

UNDERGRADUATE CATALOG

2026-27



HOLLINS
UNIVERSITY

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Hollins University Academic Calendar 2026–27

(Dates subject to change at the discretion of the University | Published 4/14/2026)

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

Fall Term 2026

Event	Date
International Student Arrival	Tue: Aug 27
New Students Check-In	Sat: Aug 29
New Student Orientation	Sat-Tue: Aug 29-Sept 1
Returning Students Arrive	Sun-Mon: Aug 30-31
Opening Convocation	Tue: Sept 1
Fall Classes Begin	Wed: Sept 2
Session 1 Dates	Wed-Tue: Sept 2-Oct 20
Labor Day Labor Day (classes in session)	Mon: Sept 7
Last Day to Add Full-term Class*	Tue: Sept 8
Last Day to Drop Full-term Class w/out W grade / Last Day to Declare Audit*	Tue: Sept 15
Last Day to Declare Pass/Fail	Tue: Sept 29
Fall Graduation Date	Thu: Oct 1
Family Weekend	Fri-Sun: Oct 9-11
Fall Break (no classes)	Thu-Fri: Oct 15-16
Session 2 Dates	Wed-Thu: Oct 21-Dec10
Board of Trustees Meeting	Oct 22-24
Last Day to Withdraw from a Full-term Class	Wed: Oct 28
Short/Spring Term Advising (undergraduate)	Mon-Fri: Nov 2-6
Short/Spring Term Registration (undergrad & grad)	Begins Mon: Nov 9
Thanksgiving Recess	Mon-Fri: Nov 23-27

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Event	Date
Last Day of Classes	Thu: Dec 10
Reading Day	Fri: Dec 11
Fall Term Examinations	Sat-Wed: Dec 12-16
Winter Break Begins	Thu: Dec 17
Grades Due	Sat: Dec 19

Spring Term 2027

Event	Date
Spring Classes Begin	Wed: Feb 3
Session 1 Dates	Wed-Fri: Feb 3-Mar 19
Last Day to Add Full-term Class*	Tue: Feb 9
Presidents Day (classes in session)	Mon: Feb 15
Hollins Day	Thu: Feb 18
Last Day to Drop Full-term Class w/out W grade / Last Day to Declare Audit*	Tue: Feb 16
Board of Trustees Meeting	Feb 18-20
Last Day to Declare Pass/Fail	Tue: Mar 2
Spring Recess (no classes)	Mon-Fri: Mar 22-26
Session 2 Dates	Mon-Tue: Mar 29-May11
Last day to Withdraw from a Full-Term Class*	Wed: Apr 7
Fall Term Advising (undergraduate) Mon-Fri:	Apr 19-23
Fall Term Registration (undergrad & grad)	Begins Mon: Apr 26
Honors Convocation	Tue: May 4
Last Day of Classes	Tue: May 11
Reading Day	Wed: May 12
Spring Term Examinations	Thu-Mon: May 13-17
Grades Due for Non-Graduating Students	Thu: May 20

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Event	Date
Board of Trustees Meeting	May 20-22
Commencement	Sun: May 23
Memorial Day	Mon: May 31
Reunion	TBA

Summer Term 2027

Event	Date
Summer Term Begins	Mon: Jun 21
Last Day to Add a Full-Term Class *	Wed: Jun 23
Last Day to Drop a Full-Term Class w/out W Grade	Fri: Jun 25
Independence Day (classes in session)	Sat: Jul 4
Last Day to Withdraw from a Class	Fri: Jul 16
Summer Term Ends	Fri: Jul 30
Grades Due	Mon: Aug 9

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

Undergraduate Courses

Studio Art

MAJORS, MINOR

ASSOCIATE PROFESSORS: Elise Schweitzer , Mary Zompetti (chair)

ASSISTANT PROFESSORS: Chenxi Gao

FRANCES NIEDERER ARTIST-IN-RESIDENCE: Em Rea (spring term)

LECTURERS: Arne Johnson, Josh Manning

STUDIO ART TECHNICIAN: Hona Knudsen

The studio art major provides students with 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)

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- 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 253: Plantation – Mass Incarceration (4)
 - ARTH 250: History of the Art Market (4)
 - ARTH 255: The Black Diaspora in 20th Century Art (4)
 - ARTH 264: Modern Art (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 337: Afterlives of Colonialism (4)
 - ARTH 371: Behind the Scenes at the Museum (4)
 - ARTH 420: Critical Methods of Art History (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 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)
- 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)

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- 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 course fees which cover the cost of art materials used throughout the term, as well as visiting speakers or field trips. See Tuition and Fees section in this catalog for fee schedule.

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.

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

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.

See Tuition and Fees table for course fee. Open to first-year students. Prerequisite: ART 100 or permission. (CRE)

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.

See Tuition and Fees table for course fee Open to first-year students. (CRE, C&I) .

ART 213: SCULPTURE (4)

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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.

See Tuition and Fees table for course fee. Open to first-year students. (C&I)

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.

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

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.

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

ART 218: 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.

Tuition and Fees table for course fee. Open to first-year students. Prerequisites: Art 100 or permission

ART 222: SCREENPRINTING

Screen printing is a popular and direct method of printmaking. This course will introduce students to concepts and techniques of screen printing, including manual and

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photo-mechanical stencil-making through lectures, demonstrations, hands-on activities, and discussions. Evaluation by portfolio.

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

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.

See Tuition and Fees table for course fee. Open to first-year students. Prerequisite: ART 100 or permission. (CRE)

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.

See Tuition and Fees table for course fee. Open to first-year students. Prerequisite: ART 100. (CRE)

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-year students.

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 the construction of form by color. Class sessions are directed, and weekly outside paintings are required. Evaluation by portfolio.

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

ART 234: PORTRAIT PAINTING

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This class will focus on one of the most challenging subjects in representational art: the portrait. Through painting in oil, we explore the planes of the face and the expressive possibilities of our features while mastering the inner anatomical structure of the human head.

See Tuition and Fees table for course fee. Prerequisite: Art 100 or ART 230 or permission. Open to first-year students. (C&I).

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.

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

ART 250: SPECIAL TOPIC: EXPERIMENTAL DRAWING (4)

This experiential course is an invitation to create drawings in expanded and unique ways. Students will be encouraged to investigate materials, take risks, and discover new ways of working in the process of drawing. We will expand our observational and historical foundations and explore new techniques, materials, and concepts in contemporary drawing. This course will invite students to ask questions, problem-solve, and experiment.

Open to first-year students. Prerequisite: ART 100 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.

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

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.

See Tuition and Fees table for course fee. Open to first-year students. (CRE, C&I)

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.

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.

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

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.

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

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.

See Tuition and Fees table for course fee. 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.

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

ART 350: SPECIAL TOPIC: COLOR PHOTOGRAPHY (4)

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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.

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

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.

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

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.

See Tuition and Fees table for course fee. Offered Term 2.

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.

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

ART 376: PAPER, PRINT, BOOK (4)

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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!

See Tuition and Fees table for course fee. 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.

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.

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

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.

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

Art History

MINOR

ASSOCIATE PROFESSORS: Genevieve Hendricks (Program Director)

ASSISTANT PROFESSORS: Stephanie Gibson, Katelin McCullough

The art history minor offers students a knowledge of works of art in the context of the social, political, and intellectual cultures of which they are a part of. Students learn to think, read, and write critically about art and to be astute interpreters of visual imagery. Art history minors can choose from a range of course offerings which go beyond the traditional European canon to include the visual histories of the Black diaspora, Africa, and the global South, as well as museum and curatorial practices that explicitly address race, gender, power, and representation. Our courses connect art to contemporary concerns such as migration, colonialism, identity formation, and community memory, helping students understand visual culture as a living, contested, and deeply human field. Through this work, students develop core liberal arts skills, including critical thinking, research, analysis, and writing, rooted in sustained observation and interpretation.

The curriculum is enriched through lectures and seminars by distinguished visiting art historians as well as by the Eleanor D. Wilson Museum program. All minors are encouraged to travel. Art history minors 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 students have found employment after graduation.

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 and/or 400 level in art history

COURSES IN ART HISTORY

ARTH 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 CLAS 245. Open to first-year students. (f, w, x, AES, PRE)

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

Learning how to look closely and critically analyze what one sees is an important skill.. This course is designed to introduce students to the fundamental methods of inquiry in art history. It teaches the foundations of visual analysis, which is central to art historical

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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 modern art market through a critical, inclusive lens, exploring how capitalism, colonialism, politics, and social power shape artistic value. Students analyze the roles of artists and institutions, and how race, gender, labor, and global trade influence recognition and exclusion. Emphasis is placed on art as a historically contingent system within broader economic and social structures.

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

ARTH 253: FROM THE PLANTATION TO THE MASS INCARCERATION: RACE SPACE, AND THE CARCERAL STATE (4)

The built environment is not neutral. Space can be used as a tool for oppression. We must question how the space around us is influencing and affecting us. This course will explore the simultaneous development of race in the United States and the creation and evolution of the American criminal justice system, and the ways in which they are co-constitutive.

Open to first-year students. (DJP)

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

This course challenges the art historical canon and places the work of black artists at the forefront. Spanning the African diaspora in the 20th century in North America, the Caribbean, and Europe, we explore how members of the African diaspora used art to shape identity and discuss the impact of Black art on the world at large.

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 263: POWER AND IDENTITY IN RENAISSANCE AND BAROQUE ART (4)

An introduction to Renaissance and Baroque art and visual culture (14th–18th centuries), examining painting, sculpture, architecture, and material culture within global systems of power. The course explores artistic exchange across Europe, Africa, and the Americas,

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) emphasizing how identity, race, gender, religion, and empire shape visual production. Students analyze diverse artists, patrons, and objects while challenging traditional narratives.

Open to first-year students. Open to first-year students; no prerequisite. (AES, PRE, SMN)

ARTH 264: CHALLENGING IDEAS AND NARRATIVES IN MODERN ART: GENDER, POLITICS, AND IDENTITY (4)

This course traces the interlocking challenges and debates shaping artistic production from the late eighteenth century through the modern era. It examines how art produces, reflects, or challenges modernization—urbanization, industrialization, colonialism, global capitalism, and mass politics—while asking whether culture is driven by elites or broader social forces.

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.

Also listed and described as INTL 265. Open to first-year students with instructor permission.

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

This course explores sustainability through 20th-century architecture, examining how design responds to environmental, technological, and cultural contexts worldwide. Topics include energy, resources, biodiversity, and climate change. Through a community partnership in the Roanoke Valley, students connect global issues to local practice.

Also listed 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)

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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.

Open to first-year students. 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 337: THE AFTERLIVES OF COLONIALISM: MODERN ART IN AFRICA AND EUROPE (4)

The history of modern art is closely tied to and largely unfolds from the history of Western Imperialism. While the technologies made possible by colonial resource extraction produced new ways of looking, modern conceptions of the nation and how to represent it, developed in dialogue with racialized notions of the other.

ARTH 339: ROMAN WOMEN: METHODOLOGIES AND MATERIAL EVIDENCE (4)

This course examines evidence for women across the Roman empire. It considered material culture, epigraphic material, skeletal remains, and architectural components to answer the following questions; How was the feminine gender constructed and its presentation

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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 and GWS 339 Open to first-year students with instructor
permission. (DJP)*

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: DECOLONIZING AMERICAN ART (4)

This course examines American visual culture from the pre-Colonial period through the mid-
twentieth century. Centering Indigenous, African American, and women artists, it challenges
traditional narratives by analyzing art within social, political, and historical contexts. Students
explore how power, race, gender, and colonialism shape artistic production and the formation
of the American art canon.

(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 to afford insight into today's art
world.

*Also listed and described as GLAM 371. Prerequisite: sophomore standing or instructor 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.

ARTH 399: INTERNSHIP (4)

Application must be made with a faculty member prior to registration.

ARTH 420: CRITICAL METHODS OF ART HISTORY (4)

This course will engage with the canonical methods of art history to understand, question, and
in some cases interrogate and challenge their place in art history today. Students will closely
read and discuss theoretical texts to develop an in-depth understanding of some of the
discipline's most referenced, discussed, and debated texts.

Prerequisite: two art history courses or instructor permission. (AES, MOD)

ARTH 471: SENIOR RESEARCH PAPER (2)

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Students write an original research paper that demonstrates an understanding of art historical research and critical methods. The weekly class meeting is 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 term.

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. Prerequisite: art history major or instructor permission and ARTH 471.

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)

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- 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 Spring Term

Batten Leadership Institute

CERTIFICATE IN LEADERSHIP STUDIES

The Batten Leadership Institute (BLI) offers leadership courses and a Certificate in Leadership Studies. In this program students learn about the theory and practice of leadership, and develop collaborative, inclusive, ethical, compassionate, and culturally aware leadership knowledge and skills that will serve them in a variety of contexts - professional, civic, and personal. The program highlights the experiences of women and people from marginalized

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groups as they lead, formally and informally, to make meaningful impacts in their communities and beyond. Courses emphasize skills development in self-advocacy and awareness, giving and receiving feedback, conflict negotiation, decision-making, navigating change, group dynamics, and developing emotional intelligence and cultural humility.

The Certificate in Leadership Studies is an excellent complement to any major and provides valuable career preparation. There is no application process required to participate, and all students are encouraged to enroll in leadership classes. As part of the Core general education curriculum, students complete Conflict & Collaboration, which is also considered a foundational course in leadership studies along with BLI 210. After completing these courses, students may move on to complete additional leadership courses and the experiential component of Applied Leadership.

Interested students should contact Dr. LeeRay Costa or Dr. Abrina Schnurman for more information.

REQUIREMENTS FOR A CERTIFICATE IN LEADERSHIP STUDIES:

5-6 Classes, 20-24 credits

- CORE 102: Conflict & Collaboration (4 credits)
- BLI 210: Introduction to Leadership Skills & Theories (4 credits)
- Two courses from the following (8 credits):
 - BLI 220: Group Dynamics & Collaborative Decision-Making (4 credits)
 - BLI 230: Inclusive Leadership (4 credits)
 - BLI 235: Compassionate & Ethical Leadership (4 credits)
- BLI 471: Leadership Capstone Seminar (4 credits)
- Applied Leadership – Experiential Component (0-4 credits)

All students must complete a BLI-related experiential component which may include one option from the following list of Applied Leadership opportunities.

- Leadership in the Professions:
 - BLI 260: Leadership in STEM Professions (2 credits)

Additional options to be added as the program grows. Consult with a BLI advisor for more information.
- BLI 390: Independent Study Project (2-4 credits)
- BLI 399: Internship (4 credits)
- BLI- Approved Internship in a Discipline (4 credits)

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Students must work with a BLI advisor to have an internship in another discipline approved for this requirement. Interns are required to complete a set of supplementary readings on leadership and a final assignment in which the student analyzes and reflects on their internship from the perspective of leadership theory and practice, and their own leadership development.

- Leadership Experience (0-4 credits)

Students may elect to complete a leadership program outside of Hollins, complete a pre-approved Applied Leadership ELR (as part of the Core general education curriculum), participate in the Hollins LEAD Fellows program, or another leadership experience.

Students selecting this option must get approval from the BLI Executive Director for their selected leadership experience.

COURSES IN LEADERSHIP STUDIES:

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.

Offered in Short Term.

BLI 210: INTRODUCTION TO LEADERSHIP SKILLS & THEORIES (4)

This course introduces students to foundational skills, concepts, and theories in the field of leadership studies, while developing essential interpersonal leadership skills. Students will critically examine leadership as a practice of fostering change within systems shaped by gender, culture, power, and historical context, and consider how women and marginalized leaders have both navigated and reshaped dominant models of leadership. Students will simultaneously develop leadership skills in negotiation, feedback, emotional intelligence, conflict management, and relationship building. A central feature of the course is developing a personal leadership goal and plan for action.

Open to first year students. Offered both terms.

BLI 220: GROUP DYNAMICS & COLLABORATIVE DECISION-MAKING (4)

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In this course students learn about the theory and practice of teamwork, collaborative relationships, and shared decision-making in professional and personal contexts. Students practice making decisions and giving feedback in teams while designing and implementing small-scale projects to benefit a community of their choice. Additional activities include self-evaluation, case study analysis, and culturally competent needs assessment.

Open to first year students. Pre-requisite: BLI 210. Offered spring term.

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.

BLI 235: COMPASSIONATE & ETHICAL LEADERSHIP (4)

Leading ethically and with compassion requires courage, character, values clarity, and self-awareness. Research demonstrates that compassionate organizations foster more trust, make better decisions, and cultivate well-being which improves performance. This course explores ethics and compassion in leadership theory and practice, asking: How do leaders make principled decisions under pressure? How do power, identity, culture, and systems shape ethical responsibility? Drawing on care ethics, feminist and relational leadership theories, and scientific research on compassion, students will develop practical frameworks for ethical decision-making. Through case studies, reflective writing, dialogue, and applied projects, students will clarify their personal values, analyze complex leadership dilemmas, and develop their personal compassion practices.

BLI 260: LEADERSHIP IN STEM PROFESSIONS (2)

This junior/senior-level seminar empowers STEM students to develop leadership goals and skills around communication, giving and receiving feedback, resilience, and advocacy essential for career success. Through course readings, interactive workshops, speaker engagement, and a collaborative course project, students will explore emotionally intelligent leadership, practice professional etiquette, and address challenges faced by young professionals in STEM. The course fosters intrapersonal awareness, critical thinking, and teamwork in preparation for post-graduate opportunities.

BLI 390: INDEPENDENT STUDY (2-4)

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Independent study is conducted at the advanced level. Must be approved by a BLI faculty member before registration.

Offered any term, including short term.

BLI 399: INTERNSHIP (4)

Students may organize their own internship (with approval of Career and Life Design) or apply for an existing Hollins internship. Students will complete academic work as part of their internship including maintaining a weekly journal of their experience and writing a final paper that analyzes their internship experience informed by leadership theories and concepts.

This internship may be completed at any time during the calendar year, including short term. Students must gain faculty approval prior to registration.

BLI 471: LEADERSHIP CAPSTONE SEMINAR (4)

In the capstone course to the certificate program, students explore contemporary work in leadership studies highlighting diverse voices working towards change, and further deepen their skills in negotiation, feedback, interpersonal interaction, self-awareness, and self-advocacy. Students set individual goals and objectives in completing their final portfolios and projects which may include 1) a mentoring/coaching project, 2) a research project, or 3) a community change project.

Pre-requisites: BLI 210 PLUS at least 1 additional BLI course. This course is ideally taken as the last BLI course for the certificate. Offered Fall term.

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

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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.
 - 2 of the following 2-credit, 200-level Biology courses can be counted as 1, 4-credit, 200-level Biology course towards this requirement:
 - BIOL/ES 209: Backyard Birds
 - BIOL/ES 212: Intro to Geographic Information Systems (GIS)
 - BIOL/ES 250: Special Topic: Preparation, Wilderness and Wildlife
 - BIOL/ES 263: Tropical Ecology

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)

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EXPERIENTIAL COMPONENT

All students must complete a biology-related experiential component which can include: BIOL 397: Healthcare-Related Internship, BIOL 398: Veterinary-Related Internship, BIOL 399: Biological Internship (all internships 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 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)

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- 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.
 - While BIOL 316, 328, and 366 can all count as a 300-level elective, only one of these can count as a 300-level laboratory course.
 - 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.
 - 2 of the following 2-credit, 200-level Biology courses can be counted as 1, 4-credit, 200-level Biology course towards this requirement:
 - BIOL/ES 209: Backyard Birds
 - BIOL/ES 212: Intro to Geographic Information Systems (GIS)
 - BIOL/ES 250: Special Topic: Preparation, Wilderness and Wildlife
 - BIOL/ES 263: Tropical Ecology
- BIOL 471: Senior Capstone (2)

EXPERIENTIAL COMPONENT

All students must complete a biology-related experiential component which can include: BIOL 397: Healthcare-Related Internship, BIOL 398: Veterinary-Related Internship, BIOL 399: Biological Internship (all internships 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.
- Any 4 courses (with labs, if applicable) from the following options:
 - Any additional chemistry courses, at or above the 200-level (4-6 credits each)

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- Physics courses at PHYS 151-level or higher (4-6 credits each); PHYS/ES 225, PHYS/ES 236, and PHYS/ES 241 cannot count towards this requirement.
- If not already counting towards the above-stated mathematics requirement: PSY 208 (4)
- Any of the following additional mathematics/statistics courses:
 - Courses at or above MATH 152 (4)
 - STAT 140 or 251 (4)
 - Any 2 of the following (for 4 total credits): STAT 324 (2), STAT 343 (2), or STAT 361 (2)
 - Any of the following computer science courses:
 - CMPS 160 (4), CMPS 217 (4), CMPS 260 (4)
 - Any combination of the following that totals 4 credits): CMPS 290 (2, 4), CMPS 325 (2), CMPS 335 (2)

If you are a pre-health or pre-veterinary science student, consider pursuing the Pre-Medicine or Pre-Veterinary Science Concentration or Health Sciences minor. Consult with your advisor to decide on the best option for you and to confirm which affiliated courses are required for admission to the schools to which you plan to apply after Hollins.

Students interested in graduate school should consult their advisor and/or the prerequisite lists for admission to the graduate programs of interest to determine which of the above courses align with those requirements.

MAJOR REQUIREMENTS FOR THE BIOLOGY B.S. – PRE-VETERINARY SCIENCE

CONCENTRATION:

8 courses and associated laboratories, if applicable; one semester of sophomore seminar, one semester of senior capstone, one pre-veterinary internship, 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 elective courses in biology at or above the 200 level (including labs, if applicable)

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- Three must be from the following courses*:
 - BIOL 240: One Health
 - BIOL 323/323L: Animal Behavior
 - BIOL 312/312L: Microbiology & lab
 - BIOL 328: Field Vertebrate Zoology
 - BIOL 313/313L: Invertebrate Zoology & lab
 - BIOL332: Immunology
 - BIOL 314/314L: Genetics & lab
 - BIOL 337/337L: Ornithology & lab
 - BIOL 315/315L: Comparative Vertebrate Anatomy & lab
 - BIOL 316: Wildlife Disease
 - BIOL 350: Cellular Neuroscience
 - BIOL 322/322L: Developmental Bio & lab
 - BIOL/CHEM 351/351L: Biochemistry & lab
 - BIOL 391 OR BIOL 480 OR BIOL 490 (these count as laboratory courses)
- Three of the five upper-level elective courses 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.
- BIOL 398: Veterinary-Related Internship (2 or 4, any term)
- BIOL 471: Senior Capstone (2)

REQUIRED ALLIED COURSES:

- CHEM 101/101L and CHEM 102/102L: General Chemistry and labs (4, 2) (4, 2) or CHEM 105/105L: Principles of Chemistry and lab (4, 2)
- CHEM 221/221L and CHEM 222/222L Organic Chemistry and labs (4, 2) (4, 2)
- PHYS 151/151L and PHYS 152/152L: Physical Principles and labs or PHYS 201/201L and PHYS 202/202L: Analytical Physics and labs or BIOL/CHEM 351/351L: Biochemistry and lab and 1 semester of introductory physics (PHYS 151/151L or PHYS 201/201L)*
- 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 above.

**Students should consult with their advisor and check the specific admissions requirements of the veterinary schools to which they plan to apply in order to finalize the upper-level and affiliated courses they should take.*

MAJOR REQUIREMENTS FOR THE BIOLOGY B.S. – PRE-MEDICINE CONCENTRATION

8 courses and associated laboratories, if applicable; one semester of sophomore seminar, one semester of senior capstone, one healthcare-related internship or research, and allied courses (92-106 credits)

REQUIRED COURSES IN BIOLOGY:

- Three core courses in biology and accompanying laboratories:
 - BIOL 207/207L: Ecology and lab (4, 2)
 - BIOL 220/220L: Human Physiology and lab (4, 2)
 - BIOL 236/236L: Molecular and Cell Biology and lab (4, 2)
- BIOL 200: Sophomore Biology Seminar (2)
- BIOL/CHEM 351/351L: Biochemistry & lab (4, 2)
- BIOL 397: Healthcare related internship or BIOL 391: Independent Research in Biology or 480: Senior Thesis (2 or 4; any term)
- BIOL 471: Senior Capstone (2)
- Four elective courses in biology at or above the 200 level (including laboratories, if applicable), two of which must be laboratory courses at the 300-level. A student may only count one semester of BIOL 391 or BIOL 480 for one of the 300-level elective courses with laboratory. No more than one elective course may come from the following: BIOL/CHEM 352 or BIOL/PSY 317. Of the four elective courses, three must come from the following courses:
 - BIOL/ES/PH 240: One Health: Linking Human, Animal, and Environmental Health
 - BIOL 260: Human Anatomy
 - BIOL 311: Cellular Neuroscience
 - BIOL 312/312L: Microbiology & lab
 - BIOL 314/314L: Genetics & lab
 - BIOL 315/315L: Comparative Vertebrate Anatomy & lab
 - BIOL/PSY 317: Behavioral Neuroscience
 - BIOL 322/322L: Developmental Biology & lab

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- BIOL 332: Immunology
- BIOL/CHEM 352: Advanced Biochemistry
- BIOL 391 OR BIOL 480 OR BIOL 490: Independent research or senior thesis* (ELR)

**The same BIOL 391 or 480 cannot also fulfill the requirement for a healthcare related internship (BIOL 397) or research (BIOL 391/480).*

REQUIRED ALLIED COURSES:

- CHEM 101/101L and CHEM 102/102L: General Chemistry and labs (4, 2) (4, 2) or CHEM 105: Principles of Chemistry and labs (4, 2)
- CHEM 221/221L and CHEM 222/222L: Organic Chemistry and labs (4, 2) (4, 2)
- PHYS 151/151L and PHYS 152/152L or PHYS 201/201L and PHYS 202/202L (4, 2) (4, 2)
- MATH 140 or higher placement in a mathematics course (4-6)
- One course in statistics from the following: STAT 140, STAT 251, or PSY 208 (4)
- One course in behavioral/social science from the following: PSY 141, PSY 144, PSY 342, SOC 110 (4)

All professional health programs require at least one course that includes instruction in written (and possibly oral) communication. These are not required for the Pre-Medicine Concentration, but students should plan to take one or more of these courses, depending on the specific requirements for any programs to which they plan to apply. Many schools will accept most English courses, but you may also choose another subject area if the course is considered writing-intensive. When you apply to a program, you may be asked to provide justification for a particular course to count for the writing/communication requirement. It is important to confirm the requirements for each specific program.

Students should be aware that health professional schools require a C or higher in all prerequisite courses. Additionally, to be a competitive applicant, students need a significant number of patient care hours or other experiences in a health care setting. Shadowing a health professional is valuable and strongly recommended but is not sufficient as it does not include directly working with patients. The number of hours and types of patient interaction requirements vary considerably among professional schools. It is important to confirm the requirements for each specific program to which you plan to apply.

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)

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- 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 116: INSECTS AND SOCIETY (4)

This combine lecture / laboratory course introduces students to the study of insects---the most numerous and diverse group of animals on Earth. Students will gain hands-on experience by preparing their own independent collection of preserved specimens from the Hollins campus. Additionally, case studies will be explored to learn how insects have altered human society in profound ways.

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

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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-

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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)

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)

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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 with 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.

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Course fee required. See tuition and fees rate table for course fee. 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.

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Also listed as ES/PH 316. Pre-requisites: BIO/ES 207/207L and BIOL 236/236L; or PH 201; or permission.
Consult with the catalog or your advisor to determine whether this course can 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 plants and invertebrate organisms. 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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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 required. Prerequisite: BIOL/ES 207 or permission from instructor. Consult with the catalog or your advisor to determine whether this course can count as a 300-level laboratory course toward your biology 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 the innate and adaptive responses to infection. 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 more than 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 the North Carolina coast and in several other morning/evening activities.

Course fee required. See tuition and fees rate table for course fee. 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 also 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 required 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 required. See tuition and fees rate table for course fee. 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

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Also listed and described as ES 357. Corequisite: BIOL 357. Spring (odd years).

BIOL 362: LIFE BEYOND EARTH (4)

NASA aims to send humans to Mars by the 2030s, but conditions of the cosmos are profoundly different than the environments of Earth. This course explores the characteristics of natural laws that constrain biological systems, investigates data from the ISS about how spaceflight conditions change terrestrial life, and considers the future of space travel from factual and science-fiction work.

Prerequisite: BIOL 236/236L or permission.

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 366: BIOGEOCHEMISTRY (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 matter and energy. Biogeochemistry is the study of the flow of

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matter and energy within the biosphere. In this lecture/lab 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 lithosphere, atmosphere, hydrosphere, and biosphere, the global cycles of H₂O, C, N and P, and the expanding human footprint on biogeochemical processes. Consult with the catalog or your advisor to determine whether this course can count as a 300-level laboratory course toward your biology major.

Also listed and described as ES 366. Prerequisites: CHEM 101/102 or CHEM 105, BIOL 207 or ES 105. 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 (2 OR 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. (ELR)

BIOL 397: HEALTHCARE-RELATED INTERNSHIP (2 OR 4)

Students will complete a healthcare-related internship. Experience that would qualify would include but not be limited to shadowing or clinical experience in any healthcare setting (e.g. medical, dental, physical or occupational therapy, etc.). Students are required to intern for 140 hours (for 4-credits) or 70 hours (for 2-credits). Students should consult with the Biology Program Director or Pre-Health Advisor if it is unclear whether a particular internship would qualify. A Biology faculty sponsor should be secured prior to registering for the internship. Can be completed any semester. (ELR)

BIOL 398: VETERINARY-RELATED INTERNSHIP (2 OR 4)

Students will complete a veterinary-related internship. Experience that would qualify would include but not be limited to shadowing a veterinarian or animal care and husbandry work (e.g.

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) interning at a zoo, wildlife rehabilitation center, animal shelter, etc.). Students are required to intern for 140 hours (for 4-credits) or 70 hours (for 2-credits). Students should consult with the Biology Program Director if it is unclear whether a particular internship would qualify. A Biology faculty sponsor should be secured prior to registering for the internship.

Can be completed any semester. (ELR)

BIOL 399: INTERNSHIP (2 OR 4)

Students will complete a biology-related internship. Students are required to intern for 140 hours (for 4-credits) or 70 hours (for 2-credits). Students should consult with the Biology Program Director if it is unclear whether a particular internship would qualify. A Biology faculty sponsor should be secured prior to registering for the internship. Can be completed any semester.

(ELR)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. (ELR)

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.

(ELR)

Business

MAJOR, MINORS

ASSOCIATE PROFESSOR: Pablo Hernandez (chair)

ASSISTANT PROFESSOR: Nathaniel Graham

VISITING ASSISTANT PROFESSOR: Felicitas Adu-Acheampong

ADJUNCT LECTURERS: , Roman Bohdan, Rose Hagen, Brian Roberts, Ann Runyon, Alexander Scott

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)

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- 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)

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. Offered Term 1.

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,

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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, or permission. Offered Term 1. (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 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.

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 350: SPECIAL TOPICS: INTRODUCTION TO ECONOMETRICS (4)

An introductory course in econometrics, combining theory and application. Topics include properties and inference in linear regression, panel data models including fixed effects, discrete dependent variable methods such as logistic and Poisson regression, and other applications of ordinary least squares as time permits.

Also listed and described as ECON 350. Prerequisites: STAT 140, STAT 251, ECON 211 or by permission. Offered Term 2.

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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

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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:

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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]

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.

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.

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)

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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.

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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)

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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 391: INDEPENDENT RESEARCH IN CHEMISTRY (2 OR 4)

This course is intended for students conducting independent scientific research.

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

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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, 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:

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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 260: Ancient Art
- 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

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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

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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, SMN)

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

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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 339: ROMAN WOMEN: METHODOLOGIES AND MATERIAL EVIDENCE (4)

This course examines evidence for women across the Roman empire. It considered material culture, epigraphic material, skeletal remains, and architectural components to answer the following questions; How was the feminine gender constructed and its presentation 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 [and GWS] 3XX. Open to first-year students with instructor permission.

(DJP)

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 350. THE TROJAN WAR IN MYTH AND HISTORY (4)

Analysis of ancient and modern accounts of Troy's destruction. We shall read ancient literary sources in translation, such as selections from Homer (Iliad, Odyssey), Vergil (Aeneid), and Greek tragedy (Aeschylus' Agamemnon, Sophocles' Ajax, Euripides' Trojan Women, Hecuba). We shall examine ancient artistic and epigraphic sources and interrogate the archaeological evidence for Troy's destruction by the Greeks. Readings from modern historical accounts, supplemented by videos, will widen our perspective beyond Troy to examine the systemic collapse of eastern Mediterranean empires in the 13th and 12th centuries BCE.

Also cross listed as History 350.

CLAS 355: ADVANCED TOPICS IN ANCIENT ART (4)

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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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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 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 Natura (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)

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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' *Satyrica* 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 Natura*. 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.

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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)

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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

INSTRUCTOR: Jessica Baty-McMillan (communication across curriculum coordinator)

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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 237: Friendship in 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 253: Gender, Taste and Race on Screens (4) COMM 270: Intercultural Communication (4)

300-LEVEL COURSES:

- COMM 313: Media Criticism (4)

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- COMM 325: Digital Production & Content Creation (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 356: Streaming Women's Stories (4)
- COMM/INTL 380: Global Communication (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)

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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 237: FRIENDSHIP IN MEDIA (4)

While much early- and mid-twentieth-century film and media naturalized the importance of romantic relationships, this course will explore a recent tendency to frame friendship as a primary relationship. As we analyze American media from the late-twentieth century to today, we will ask the following questions: What are the representational strategies used to center friendship and community in film and media? How do film and media negotiate the place of friendship and community in American culture? Do American screen texts deem friendship more appropriate at certain times of life, compared to others? How are stories about friends legitimized for a culture that emphasizes the importance of romance and the nuclear family? Upon completion of the course, students will be acquainted with textual analysis and some major modes of thought from cultural studies and media theory, with an ability to apply this knowledge to visual media they encounter both in and outside the classroom.

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

(INQ).

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.

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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 253: GENDER, TASTE AND RACE ON SCREENS (4)

This course investigates the relationship between taste and hierarchies of race and gender. As we discuss cultural texts we will ask the following questions: What is the relationship between

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taste and respectability? What is the history of the distinction between “lowbrow” and “highbrow” cultural texts? How does authorship influence the “value” of different kinds of texts? Upon completion of the course, students will be able to perform close reading and textual analysis in order to consider how cultural texts engage and challenge the broader sociopolitical contexts from which they emerge, be acquainted with some major modes of thought from cultural studies, and also be able to think critically about the stakes of the relationship between taste and identity hierarchies in today’s culture.

Also listed and described as GWS 253.

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 325: DIGITAL PRODUCTION & CONTENT CREATION (4)

This course is a workshop for students who have a deep interest in interrogating, crafting, and placing first-person nonfiction content. In it, we will consider how different genres—specifically

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memoir, cultural criticism, and celebrity profiles—shape our expectations for a piece of work. Through our discussion of nonfiction, by both our peers and professional writers, we will consider the politics of representation, the ethics of nonfiction narrative, and the complications of first-person stories today, in an internet-dominated world.

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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 356: STREAMING WOMEN’S STORIES (4)

What makes a story a women’s story? Is it in authorship? In character? In conventions? In the concerns of the text? In audience? This course will look at a series of visual texts widely deemed for and about women—from *The Notebook* to *Insecure*—in order to understand what kinds of mythologies are prescribed to women via visual culture. Upon completion of the course, students will have an understanding of textual analysis, with an ability to think critically about genre and affect.

Also listed and described as GWS 356

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)

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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.

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.

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.

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)

- ARTH 2XX: Intro to Art History
- ARTH 236: Theories of Color
- ARTH 250: Special Topic: History of the Art Market
- BLI 220: Decision Making Strategies
- BUS 100: Introduction to Business (effective Fall 2027, no longer satisfies INQ)
- COMM 238: Argumentation and Advocacy
- COMM 248: Social Media and Social Activism
- ENG 123: Contemporary Literature of Exile
- ENG 151: Close Reading, Critical Writing: Books on the Beach
- ENG 151: Close Reading, Critical Writing: Mixtape
- ENG 151: Close Reading, Critical Writing: The Portrait
- ENG 151: Close Reading, Critical Writing: Conceptions of the Hero
- GWS 150: Eureka! The Social Study of Science
- HIST/GWS 150: Special Topic: Gender and Sexuality in the British Empire
- HIST 150: Modern History of Monstrosity
- HIST 117: History of American Poverty
- HIST 150: Special Topic: Americans at Home
- HUM 150: Quotidian French Literature, Art, Cinema
- INTL 120: Introduction to International Studies
- INTL/POLS 150: Special Topic: Mapping History

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- MUS 133: Music Theory II
- MUS 142: Intro to Video Game Music
- MUS 256: Women in Western Music
- PH 101: Intro to Public Health
- PHIL 120: Critical Thinking
- PHIL 181: Contemporary Moral Issues
- PHIL 253: Biomedical Ethics
- PHYS 141: Lasers, Nanoparticles, and Molecular Medicine
- POLS 192: Finding Hidden Messages
- REL 126: Introduction to Religion in a Global Context
- THEA 2XX: Women Playwrights, Breaking Boundaries

QUANTITATIVE LITERACY (QL)

- MATH 100: Intro to Quantitative Reasoning
- MATH 105: Quantitative Reasoning in Today's World
- MATH 130: Math Modeling with Precalculus
- MATH 140: Precalculus
- MATH 241: Calculus I
- STAT 140: Intro to Statistics
- STAT 251: Statistical Methods I
-
- World Language (WL)
- FREN 101, 102: Elementary French I and II
- FREN 110: Accelerated Elementary French
- FREN 111, 112: Intermediate French I and II
- FREN 203: Advanced Intensive Practices of Spoken French
- FREN 2XX: Social Justice and the Forgotten Francophonies
- FREN 2XX: Theater and Performance in France
- FREN 250: Special Topic (topic varies)
- FREN 262: Topics in French II
- FREN 271: French and Francophone Culture and Civilization
- GREK 101, 102: Elementary Ancient Greek I and II

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- GREK 230/330: New Testament
- GREK 350: Special Topic: Herodotus
- GERM 101, 102: Elementary German I and II
- GERM 111, 112: Intermediate German I and II
- JPN 101, 102: Elementary Japanese I and II
- JPN 111 and 112: Intermediate Japanese I and II
- LAT 101, 102: Elementary Latin I and II
- LAT 111: Intermediate Latin
- LAT 220/320: Roman Lyric Poetry
- LAT 360: Roman Comedy
- SPAN 101, 102: Elementary Spanish I and II
- SPAN 111, 112: Intermediate Spanish I and II
- SPAN 121: Accelerated Intermediate Spanish
- SPAN 216: Hip Hop: Americas
- SPAN 222: Hispanic Cultures: Artifacts
- SPAN 231: Conversation and Composition: Topics
- SPAN 232: Conversation and Composition: Readings
- SPAN 236: Spanish Culture and Civilization
- SPAN 243: "Nocturnidad Y Vuelo:" Survey of Modern Hispanic Literature
- SPAN 250: Special Topic: Hispanic Media
- SPAN 250: Special Topic: Latin American Soundscapes
- SPAN 250: Special Topic: Latin American Art after 1968
- SPAN 250: Special Topic: Latinx Studies

STORYTELLING, MYTHS, AND NARRATIVES (SMN)

- ARTH 263: Renaissance and Baroque Art
- ARTH 264: Modern Art
- CLAS 130: Literature and Art in Ancient Greece
- CLAS 140: Narrating an Empire
- COMM 225: Public Speaking
- CLAS/ART 2XX: Hellenistic Art and Culture
- CLAS/ART 261: Ancient Art (McCullough)

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- ENG 217: Shakespeare's Kings and Clowns
- ENG 223: Major British Writers I
- ENG 250: LGBTQ Literature
- ENG 2XX: Ghost Stories
- ENG 275: Speculative Fiction
- ENG 282: United States Literature from 1860 to the Present
- ENG 314: Seminar in Jane Austen
- ENG 350: Eco-Cinema
- ENG 3XX: Modernism
- FILM 171: Intro to Film as Art
- FREN 211: Rendez-Vous with the Classics I
- FREN 350: Special Topic: Understanding the French Caribbean
- FREN 3XX: the French Novella
- FREN 3XX: Theater and Performance in France
- HIST 113: Introduction to Medieval History
- HIST 114: Modern Europe
- HIST 150: Special Topic: Early Modern Europe
- HIST 1XX: History of the Exclusion of Women in the Western Musical Canon
- HIST 246: American Cultural and Intellectual History
- HIST 250: History of Fun and Leisure in Premodern Europe
- PHIL 201: Ancient Philosophy
- PHIL 207: Philosophy of Art
- PHIL 216/316: Continental Philosophy
- POLS 104: Political Theory
- REL 2XX: Japanese Religions
- SOC 250: Aging in the 21st Century
- SOC 350: Special Topic: Rule Breakers, Rule Makers
- SPAN 250: Shorts and Shorts
- THEA 113: Script Anatomy
- THEA 326: Episodes in Theatre History 2

DIVERSITY, JUSTICE, AND POWER (DJP)

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- ARTH 250: Special Topic: Race, Space, and the Carceral State
- ART 255: Art of the Black Diaspora
- ARTH/CLAS 352: Power Dynamics and Archaeology in North Africa
- BLI 210: Conflict, Feedback, and Change
- BLI/GWS 230: Inclusive Leadership
- COMM 220: Interpersonal Communication
- COMM 270: Intercultural Communication
- ENG 250: Special Topic: Climate Fiction
- ENG 250: Latinx Literature
- ENG 263: Literature of the Holocaust: What words?
- ENG 350: Children's Literature and Disability Studies
- ENG 382: Advanced Studies in American Literature: "Unspeakable Things:" The Critical Geography of Toni Morrison
- ES 261/POLS 261: Political Ecology
- ES/SOC 373: Environmental Justice
- FREN 250: Social Justice and the Forgotten Francophonies
- FREN 3XX: African Literature in French
- GPS/INTL 302: Comparative Urbanism
- GWS 141: Introduction to Gender and Women's Studies
- GWS 150: Special Topic: Intro to Disability Studies
- GWS/INTL 250: Gender, Love, and Class in East Asian Popular Culture
- GWS/HIST 250: LGBTQ+ History
- GWS/SOC 272: Reproductive Justice
- GWS/INTL 350: Special Topic: Feminist Geography
- HIST 111: Creating the American Nation
- HIST 112: Rise of Modern America
- HIST/GWS 226: Women and Gender in Modern Europe
- HIST 248: Decolonization
- HIST/GWS 250: History of Witchcraft in Europe and the Atlantic World
- HIST 255: American Social History
- HIST 264: African American History to 1865
- HIST 265: African American History since 1865

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- HIST 310: The Body and Sexuality in European History
- HIST 329: Slavery: A Global History
- HIST 350: History of Race in the West
- INTL 250: Cultural Heritage Studies and UNESCO
- INTL/POLS 317: Refugees and Resettlement
- MUS 150: Special Topic: Taylor Swift's Musical Identity and Gender Representation
- MUS 150: The Sound of Women's Protest
- MUS 1XX: Rhymes and Resistance: Feminism in Hip Hop Culture
- MUS 1XX: History of Women in American Popular Music
- MUS 1XX: Queer Pop Music Analysis
- MUS 2XX: Identity and Intersectionality in American Musical Theatre
- PHIL 241/341: Poverty and Human Capability
- PH 250: Social Determinants of Health
- PH 260: Public Health and Social Justice
- PH 301: Global Health
- PH/GWS 3XX: Fear of a Fat Planet
- POLS 103: Modern Comparative Politics
- POLS 217: Politics of the Middle East
- POLS 226: International Law
- POLS 247: Parties, Elections, and Political Behavior
- POLS 250: Special Topic: Religion and Politics
- SOC 110: Introduction to Sociology: Perspectives and Methods
- SPAN 251: Survey of Spanish Literature I
- THEA/GWS 206: Theatre for Social Change
- THEA 263: Episodes in Theater History: Season 1

THINKING LIKE A SCIENTIST (TLAS)

- BIO/ES 122: Water and Life
- BIO 132: Human Biology
- BIO 142: Biology of the Horse (formerly offered as BIO 150)
- BIO 150: the Nature of Spring
- BIO 1XX: Insects and Society

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- BIO/ES 207 and 207L: Ecology and lab
- BIO/PH 316: Wildlife Disease
- CLAS/ES/SOC 250: ArcGIS and Thinking Spatially
- ES 105: Introduction to Earth Sciences
- MUS 2XX: Ecomusicology Soundscapes
- PHYS 101: Introduction to Astronomy
- PHYS 150: Physics in Human Affairs
- PHYS 201: Analytical Physics
- PH 201: Epidemiology
- PSY 160: The Musical Brain

CREATIVITY & INNOVATION (C&I)

- ART 100: Drawing
- ART 203: Introduction to Film Photography
- ART 213: Sculpture
- ART 217: Ceramics
- ART 230: Painting
- ART 234: Portrait Painting
- ART 275: Experimental Photography
- DANC 240: Imaginative Thinking
- ENG 141: Fundamentals of Writing Poetry and Fiction
- FILM 280: Film Production
- FILM 281: Video Production
- FILM 282: Art of Sound Design
- MUS 132: Music Theory I
- MUS 150: Pop Music Analysis and Composition
- THEA 100: Production Practicum
- THEA 1XX: Introduction to Improvisation for the Theatre
- THEA 151: Stagecrafts
- THEA 161: Introduction to Acting Dynamics
- THEA 235: Costume Construction
- THEA 242: Theatrical Design

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- THEA 2XX: Artist as Producer
- THEA 2XX: Costuming
- THEA 252: Scene Design
- THEA 256: Props Crafting
- THEA 364: Playwriting Fundamentals

EXPERIENTIAL LEARNING REQUIREMENT (ELR)

- Internships:
 - Department code + 399 (e.g., COMM 399)
 - PSY 380: Supervised Placement in Psychology

Applied Leadership:

- UNIV 235: New Tutor Training
- UNIV 270: FYS Student Success Leader
- Residential Associate

Undergraduate Research:

- ART 480: Senior Projects
- BIO 391: Independent Research
- BIO 480/490: Senior Thesis/Senior Honors Thesis
- CHEM 390: Independent Study in Chemistry
- ENG 407: Advanced Creative Writing-Senior Option
- ENG 482: Advanced Studies in English Literature-Senior Option
- ENG 490: Senior Thesis
- GPS 480: Senior Thesis
- HIST 470: Senior Thesis
- MATH: 472: Senior Seminar II
- PSY 210: Research Practicum
- Student Undergraduate Research Fellows Program (SURF)
- THEA 480/490: Senior Project

Short Term Experiential Seminars:

- SEM 1193: Survival in the Modern World
- SEM 1244: Trial and Error
- SEM 1278: Introduction to Stage Combat

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- SEM 1279: Research Design Methods in STEM
- SEM 1280 Yes, We Can! Introduction to Community Advocacy
- SEM 1283: Paper Tides: Sustainability and Materiality in Papermaking
- SEM: Introduction to Stage Combat
- Study Away: Faculty-Led Short Term Travel Programs
- TRIP 1023: Field Dance Study and Performance
- TRIP 1047: Florence: Cradle of the Renaissance
- TRIP 1049: Ecuador! A Bio-Cultural Journey on the Equator
- TRIP 1051: Kenya: An Interdisciplinary View of Women's Reproductive Health
- TRIP 1052: Wilderness and Wildlife: Natural and Cultural History of the Southeastern US
- TRIP 1053: Ownership and (De)Nile: World Heritage in and Beyond Egypt
- TRIP 1054: Crete: Yesterday, Today, and the Future
- TRIP XXXX: J-Term Study Away in NYC (Ambler)

Short Term Language Immersion Study

- TRIP 1004: Spanish in Seville
- TRIP 1006: French in Tours
- TRIP 1043: Spanish in Alicante
- TRIP 1044: Spanish in Havana

Semester (Fall or Spring) Study Away

- UNIV 102: Reflecting on Your Study Away Experience

Dance

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.):

(This applies to students who declared a dance major prior to the 2026-2027 academic year)

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

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)

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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)

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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)

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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)

ASSISTANT PROFESSOR: Nathaniel Graham

VISITING ASSISTANT PROFESSOR: Felicitas Adu-Acheampong

ADJUNCT LECTURERS: , Roman Bohdan, Rose Hagen, Brian Roberts, Ann Runyon, Alexander
Scott

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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. (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. Offered term 2. (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.

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Also listed and described as INTL 259. Prerequisites: q and ECON 157 or ECON 158. Offered Term 1. (o, r, Q, GLO, MOD)

ECON 261: PUBLIC FINANCE (4)

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. Offered term 1. (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. (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

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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 350: SPECIAL TOPICS: INTRODUCTION TO ECONOMETRICS (4)

An introductory course in econometrics, combining theory and application. Topics include properties and inference in linear regression, panel data models including fixed effects, discrete dependent variable methods such as logistic and Poisson regression, and other applications of ordinary least squares as time permits.

Also listed and described as BUS 350. Prerequisites: STAT 140, STAT 251, ECON 211 or by permission. Offered Term 2.

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)

Education

MAJOR, MINOR, TEACHER LICENSURE

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

ADJUNCT FACULTY: Beth Deel

Hollins University students who pursue a major or minor in Education develop the knowledge and skills to become impactful educators. Through a dynamic blend of liberal arts study and hands-on classroom experiences, students build awareness, understanding, and confidence to inspire every learner. Our teacher preparation 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 practice curiosity, teach, lead, and continuously learn.

Hollins University's teacher 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)
 - 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 CREDITS)

Examines relationships among schooling and U.S. social, cultural, political, and economic contexts. Analyzes equity, policy, identity, and power shaping educational systems and outcomes. Applies interdisciplinary perspectives to support critical inquiry and culturally responsive practice. Serves as a foundation for teacher licensure and a prerequisite or co-requisite for subsequent education courses.

Permission required for non-licensure students. Offered Term 1.

EDUC 260: TEACHING SCIENCE (4 CREDITS)

Introduces research-based approaches to science teaching aligned with NGSS and Virginia standards. Emphasizes three-dimensional learning through science practices, crosscutting concepts, and disciplinary core ideas. Develops inquiry-based instruction integrating literacy, mathematics, and technology. Addresses equitable participation, culturally responsive practice, and aligned assessment. Includes hands-on investigations and collaborative planning.

Open to first-year students. Offered Term 2.

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

Prepares candidates to design and implement writing instruction for secondary students. Emphasizes writing as a recursive process across genres and modalities. Develops instruction in planning, drafting, revising, and source-based writing. Includes a supervised practicum focused on instruction, feedback, and assessment. Addresses disciplinary literacy, student voice, and culturally responsive practice.

Offered Term 1.

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

Introduces principles of educational and developmental psychology influencing learning and engagement. Examines cognitive, behavioral, and sociocultural theories and their application to instruction and assessment. Addresses identity, equity, motivation, and inclusive practice. Considers neurodiversity, mental health, and contextual influences on learning. Emphasizes data-informed decision-making and collaboration to support student well-being.

Offered Term 1.

ART 340: TEACHING ART K–12 (4 CREDITS)

Prepares educators to design and assess visual arts instruction across K–12 settings. Emphasizes artistic inquiry, creative practice, and visual literacy. Develops inclusive curricula integrating digital media and interdisciplinary connections. Addresses classroom management, studio safety, and ethical considerations in art education. Includes studio work and lesson design supporting developmentally appropriate instruction.

Lab fee required. Offered Term 2.

EDUC 343: CLASSROOM MANAGEMENT (4 CREDITS)

Prepares candidates to create positive, inclusive learning environments. Emphasizes proactive, relationship-centered approaches supporting student engagement and belonging. Develops clear expectations, consistent routines, and responsive practices. Addresses culturally responsive and trauma-informed strategies. Applies data-informed approaches to behavior support and collaboration with families and professionals. Includes case studies and reflective practice.

Offered Term 2.

EDUC 348: CLASSROOM TECHNOLOGY INTEGRATION (4 CREDITS)

Prepares candidates to design and implement technology integration aligned with ISTE standards. Emphasizes equitable use of digital tools to support engagement and diverse learners. Develops standards-aligned instruction and technology-supported assessment.

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Addresses digital citizenship, accessibility, and emerging technologies. Includes creation of digital artifacts and a professional e-portfolio.

Open to first-year students seeking teacher licensure. Offered Term 2.

EDUC 370: TEACHING SOCIAL SCIENCES (4 CREDITS)

Prepares candidates to design inquiry-based social studies instruction aligned with NCSS frameworks and Virginia standards. Emphasizes disciplinary thinking, civic engagement, and evidence-based reasoning. Develops lessons integrating inquiry, discussion, and assessment across civics, history, economics, and geography. Addresses perspective-taking, source evaluation, and culturally responsive practice. Supports inclusive classrooms promoting civic competence.

Offered Term 1.

EDUC 372: SECONDARY CURRICULUM AND INSTRUCTION (4 CREDITS)

Prepares candidates to design and assess instruction for secondary learners. Applies research from cognitive science and adolescent development to teaching practice. Develops coherent plans integrating objectives, instructional strategies, and assessment. Addresses differentiation, scaffolding, and data-informed decision-making. Includes lesson planning, microteaching, and reflective practice.

Offered Term 1.

EDUC 377: LANGUAGE ACQUISITION AND READING I (4 CREDITS)

Introduces reading instruction for preschool and elementary learners grounded in the Science of Reading. Examines language development and core literacy components, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Emphasizes explicit, systematic instruction and data-informed practices. Includes a supervised practicum applying instruction and assessment. Addresses diverse learners and literacy development.

Offered Term 1.

EDUC 378: LANGUAGE ACQUISITION AND READING II (4)

Builds on foundational literacy knowledge through advanced study of the Science of Reading. Emphasizes orthographic instruction, including spelling patterns, morphology, and word recognition. Develops differentiated instruction using diagnostic and progress-monitoring tools. Includes a supervised practicum in elementary settings. Addresses literacy development, analysis of student learning, and evidence-based instruction.

Offered Term 2.

EDUC 380: READING IN THE CONTENT AREAS (4)

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Prepares candidates to implement literacy instruction in middle and high school content areas grounded in the Science of Reading. Emphasizes disciplinary literacy, comprehension processes, and instruction with complex texts. Develops data-informed, scaffolded instruction supporting diverse learners, including multilingual students. Includes a supervised practicum focused on planning, teaching, and reflective practice.

Offered Term 2.

EDUC 399: INTERNSHIP IN EDUCATION AND CLASSROOM MANAGEMENT (4)

Provides a supervised clinical experience bridging coursework and classroom practice. Engages candidates in planning, instruction, assessment, and classroom management in PK–12 settings. Develops skills in co-teaching, instructional support, and equitable classroom practice. Emphasizes reflective practice, culturally responsive teaching, and data-informed decision-making.

Requires a minimum of 125 clock hours and includes a weekly seminar. Offered Short Term.

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

Provides a full-time clinical residency in a PK–12 classroom aligned with licensure area. Develops proficiency in planning, instruction, assessment, and classroom management through co-teaching and gradual release of responsibility. Emphasizes data-informed instruction, differentiation, and culturally responsive practice. Includes ongoing supervision, reflective practice, and a weekly seminar.

Requires a minimum of 375 clock hours. Offered Term 2.

English & Creative Writing

MAJORS, MINORS

PROFESSORS: Pauline Kaldas, Julie Pfeiffer (chair, English & Creative Writing)

ASSOCIATE PROFESSORS: Matthew Burnside (sabbatical, Fall 2026), Michelle De Groot, Thorpe Moeckel, Jessie van Eerden (director, Jackson Center for Creative Writing)

ASSISTANT PROFESSORS: Joe Milan, Meighan Sharp, Zeus Sumra, Patricia Sunia

DISTINGUISHED PROFESSOR: Catherine Guild

VISITING ASSISTANT PROFESSOR: Joe Larios

LOUIS D. RUBIN WRITER-IN-RESIDENCE: Crystal Wilkinson (part time, Spring Term)

TEACHING ASSISTANTS: Sofia Escobar, Kaley Hutter, Lena Kinder, James Lex

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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:

9-10 courses (36-40 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"

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- One 300-level literature course before 1700
- One 300-level literature course, 1700-1950
- 8 elective credits; 4 must be at the 300 or 400 level. 100-level courses, except for ENG 142, cannot count.
- One senior capstone course (4 or 8 Credits), which may be fulfilled by ENG 407, ENG 482, OR a year-long Honors Thesis (ENG 490).

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

11-12 courses (44-48 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
- 16 credits focused into a self-designed concentration; at least four must be at the 300- or 400- level. 100-level courses, except for ENG 142, cannot count toward a concentration.
- One senior capstone course (4 or 8 Credits), which may be fulfilled by ENG 407, ENG 482, OR a year-long Honors Thesis (ENG 490) and should involve a project thematically appropriate to the 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 total

10 credits, including:

- ENG 141: Fundamentals of Writing Poetry and Fiction
- ENG 142: Intermediate Creative Writing
- ENG 207 or 208: Advanced Creative Writing (2-credit course; may be repeated for credit)

10 additional credits from among:

- ENG 210: Creative Nonfiction
- ENG 250: Beyond Publish or Perish
- ENG 306: How Writing is Written
- ENG 308: Reading and Writing Memoir
- ENG/FILM 321: Screenwriting I
- ENG/FILM 322: Screenwriting II
- 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)
- THEA 364: Playwriting
- ENG 367: Cross-Genre and Experimental Writing
- ENG 375: Writing Out of the Multicultural Experience
- ENG 399: Internship (2 or 4 credits, as approved by advisor and Director of the Jackson Center)
- ENG 407: Advanced Creative Writing (senior option)

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

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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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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: EXISTENTIALISM AND LITERATURE (4)

Also listed and described as PHIL 150. 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 within both canonical and non-canonical texts. Authors may include Camus, Nietzsche, Kierkegaard, Woolf, and Ellison.

Fulfills the 100-level literature requirement for the E&CW major.

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)

Topics for 2026-2027

Fever!

This course examines the literature of the 1790s when the major cities of the new American nation such as Philadelphia and New York were ravaged by recurring yellow fever epidemics. Some tensions to be discussed are those between medicine and faith and race and citizenship.

Four by Shakespeare

Close examination of four plays by Shakespeare that diverge and intersect in generative and exciting ways. Shakespeare's plays have had enormous staying power in part because they are endlessly mutable, subject to reinvention, reinterpretation, and rediscovery under new circumstances. That makes them ideal subjects for a classroom community thinking about what exactly it is we do when we read and interpret books both old and new together, across time and cultural change.

Mixtape

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

Tourism in Literature and Film

Tourism can radically transform a place, both its landscape and culture. In this class, we will try to understand what it means to be a tourist; how places, especially those marked by great periods of history, exist in the imagination of foreigners as opposed to the lived experiences of locals and natives.

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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)

Topics for 2026-2027

Fiction Toolkit

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

Fast Writing

This experimental workshop is designed to practice writing quickly and well. By applying the techniques of prolific genre and literary artists, we seek to bypass paralysis of the "perfect" sentence to follow and trust the narrative heart of our work. Students aim to produce a full draft of a manuscript by the end of the semester.

Poetic Forms

An exploration of writing in established, evolving and invented forms. Through close reading, workshop, and prompts, we will finesse language and meaning through the nooks and knuckles of the sonnet, prose poem, ghazal, haibun, and many other forms. We will each invent, ourselves, a new form, and aim to complicate notions of what "a poem in form" is.

Worldbuilding

World-building—the series of decisions that go into depicting time and place in both "real" and imagined worlds—has serious implications for plot progression and character development. This seminar includes workshops, exercises, and discussions that will help us intentionally design setting in a work of prose to heighten tension, convey mood, and more.

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)

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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 231: LGBTQ+ LITERATURE (4)

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Also listed and described as GWS 231. An introduction to Anglophone LGBTQ+ literature from the late nineteenth century to the present. Our aim is to analyze the generic range and political messages of texts by queer writers during this period. Authors include Gertrude Stein, Patricia Highsmith, James Baldwin, Audre Lorde, Alison Bechdel, Carmen Maria Machado, Natalie Diaz, Ocean Vuong, and Danez Smith. We will read these works as individual texts and through the lens of queer theory by critics including Jack Halberstam, Eve Sedgwick, Judith Butler, Gayle Salomon, and José Esteban Muñoz.

Prerequisite: one semester of college work or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (AES, DIV, SMN)

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: SPECIAL TOPICS: BEYOND PUBLISH OR PERISH (4)

This course aims to equip students with the knowledge of the paths toward creative writing publication and how to articulate their writing skills into a portfolio appropriate for different fields where the skills of writing well – and the liberal arts in general – can be applied for various careers.

Prerequisite: sophomore standing.

ENG 250: SPECIAL TOPICS: CARIBBEAN LITERATURE (4)

This course focuses on the diverse population of the Caribbean and its diaspora. We will consider novels, short stories, and poems that have chronicled the region's rich history, as early as the era of chattel slavery; the mixing of languages, customs, and religions that birthed its unique and hybrid culture; and the intervention of new perspectives reshaping Caribbean identity.

Prerequisite: one semester of college work or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major.

ENG 250: SPECIAL TOPICS: ENVIRONMENTAL RHETORICS (4)

This course examines how the environment is imagined, defined, and debated across different discursive contexts. Students analyze rhetorical strategies used by organizations, advocates, and communities to construct different meanings for the environment. Through writing,

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discussion, and community engagement, the course develops critical thinking, oral and written communication skills while exploring how environmental narratives shape action and policy.

Prerequisite: one semester of college work or permission.

ENG 250: SPECIAL TOPICS: HISTORY OF THE BOOK (4)

A book is more than the disembodied ideas it contains. This class traces the history of writing as a technology with a focus on the codex and its role in literary history. Using both theoretical and archival resources, we will explore how the material object of the book makes meaning and where our changing reading practices may be taking us next.

Prerequisite: one semester of college work or permission.

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, SMN)

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

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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.

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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 and 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)

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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 critiques 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

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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)

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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: AMERICAN MODERNISM (4)

Students will examine experimental poetry, fiction, and drama that reflect modernist concerns such as fragmentation, alienation, disillusionment, and the search for new forms of expression. Key figures include T. S. Eliot, Ezra Pound, William Faulkner, Ernest Hemingway, F. Scott Fitzgerald, and writers of the Harlem Renaissance. Close reading and discussion will examine how American modernist literature responds to societal changes.

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

ENG 350: SPECIAL TOPIC: BEFORE AND AFTER (FILM) NOIR (4)

Also listed and described as FILM 350. This course explores the origins, conventions, and legacies of noir across literature and film. Beginning with detective fiction by Edgar Allan Poe, the course examines classic film noir and its evolution into neo-noir. Students analyze works by authors such as Paul Auster and William Faulkner alongside films that expand noir through diverse perspectives.

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

ENG 350: SPECIAL TOPIC: CHILDREN'S LITERATURE AND DISABILITY (4)

This course investigates the links between children's literature, disability studies, and identity. We will use Lennard Davis's idea of "normalcy," Rosemary Garland-Thompson's concept of the "misfit," and Abby Meyer's work on the "freak" character as frameworks for reading children's and adolescent literature from the nineteenth century to the present.

Prerequisite: sophomore standing or permission. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major

ENG 350: SPECIAL TOPIC: TONI MORRISON (4)

We will read Toni Morrison's novels, short story, and critical writing alongside major writers such as Harriet Jacobs, William Faulkner, and James Baldwin to examine the crucial ways Morrison has transformed our understanding of American literature. We will consider how Morrison's work imagines what scholar Saidiya Hartman calls the "afterlife of slavery."

Prerequisite: sophomore standing or permission of instructor. Fulfills the "Historically Underrepresented Voices" requirement for the E&CW major. (w, x, AES, DIV, DJP)

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 2026-2027:

Crystal Wilkinson. Writing Fractured Beauty: A Study of Literary Fragmented Forms in Fiction, Poetry, and Nonfiction This is a course examining the cycle or fragment as a narrative strategy across genres. The mosaic structure and its many forms (lyric essays, novel in verse, poetry cycles, etc) has emerged as a primary genre for expressing and exploring an individual (self or character) and their place in a larger society. We will begin by laying the groundwork by taking a look at a few early authors and then quickly move forward to more recent works and examine how these writers appropriate the form. You will have an opportunity to discuss a narrative linked strategy in your own work through generative exercises and in a "big picture" workshop format.

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)

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026)
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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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)

Topic for 2026-2027:

Queering Nature in American Literature

Also listed and described as GWS 382. This course engages the understanding that American discourse on nature naturalizes heteronormative national identities. Through the lenses of queer and environmental studies, we will examine how American writers from the 19th century to the present have dramatized the link between nature and sexuality through queer ecologies that challenge gender binaries and human exceptionalism. Prerequisite: sophomore standing or permission of instructor. This course fulfills the "Historically Underrepresented Voices" OR 1700-1950 requirement for the E&CW major.

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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: 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, EL)

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. (EL)

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.

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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)

This seminar focuses on the Western traditions we (U.S.) have inherited and internalized in our sense of contemporary, 'artful,' short stories that rings true today. With close study of influential work, writing techniques, and structures we aim to gain insight into questions like what makes a 'good story'? How can we write 'well' and/or choose to broaden/subvert/rebel against the tradition?

Open to creative writing M.F.A. students, and to senior English and creative writing majors with permission of instructor.

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. (EL)

Environmental Studies | Environmental Science

MAJORS, MINOR

PROFESSORS: Renee Godard (biology), Morgan Wilson (biology)

ASSOCIATE PROFESSORS: Pablo Hernandez (economics), Elizabeth Gleim (biology), Mary Jane Carmichael (biology),

ASSISTANT PROFESSORS: Kaila Thorn (environmental studies, director)

LECTURER: Suzanne Allison (biology)

AFFILIATED FACULTY: Ashleigh Breske (international studies), Bonnie Bowers (psychology), Genevieve Hendricks (art history), Abubakar Jalloh (public health), Joe Larios (English, visiting), Jaeyeon Lee (international studies), Jim Downey (philosophy), Edward A. Lynch (political science), Thorpe Moeckel (creative writing), Sadie Snow (sociology)

The field of environmental studies and environmental sciences (ES) takes a transdisciplinary approach to understand the relationship between humans and the environment. This field 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.

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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)

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- 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)

- 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
- 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)

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- 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)
 - Three 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)
- 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.

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. (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

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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 a 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. (TLAS: must take lab to fulfill 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. (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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.

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.

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. .

ES 225: ENERGY AND THE ENVIRONMENT (4)

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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)

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

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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)

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.

ENG 250: ENVIRONMENTAL RHETORICS

This course examines how the environment is imagined, defined, and debated across different discursive contexts. Students analyze rhetorical strategies used by organizations, advocates, and communities to construct different meanings for the environment. Through writing, discussion, and community engagement, the course develops critical thinking, oral and written communication skills while exploring how environmental narratives shape action and policy.

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. The discipline is at the heart of the function of every ecosystem on the planet, from the lithosphere to the cryosphere, the human

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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)

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)

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 . Every fall. (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 . Every spring.

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

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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.

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)

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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 See tuition and fees rate table for course fee. . 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. (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 North Carolina Shore 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. See Tuition and Fees table for course fee. 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)

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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 (the North Carolina coast) and in several other morning/evening activities. The cost of rooms and meals for the weekend trip will be shared by participants. See Tuition and Fees table for course fees.

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: PROGRAM DESIGN AND EVALUATION (4)

This course introduces students to the concepts and methods used to develop and effectively evaluate environmental programs and policies. Students learn how to design programs that are engaging to the target audience and set programmatic goals that meet organizational needs. In order to evaluate the effectiveness of these goals, students will learn evaluation frameworks (including logic models, the CDC framework, and conducting needs assessments), apply them in their program development models, collect and analyze data, and assess the effectiveness and impacts of environmentally oriented initiatives. Emphasis is placed on applying evaluation tools to real-world scenarios including environmental education, conservation efforts, environmental public health initiatives, and the intersection between environmental and social programs.

ES 350L: LAB FOR PROGRAM DESIGN AND EVALUATION (2)

This lab provides students with the opportunity to explore and apply data analysis skills taught in the accompanying program evaluation course. Topics covered include data collection techniques for in the field, quantitative (basic inferential statistics) and qualitative data analysis, interpretation, reliability and validity analysis, and introductory data visualization for report writing.

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.

See tuition and fees rate table for course fee. 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.

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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 366: BIOGEOCHEMISTRY (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 matter and energy. Biogeochemistry is the study of the flow of matter and energy within the biosphere. In this lecture/lab 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 lithosphere, atmosphere, hydrosphere, and biosphere, the global cycles of H₂O, C, N and P, and the expanding human footprint on biogeochemical processes.

This course will count as a 300-level laboratory course for the major and is also listed and described as BIOL 366. Prerequisites: CHEM 101/102 or CHEM 105, BIOL 207 or ES 105. Fall (even years)

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 470: Senior Seminar (4 or 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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) spectatorship itself. Films under study may include Psycho, Halloween, The Shining, Scream, and Get Out, with readings from Carol Clover among others. Open to first-year students. No prerequisite.

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 250: SPECIAL TOPIC: THE ART & DESIGN OF STAR WARS (4)

This course takes a critical look at Star Wars films and series through the lens of art direction and production design by following the evolution of the franchise's cinematic aesthetics from the original films of 1970's and 1980's to recent series of the 2020's. The course will also explore how art directors and production designers fundamentally support the storytelling process and the various methods and techniques they use to achieve their artistry.

Open to first-year students. No prerequisite.

FILM 260: 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, WarGames, Her, Ex Machina, After Yang, and M3GAN.

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

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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 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.

Sophomore standing or permission. Prerequisite: FILM 171.

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. 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. Adobe Premiere experience preferred but not required.

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. Adobe Premiere Pro experience preferred but not required.

No prerequisite. Offered every other year. (CRE)

FILM 286: GLOBAL ANIMATION (4)

Film studies course on animated media in the context of globalization, focusing primarily on animation produced outside the United States. Students acquire a framework for analyzing the aesthetics of animation, learn key concepts of globalization, and learn about global media industries. Case studies encompass a variety of world regions and may include films, television shows, web series, and video games.

Open to first-year students. No prerequisite.

FILM 288: STOP MOTION FILMMAKING (4)

Film production class where students learn foundational principles of stop motion animation through a mix of screenings, short readings, and hands-on workshops. Class workshops allow students to explore a mixture of materials (clay, objects, cut-paper), expressive movement, abstractions, and puppet construction. Students will produce short exercises practicing specific principles and a final project of their own design.

Open to first-year students. Prerequisite: FILM 280 or FILM 281 or FILM 285

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 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.

Prerequisite: sophomore standing or permission.

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 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

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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 344: EXPERIMENTAL FILMMAKING (4)

Film production class where students learn avant-garde approaches to moving image media. The focus is on exploration, process over result, and thinking beyond narrative. This class offers a survey of experimental film techniques, including cameraless animation on 16mm film, glitching, and first-person filmmaking. The format of the class balances analyzing film examples and hands-on production workshops.

Prerequisite: FILM 280 or FILM 281. Prerequisite: sophomore (and above) standing or permission.

FILM 346: SURREALISM AND CINEMA (4)

What is surrealism? In this film studies course, we investigate that question through a survey of the international surrealist movement and its relationship to cinema. Screenings include a mixture of films made by active surrealists, films stylistically labeled "surrealist," and films about surrealists. Final project options include a traditional research project or a creative project like a film.

Prerequisite: sophomore (and above) standing or permission.

FILM/ENG 350: BEFORE AND AFTER (FILM) NOIR (4)

This course explores the origins, conventions, and legacies of noir across literature and film. Beginning with detective fiction by Edgar Allan Poe, the course examines classic film noir and its evolution into neo-noir. Students analyze works by authors such as Paul Auster and William Faulkner alongside films that expand noir through diverse perspectives.

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.

Sophomore standing or permission.

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.

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 (2 OR 4)

Application must be made with faculty prior to registration.

May be proposed in any term.

FILM 470: SENIOR SEMINAR (4)

Students develop and complete a thesis project in either film production or studies. Potential projects may include a short film (narrative, documentary, animation, or experimental); analysis or research paper, screenplay, or series. Class meetings are structured by developing ideas, establishing a workflow plan, sharing work in progress, peer feedback, and collective discussion and critique. Required for all film majors in either Fall or Spring of senior year. Honors Theses enroll for Fall, J-Term, and Spring of senior year.

Prerequisites: Senior standing, all film major core and elective requirements completed.

French

MAJOR, MINOR

ASSOCIATE PROFESSOR: Jeanne Jégouso

VISITING ASSISTANT PROFESSOR: Matthew Trumbo-Tual

INSTRUCTOR: Marie Mallet

LANGUAGE ASSISTANT: TBD

The French major at Hollins incorporates the rich cultural past of France and the French-speaking world, while bringing to light the tremendously dynamic present of all French-speaking peoples and cultures of the 21st century. By focusing on French language and cultural life, both historical and contemporary, on the global world, using literature, non-fiction, film, and a wide variety of multi-media strategies, our students are prepared to engage in the world as global citizens.

The French 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:

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- 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
- 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)

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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 Jégouso.

COURSES IN FRENCH:

Unless otherwise specified in the course listing, all courses are conducted in French. French literature courses emphasize, in a comprehensive approach, the relationship of literature to 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

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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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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 242: THEATER AND PERFORMANCE IN FRANCE (4)

Taught in French, this course explores the history of theatre in France, from the medieval stage to contemporary playwrights. Students will learn how to analyze both the written text of a play and its staging as performance. Through close reading, we will study dramatic structure, language, characterization, and genre conventions. At the same time, we will consider theatre as a living, embodied art form by examining *mise-en-scène*, scenography, acting styles, and audience reception. We will also study how theatre reflects, critiques, and reimagines society. From religious drama and classical tragedy to avant-garde experimentation and postcolonial critiques, the course highlights the ways in which the stage has served as a space of representation, debate, and innovation.

Prerequisite: FREN 112 or FREN 121, or permission. (WL)

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) (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.

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Counts as a 300-level literature course in the major. Prerequisite: Senior French majors and minors or permission. (AES, GLO).

FREN 342: THEATER AND PERFORMANCE IN FRANCE (4)

Taught in French, this course explores the history of theatre in France, from the medieval stage to contemporary playwrights. Students will learn how to analyze both the written text of a play and its staging as performance. Through close reading, we will study dramatic structure, language, characterization, and genre conventions. At the same time, we will consider theatre as a living, embodied art form by examining *mise-en-scène*, scenography, acting styles, and audience reception. We will also study how theatre reflects, critiques, and reimagines society. From religious drama and classical tragedy to avant-garde experimentation and postcolonial critiques, the course highlights the ways in which the stage has served as a space of representation, debate, and innovation.

Prerequisite: FREN 112 or FREN 121, or permission. (SMN)

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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, ÉGALITE, 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 (program director)

PROFESSOR: LeeRay Costa

AFFILIATED FACULTY: Anna Bennett (history), Kelly Coyne (communications), 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)

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 206: Theatre for Social Change (4)
- GWS 207: Material Girls in a Material World: Gender and Science

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- GWS 231: LGBTQ Literature (4)
- GWS 272: Reproductive Justice (4)
- GWS 301: Gender, Beauty, and Body Modification (4)
- GWS 302: Queer of Color Critique (4)
- GWS 310: The Body and Sexuality in European History (4)
- GWS 350: Feminist Geography (4)
- GWS 350: Feminisms in Performance (4)
- GWS 362: Spiritual Activism (4)
- GWS 382: Queering Nature in American Literature (4)
- (Additional courses, including special topics courses, may be approved by the GWS program coordinator)

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 206: Theatre for Social Change (4)
- GWS 207: Material Girls in a Material World: Gender and Science
- GWS 231: LGBTQ Literature (4)
- GWS 272: Reproductive Justice (4)
- GWS 301: Gender, Beauty, and Body Modification (4)

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026)

- GWS 302: Queer of Color Critique (4)
- GWS 310: The Body and Sexuality in European History (4)
- GWS 350: Feminist Geography (4)
- GWS 350: Feminisms in Performance (4)
- GWS 362: Spiritual Activism (4)
- GWS 382: Queering Nature in American Literature (4)
- (Additional courses, including special topics courses, may be approved by the GWS program coordinator)

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, and 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.

GWS 157: HISTORY OF WOMEN IN AMERICAN POPULAR MUSIC (4)

Also listed and described as MUS 157.

GWS 158: HISTORY OF THE EXCLUSION OF WOMEN IN THE WESTERN MUSICAL CANON

Also listed and described as MUS 158. (SMN)

GWS 159: WOMEN'S SOCIAL PROTEST MUSIC (4)

Also listed and described as MUS 159.

Open to first-years. (DJP)

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 206: THEATRE FOR SOCIAL CHANGE (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 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)

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

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Also listed and described as HIST 227

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. (DJP)

GWS 231: LGBTQ LITERATURE

Also listed and described as ENG 231. (SMN)

GWS 234: BEYOND PRIDE – LGBTQ+ STUDIES

This course introduces students to the interdisciplinary field of lesbian, gay, bisexual, transgender, and queer studies with a focus on the formation of cultures and politics around these identity formations. With an aim to go beyond simplistic slogans, like “Love Is Love,” this course provides a critical view of the field that examines how race, empire, capital, disability, identity, desire, nightlife, care, and representation relate to non-normative genders and sexualities.

GWS 244: WOMEN PLAYWRIGHTS: BREAKING BOUNDARIES (4)

Also listed and described as THEA 226.

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, and some special topics courses may carry the GWS Theory designation. GWS 250 courses from previous catalogues also count toward GWS major and minor requirements.

Courses Offered in AY 2026-2027 Include:

- GWS 250: Gender, Love, and Class in East Asian Popular Culture; also cross-listed and described as INTL 250

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

This course addresses central concepts, theories, and empirical findings found in the sociological literature on structured social inequality. Considerable attention is devoted to

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) examining the intersections between issues of cultural diversity and individual biographical experience. Open to first-year students with permission.

Also listed and described as SOC 260. (DIV, MOD)

GWS 253: GENDER, RACE, AND TASTE ON SCREEN(4)

Also listed and described as COM 253.

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 policy, legislation, and medical practice. Using an intersectional approach, students will explore topics such as forced sterilization, transnational and queer adoption, abortion and miscarriage, 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 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 302: QUEER OF COLOR CRITIQUE (4)

This course surveys the field of queer of color critique, from its conception within women of color feminisms to its contemporary developments around the multiple intersections of race, sexuality, gender, class, nation, and ability. We will study key texts and cultural productions of LGBTQ+ theorists, activists, and artists of color, who challenge racial and ethnic hierarchies within mainstream queer and feminist theory.

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

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

GWS 324: FEMINISM AND CONTEMPORARY ART (4)

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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. (INQ, w, x, GLO, MOD)

GWS 341: QUEER CINEMA

Also listed and described as FILM 341.

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 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, and 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.

Courses Offered in AY 2026-2027 Include:

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- GWS 350: Feminist Geography; also cross-listed and described as INTL 350GWS 356: Streaming Women's Stories (3) Also listed and described as COMM 356.

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 382: QUEERING NATURE IN AMERICAN LITERATURE (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 is in the program. Students will work under the sponsorship of a faculty member in Gender and Women's Studies 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

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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

CERTIFICATE

The Certificate in GLAM Studies 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 four internship credit hours in an area of cultural heritage. The program culminates with the capstone experience, which enables students to share what they've learned through the program and to create a project that can 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 their bachelor's degree.

REQUIREMENTS FOR A CERTIFICATE IN GLAM Studies:

18 credits plus 4 internship credit hours

- 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 courses in the Hollins curriculum that relate to cultural heritage and GLAM Studies. The certificate seeker will write an explanation of the relevance of the course(s) for review and approval by the certificate director.

COURSES IN GLAM STUDIES

GLAM 390: CAPSTONE EXPERIENCE (2)

Four internship credit hours, either through one 4-credit internship or two 2-credit internships in the area of cultural heritage

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.

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 220: 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, and will engage students in reflection and activities related to archival roles in the preservation of cultural heritage.

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.

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.

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.

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)

ASSOCIATE PROFESSOR: Ashleigh Breske (international studies and political science)

ASSISTANT PROFESSORS: Jaeyeon Lee (international studies), 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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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. (4)
- Three additional courses from the list of affiliated courses below. (12 credits)
- 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 475: 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 362: Spiritual Activism
- HIST 221: Civil Rights Movement in America
- HIST 266: Dissent and Reform in American History
- INTL 317: Refugees and Resettlement
- 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

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- 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.

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. (ELR)

History

MAJOR, MINOR

ASSOCIATE PROFESSORS: Christopher M. Florio (Ruth Alden Doan Endowed Chair in History), Rachel M. Nuñez (Batten Chair in Leadership, chair of history department)

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)

This course provides a survey of United States history to 1865. Along the way, we will examine such topics as the European encounter with Native North America, the creation of an American republic, the centrality of slavery alongside the rise of democracy, and the outbreak of the Civil War. 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)

This course provides a survey of United States history from 1865 to the near present. Along the way, we will examine such topics as the Reconstruction era, the consolidation of industrial capitalism, the development of the modern American state, the emergence of the United States as a global power, and the trajectories of numerous social movements. 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 front row seat to 1,000 years of medieval drama! We'll weep at the fall of Rome, applaud the coronation of Charlemagne, scratch our heads in bewilderment at the Investiture Controversy, bemoan the crises of the fourteenth century, and altogether marvel at the sweeping saga of this vast period. This course is an introduction to major developments in medieval history, from the decline of the western Roman empire to the renaissances of the fifteenth century. We'll examine society, politics, culture, and the economy of Europe in the Middle Ages, paying particular attention to such issues as the transition from ancient to medieval, church-state tensions, the rise of feudal monarchy, and cultural conflicts of the late Middle Ages. Through close work with primary sources, you will learn to ask critical research questions, weigh historical evidence, and develop your own interpretations in both writing and discussion.

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

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

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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 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."

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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

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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: EMPIRE IN A TEACUP: GLOBAL COMMODITIES IN WORLD HISTORY (4)

This course examines the history of Europe and the world from the medieval period to the eighteenth century using commodities as an analytical lens. Each module centers on the production, circulation, and consumption of a group of goods like spices, luxury manufactures, and plantation crops. Focusing on their histories reveals the development and impacts of trade networks, labor systems, environmental change, and imperial power over time. Designation: Non-US. No prerequisite.

HIST 255: AMERICAN SOCIAL HISTORY (4)

This course will focus not on elites but rather on ordinary Americans, the core subjects of social history. Proceeding chronologically and thematically, we will explore how the assumed narrative of American history changes when we center groups ranging from Puritan women to rural farmers, from Native Americans to incarcerated people. We will also consider how to analyze less conventional historical sources, including oral histories, photographs, and songs, to gain insights into the lives of non-elite Americans. Designation: US. Open to first-year students. No prerequisite. (MOD, DJP)

HIST 258: THE HISTORY OF HUMAN RIGHTS (4)

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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)

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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 PREMODERN EUROPEAN HISTORY (4)

This course explores the history of premodern Europe through the lens of the human body and sexuality. How did people in medieval and early modern Europe imagine, regulate, and experience their bodies? What counted as beauty, health, or desire and where did those ideas originate? Focusing on the work of scholars in the fields of the history of the body and sexuality studies and drawing on primary sources, we will investigate how the premodern body was understood, revered, desired, disciplined, cured, othered, and feared. We'll ask big questions about power, identity, and pleasure in the past and reflect on how premodern ideas about the body still shape the way we think about ourselves now. 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 350: TROJAN WAR IN MYTH AND HISTORY (4)

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Analysis of ancient and modern accounts of Troy's destruction. We shall read ancient literary sources in translation, such as selections from Homer (Iliad, Odyssey), Vergil (Aeneid), and Greek tragedy (Aeschylus' Agamemnon, Sophocles' Ajax, Euripides' Trojan Women, Hecuba). We shall examine ancient artistic and epigraphic sources and interrogate the archaeological evidence for Troy's destruction by the Greeks. Readings from modern historical accounts, supplemented by videos, will widen our perspective beyond Troy to examine the systemic collapse of eastern Mediterranean empires in the 13th and 12th centuries BCE.

Also listed and described as CLAS 350.

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. (ELR)

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:

- a cover page with the student's name, class year, major title, description of the major, and names of advisors
- a description of career goals and plans
- a résumé and cover letter
- a list of the courses taken for the major, including each course number, title, and description of how the course supports the interdisciplinary major
- a graded research paper from the 300-level independent study (or other 300-level course in the major)
- a description of the internship required for the major
- the evaluation form from the supervisor of the required internship related to the major program of study
- the academic work required by the faculty sponsor of the internship
- 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.

International Studies

MAJOR

PROFESSORS: Edward A. Lynch (political science),

ASSOCIATE PROFESSORS: Vladimir Bratic (communication studies), Pablo Hernandez (economics), Ashleigh Breske (international studies and political science, program director)

ASSISTANT PROFESSOR: Jaeyeon Lee (international studies)

The major in international studies is an interdisciplinary program combining courses in the social sciences, humanities, arts, and sciences. Themes present throughout the program include globalization, development, national and transnational identities, migration, diaspora, global conflicts and peacekeeping, post-colonialism, international relations, space and place, and environmental and foreign policy. Studies focus on the evolution of cultural, aesthetic, political, economic, and diplomatic relations among nations and peoples. In order to fulfill the major requirements, students must spend at least a semester studying abroad, 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:

- To introduce students to themes of interdependence and globalization of cultures and world economic and political systems.
- 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.
- 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.

- 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 area of study.

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 areas of study:

- 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)

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- 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 INTL 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 2026-2027
 - FREN 247/347 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 151 US/Mexico Border
- ENG 174 International Women's Voices
- ENG 211 Multicultural Women's Writers
- ENG 263 Holocaust Literature
- ENG 313 Literature of the Renaissance

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- 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 114 Modern Europe
- 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

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- 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 270 Sacred Stories: World Scriptures
- SOC 260 Race, Class, and Gender: A Reflexive Approach
- SOC 343 Critical Race Theory
- SPAN 216 Hip Hop in the Americas
- SPAN 236 Spanish Culture and Civilization
- SPAN 243 Modern Hispanic Culture
- SPAN 341 20th/21st-Century Hispanic Relations
- SPAN 348 20th-Century Spanish-American Literature

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. (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.

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.

INTL 220: GLOBALIZATION AND LOCAL RESPONSES (4)

Analysis 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.

INTL 232: 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.

Cross-listed with GWS 232.

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. (DJP)

INTL 250: GENDER, LOVE, AND CLASS IN EAST ASIAN POPULAR CULTURE (4)

Students will learn how to analyze contemporary East Asian popular culture within the broader context of gender, sexuality, class, and culture in East Asia. As primary or supplementary materials for this course, we will use Korean films, dramas, K pop idols' performance videos as well as Japanese animated films and movies, and Chinese reality shows.

Also listed and described as GWS 250. Open to first-year students.

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.

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

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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. (DJP)

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. (DJP)

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.

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.

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. (DJP)

INTL 350: AFFECT, SPACE, AND POWER (4)

Considering affect is variously understood as emotion, feeling, capacity, or even relationality, this course explores the following questions: what does affect do? Why does affect matter in the contemporary world? What is power? How does power affectively work in our everyday lives? How are they geographical? Through a geographical examination of the topics of affect and power, students will have a deeper understanding of how emotions and affects shape and drive our lives, as well as why our affective lives are political.

Not open to first-year students.

INTL 350: FEMINIST GEOGRAPHY (4)

In this course, students will learn key concepts in feminist geography such as body as space, public/private space, gender politics, feminist geopolitics, etc. By going over key themes in feminist geography, students will learn how gender, sexuality, class, and race work to construct particular spaces and places.

Also listed and described as GWS 350.

INTL 350: POST-STRUCTURAL AND POST-COLONIAL THEORY (4)

This course examines post-structural and post-colonial theories within contemporary critical theories. In this course, we examine the works of key post-colonial intellectuals such as Fanon,

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Said, Gilroy, Spivak, Bhabha, Mohanty, and many others. We will also examine the works of key post-structural scholars such as Foucault, Deleuze, Butler, Lacan, Baudrillard, Kristeva, and Derrida.

Not open to first-year students.

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.

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

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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

ASSOCIATE PROFESSOR: Molly Weselcouch ,

ASSISTANT PROFESSOR: Kumudu Gamage, 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)

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- 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:
 - 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.
 - 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: Introduction to Programming in Python (4)

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- CMPS 217: Software Design and Data Structures in Java (4)
- CMPS 260: Data Science and Visualization (4)
- One predictive modeling course from the choices below:
- CMPS 325: Machine Learning (4)
- CMPS 335: Data Mining Techniques (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).

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 (24 credits)

- STAT 251: Statistical Methods I (4)
- STAT 324: Data Wrangling (2)
- Introduction to Programming in Python (4)
- CMPS 217: Software Design and Data Structures in Java (4)
- CMPS 260: Data Science and Visualization(4)
- CMPS 335: Data Mining Techniques (2)
- One predictive modeling course from the choices below:
- CMPS 325: Machine Learning (4)
- CMPS 335: Data Mining Techniques (4)

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 100, MATH 105, 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 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, 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.

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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, cryptography, 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)

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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.

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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)

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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: INTRODUCTION TO PROGRAMMING IN 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.

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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.

Open to first year students. Prerequisite: q. (Q)

CMPS 217: SOFTWARE DESIGN AND DATA STRUCTURES IN JAVA (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.

CMPS 260: DATA SCIENCE AND VISUALIZATION (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.

Open to first year students.

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 (4)

An introduction to machine learning with a focus on understanding the mathematics of learning and optimization. Topics include gradient descent, linear and logistic regression, and neural network learning.

Prerequisite/Corequisite: MATH 241 and CMPS 260 or permission. Offered Term 1, alternating years.

CMPS 335: DATA MINING TECHNIQUES (4)

Students will study supervised and unsupervised strategies for data analysis and predictive modeling. Topics include decision trees, clustering, principal components analysis, and association rule learning.

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Prerequisite/Corequisite: MATH 241 and CMPS 260 or permission. Offered Term 1, alternating years.

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 157: History of Women in American Popular Music
 - MUS 257: Identity & Intersectionality in American Musical Theatre
 - Other Music History Elective

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- 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)
- 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.

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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), 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 may have the opportunity to enroll in wind ensemble 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.)

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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 tuition and fees rate table.

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. Course fee required. Please see tuition and fees rate table for specific charges. 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) Course fee required. 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)

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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. Course fee required. Please see Tuition and Fees Rate Table 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. Prerequisite MUS 132. Open to first-year students. Offered Term 2, every other year.

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

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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 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

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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.

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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

The Hollins University philosophy major undertakes 1) to instruct students in the history of philosophy, 2) to train students in logic, critical thinking, the techniques of philosophical reasoning and writing, and 3) to engage students with the essential issues in philosophy and a variety of other vitally important topics in philosophy. All philosophy majors share a common core of courses. Through specific menus of requirements, minors also 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 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)

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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 - 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)

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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. - The course includes - a trip to an art gallery. This will allow you to experience beautiful 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)

The study of valid reasoning. Course goals include the basic grasp of three areas of logic (propositional, Aristotelian, and predicate/quantifier) and familiarity with the metatheory of propositional logic, which concerns truth.

Also listed and described as MATH 211. Open to first-year students with permission. (Q)

PHIL 220: ZOMBIES AND CONSCIOUSNESS (4)

You have conscious experiences. 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)

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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 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.

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 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

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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 307: LITERARY HISTORY AND THEORY II (4)

Also listed and described as ENG 307.

Prerequisites: PHIL 303 and junior standing or permission.

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 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.

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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 spring term.

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: Mallery Meyer, Instructor and Head Coach

TENNIS: TBA,

VOLLEYBALL: Dave McGee, Head Coach

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

Required Courses for Graduation

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 student 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

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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

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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.

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

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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.

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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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.

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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

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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.

VARSIY 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.

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)

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- 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.

AP Exams and Physics Credits

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

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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 144: FROM MAGIC TO SCIENCE: EXPLAINING THE UNBELIEVABLE (4)

This is a survey course of physics throughout history. The course will focus on how theories changed and evolved over time as new evidence was discovered. The course will cover topics such as pseudoscience, mechanics, electricity and magnetism, thermodynamics, relativity, quantum physics, and nuclear physics. This will be done with an emphasis on the conceptual understanding of physics (without math).

(TLAS)

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. Prerequisites: 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.

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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: 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 316. 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.

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 and MATH 242.

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 and MATH 316.

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.

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

Also listed and described as CHEM 331, 332. PHYS 331 offered Term 1.

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. 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 and MATH 316.

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)

ASSOCIATE PROFESSOR: Ashleigh Breske

ASSISTANT PROFESSORS: 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

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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. (A)

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. (I)

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. (I) (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)

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,

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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)

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. (I)

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)

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)

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.

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)

POLS 221: GLOBALIZATION AND LOCAL RESPONSES (4)

Analysis 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/INTL 220. Open to first-year students. Offered in odd-year spring terms.

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)

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. (I) (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.

POLS 239: INTEREST GROUPS AND SOCIAL MOVEMENTS (4)

This course will focus on interest groups and social movements in the United States. We will explore how interest groups and movements are born, how they recruit and mobilize supporters, and how they seek to influence politics. The course also examines the strategies these groups use to shape public policy, including participation in electoral campaigns and lobbying policymakers.

Open to first-year students. Offered on a rotating basis. Also listed and described as SOC 239. Prerequisite: POLS 101. (A)

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. . (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. (A) (DJP)

POLS 261: POLITICAL ECOLOGY (4)

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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.

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)

POLS 264: POLITICAL PSYCHOLOGY (4)

Political psychology is concerned with understanding how individuals think and feel about politics, and how these psychological factors shape political behavior. This course offers an introduction to the study of political psychology in the American context, with attention to the formation of political opinions and attitudes, the role of emotions in shaping political behavior, and the dynamics of political polarization.

Prerequisite: any 100-level POLS course or permission. (A)

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)

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)

This course introduces 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 complex and cultural forces shaping cities throughout the world

Also listed and described as INTL 302. Prerequisite: any 100-level POLS course or permission. (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)

POLS 304: 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 INTL 303. Open to first-year students with permission. (I)

POLS 310: SEMINAR IN AMERICAN GOVERNMENT (4)

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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)

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)

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. (I) (DJP)

POLS 330: HEALTH POLICY (4)

The government plays a significant role in population health through health policy making. On the medical side, accessibility, cost, and quality of health care are structured by governmental policy; on the public health side, food, water, and environmental safety are also shaped by policy. This course equips students to understand the policy making process across its social, political, and economic dimensions. 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 PH 330. (A)

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 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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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. (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 MD, 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 and minors 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)

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 biology major has a pre-medicine concentration that includes the 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

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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 (EWCSO) 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 (BSN) program. At Shenandoah, three spaces each are reserved at the Winchester and Leesburg campuses each year.

REQUIREMENTS FOR THE PROGRAM

EWCSO 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 EWCSO (not offered at Hollins). Required course work for the Accelerated Second Degree BSN. program at both campuses will be completed at EWCSO 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 schools can vary from program to program. The biology major has a pre-veterinary concentration that includes the requirements for admission to most veterinary schools, including the following: 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: Seung-Hee Han, Caroline E. Mann Richard L. Michalski (Program Director)

ASSISTANT PROFESSORS: Hannah Perkins Stark, 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 :

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- 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)

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- 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)

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 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)

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- 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.

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 . 1

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 . 2

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) (ELR)

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.

PSY 272: EVOLUTIONARY PSYCHOLOGY (4)

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This course examines evolutionary psychology, including a brief historical review of key themes in psychology and evolutionary biology. Concepts and principles of human evolution will be developed in the context of classic and contemporary issues in social psychology, cognitive psychology, developmental psychology, and personality psychology. Topics covered include problems of survival, long-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and social dominance.

Prerequisite: PSY 141. Offered Term 1

PSY 250: INTRODUCTION TO INDUSTRIAL PSYCHOLOGY (NEW COURSE)

PSY 250: INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY (NEW COURSE)

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) Offered Term 2

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-

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) interactions, and neural developmental processes are discussed. 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, and problem solving.

Prerequisite: PSY 141. Offered Term 1.

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, and 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.

PSY 350: DEBUNKING MYTHS IN PSYCHOLOGY (NEW COURSE)

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.

Public Health

MAJOR, MINOR

PROFESSORS: Bonnie Bowers (psychology), Renee Godard (biology), Edward A. Lynch (political science), Morgan Wilson (biology), , Daniel Derringer (Chemistry)

ASSOCIATE PROFESSORS: Abubakarr Jalloh (public health) Pablo Hernandez (economics), Elizabeth Gleim (biology),, Mary Jane Carmichael (biology)

ASSISTANT PROFESSORS: , Susan Eagle (public health), Kaila Thorn (environmental studies), Lindsey Breitwieser (gender and women's studies), Sadie Snow (sociology), Giancarlo Schrementi (mathematics and statistics)

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

8 core courses and 3 electives (PH or affiliated courses), including one internship (44 – 48 credits)

REQUIRED COURSES (32)

- PH 101: Introduction to Public Health (4)
- PH 305: Quantitative Analysis (4)
- PH 201: Epidemiology (4)

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- PH 301: Global Health (4)
- GPS 216 Research Methods (4)
- PH 230: Health Behavior (4)
- PH 330: Health Policy (4)PH 470: Senior Seminar (4)

INTERNSHIP (0-4)

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 consists of a daily log, RATE tool, and final reflective essay. Application must be made with faculty prior to registration.

THREE ADDITIONAL ELECTIVE OR AFFILIATED COURSES (12)

- 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
- CHEM 214: Analytical Chemistry
- CHEM 221: Organic Chemistry
- CHEM 351: Biochemistry
- CHEM 352: Advanced Biochemistry
- CHEM 354: Pharmaceutical Chemistry
- CLAS 250 Special Topics: ARC GIS Think Spatially
- CMPS 160: Applied Computing I with Python
- CMPS 260: Applied Computing II: How to Think Like a Data Scientist
- ECON 157: Principles of Microeconomics

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- ECON 254: The Economics of Health Care
- ES/GWS 219: Food, Culture, and Justice
- ES/PHIL 182: Environmental Ethics
- ES 373: Environmental Justice
- GWS 150: Special Topics: Eureka! The social study of science
- GWS 150: Special Topics: Introduction to Disability Studies
- GWS/SOC 272: Reproductive Justice
- GWS/SOC 207: Material Girls in a Material World: Gender and Science
- GWS 242: Gender, Culture, & Power
- GWS/SOC 201 : Mad in America: Gender, Mental Health, and Popular Culture
- HIST 250: History of Science, Medicine and Technology
- POLS 203: Race, Class, Gender, & the law
- PSY 273: Psychology of human sexuality
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- SOC 234: Social Problems
- STAT 361: Regression

REQUIREMENTS FOR A MINOR IN PUBLIC HEALTH:

6 courses (24 credits)

- PH 101: Introduction to Public Health (4)
- PH 201: Epidemiology (4)
- GPS 216: Research Methods (4)
- PH 301: Global Health (4)
- PH 305: Quantitative Analysis (4)
- PH 230 Health Behavior (4) or PH 330 Health Policy (4)

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

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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.

Open to first-year students. Offered Spring term in even years.

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,

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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 250 SPECIAL TOPICS: CULTURE, HEALTH, AND ILLNESS

We might think that it is relatively straightforward to determine if someone is healthy or sick. For example, we generally define and describe disease in biological terms; the signs and symptoms of disease are observed through medical examination and testing. However, health and illness are culturally defined and socially constructed concepts. How people manifest and experience poor health—and the proper responses to being in poor health—varies significantly across cultures. This course is an exploration of medical anthropology: how health and illness are defined, described, experienced, and treated across social and cultural divides.

Open to first-year students.

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 in Odd Year Spring Term(SCI: Must take lab to fulfill SCI).

PH 253L: MICROBIAL ECOLOGY LAB (4)

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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 in Odd Years Spring Term (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 in even-years Spring Term. (DIV, DJP).

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)

Global Health is more than ever an important field of study and professional practice, thanks to the unprecedented advances in travel, technology, inter-connectedness/inter-dependent economies, and cross-cultural interaction. This course provides an in-depth exploration and analysis of issues that constitute international health. It considers case studies, conceptual frameworks, and methods about health from a multidisciplinary perspective with a focus on practical application. The course analyzes the relation of biological, economic, political, cultural, geographic, and behavioral factors to disease spread and management as well as emerging and re-emerging infectious diseases. The course primarily covers global health issues with a specific concentration on low- and middle-income countries, and the health situation of vulnerable populations. Students also examine global health policy and develop a policy brief.

Prerequisites: PH 101 or PH 201, or permission of instructor. Offered Term 1. (GLO, DJP)

PH 309: QUALITATIVE METHODS

This course leads students through the process of carrying out qualitative research from research question development through data analysis and writing up results. Students will learn how to carry out research through methods appropriate to their research questions, including content analysis, focus groups, and interviewing. Students will also learn how to engage with the IRB process and how to conduct ethical studies.

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Also listed and described as SOC 309. Prerequisites: GPS 216. Offered Spring term in odd-numbered years.

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. (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 330: 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 330. Not open to first-year students. Offered Fall term in odd-numbered years

PH 305: QUANTITATIVE ANALYSIS (4)

Students will learn to work with data and calculate and analyze simple, bivariate, and selected multivariate statistics, using common statistical software (Excel, JASP, or 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.

Prerequisite: GPS 216. Also listed and described as SOC 306. Not open to first-year students. Offered Spring term in even-numbered years.

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 Spring term in even-numbered years. (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 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 (0-4)

Academic component of supervised field experience in public health consists of a daily log, RATE tool, and final reflective essay 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.

Course fee required. (Note: See the TRIP course fees schedule in the Tuition and Fee's section of this catalog.) Prerequisite: Permission of instructor Offered short-term in even-numbered years (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)

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.

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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.

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.

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.

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.

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.

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.

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.

REL 250: KOREAN RELIGIONS (4)

Is K-Pop Demon Hunters part of the Korean religious experience? We’re going to find out! This course will explore what being religious means in Korea, whether it be Buddhism, Confucianism, Taoism, Christianity, or Musok—Korean shamanism. Women play a large role in all of these traditions.

Open to first-year students. No Prerequisite.

REL 250: RELIGION AND FILM (4)

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Religious movies give us an opportunity to examine religions from a variety of unusual perspectives. The class will explore 5 traditions—Hinduism, Buddhism, Christianity, Judaism and Islam—as they are represented by a variety of film genres including documentary, musical, and comedy. After reading overviews of these traditions, we will explore how film simplifies, distorts, but also attempts to express the essence of a religion. Questions considered include: can a film give an accurate experience of a religion? Is there a middle ground between the sentimental and the satirical? Can watching a film be a religious experience? Open to first-year students.

No Prerequisite.

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 year students. No Prerequisite.

REL 272: PHILOSOPHY OF RELIGION (4)

Also listed and described as PHIL 272.

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.

REL 362: SPIRITUAL ACTIVISM (4)

Also listed and described as GWS 362.

Prerequisite: sophomore standing or permission.

REL 390: INDEPENDENT STUDY (2 OR 4)

Independent study conducted at the advanced level.

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)

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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 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 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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.

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 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.

During January, students have the option to arrange an internship on their own or apply and be selected for internships with Career and Life Design's formal January Signature and Roanoke Valley programs. Career and Life Design work closely with employer partners to arrange opportunities during January for Hollins students.

All short-term internships must be completed for 4 credits requiring students to complete a total of 140 hours with a single internship organization. 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

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

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 1057: ARCOS WINTER BREAK (MEXICO)

Study in Oaxaca, Mexico—a UNESCO World Heritage city—during Winter Break. Surrounded by lush mountains and indigenous villages, Oaxaca is an ideal location for language immersion and exploring the pre-Hispanic past of the area. This 3-credit Arcos Learning Abroad program offers Spanish language courses and electives across disciplines, with homestay housing, excursions, and cultural activities included. Students engage in immersive language study while exploring Oaxaca's history, arts, and indigenous traditions.

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 PROGRAMS

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

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) 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.

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.

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: WALKING THROUGH TIME IN GREECE: WHERE LANDSCAPE, CULT, AND POLITICS COLLIDE

In this J-term abroad course, open to all majors and minors, we will develop a connection with mainland Greece. Our primary foci will be the impact that landscape and topography had on the development of key cult locations and practices, political change and continuity, and artistic elements from the Classical to the Roman imperial period.

This J-term experience will challenge students to consider how architecture and art could be shaped by the demands of the local environment. We will consider changes brought about by shifting political alignments from democratic Athens and oligarchic Thebes to the royal house of Macedonia and the imperial occupations of the Roman, Byzantine, and Ottoman empires. The itinerary of the trip reflects both the changing environments from southern to northern Greece but also challenges students to consider a wide breadth of temporal perspectives. We will be covering sites such as Athens, Thebes, Delphi, Thessaloniki, Vergina, and Corinth among others. (May be repeated for credit if the topic or destinations change)

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

TRIP 1055: MUSIC, MEMORY, POLITICS: BERLIN, PRAGUE, AND KRAKOW

During this J-Term trip, open to all majors and minors, Hollins students will take an in-depth look at the history of Central Europe through the lens of music, cultural memory, and politics. In Berlin, Germany, we examine the use of music as a tool of state ideology versus a symbol of decadent freedom. We contrast the government-persecuted punk scene of the East Germany with Weimar-era political cabaret and Cold War pop anthems. Then, we move to Prague, Czech Republic to explore the direct connection between musical persecution and political revolution. We trace the line from the trial of the underground band The Plastic People of the Universe to the birth of the Charter 77 human rights movement and to the protest songs that became anthems of the 1989 Velvet Revolution. Finally, we arrive in Kraków, Poland to seek out the vibrant, lost world of pre-war Jewish folk music (Klezmer), to witness the horrifying use of music as a tool of terror in Nazi concentration camps, and to understand music as a form of spiritual resistance under the most extreme conditions imaginable.

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

Sociology

MAJOR

ASSISTANT PROFESSOR: Sadie Snow (sociology)

AFFILIATED FACULTY: Lindsey Breitwieser (GWS), Susan Eagle (public health), Katelin McCullough (classical studies), and Kaila Thorn (environmental studies)

The major in sociology is designed to support students in their path to doing meaningful work across sociological fields of study as an applied social scientist. The major is structured around sound theoretical and methodological training and gives ample opportunity for students to specialize in a wide range of sociological areas of interest (areas of study might include crime, inequality, health, culture, or other substantive areas of interest). Sociology students also develop an understanding of social and cultural diversity, the relationship between the individual and society, and social inequality while cultivating valuable skills to prepare for careers in a wide range of fields.

REQUIREMENTS FOR A MAJOR IN SOCIOLOGY:

10 courses (40 credits)

CORE COURSES:

- SOC 110: Introduction to Sociology: Perspectives and Methods (4)
- SOC 227: Social Theory (4)
- SOC 234: Social Problems (4)
- GPS 216: Research Methods in Social Sciences (4)
- SOC 306: Quantitative Analysis *or* SOC 309: Qualitative Analysis (4)
- One 300 level course from the list of research-intensive electives (4)
 - SOC 319 Sociology of Culture
 - SOC 317 Critical Criminology
 - SOC 3XX Social Inequality
- SOC 4XX: Senior Seminar (4)
- 3 Additional Sociology Electives (12)

COURSES IN SOCIOLOGY:

SOC 110: INTRODUCTION TO SOCIOLOGY – PERSPECTIVES AND METHODS (4)

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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. (DJP)

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.

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.

SOC 239: INTEREST GROUPS AND SOCIAL MOVEMENTS (4)

This course will focus on interest groups and social movements in the United States. We will explore how interest groups and movements are born, how they recruit and mobilize supporters, and how they seek to influence politics. The course also examines the strategies these groups use to shape public policy, including participation in electoral campaigns and lobbying policymakers.

Open to first-year students. Also listed and described as POLS 239. Prerequisite: POLS 101.

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.

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.

SOC 309: QUALITATIVE ANALYSIS (4)

This course leads students through the process of carrying out qualitative research from research question development through data analysis and writing up results. Students will learn how to carry out research through methods appropriate to their research questions, including content analysis, focus groups, and interviewing. Students will also learn how to engage with the IRB process and how to conduct ethical studies.

Also listed and described as PH 309.

SOC 317: CRITICAL CRIMINOLOGY (4)

This course builds on introductory sociological and criminological concepts and theories to focus on critical perspectives in the field of criminology. Topics covered include inequality in the criminal justice system, feminist criminology and victimology, and topics in corporate crime. Students will engage with a substantive research project in a criminological topic of their choosing over the course of the semester.

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Students should have introductory experience in sociology, criminology, or criminal justice to take this course.

SOC 319: SOCIOLOGY OF CULTURE (4)

This course will cover foundational topics and theories in the sociological study of culture. Throughout the semester, we will engage with the study of material and nonmaterial culture as well as critical perspectives on the production of culture. As an upper-level course, students will apply their background in sociological theory and inquiry to developing a substantive project over the course of the term on a cultural topic of their choosing.

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.

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. (DJP)

SOC 390: INDEPENDENT STUDY (2 OR 4)

Individual project work at the advanced level with a member of the sociology department.

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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

ASSISTANT PROFESSOR: Juan Manuel Portillo (Program director, Modern Languages)

VISITING ASSISTANT/ASSOCIATE PROFESSOR: TBD

LANGUAGE ASSISTANT: TBD

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 from the following list:

- 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

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**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.

PLACEMENT TESTS

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.

GUIDELINES

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, 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.

LEARNING OUTCOMES

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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)

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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)

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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: Prerequisite: Placement in a 200-level SPAN class, SPAN 112, 121, or permission. (WL)

SPAN 239: HISPANIC MEDIA (4)

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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 250: CREATIVE SPANISH

This course approaches narrative and poetic texts from the perspective of craft, literary features, and cultural relevance. Through close readings, students will recognize formal and rhetoric aspects of the works and assess their symbolic values and relevance to their literary and cultural traditions. All activities will lead to the writing of original creative texts. There will be reading and workshop sessions each week. At the end of the semester, students will compile a portfolio of their creative work in the form of a chapbook or a booklet. They will also share their work in a public reading. (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)

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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

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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.

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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: Greg Owen

LECTURER/RESIDENT SCENIC DESIGNER: Arne Jonhson

VISITING ASSISTANT PROFESSOR/COSTUME SHOP MANAGER: Savannah Bower

VISITING LECTURERS: Danielle Barre, Michael Mansfield, Ginger Poole, E.B. Smith

GUEST ARTISTS: Moneé Stamp, E.B. Smith

The Hollins Theatre Department is a dedicated artistic community built on the values of intellectual curiosity, collaborative practice, and mutual commitment. Our mission is to develop skilled artists, thoughtful thinkers, and engaged leaders with a genuine passion for the performing arts. In our classrooms, rehearsal halls, scene shops, and on stage, we hold space for rigorous creative inquiry where students are challenged to explore, refine, and realize their artistic ideas with intention and craft. The skills developed through this work, including critical thinking, creative problem-solving, communication, and teamwork, extend well beyond the stage and serve students across every path they choose. Through this approach, we prepare students not only for careers in theatre, but for lives enriched by curiosity, collaboration, and a lasting commitment to artistic practice.

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 now 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 Production 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*

Four credits of 200-level or higher course(s) in Performance (4)

- THEA 154: AUDITION FUNDAMENTALS
- THEA 212: ACTING STUDIO – VOICE, BODY, AND TEXT
- THEA 250: SPECIAL TOPICS: PARTICIPATORY THEATRE
THEA 250: SPECIAL TOPICS: VOICE & SPEECH

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- THEA 261: CONTEMPORARY SCENE STUDY
- THEA 271: ADVANCED ACTING DYNAMICS
- THEA 361: CLASSICAL SCENE STUDY

Four credits of 200-level or higher course(s) in Construction/Technology (4)

- THEA 205: INTRODUCTION TO SEWING TECHNIQUES
- THEA 210: STAGE MAKEUP
- THEA 235: COSTUME CONSTRUCTION
- THEA 238: COSTUMING ON A BUDGET
- THEA 249: STAGECRAFT: CONSTRUCTION & RIGGING
- THEA 250: SP TOP: HISTORICAL COSTUMING
- THEA 251: DRAFTING FOR THE THEATRE
- THEA 256: PROPS CRAFTING
- THEA 257: STAGECRAFT: THEATRE TECHNOLOGIES
- THEA 259: SCENE PAINTING
- THEA 345: ADVANCED THEATRE TECHNOLOGIES

Four credits of 200-level or higher course(s) 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
- THEA 354: ADVANCED TECHNIQUES IN THEATRICAL SOUND DESIGN

Four credits of 200-level or higher course(s) in Theatre Management/Arts Administration (4)

- THEA 246: INTRODUCTION TO PRODUCTION MANAGEMENT
- THEA 248: ARTIST AS PRODUCER
- THEA 254: INTRODUCTION TO STAGE MANAGEMENT
- THEA 276: PHILANTHROPY AND THE ARTS
- THEA 363: DIRECTING

Four credits of 200-level or higher course(s) in Theatre History/Theory (4)

- THEA 206: THEATRE FOR SOCIAL CHANGE
- PHIL 207: THE PHILOSOPHY OF ART: ART AND AUTHENTICITY

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- HIST 250: HISTORY OF FUN AND LEISURE IN PREMODERN EUROPE
- THEA 250: SP TOP: COMMUNITY-BASED RESEARCH & PERFORMANCETHEA 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

Four credits of 300-level course(s) in Playwriting/Dramaturgy (4)

- THEA 3xx: COMMUNITY-BASED PLAYWRITING TECHNIQUES (Mellon Class in development)
- 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 Production Practicum (4)
- THEA 113: Script Anatomy (4)
- THEA 160/260/360: Performance & Production Workshop (2)
- Four credits of 100-level or higher course(s) in performance (4) (see above for designations)

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- Four credits of 200-level or higher course(s) in theatre history or theatre theory (4) (see above for designations)
- Four credits of 200-level or higher course(s) 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, exploring the behind-the-scenes elements that bring productions to life. Students rotate through modules in costume technology, set construction, lighting technology, audio technology, stage management, and producing, developing essential skills they can then apply to ongoing theatre department productions while experiencing the collaborative nature of theatrical work firsthand.

Lab hours will be required. No prerequisites are required. Open to first-year students. Offered Term 1. (F)

THEA 102: INTRODUCTION FOR IMPROVISATION FOR THE THEATRE (4)

. Students will learn the foundations of improvisation and their applications both onstage and off. Through exercises and games, students practice core tenets: communication, storytelling, active listening, collaboration, spontaneity, physicality, accepting and advancing offers, and editing scenes. Students leave with practical skills they will use throughout their lives. The semester culminates in a shared public performance.

No prerequisites are required. Open to first-year students. (C&I, F)

THEA 164: INTRODUCTION TO STAGE COMBAT (2)

Students will learn how to perform moments of violence and physical conflict on stage. They will build basic stage combat skills like how to fall safely, throw and react to stage punches, and work with basic stage weapons like swords or knives in a way that is safe and believable to an audience. No prerequisites are required. Open to first-year students. Offered Term 1.

THEA 154: AUDITION FUNDAMENTALS (2)

Students will learn essential audition skills and techniques with a focus on how to select, prepare, and perform audition material. Through practical application and guided reflection, students will develop effective communication skills applicable to campus productions, job interviews, academic presentations, professional networking, and career advancement opportunities. No prerequisites are required. Open to first-year students. See tuition and fees rate table for course fee. Offered Term 1. (F)

THEA 113: SCRIPT ANATOMY (4)

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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. (SMN, F)

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, including 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.

May be repeated for credit. Open to first-year students. Offered both terms. (F)

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. Offered Term 2. (C&I, F)

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. (F)

THEA 205: INTRODUCTION TO SEWING TECHNIQUES (2)

Students will learn basic hand sewing and machine sewing techniques. By the end of the course, students should be able to demonstrate basic proficiency in hand sewing, machine sewing, and understanding of basic commercial pattern information.

Open to first years. No prerequisite. Offered Term 1. See tuition and fees rate table for course fee. (F)

THEA 206: THEATRE FOR SOCIAL CHANGE (4)

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. How can theatre create social change? Drawing on the work of Augusto Boal and the Theatre of the Oppressed, this course explores applied theatre as a tool for community engagement and transformation. Students examine frameworks from performance studies, philosophy, and queer and feminist theory, then apply that learning to the creation of a socially engaged performance.

Also listed and described as GWST 206. Open to first years. No prerequisite. Offered Term 2. (DJP, F)

THEA 238: COSTUMING ON A BUDGET (2)

This course focuses on creating a costume within budgetary restrictions. With guidance from the professor, students will budget, purchase supplies, and create the costume of their choice. Projects include making a Tinker Day or Halloween costume.

Lab hours will be required. Open to first years. No prerequisite. Offered Term 1. See tuition and fees rate table for course fee. (F)

THEA 235: COSTUME CONSTRUCTION (4)

The costume shop is often thought of as the heart of a theatre. This hands-on course introduces students to equipment, procedures, and personnel involved in designing and executing costumes for theatrical productions. Through a series of projects building in difficulty, students learn construction techniques using machine and hand sewing, patterning, and draping. Garments will be produced utilizing machine and manual industry sewing techniques.

Lab hours will be required. Open to first-year students. No prerequisite. See tuition and fees rate table for course fee. (C&I, F)

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. See tuition and fees rate table for course fee. (C&I)

THEA 248: ARTIST AS PRODUCER (2)

This hands-on course breaks down self-producing into four essential steps: selecting the right project, creating a realistic budget, developing an effective marketing strategy, and booking the perfect performance space. By the end of the course, students will have a complete,

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actionable production plan for their own theatrical project. No prior producing experience
needed.

Open to first-year students. Prerequisite: THEA 100.

THEA 246: INTRODUCTION TO PRODUCTION MANAGEMENT (2)

This class covers the fundamentals of production management, from planning calendars and organizing and managing production teams to overseeing a budget and running production meetings. Students will learn essential skills in organization, execution, and oversight for all aspects of theatrical production. Emphasis will be placed on building skills that prepare students for careers in theatre and beyond.

Prerequisite: THEA 100

THEA 249: STAGECRAFT: CONSTRUCTION & RIGGING (2)

This course provides a foundation in stagecraft, focusing on set construction, rigging, and shop safety. Through lectures, demonstrations, and hands-on projects, students develop confidence with power tools and progress from basic to moderately challenging techniques for building and finishing scenic elements. The course also introduces theatrical rigging and our computerized fly system, preparing students for specialized work in theatre production.

Lab hours will be required. Prerequisite: THEA 100. Open to first-year students. Offered Term 2, See tuition and fees rate table for course fee. (F)

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. (INQ, F)

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. (F)

THEA 252: SCENE DESIGN (4)

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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. Prerequisite: THEA 100. Offered Term 1. See tuition and fees rate table for course fee. (C&I)

THEA 254: INTRODUCTION TO STAGE MANAGEMENT (2)

This class covers the fundamentals of the stage manager role, from planning calendars 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 theatrical productions, which are highly transferable to project management roles in various industries.

Prerequisite: THEA 100.

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 or permission of instructor. See tuition and fees rate table for course fee. (C&I)

THEA 257: STAGECRAFT: THEATRE TECHNOLOGIES (4)

This course deepens the foundational skills introduced in our 100-level production course, with a focused exploration of theatre lighting, sound, and projection technologies. Students will learn to hang and focus lights, program lighting consoles, operate audio systems, and run sound and projection cues, developing practical technical skills applicable to a wide range of professional and creative careers.

Lab hours will be required. Prerequisite: THEA 100. Open to first-year students. (C&I)

THEA 260: INTERMEDIATE PERFORMANCE & PRODUCTION WORKSHOP (1)

This departmental workshop is open to theatre majors and minors seeking practical experience in a fully realized theatrical production. Students may focus on performance or technical theatre, including set/props construction, costuming, stage crew, board operation, or assistant stage management. Students must audition or interview and be assigned a role and will be registered by the director.

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, THEA 161, or THEA 271.

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. (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. Offered Term 2.

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.

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,

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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 354: ADVANCED TECHNIQUES IN THEATRICAL SOUND DESIGN (2)

Building on the foundational concepts from Theatrical Design, this course provides an in-depth exploration of sound's role in supporting and enhancing theatrical productions. Students will use industry-standard software (QLab and Audacity) and learn live microphoning techniques for performers and instruments, as well as original sound creation, and the use of licensed audio files.

Prerequisite: THEA 242 (or instructor approval).

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. (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.)

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

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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.

THEA 360: ADVANCED PERFORMANCE & PRODUCTION WORKSHOP (1)

This advanced departmental workshop is open to theatre majors and minors seeking leadership roles in a fully realized theatrical production. Students may focus on advanced performance, design (set/props, costume, lighting, projection, or sound), producing, production management, or stage management. Students must audition or interview and be assigned a role and will be registered by the director.

Prerequisites: Audition/technical interview, THEA 260: Production Workshop, and permission of instructor or production manager. 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, THEA 271, or THEA 261.

THEA 363: DIRECTING (4)

An introduction to the creative and aesthetic challenges faced by the director. Included is an examination of the director's relationship to the text, the actor, and the audience. The approach is both theoretical and practical, involving reading, class exercises, papers, and attendance at theatre events.

Prerequisites: THEA 161 or THEA 271, and THEA 242 or permission from the instructor.

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, or permission from the instructor. (C&I)

THEA 365: JUNIOR SEMINAR: PURPOSE, PASSION, AND POSSIBILITIES (2)

This course examines theatre-making as a way of living in and seeing the world. Students will explore the stories they want to tell and why and examine personal and communal values as the foundation for creating a theatre company. Together, students will develop an artistic vision statement and present their company philosophy and proposed collaborative senior

DRAFT 2026/2027 Undergraduate Catalog (Academic Courses Only (created 04/14/2026) production project to faculty for approval. 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. Offered Term 2.

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.

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.

ASSOCIATIONS

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

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every person expressing an interest in the organization, and membership is earned by
subsequent work on productions.

HOLLINS STUDENT THEATRE 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-reflection exercises and presentations on topics such as inclusion, diversity, and mindful traveling. Students then prepare a roadmap for their study away program that provides goals for their journey, including cultural immersion goals and maintaining health while away. No prerequisite. 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 197: TRANSFER STUDENT SEMINAR

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Description forthcoming

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 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.

Full-Time Faculty 2026-27

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; B.S., Hollins University; M.S., James Madison University. 2021.

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. 2025.

JACOB BARFIELD, Visiting Assistant Professor of Physics; B.S., Roanoke College; M.S., Ph.D., University of Arkansas. 2024.

MARYKE BARBER, Information Literacy and Outreach Librarian; B.F.A., Shenandoah University; M.F.A., Virginia Commonwealth University; M.S., University of Tennessee. 2003.

JESSICA BATY MCMILLAN, Instructor of Communication Studies and the Communication Across the Curriculum Coordinator; B.A., University of North Carolina, Wilmington; M.A., University of Denver. 2024.

ANNA BAYNUM, Associate Professor of Education; B.A., Guilford College; M.Ed., Ed.D., University of Virginia. 2008.

REBECCA SEIPP BEHNISCH, Assistant University Librarian; B.A., Southwestern University; M.S., University of Texas at Austin. 2013.

ANNA BENNETT, Assistant Professor of History; B.A., Berry College; M.A., University of Rhode Island; M.A., Ph.D., University of Miami. 2024.

SAVANNAH BOWER, Visiting Assistant Professor of Costume Technology and Costume Shop Manager; B.F.A., Longwood University; M.Ed., University of Lynchburg. 2024.

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.

AIMEE BRENNER, Associate Professor of Education; B.A., James Madison University; M.A., Virginia Polytechnic Institute and State University; M.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University. 2025.

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ASHLEIGH BRESKE, Associate 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.

JEFFERY NORMAN BULLOCK, Professor of Dance and Director of M.F.A. in Dance; M.F.A., University of Iowa. 2004.

MATTHEW BURNSIDE, Associate Professor of Creative Writing and Susan Gager Jackson Professor of Creative Writing; B.A., M.A., University of Northern Texas; M.F.A., University of Iowa. 2019.

MARY JANE CARMICHAEL, Associate Professor of Biology and Environmental Studies; B.S., Wake Forest University; M.S., Appalachian State University; Ph.D., Wake Forest University. 2017.

LEERAY COSTA, Executive Director of Leadership Studies and the Batten Leadership Institute; 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.

MICHELLE DE GROOT, Associate Professor of English and Berry Professor in the Liberal Arts; 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, Associate Professor of Spanish; 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.

SUSAN EAGLE, Assistant Professor of Public Health; B.A., Connecticut College; M.A., Tulane University; M.P.H., Western Kentucky University; Ph.D., Tulane University. 2024.

CHRISTOPHER FLORIO, Associate Professor of History; B.A., University of Richmond; M.A., Ph.D., Princeton University. 2019.

GEORGE FREDRIC FRANKO, 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 and Assistant Director of the M.F.A. Dance Program; M.F.A., Hollins University. 2024.

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ISABEL FOLCK, Archivist and Special Collections Librarian; B.A., University of Missouri; M.S.,
University of Denver. 2022.

KUMUDU GAMAGE, Assistant Professor of Mathematics; B.S., University of Kelaniya; M.S.,
Middle East Technical University; M.S., Ph.D., Old Dominion University. 2025.

CHENXI GAO, Assistant Professor of Printmaking; B.F.A., Baylor University; M.F.A., University of
North Texas. 2025.

AMY GERBER-STROH, Professor of Film; B.A., Pennsylvania State University; M.F.A., California
Institute of the Arts. 2007.

STEPHANIE GIBSON, Assistant Professor of Art History; B.A., Emory University; M.A., Ph.D.,
University of Pennsylvania. 2024.

ELIZABETH GLEIM, Associate Professor of Biology; B.A., Hollins University; Ph.D. University of
Georgia. 2016.

RENEE DENISE GODARD, Professor of Biology; B.S., Guilford College; Ph.D., University of North
Carolina at Chapel Hill. 1994.

NATHANIEL GRAHAM, Assistant Professor of Business; B.B.A., Ph.D., University of Kentucky.
2026.

CATHERINE GUILD, Distinguished Professor of Creative Writing; B.A., Berea College; M.T.S.,
Harvard Divinity School. 2024.

KATHLEEN HALL, Visiting Assistant Professor of Art; B.A., University of Virginia; M.F.A.,
University of New Hampshire. 2024.

SEUNG-HEE HAN, Associate Professor of Psychology; B.A., M.A., Chung-Ang University; Ph.D.,
University of Missouri. 2020.

GENEVIEVE HENDRICKS, Associate Professor of Art; B.A., University of Pennsylvania; M.A., Ph.D.,
New York University. 2014.

CHENG HER, Assistant Professor of Chemistry; B.A., Assumption College; Ph.D., University of
New Hampshire. 2025.

PABLO HERNANDEZ, Associate Professor of Economics; B.A., Universidad de las Américas; M.A.,
Ph.D., University of Notre Dame. 2007.

COLEMAN HOLTH, Metadata Librarian; B.A., Roanoke College; M.S., University of North Carolina
at Greensboro. 2019.

LAURA IVINS, Assistant Professor of Film; B.A., University of Oklahoma; M.F.A., Boston
University; Ph.D., Indiana University. 2025.

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ABUBAKARR JALLOH, Associate Professor of Public Health; B.A., M.P.P., Ed.D., University of
Northern Iowa. 2020.

JEANNE JÉGOUSSO, Associate 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., University of
California, Santa Barbara. 2024.

PAULINE KALDAS, Professor of English; B.A., Clark University; M.A., University of Michigan;
Ph.D., State University of New York–Binghamton. 1999.

JOE LARIOS, Visiting Assistant Professor of English and Creative Writing; A.B., Brown University;
M.A., Louisiana State University; M.A., Ph.D., Emory University. 2024.

MARWOOD LARSON-HARRIS, Visiting Assistant Professor of Religious Studies; B.A., Reed
College; M.T.S., Ph.D., Boston University. 2024.

JAEYEON LEE, Assistant Professor of International Studies; B.A., M.A., Sogang University; Ph.D.,
University of Kentucky. 2024.

NATHAN LEE, Assistant Professor of Film; B.A., Bard College; M.A., Ph.D., Brown University.
2022.

ERIN LEVERING, Lecturer of Mathematics and Mathematics Placement Coordinator; B.S.,
M.A.Ed., Virginia Polytechnic Institute and State University. 2012.

EDWARD A. LYNCH, Professor of Political Science; B.A., St. Joseph's University; M.A., Ph.D.,
University of Virginia. 1991.

MALÚ MACHUCA ROSE, Assistant Professor of Gender and Women's Studies; B.A., Pontificia
Universidad Católica del Perú; M.A., University of Wisconsin-Madison; M.A., Ph.D. (ABD),
Northwestern University. 2026.

CAROLINE MANN, Associate Professor of Psychology; B.A., University of North Carolina at
Asheville; Ph.D., University of Tennessee. 2019.

JOSH MANNING, Assistant Teaching Professor of Studio Art; B.A., Virginia Tech; M.F.A., West
Virginia University. 2020.

WENDY-MARIE MARTIN, Assistant Professor of Theatre; B.F.A., Marymount Manhattan College;
M.F.A., Hollins University; Ph.D., Ohio University. 2021.

KATELIN MCCULLOUGH, Assistant Professor of Classics and Art History; B.A., University of Texas
at Austin; M.A., Ph.D., University of North Carolina at Chapel Hill. 2023.

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AMELIA "AMY" MELI, Assistant Professor of Political Science; B.A., Virginia Polytechnic Institute and State University; M.A., The George Washington University; Ph.D., University of Maryland, College Park. 2025.

RICHARD MICHALSKI, Associate Professor of Psychology; B.A., Ph.D., Florida Atlantic University. 2004.

JOE MILAN, Associate Professor of Creative Writing; B.A., University of Washington; M.F.A., Vermont College of Fine Arts; Ph.D., University of Nevada, Las Vegas. 2024.

JAMES MILLER, Discovery Librarian; B.A., Austin College; M.S., Drexel University. 2013.

THORPE MOECKEL, Associate Professor of English; B.A., Bowdoin College; M.F.A., University of Virginia. 2005.

RACHEL MARIE NUÑEZ, Associate Professor of History and Batten Chair in Leadership; B.A., Rice University; M.A., Ph.D., Stanford University. 2008.

GREGORY OWEN, Visiting Assistant Professor and Technical Director; B.F.A., Otterbein College; M.F.A., The Ohio State University. 2026.

HANNAH PERKINS STARK, Assistant Professor of Psychology; B.S., M.A., Ph.D., Louisiana State University. 2026.

JULIE K. PFEIFFER, Professor of English; B.A., Carleton College; M.A., Ph.D., University of Connecticut. 1997.

MANUEL PORTILLO, 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.

CHARLOTTE ROSSLER, Visiting Assistant Professor of Gender and Women's Studies and History; B.A., University of Detroit Mercy; Ph.D., Stony Brook University. 2024.

ABRINA SCHNURMAN, Lecturer in the Batten Leadership Institute; B.A., University of North Carolina; M.Ed., Ph.D., Virginia Polytechnic Institute and State University. 2004.

GIANCARLO SCHREMENTI, Assistant Professor of Computer Science; B.A., Beloit College; Ph.D., Indiana University. 2014.

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.

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SARAH "SADIE" SNOW, Assistant Professor of Sociology; B.A., Hollins University; M.S., Ph.D., Virginia Polytechnic Institute and State University. 2024.

SARA SPRAGUE, Digital Pedagogy and Scholarship Librarian; B.A., Washington University; J.D., Roger Williams School of Law; M.M., University of Southern California. 2022.

ZEUS SUMRA, Assistant Professor of 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.

MATTHEW TRUMBO-TUAL, Visiting Assistant Professor of French; B.A., University of Virginia; M.A., M.Phil., Ph.D., Columbia University. 2024.

ARTUR TSOBANJAN, Associate Professor of Physics, MSci, Imperial College of Science, Technology, and Medicine; Ph.D., The Pennsylvania State University. 2024.

JESSIE VAN EERDEN, Associate Professor of Creative Writing and director of the Jackson Center for Creative Writing; B.A., West Virginia University; M.F.A., University of Iowa. 2019.

JILLIAN VOGEL, Assistant Professor of Music; B.M., Austin Peay State University; M.M., University of Tennessee; Ph.D., Louisiana State University. 2024.

TERI WAGNER, Assistant Professor of Education and director of graduate programs in Education and Liberal Studies; B.A., Roanoke College; M.A., Ph.D., Virginia Polytechnic Institute and State University. 2016.

SHELBIE L. WAHL-FOUTS, Associate Professor of Music and director of Choral Activities; B.M.A., DePauw University; M.M., Butler University; D.A., Ball State University. 2010.

MOLLY WESELCOUCH, Associate Professor of Mathematics; B.A., College of the Holy Cross; M.S., Ph.D., North Carolina State University. 2019.

C. MORGAN WILSON, Professor of Biology; B.S., Hampden-Sydney College; M.S., Virginia Polytechnic Institute and 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, Associate 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.

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Faculty Emeriti

T. J. ANDERSON III, Professor of English Emeritus; B.A., University of Massachusetts; M.F.A., University of Michigan; Ph.D., State University of New York–Binghamton.

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.

REBECCA BEACH, Associate Professor of Biology Emerita; B.S., University of Arizona; M.S., University of Connecticut-Storrs; Ph.D., University of Texas at Austin.

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