Aeschylus, Sophocles, or Euripides. The class will learn the literary structure of ancient tragedy as well as the poetic meters and rhetorical devices of the genre. Additional readings of tragedies in English translation will cover tragic themes, performance on stage, as well as societal and religious functions of the plays. Prerequisite: GREK 102 or equivalent (WL, LAN: if taken with second 200-level GREK course; PRE)

GREK 250: SAPPHO (2)

Intensive study of the fragments of Sappho's poetry, in Greek, supplemented by examination of modern scholarship on the poems. Requires instructor permission for students who have previously passed or are currently enrolled in Greek 102; no permission required for those who have passed Greek at the 200 or 300 level.

GREK 290: INDEPENDENT STUDY (2 OR 4)

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

GREK 310: PLATO (4)

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, GREK 240, or equivalent. Course may be repeated if different works are studied. (WL, PRE)

GREK 320: HOMER (4)

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 240, or equivalent. Course may be repeated if different works are studied. (WL, PRE)

GREK 330: NEW TESTAMENT (4)

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 240, or equivalent. Course may be repeated if different works are studied. (WL, PRE)

GREK 340: GREEK TRAGEDY (4)

This third-year Greek course will translate selections from the 5th-century BCE tragedies of Aeschylus, Sophocles, or Euripides. This course meets in conjunction with GREK 240. Prerequisite: GREK 210, 220, 230, or 240 or equivalent. Course may be repeated if different works are studied. (WL, PRE, LAN)

GREK 390: INDEPENDENT STUDY (2 OR 4)

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

GREK 399: INTERNSHIP (4)

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

COURSES IN LATIN:

LAT 101, 102: ELEMENTARY LATIN (4, 4)

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 every fall term; 102 offered every spring term. (LAN, WL)

LAT 111: INTERMEDIATE LATIN (4)

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. Open to first-year students. Offered every fall term. (WL, LAN: if taken with LAT 210, 220, 227, or 280)

LAT 210: ROMAN EPIC (4)

In this second-year course, students will read, analyze, and discuss selections from Vergil's *Aeneid*, Ovid's *Metamorphoses*, or Lucretius' *de Rerum Naturae* (depending on semester).. 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 epic poetry. May be retaken as long as selected work changes. Prerequisite: LAT 111 or equivalent. (WL, LAN, PRE)

LAT 220: ROMAN LYRIC POETRY (4)

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. (LAN, WL, PRE)

LAT 227: EPISTOLARY LATIN (4)

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. (WL, LAN, PRE)

LAT 280: ROMAN NOVEL (4)

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. (WL, LAN, PRE)

LAT 290: INDEPENDENT STUDY (2 OR 4)

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

LAT 310: ROMAN EPIC (4)

Students will read, analyze, and discuss selections from Vergil's *Aeneid*, Ovid's *Metamorphoses*, or Lucretius' *de Rerum Naturae*. 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 epic poetry. This course meets in conjunction with LAT 210. Prerequisite: LAT 210, LAT 220, LAT 227, LAT 280, or equivalent. Course may be repeated if a different author is studied. (WL, PRE)

LAT 320: ROMAN LYRIC POETRY (4)

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. (WL, PRE)

LAT 327: EPISTOLARY LATIN (4)

This course will read and analyze the published letters of illustrious Romans such as Cicero, Pliny, and Seneca, 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. Course may be repeated if different authors are studied. (WL, PRE).

LAT 330: ROMAN HISTORIANS (4)

A study of ancient historiography based upon the translation and thoughtful analysis of readings in English from four major Roman historians: Sallust, Livy, Suetonius, or 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. Course may be repeated if a different author is studied. (WL, PRE)

LAT 340: MEDIEVAL LATIN (4)

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. Course may be repeated if different authors are studied. (WL, PRE)

LAT 360: ROMAN COMEDY (4)

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. (WL, PRE)

LAT 370: CICERO (4)

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. Course may be repeated if different works are studied. (o, WL, PRE)

LAT 380: THE ROMAN NOVEL (4)

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. Course may be repeated if a different author is studied. (WL, PRE)

LAT 390: INDEPENDENT STUDY (2 OR 4)

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

LAT 399: INTERNSHIP (4)

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

Communication Studies

MAJOR, MINOR

ASSOCIATE PROFESSORS: Vladimir Bratic (chair)

ASSISTANT PROFESSOR: Kelly Coyne

VISITING ASSISTANT PROFESSOR: Jessica Baty-McMillan (director of oral communication)

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 any two classes from the 200 level, any three classes from the 300 level, and one course of their own choice from the Communication department.

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 250: Environmental Communication
- COMM 250: Introduction to Digital Production
- COMM 250: Visual Analysis in the Digital Age
- COMM 270: Intercultural Communication (4)

300-LEVEL COURSES:

- COMM 313: Media Criticism (4)
- COMM 327: Communication and Technology: From Cave Paintings to AI (4)
- COMM 343: Organizational Communication (4)
- COMM 344: Health Communication (4)
- COMM 348: Pop Culture (4)
- COMM/INTL 380: Global Communication (4)
- COMM 361: Media Law and Free Speech (4)
- COMM 350: Artificial Intelligence: Transforming Society & Culture
- COMM 350: Women, Domesticity, and the Media

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 courses in the department
- Two additional courses (8 credits), from the 300 level courses in the department

COURSES IN COMMUNICATION STUDIES:

COMM 101: INTRODUCTION TO COMMUNICATION STUDIES (4)

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)

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)

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. (DJP)

COMM 225: PUBLIC SPEAKING (4)

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, SMN)

COMM 231: WRITING FOR THE PRINT MEDIA (4)

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

COMM 236: WRITING FOR BROADCAST MEDIA (4)

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.

COMM 238: ARGUMENTATION AND ADVOCACY (4)

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.

COMM 244: SOCIAL MARKETING AND CAMPAIGNS (4)

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. (o, MOD)

COMM 248: SOCIAL MEDIA AND SOCIAL ACTIVISM (4)

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. (f, w, x, r, INQ)

COMM 250: ENVIRONMENTAL COMMUNICATION (4)

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.

COMM 250: INTRODUCTION TO DIGITAL PRODUCTION

This course is a workshop focused on discovering, researching, and crafting digital nonfiction stories, in addition to pitching them to internet outlets. In the course, we will discuss internet genres, the politics of representation, and the ethics of digital storytelling, both visually and linguistically. This course is assignment heavy, with several mini-assignments due over the course over the semester. Students should expect to share their own work often, and revise extensively.

COMM 250: VISUAL ANALYSIS IN THE DIGITAL AGE

This course is an introduction to the study of digital visual culture, including television, movies, and social media. Together, we will discuss how cinematography, sound, mise-en-scène, and editing convey meaning and send us messages about the world in which we live. We will also debate concepts including medium specificity, genre, new media, and taste hierarchies. At the end of the course, students will understand how to conduct formal analyses of visual texts, think critically about visual media in an interdisciplinary context, and apply their skills to visual media they encounter and produce in their own lives.

COMM 270: INTERCULTURAL COMMUNICATION (4)

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. (o, DIV, MOD, DJP)

COMM 290: INDEPENDENT STUDY (2 OR 4)

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

COMM 313: MEDIA CRITICISM (4)

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. (MOD)

COMM 327: COMMUNICATION AND TECHNOLOGY: FROM CAVE PAINTINGS TO AI (4)

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.

COMM 343: ORGANIZATIONAL COMMUNICATION (4)

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. (MOD)

COMM 344: HEALTH COMMUNICATION (4)

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.

COMM 348: POP CULTURE (4)

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. (DIV, MOD)

COMM 350: ARTIFICIAL INTELLIGENCE: TRANSFORMING SOCIETY & CULTURE

This course delves into the transformative impact of artificial intelligence (AI) on society and culture. AI technologies are revolutionizing various aspects of our daily lives, from the way we work and communicate to how we perceive and interact with the world around us. We will explore AI's historical context, economic impact, ethical considerations, and potential future trends.

COMM 350: WOMEN, DOMESTICITY, AND THE MEDIA

Students will examine the relationship between women and their homes in television shows, books, movies, and social media figures in mainstream American culture. While the idea of showing a woman in her home is deeply traditional—as in, “a woman’s place is in the home”—there are ways to do it that queer the relationship between women and domesticity. As we put such films as “Grey Gardens,” novels like “Sula,” and stars like Kim Kardashian in a transnational context, we will consider the following questions: How does the relationship between women and domesticity iterate and change across space and time? How do different kinds of genres (e.g., the domestic novel, the horror film) grapple with this longstanding relationship? Why are texts that take place in the home often referred to as “guilty pleasures?” What are the political implications of off-kilter depictions of women in their homes? Under what conditions do visual and literary texts allow women to live together, or live alone. Students will perform close readings to analyze how visual and literary texts reflect broader sociopolitical contexts, understand the historical relationship between women and the home, and critically evaluate the evolving significance of this connection in today's culture.

COMM 361: MEDIA LAW AND FREE SPEECH (4)

Students gain a basic understanding of philosophy and practice of government regulation of U.S. media. First Amendment issues, intellectual property, and differences between regulation of print, electronic and online media are

covered. Students prepare in-depth research projects on issues such as free speech, copyright, content creation regulation in the US and abroad.

COMM 380: GLOBAL COMMUNICATION AND MEDIA (4)

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.. (o, GLO, MOD)

COMM 390: INDEPENDENT STUDY (2 OR 4)

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

COMM 399: INTERNSHIP (4)

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

COMM 470: SENIOR SEMINAR (4)

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

COMM 490: SENIOR HONORS THESIS (4, 4)

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

Descriptions of courses and requirements available in the current year are included below. Please see summary of the Core curriculum requirements in the Academic Regulations section.

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 111: TECHNOLOGY TOOLKIT (1)

This self-paced, online course aims to equip students with essential digital skills crucial for their academic and personal endeavors at Hollins as well as their future careers. Topics may include Hollins platforms, Office 365 applications, emerging technologies such as artificial intelligence, and file management in the cloud. Emphasis will be placed on fostering informed decision-making in all digital interactions.

CORE 112: FINANCIAL TOOLKIT (1)

This one-credit, online, asynchronous course is designed to provide an introduction to foundational financial literacy concepts, including credit, debt, budgeting, saving, and retirement. Some of this material will be immediately relevant to you, while other material provides a preview of situations you may encounter after graduation.

CORE 201: CLIMATE, COMMUNITIES, AND CARE (2)

This interdisciplinary course explores climate science, climate justice, and the impacts of environmental change on communities global and local. Students will have the opportunity to imagine solutions and cultivate care and resiliency skills in both personal and communal contexts. (CCC)

CORE 301: PURPOSE (2)

In this general education capstone course, students integrate and reflect on what they have learned during their college journey as the foundation for envisioning a life of purpose and meaning. Returning to the theme of “telling your story” introduced in First-Year Foundations, students will consider: How has my path changed? How can I contribute to the world? How would I tell my story now? Prerequisite: junior or senior standing. (PUR)

Core Courses Taught Across the Curriculum:

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)

CORE REQUIREMENTS COURSES

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. JPN 101, 102: Elementary Japanese I and II
- 41. JPN 111 and 112: Intermediate Japanese I and II
- 42. LAT 101, 102: Elementary Latin I and II
- 43. LAT 111: Intermediate Latin
- 44. LAT 220/320: Roman Lyric Poetry
- 45. LAT 360: Roman Comedy
- 46. SPAN 101, 102: Elementary Spanish I and II
- 47. SPAN 111, 112: Intermediate Spanish I and II
- 48. SPAN 121: Accelerated Intermediate Spanish
- 49. SPAN 216: Hip Hop: Americas
- 50. SPAN 222: Hispanic Cultures: Artifacts
- 51. SPAN 231: Conversation and Composition: Topics
- 52. SPAN 232: Conversation and Composition: Readings
- 53. SPAN 236: Spanish Culture and Civilization
- 54. SPAN 243: "Nocturnidad Y Vuelo:" Survey of Modern Hispanic Literature
- 55. SPAN 250: Special Topic: Hispanic Media
- 56. SPAN 250: Special Topic: Latin American Soundscapes
- 57. SPAN 250: Special Topic: Latin American Art after 1968
- 58. SPAN 250: Special Topic: Latinx Studies
- 59. SPAN 250: Special Topic: Shorts and Shorts

STORYTELLING, MYTHS, AND NARRATIVES (SMN)

- 60. ARTH 263: Renaissance and Baroque Art
- 61. ARTH 264: Modern Art
- 62. CLAS 130: Literature and Art in Ancient Greece
- 63. CLAS 140: Narrating an Empire
- 64. ENG 223: Major British Writers I
- 65. FILM 171: Intro to Film as Art
- 66. FREN 350: Special Topic: The French Novella
- 67. FREN 350: Special Topic: Understanding the French Caribbean
- 68. 7HIST 114: Modern Europe
- 69. HIST 150: Special Topic: Early Modern Europe
- 70. HIST 246: American Cultural and Intellectual History
- 71. HIST 250: Special Topic: The History of Fun and Leisure in Early Modern Europe

- 72. PHIL 207: Philosophy of Art
- 73. POLS 104: Political Theory
- 74. SOC 350: Special Topic: Rule Breakers, Rule Makers
- 75. SPAN 250: Special Topic: Shorts and Shorts
- 76. THEA 113: Script Anatomy
- 77. THEA 326: Episodes in Theatre History 2

DIVERSITY, JUSTICE, AND POWER (DJP)

- 78. ARTH 250: Special Topic: Race, Space, and the Carceral State
- 79. ARTH/CLAS 352: Power Dynamics and Archaeology in North Africa
- 80. BLI 210: Conflict, Feedback, and Change
- 81. ENG/ES 250: Special Topic: Climate Fiction
- 82. ES 261/POLS 261: Political Ecology
- 83. ES/SOC 373: Environmental Justice
- 84. FREN 250: Special Topic: Social Justice and the Forgotten Francophonies
- 85. GWS 141: Introduction to Gender and Women's Studies
- 86. GWS 150: Special Topic: Intro to Disability Studies
- 87. GWS/HIST 250: Special Topic: History of Witchcraft in Europe and the Atlantic World
- 88. GWS/HIST 250: Special Topic: LGBTQ+ History
- 89. GWS/INTL 250: Gender, Love, and Class in East Asian Popular Culture
- 90. GWS/SOC 272: Reproductive Justice
- 91. GWS/INTL 350: Special Topic: Feminist Geography
- 92. IST 111: Creating the American Nation
- 93. HIST/GWS 226: Women and Gender in Modern Europe
- 94. HIST 264: African American History to 1865
- 95. HIST 350: History of Race in the West
- 96. MUS 150: Special Topic: Taylor Swift's Musical Identity and Gender Representation
- 97. MUS 150: Special Topic: The Sound of Women's Protest
- 98. PH 250: Social Determinants of Health
- 99. PH 301: Global Health
- 100. POLS 217: Politics of the Middle East
- 101. POLS/REL 250: Special Topic: Religion and Politics
- 102. SOC 110: Introduction to Sociology: Perspectives and Methods
- 103. THEA/GWS 206: Theatre for Social Change
- 104. THEA 263: Episodes in Theater History: Season 1

THINKING LIKE A SCIENTIST (TLAS)

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

CREATIVITY & INNOVATION (C&I)

- 116. ART 203: Introduction to Film Photography

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

Dance

MAJOR, MINOR

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

VISITING ASSISTANT PROFESSOR: Penelope Freeh (assistant director, 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 and academic study (ADD). 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, 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.

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 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)

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)

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.

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

Also listed and described as ART/FILM/MUS/THEA 175. No prerequisite. (r)

DANC 225: MOVEMENT STUDIO II (4)

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)

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. (f, w, x, r, AES, DIV)

DANC 239: DANCE HISTORY AND THEORY II (4)

Intensive study of new dance/performance works and choreographers/directors who articulate and embody the 20th-century dance movement, which includes the development of modern dance and the evolving ballet forms and traditions as we know them today. Open to first-year students. No prerequisite. Offered Term 1 in rotation with DANC 237: Dance History I. Offered Term 1. (f, w, x, r, AES)

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

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)

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)

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

DANC 280: DANCE COMPOSITION I (4)

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)

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)

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)

Extended exploration of theories, improvisations, and compositions of movement. May be repeated for credit. Open to first-year students. Prerequisite: DANC 240 or permission. (AES)

DANC 380: DANCE COMPOSITION II (4)

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.

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

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)

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

DANC 399: INTERNSHIP (4)

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

DANC 470: ADVANCED SENIOR SEMINAR (2)

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)

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)

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: , Roman Bohdan, Rose Hagen, 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) OR AP (score 4 or higher) OR IB Microeconomics OR Advanced Cambridge A-Level in Microeconomics
- ECON 158: Principles of Macroeconomics (4) OR AP (score 4 or higher) OR IB Macroeconomics OR Advanced Cambridge A-Level in Macroeconomics
- ECON 211: Research Methods in Economics and Business (4)
- ECON 321: Macroeconomic Theory and Policy (4)
- ECON 386: Managerial Economics (4)
- ECON 480: Senior Seminar (4)
- Four additional ECON electives (16)

APPLIED ECONOMICS CONCENTRATION:

11 Courses (44 credits)

REQUIRED COURSES:

- ECON 157: Principles of Microeconomics (4) OR AP (score 4 or higher) OR IB Microeconomics OR Advanced Cambridge A-Level in Microeconomics
- ECON 158: Principles of Macroeconomics (4) OR AP (score 4 or higher) OR IB Macroeconomics OR Advanced Cambridge A-Level in Macroeconomics
- ECON 211: Research Methods in Economics (4)
- ECON 321: Macroeconomic Theory and Policy (4)
- ECON 386: Managerial Economics (4)
- ECON 480: Senior Seminar in Economics (4)
- BUS 125: Principles of Financial Accounting (4)
- BUS 203: Investments (4)

ELECTIVE COURSES:

Three of the following:

- BUS 226: Principles of Managerial Accounting (4)
- BUS 349: Corporate Finance (4)
- 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)
- 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)

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)

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)

An overview of the elementary statistical methodology used in economic analysis. It covers descriptive statistics and introduces probability and probability distributions, sampling theory, hypotheses testing, correlation, and regression analysis. The focus will be on applying statistical methods to economic research. Open to first-year students. Prerequisite: ECON 157 or ECON 158. Offered term 2. (o, r, MOD)

ECON 230: ECONOMICS AND THE ENVIRONMENT (4)

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)

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. (r, Q, MOD)

ECON 259: INTERNATIONAL POLITICAL ECONOMY (4)

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

ECON 261: PUBLIC FINANCE (4)

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. (r, Q, MOD)

ECON 265: INTERNATIONAL TRADE AND FINANCE (4)

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. (o, r, GLO, MOD)

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

An investigation of U.S. financial markets and the factors that determine credit conditions. The conduct of the Federal Reserve in implementing various monetary policies and the effect of those policies on the U.S. economy will be assessed. Prerequisites: q and ECON 158. Offered term 1. (r, Q)

ECON 290: INDEPENDENT STUDY (2 OR 4)

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)

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. (o, GLO, MOD)

ECON 321: MACROECONOMIC THEORY AND POLICY (4)

Different theories of the determination of macroeconomic variables such as national income, unemployment, inflation, and interest rates. Special focus on major current policy issues, including the government budget, the national debt, the relationship between unemployment and inflation, and the effectiveness of monetary and fiscal policy, particularly in the international context. Prerequisites: q and ECON 158. Offered term 1. (Q)

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

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.

ECON 386: MANAGERIAL ECONOMICS (4)

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 2. (o, MOD)

ECON 390: INDEPENDENT STUDY (2 OR 4)

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)

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)

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)

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. Offered Term 2.

Education

MAJOR, MINOR, TEACHER LICENSURE

ASSOCIATE PROFESSORS: Anna Baynum (chair), Rebecca Cox, Aimee Brenner

ADJUNCT FACULTY: Beth Deel

Hollins University students who major and minor in Education don't just learn about education, they learn to transform it. Through a dynamic blend of liberal arts study and hands-on classroom experiences, students build the knowledge, skills, and confidence to inspire every learner. Our program empowers future educators to become thoughtful, data-driven decision-makers, creative problem-solvers, and compassionate leaders who make a lasting difference in the lives of children and communities. Grounded in reflection, innovation, and commitment to differentiated instruction, Hollins graduates enter the field ready to teach, lead, and learn for a lifetime. Our licensure program is approved by the Virginia Department of Education (VDOE) and 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
- 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
- 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: Any math or statistics course (4)
- One of the following:
 - MATH 130: Mathematical Modeling (4) **or** 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)

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 Term 1.

EDUC 260: TEACHING SCIENCE (4)

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 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)

Participants will investigate writing purposes and focus on effective teaching techniques 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 research and write research papers are integrated with practicum. As part of the coursework, participants will be required to implement evidence-based instructional writing strategies and teaching techniques. Students will engage in practicum work at a local high school with opportunities to observe and apply course content. 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)

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 social, ethnic, physical, mental, and other differences affect learning; to explore culturally and linguistically sustainable pedagogy through the study of belonging, respect, and fairness; and to apply basic principles of learning and motivation to lesson planning. Exploration of individual differences 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 are included. Current research efforts and developing theories that concentrate on teaching and learning processes applicable for diverse student populations will be explored. Offered Term 1.

ART 340: TEACHING ART K-12 (4)

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 of 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)

This course explores actionable methods required to lead a classroom of meaningful and engaged learning by putting systems in place to reach desired objectives regarding time, materials, and physical space management. This

course expands teacher candidates' understanding of how building trust through establishing boundaries, reliability, accountability, confidentiality, integrity, non-judgement, and generosity contribute to the content, process, and context of pedagogical practices. Offered Term 2.

EDUC 348: CLASSROOM TECHNOLOGY INTEGRATION (4)

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)

This course offers a study of concepts, strategies, and techniques for teaching social sciences in a student-centered, cooperative, and participatory environment. Emphasis is integrating social sciences across the curriculum. Students will gain an understanding of how to teach civics, history, and 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)

This course prepares prospective secondary teachers to develop effective teaching strategies and techniques for all learners; create appropriate learning environments in the classroom such as how to divide students into groups, how to manage resources, and how to facilitate a community of respect; make effective decisions in planning, implementing, and assessing curriculum and instruction; articulate the specific developmental, psychological, behavioral, and social concerns of adolescents; and become more proficient in the use of technology in the classroom. Students will plan and deliver lessons. Offered Term 1.

EDUC 377: LANGUAGE ACQUISITION AND READING I (4)

This core course for understanding the teaching of reading addresses literacy development from its earliest stage to maturity. Established firmly in the understanding that the science of reading is language-based, the course addresses an explicit, systematic developmental approach to language acquisition. Students will engage in practicum work at a local elementary school with opportunities to observe and apply course content. Participants will focus on the skills necessary for efficient reading instruction, reflective critical thinking, and data informed teaching. The theory presented in this course is essential for elementary 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 are incorporated. Offered Term 1.

EDUC 378: LANGUAGE ACQUISITION AND READING II (4)

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. Students will engage in practicum work at a local elementary school with opportunities to observe and apply course content. Methods for integration of various genres of children's literature within the classroom context are 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 development at each level. Offered Term 2.

EDUC 380: READING IN THE CONTENT AREAS (4)

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 are 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)

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 is required in addition to weekly 90-minute seminars. Offered Short Term.

EDUC 470/472/473 STUDENT TEACHING (12)

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 is required in addition to weekly 90-minute seminars. Offered Term 2.

English & Creative Writing

MAJORS, MINORS

PROFESSORS: T.J. Anderson, Pauline Kaldas, Marilyn Moriarty, Julie Pfeiffer (sabbatical, Spring 2026)

ASSOCIATE PROFESSORS: Michelle De Groot (chair, English & Creative Writing), Thorpe Moeckel (sabbatical, 2025-2026), Jessie van Eerden (director, Jackson Center for Creative Writing)

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: Julian Talamantez Brolaski (part time, Spring Term)

TEACHING FELLOWS: Qurrat ul ain Raza Abbas, Chloe Bryan, Cam Cowger, Sophia Tone

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 written and oral 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" (available from department office) 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 (All 100-level ENG courses EXCEPT ENG 141 and 142 fulfill this requirement)
- One creative writing course from among 141, 142, 210, or 375, and other courses by permission
- One 200-level methods course (noted in)
- One 200- or 300-level 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. 100-level courses, except for ENG 142, cannot count.

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

11-12 courses (44 credits)

- One 100-level literature seminar (All 100-level ENG courses EXCEPT ENG 141 and 142 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

PREREQUISITES FOR UPPER-LEVEL COURSES

The Department of English & Creative Writing has established the following general 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 or permission of the instructor. Students are strongly encouraged to take a 100-level literature course before enrolling in a 200-level course. We also recommend that majors take a 200-level methods course during their sophomore year.
- 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 are encouraged to 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)

Also listed and described as GWS 117. 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. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x)

ENG 123: CONTEMPORARY LITERATURE OF EXILE (4)

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. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES, DIV, INQ)

ENG 129: MONSTERS AND MARVELS (4)

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*. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES)

ENG 132: FOLK AND FAIRY TALES (4)

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. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES)

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

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. Fulfills the creative writing requirement for the E&CW major. Offered both terms. (f, w, o, CRE, C&I)

ENG 142: INTERMEDIATE CREATIVE WRITING (4)

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. Fulfills the creative writing requirement for the E&CW major. Offered both terms. (f, w, CRE)

ENG 150: SPECIAL TOPICS: THE FRENCH SEARCH FOR JOY (4)

Also listed and described as HUM 150. In French, *la joie de vivre* is a special type of joy or delight, grounded in everyday pleasures. In this course, we will reevaluate the quotidian, or everyday, 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 find pleasure and excitement in our everyday experiences, or to question why this aspect of our life is oppressive and restructure the world around us in a way that better suits our needs. Fulfills the 100-level literature requirement for the E&CW major. (INQ)

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. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES, INQ)

For 2025-2026

Conceptions of the Hero

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 1.

ENG 152: THE CHILD'S IMAGINATION – CHILDREN IN LITERATURE (4)

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. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES, MOD)

ENG 162: IMAGINARY CITIES (4)

Close examination of the phenomenon of fantastical cities in 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 *Gilgamesh* and may include medieval poetry, *The*

Emerald City of Oz, the comic Astro City, and Italo Calvino. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES)

ENG 165: EXPLORING THE HARLEM RENAISSANCE (4)

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. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES, DIV)

ENG 174: INTERNATIONAL WOMEN'S VOICES (4)

Also listed and described as GWS 174. 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. Fulfills the 100-level literature requirement for the E&CW major. (f, w, x, AES, GLO)

ENG 205: HISTORY OF THE ENGLISH LANGUAGE (4)

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. Fulfills the methods requirement for the E&CW major.

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

A seminar in creative writing. Each section is focused on a particular genre or theme. May be repeated for credit. Prerequisite: ENG 142. Offered both terms. (w, CRE- 4 credits required for CRE)

For 2025-2026

Cosmic Horror: Beyond Lovecraft

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.

Creative Histories

This seminar will focus on historical fiction, poetry, and creative nonfiction. We'll study world-building, incorporating research, choosing point of view, and tracking currents between historical and contemporary contexts in our work. Class sessions will involve discussion of texts, writing and research exercises, and workshoping projects in each student's genre of choice. Offered Term 1.

Notebooking: The Cultivation of Creativity

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

What does it mean for writing to be original? Is it devoid of influence? Or is it to answer Pound's call: "Make (the old) new!" In this class, we will explore paired works of both poetry and prose to see how writers have been influenced by earlier works, and how they infuse their stories and poems with the styles and rhythms of other writers. Rather than reading great works merely for inspiration, this course aims to challenge how we read as writers and to broaden our ideas of what is possible in our own work. Offered Term 2.

Calling All Poets

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)

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. Fulfills the creative writing requirement for the E&CW major. (w, CRE)

ENG 211: MULTICULTURAL WOMEN WRITERS (4)

Also listed and described as GWS 211. 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. Prerequisite: one semester of college work or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (w, x, AES, DIV)

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

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. Prerequisite: one semester of college work or permission. Fulfills the methods requirement for the E&CW major. (AES, PRE, SMN)

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

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. Fulfills the methods requirement for the E&CW major OR the "Historically Underrepresented Voices" requirement for the E&CW major. (w, x, AES, DIV)

ENG 221: AFRICAN-AMERICAN LITERATURE (4)

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. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (DIV, MOD)

ENG 223: MAJOR BRITISH WRITERS I (4)

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. (AES, SMN)

ENG 224: MAJOR BRITISH WRITERS II (4)

An introduction to British poetry, fiction, and prose nonfiction of the Romantic, Victorian, and Modern periods. Prerequisite: one semester of college work or permission. (w, x, MOD)

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

An introduction to traditional and contemporary classics. This course provides a foundation both in the history and interpretation of children's literature and in the practical implications of book selection and censorship. Prerequisite: one semester of college work or permission. Fulfills the methods requirement for the E&CW major. (w, x, AES)

ENG 250: MOBY-DICK

Moby-Dick, considered as one of the greatest American novels, is a genre-bending story about whale-hunting written by Herman Melville in 1851. Through the voyage of the whaling ship Pequod across the Atlantic and Pacific Oceans and the vengeful quest of its captain to kill Moby-Dick, the elusive white whale that bit off his leg, the novel is a deep meditation on America during the tumultuous 19th century. This course will take students on a deep dive into the themes the animate the novel such as cannibalism, queerness, disability, religion, democracy, capitalism, colonial expansion, and slavery. We will use various methods of critical theory to help us generate robust interpretations of these themes. We will also read contemporary pieces that reflect on the novel such as C.L.R. James's *Mariners, Renegades, and Castaways*, Toni Morrison's *Playing in the Dark*, and Linda Hogan's poem, "Fat." Prerequisite: one semester of college work or permission. Fulfills the methods requirement for the E&CW major.

ENG 219: LATINX LITERATURE

Also listed and described as SPAN 219. Survey of U.S. Latinx literature that introduces students to the major authors and trends in the tradition through a variety of genres ranging from poetry and short stories to memoirs and novels. Throughout the course, a major question we will be investigating is what makes literature "Latinx." Where does this term come from and how useful is it as a designation for a group of people and a literary tradition? How does it fit into a transnational context? Authors may include Justin Torres, Sandra Cisneros, Piri Thomas, Ana Castillo, or Cristina García. Prerequisite: one semester of college work or permission. Fulfills the methods requirement for the E&CW major OR the "Historically Underrepresented Voices" requirement for the E&CW major. (DJP)

ENG 263: HOLOCAUST LITERATURE (4)

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. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (DJP)

ENG 273: STUDIES IN LYRIC POETRY (4)

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. Prerequisite: one semester of college work or permission.

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

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. Fulfills the methods requirement for E&CW major. (AES)

ENG 281: AMERICAN LITERATURE TO 1860 (4)

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. Fulfills the methods requirement for the E&CW major.

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

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. (o, AES, MOD)

ENG 284: THE BEAT GENERATION (4)

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. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (DIV)

ENG 290: INDEPENDENT STUDY (2 OR 4)

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)

Also listed and described as PHIL 303. 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. Prerequisite: sophomore standing or permission. (MOD)

ENG 304: ADVANCED EXPOSITORY WRITING (4)

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. (w, x)

ENG 306: HOW WRITING IS WRITTEN (4)

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. (w, AES)

ENG 307: LITERARY HISTORY AND THEORY II (4)

Also listed and described as PHIL 307. 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 or permission.

ENG 308: READING AND WRITING MEMOIR (4)

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. Fulfills the "Historically Underrepresented Voices" requirement in the E&CW major. (AES, CRE)

ENG 310: CHAUCER: THE CANTERBURY TALES (4)

Close examination of Chaucer's 14th-century story collection, *The Canterbury Tales*. Themes include ideas of character and community; gender; genre; religion and secularity. We will read the poem in Chaucer's own dialect, but no prior knowledge of the Middle Ages or Middle English is expected. Prerequisite: sophomore standing or permission. Fulfills the pre-1700 requirement for the E&CW major. (w, x, AES, PRE)

ENG 313: LITERATURE OF THE RENAISSANCE (4)

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. Fulfills the pre-1700 requirement for the E&CW major. (AES, MOD)

ENG 314: SEMINAR IN JANE AUSTEN (4)

A study of the complete works of Jane Austen, including her unfinished and juvenile works as well as her published novels. Our analysis will be enriched by appeals to the historical context of the "long 18th century" as well as readings in the extensive critical commentary on Austen's work. Prerequisite: junior standing or permission. Fulfills the 1700-1950 requirement for E&CW major. (w, x, o, SMN)

ENG 315: DANTE (4)

Dante's *Divine Comedy* in translation. Analysis of Dante's journey through hell, purgatory, and heaven, both in its historical context and as part of a long-running cultural conversation continuing today. Prerequisite: sophomore standing or permission. Fulfills the pre-1700 requirement for the E&CW major. (PRE)

ENG 317: MEDIEVAL LITERATURE (4)

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. Fulfills the pre-1700 requirement for the E&CW major. (AES, PRE)

ENG 319: THE JAZZ AESTHETIC IN LITERATURE (4)

This course explores the development of literature (poetry, fiction, autobiography, etc.) that employs the "jazz aesthetic." The philosophical/aesthetic role that jazz improvisation has played in the development of Modernist and Post-Modernist critique will also be examined. Artists discussed include Charles Mingus, Jack Kerouac, Bob Kaufman, Amiri Baraka, Nathaniel Mackey, Miles Davis, Anthony Braxton, Jayne Cortez, and several others. The course entails the development of a creative and critical portfolio of jazz-inspired writing. Prerequisite: junior standing or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (AES, DIV)

ENG 320: IMMIGRANT LITERATURE (4)

This course focuses on the literature of immigrants in the United States from the early 1900s to the present. Students will explore the varied and complex experiences of immigrants from different cultural backgrounds. Discussion issues include: the way in which the process of immigration disrupts one's sense of identity, the struggle between alienation and assimilation, and the concept of home. Written requirements will consist of several papers and a final creative/critical project. The course is conducted as a discussion seminar, with emphasis on student participation. Prerequisite: junior standing or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (AES, DIV)

ENG 321: SCREENWRITING I (4)

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

ENG 322: SCREENWRITING II (4)

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)

Also listed and described as FILM 323. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. 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.

ENG 324: POETRY IN PERFORMANCE (4)

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. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (o, CRE, MOD)

ENG 325: ROMANTIC POETRY (4)

A study of the major British Romantic poets, including, among others, Blake, Wordsworth, Coleridge, Keats, and Shelley. Prerequisite: sophomore standing or permission. Fulfills the 1700-1950 requirement for E&CW major.

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

Also listed and described as GWS 328. 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. Prerequisite: sophomore standing; English majors must have completed at least one 100-level or 200-level literature course in English. Fulfills the 1700-1950 requirement for E&CW major. (w, x, AES)

ENG 329: REIMAGINING THE MIDDLE AGES (4)

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. Prerequisite: sophomore standing or permission. Fulfills the 1700-1950 requirement for E&CW major.

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

In this course, we will study transatlantic Anglophone literature of the seventeenth and eighteenth centuries. Over the course of the semester, students will close-read poetry, prose, drama, periodicals, and other forms produced by the cultures and conflicts of Atlantic world societies. Prerequisite: sophomore standing or permission. Fulfills the 1700-1950 requirement for E&CW major. (w, x, AES, MOD, DJP)

ENG 331: SHAKESPEARE'S ROME (4)

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. Fulfills the pre-1700 requirement for E&CW major.

ENG 332: SHAKESPEARE AND THE THEATRE (4)

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. Fulfills the pre-1700 requirement for E&CW major. (PRE)

ENG 333: SHAKESPEARE'S WOMEN (4)

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. Fulfills the pre-1700 requirement for the E&CW major. (AES, MOD)

ENG 335: MILTON (4)

Also listed and described as REL 335. 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. Fulfills the pre-1700 requirement for the E&CW major. Prerequisite: junior standing or permission. (w, x, o)

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

An examination of the cultural background and development of the novel in English with some attention to the sentimental and gothic genres. Close reading of Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Fanny Burney, Ann Radcliffe, and Matthew Gregory Lewis. Prerequisite: sophomore standing or permission. Fulfills the 1700-1950 requirement for E&CW major.

ENG 342: ADVANCED STUDIES IN CHILDREN'S LITERATURE (4)

Close study of various topics in children's literature. Recent topics have included multicultural children's literature and American girls' fiction.

ENG 345: ARAB WOMEN WRITERS (4)

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. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (AES, GLO)

ENG 346: ARAB-AMERICAN LITERATURE (4)

This course begins with an introduction to the history of the first Arabs to immigrate to the U.S. and their process of adaptation. Moving to the contemporary period, students read a variety of literature by Arab Americans, looking at how these writers have expressed the ways in which Arab Americans have crossed geographical and cultural boundaries, their relationship to their homeland, and their evolving identity in the U.S. Written requirements consist of a series of short papers and a final creative/critical project. The course is conducted as a discussion seminar with emphasis on student participation. Prerequisite: junior standing or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (AES, DIV)

ENG 347: STUDIES IN SHORT FICTION (4)

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. (w, x, AES, MOD)

ENG 348: MADNESS IN SHAKESPEARE (4)

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. Prerequisite: junior standing or permission. Fulfills the pre-1700 requirement for the E&CW major (AES, PRE)

ENG 350: SPECIAL TOPIC: ASIA'S AMERICA, AMERICA'S ASIA (4)

The bones of American Literature are built from many cultures. This course's primary concern is to excavate the cultural exchanges of philosophy and literature between East Asia and the United States as originally explored in Yoshinobu Hakutani's *East-West Literary Imagination*. With a selection of major works, authors and themes, we will examine how those exchanges influenced the evolution of what we define as American Literature and how it has in turn influenced the literature of East Asia. Authors to be read include Confucius, Matsuo Basho, Eliji Yoshikawa, Jack Kerouac, Alice Walker, Han Kang and Esther Yi. Prerequisite: sophomore standing or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major OR the 1700-1950 requirement for the E&CW major.

ENG 350: SPECIAL TOPIC: ECOCINEMA (4)

Also listed and described as FILM 350 and ES 350. This course examines the subfield of ecocinema, in which the medium of film is used to explore environmental issues, whether this is done through narrative fiction, documentary, or experimentation. Possible themes include environmental catastrophe, wilderness, animal rights, climate change, human-nature relations, and environmental justice. Students will use traditional methods of film criticism and ecocriticism to explore these topics. (SMN)

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. For AY 2025-2026:

Lyric Dialectics

This hybrid craft course will incorporate generative writing practices along with deep study of the lyric from the point of view of universal poetics and generative metrics. We will explore lyric poetry as a temporal art form as well as practice the deformation of poetic structures to achieve more dissonant idiolects. We will investigate the works of contemporary poets and those who Joy Harjo calls our "poetry ancestors," including Kumau Brathwaite, Iliassa Sequin, Cedar Sigo, Sor Juana, and Wyatt. Offered Term 2.

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

Also listed and described as FILM 353. 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. Prerequisite: sophomore standing.

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

Also listed and described as FILM 354. 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. Prerequisite: sophomore standing or permission of instructor.

ENG 355: MODERN BRITISH AND AMERICAN POETRY (4)

Read writers who made new poetries: Intensive study of poems written or first influential in the first half of the 20th century. Such authors as: Emily Dickinson, H.D. [Hilda Doolittle], T.S. Eliot, Ezra Pound, William Butler Yeats, Ann Spencer, Wallace Stevens, William Carlos Williams, Hart Crane, Robert Hayden, Stevie Smith. Prerequisite: sophomore standing or permission. Fulfills the 1700-1950 requirement for E&CW major.

ENG 356: CONTEMPORARY U.S. POETRY (4)

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.

ENG 358: LITERATURE OF THE AFRICAN DIASPORA (4)

This course examines the African continent in the imagination of diasporic writers and the politics of identity. The course explores how these writers have reclaimed or reinvented an understanding of African culture and history within a Western context. The course addresses the development of a literature that establishes a discourse rooted in the trauma of the Middle Passage and the struggle for justice. Writers included are: Aimé Césaire (Martinique), M. NourbeSe Philip (Tobago), Grace Nichols (Guyana), Kamau Brathwaite (Barbados), Amiri Baraka (USA), and others. Prerequisite: sophomore standing or permission of instructor. Fulfills the “Historically Underrepresented Voices” requirement for the E&CW major. (AES, GLO)

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

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

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

Referred to as the cultural wing of the Black Power Movement, The Black Arts/Black Aesthetic Movement (1960s-1970s) remains one of the most innovative and controversial movements in modern and contemporary African-American literature. This cultural movement sought to integrate and infuse Pan-Africanist and radical politics as a means of challenging the “traditional” means of creative expression. As the aesthetic counterpart of the Black Power Movement, this aesthetic movement gave birth to artists’ circles, writers’ workshops, drama and dance groups, as well as new publishing ventures. The resultant work was both didactic and explosive and had a profound impact on college campuses and African-American communities. This course examines the work of several of the movement’s principal theorists and writers: Toni Cade Bambara, Larry Neal, Sun Ra, Amiri Baraka, Sonia Sanchez, Audre Lorde, etc. Prerequisite: sophomore standing or permission. Fulfills the “Historically Underrepresented Voices” requirement for the E&CW major. (AES, DIV)

ENG 375: WRITING OUT OF THE MULTICULTURAL EXPERIENCE (4)

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. Fulfills the creative writing requirement for the E&CW major OR the “Historically Underrepresented Voices” requirement for the E&CW major. (CRE, DIV)

ENG 382: ADVANCED STUDIES IN AMERICAN LITERATURE

Close study of various topics in American literature. Recent topics have included Gothic America: Monsters, Madness, and the Macabre; Graphic Novels; Queer Ecologies; and Literature of Protest. Prerequisite: (w, x, AES, DIV)

ENG 385: VICTORIAN LITERATURE (4)

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. Fulfills the 1700-1950 requirement for E&CW major.

ENG 390: INDEPENDENT STUDY (2 OR 4)

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 (2 OR 4)

Pair the critical and creative skills gained through the English & Creative writing major/minor with supervised internships in a professional setting. Develop transferable skills, explore careers, and find your purpose by registering for a fall, spring, summer, or January-term internship experience. Fall, spring, and summer terms: Choose between 2 credits (70 hours of work) or 4 credits (140 hours work). January Term: 4 credits only (35 hours a week for four weeks). Arrangements must be made with faculty prior to beginning.

ENG 407, 408: ADVANCED CREATIVE WRITING (SENIOR OPTION) (4)

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)

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)

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.

ENG 485: ADVANCED STUDIES IN THE NOVEL (4)

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.

ENG 486: ADVANCED STUDIES IN CREATIVE NONFICTION (4)

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.

ENG 487: ADVANCED STUDIES IN SHORT FICTION (4)

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)

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), Mary Jane Carmichael (biology),

ASSISTANT PROFESSORS: Joe Larios (English, visiting) Kaila Thorn (environmental studies)

LECTURER: Suzanne Allison (biology)

AFFILIATED FACULTY: Ashleigh Breske (international studies), Bonnie Bowers (psychology), Genevieve Hendricks (art history), Abubakar Jalloh (public health), Jaeyeon Lee (international studies), Charles Lowney (philosophy), Edward A. Lynch (political science), Thorpe Moeckel (creative writing),

The field of environmental studies and environmental sciences (ES) takes a transdisciplinary approach to understand the relationship between humans and the environment. This field approaches the causes and consequences of environmental problems using skills from the natural and social sciences, the arts, and humanities with a goal to develop potential solutions. The Hollins ES program has two degree options which share a common core curriculum that provide a grounding in scientific, cultural, and historical perspectives on environmental issues.

Students pursuing the B.A. degree in Environmental Studies will focus their studies on the cultural and societal issues in human-environment dynamics, while those pursuing the B.S. in Environmental Sciences will take more classes in the natural sciences. In addition, all ES majors are required to undertake a relevant experiential component (internship, study abroad, service project) before graduation

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)

Note: students receiving a 4 or 5 on the AP Exam in Environmental Science are exempt from taking ES 105

FIVE ADDITIONAL COURSES (two must be at 300 level, only two 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 must come 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); with departmental approval, one or more ES 250 or ES 350 courses could apply to this requirement.

- One course in statistics: 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 ES 399 (2 or 4 credits; any term), completion of the Hollins Outdoor Leadership certificate, participation in the January term Tropical Ecology or Wilderness & Wildlife trips, the School for Field Studies abroad program, ES 391: Research/Service in Environmental Studies/Science, or ES 480/490: 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)
- Note: students receiving a 4 or 5 on the AP Exam in Environmental Science are exempt from taking ES 105

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 or above the 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); (3 of the courses from the various SFS semester abroad programs can typically be applied to this requirement); with departmental approval, one or more ES 250 or ES 350 courses could apply 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 ES 399 (2 or 4 credits, any term), completion of the Hollins Outdoor Leadership certificate, participation in the January Term Tropical Ecology or Wilderness & Wildlife trips, the School for Field Studies abroad program, ES 391: Research/Service in Environmental Studies/Science, or ES 480 or 490: 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)

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. Every spring. (MOD)

ES 105: INTRODUCTION TO THE EARTH SCIENCES (4)

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. Every fall. (SCI, TLAS)

ES 122: WATER AND LIFE (4)

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. Every spring. (SCI, TLAS)

ES 182: ENVIRONMENTAL ETHICS (4)

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.

ES 207: ECOLOGY (4)

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. Every fall. (SCI, TLAS: must take lab to fulfill SCI or TLAS)

ES 207L: ECOLOGY LAB (2)

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. Every fall. (SCI, TLAS)

ES 209: BACKYARD BIRDS (2)

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.

ES 210: WORLD GEOGRAPHY (4)

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. Every spring. (GLO, MOD)

ES 212: INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (2)

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. Every spring.

ES 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4)

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. (DIV)

ES 220: GLOBALIZATION AND LOCAL RESPONSES (4)

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. (Q, GLO)

ES 225: ENERGY AND THE ENVIRONMENT (4)

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.

ES 230: ECONOMICS AND THE ENVIRONMENT (4)

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. Spring (even years) (o, r, GLO, MOD)

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

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.

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

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.

ES 241: EARTH HISTORY AND GEOLOGY (4)

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. Spring (even years) (SCI)

ES 250: FOOD SCIENCE, SOCIETY, AND SYSTEMS (4)

Introductory course into the nutrition and science of food, ways that food shapes and is shaped by society, and the different agricultural and organization systems that food travels in. This overview is designed to introduce the many ways we engage with our food and help inform the decisions we make about it. No pre-requisite required, not open to first-years, also listed as SOC 250. Spring 2026

ES 250: ARCGIS AND THINKING SPATIALLY (4)

While becoming familiar with Geographic Information Systems (GIS), data structures, and applications in problem solving, students will seek to understand not only the physical world, but how humans interact with that world in both the past and present. In this course, students will focus on learning key skills and concepts necessary to analyze and manipulate data through ArcGIS. Moreover, they will critically consider the visualization, dissemination, and perception of that data. By completing three units centered in environmental studies, sociology, and the study of the ancient world, students will examine the concepts, behaviors, and values that can be used to address issues where study of the natural world intersects with the social sciences.

ES 253: MICROBIAL ECOLOGY (4)

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. Fall (odd years) (SCI: Must take lab to fulfill SCI).

ES 253L: MICROBIAL ECOLOGY LAB (2)

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. Fall (odd years) (SCI)

ES 261: POLITICAL ECOLOGY (4)

In this course, students will develop an understanding of political ecology, a framework that takes perspectives from anthropology, economics, and political science to understand how historical and systemic structures impact the way that people use, protect, and relate to their environments. Focusing on American environmental politics and policy, this class will introduce students to key policies, including NEPA, the Endangered Species Act, and the Wilderness Act. Although this class includes components of policy, it focuses on the history of the American landscape, dispossession, and the way current policy is premised on historical values. Also listed as POLS 261. Prerequisite: ES 104 (or BIOL/ES 117). Every fall. (MOD, DJP).

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

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). Every spring. (Q)

ES 263: TROPICAL ECOLOGY (2)

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 263. Every fall

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

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.

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

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. (MOD, GLO)

ES 290: INDEPENDENT STUDY (2 OR 4)

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

ES 313: INVERTEBRATE ZOOLOGY (4)

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. Fall (even years)

ES 313L: LAB FOR INVERTEBRATE ZOOLOGY (4)

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. Fall (even years)

ES 316: WILDLIFE DISEASE (4)

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. (SCI, TLAS)

ES 328: FIELD VERTEBRATE ZOOLOGY (4)

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. The cost of rooms and meals for the weekend trip will be shared by participants (\$150-200 required).. Prerequisite: BIOL/ES 207 or permission from instructor. Also listed and described as BIOL 328. Prerequisite: BIOL/ES 207 or permission. Spring (even years).

ES 337: ORNITHOLOGY (4)

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. Spring (even years).

ES 337L: LABORATORY FOR ORNITHOLOGY (2)

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. Spring (even years).

ES 341: PLANT BIOLOGY (4)

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. Fall (odd years)

ES 341L: LABORATORY FOR PLANT BIOLOGY (2)

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 also conduct a multi-week research project and present their findings. Also listed and described as BIOL 341L. Co-requisite: BIOL/ES 341. Fall (odd years)

ES 350: SPECIAL TOPIC: ECOCINEMA (4)

This course examines the subfield of ecocinema, in which the medium of film is used to explore environmental issues, whether this is done through narrative fiction, documentary, or experimentation. Possible themes include environmental catastrophe, wilderness, animal rights, climate change, human-nature relations, and environmental justice. Students will use traditional methods of film criticism and ecocriticism to explore these topics.

ES 357: CONSERVATION BIOLOGY (4)

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.

ES 357L: LABORATORY FOR CONSERVATION BIOLOGY (2)

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.

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

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 the flow of energy and materials within the biosphere. In this course, we will cover processes that control the cycling of C, N, and P and other biochemical elements in terrestrial and aquatic systems, with special emphasis placed on the coupling between human and natural systems. Topics include the origin of Earth and the development of elemental cycles, the Earth as a chemical system, the biogeochemical cycling of elements in the atmosphere, lithosphere, and biosphere, the global cycles of H₂O, C, N and P, and the expanding human footprint on biogeochemical processes. Prerequisites: CHEM 101/102 or CHEM 105, BIOL 207 or ES 105. Also listed and described as BIOL 364. Fall (even years)

ES 364L: BIOGEOCHEMISTRY LABORATORY (2)

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. Fall (even years)

ES 373: ENVIRONMENTAL JUSTICE (4)

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. (DIV, DJP)

ES 390: INDEPENDENT STUDY (2 OR 4)

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)

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)

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

ES 470: SEMINAR IN ENVIRONMENTAL STUDIES (2)

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. Every fall.

ES 480: SENIOR THESIS (4)

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)

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

ASSISTANT PROFESSOR: Laura Ivins

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: Cinema and Modernity (4)
- FILM 280: Film Production (4) or FILM 281: Video Production (4)
- FILM 380: Intermediate Production (4)
- Six additional film courses:
 - At least two from the 300 level
 - Can include FILM 390: Independent Study (2 or 4)
- FILM 480: Senior Project (4) or FILM 490 Senior Honors Project (8)

REQUIREMENTS FOR A MINOR IN FILM:

5 courses (20 credits)

- FILM 171: Introduction to Film (4)
- FILM 277: Cinema and Modernity (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)

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, SMN)

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

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.

FILM 233: HORROR FILMS (4)

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.

FILM 234: FEMINIST CINEMA (4)

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 feminism as both a question of representation and a distinct cinematic practice.

FILM 260: THEMATIZING ARTIFICIAL INTELLIGENCE

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, WarGames, Her, Ex Machina, After Yang, and M3GAN.

FILM 277: CINEMA AND MODERNITY (4)

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 20th-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.

FILM 272: AMERICAN CINEMA (4)

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. (AES, MOD)

FILM 276: PHILANTHROPY AND THE ARTS (4)

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.

FILM 280: FILM PRODUCTION (4)

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. (CRE, C&I) See Tuition and Fees table for course fee.

FILM 281: VIDEO PRODUCTION (4)

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. (BLI, CRE, C&I)

FILM 282: THE ART OF SOUND DESIGN (4)

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. (CRE, C&I)

FILM 285: ANIMATION (4)

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 multiple animated formats including 2D, cut-out, camera-less, clay, and 3D are covered. Limited enrollment. Prerequisite: FILM 280, 281, or permission of instructor. Offered every other year. (CRE)

FILM 290: INDEPENDENT STUDY (2 OR 4)

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

FILM 310: FILM THEORY (4)

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. (AES, MOD)

FILM 341: QUEER CINEMA (4)

What does it mean to speak of "queer cinema"? Are there specific forms, styles, narratives, or dispositions that can be called queer, and if so in what sense? In what ways have queer filmmakers challenged cinematic norms? In this course we will explore various ways cinema can be thought of as a queer practice or as itself a cultural form that can be queered. We will watch a selection of films that survey a diverse range of queer aesthetic practices made by a variety of artists, most (but not all) of whom identify as LGBTQ+. In conversation with readings drawn from queer theory, film studies, literary studies, and cultural studies, we will explore the possibilities, politics, and pleasures of queer cinema.

FILM 318: DAVID CRONENBERG (4)

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.

FILM 321: SCREENWRITING I (4)

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. (w, CRE)

FILM 322: SCREENWRITING II (4)

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. (CRE)

FILM 334: DIRECTING FOR FILM (4)

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 every other year. (BLI)

FILM 372: REPRESENTATION OF GENDER IN CINEMA (4)

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. (AES, MOD)

FILM 373: DOCUMENTARY FILM AND TELEVISION (4)

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.

FILM 377: CRITICISM AND CRITIQUE (4)

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.

FILM 380: INTERMEDIATE PRODUCTION (4)

Students will focus on raising their creative work to an intermediate level by enhancing cinematic and sound design skills learned in introductory production courses and paying closer attention to content. Students work individually or in small groups to produce one film or video over the course of the semester. Course format includes screenings, technical instruction, and critique. Prerequisites: FILM 280 or FILM 281. See Tuition and Fees table for course fee.

FILM 390: INDEPENDENT STUDY (2 OR 4)

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)

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

FILM 480: SENIOR PROJECT & SEMINAR (4)

Required for all film majors. Students produce a short film, write a major research paper, or write a screenplay (or series) that reflects advanced work in their concentration. Production students attend seminars throughout the semester for project development, progress, and critique. Film studies students meet regularly with a film studies professor throughout the research and writing process. Offered any term. Prerequisite: Senior standing.

FILM 490: SENIOR HONORS PROJECT & SEMINAR (4,4)

Offered to qualified film majors. Students produce a short film, write a major research paper, or write a screenplay (or series) that reflects advanced work in their concentration. Production students attend seminars throughout the semester for project development, progress, and critique. Film studies students meet regularly with a film studies professor throughout the research and writing process. 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

INSTRUCTOR: Marie Mallet

LANGUAGE ASSISTANT: Marianne Richard

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 include FREN courses focused on language, literatures, and cultures, or on business, international relations, and current events. French majors can also pursue a minor in secondary education, if they plan to become high-school teachers.

REQUIREMENTS FOR A MAJOR IN FRENCH:

8 courses (32 credits) above FREN 111: Intermediate French I:

CORE COURSES:

- FREN 271: French & Francophone Culture and Civilization (4)
- FREN 211: Rendez-vous with the Classics Part 1 (4) OR FREN 212: Rendez-vous with the Classics Part 2 (4)
- FREN 470: Senior Seminar (4) OR FREN 480: Senior Thesis (4), OR FREN 490: Senior Honors Thesis (4,4)*

ADDITIONAL COURSES:

- Three courses at the 300 level, at least one of which must be a literature course (identified as such in the course descriptions below). (12)
- Two electives above FREN 111: Intermediate French I. Courses include FREN 112: Intermediate French II OR FREN 121: Accelerated Intermediate French, and any 200- or 300-level FREN courses. (12)**

*Students who are invited to do a year-long honors thesis only have to take two 300-level classes. Please note that enrollment in either FREN 480 or FREN 490 is by invitation only. See the course descriptions below for more information.

**Preapproved courses on our study abroad programs can also count towards the major.

Senior majors must demonstrate that they express themselves articulately in oral and written French, understand and appreciate cultures and values of the French-speaking world, and exhibit analytical skills by either completing FREN 470 or writing and defending a senior thesis. Senior majors will demonstrate they have achieved these three goals in one of the following ways: 1) by completing the Senior Seminar (FREN 470), handing in a senior portfolio, and participating in an exit interview; or 2) by writing and defending a senior thesis (FREN 480 or 490), handing in a senior portfolio, and participating in an exit interview.

The French program strongly encourages all French majors to spend at least one semester, and preferably one year, in Paris.

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. 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)

- Six FREN courses of the student's choosing in consultation with their minor advisor (24 credits total). Two courses must be at the 300 level. The other four courses can come from any of the following: FREN 112 OR FREN 121 and any courses at the 200 level or above.*

*Preapproved courses on our study abroad programs can also count towards the minor.

FRANCOPHONE HOUSE

The Francophone House is a living-learning community. A welcoming and inclusive space, La Maison is open to those who love the French language, the cultures of the French-speaking world, and/or are preparing for study abroad. It is also a space for native speakers of French 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 more about Francophone cultures and share that knowledge 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. If you have questions about notre maison please do not hesitate to reach out to the House President or Professor Jégousso.

COURSES IN FRENCH:

Unless otherwise specified in the course listing, all courses are conducted in French. French literature courses emphasize, in a comprehensive approach, the relationship of literature to the historical, political, cultural, artistic, and philosophical events and trends of the respective centuries.

FREN 101: ELEMENTARY FRENCH I (4); FREN 102: ELEMENTARY FRENCH II (4)

A year-long introduction to the basic elements of the French language. Students will study major vocabulary categories, verb tenses, and other fundamental components of French grammar. All four language skills of listening, speaking, reading, and writing will be covered using internet and various audio-visual multi-media resources, and weekly conversation groups with the Fulbright French language assistant. Prerequisite: Placement or permission. FREN 101-102 fulfills the ESP language requirement (LAN) for those students who have not previously studied French and the CORE World Languages requirement. FREN 101 offered every fall; FREN 102 offered every spring. (LAN or WL)

FREN 110: ACCELERATED ELEMENTARY FRENCH (4)

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 Fulbright French language assistant. Prerequisite: Placement or permission. (partially fulfills LAN or WL)

FREN 111: INTERMEDIATE FRENCH I (4); FREN 112: INTERMEDIATE FRENCH II (4)

A year-long systematic review of the fundamentals of French language. Students will review the basic elements of French grammar and expand their communicative abilities by acquiring a higher functional level of grammar competence and vocabulary acquisition. All four language skills of listening, speaking, reading, and writing will be covered using internet and various audio-visual multi-media resources, and weekly conversation groups with the Fulbright French language assistant. Prerequisite: FREN 102 or FREN 110, placement or permission. FREN 111-112 fulfills the ESP language requirement (LAN) for students who studied French in high school and the CORE World Languages requirement. FREN 111 offered every fall; FREN 112 offered every spring. (LAN or WL)

FREN 121: ACCELERATED INTERMEDIATE FRENCH (4)

This course is an expansion of oral and writing skills. In addition to three hours per week in class, students practice conversational skills for one hour per week with the Fulbright French language assistant. Fulfills the language requirement. Prerequisite: Placement or permission. Offered in both fall and spring term. (LAN or WL)

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

This two-credit course is offered to students who have progressed beyond the level of intermediate French and wish to take a class focused just on improving their speaking abilities. 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, placement in a 200-level course, or permission. Open to first-year students. Does not count towards the CORE World Languages requirement.

FREN 211: RENDEZ-VOUS WITH THE CLASSICS PART 1 (4)

"Rendez-vous with the Classics 1" is a course of literary, cultural, and historical studies spanning 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 placement in a 200-level FREN course, or permission. Open to first-year students. (WL or SMN)

FREN 212: RENDEZ-VOUS WITH THE CLASSICS PART 2 (4)

"Rendez-vous with the Classics 2" is a course of literary, cultural, and historical studies spanning 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. FREN 112 or FREN 121, or placement in a 200-level FREN course, or permission. (WL)

FREN 237: UNDERSTANDING CONTEMPORARY FRANCE (4)

Development of conversational and writing skills through discussion and analysis of an aspect of French literature, language, society, or culture. The topic changes each time the course is taught. Prerequisite: FREN 112 or FREN 121, or placement in a 200-level FREN course, or permission. Open to first-year students. (o, AES, MOD, WL)

FREN 244: AFRICAN LITERATURE IN FRENCH (4)

In this course, students will study major cultural movements, political events, and environmental issues in African countries where French is widely spoken. Through literary and historical texts, journalism, and film, students will gain a better understanding of the diversity of African cultures impacted by French and Belgian colonialism while improving their ability to analyze texts and express themselves in French. Prerequisite: FREN 112 or FREN 121, or placement in a 200-level FREN course, or permission. Open to first-year students. (WL or DJP)

FREN 247: UNDERSTANDING THE FRENCH CARRIBBEAN, THOUGHTS & LITERATURES (4)

This 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 course is taught in French. Prerequisite: FREN 112 or FREN 121, placement in a 200-level FREN course, or permission. Open to first-year students. (o, DIV, AES, WL)

FREN 248: LITERATURES AND CULTURES IN THE FRENCH SPEAKING INDIAN OCEAN (4)

This course will examine Francophone literatures and cultures in the Indian Ocean, exploring the diverse range of cultures and literary works produced by writers and artists from the region. We will explore themes such as coloniality, decoloniality, creolization, cosmopolitanism, oceanic poetics, and language, with a focus on how these themes are reflected in the cultural production of the Indian Ocean. Students will watch and analyze movies, read and analyze texts from various genres, including novels, poetry, short stories, and comic books with a special emphasis on works produced in Mauritius, Reunion Island, Seychelles, and Madagascar. Throughout the semester, students will gain a deeper understanding of the complex historical, cultural, and social contexts in which these works were produced. The course will be conducted in French, and all the readings will be in French. Prerequisite: FREN 112 or FREN 121, placement in a 200-level FREN course, or permission. Open to first-year students. (o, MOD, WL)

FREN 249: FRENCH AND FRANCOPHONE FILM (4)

An examination of French and Francophone cinema in relation to literary, philosophical, social, psychological, and cultural issues. Prerequisite: FREN 112 or FREN 121, placement in a 200-level FREN course, or permission. Open to first-year students. (WL)

FREN 271: FRENCH & FRANCOPHONE CULTURE AND CIVILIZATION (4)

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 placement in a 200-level FREN course, or permission. (GLO, MOD, WL)

FREN 275: SOCIAL JUSTICE AND THE FORGOTTEN FRANCOPHONIES (4)

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: FREN 112 or 121, placement in a 200-level FREN course, or permission. Open to first-year students. (WL or DJP)

FREN 290: INDEPENDENT STUDY (2 OR 4)

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 (4)

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: A 200-level FREN course or permission. Counts as a 300-level literature course in the major. (SMN)

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

This course will provide students with an overview of the literary representation of gendered experiences in personal stories authored by a range of leading female French-speaking writers. From Marie de France or Madeleine de Scudery to Virginie Despente, from Suzanne Césaire or Mariama Bâ and Shenaz Patel. By reading a selection of various texts (poetry, short stories, novels), we will explore the relation between sexual identity and literary practices and between

gender and genre. How do stories shape our understanding of gender roles? How do they reveal stereotypes about femininity, masculinity, sexuality, and ethnicity? What is the role of women's writing in contemporary France in reimagining and reshaping sexual and racial identities? The French Film Series will be an extension of this course when it is offered in the fall term and will focus exclusively on women directors, giving students the opportunity to engage in interdisciplinary analysis. Counts as a 300-level literature course in the major. Prerequisite: Senior French majors and minors or permission. (AES, GLO).

FREN 344: AFRICAN LITERATURE IN FRENCH (4)

Please see the description for FREN 244 above. FREN 344 is a 300-level version of FREN 244, and the two courses meet at the same time. Students enrolled in FREN 344 will complete all the requirements for FREN 244 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Counts as a 300-level literature course in the major. Prerequisite: A 200-level FREN course or permission. (DJP)

FREN 347: UNDERSTANDING THE FRENCH CARIBBEAN, THOUGHTS & LITERATURES

Please see the description for FREN 247 above. FREN 347 is a 300-level version of FREN 247 and the two courses meet at the same time. Students enrolled in FREN 347 will complete all the requirements for FREN 247 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Counts as a 300-level literature course in the major. Prerequisite: A 200-level FREN course or permission.

FREN 348: LITERATURES AND CULTURES IN THE FRENCH SPEAKING INDIAN OCEAN (4)

Please see the description for FREN 248 above. FREN 348 is a 300-level version of FREN 248, and the two courses meet at the same time. Students enrolled in FREN 348 will complete all the requirements for FREN 248 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Counts as a 300-level literature course in the major. Prerequisite: A 200-level FREN course or permission.

FREN 349: BLACK FRANCE: LIBERTÉ, ÉGALITÉ, RACISÉ? (4)

This course will explore the complex relationship between French citizens of African descent and the French nation, and study how this relationship manifests itself in literature & the arts. This course focuses on the experience of Afro-French citizens in twentieth & twentieth-first century France. We will also address the topics of ethnicity, religion, and national identity in France, comparing them to the American understanding of citizenship and race. This course explores these and other questions over the course of the semester through a close consideration of the literature, arts, culture, history and politics emanating from or dealing with Black France. Prerequisite: A 200-level FREN course or permission.

FREN 375: FRENCH FILM (4)

Please see the description for FREN 249 above. FREN 375 is a 300-level version of FREN 49 and the two courses meet at the same time. Students enrolled in FREN 375 will complete all the requirements for FREN 249 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Counts as a 300-level literature course in the major. Prerequisite: A 200-level FREN course or permission. (SMN)

FREN 362: ADVANCED FRENCH TRANSLATION (4)

Advanced French Translation provides students with a grammatical, cultural, and theoretical foundation for translation between French and English, which we will practice through in-class exercises, workshops, and projects. We will also explore the applications of translation in different professional, cultural, and political settings to consider the central, albeit often invisible, role of translation in our highly interconnected, global society. The course will primarily be conducted in French, with some discussions in English. Prerequisite: A 200 level FREN course or permission.

FREN 390: INDEPENDENT STUDY (2 OR 4)

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

FREN 399: INTERNSHIP (4)

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

FREN 470: SENIOR SEMINAR (4)

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 a 300-level FREN course and carries the ESP or CORE designations assigned to that course. Offered spring term.

FREN 480: SENIOR THESIS (4)

A one-term research paper based upon an inquiry into a specific area of the French language or Francophone literatures or civilizations. Prerequisite: Senior standing and invitation by the department. Offered in fall and/or spring upon consultation with department.

FREN 490: SENIOR HONORS THESIS (4, 4)

A year-long thesis based on a specific area of the French language or Francophone literatures and civilizations. Research begins during the fall term, continues during Short Term, and is completed during spring term. Prerequisite: Senior standing and invitation by the department.

Gender and Women's Studies

MAJOR, MINOR

ASSISTANT PROFESSOR: Lindsey Breitwieser (chairperson)

PROFESSOR: LeeRay Costa

AFFILIATED FACULTY: Anna Bennett (history), Amy Gerber-Stroh (film), Genevieve Hendricks (art history), Pauline Kaldas (English), Nathan Lee (film), Jaeyeon Lee (global politics and societies), Wendy-Marie Martin (theatre), Rachel Nuñez (history), Julie Pfeiffer (English), Patricia Sunia (English), Jill Vogel (music)

VISITING FACULTY: Charlotte Rossler (history)

Gender and Women's Studies is an interdisciplinary program that examines how systems of power and knowledge operate within and through social systems and identity formations. The department's curriculum 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, sexual orientation, age, (dis)ability, socio-economic status, and citizenship. Our students explore 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 civic responsibility, 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 prepares students for a variety of careers. Students interested in law, medicine, science, education, politics, business, media production, and the arts will be well-prepared by the Gender and Women's Studies major or minor. Graduates are experts in advocacy and communications, conflict resolution, research and project management, scholarly and creative expression, cross-cultural competencies, and diversity, equity, and inclusion debates.

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 two core courses in gender and women's studies, two courses with a "theory" designation, and four additional electives 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 must also complete at least one 4-credit internship (GWS 399) in an area connected to their coursework and interests in gender and women's studies.

CORE COURSES IN GENDER AND WOMEN'S STUDIES:

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

THEORY COURSES IN GENDER AND WOMEN'S STUDIES:

- GWS 201: Mad in America: Gender, Mental Health, and Popular Culture (4)
- GWS 205: Criminal Justice Systems (4)
- GWS 206: Applied Theatre and Community Engagement (4)
- GWS 207: Material Girls in a Material World: Gender and Science
- GWS 209: Feminist Philosophies (4)
- GWS 219: Food, Culture, and Social Justice (4)
- GWS 242: Gender, Culture, and Power (4)
- GWS 250: Sex, Love, and God (4)
- GWS 250: LGBTQ Literature (4)
- GWS 250: High Politics (4)
- GWS 272: Reproductive Justice (4)
- GWS 281: Witches, Cripples, and Other Monsters: Religion and Disability (4)
- GWS 301: Gender, Beauty, and Body Modification (4)
- GWS 310: The Body and Sexuality in European History (4)
- GWS 318: Sexual Ethics (4)
- GWS 347: Girlhood Studies (4)
- GWS 350: Feminist Geographies (4)
- GWS 350: Feminisms in Performance (4)
- GWS 362: Spiritual Activism (4)
- GWS 382: Queer Ecologies in American Environmental Writing (4)

(Additional courses, including special topics courses, may be approved by the GWS Chairperson)

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

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

GWS minors will complete two core courses in gender and women's studies, one course with a "theory" designation, and two additional electives from the list of gender and women's studies courses.

Each minor must also complete at least one 4-credit internship (GWS 399) in an area connected to their coursework and interests in gender and women's studies. In designing their programs, minors should work closely with an advisor in gender and women's studies to select elective courses (8 credits) that will allow them to develop a critical perspective in one area of interest without losing the interdisciplinary focus of the program as a whole.

CORE COURSES IN GENDER AND WOMEN'S STUDIES:

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

THEORY COURSES IN GENDER AND WOMEN'S STUDIES:

- GWS 201: Mad in America: Gender, Mental Health, and Popular Culture (4)
- GWS 205: Criminal Justice Systems (4)
- GWS 206: Applied Theatre and Community Engagement (4)
- GWS 207: Material Girls in a Material World: Gender and Science
- GWS 209: Feminist Philosophies (4)
- GWS 219: Food, Culture, and Social Justice (4)
- GWS 242: Gender, Culture, and Power (4)
- GWS 250: Sex, Love, and God (4)
- GWS 250: LGBTQ Literature (4)
- GWS 250: High Politics (4)
- GWS 272: Reproductive Justice (4)
- GWS 281: Witches, Cripples, and Other Monsters: Religion and Disability (4)
- GWS 301: Gender, Beauty, and Body Modification (4)
- GWS 310: The Body and Sexuality in European History (4)
- GWS 318: Sexual Ethics (4)
- GWS 347: Girlhood Studies (4)
- GWS 350: Feminist Geographies (4)
- GWS 350: Feminisms in Performance (4)
- GWS 362: Spiritual Activism (4)
- GWS 382: Queer Ecologies in American Environmental Writing (4)

(Additional courses, including special topics courses, may be approved by the GWS Chairperson)

COURSES IN GENDER AND WOMEN'S STUDIES:

GWS 117: CHILDBIRTH AND WOMEN'S WRITING (4)

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)

This course introduces students to the interdisciplinary field of Gender, Women's, and Sexuality Studies and to gender itself— an identity formation; a mode of self-expression; a system that humans use to categorize one another, organize daily life, and distribute resources; and a critical lens through which to understand the world. The study of gender reaches across academic disciplines; therefore, this course will draw on many fields, including history, sociology, anthropology, biology, media studies, and philosophy. We will discuss the development of the field, examine current areas of research, and consider how identity and power come to matter in our personal and public lives. We will also explore how gender is experienced, performed, and produced at the intersection of the body, politics, and culture, always considering gender's inseparability from sexuality, race/ethnicity, class, (dis)ability, creed/religion, and nation. Open to first-year students. (DIV, DJP)

GWS 150: SPECIAL TOPICS IN GENDER & WOMEN'S STUDIES

Special topics courses cover a range of subjects and may be cross-listed with other departments. Special topics courses do not repeat material presented by regular semester courses and therefore can be repeated by students for additional credit provided that the courses cover varying material. General education credits will vary. Some special topics courses may carry the GWS Theory designation. GWS 150 courses from previous catalogues also count toward GWS major and minor requirements. Open to first years.

Courses Offered in AY 2025-2026 Include:

- GWS 150: History of Women's American Pop Music: Also, cross-listed and described as MUS 155

GWS 174: INTERNATIONAL WOMEN'S VOICES (4)

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

GWS 201: MAD IN AMERICA: GENDER, MENTAL HEALTH, & POPULAR CULTURE (4)

This course explores popular culture's influence on perceptions of insanity, madness, and psychological disability. Using an intersectional, interdisciplinary approach, we frame madness as a social and biological phenomenon, and we analyze the impact of gender, sexual, and racial norms on conceptions of mental health, reason, and rationality. Prerequisite: GWS 141, SOC 110, or permission from the instructor. (DIV, MOD)

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

Also listed and described as POLS 203. Open to first-year students. (DIV)

GWS 205: CRIMINAL JUSTICE SYSTEM (4)

Also listed and described as POLS 206. Prerequisite: any 100-level POLS course or permission.

GWS 206: APPLIED THEATRE & COMMUNITY ENGAGEMENT (4)

Also listed and described as THEA 206. Open to first years. (DIV, DJP)

GWS 207: MATERIAL GIRLS IN A MATERIAL WORLD: GENDER AND SCIENCE (4)

This class examines how scientific knowledge produces and is produced by social norms and cultural imperatives. We frame western science as a social institution with a particular understanding of the material world, the body, and humanity. With special attention paid to the study of gender/sex, sexuality, and race, we place science within historical context to more ethically and objectively approach research, medical interventions, and technological innovation. Also listed and described as SOC 207.

GWS 209: FEMINIST PHILOSOPHIES (4)

Also listed and described as PHIL 208. Open to first-year students with permission.

GWS 211: MULTICULTURAL WOMEN WRITERS (4)

Also listed and described as ENG 211. (w, x, AES, DIV)

GWS 215: CONSTRUCTING GENDER (4)

Also listed and described as COMM 215. (r, DIV, MOD)

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

Also listed and described as REL 215. Open to first-year students. (DIV, MOD)

GWS 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4)

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. (DIV)

GWS 220: LIFE HISTORIES/SELF-NARRATIVES (4)

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. (r, DIV)

GWS 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)

Also listed and described as HIST 222. (w, x, PRE)

GWS 223: WOMEN IN BUDDHISM (4)

Also listed and described as REL 223. (r, GLO)

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

Also listed and described as HIST 225. Open to first-year students. (w, x, PRE)

GWS 226: WOMEN AND GENDER IN MODERN EUROPE (4)

Also listed and described as HIST 226. Open to first-year students. (w, x, r, MOD)

GWS 227: HISTORY OF WITCHCRAFT IN EUROPE & ATLANTIC WORLD (4)

Also listed and described as HIST 227

GWS 244: WOMEN PLAYWRIGHTS: BREAKING BOUNDARIES (4)

Also listed and described as THEA 226.

GWS 230: INCLUSIVE LEADERSHIP (4)

Effective leaders seek to genuinely engage everyone in their organizations. They see the diverse experiences and characteristics of community members as assets, thereby fostering belonging and contributing to organizational success. This course explores research on inclusive leadership, cultural humility, and psychological safety; introduces practices that create more inclusive teams and organizations; and emphasizes the development of skills that support inclusive leadership in a variety of settings. Activities will include self-assessments, case study analysis, role plays, and personal reflection. Also listed and described as BLI 230. Open to first-year students.

GWS 242: GENDER, CULTURE, AND POWER (4)

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 or SOC 110. (DIV)

GWS 250: SPECIAL TOPICS IN GENDER & WOMEN'S STUDIES (4)

Special topics courses cover a range of subjects and may be cross-listed with other departments. Special topics courses do not repeat material presented by regular semester courses and therefore can be repeated by students for additional credit provided that the courses cover varying material. Prerequisites and general education credits will vary. Some special topics courses may carry the GWS Theory designation. GWS 250 courses from previous catalogues also count toward GWS major and minor requirements.

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

Also listed and described as SOC 260. AP Credit for African American History accepted (DIV, MOD)

GWS 272: REPRODUCTIVE JUSTICE (4)

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. Also listed and described as SOC 272. (DJP)

GWS 281: WITCHES, CRIPPLES, & OTHER MONSTERS: RELIGION & DISABILITY (4)

Also listed and described as REL 281. (w, x, MOD, DIV)

GWS 290: INDEPENDENT STUDY (2 OR 4)

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

GWS 301: GENDER, BEAUTY, AND BODY MODIFICATION (4)

Through body modification, we express our deepest feelings about who we are and engage gendered, raced, classed, and dis/abled bodily discourses. This class assesses the ways body mods are understood and experienced, as well as complicates the distinctions between modification and mutilation, enhancement and enfreakment, the modern and primitive, and the Self and Other. Also listed and described as SOC 301.

GWS 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)

Also listed and described as HIST 310. (w, x, MOD)

GWS 318: SEXUAL ETHICS (4)

Also listed and described as REL 318. (o, DIV)

GWS 324: FEMINISM AND CONTEMPORARY ART (4)

Also listed and described as ART 324. Prerequisite: sophomore standing or permission. (DIV, MOD)

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

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. (w, x, AES)

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

Also listed and described as HIST 334. Prerequisite: sophomore standing. (w, x, GLO, MOD)

GWS 338: SURVEY OF FEMINIST THOUGHT (4)

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. (o, DIV)

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

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. (w, x, AES, MOD)

GWS 345: ARAB WOMEN WRITERS (4)

Also listed and described as ENG 345. Prerequisite: sophomore standing or permission.

(AES, GLO)

GWS 347: GIRLHOOD STUDIES (4)

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.

GWS 350: SPECIAL TOPICS IN GENDER & WOMEN'S STUDIES

Special topics courses cover a range of subjects and may be cross-listed with other departments. Special topics courses do not repeat material presented by regular semester courses and, therefore, can be repeated by students for additional credit, provided that the courses cover varying material. Prerequisites and general education credits will vary. Some special topics courses may carry the GWS Theory Designation.

GWS 341: QUEER CINEMA

Also listed and described as FILM 3341.

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

Also listed and described as SOC 360. Prerequisite: SOC 110.

GWS 362: SPIRITUAL ACTIVISM (4)

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. (DIV)

GWS 372: IMAGES OF WOMEN IN FILM (4)

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

GWS 382: ADVANCED STUDIES IN AMERICAN LITERATURE - QUEER ECOLOGIES IN AMERICAN ENVIRONMENTAL WRITING (4)

Also listed and described as ENG 382. (w, x, AES, DIV)

GWS 390: INDEPENDENT STUDY (2 OR 4)

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

GWS 399: INTERNSHIP (4)

An experiential component is required for all GWS majors and minors. This consists of an internship or service project carried out while a student in the program. Students will work under the sponsorship of a faculty member in the gender and women's studies department to design an experience that will complement their coursework and provide valuable experience that may lead to further career or educational opportunities. Interns may also be expected to participate in a biweekly discussion group with other gender and women's studies interns. At the end of the placement, the student will submit an activity log, a reflective paper analyzing their field experience, and a RATE via the Career and Life Design website. This internship may be completed at any time during the calendar year, including during the Short Term. Applications must be made with faculty prior to registration.

GWS 470: SEMINAR IN GENDER AND WOMEN'S STUDIES (4)

"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.

GWS 480: SENIOR THESIS (4)

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)

Offered to qualified gender and women's studies majors. Students must consult with their GWS advisor in the spring semester of junior year. Research is completed over Fall, Short, and Spring Terms.

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

- At least **8 credits (and up to 12 credits)** from GLAM courses
 - Must include GLAM 201: Shaping Memory: Ethics and Practices of GLAM Institutions
 - At least **4 credits (and up to 8 credits)** from the following*
 - a) ART 276: Philanthropy and the Arts (4)
 - b) ART 340: Teaching Art K-12 (4)
 - c) COMM 244: Social Marketing & Campaigns (4)
 - d) CMPS 260: Applied Computing II: How to Think Like a Data Scientist (4)
 - e) EDUC 141: Schooling in American Society (4)
 - f) ENG 242: Introduction to Children's Literature (4)
 - g) ENG 342: Advanced Studies in Children's Literature (4)
 - h) 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)
 - i) HIST 264: African-American History to 1865 (4)
 - j) HIST 265: African-American History 1865 to Present (4)
 - k) SOC 260: Race, Class, and Gender (4)
 - l) SPAN 222: Hispanic Cultures: Artifacts (4)
 - m) GLAM 390: Capstone Experience (2)
 - n) 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)

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)

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.

GLAM 250: BEHIND THE SCENES IN THE ARCHIVE (2)

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.

GLAM 250: ART MARKET TODAY: CONTEMPORARY ART AS COMMODITY (2)

This course will consider the commodification of contemporary art which has created a worldwide market worth over two billion dollars each year. We will discuss the numerous players within the commercial art realm, including auction houses, galleries, art advisories, art fairs, and art appraisers and their roles within the larger ecosystem as well as the numerous ways that they overlap. We will discuss market trends and fluctuations, legal and ethical considerations, and the lack of safeguards necessary to properly regulate such a major economic sector. Instruction will be a combination of lecture, hands-on experiences, guest speakers, and visits to commercial art spaces. Offered Term 1.

GLAM 290: INDEPENDENT STUDY (2 OR 4)

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

GLAM 310: CULTURAL HERITAGE IN A DIGITAL WORLD (4)

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. Offered Term 1.

GLAM/ART 371: BEHIND THE SCENES IN THE MUSEUM (4)

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. Offered Term 2.

GLAM 390: INDEPENDENT STUDY (2 OR 4)

Independent study at advanced level. Application must be made with department faculty prior to registration. Students conducting a GLAM Capstone project should register for this course.

GLAM 399: INTERNSHIP (2 OR 4)

Application must be made with faculty prior to registration.

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 three separate major programs of study in:

- Sociology
- political science
- international studies

GPS also offers minor programs of study in social justice and religious studies.

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/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
- 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
- SOC 234: Social Problems
- SOC 260: Race, Class, and Gender – A Reflexive Approach

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES:

See Religious Studies Minor entry below in catalog

COURSES IN GLOBAL POLITICS AND SOCIETIES:

GPS 216: RESEARCH METHODS IN SOCIAL SCIENCES (4)

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)

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.

GPS 480: SENIOR THESIS (4)

Students will write an integrative thesis, to be 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, chair of history department)

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

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.

A score of 4 or 5 on the Advanced Placement exam in European History, United States History, or World History will count as elective credit toward the major.

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. Courses used to satisfy major requirements must include courses that are designated US-focused and courses that are designated non-US focused.

REQUIREMENTS FOR A MINOR IN HISTORY:

5 courses (20 credits)

- One 200-level course
- One 300-level course
- Three additional history courses

Courses used to satisfy minor requirements must include courses that are designated US-focused and courses that are designated non-US focused.

COURSES IN HISTORY:

HIST 111: CREATING THE AMERICAN NATION (4)

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. Designation: US. Open to first-year students. No prerequisite. (f, w, x, DIV, MOD, DJP)

HIST 112: RISE OF MODERN AMERICA (4)

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. Designation: US. Open to first-year students. No prerequisite. (f, w, x, DIV, MOD, DJP)

HIST 113: INTRODUCTION TO MEDIEVAL HISTORY (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, PRE, SMN)

HIST 114: MODERN EUROPE (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (f, w, x, GLO, MOD, SMN)

HIST 117: DOES AMERICAN POVERTY HAVE A HISTORY?

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. Designation: US. Open to first-year students. No prerequisite. (INQ)

HIST 150: EARLY MODERN EUROPE, 1450-1800 (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (SMN)

HIST 150: MODERN HISTORY OF MONSTROSITY (4)

What is a monster? What can monsters reveal about a society's values and culture? In this course, students will engage with the many monsters of the modern period as a lens through which to study history. Through a survey of literature, film, science, and politics, students will gain a better understanding of how narratives of monstrosity speak to the concerns and fears at the heart of a given culture. A selection of some of the monsters include the monstrous births of teratology—the scientific study of monstrosity—the reanimated monster of Frankenstein, the sea serpents that slithered through mid-nineteenth century science, and monstrous psychology focused on serial killers and madness at the turn of the century. Designation: Non-US. Open to first-year students. No prerequisite. (INQ)

HIST 155: HITLER AND THE HOLOCAUST (4)

This course examines the causes, conduct, and consequences of the Holocaust, from the perspective of perpetrators, victims, and bystanders. Designation: Non-US. Open to first-year students. No prerequisite. (GLO, MOD)

HIST 217: THE AMERICAN CIVIL WAR (4)

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. Designation: US. Open to first-year students. No prerequisite.

HIST 218: HISTORY OF AMERICAN CAPITALISM (4)

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? Designation: US. Open to first-year students. No prerequisite. (MOD)

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

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. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, PRE)

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

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. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, PRE)

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

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. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, r, MOD, DJP)

HIST 227: HISTORY OF WITCHCRAFT IN EUROPE AND THE ATLANTIC WORLD (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (DJP)

HIST 240: GREEK HISTORY (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (PRE)

HIST 241: ROMAN HISTORY (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (PRE)

HIST 246: AMERICAN CULTURAL AND INTELLECTUAL HISTORY (4)

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. Designation: US. Open to first-year students. No prerequisite. (MOD, SMN)

HIST 248: DECOLONIZATION (4)

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. Designation: Non-US. No prerequisite. (w, x, MOD, GLO, DJP)

HIST 250: HISTORY OF FUN AND LEISURE IN PREMODERN EUROPE (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (SMN)

HIST 255: AMERICAN SOCIAL HISTORY (4)

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. Designation: US. Open to first-year students. No prerequisite. (MOD, DJP)

HIST 258: THE HISTORY OF HUMAN RIGHTS (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, MOD)

HIST 264: AFRICAN-AMERICAN HISTORY TO 1865 (4)

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. Designation: US. Open to first-year students. No prerequisite. (DIV, MOD, DJP)

HIST 265: AFRICAN-AMERICAN HISTORY, 1865 TO THE PRESENT (4)

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. Designation: US. Open to first-year students. No prerequisite. (MOD, DIV, DJP)

HIST 266: DISSENT AND REFORM IN AMERICAN HISTORY (4)

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. Designation: US. Open to first-year students. No prerequisite. (w, x, MOD)

HIST 270: MAKING REVOLUTION (4)

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. Designation: Non-US. Open to first-year students. No prerequisite. (w, x, GLO, MOD)

HIST 274: THE FIRST WORLD WAR AND THE MAKING OF THE 20TH CENTURY (4)

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. Designation: Non-US. No prerequisites. Open to first-year students. No prerequisite. (w, x, MOD)

HIST 290: INDEPENDENT STUDY (2 OR 4)

Individual projects below the advanced level arranged with history faculty members. Offered both terms.

HIST 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)

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. Designation: Non-US. Prerequisite: Sophomore standing or permission of the instructor. (w, x, MOD, DJP)

HIST 318: COLONIAL AMERICAN HISTORY (4)

A study of early American society with emphasis on religion, intellectual life, labor systems, family life, and colonial personalities. Opportunity for individual research. Designation: US. Prerequisite: Sophomore standing or permission of the instructor. (w, x, DIV, MOD)

HIST 328: ANTEBELLUM UNITED STATES (4)

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. Designation: US. Prerequisite: sophomore standing or permission of the instructor. (w, x, DIV, MOD)

HIST 329: SLAVERY: A GLOBAL HISTORY (4)

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. Designation: Non-US. Prerequisite: Sophomore standing or permission of instructor. (w, x, GLO, DJP)

HIST 334: SEX AND RACE IN THE AGE OF EMPIRE (4)

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. Designation: Non-US. Prerequisite: sophomore standing or permission of the instructor. (w, x, GLO, MOD)

HIST 350: EUROPE IN AN AGE OF ENCOUNTERS: TELLING MICROHISTORIES OF THE EARLY MODERN WORLD

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. Designation: Non-US.

Prerequisite: sophomore standing or permission of instructor. (DJP)

HIST 356: TWENTIETH-CENTURY AMERICA (4)

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. Designation: US. Prerequisite: sophomore standing or permission of instructor. (w, x)

HIST 360: THE SECOND WORLD WAR (4)

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. Designation: Non-US. Prerequisite: sophomore standing or permission of instructor. (w, x, GLO, MOD)

HIST 372: GOING GLOBAL: U.S. HISTORY IN TRANSNATIONAL PERSPECTIVE (4)

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. Designation: US. Prerequisite: sophomore standing or permission of instructor. (w, x, MOD, DIV)

HIST 390: INDEPENDENT STUDY (2 OR 4)

Individual projects at the advanced level arranged with history faculty members. Offered both terms.

HIST 399: INTERNSHIP (2 OR 4)

May be proposed in either term.

HIST 470: SENIOR THESIS (4)

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)

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.

Humanities

SUPPORT COURSES

COURSES IN HUMANITIES:

HUM 151: THE SEARCH FOR JOY (4)

In French, *la joie de vivre* is a special type of joy or delight, grounded in everyday pleasures. In this course, we will reevaluate the quotidian, or everyday, 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 find pleasure and excitement in our everyday experiences, or to question why this aspect of our life is oppressive and restructure the world around us in a way that better suits our needs. Taught in English. This course is cross listed as ENG 150. Open to first-year students. (INQ)

HUM 390: INDEPENDENT STUDY (2 TO 4)

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)

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.

For more information, please contact the Office of Academic Success at studentsuccess@hollins.edu.

International Studies

MAJOR

PROFESSORS: LeeRay Costa (anthropology, gender and women's studies), Edward A. Lynch (political science),

ASSOCIATE PROFESSORS: Vladimir Bratic (communication studies), Pablo Hernandez (economics)

ASSISTANT PROFESSOR: Ashleigh Breske (international studies and political science, coordinator), Jaeyeon Lee (international studies)

VISITING PROFESSOR: Marwood Larson-Harris (religious 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, take a foreign language beyond the intermediate level, and write a senior thesis on a topic with an international focus. Many of our students also pursue course work in a second major, combining their interdisciplinary focus in international studies with that of another disciplinary field such as political science, economics, business, foreign language, history, or religion. The major serves as good preparation for careers in international service and business, non-governmental organizations, foreign service, the Peace Corps, and for pursuing additional graduate work in the humanities and social sciences.

The goals of the program are to combine academic theory and course work with practice-based research and fieldwork in international studies. The goals are:

1. To introduce students to themes of interdependence and globalization of cultures and world economic and political systems.
2. To develop critical students capable of understanding and analyzing international studies from a variety of diverse theoretical frameworks, including post-colonialism, feminism/gender, race and class, post-structuralism, materialism/Marxism, space and place, identity politics, and environmental risk and sustainability.
3. To give students first-hand experience of a non-U.S. culture through the Hollins semester abroad program and to develop language skills beyond the intermediate level.
4. To develop research and analytical skills through the intellectual and creative challenge of the senior thesis project.

REQUIREMENTS FOR A MAJOR IN INTERNATIONAL STUDIES:

11 courses (44 credits)

Working closely with an advisor from the international studies program, each major will complete six core courses in international studies, language through the intermediate 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:

AFFILIATED COURSES

Special Topics offered in 2025-2026

- FREN 250/350 Understanding the French Caribbean: Thoughts and Literatures

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 17th- and 18th-Century Literature
- ENG 339 18th-Century British Novel
- ENG 346 Arab-American Literature
- ENG 358 Literature of the African Diaspora
- ENG 375 Writing Out of the Multicultural Experience

- FREN 275 Social Justice and the Forgotten Francophonies
- 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 261 Political Ecology
- POLS 217 Politics of the Middle East
- ES/POLS 271 Politics of the World's Ocean
- 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
- 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/21st-Century Hispanic Relations
- SPAN 348 20th-Century Spanish-American Literature

COURSES IN INTERNATIONAL STUDIES:

INTL 120: INTRODUCTION TO INTERNATIONAL STUDIES (4)

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, INQ)

INTL 160: MODEL UNITED NATIONS (2)

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)

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)

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. (Q, GLO)

INTL 239: CULTURAL HERITAGE STUDIES AND THE UNESCO WORLD HERITAGE SYSTEM (4)

This course examines the politics and history of developing UNESCO World Heritage sites through the conventions and international frameworks used to preserve and protect culturally significant, natural, and/or mixed sites. It also explores and critiques the concept of contested spaces that may be claimed, erased, and/or appropriated by others. Also listed as POLS 250. Open to first-year students. Also listed and described as POLS 239. Offered Term 2. (DJP)

INTL 250: KOREAN MEDIA, LITERATURE, AND SOCIETY (4)

This course explores Korea's history, culture, and society through the lens of contemporary Korean media and literature. Beyond a national framework, the course also situates Korea within a broader transpacific context, encouraging students to develop a more expansive understanding of Korea's place in the world. Readings include novels by Han Kang, selections of Korean women's poetry, essays by Grace M. Cho, etc. We will also explore the lives of Korean immigrants through films such as *Past Lives* and *Minari*, highlighting themes of migration, displacement, and cultural belonging. Offered Term 1.

INTL 250: THE PSYCHIC LIVES OF POLITICS (4)

This course explores the intersections of politics and the unconscious, drawing on psychoanalytic theory to interrogate the affective, libidinal, and often irrational forces that structure political life. Guided by the works of scholars such as Ilan Kapoor, Paul Kingsbury, Jacqueline Rose, Joan Copjec, Slavoj Žižek, etc., we examine how fantasy, desire, repression, and anxiety shape not only individual political subjectivities but also collective formations such as nationalism, populism, neoliberalism, colonialism, and international development. Also listed and described as POLS 250. Offered Term 2.

INTL 259: INTERNATIONAL POLITICAL ECONOMY (4)

Also listed and described as ECON 259. Open to first-year students. Prerequisites: q and ECON 157 or ECON 158. (o, r, Q, GLO, MOD)

INTL 265: CULTURAL PROPERTY, RIGHTS, AND MUSEUMS (4)

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.

INTL 290: INDEPENDENT STUDY (2 TO 4)

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

INTL 302: COMPARATIVE URBANISM (4)

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. Offered Term 2. (GLO, MOD)

INTL 303: GEOPOLITICS (4)

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. Offered Term 1. (GLO, MOD)

INTL 305: CULTURAL GEOGRAPHY AND LANDSCAPE STUDIES (4)

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.

INTL 307: INTERNATIONAL TOURISM (4)

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. (MOD, GLO)

INTL 317: REFUGEES AND RESETTLEMENT (4)

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. Offered Term 2. (DJP)

INTL 380: GLOBAL COMMUNICATION AND MEDIA (4)

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. Offered Term 1. (o, GLO, MOD)

INTL 390: INDEPENDENT STUDY (2 TO 4)

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)

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 Japanese courses will be introduced to Japanese civilization and culture and will develop proficiency in listening, speaking, reading, and writing in Japanese, and students in elementary Japanese will begin to master hiragana and katakana, and students in intermediate Japanese will develop their skills in kanji.

Hollins offers a study abroad opportunity through our exchange program with Kansai Gaidai in Osaka, Japan. Please see the [Global Learning Hub](#) website for additional information.

COURSES IN JAPANESE:

JPN 101: ELEMENTARY JAPANESE 1 (4); 102: ELEMENTARY JAPANESE II (4)

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 World Languages requirement. 101 offered Term 1 in the fall; 102 offered Term 2 in the spring. Open to first-year students. These courses are taught online. (LAN or WL)

JPN 111: INTERMEDIATE JAPANESE I (4); 112: INTERMEDIATE JAPANESE II (4)

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. (LAN or WL)

Mathematics, Statistics, and Computer Science*

MAJORS, MINORS

ASSISTANT PROFESSOR: Molly Weselcouch (chair), Timothy Magee, Giancarlo Schrementi

LECTURER: Erin Levering

The study of mathematics is motivated by its intrinsic beauty as well as its applicability to everyday life. Mathematics promotes the 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 (40–46 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 or 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)

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 (64–78 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 or 4 credit courses (8-16)
- 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:

Complete either:

1. Two laboratory courses at the 200 level or higher from at least two different departments among biology, chemistry, computer science, or physics. Note: A 4-credit CMPS course is considered equivalent to a lab course for this requirement.
2. OR four laboratory courses at the 200 level or higher from a single department (biology, chemistry, or physics).
 - CHEM 105/105L (Principles of Chemistry) may count as one of the required lab courses in either option.
 - CMPS 160 (Applied Computing I with Python) may count as one of the required lab courses only for option 1 (not option 2).

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 or 4-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)

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. (q, QL)

MATH 105: QUANTITATIVE REASONING IN TODAY'S WORLD (4)

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. (q, QL)

MATH 130: MATHEMATICAL MODELING WITH PRECALCULUS (4)

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.. (q, QL)

MATH 140: PRECALCULUS (4)

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. (Q, QL)

MATH 211: SYMBOLIC LOGIC (4)

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)

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. MATH 241 offered every fall, MATH 242 offered every spring. (Q, QL)

MATH 246: LABORATORIES IN MATHEMATICAL EXPERIMENTATION (2)

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 every spring.

MATH 255: METHODS OF MATRICES AND LINEAR ALGEBRA (4)

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. (Q)

MATH 290: INDEPENDENT STUDY (2 OR 4)

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)

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 every fall.

MATH 316: SEVERAL-VARIABLE CALCULUS (4)

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 every fall.

MATH 343: COMBINATORICS (2)

An introduction to combinatorics, with potential topics including basic counting principles, recursions, permutations, graph theory, and partially ordered sets. Prerequisite: MATH 242 or equivalent.

MATH 351: DIFFERENTIAL EQUATIONS (4)

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.

MATH 352: FIELDS AND CODES (2)

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)

MATH 361: COMPLEX VARIABLES (2)

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.

MATH 362: REAL ANALYSIS (2)

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.

MATH 390: INDEPENDENT STUDY (2 OR 4)

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

MATH 391: INDEPENDENT RESEARCH IN MATHEMATICS (4)

This course is intended for students conducting independent mathematical research. In conjunction with a faculty member, the student will formulate and execute an original research project that will culminate in a paper and/or presentation. Registration for this course must occur before the semester in which the research is to take place. This course will count as a 300 level elective towards the major.

MATH 397: TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOLS (4)

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.

MATH 399: INTERNSHIP (2 OR 4)

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

MATH 471: SENIOR SEMINAR (2)

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 every fall.

MATH 472: SENIOR SEMINAR (2)

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 every spring.

MATH 480: SENIOR THESIS (2)

An extensive research project to be carried out over one semester and Short Term. Open to qualified senior mathematics majors. Prerequisite: MATH 471.

MATH 490: SENIOR HONORS (2, 2)

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)

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. (Q, QL)

STAT 251: STATISTICAL METHODS (4)

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 every fall. (Q, QL)

STAT 324: DATA WRANGLING WITH R (2)

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.

STAT 343: PROBABILITY (2)

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.

STAT 361: REGRESSION (2)

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.

COURSES IN COMPUTER SCIENCE:

CMPS 110: COMPUTER BASICS AND APPLICATIONS (2)

An introduction to the basics of personal computers and applications using Microsoft Office, including word processing, spreadsheets, presentations, email, and database management. Course is offered online and requires students to work independently.

CMPS 160: APPLIED COMPUTING I WITH PYTHON (4)

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 every fall. (Q)

CMPS 217: DATA STRUCTURES (4)

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 every spring.

CMPS 260: APPLIED COMPUTING II: HOW TO THINK LIKE A DATA SCIENTIST (4)

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 every spring.

CMPS 290: INDEPENDENT STUDY (2 OR 4)

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

CMPS 325: MACHINE LEARNING (2)

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.

CMPS 335: DATA MINING TECHNIQUES (2)

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.

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:

44 credits

- MUS 129: Musicianship (2)
- MUS 132: Music Theory I (4)
- MUS 133: Music Theory II (4)
- One additional course in Music Theory (4), from the following
 - MUS 136: Popular Music Analysis and Composition
 - MUS 138: Queer Pop Analysis
 - MUS 140: Rhymes and Resistance: Feminism in Hip-Hop Culture
 - Other Music Theory Elective
- MUS 155: History of the Exclusion of Women in the Western Music Canon (4)
- One additional course in Music History (4), from the following:
 - MUS 159: Women's Social Protest Music
 - MUS 150: History of Women in American Popular Music
 - MUS 257: Identity & Intersectionality in American Musical Theatre
 - Other Music History Elective
- MUS 210: Ecomusicology Soundscapes (4)
- One additional Music Elective (4), from the following:
 - MUS 166: Intro to Video Game Soundtracks
 - Any Music Theory or Music History elective, or other general music elective
- Six semesters of ensemble credit (6)
- Six semesters of 100-level private lessons
- Senior capstone: (2)
 - Two semesters of 400-level private lessons leading to a senior recital OR
 - Two semesters of Independent Study focusing on senior project/capstone/thesis

REQUIREMENTS FOR A MINOR IN MUSIC:

22 credits

- MUS 129: Musicianship (2)
- MUS 132: Music Theory I (4)
- MUS 155: History of the Exclusion of Women in the Western Music Canon (4)
- One additional music course (4)
- Private study: four semesters of 100-level private lessons (4)
- Four semesters of ensemble credit (4)

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 who anticipate declaring a major in music, and 2) students who are already declared majors

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 trajectory. This sophomore evaluation is required before declaring a major in music. [This evaluation can be performed early, if a student wishes to declare the major early.] 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 Senior Capstone work, 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 or Independent Study faculty and the music department chair. Students planning to study abroad during the 1st semester of senior year should consult with the department chair to determine Evaluation schedule.

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.

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 ensembles at Roanoke College. Contact music department chair for details.

RECITALS

Students have the opportunity to participate in at least two student recitals per semester. 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

Additional fees are applied for private music lessons (MUS 103-109), Beginning Class Piano (MUS 101), and Appalachian Music Ensemble (MUS 116). For specific charges, please see "Special Fees" on page 31.

COURSES IN MUSIC:**MUS 101: BEGINNING CLASS PIANO (1)**

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. Additional course fee required. Please see Special Fees for specific charges. Additional course fees are non-refundable after the start of the term. Offered Term 1. (CRE: see notes above)

MUS 103–109: PRIVATE STUDY (1)

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. (CRE: see notes above) See Tuition and Fees table for course fee.

MUS 103: PRIVATE STUDY - KEYBOARD

- Piano
- Organ*
- Harpsichord*
- *intermediate piano skills and permission of department required

MUS 104: PRIVATE STUDY - STRINGS

- Classical Guitar
- Acoustic Guitar
- Violin
- Fiddle
- Bass guitar
- Ukulele
- Mandolin
- Banjo
- Viola
- Cello
- Harp
- Other

MUS 105: PRIVATE STUDY - WINDS

- Clarinet
- Flute
- Oboe
- Saxophone
- Trumpet
- Bassoon
- Other

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)

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)

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)

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. Additional course fee required. Please see Special Fees for specific charges. Additional course fees are non-refundable after the start of the term.. Open to first-year students. Offered both terms. (CRE: see notes above)

MUS 129: MUSICIANSHIP (2)

Musicianship is an engaging, interactive course designed to develop fundamental skills in conducting, aural training, and keyboard proficiency. Through hands-on exercises, students will enhance their musical literacy, refine their listening abilities, and build confidence in performance. This course provides a strong foundation for further musical study. Open to first-year students.

MUS 132: MUSIC THEORY I (4)

This course introduces the fundamental concepts of music theory, including notation, rhythm, scales, intervals, and basic harmony. Students will develop skills in analyzing musical structures and applying theoretical knowledge to performance and composition. through interactive exercises and creative applications, this course builds a strong foundation for understanding how music is written and performed. Offered Term 1, every other year. Open to first-year students. C&I

MUS 133: MUSIC THEORY II: (4)

Building on the fundamentals from Music Theory I, this course explores more complex harmonic structures, voice leading, chromaticism, and formal analysis. Students will engage in part-writing, harmonic analysis, and ear training to deepen their understanding of musical composition and style. Through hands-on exercises and creative projects, students will refine their analytical and compositional skills across various musical genres. Prerequisite MUS 132. Open to first-year students. Offered Term 2, every other year. INQ

MUS 136: POP MUSIC ANALYSIS AND COMPOSITION

This course invites students to explore the world of popular music from a variety of analytical and creative perspectives. Through listening exercises, critical analysis, and guided composition prompts, students will develop a deeper understanding of how music is structured, produced, and how it conveys meaning. No prior musical training is required. Open to first-year students. Music Theory elective. C&I.

MUS 138: QUEER POP MUSIC ANALYSIS

This course explores queer representations and themes with popular music through critical analysis. Students will examine how queer artists and songs challenge norms of gender, sexuality, and identity, analyzing musical techniques,

lyrics, and cultural contexts. By studying a range of genres, students will gain insight into how queer music reshapes mainstream narratives and fosters inclusivity in popular culture. Course also listed as GWS 138. Open to first-year students. Music Theory elective. DJP.

MUS 140: RHYMES AND RESISTANCE: FEMINISM IN HIP-HOP CULTURE

This course looks at how feminism is expressed in hip-hop, focusing on rhythm, meter, and lyrics. Students will study how female hip-hop artists use rhyme and beats to challenge gender roles and address social issues. Through analyzing lyrics and music, students will understand how hip-hop serves as a tool for feminist expression. Course also listed as GWS 140. Open to first-year students. Music Theory Elective. DJP.

MUS 155: HISTORY OF THE EXCLUSION OF WOMEN IN THE WESTERN MUSIC CANON

This course examines the historical exclusion of women in the Western music canon, exploring how gender biases marginalized their contributions. Students will study key female composers and performers alongside canonical works, critically analyzing both. Through lectures and discussions, the course challenges narratives and fosters a more inclusive understanding of Western music history. Course also listed as GWS 155. Open to first-year students. Music History elective. SMN

MUS 157: HISTORY OF WOMEN IN AMERICAN POPULAR MUSIC

This course explores the contributions, challenges, and influence of women in American popular music from the early 20th century to the present. The course will highlight key artists, movements, and social contexts that have influenced women's musical careers, as well as the ways in which gender, race, and industry dynamics have impacted their recognition. Course also listed as GWS 157. Open to first-year students. DJP.

MUS 159: WOMEN'S SOCIAL PROTEST MUSIC

This course explores the role of women in political music, protest songs, and chants as vital tools for advocacy, activism, and social change. Through a historical and contemporary lens, students will examine how women musicians, singers, and activists have used music and chants to challenge political systems, advocate for gender equality, and amplify voices in social movements. Course also listed as GWS 159. Open to first-year students. Music History elective. DJP.

MUS 166: INTRODUCTION TO VIDEO GAME MUSIC: THE ART AND SCIENCE OF GAME SOUNDTRACKS

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, first-person shooter, side-scroller and more!). Through those perspectives, we will focus on the interactivity between story, character, and music, as well as the representation of gender, sexuality, and class within the aural soundtrack. Open to first-year students. INQ.

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

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 210: ECOMUSICOLOGY SOUNDSCAPES

This course applies the scientific method to ecomusicology, exploring the intersection of science, nature, and music technology. Students will record and analyze soundscapes, develop digital audio skills, and evaluate environmental sounds through scientific inquiry. By forming hypotheses, analyzing sound data, and refining conclusions, students will think critically about how sound functions in natural and urban environments. TLAS

MUS 211: CHAMBER CHOIR (1)

The Hollins University Chamber Choir is the primary large choral ensemble on campus, singing repertoire from a variety of musical styles and genres. Open to students from all majors and departments, by brief placement audition. The focus will be on continued development of vocal technique and music literacy skills, through regular performance opportunities. Intended for students with previous choral ensemble experience. Open to first-year students. Prerequisite: brief placement audition. May be repeated for credit. (CRE: see notes above)

MUS 257: IDENTITY AND INTERSECTIONALITY IN THE AMERICAN MUSICAL THEATRE

A survey of the historical and current trajectory of the American Musical Theatre – through the lens of those identities often excluded or othered by the genre. We will delve into perceptions, portrayals, and intersections of gender, race, orientation, class and [dis]ability, through examination of characters and storylines, as well as the cast, crew, creators, designers, and directors who bring them to life. Open to first-year students. Offered Term 2. Music History elective. DJP.

MUS 276: PHILANTHROPY AND THE ARTS (4)

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.

MUS 290: INDEPENDENT STUDY (2 OR 4)

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 311: TALMADGE SINGERS (1)

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)

Individual independent studies at the advanced level, arranged with members of the music faculty. Permission of music faculty member required prior to registration. Offered any term.

MUS 399: INTERNSHIP (4)

May be proposed in any term.

MUS 480: SENIOR RECITAL/PROJECT (2, 2)

The senior recital or project must be approved by the music faculty during the last semester of the junior year. A senior project might consist of a research paper or original compositions. 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 experience 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)

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. (f, w)

PHIL 120: CRITICAL THINKING (4)

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. (f, w, x, INQ)

PHIL 150: SPECIAL TOPIC: FACING THE VOID: EXISTENTIALISM AND LITERATURE (4)

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.

PHIL 170: PHILOSOPHY AND STAR TREK (4)

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. (MOD)

PHIL 181: CONTEMPORARY MORAL ISSUES (4)

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. (f, w, INQ)

PHIL 182: ENVIRONMENTAL ETHICS (4)

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.

PHIL 201: ANCIENT PHILOSOPHY (4)

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. (PRE, SMN)

PHIL 202: EARLY MODERN PHILOSOPHY (4)

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. (MOD)

PHIL 207: PHILOSOPHY OF ART: ART AND AUTHENTICITY (4)

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. (AES, SMN)

PHIL 211: SYMBOLIC LOGIC (4)

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. (Q)

PHIL 216: CONTINENTAL PHILOSOPHY: FROM PHENOMENOLOGY TO FEMINISM (4)

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. (DJP)

PHIL 220: ZOMBIES AND CONSCIOUSNESS (4)

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. (MOD)

PHIL 223: PHILOSOPHY OF FICTION (4)

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. (AES)

PHIL 237: PHILOSOPHY OF LAW---FOUNDATIONS, RIGHTS, AND PRINCIPLES (4)

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. (MOD)

PHIL 241: POVERTY AND HUMAN CAPABILITY (4)

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. (f, w, x, DIV, DJP, MOD)

PHIL 250: SPECIAL TOPIC: IDEAS OF JUSTICE (4)

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.

PHIL 250: SPECIAL TOPIC: PHILOSOPHY OF SCIENCE--LOGIC, METHOD, AND REVOLUTIONS (4)

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.

PHIL 252: ETHICS (4)

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.

PHIL 253: BIOMEDICAL ETHICS (4)

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. (INQ)

PHIL 254: SOCIAL AND POLITICAL PHILOSOPHY (4)

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.

PHIL 272: PHILOSOPHY OF RELIGION (4)

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.

PHIL 275: ASIAN PHILOSOPHY (4)

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. (GLO, PRE)

PHIL 290: INDEPENDENT STUDY (2 OR 4)

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)

Also listed and described as ENG 303. Prerequisite: sophomore standing or permission. (MOD)

PHIL 304: 19TH-CENTURY CONTINENTAL PHILOSOPHY (4)

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.

PHIL 307: LITERARY HISTORY AND THEORY II (4)

Also listed and described as ENG 307. Prerequisites: PHIL 303 and junior standing or permission.

PHIL 316: CONTINENTAL PHILOSOPHY: FROM PHENOMENOLOGY TO FEMINISM (4)

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 216. Open to first year students at the 216 level. (DJP)

PHIL 320: THEORY OF KNOWLEDGE (4)

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. (MOD)

PHIL 321: METAPHYSICS (4)

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. (MOD)

PHIL 337: PHILOSOPHY OF LAW--FOUNDATIONS, RIGHTS, AND PRINCIPLES (4)

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. (MOD)

PHIL 341: POVERTY AND HUMAN CAPABILITY (4)

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. (f, w, x, DIV, DJP, MOD)

PHIL 350: SPECIAL TOPIC: PHILOSOPHY OF SCIENCE: LOGIC, METHOD, AND REVOLUTIONS (4)

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.

PHIL 390: INDEPENDENT STUDY (2 OR 4)

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

PHIL 399: INTERNSHIP (4)

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

PHIL 470: SENIOR SEMINAR (2 OR 4)

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)

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: Chris Kilcoyne

ATHLETIC TRAINER: Abigail Poague

BASKETBALL: Emilee Dunton, Instructor and Head Coach

CROSS COUNTRY, INDOOR & OUTDOOR TRACK: Hannah Koepfinger, Instructor and Head Coach

OUTDOOR PROGRAM: Jon Guy Owens, Director

RIDING: Sherri West, Director of Riding and Head Coach; Maggie Siciliano, Assistant Coach, Instructor and Coach; Elise Roschen, Assistant to the Director and Stable Manager

SOCCER: Kathryn Van Orden, Instructor and Head Coach

SWIMMING: Mallary Meyer, Instructor and Head Coach

TENNIS: TBA,

VOLLEYBALL: Dave McGee, Head Coach

INSTRUCTORS: Blacie Hunt, Damen Johnson, Alex Puryear, Denny Payne, Nathan Durkin

REQUIRED COURSES

Two physical education activity courses are required for graduation. Each course works to satisfy the “activity” requirement towards graduation.

Many PHED courses are offered in half-semester sessions. Students are permitted to take multiple classes in a semester if they wish and as space permits. 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.

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

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

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.

PHED 115: BASIC FISHING

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

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

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.

PHED 121: LIFETIME SPORTS

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.

PHED 122: WALK THIS WAY

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

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.

PHED 130: ESSENTIALS OF HIKING

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 202: BEGINNING SWIMMING

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

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.

PHED 206: DEEP WATER AEROBICS

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.

PHED 207: BEGINNING GOLF

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.

PHED 208: BEGINNING TENNIS

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. Not offered in Spring 2026.

PHED 209: FUNDAMENTALS OF LACROSSE

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

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

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

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

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.

PHED 217: GOLF II

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.

PHED 218: TENNIS II

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.

PHED 223: STRONG WOMEN GOING PLACES

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

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

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

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.

PHED 231: KICKBOXING

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

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.

PHED 234: BACKPACKING AND WILDERNESS CAMPING

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

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.

PHED 237: INTRODUCTION TO CHINESE KEMPO-KARATE

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.

PHED 238: LIFEGUARD INSTRUCTOR

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.

PHED 239: LIFETIME WELLNESS ACTIVITIES

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.

PHED 244: WATER SAFETY INSTRUCTOR

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.

PHED 247: TAI CHI FOR HEALTH

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.

PHED 248: LIFEGUARD TRAINING

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.

PHED 249: LEVEL I HATHA YOGA

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

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

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.

PHED 260: DISC GOLF

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.

PHED 261: CORE GALORE

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

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.

PHED 265: SOCCER II

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.

PHED 266: YOGA FLOW FOR BEGINNERS

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

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 to develop and sustain a personal as well as beneficial class practice. Prerequisite: PHED 249.

PHED 274: BUTI YOGA FLOW

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

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)

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)

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)

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. See tuition & fee table for course fee.

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. See tuition & fee table for course fee.

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. See tuition & fee table for course fee.

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. See tuition & fee table for course fee.

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. See tuition & fee table for course fee.

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. See tuition & fee table for course fee.

VARSITY SPORTS

Hollins University is a member of the ODAC and NCAA Division III. We compete locally as well as regionally. Tryouts are open to all interested students. Student athletes practice/compete five to six days a week in individual sport seasons.

PHED 300: VARSITY BASKETBALL

PHED 315: VARSITY CROSS COUNTRY

PHED 316: VARSITY INDOOR TRACK

PHED 317: VARSITY OUTDOOR TRACK

PHED 340: VARSITY RIDING

PHED 345: VARSITY SOCCER

PHED 360: VARSITY SWIMMING

PHED 370: VARSITY TENNIS

PHED 380: VARSITY VOLLEYBALL

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: Physical Chemistry I (4)
- PHYS 335: Quantum Mechanics (4)
- PHYS 470: Physics Research Seminar (4)
- One additional 300-level PHYS course other than PHYS 399: Internship (4)
- PHYS 290: Independent Study or any 300-level PHYS course or PHYS 480: Senior Thesis (4)

REQUIRED ALLIED COURSES:

- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- MATH 316: Several-Variable Calculus (4)
- CHEM 101 and CHEM 102: General Chemistry (including laboratories) (4, 2) (4, 2) or CHEM 105: Principles of Chemistry (including laboratory) (4, 2)

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 310: Modern Physics (4)
- One additional 300-level PHYS course other than PHYS 399: Internship (4)
- PHYS 290: Independent Study or any 300-level PHYS course (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. 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)**

A course in astronomy dealing with the physical principles and scientific investigation of objects in our solar system, galaxy, and universe. The course will emphasize the study of stars, star systems, cosmology, and relativity; and how knowledge is acquired of celestial objects to develop models of our universe. Will include observations of the night sky. Open to first-year students and the nonscientist. No prerequisite. Offered Term 1. (SCI, TLAS)

PHYS 108: BASIC ELECTRONICS (4)

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. (SCI)

PHYS 151: PHYSICAL PRINCIPLES I (4)

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)

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)

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)

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)

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)

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)

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)

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.

PHYS 241: GEOLOGY AND EARTH HISTORY (4)

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. (SCI). Offered Term 2

PHYS 290: INDEPENDENT STUDY (2 OR 4)

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)

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.

PHYS 302: ELECTROMAGNETISM (4)

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.

PHYS 310: MODERN PHYSICS (4)

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 1.

PHYS 325: BIOLOGICAL PHYSICS (4)

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. Offered Term 2.

PHYS 331, 332: PHYSICAL CHEMISTRY I, II (4, 4)

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)

Also listed and described as CHEM 331L and 332L. PHYS 331L offered Term 2. PHYS 332L offered Term 2.

PHYS 335: QUANTUM MECHANICS (4)

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.

PHYS 390: INDEPENDENT STUDY (2 OR 4)

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)

May be proposed in any term.

PHYS 470: PHYSICS RESEARCH SEMINAR (4)

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)

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)

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, Professor of Political Science)

ASSISTANT PROFESSORS: Ashleigh Breske, Jaeyeon Lee, Amelia Meli

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)

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)

An introductory course to familiarize students with major concepts and problems of the international political system. Open to first-year students. Offered Term 1. (I) (o, GLO, MOD)

POLS 103: MODERN COMPARATIVE POLITICS (4)

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, DJP)

POLS 104: POLITICAL THEORY (4)

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. (A or I) (o)

POLS 118: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)

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. (A) (MOD)

POLS 160: MODEL UNITED NATIONS (2)

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 208: GENDER, ETHNICITY, AND CLASS (4)

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. (A) (DIV, MOD)

POLS 210: ETHNICITY, NATIONALISM, AND CONFLICT IN COMPARATIVE PERSPECTIVE (4)

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 differences between groups. Open to first-year students. No prerequisite. (I) (o, r, GLO)

POLS 214: MEDIA AND POLITICS (4)

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. (A) (f, w, x, o, MOD)

POLS 217: POLITICS OF THE MIDDLE EAST (4)

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. (I) (o, GLO, MOD)

POLS 221: GLOBALIZATION AND LOCAL RESPONSES (4)

Also listed and described as ES/INTL 220. Open to first-year students. Prerequisite: q. (Q, GLO)

POLS 225: CONQUEST (4)

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. (I) (GLO, MOD)

POLS 226: INTERNATIONAL LAW (4)

This course introduces the student to the basic concepts, both traditional and conjectural, of international law and its study. We will do this both by reading and discussing texts on politics and international legal relations and by discussing current international political issues. Classes are a mix of lecture, discussion, and respectful debate. Prerequisite: any 100-level POLS course or permission. Offered Term 1. (I) (o, GLO, MOD, DJP)

POLS 238: GRASSROOTS ENGAGEMENT (4)

In this course, students will learn how grassroots movements impact political outcomes and how to engage the public in order to make political change. Students will understand and execute a grassroots stakeholder analysis that identifies family, friends, foes, and strangers in an advocacy campaign. We will also cover the three types of grassroots advocacy: community advocacy, legislative advocacy, and grassroots in electoral campaigns.

Open to first year students. Offered Term 1. (A) (DJP)

POLS 247: PARTIES, ELECTIONS, AND POLITICAL BEHAVIOR (4)

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. Offered Term 1. (A) (DJP)

POLS 254: SOCIAL AND POLITICAL PHILOSOPHY (4)

Also listed and described as PHIL 254.

POLS 255: STATE AND LOCAL GOVERNMENT (4)

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. (A)

POLS 258: CONGRESS (4)

POLS 258, the United States Congress, offers a comprehensive exploration of the United States Congress, with a focus on understanding the complexities of congressional politics beyond surface-level media narratives. Students examine how laws are made, the impact of legislative rules, public perception of Congress, and possible reforms. Students will also explore dynamics between Congress and other political institutions, including the executive branch, interest groups, and political parties to gain a deeper appreciation of the inner workings of Congress and the scholarly approaches used to study it. Open to first-year students. Offered Term 2. (A) (DJP)

POLS 261: POLITICAL ECOLOGY (4)

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. Offered Term 1. (MOD)

POLS 262: GOVERNMENT AND POLITICS IN AFRICA (4)

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. (I) (GLO, MOD)

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

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. (I) (MOD, GLO)

POLS 290: INDEPENDENT STUDY (2 OR 4)

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

POLS 302: COMPARATIVE URBANISM (4)

Also listed and described as INTL 302. Prerequisite: any 100-level POLS course or permission. Offered Term 2. (I) (GLO, MOD)

POLS 303: CONTEMPORARY EUROPEAN POLITICS (4)

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. (I) (GLO, MOD)

POLS 304: GEOPOLITICS (4)

Also listed and described as INTL 303. Open to first-year students with permission. Offered Term 1. (I) (GLO, MOD)

POLS 310: SEMINAR IN AMERICAN GOVERNMENT (4)

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. (A) (w, x, o, Q, MOD)

POLS 311: SEMINAR IN CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4)

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. (A) (w, x, o, MOD)

POLS 315: ANGER, TERRORISM, AND REVOLUTION (4)

Investigation of some of the causes of revolutions and political violence. Prerequisite: any 100-level POLS course or permission. Offered Term 1. (I) (DJP)

POLS 340: ELECTIONS AND VOTING (4)

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. (A)

POLS 350: SPECIAL TOPIC: CLASH OF THE TITANS (4)

This course is designed to introduce the student to the most important issues in 21st century superpower relations. As the century opened, the United States found itself, somewhat reluctantly, the world's sole superpower. In 2025, Russia and China are acting out their own aspirations for superpower status.

POLS 363: CONSTITUTIONAL LAW (4)

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 2. (A)

POLS 390: INDEPENDENT STUDY (2 OR 4)

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

POLS 399: INTERNSHIP (4)

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

POLS 450: DEPARTMENTAL SCHOLAR PROGRAM (4)

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)

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 the Eleanor Wade Custer School of Nursing (EWCSON) at Shenandoah University for Hollins students seeking career opportunities in the field of nursing. Each year, 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 Shenandoah, three spaces each are reserved at the Winchester and Leesburg campuses each year.

REQUIREMENTS FOR THE PROGRAM

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. The psychology department offers a choice of three majors: 1) the general B.A. degree that prepares students for a variety of career paths and graduate studies, 2) the B.S. degree that prepares students for research-oriented careers and graduate work in the sciences, and 3) the B.A. with a Concentration in Clinical and Counseling Skills that prepares students for graduate work and careers in the helping professions.

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 371: Eyewitness Memory (4)
- PSY 329 Cognitive Neuroscience
- 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)

- o PSY 351: Behavioral Disorders of Childhood (4)
 - Cognition:
- o PSY 319: Cognition (4)
- o PSY 371: Eyewitness Memory (4)
- o PSY 329 Cognitive Neuroscience
 - Social & Personality:
- o PSY 204: Social Psychology (4)
- o PSY 218: Cross Cultural Psychology (4)
- o PSY 272: Evolutionary Psychology (4)
- o PSY 273: Psychology of Human Sexuality (4)
- o 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 371: Eyewitness Memory (4)
- PSY 329 Cognitive Neuroscience

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 (4) (cannot count toward Developmental area requirement if used as clinical elective)

OTHER RELEVANT COURSES CHOSEN IN CONSULTATION WITH ADVISOR

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)

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 Term 1.

PSY 144: CHILD PSYCHOLOGY (4)

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)

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)

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. (TLAS). Offered Term 1.

PSY 204: SOCIAL PSYCHOLOGY (4)

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)

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)

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)

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)

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 their choice. Prerequisites: PSY 205 and PSY 208. Offered Term 2. (SCI)

PSY 215: MOTIVATION AND EMOTION (4)

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)

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)

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)

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.

PSY 273: PSYCHOLOGY OF HUMAN SEXUALITY (4)

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. (w, x, o)

PSY 281: PROFESSIONAL DEVELOPMENT AND ETHICS IN PSYCHOLOGY (4)

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)

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)

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.

PSY 319: COGNITION (4)

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)

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)

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)

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.

PSY 342: PRINCIPLES OF ABNORMAL BEHAVIOR (4)

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)

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.

PSY 351: BEHAVIORIAL DISORDERS OF CHILDHOOD AND ADOLESCENCE (4)

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.

PSY 361: THEORY & RESEARCH IN CLINICAL/COUNSELING PSYCHOLOGY (4)

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)

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)

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)

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)

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)

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)

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 any term

PSY 470: SENIOR SEMINAR (4)

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)

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 Chapter 3 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), , Morgan Wilson (biology), Pauline Kaldas (English)

ASSOCIATE PROFESSORS: Vladimir Bratic (communication), Pablo Hernandez (economics), Elizabeth Gleim (biology), Genevieve Hendricks (art), Mary Jane Carmichael (biology)

ASSISTANT PROFESSORS: Abubakarr Jalloh (public health), Susan Eagle (public health), , Chris Florio (history), Kaila Thorn (environmental studies), Lindsey Breitwieser (gender and women's studies), Giancarlo Schrementi (mathematics and statistics)

VISITING ASSISTANT PROFESSOR: Sadie Snow (sociology), Charles Lowney (philosophy)

The study of public health is an interdisciplinary endeavor that teaches students to recognize, assess, and address various issues of health on individual, community, and global levels. The interdisciplinary nature of the major allows students to build an integrated approach to health issues by combining sociocultural disciplines with the natural sciences. Students completing an undergraduate degree in public health can be employed in a variety of entry-level

positions in both the public and private sector. Prospective job titles include health educator, community health worker, environmental health specialist, epidemiologist, public policy writer, health communication specialist, 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)
- PH 305 Quantitative Analysis (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 courses at the 300 level, no more than 2 courses from one department, except for those courses with a Public Health (PH) designation. It is acceptable to take more than 2 courses with a PH designation to satisfy this requirement

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
- PH 301: Global Health
- PH 305 Quantitative Analysis
- 2 courses from the list of affiliated courses, with at least one at the 300 level. It is acceptable to take courses with a PH designation to satisfy this requirement.

COURSES IN PUBLIC HEALTH:

PH 101: INTRODUCTION TO PUBLIC HEALTH (4)

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)

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 230 HEALTH BEHAVIOR

What prompts people to act in ways that either hurts or improves their health? Turns out, we know a lot about this! This course covers intrapersonal, interpersonal, and structural theories of health behavior with an emphasis on applying that knowledge to change behaviors and improve population health outcomes.

PH 240: ONE HEALTH: LINKING HUMAN, ANIMAL, AND ENVIRONMENTAL HEALTH (4)

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.

PH 250: SPECIAL TOPIC: SOCIAL DETERMINANTS OF HEALTH (4)

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. (o, DJP)

PH 250: SPECIAL TOPIC: GENDER AND HEALTH (4)

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. .

PH 253: MICROBIAL ECOLOGY (4)

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. . Offered Term 1 (SCI: Must take lab to fulfill SCI).

PH 253L: MICROBIAL ECOLOGY LAB (4)

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. Offered Term 1 (SCI).

PH 260: PUBLIC HEALTH AND SOCIAL JUSTICE (4)

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. Offered Term 2. (DIV, DJP).

PH 230: HEALTH BEHAVIOR (4)

What prompts people to act in ways that either hurts or improves their health? Turns out, we know a lot about this! This course covers intrapersonal, interpersonal, and structural theories of health behavior with an emphasis on applying that knowledge to change behaviors and improve population health outcomes. Open to first-year students. Offered Term 2.

PH 290: INDEPENDENT STUDY (2 OR 4)

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

PH 301: GLOBAL HEALTH (4)

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)

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. Offered Term 1 (SCI, TLAS)

PH 344: HEALTH COMMUNICATION (4)

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. .

PH 350: SPECIAL TOPIC: COMPARATIVE HEALTH SYSTEMS AND POPULATION HEALTH (4)

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.

PH 350: SPECIAL TOPIC: HEALTH POLICY (4)

Government plays a significant role in population health through health policy making. Health care accessibility, cost, and quality as well as food, water, environmental safety, and disaster response are all structured by policy. This course equips students to understand the policy making process at the local, state, and federal levels. Students will learn to analyze policy for its impact on population health and will learn how to advocate for policy that improves health equity. Also listed and described as POLS 350. Not open to first-year students. Offered Term 1.

PH 305: QUANTITATIVE ANALYSIS (4)

Students will learn to calculate and analyze simple, bivariate, and selected multivariate statistics, using common statistical software (Excel, SPSS). Course includes a strong emphasis on developing critical thinking skills needed to interpret findings, communicate results, and make evidence-based recommendations supported by analyses. Also listed and described as SOC 306. Not open to first-year students. Offered Term 2.

PH 315: FEAR OF A FAT PLANET: INTRODUCTION TO FAT STUDIES (4)

This course addresses the cultural, economic, and political fixations on weight in the US. Students will critically analyze the public health war on obesity, the social construction of fitness, and the health at every size and fat positivity movements. Students will incorporate feminist and queer theory to analyze the intersections of fatness with gender, sexuality, race, class, and disability. Also listed and described as GWS 315. Not open to first-year students. Offered Term 2. (DJP)

PH 373: ENVIRONMENTAL JUSTICE (4)

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. (DIV, DJP)

PH 390: INDEPENDENT STUDY (2 OR 4)

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)

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)

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

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.) Prerequisite: Permission of instructor. Offered Short Term 2026. (ELR)

Religious Studies

MINOR

PROFESSOR: Darla Schumm (coordinator, religious studies)

AFFILIATED FACULTY: James Patrick Downey (philosophy), Edward A. Lynch (political science), Michael E. Gettings (philosophy)

ASSISTANT PROFESSOR: Ashleigh Breske

VISITING ASSISTANT PROFESSOR: Marwood Larson-Harris

The religious studies minor 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 minor 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 minor 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 MINOR IN RELIGIOUS STUDIES:

5 courses (20 credits)

- Rel 126: Introduction to Religion in a Global Context, 4 credits

- Two 200- or 300-level Religion courses, 8 credits
- One 200- or 300-level course from another GPS department (political science, sociology or international studies), 4 credits
- GPS 475: Social Justice Capstone, 4 credits

COURSES IN RELIGIOUS STUDIES:

REL 126: INTRODUCTION TO RELIGION IN A GLOBAL CONTEXT (4)

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 201: INTRODUCTION TO THE HEBREW BIBLE (4)

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)

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)

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. Open to first-year students. Offered Term 1. (o, DIV, MOD)

REL 217: ISLAM AND THE WEST (4)

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)

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. (o, GLO, MOD)

REL 219: JEWISH TRADITIONS (4)

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. Open to first-year students. (o, DIV, MOD)

REL 241: SOCIOLOGY OF RELIGION (4)

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. (DIV)

REL 250: RELIGION AND POLITICS (4)

In America's tradition, religion and politics are supposed to be separate. But is this separation really possible in practice? If not, what impact will religion have on people as they seek power? What will the lure of power do to people as they seek ultimate meaning in their lives? The course will have a strong focus on the Abrahamic religions (Judaism, Christianity, Islam) but will include texts from non-Western religions. Attempts to fuse religion and politics, such as Liberation Theology, Christian Democracy, and political Islam will round out the course. Also listed and described as POLS 250.

REL 270: SACRED STORY: WORLD SCRIPTURES (4)

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)

Also listed and described as PHIL 272. Offered Term 1.

REL 290: INDEPENDENT STUDY (2 OR 4)

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

REL 335: MILTON (4)

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 362: SPIRITUAL ACTIVISM (4)

Also listed and described as GWS 362. Prerequisite: sophomore standing or permission. (DIV)

REL 390: INDEPENDENT STUDY (2 OR 4)

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

REL 399: INTERNSHIP (4)

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

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 experiential learning courses into the curriculum. These experienced based courses fulfill the experiential learning requirement (ELR) of the general education curriculum. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

Short Term offers a rich mixture of programs. Students can choose from one of the following activities that each fulfill the short-term requirement.

- 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.
- Experiential learning requirement (ELR) courses
- Conflict and Collaboration course (required for first-year students)
- Travel/study programs
- Senior theses and projects
- Courses from other colleges on a similar calendar
- Supervised internships with businesses or organizations

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, 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)

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)

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)

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)

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)

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)

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)

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)

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)

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.

EXPERIENTIAL LEARNING COURSES

Students may enroll in any one of the experiential learning courses listed below. These courses have been designed to investigate new issues or to look at traditional subjects through hands-on, experienced-based learning. Complete descriptions, including fees and prerequisites, are located on the Hollins website, www.hollins.edu, under Academics, Short Term. The Short Term courses listed below may change and are only a sample of the final offerings.

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

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

TRIP 1006: FRENCH IN TOURS

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

TRIP 1043: SPANISH IN ALICANTE

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

TRIP 1044: SPANISH IN HAVANA

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

TRIP 1023: FIELD DANCE STUDY AND PERFORMANCE

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

TRIP 1047: FLORENCE: CRADLE OF THE RENAISSANCE

During this J-Term trip to Florence, Italy, students will explore the city's rich artistic and historical legacy, focusing on Renaissance artists such as Michelangelo, Donatello, Botticelli, and Artemisia Gentileschi. They will study the city's religious and political heritage, from the Florentine Republic and the Medici family to Florence's influence in modern Italy, while immersing themselves in local Italian food and culture. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

TRIP 1049: ECUADOR! A BIO-CULTURAL JOURNEY ON THE EQUATOR

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.). Offered Short Term 2026.

TRIP 1051: KENYA: AN INTERDISCIPLINARY VIEW OF WOMEN'S REPRODUCTIVE HEALTH

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 instructor. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.) Next offered in Short Term 2026.

TRIP 1052: WILDERNESS AND WILDLIFE: NATURAL AND CULTURAL HISTORY OF THE SOUTHEASTERN U.S.

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.) Prerequisite: BIOL 250.

TRIP 1053: OWNERSHIP AND (DE)NILE: WORLD HERITAGE IN AND BEYOND EGYPT

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

TRIP 1054: CRETE: YESTERDAY, TODAY, AND THE FUTURE

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. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.)

Sociology

MAJOR

ASSISTANT PROFESSOR: Sadie Snow (visiting, sociology)

AFFILIATED FACULTY: Lindsey Breitwieser (GWS), Susan Eagle (public health), Katelin McCullough (classical studies), and Kaila Thorn (environmental studies)

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)

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 207: MATERIAL GIRLS IN A MATERIAL WORLD: GENDER AND SCIENCE

Also listed and described as GWS 207.

SOC 227: SOCIAL THEORY (4)

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)

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. (w, x)

SOC 241: SOCIOLOGY OF RELIGION (4)

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. (DIV)

SOC 250: SPECIAL TOPIC: AGING IN THE 21ST CENTURY (4)

This course will follow a series of films to facilitate reflection and discussion on representations of aging in our contemporary society. Films will be paired with selected readings to cover topics like ageism, policy and globalization, health and healthcare, caregiving, discrimination, and inequality. Offered Term 1. (SMN)

SOC 250: SPECIAL TOPIC: CRIME AND DEVIANCE (4)

This course will introduce students to the field of criminology and criminal justice. Topics will include the criminal justice system as a social institution, critical methods for studying both crime and deviant behavior, and theories

of crime and deviance. Students will leave this class understanding the basic structure of the criminal justice system, experience interacting with datasets used in criminology and sociology, and applying theoretical approaches to real world examples of crime and deviant behavior. Offered Term 1.

SOC 250: SPECIAL TOPIC: ARCGIS AND THINKING SPATIALLY (4)

Also listed and described as CLASS/ES 250.

While becoming familiar with Geographic Information Systems (GIS), data structures, and applications in problem solving, students will seek to understand not only the physical world, but how humans interact with that world in both the past and present. In this course, students will focus on learning key skills and concepts necessary to analyze and manipulate data through ArcGIS. Offered Term 1. (TLAS)

ES 250: FOOD SCIENCE, SOCIETY, AND SYSTEMS (4)

Introductory course into the nutrition and science of food, ways that food shapes and is shaped by society, and the different agricultural and organization systems that food travels in. This overview is designed to introduce the many ways we engage with our food and help inform the decisions we make about it. No pre-requisite, not open to first-years, also listed as SOC 250. Offered Term 2.

SOC 260: RACE, CLASS, AND GENDER: A REFLEXIVE APPROACH (4)

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. (DIV, MOD)

SOC 272: REPRODUCTIVE JUSTICE (4)

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.

SOC 290: INDEPENDENT STUDY (2 OR 4)

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

SOC 301: GENDER, BEAUTY, AND BODY MODIFICATION

Also listed and described as GWS 301.

SOC 306: QUANTITATIVE ANALYSIS (4)

Students will learn to calculate and analyze simple, bivariate, and selected multivariate statistics, using common statistical software (Excel, SPSS). Course includes a strong emphasis on developing critical thinking skills needed to interpret findings, communicate results, and make evidence-based recommendations supported by analyses. Also listed and described as PH 305. Offered Term 2.

SOC 343: CRITICAL RACE THEORY (4)

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. (w, x, DIV)

SOC 360: DOING, UNDOING, RE-DOING GENDER (4)

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.

SOC 373: ENVIRONMENTAL JUSTICE (4)

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. (DIV, DJP)

SOC 390: INDEPENDENT STUDY (2 OR 4)

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)

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

SOC 490: SENIOR HONORS THESIS (4, 4)

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)

ASSOCIATE PROFESSOR: Ángel Díaz Miranda

ASSISTANT PROFESSOR: Juan Manuel Portillo

LANGUAGE ASSISTANT: Estrella Aparicio Serrano

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. During Short Term, many majors and minors carry out internships or travel abroad.

Spanish majors are required to study abroad in a Spanish-speaking country. Hollins has affiliated programs in Argentina, Puerto Rico, Cuba, Chile, and three sites in Spain: Seville, Alicante, and Barcelona, through Spanish Studies Abroad. We also have an affiliated program in Oaxaca, Mexico, through ARCOS. These programs offer students a wide variety of courses in literature, culture, art history, political science, international relations, business, film, and history. Internships may be arranged at the Spanish Studies Abroad Argentina and Spain sites. See the [Global Learning Hub](#) website for more information.

HISPANIC HOUSE, LANGUAGE ASSISTANT AND TUTOR

La Casa Hispánica (La Casa) is a residence for students interested in the Spanish language and Hispanic cultures. Students practice their Spanish language skills; host events related to the cultures of Spanish-speaking countries; and share their knowledge with the greater Hollins community.

Each year a native Spanish speaker (a Fulbright graduate student from a Spanish-speaking country) comes to Hollins through the Institute of International Education to serve as the Modern Languages Department's Spanish language assistant. In that role, the assistant offers conversation sessions to students enrolled in elementary, intermediate, and advanced language classes in order to help them hone their speaking skills in Spanish. The individual also lives in La Casa where they offer additional support to students learning the language and share their cultural insights with the other residents. The assistant is an invaluable resource for students.

Finally, a dedicated undergraduate tutor works with students in elementary and intermediate Spanish classes helping them with tricky grammar points, reviewing material from their classes, and practicing the language with them in a comfortable setting.

REQUIREMENTS FOR A MAJOR IN SPANISH:

(32 credits)*

Eight courses above SPAN 111: Intermediate Spanish I.

- 3 courses at the 300 level (12)
- SPAN 470: Senior Seminar (4), or SPAN 480: Senior Thesis (4), or SPAN 490: Senior Honors Thesis** (4, 4) during the senior year
- 4 electives that can include 112 or 121 and any of our 200- or 300-level classes (16)

Other requirements:

- A study abroad experience in a Spanish-speaking country. Students who are not able to study abroad for financial or medical reasons are encouraged to speak with the Spanish faculty to determine if an alternate activity that involves the intensive use of the Spanish language can take the place of study abroad.
- An e-portfolio of major work that must be completed by the last day of finals prior to graduation. Students will receive instructions about the portfolio when they declare a Spanish major. There will also be an informal group exit interview the day after final exams.
- All majors must take at least one 300- or 400-level course during the senior year

*The eight courses must include two culture courses, two language courses, and two literature courses. See individual course descriptions below for designations. One SPAN course taught in English can count towards the major (see course descriptions for which classes are taught in English). Designated courses on our approved study abroad programs can also count toward these requirements.

**Students who complete a year-long senior honors thesis are only required to complete two 300-level classes.

REQUIREMENTS FOR A MINOR IN SPANISH:

(24 credits)

*

Six courses above SPAN 111: Intermediate Spanish I.

- 2 300-level courses (8)
- 4 electives that can include 112 or 121 and any of our 200- or 300-level classes (16)

Minors are strongly encouraged to study abroad in a Spanish-speaking country

*The six courses must include at least one culture, one literature, and one language course. See individual course descriptions below for designations. One SPAN course taught in English can count towards the minor (see course descriptions for which courses are taught in English). 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.

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.

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 participating in an exit interview; or 2) by writing and defending a senior thesis (SPAN 480 or 490), handing in a senior portfolio, and participating in an exit interview.

COURSES IN SPANISH:

SPAN 101: ELEMENTARY SPANISH I (4); SPAN 102: ELEMENTARY SPANISH II (4)

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 Fulbright Spanish 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 World Languages requirement. SPAN 101 offered every fall term; SPAN 102 offered every spring term. (LAN or WL)

SPAN 110: ACCELERATED ELEMENTARY SPANISH (4)

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 sponsored by the department. In addition to traditional class time, students spend one hour each week with our Spanish language assistant. Prerequisite: Placement or permission. Offered every fall term. (Partially fulfills LAN or WL)

SPAN 111: INTERMEDIATE SPANISH I (4) ; SPAN 112: INTERMEDIATE SPANISH II (4)

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 Fulbright Spanish language assistant. SPAN 111-112 fulfills the ESP language requirement (LAN) for students who studied Spanish in high school and the CORE World Languages requirement. Prerequisite: Placement, SPAN 102, SPAN 110, or permission. SPAN 111 offered every fall term; SPAN 112 offered every spring term. SPAN 112 is a designated language course in the Spanish major and minor. (LAN or WL)

SPAN 121: ACCELERATED INTERMEDIATE SPANISH (4)

This course is a review of grammar, an expansion of verbal and writing skills, and includes literary selections. In addition to three hours per week in class, students practice conversational skills for one hour per week with the Fulbright Spanish language assistant. Fulfills the ESP language requirement (LAN) for students who studied Spanish in high school and the CORE World Languages requirement. Prerequisite: Placement, excellent performance in SPAN 102 or SPAN 110, or permission. SPAN 121 is a designated language course in the Spanish major and minor. Offered fall and spring terms. (LAN or WL)

SPAN 216: HIP HOP: AMERICAS (4)

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: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL)

SPAN 220: SPECIAL TOPICS: SHORTS AND SHORTS (4)

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: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL or SMN)

SPAN 222: HISPANIC CULTURES: ARTIFACTS (4)

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 in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL)

SPAN 230: CONVERSATION AND COMPOSITION: FILM (4)

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 Fulbright Spanish language assistant. Designation: Language/Culture course. Prerequisite: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (o, GLO, WL)

SPAN 231: CONVERSATION AND COMPOSITION: TOPICS (4)

Students will develop writing and speaking skills at an advanced level. The focus of this class is on controversial and/or timely topics that will generate discussion. In addition to three hours per week in class, students practice conversation skills for one hour per week with the Fulbright Spanish language assistant. Designation: Language course. Prerequisite: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL)

SPAN 236: SPANISH CULTURE AND CIVILIZATION (4)

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 in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (o, MOD, WL)

SPAN 238: LATIN AMERICAN CULTURE AND CIVILIZATION (4)

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 in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (o, GLO, WL)

SPAN 243: "NOCTURNIDAD Y VUELO": SURVEY OF MODERN HISPANIC LITERATURE (4)

This course offers an introduction to the literary and cultural production of Spain and Latin America, from the 18th to the 20th 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: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL)

SPAN 219: LATINX LITERATURE (4)

This course is a survey of U.S. Latinx literature that introduces students to the major trends in the tradition. While Latinxs are people of Latin American descent who live in the U.S., the term describes a broad range of racial, cultural, and political backgrounds. Latinxs have played a central role in the U.S. since its inception, influencing the history, politics, and culture of the United States. Latinx literature draws on literary traditions that span more than 400 years, but our course will focus on more contemporary forms of the tradition and its canon. Our course emphasizes the historical and aesthetic networks established in the Latinx literary canon that continue into the present, while also exploring the relationship between genre and socio-historical issues. Cross-listed with ENG 219. Designation: Literature course. Taught in English. Prerequisite: One semester of college work or permission. (DJP)

SPAN 223: MOBILE BORDERS / MOVING BORDERS (4)

This course is conceived as a journey guided by the idea of “the border.” Its framework and jumping-off point will be Latin-American history and culture. Students will venture beyond geographical or national boundaries and explore class, gender, ethnicity, linguistic, legal, age, technological, and interspecies borders, among others. Our inquiry will include the study and discussion of written documents from literature and journalism, as well as films, maps, music, and art. In addition to written reports and exams, the class will build a collective reflection, documented in a blog or podcast, that will serve as a travel journal. Students will continually study how borders—even at their most radical imposition of separation—are only recognizable because there are common elements on both of its sides; it’s in that commonality where the potential for critique and change resides. Designation: Culture/Literature course. Prerequisite: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL)

SPAN 234: LATIN AMERICAN ART AND CULTURE AFTER 1968 (4)

This mid-level course exposes students to the histories, theories, and forms of modern art in Latin America after 1968. The course explores the development of artistic movements in the region after 1968, the year of global political demonstrations and revolution. We will research how avant-garde art practices have engaged a variety of nation-building programs -either as validations or refutations. During this course students will become familiar with scholarship and critical frameworks formulated in Latin America, as well as how the cultural products were received in the United States. Designation: Culture course. Prerequisite: Placement in a 200-level SPAN class, SPAN 112, 121, or permission. (WL)

SPAN 239: HISPANIC MEDIA (4)

This course approaches relevant contemporary debates as they are presented by media from Spain, Latin America and the Hispanic communities in the United States. Students will gain a critical insight of the ways in which media not only portray aspects of culture and society, but shape their perception by the public and, in many cases, follow political agendas and ideological tendencies. There will be group presentations, several writing assignments, and a final project. Designation: Culture course. Prerequisite: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL)

SPAN 240: LATIN AMERICAN SOUNDSCAPES (4)

This course will explore the specificities of sound within the context of Latin American cultures. From the sounds of ceremonial and ritualistic practices, to the repetitive and often impersonal and machinal sounds of factories, to the frantic and chaotic sounds of traffic during rush hour in a Latin American city, to the serenity of a garden within its confines, students will engage in immersive experiences of sound in their private, public, aesthetic, and political dimensions. Some of the questions that will be considered are: How are spaces shaped by sound and conversely, how is sound shaped by spaces? What differences in sound emerge when spaces are inhabited, used, and traversed by humans? What is the importance of sound in a political demonstration or in the celebration of a sports championship? Ultimately, every manifestation of sound is a communal experience and warrants the same in-depth study as textual and visual communication. Designation: Culture course. Prerequisite: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (WL)

SPAN 251: SURVEY OF SPANISH LITERATURE I (4)

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/Language course. Prerequisite: Placement in a 200-level SPAN class, SPAN 112, SPAN 121, or permission. (PRE; DJP or WL)

SPAN 290: INDEPENDENT STUDY (2 OR 4)

Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Designation: Literature, culture, or language course depending on the topic. Offered any term.

SPAN 306: SPANISH LITERATURE OF THE GOLDEN AGE (4)

Each time this course is offered, a different genre, theme, or author is studied. Designation: Literature course. Prerequisite: A 200-level SPAN class taught in Spanish or permission.

SPAN 327: HISPANIC AND LATINE WOMEN (4)

This course focuses on topics related to Hispanic and Latine 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. Prerequisite: A 200-level SPAN class taught in Spanish or permission.

SPAN 341: 20TH- AND 21ST-CENTURY TRANSATLANTIC HISPANIC RELATIONS (4)

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: A 200-level SPAN class taught in Spanish or permission.

SPAN 346: TWENTIETH- AND TWENTY-FIRSTCENTURY SPANISH LITERATURE (4)

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: A 200-level SPAN class taught in Spanish or permission.

SPAN 348: TWENTIETH AND TWENTY-FIRST -CENTURY LATIN-AMERICAN LITERATURE (4)

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: A 200-level SPAN class taught in Spanish or permission. (AES)

SPAN 362: ADVANCED SPANISH TRANSLATION (4)

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: A 200-level SPAN course taught in Spanish or permission.

SPAN 375: ADVANCED SPANISH GRAMMAR (4)

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: A 200-level SPAN course taught in Spanish, or permission.

SPAN 332: U.S. INTERVENTIONS IN LATIN AMERICA (4)

Ever since President James Monroe declared a sort of protectorate over the hemisphere in the early 19th century, a policy now known as the 'Monroe Doctrine,' the United States has intervened in the political affairs of nations across Latin America, often in the service of American commercial interests or to support right-leaning forces against leftist leaders. The course will engage the history and the national cultural productions that stem from the uneven relationship. Issues of imperialism, right-left politics, communism, socialism, fear and avant-garde movements will be discussed. The readings will be in English or English translation, and the course will be conducted in English. Designation: Culture course. Prerequisite: Sophomore standing.

SPAN 320: SHORTS AND SHORTS (4)

Please see the description for SPAN 220 above. SPAN 320 is a 300-level version of SPAN 220 and the two courses meet at the same time. Students enrolled in SPAN 320 will complete all the requirements for SPAN 220 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Designation: Language/Culture course. Prerequisite: A 200-level course taught in Spanish or permission. (SMN)

SPAN 330: CONVERSATION AND COMPOSITION: FILM (4)

Please see the description for SPAN 230 above. SPAN 330 is a 300-level version of SPAN 230 and the two courses meet at the same time. Students enrolled in SPAN 330 will complete all the requirements for SPAN 230 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Designation: Language/Culture course. Prerequisite: A 200-level course taught in Spanish or permission. (o, GLO)

SPAN 331: CONVERSATION AND COMPOSITION: TOPICS (4)

Please see the description for SPAN 231 above. SPAN 331 is a 300-level version of SPAN 231 and the two courses meet at the same time. Students enrolled in SPAN 331 will complete all the requirements for SPAN 231 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Designation: Language course. Prerequisite: A 200-level course taught in Spanish or permission.

SPAN 336: SPANISH CULTURE AND CIVILIZATION (4)

Please see the description for SPAN 236 above. SPAN 336 is a 300-level version of SPAN 236 and the two courses meet at the same time. Students enrolled in SPAN 336 will complete all the requirements for SPAN 236 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Designation: Culture course. Prerequisite: A 200-level course taught in Spanish or permission. (o, MOD)

SPAN 338: LATIN AMERICAN CULTURE AND CIVILIZATION (4)

Please see the description for SPAN 238 above. SPAN 338 is a 300-level version of SPAN 238 and the two courses meet at the same time. Students enrolled in SPAN 338 will complete all the requirements for SPAN 238 as well as additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Designation: Culture course. Prerequisite: A 200-level course taught in Spanish or permission. (o, GLO)

SPAN 351: SURVEY OF SPANISH LITERATURE (4)

Please see the description for SPAN 251 above. SPAN 351 is a 300-level version of SPAN 251 and the two courses meet at the same time. Students enrolled in SPAN 351 will complete all the requirements for SPAN 251 as well as

additional work as assigned by the instructor. This work might include longer or additional papers, more in-depth research, additional presentations, being a discussion leader, or serving as a mentor to students enrolled at the lower level. The instructor will make clear what the additional responsibilities are in the syllabus for the course. Designation: Literature/Language. Prerequisite: A 200-level course taught in Spanish or permission. (PRE, DJP)

SPAN 390: INDEPENDENT STUDY (2 OR 4)

Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Designation: Literature, culture, or language course depending on the topic. Offered any term.

SPAN 399: INTERNSHIP (4)

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

SPAN 470: SENIOR SEMINAR (4)

This seminar provides a capstone experience for Spanish majors. 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 or presentation. Designation: Literature, culture, or language course depending on the topic. Senior Seminar is usually taught as a stacked course, and it carries the ESP and/or CORE designations assigned to the course with which it is stacked. Prerequisite: Senior majors or permission.

SPAN 480: SENIOR THESIS (4)

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 the topic. Prerequisite: Senior majors or minors by invitation. Application must be made with faculty prior to registration. Offered both terms.

SPAN 490: SENIOR HONORS THESIS (4, 4)

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 the topic.

Theatre .

MAJOR, MINOR

ASSISTANT PROFESSORS: Wendy-Marie Martin (chair)

PRODUCING MANAGER: Gwyneth Strobe

TECHNICAL DIRECTOR: Princess Ibeh

LECTURER/RESIDENT SCENIC DESIGNER: Arne Jonhson

VISITING ASSISTANT PROFESSOR/COSTUME SHOP MANAGER: Savannah Bower

VISITING LECTURERS: Danielle Barre, Michael Mansfield, Ami Trowell, E.B. Smith

GUEST ARTISTS: Ginger Poole, Moneé Stamp, E.B. Smith

FULBRIGHT SCHOLAR-IN-RESIDENCE: Dr. Anuradha Marwah

The Hollins theatre department is a vibrant, creative community embodying our core values of curiosity, collaboration, and care. Our mission is to develop artists, thinkers, and leaders with a passion for the performing arts. We promote life-long learning and collaboration by encouraging students to actively contribute to our departmental vision, policies, and programming. In our classrooms, rehearsal halls, scene shops, and on stage, we nurture an environment where students can explore, create, and express their personal creative visions. Through this holistic approach, we prepare our students not just for careers in theatre, but for lives enriched by curiosity, teamwork, and artistic expression.

The major in theatre requires a minimum of 40 credits, which is ideal for students interested in double majoring, and a maximum allowance of 60 credits for students interested in pursuing more in-depth studies in preparation for graduate school and/or a career in professional theatre.

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 study 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

ARTS MANAGEMENT CERTIFICATE

This certificate connects a student's major or minor in theatre with career interests in various fields of arts management. Students take courses in business and communication studies, complete two internships in an area of arts management, and create a final project. With prudent choices in coursework, this certificate can be completed with courses that may also count toward your major, minor, or general education requirements for your degree. (See "Arts Management Certificate" entry above in the Arts section of this catalog).

REQUIREMENTS FOR A MAJOR IN THEATRE:

40 credits - 10 courses (36 credits) plus 4 production experiences (4 credits)

CORE REQUIREMENTS:

- THEA 100: Theatre Practicum (4)
- THEA 113: Script Anatomy (4)
- THEA 365: Junior Seminar – Purpose, Passion, Possibilities (2)
- THEA 480: Senior Project (2) OR THEA 490: Honors Senior Project (2,2,2,)*

IN ADDITION TO THE CORE CLASSES, REQUIREMENTS INCLUDE THE FOLLOWING CLASSES*

- One (1) 200-level or higher course in Performance (4)
 - THEA 212: ACTING STUDIO – VOICE, BODY, AND TEXT
 - THEA 250: SPECIAL TOPICS: PARTICIPATORY THEATRE: REIMAGINING MEDEA
 - THEA 250: SPECIAL TOPICS: VOICE & SPEECH
 - THEA 261: CONTEMPORARY SCENE STUDY
 - THEA 271: ADVANCED ACTING DYNAMICSTHEA 361: CLASSICAL SCENE STUDY
 - One (1) 200-level or higher course in Construction/Technology (4)
 - THEA 210: STAGE MAKEUP
 - THEA 235: COSTUME CONSTRUCTION
 - THEA 249: STAGECRAFT: CONSTRUCTION & RIGGING
 - THEA 251: DRAFTING FOR THE THEATRE
 - THEA 256: PROPS CRAFTING
 - THEA 257: STAGECRAFT: THEATRE TECHNOLOGIES
 - THEA 259: SCENE PAINTING

- THEA 345: ADVANCED THEATRE TECHNOLOGIES
- One (1) 200-level or higher course in Design (4)
 - THEA 242: THEATRICAL DESIGN
 - THEA 252: SCENE DESIGN
 - THEA 253: LIGHTING DESIGN
 - THEA 255: COSTUME DESIGN
 - THEA 282: THE ART OF SOUND DESIGN
- One (1) 200-level or higher course in Theatre Management/Arts Administration (4)
 - THEA 254: THEATRICAL OPERATION: PRODUCTION & STAGE MANAGEMENT
 - THEA 276: PHILANTHROPY AND THE ARTS
 - THEA 363: DIRECTING
- One (1) 200-level or higher course in Theatre History/Theory (4)
 - THEA 206: APPLIED THEATRE & COMMUNITY ENGAGEMENT
 - PHIL 207: THE PHILOSOPHY OF ART: ART AND AUTHENTICITY
 - HIST 250: HISTORY OF FUN AND LEISURE IN PREMODERN EUROPE
 - THEA 250 WOMEN PLAYWRIGHTS: BREAKING BOUNDARIES
 - MUS 257: IDENTITY AND INTERSECTIONALITY IN THE AMERICAN MUSICAL THEATRE
 - THEA 263: EPISODES IN THEATRE HISTORY: SEASON 1
 - THEA 326: EPISODES IN THEATRE HISTORY: SEASON 2
 - THEA/CLAS 342: GREEK TRAGEDY AND SHAKESPEARE
- One (1) 300-level course in Playwriting/Dramaturgy (4)
 - THEA 364: PLAYWRITING FUNDAMENTALS
 - THEA 384: PLAYWRITING STYLES

Additionally, students must register for four (4) credits of 200 and 300-level production work:

- Two (2) THEA 260: Intermediate Performance & Production Workshop (1 credit each)
- Two (2) THEA 360: Advanced Performance & Production Workshop (1 credit each)

**Courses offered in previous or future catalogues that are not listed above may be approved by the department chair to satisfy these requirements.

* **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 first term of the junior year. Honors in theatre requires the completion of a year-long project as well as a professional internship in theatre arts. Prerequisite: senior major standing, 3.0 grade point average in major classes, and invitation from the department based on the student's proposal presentation junior year.

REQUIREMENTS FOR A MINOR IN THEATRE:

7 courses (22 credits)

- THEA 100: Theatre Practicum (4)
- THEA 113: Script Anatomy (4)
- THEA 160/260/360: Performance & Production Workshop (2)
- One 100-level or higher course in performance (4) (see above for designations)
- One 200-level or higher course in theatre history or theatre theory (4) (see above for designations)
- One 200-level or higher course in design or construction/technology (4) (see above for designations)

COURSES IN THEATRE:

THEA 100: THEATER PRODUCTION PRACTICUM (4)

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. Offered Term 1.

THEA 102: INTRODUCTION FOR IMPROVISATION FOR THE THEATRE (4)

Students will learn the foundations of improvisation and their uses both onstage and off. Through the use of improvisation exercises and games students will practice the tenants of improvisation (communication, narrative story-telling, active listening, collaboration, spontaneity, physicality, accepting and advancing offers, editing scenes and play) Students will learn ways to apply these tenants to their everyday lives and create a performance to be shared publicly at the end of the semester. Improvisation will help build life skills in the students' future professions as well as current personal relationships and skills helpful for college success. No Prerequisites are required. Open to first-year students. Offered Term 1 (C&I)

THEA 113: SCRIPT ANATOMY (4)

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 2. (AES, SMN)

THEA 151: STAGECRAFTS (4)

An introduction to technical theatre, emphasizing the development of basic knowledge and craftsmanship necessary for scenery construction, stage lighting, and backstage crew assignments. Students will gain practical lab experience through work on the semester project. Intended primarily for first-year students and sophomores, with preference to theatre majors for whom it is required. Course fee is required. Prerequisites: q. Offered Term 2. (Q, CRE, C&I) See tuition and fees rate table for course fee.

THEA 156: THEATRE APPRECIATION (4)

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. See tuition and fees rate table for course fee.

THEA 160: PERFORMANCE AND PRODUCTION WORKSHOP (1)

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)

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. (CRE, C&I, f)

THEA 163: AMERICAN MUSICAL THEATRE (4)

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 MUS 163. (AES)

THEA 165: MUSICAL THEATRE DANCE STYLES (2)

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 DANC 165. Open to first-year students.

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

Also listed and described as ART/DANC/FILM/MUS 175. Offered Term 2. (r)

THEA 206: APPLIED THEATRE & COMMUNITY ENGAGEMENT (4) Martin This course examines how applied theatre functions as a means of expression, connection, and societal engagement. Students will explore philosophical perspectives on performativity and its relationship to individual development and collective understanding. The class incorporates multiple theoretical frameworks from performance studies, philosophy, and aesthetic theory to analyze how applied theatrical practices can facilitate personal growth and community dialogue. Coursework includes both analytical and creative components, allowing students to engage with performance traditions that address universal human experiences. Also listed and described as GWST 206. Open to first years. No Prerequisite. (DIV, DJP)

THEA 210: STAGE MAKEUP (4)

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. Open to theatre majors/minors only or by permission of department chair. (CRE) See tuition and fees rate table for course fee.

THEA 212: ACTING STUDIO – VOICE, BODY, AND TEXT (4)

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. (CRE)

THEA 235: COSTUME CONSTRUCTION (4)

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. No prerequisite. Offered Term 1 & 2. (C&I, F) See tuition and fees rate table for course fee.

THEA 242: THEATRICAL DESIGN (4)

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. Offered Term 2. (C&I, F) See tuition and fees rate table for course fee.

THEA 249: STAGECRAFT: CONSTRUCTION & RIGGING (4)

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. THEA 100 or THEA 151. Open to first-year students. Course fee is required. Lab fee: \$40.

THEA 250: SPECIAL TOPICS: WOMEN PLAYWRIGHTS: BREAKING BOUNDARIES (4)

This course explores how women playwrights have challenged, redefined, and revolutionized theatrical traditions throughout time. Students will investigate how these writers navigated cultural barriers, developed innovative dramatic forms, and addressed gender, power, and identity through their work. The course combines historical analysis, close reading of texts, and creative exploration of contemporary women's voices in theatre. Open to first-year students. No prerequisite. Offered Term 2. (INQ)

THEA 250: SPECIAL TOPICS: VOICE & SPEECH (4)

This class focuses on practical exercises and experiential learning to build vocal strength and confidence when speaking. We will explore ways to nurture and develop the expressive potential of our voices through relaxation, breathing, articulation, projection, pitch, resonance, rhythm, and performance. Open to first-year students. No prerequisite. Offered Term 2.

THEA 250: SPECIAL TOPICS: PARTICIPATORY THEATRE: REIMAGINING MEDEA (4)

This course, taught by our distinguished Fulbright Scholar in Residence, Dr. Anuradha Marwah, examines the transformative potential of participatory theater through the reimagining of Euripides' "Medea" for contemporary audiences. Using the innovative "Samtal" (on level ground) approach, students will explore techniques for creating theatrical experiences where the traditional boundaries between performers and audiences dissolve. The course investigates how classical narratives can be adapted to foster democratic dialogue across diverse communities and settings. Through practical workshops and critical analysis, participants will develop skills in immersive staging, audience engagement, and facilitating meaningful post-performance discussions. Drawing from pandies' theatre's successful model, students will learn how theater can function as both artistic expression and social forum, addressing contemporary issues while honoring classical narratives. Open to students interested in community-engaged performance, classical adaptation, and theater for social change. Open to first-year students. No Prerequisites are required. Offered Term 1.

THEA 251: DRAFTING FOR THE THEATRE (4)

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. See tuition and fees rate table for course fee.

THEA 252: SCENE DESIGN (4)

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: \$40. (o, CRE)

THEA 253: LIGHTING DESIGN (4)

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. (Q, CRE) See tuition and fees rate table for course fee.

THEA 254: THEATRICAL OPERATION: PRODUCTION & STAGE MANAGEMENT (4)

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. Prerequisite: THEA 151 or THEA 100.

THEA 255: COSTUME DESIGN (4)

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. (o, CRE) See tuition and fees rate table for course fee.

THEA 256: PROPS CRAFTING (4)

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 sculpting and casting, woodworking, cardboard construction, and more. Prerequisite: THEA 100/THEA 151 or permission of instructor. (CRE, C&I) See tuition and fees rate table for course fee.

THEA 257: STAGECRAFT: THEATRE TECHNOLOGIES (4)

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 or THEA 151. Open to first-year students. (C&I)

THEA 259: SCENE PAINTING (4)

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. (Q, CRE) See tuition and fees rate table for course fee.

THEA 260: INTERMEDIATE PERFORMANCE & PRODUCTION WORKSHOP (1)

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)

Using the work done in Acting Dynamics and/or Script Analysis as a foundation, this course focuses on the analysis of contemporary scenes and characters and on performance techniques used to bring those analyses to life on stage. Daily scene work. Prerequisite: THEA 113 or THEA 161. Offered Term 1. (o, CRE)

THEA 263: EPISODES IN THEATRE HISTORY: SEASON 1 (4)

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. (r, AES, PRE, DJP)

THEA 271: ADVANCED ACTING DYNAMICS (4)

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.

THEA 276: PHILANTHROPY AND THE ARTS (4)

Also listed and described as ART/DANC/FILM/MUS 276. No prerequisite.

THEA 282: THE ART OF SOUND DESIGN (4)

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 and described as FILM 282. Open to first-year students. No prerequisite. (CRE)

THEA 284: WRITER AS PERFORMER (4)

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.

THEA 290: INDEPENDENT STUDY (2 OR 4)

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)

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. (AES, MOD, SMN)

THEA 342: GREEK TRAGEDY AND SHAKESPEARE (4)

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. Also listed and described as CLAS 342. (AES, PRE)

THEA 345: ADVANCED THEATRE TECHNOLOGIES (4)

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. Prerequisite: THEA 257 and or permission of instructor. See tuition and fees rate table for course fee.

THEA 360: ADVANCED PERFORMANCE & PRODUCTION WORKSHOP (1)

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)

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. (CRE)

THEA 363: DIRECTING (4)

An introduction to the creative and aesthetic challenges faced by the director. Included are an examination of the director's relationship to the text, the actor, and the audience. The approach is both theoretical and practical, involving reading, class exercises, papers, and attendance at theatre events. Prerequisites: THEA 161 or THEA 271, and THEA 242: Theatrical Design or permission. (CRE)

THEA 364: PLAYWRITING FUNDAMENTALS (4)

An introductory workshop in the creation and development of scripted material for the stage. Each week students explore a different theatrical element through written exercises. Each student's work culminates in the writing of a one-act or full-length play. Students also read selected contemporary plays that provide models for meeting the challenges inherent in writing for the stage. Prerequisite: THEA 113, THEA 263, THEA 264, or permission. Offered Term 2. (w, CRE, C&I)

THEA 365: JUNIOR SEMINAR: PURPOSE, PASSION, AND POSSIBILITIES (2)

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)

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.

THEA 390: INDEPENDENT STUDY (2 OR 4)

Independent study at the advanced level. Application with faculty approval required for registration. Offered any term.

THEA 399: INTERNSHIP (4)

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

THEA 480: SENIOR PROJECT (2)

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 1 or Term 2.

THEA 490: SENIOR HONORS PROJECT (2, 2)

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.

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.

HOLLINS STUDENT THEATER ASSOCIATION (HSTA)

The purpose of the Hollins Student Theatre Association is to promote and expand student activity within the Hollins Theatre Institute and the Hollins University campus community. This is an initiative to create a stronger artistic community through the theatrical medium, creating a partnership between all majors and demographics of students on campus so that the Hollins Theatre Institute may effectively represent the campus body.

University Courses

SUPPORT COURSES

UNIV 101: GLOBAL LEARNING 101: PREPARING FOR YOUR STUDY AWAY EXPERIENCE (1)

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-flight 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)

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)

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. (DIV- 4 SD credits required for DIV)

UNIV 126: INTRODUCTION TO SUSTAINED DIALOGUE: RACE AND GENDER (2)

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. (DIV- 4 SD credits required for DIV)

UNIV 210: UNIVERSITY PUBLICATION – HOLLINS COLUMNS (1 OR 2)

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.

UNIV 220: UNIVERSITY PUBLICATION – SPINSTER (1 OR 2)

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.

UNIV 225: SUSTAINED DIALOGUE MODERATOR (2)

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 (DIV- 4 SD credits required for DIV)

UNIV 235: TUTORING SUBJECT AREAS (2)

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)

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)

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)

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)

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

Faculty 2025-26

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.

JESSICA AMBLER, Director of the Eleanor D. Wilson Museum, B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Santa Barbara. 2011.

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.

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, Associate Professor of Art, B.A., University of Pennsylvania; M.A. and Ph.D., New York University. 2014.

PABLO HERNANDEZ, Associate Professor of Economics; B.A., Universidad de las Américas; M.A., Ph.D., University of Notre Dame. 2007.

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.

JAEEYON 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, Assistant Professor of Classics; B.A., University of Texas at Austin; M.A., Ph.D., University of North Carolina at Chapel Hill. 2023.

DAVID MCGEE, Head Women's Volleyball Coach; B.S., Virginia Polytechnic Institute & State University; A.T., Still University. 2020.

JOHN MCCLAUGHLIN, 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.

JONATHAN GUY OWENS, Director of Hollins Outdoor Program and Instructor of Physical Education; B.S., Western Carolina University; M.S., Radford University. 2001.

JULIE K. PFEIFFER, John P. Wheeler Professor of English; B.A., Carleton College; M.A., Ph.D., University of Connecticut. 1997.

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.

BRIAN ROBERTS, Visiting Assistant Professor of Business (adjunct); B.S., Michigan State University; M.B.A., Hawaii Pacific University. 2021.

CHARLOTTE ROSSLER, Visiting Assistant Professor of Modern European History; B.A., University of Detroit Mercy; Ph.D., Stony Brook University. 2024.

ANN RUNYON, Visiting Lecturer in Business (adjunct); B.S., M.Acc., Virginia Polytechnic Institute and State University. 2017.

YOSHIE SAKAMAKI, Visiting Lecturer in Chemistry (adjunct); B.S., and D. Pharm., Tokyo University of Pharmacy and Life Sciences; Ph.D., University of Arkansas. 2024.

OLIVIER SALES, Visiting Assistant Professor of French; B.A., M.A., Université Grenoble Alpes; Ph.D., University of Miami. 2021.

CHRISTINA A. SALOWEY, Professor of Classical Studies; B.S., B.A., Muhlenberg College; M.S., Rensselaer Polytechnic Institute; M.A., Tufts University; M.A., Ph.D., Bryn Mawr College. 1996.

ABRINA SCHNURMAN, Lecturer in The Batten Leadership Institute; B.A., University of North Carolina; M.Ed., Ph.D., Virginia Polytechnic Institute & State University. 2004.

GIANCARLO SCHREMENTI, Assistant Professor of Computer Science; B.A., Beloit College; Ph.D., Indiana University. 2014.

DARLA SCHUMM, Associate Provost for Curriculum and Faculty Engagement and Professor of Religious Studies; B.A., Goshen College; M.A., Pacific School of Religion; M.A., Ph.D., Vanderbilt University. 2001.

ELISE SCHWEITZER, Associate Professor of Art; B.F.A., University of Pennsylvania; M.F.A., Indiana University. 2013.

MEIGHAN SHARP, Assistant Professor of English and Creative Writing; B.A., Linfield College; M.Ed., University of South Carolina; M.F.A., Hollins University. 2011.

SARAH "SADIE" SNOW, Visiting Assistant Professor of Sociology; B.A., Hollins University; M.S. and Ph.D., Virginia Tech. 2024.

JOSEPH STANIUNAS, Adjunct Instructor in Communication Studies; B.A., Virginia Tech; M.S., Columbia University Graduate School of Journalism. 2017.

ASHLEY STRATTON, Visiting Lecturer in Film; B.A., Westmont College; M.A.T., Fuller Theological Seminary; M.F.A., Hollins University. 2024.

JEFFREY STROM, Visiting Lecturer in Business (adjunct); B.B.A., Radford University; M.B.A., Virginia Polytechnic Institute & State University. 2012.

ZEUS SUMRA, Assistant Professor Creative Writing; B.A., City University of New York – Brooklyn College; M.F.A., Rutgers University. 2022.

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.

JESSIE VAN EERDEN, Associate Professor of Creative Writing; B.A., West Virginia University, Morgantown; M.F.A., University of Iowa. 2019.

LUKE VILELLE, University Librarian; B.A., University of Missouri-Columbia; M.S., University of Pittsburgh. 2007.

TERI WAGNER, Assistant Professor of Education; B.A. Roanoke College; M.A., Ph.D., Virginia Polytechnic Institute & State University. 2016.

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.

JENINE CULLIGAN, Director of the Eleanor D. Wilson Museum; B.A., University of Kentucky; M.A., Case Western Reserve University. 2015.

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.

Board of Trustees 2025-2026

PATRICIA THROWER BARMEYER '68, Atlanta, Georgia

C. LAROY BRANTLEY, Milton, Massachusetts

CLIFFORD FLEET III, Williamsburg, Virginia

SANDRA FRAZIER '94, Louisville, Kentucky
ELLEN GOLDSMITH-VEIN, Los Angeles, California
CALLIE V.S. GRANADE '72, Bay Minette, Alabama
REV. CYNTHIA L. HALE '75, Decatur, Georgia
ANTOINETTE HILLIAN '00, Shaker Heights, OH
LUCY DAVIS HAYNES '84, Nashville, Tennessee
PAUL HOLLINGSWORTH, Vienna, Virginia
CYNDA ANN JOHNSON, Roanoke, Virginia
TERRI KALLSEN, Bolinas, California
KAY KENDALL '66, Washington, DC
ELIZABETH BROWNLIE KOLMSTETTER '85, Atlanta, Georgia
CHRISTINE LEFEVER KMIECZAK '92, Lancaster, Pennsylvania
ANNE LINDBLAD '79, Reddick, Florida
TAMINA MCMILLAN, '95, Flowood, Mississippi
DEBRA CARTWRIGHT MEADE, Chair, Roanoke, Virginia
EMILY K. MORGAN '79, New York, New York
MARY FLYNN NIEMITZ, Atlanta, Georgia
JANET C. NICHOLSON '69, Buffalo Grove, Illinois
JOHN W. POULTON, Chapel Hill, North Carolina
KAREN RABENAU '89, Durham, North Carolina
SABRINA ROSE-SMITH '00, Alexandria, Virginia
Emeriti Trustees
CLAUDIA WATKINS BELK '60 d*, Charlotte, North Carolina
WILLIAM R. JOHNSTON, Sarasota, Florida
ANNA LOGAN LAWSON '65, M.A. '70, Daleville, Virginia
ELIZABETH VALK LONG '70, Hobe Sound, Florida
LINDA KOCH LORIMER '74, New Haven, Connecticut
ELIZABETH HALL MCDONNELL '62, St. Louis, Missouri
BROOKE MORROW '78, Memphis, Tennessee
WYNDHAM ROBERTSON '58, Chapel Hill, North Carolina
WALTER RUGABER, Meadows of Dan, Virginia
KAY MASSEY WEATHERSPOON '54 d*, Charlotte, North Carolina

*d=deceased

Administrative Offices

OFFICE OF THE PRESIDENT

President: Mary Dana Hinton

B.A., Williams College

M.A., University of Kansas;

Ph.D., Fordham University, 2020.

Executive Assistant and Secretary of Board: Sheyonn Baker

B.A., Clark Atlanta University;

M.A.L.S., Hollins University, 2016.

MARKETING AND COMMUNICATIONS

ACADEMIC AFFAIRS AND ACADEMIC PROGRAMS

Nora Kizer Bell Provost: Laura McLary

B.A., Bowling Green State University;

M.A., University of Massachusetts Amherst

Ph.D., University of Massachusetts Amherst 2021.

Associate Provost for Curriculum and Faculty Engagement: Darla Schumm

Associate Provost of Student Academic Success: Michael E Gettings

B.S., College of William and Mary;

M.A., Ph.D., University of California. 1999

B.A., Goshen College;

M.A., Pacific School of Religion;

Ph.D., Vanderbilt University. 2001.

Associate Provost for Graduate Programs and Continuing Studies: JAMES A. GERALD

B.S., University of Mississippi;

M.S., Ph.D., Syracuse University;

M.A., Ph.D., Johns Hopkins University. 2024.

University Librarian: Luke Villeda

B.J., University of Missouri-Columbia;

M.L.I.S., University of Pittsburgh. 2007.

University Registrar: EMILY C. DABNEY

B.S., Mississippi State University.

J.D., Washington and Lee University. 2024.

Eleanor D. Wilson Museum Director: Jess L. Ambler

B.A., M.A., Ph.D., University of California. 2025.

Global Learning Hub Director: Ramona Kirsch

B.A., University of Oklahoma;

M.A., University of Missouri;

Ed.D., Capella University. 2019.

STUDENT SUCCESS, WELL-BEING AND BELONGING INTERIM

Vice President: Tiffany Hinton

B.S., Fayetteville State University;

M.A., Norfolk State University;

Ed.D., East Carolina University. 2024.

Career and Life Design Director: Blair Celli

B.A. Hollins University

M.Ed. Northeastern University, 2025

Center for Learning Excellence Director: Elizabeth Myers

B.A., University of Mary Washington. 2024.

Chaplain and Director of Interfaith Belonging: Lindsey Moser

A.A., Virginia Western Community College;

B.A., Hollins University;

M.A.R., M.Div., Liberty University;

M.A., University of Auckland. 2024.

Dean of Students: Monica Carson

B.A., Fayetteville State University;

M.S., Northeastern University. 2025.

Health and Counseling Services Director, Lisa Dmochowski

B.S., University of Mary Washington. 2021.

Housing and Residence Life Director: Josh Gaisser

B.S., East Carolina University;

M.A., University of Mississippi. 2023.

HU Connect and International Student Engagement Director: Erin Carney

B.A., B.F.A., Florida State University;

M.S., Florida International University. 2021.

Security Director: Claude Steele

B.S., Urbana University;

M.A., Indiana University of Pennsylvania;

Ed.S., Virginia Tech. 2024.

Student Activities and Organizations Asst. Dean of Students: Danielle A. Moore=Lewis

B.A., Randolph College;

M.Ed., Ph.D., University of Virginia. 2025.

STUDENT SUPPORT AND BELONGING

Enrollment Management Vice President: Ashley Browning

B.A., University of Virginia;

M.A.L.S., Hollins University;

Ed.D., Vanderbilt University. 2009.

Assistant Vice President Madeline Aliff

B.S., Roanoke College;

M.A.L.S., Hollins University. 2013.

Athletics Director: Chris Kilcoyne

B.A., Roanoke College. 2021.

Scholarships and Financial Assistance Director Megan Speth

B.A., B.S., Virginia Tech.

FINANCE AND ADMINISTRATION

Executive Vice President and Chief Operating Officer: Kerry J. Edmonds

B.B.A., Roanoke College;

M.B.A., Virginia Tech. 1994.

Controller Nichole Brown, CPA

B.S., B.S., M.B.A., Le Moyne College. 2024.

Dining Services Director: Danny Accomando

Florida Institute of Technology. 2023.

Facilities Management Director: Darin Pearson

B.S., Bluefield College. 2023.

Hollins Store Supervisor: Karen Callaway

Human Resources, Chief Human Resources Officer: Alicia Godzwa

B.A., Penn State University. 2003.

Information Technology Chief Operating Officer: Brad Oechslein

B.A., Roanoke College;

M.A.L.S., Hollins University. 2007.

Special Programming Director Christine Powell

B.S., M.S., Virginia Tech. 2003.

INSTITUTIONAL ADVANCEMENT

Vice President: Anita Walton

B.A., University of North Carolina at Chapel Hill;

M.Ed., North Carolina State University. 2023.

Associate Vice President for Alumnae/I and Engagement and Strategic Initiatives: Lauren Sells

B.A., Hollins University. 2017.

Institutional Effectiveness, Executive Director and Chief Data Officer: MALIHA ZAMAN

B.S., University of Zambia;

M.B.A., Ph.D., Drexel University. 2021